BURBANK UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
REGULAR MEETING

Thursday, April 04, 2019

6:00 p.m. - Closed Session
7:00 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; 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

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

3.a Conference with Labor Negotiator, Pursuant to Government Code §54957.6
Agency Negotiator: Sarah Niemann
Employee Organization: Burbank Teachers Association (BTA)

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.

3.b Conference with Labor Negotiator, Pursuant to Government Code §54957.6
Agency Negotiator: Sarah Niemann
Employee Organization: California School Employees Association (CSEA) Chapter 674

3.c Public Employee Discipline/Dismissal/Release Pursuant to Government Code §54957

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

3.e Conference with Legal Counsel - Existing Litigation Pursuant to Government Code §54956.9 (b)(1) and (b)(3)(A)
Final Settlement Agreement for Special Education Students 960025571, 960005271, 960013999, 960015769, and 960029732.

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.

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 Recognition of Ed100 Online Education Program Graduates
Roberta Reynolds, President, Board of Education, will facilitate the recognition of the graduates of the Ed100 online education program.

9. REPORTS FROM THE BOARD

9.a Student Representatives
Megan Rangel-Lynch, JBHS and Aleko Brice, BHS, will report on activities at their respective schools.

10. REQUESTS TO ADDRESS THE BOARD

10.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.

10.b Staff Responses

10.c Board Members' Comments and Responses

11. REPORTS TO THE BOARD

11.a Superintendent's Comments
Matt Hill, Superintendent, will comment on items of interest to the Board of Education and community.

11.b Report on Facilities and Technology Projects
David Jaynes, Assistant Superintendent, Administrative Services, will report on Facilities and Technology Projects, as listed on the Consent Agenda, as presented.

4-4-19 Facilities and Technology PP 040419r2.pdf

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

12.a Public Hearing Regarding Request to Rename David Starr Jordan Middle School
The Board of Education will conduct a public hearing to allow public comment regarding a request to rename David Starr Jordan Middle School.

13. NEW AND/OR UNFINISHED BUSINESS

13.a Adoption of Resolution 23 Proclaiming April 24, 2019 as the Burbank Unified School District's Day of Commemoration of the Armenian Genocide of 1915-1923
Matt Hill, Superintendent, recommends that the Board of Education adopt Resolution 23 Proclaiming April 24, 2019 as the Burbank Unified School District's Day of Commemoration of the Armenian Genocide of 1915-1923, as presented.

Resolution 23_Armenian Genocide Day_040419.pdf

13.b Acceptance of Career Technical Education Incentive Grant
Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education accept the Career Technical Education Incentive Grant, effective June 1, 2019 through June 30, 2020, not to exceed, $434,805, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Acceptance of CTEIG.pdf

13.c Approval of Career Technical Education Plan Update 2019-2021
Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Three Year Update of the Burbank Unified School District Career Technical Education Plan, effective July 1, 2019 through June 30, 2021, as presented.

Approval of CTE Plan.pdf

13.d Approval of Career Technical Education Advisory Board
Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the members of the Burbank Unified School District Career Technical Education Advisory Board, effective July 1, 2019 through July 1, 2021, as presented.

Approval CTE Advisory Board.pdf

13.e Approval of 2017-2018 School Accountability Report Cards
Peter Knapik, Director, Elementary Education, recommends that the Board of Education approve the 2017-2018 School Accountability Report Cards prepared in 2018-2019, as presented.

Note: Due to the size of each document, the School Accountability Report Cards (SARCs) will not be duplicated for distribution; however, copies of each site's SARC is available for review in the Instructional Services Department or by contacting Dr. Peter Knapik at (818) 729-4482 or by email at peterknapik@burbankusd.org.

SARCs April 4 2019.pdf

13.f Second Reading and Approval of Proposed Revision of Selected Board Policies and Administrative Regulations
Matt Hill, Superintendent, will facilitate the Board's second reading and approval of the proposed revision of selected Board Policies and Administrative Regulations from the California School Boards Association (CSBA) – Governance and Management Using Technology (GAMUT), as presented.

Policy Updates_December 2018_2nd Read_030719.pdf

13.g Approval of Agreement for Professional Services with FM3, Public Opinion Research & Strategy
Matt Hill, Superintendent, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Fairbank, Maslin, Maullin, Metz & Associates (FM3) to provide specified services, not to exceed $39,000 (01.0-00010.0-00000-72000-5850-7410045), effective April 5, 2019 through June 30, 2019, and

that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

Parcel Tax Feasibility Study_FM3_040419.pdf

13.h Approval to Fill the Tier 2 Vacant Classified, Certificated and Management Positions (Tentative Item Pending New Vacancies)
Sarah Niemann, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve to fill the listed Tier 2 vacant Classified, Certificated and Management positions, effective April 5, 2019, as presented.

Tier 2 Vacancies.pdf

13.i Adoption of Resolution 24 for the Elimination or Reduction of Services for Classified Positions
Sarah Niemann, Assistant Superintendent, Human Resources Services, recommends that the Board of Education adopt Resolution 24 for the Elimination or Reduction of Services for Classified positions, as presented.

Resolution 24 - Reduction in Force.pdf

13.j Acceptance of Gifts
Matt Hill, Superintendent, recommends 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_040419.pdf

14. 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.

14.a Action on Final Settlement Agreement (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960025571, at no cost to the District, effective March 6, 2019 through March 20, 2020, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960025571_Settlement Agreement.pdf

14.b Action on Final Settlement Agreement (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960005271, not to exceed $60,000 (01.0-65000.0-50010-36000-5813-7440000), effective March 8, 2019 through May 24, 2020, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960005271_Settlement Agreement.pdf

14.c Action on Final Settlement Agreement (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student

960013999, not to exceed $42,200 (01.0-65000.0-50010-36000-5813-7440000), effective January 1, 2019 through August 11, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960013999_Settlement Agreement.docx.pdf

14.d Action on Final Settlement Agreement (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Student 960015769, at no cost to the District, effective March 12, 2019 through May 24, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960015769_Settlement Agreement.pdf

14.e Action on Final Settlement Agreement (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960029732, not to exceed $15,000 (01.0-65000.0-50010-36000-5813-7440000), effective March 13, 2019 through June 30, 2020, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960029732_Settlement Agreement.pdf

14.f Approval of Minutes
Matt Hill, Superintendent, recommends that the Board of Education approve the minutes of the Regular Meeting of February 21, 2019, as presented.

Minutes.02.21.19.pdf

14.g Approval of Minutes
Matt Hill, Superintendent, recommends that the Board of Education approve the minutes of the Regular Meeting of March 7, 2019, as presented.

Minutes.03.07.19.pdf

14.h Approval of Minutes
Matt Hill, Superintendent, recommends that the Board of Education approve the minutes of the Special Meeting of March 14, 2019, as presented.

Minutes.03.14.19.SP.pdf

14.i Approval of Personnel Report Number 18-19-15
Sarah Niemann, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve Personnel Report number 18-19-15, covering Certificated and Classified personnel, and consisting of Pages 1 to 17 inclusive, as presented.

Personnel Report.pdf

14.j 2018-2019 Purchase Order Report
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve Purchase Orders for 2018-2019 as listed through February 15, 2019, as

presented.

2018-2019 Purchase Order Report.pdf

14.k Approval of Warrants
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve payroll warrants in the total amount of $1,158,049.52 and commercial warrants in the total amount of $1,298,902.9, as presented.

Warrants.pdf

14.l Approval and Ratification of Instructional Consultant Services
Tom Kissinger, Assistant Superintendent, Educational Services, recommends that the Board of Education approve and 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.

Consultant 4.4.19.pdf

14.m Amendment of Consultant Services Agreements (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education, approve the consultant agreements as listed, to provide Special Education services in translating, interpreting, and transportation, not to exceed $551,500 (01.0-650000.0-57500-31401-5850- 7440000), (01.0-65000.0-57700-11900-5850-7440000), effective July 1, 2018 through June 30, 2019, and that authority to sign the services agreements be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original Board approval date was June 7, 2018, not to exceed $511,500. On February 21, 2019, an amendment for Burbank Optometric Center was added for an additional $10,000, not to exceed $20,000 for a new total not to exceed $521,500. This amendment adds $30,000 to the Language Resources of America, LRA Interpreters, Inc. agreement, not to exceed $80,000 for a new total not to exceed $551,500.

SPED Consultant Agreements_Amended.pdf

14.n Amendment of Agreement for Professional Services (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve an amended agreement between Burbank Unified School District and Susan Martin, to provide assessments, written reports and attend student IEP meetings, not to exceed $1,900 (01.0-65000.0-50010-36000-5813-7440000), effective February 22, 2019 through May 30, 2019 June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original Board approval date was February 21, 2019, not to exceed $880. This amendment adds $1,020 to the original contract, not to exceed $1,900.

SPED Consultant Agreement_Susan Martin_Amended.pdf

14.o Ratification of Agreement for Professional Services (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the

Board of Education to ratify the agreement between Burbank Unified School District and Inclusive Education and Community Partnership, to provide evaluations and consultative support for Special Education Student 960030115, not to exceed $5,404.03 (01.0-65000.0-50010-36000-5813-7440000), effective March 1, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960030115_IECP_Consultant.pdf

14.p Approval of Agreement for Professional Services (Special Education)
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and DirectEd Educational Services, to provide a Transitional Independent Evaluation (IEE) and attend an IEP meeting for Special Education Student 130003043, not to exceed $2,950 (01.0-65000.0-57700-11900-5850-7440000), effective April 5, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 130003043_DirectEd_Consultant.pdf

14.q Approval of Articulation Agreements with Los Angeles Valley College
Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the articulation agreements between the Burbank Unified School District and Los Angeles Valley College, for Advanced Digital Media, Digital Media and Broadcast Journalism, effective April 5, 2019, with the understanding that the agreements be reviewed on an annual basis, and that authority to sign the agreements be exercised pursuant to BUSD—AR 3314, as presented.

Approval of Articulation Agmts with LAVC with (6) Agmts.pdf

14.r Approval of Participating Internship Partner Agreement
Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Participating Internship Partner Agreements between the Burbank Unified School District and internship partner listed in Exhibit A, effective April 5, 2019 through April 4, 2024 with an annual review, and that the authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Approval of Partnership Agmt with Agmt.pdf

14.s Approval of the Disposal of Obsolete Equipment
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve the disposal of the obsolete equipment, effective April 5, 2019, as presented.

Obsolete Equipment.pdf

14.t Authorization to Issue Replacement Checks for Stale-Dated Warrants
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve the reissuance and replace the two warrants in the amount of $1,115.43, as presented.

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Authorization to Reissue Stale-Dated Warrants.pdf

14.u Acceptance of Notice of Completion, California Government Code Section 4217.12, Energy Services Contract, Phase 2B, ABM Building Solutions LLC., Lighting Upgrades, District Administration Office (Finance Fund)
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept a notice of completion, California Government Code Section 4217.12, Energy Services Contract, Phase 2B, ABM Building Solutions LLC., Lighting Upgrades, District Administrative Office, not to exceed $ 362,832 PO 19001041 (400-00000-0-91012-85000-6230-575-0000) Finance Fund, as presented.

4-4-19 NOC_ ABM _ District Administration Office.pdf

14.v Acceptance of Notice of Completion, Silver Creek Industries, Inc., Chula Vista Unified School District Piggy-Back Bid 14/15-3, Construction of Modular Buildings, Robert Louis Stevenson Elementary School (Bond Fund)
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept a notice of completion, Silver Creek Industries, Inc., Chula Vista Unified School District Piggy-Back Bid 14/15-3, Construction of Modular Buildings, Robert Louis Stevenson Elementary School, not to exceed $2,154,177.56 PO 18001120 (21.0-00000-0-91008-85000-6230-215-0000) Bond Fund, as presented.

4-4-19 NOC_ Silver Creek_ Phase II_ Modular_ Stevenson.pdf

14.w Approval of Deductive Change Order No. 1, Ziemba + Prieto Architects, One 24' X 40' Relocatable Science Classroom Building, Independent Learning Academy (Bond Fund)
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve deductive change order No. 1, between Burbank Unified School District and Ziemba + Prieto Architects Inc., effective April 5, 2019, through April 5, 2020, not to exceed ($30,698.50) PO 19000857 (210-00000-0-91008-85000-6205-533-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

4-4-19 Deductive CO 1_ Ziemba+ Prieto_ Independent Learning Academy.pdf

14.x Approval of Deductive Change Order No. 1, Ziemba + Prieto Architects, Four Classroom Modular Building, Walt Disney Elementary School (Bond Fund)
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve deductive change order No. 1, between Burbank Unified School District and Ziemba + Prieto Architects Inc., effective April 5, 2019, through April 5, 2020, not to exceed ($90,380) PO19000858 (210-00000-0-91008-85000-6205-201-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

4-4-19 Deductive CO 1_ Ziemba+ Prieto_ Disney.pdf

14.y Approval of Deductive Change Order No. 1, Ziemba + Prieto Architects, Installation of a Four Classroom Modular Building, and Asphaltic Concrete Replacement, Thomas Edison Elementary School (Bond Fund)
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve deductive change order No. 1, between Burbank Unified School District and Ziemba + Prieto Architects Inc., effective April 5, 2019, through April 5, 2020, not to

exceed ($53,019.31) PO 19000854 (210-00000-0-91008-85000-6205-202-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

4-4-19 Deductive CO 1_ Ziemba+ Prieto_ Edison.pdf

15. REQUESTS TO ADDRESS THE BOARD

15.a Public Communications

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15.b Staff Responses

15.c Board Members' Comments and Responses

16. ADJOURNMENT

Facilities/Technology Board of Education Agenda Items

Board of Education Meeting - April 4, 2019

- Facilities Projects (Notice of Completion, Change Orders, Award of Contract & Contract Amendments)
- Bond Technology Projects (Notice of Completion, Change Orders, Award of Contract & Contract Amendments)

Notices of Completion

Location – District Administrative Office
Project – LED Lighting Upgrades and Replacements
Contractor – ABM Building Solutions LLC
Final Contract Amount - $362,832 (Finance Fund)



Notices of Completion

<u>Location – Robert Louis Stevenson Elementary School</u>
Project –Modular Classrooms
Contractor – Silver Creek
Final Contract Amount - $2,154,177.56 (Bond Fund)



Change Orders

Location – Independent Learning Center

- Project – Deductive Change, One 24’ X 40’ Relocatable Science Classroom Building
- Contractor – Ziemba + Prieto Architects
- Reason- **On January 31, 2019, the District provided Ziemba + Prieto with a notice of intent to terminate their contract pursuant to Article 12, Termination of Agreement, section 12.1 “Termination by District”, the termination of this contract is for the District’s convenience and is no reflection on the firm or the services provided to the District.**

This deductive change order is to un-encumber the remaining balance for ($30,698.50) (Bond Fund)

Change Orders

Location –Walt Disney Elementary School

- Project – Deductive Change, Four Classroom Modular Building
- Contractor – Ziemba + Prieto Architects
- Reason - **On January 31, 2019, the District provided Ziemba + Prieto with a notice of intent to terminate their contract pursuant to Article 12, Termination of Agreement, section 12.1 “Termination by District”, the termination of this contract is for the District’s convenience and is no reflection on the firm or the services provided to the District.**

This deductive change order is to un-encumber the remaining balance for ($90,380) (Bond Fund)

Change Orders

Location – Thomas Edison Elementary School

- Project – Deductive Change, Four Modular Classrooms and Asphaltic Concrete Replacement
- Contractor – Ziemba + Prieto Architects
- Reason - **On January 31, 2019, the District provided Ziemba + Prieto with a notice of intent to terminate their contract pursuant to Article 12, Termination of Agreement, section 12.1 "Termination by District", the termination of this contract is for the District's convenience and is no reflection on the firm or the services provided to the District.**

This deductive change order is to un-encumber the remaining balance for ($53,019.31) (Bond Fund)

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:	April 4, 2019
SUBJECT:	Adoption of Resolution 23 – Proclaiming April 24, 2019 as the Burbank Unified School District's Day of Commemoration of the Armenian Genocide of 1915-1923

Background:

April is recognized as a month of remembrance by many global communities that have been affected by inhumane activities throughout history as they remember the Holocaust; Armenian Genocide; Assyrian Genocide; Cambodian Genocide; Chechen Genocide; Native American Genocide; Rwandan Genocide; Srebrenica Genocide; Biafra; Darfur; the Irish and Ukrainian Famines; the brutal regimes of Mao and Stalin; and more recently, the atrocities occurring in Syria, to name just a few.

The term Genocide is defined as the deliberate and systematic extermination of a large group of people based solely on their culture, ethnicity, physical characteristics, political affiliation, race, religion, sexual orientation, and/or tribal identity. Many families residing in the city of Burbank have members, including students enrolled in Burbank schools, who have been affected by these egregious acts.

Discussion/Issues:

The State of California has been at the forefront of encouraging and promoting a curriculum relating to human rights and genocide in order to empower future generations to prevent recurrence of these atrocities. The Burbank Unified School District supports these educational efforts. The formal resolution that follows expresses recognition of these historic events and confirms support for providing educational opportunities for District faculty and students as well as the community at large to increase their understanding.

Fiscal Impact:

None

Recommendation:

Matt Hill, Superintendent, recommends that the Board of Education adopt Resolution 23 – Proclaiming April 24, 2019 as the Burbank Unified School District's Day of Commemoration of the Armenian Genocide of 1915-1923, as presented.

RESOLUTION 23 PROCLAIMING APRIL 24, 2019
AS THE BURBANK UNIFIED SCHOOL DISTRICT'S
DAY OF COMMEMORATION OF THE ARMENIAN GENOCIDE OF 1915-1923

WHEREAS: The Armenian Genocide of 1915-1923 is widely recognized by historians and genocide scholars as the first genocide of the 20th century and, since 1919, April 24th has been designated as the day of remembrance and commemoration of the inhumane atrocities committed by the Ottoman Turks in carrying out the systematic annihilation of more than 1,500,000 Armenian women, children and men during World War I; and

WHEREAS, many countries, including Argentina, Austria, Belgium, Bolivia, Brazil, Canada, Chile, Cyprus, Czech Republic, Denmark, France, Germany, Greece, Italy, Lebanon, Lithuania, Luxembourg, Netherlands, Paraguay, Poland, Russia, Slovakia, Sweden, Switzerland, Uruguay, Vatican City, Venezuela, and 49 of the 50 United States of America, including California, recognize the atrocities perpetrated by the Ottoman Empire during the years of 1915-1923 as genocide; and

WHEREAS, the State of California has been at the forefront of encouraging and promoting a curriculum relating to human rights and genocide in order to empower future generations to prevent recurrence of genocide; and

WHEREAS, the Burbank Unified School District has a significant Armenian student population, many of whom have family members who experienced first-hand the horror and evil of the Armenian Genocide as well as the avoidance of recognition or outright denial by many countries of the Armenian Genocide; and

WHEREAS, the Burbank Unified School District continues to provide teacher-training workshops and educational resources about all historic genocides, including the Armenian Genocide, to all its high school social studies teachers and students;

NOW, THEREFORE, BE IT RESOLVED that the Burbank Unified School District Board of Education hereby designates April 24, 2019 as the "Burbank Unified School District's Day of Commemoration of the Armenian Genocide of 1915-1923" and in doing so will ensure that the Armenian Genocide is properly taught to its faculty, student body, and the community at large;

PASSED, APPROVED, AND ADOPTED this 4th day of April, 2019, at a meeting of the Burbank Unified School District Board of Education, Los Angeles County, California.

Ayes:
Noes:
Abstain:
Absent:

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Clerk, Board of Education

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: Sharon Cuseo, Assistant Superintendent, Instructional Services

SUBMITTED BY: Jenny Jones, Administrative Secretary II

DATE: April 4, 2019

SUBJECT: Acceptance of Career Technical Education Incentive Grant

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Background:

Per Education Code Section 53070, $150,000,000 is available for the California Career Technical Education Incentive Grant (CTEIG). The goal of the competitive grant is to prepare students for the transition to employment and postsecondary education. To that end, the grant enables a school district the flexibility to both maintain its current Career Technical Education (CTE) course offerings and to develop new innovative programs. The Grant was organized into a small, medium and large funding category. The Burbank Unified School District is considered a large, Category C district, which is Average Daily Attendance greater than 2,501. The top factors in the award of the grant were: the total number of unduplicated students, total higher dropout rate, and a total high regional unemployment rate. Below is the formula used to calculate the award:

Size of Category	Formula of Grant
Large C Category 2500< ADA 81% $121,696,161	**BASE GRANT** $121,696,161 X 70% = $85,187,312 / 2,095,689 = **$40.64** Per Pupil X LEA ADA = LEA Base Grant **POSITIVE CONSIDERATION** (A) $121,696,161 X 5% = $6,084,808 / **Total unduplicated pupils =** $ per pupil X LEA number = $ LEA grant amount (B) $121,696,161 X 5% = $6,084,808 / **Total higher dropout rate =** $ per pupil X LEA ADA = $LEA grant amount (C) $121,696,161 X 5% = $6,084,808 / **Total high unemployment rate =** $ per pupil X LEA ADE = $ LEA grant amount (D) $121,696,161 X 3% = $3,650,885 / Total leveraging = $ per pupil X LEA ADA = $ LEA grant amount (E) $121,696,161X 3% = $3,650,885 / Total collaboration with postsecondary = $ per pupil X LEA ADA = $ = $ LEA grant amount (F) $121,696,161 X 3% = $3,650,885 / Total investment in CTE = $ per pupil X LEA ADA = $ LEA grant amount

Size of Category	Formula of Grant
	(G) $121,696,161 X 3% = $3,650,885 / Total rural schools = $ per pupil X LEA ADA = $ LEA grant amount (H) $121,696,161 X 3% = $3,650,885 / Total JPA = $ per pupil X LEA ADA = $ LEA grant amount

District Wide Goals for 2018-2019:

5. Expand programs to prepare students for college, post-secondary education, training, and/or the workplace from preschool through adult education.
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.

Discussion and Issues:

In order to apply for the CTEIG the Burbank Unified School District (BUSD) first had to match funds in the following manner: $2.00 of BUSD match for every $1.00 of CTEIG funding.

The matching funds the District has in CTE total $2,395,447. The matching funds that the district has in the area of CTE, specifically identified as a CTEIG match, total $1,532,274, which means that the BUSD had the potential to apply for $1,197,723 in CTEIG funding. Based on the competitive nature of the grant and the state priorities for funding the grant, the Burbank Unified School District was awarded **$434,805.**

As part of accountability requirements of the grant, the District will be required to produce annual reports regarding the following data:

- The high school cohort graduation rate
- The number of pupils completing CTE coursework
- The number of pupils meeting academic and career readiness standards as defined in the College/Career Indicator associated with the California School Dashboard
- The number of pupils obtaining an industry recognized credential, certificate, license, or other measure of technical skill attainment
- The number of former pupils employed and the types of businesses in which they are employed
- The number of former pupils enrolled in any of the following:
    - A postsecondary educational institution
    - A state apprenticeship program
    - A form of job training other than a state apprenticeship program

In addition, the District will have to report on expenditures and progress toward meeting the eleven elements of a quality CTE program, which are the following:

1. Leadership at all levels
2. High-quality curriculum and instruction
3. Career exploration and guidance
4. Student support and student leadership development
5. Industry partnerships
6. System alignment and coherence
7. Effective organizational design
8. System responsiveness to changing economic demands
9. Skilled faculty and professional development
10. Evaluation, accountability, and continuous improvement
11. CTE promotion, outreach, and communication

The BUSD plans to invest in its CTE program and restore all potential cuts to the program. In addition, the district will invest in its pathway programs to ensure that the district has all eleven elements of a high quality CTE program fully developed. This means supporting our National Academy Foundation programs (business, engineering and medical) with a TOSA/Coordinator and a CTE Counselor. In addition, the district needs to purchase a certification program for each of the high schools and maintain the Adobe software used in the Digital Media pathways. The balance would be indirect costs to service the grant. Below is the proposed CTEIG budget:

Proposed Expense	**Cost**
Coordinator (TOSA) of NAF	$130,000
CTE Counselor	$130,000
Precision Exams	$18,000
Adobe	$33,000
Potential Cuts	$50,000
Materials & Supplies	$40,847
Indirect	$32,958
Total	**$434,805**

Fiscal Impact:

The District would receive $434,805 with the potential to renew on a yearly basis, dependent on the data outcomes for the District.

Recommendation:

Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education accept the Career Technical Education Incentive Grant, effective June 1, 2019 through June 30, 2020, not to exceed, $434,805, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

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:	Sharon Cuseo, Assistant Superintendent, Instructional Services
SUBMITTED BY:	Jenny Jones, Administrative Secretary II
DATE:	April 4, 2019
SUBJECT:	Approval of Career Technical Education Plan Update 2019-2021

Background:

In order to receive the federal Carl D. Perkins grant funds, school districts must have a Career Technical Education (CTE) Plan. The last plan covered the years 2008-2012. The local district plan expired in 2012, and the federal Perkins legislation has also expired. Since 2012, the direction that Local Educational Agencies (LEAs) were given was to continue implementation of the plan and wait for the federal plan to be reauthorized. The federal Carl D. Perkins grant was reauthorized in July 2018. The CTE plan is now updated each year when the District applies for the Perkins grant. In addition, the Burbank Unified School District has received a new Career Technical Education Incentive grant and as a result is able to maintain and expand its CTE programs. The District will also have the opportunity to renew this grant yearly. The Burbank Board of Education approves the CTE plan and all updates for the district.

District Wide Goals for 2018-2019:

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

Discussion and Issues:

The BUSD Career Technical Education Advisory Committee has been meeting regularly throughout the 2018-2019 school-year. It has discussed the two grants that the district has received, the new career pathways being developed, the CTE goals of the California Department of Education, local jobs data, and the evaluation of the CTE program. The committee will continue to meet twice a year to discuss and review the implementation of the plan and progress towards the grant deliverables. These deliverables include the following:

- The high school cohort graduation rate
- The number of pupils completing CTE coursework
- The number of pupils meeting academic and career readiness standards as defined in the College/Career Indicator associated with the California School Dashboard

- The number of pupils obtaining an industry recognized credential, certificate, license, or other measure of technical skill attainment
- The number of former pupils employed and the types of businesses in which they are employed
- The number of former pupils enrolled in any of the following:

    - A post-secondary educational institution
    - A state apprenticeship program
    - A form of job training other than a state apprenticeship program

The CTE plan was also reorganized around the self-evaluation tool, which is based on the eleven elements of a high quality CTE program, which are listed below:

Eleven Elements of a High Quality CTE Program	
1	Leadership at all levels
2	High –Quality Curriculum and Instruction
3	Career Exploration and Guidance
4	Student Support And Student Leadership Development
5	Industry Partnerships
6	System Alignment and Coherence
7	Effective Organizational Design
8	System Responsiveness to Changing Economic Demands
9	Skilled Faculty And Professional Development
10	Evaluation, Accountability, And Continuous Improvement
11	CTE Promotion, Outreach, Marketing, And Communication

Below is a chart of the current Burbank USD Career Pathways:

<table>
<tr><th>Business Academy</th><th>Construction</th><th>Information Technology</th></tr>
<tr><td rowspan="2">Microsoft Office & More
NAF Accounting
NAF Financial Planning
NAF Business Ethics
NAF Economics/NAF Government
Internship 150</td><td>Cabinetry 1
Cabinetry 2</td><td rowspan="2">Digital Applications
Digital Applications Advanced
Web Design
Computer Science</td></tr>
<tr><td>Culinary Arts
Culinary Arts Science 1
Culinary Arts Science 2</td></tr>
<tr><td>Aircraft/Small Engines</td><td>Engineering Academy</td><td>Manufacturing</td></tr>
<tr><td>Aircraft/ Small Engines 1
Aircraft/ Small Engines 2</td><td>Introduction to Engineering
Introduction to Computer Science
NAF Physics
Principles of Engineering</td><td>Computer Aided Design & Drafting (CAD 1)
Computer Aided Design & Drafting (CAD 2)</td></tr>
</table>

Animal Care	Digital Media Production	Photography
Animal Care 1 Animal Care 2	Digital Media Production 1 Digital Media Production 2 Digital Media Director's Cut Broadcast Journalism Broadcast Journalism Advanced	Photography 1 Photography 2 Digital Photography 1 Digital Photography 2
Animation		**Retail Marketing**
Animation 1 Animation 2 Animation 3		Retail Marketing Financial Occupations
	Medical Academy	**Stage Craft Technology**
	NAF Health NAF Global Health/ NAF Medical Careers NAF Anatomy & Physiology 1&2 NAF Sports Medicine	Stage Craft/ Theater Tech 1 Stage Craft/ Theater Tech 2 Set Design

Three year Update of the BUSD Local Plan for Career Technical Education

District Wide Goal # 5: Expand programs to prepare students for college, post-secondary education, training, and/or the workplace from pre-school through adult education

Element High Quality CTE Program	Goal	Metric/ Evidence	2018-2019 Status	2019-2020	2020-2021	Budget
1. Leadership at all levels	1.To maintain a full time NAF Coordinator (TOSA)	NA	Currently, the Coordinator is funded out of the old CTEIG and teaches one class	To maintain a full time NAF Coordinator (TOSA)	To maintain a full time NAF Coordinator (TOSA)	$130,000 **CTEIG**
2. High quality curriculum and instruction	2.To offer UC a-g Culinary Science course at both high schools	Number of students who participate in the program UC a-g course list	Both Burbank High School and John Burroughs High School offer Culinary Science	Maintain	Maintain	1 time expense for textbooks approximately $7,000-complete **LOTTERY Funds**
2. High quality curriculum and instruction	3.To continue to strengthen the pathway in digital media and	Reports of CTE expenditures on digital media	The district has purchased new equipment as needed for the	Maintain and replace as needed	Maintain and replace as needed	Variable **BUSD CTE CTEIG PERKINS**

	develop the pathway in digital manufacturing	Numbers of students participating in the pathway	digital media pathway courses, using both CTEIG and Perkins funds			**Chuck Lorre Family Foundation Grant**
2. High quality curriculum and instruction	To continue to strengthen the pathway in digital media and develop the pathway in digital manufacturing	Numbers of students participating in each pathway	The number of students participating in the digital media pathway has increased from the beginning of the pathway, but the digital manufacturing pathway has not increased.	Evaluate the Digital Manufacturing Pathway and modify it to increase student interest and participation	Evaluate the Digital Manufacturing Pathway and modify it to increase student interest and participation	Variable
2. High quality curriculum and instruction	To explore the incorporation of UCCI courses into the academic content area courses	NA	Begun to explore the UCCI courses in Arts, Media and Entertainment	Continue to select appropriate course and teacher	Implement one course, fall 2021	$5,000 **BUSD CTE CTEIG PERKINS**
2. High quality curriculum and instruction	To begin the year of planning for new NAF academies in Engineering and Health Science	Numbers of students participating in the pathway	Both the Engineering and Medical NAF pathways are established at both schools	Add at least 1 course in the pathway at each school	Add at least 1 course in the pathway at each school	$10,000 per year **BUSD CTE CTEIG PERKINS**
2. High quality curriculum and instruction	Add a Licensed Vocational Nurse program of study	NA	The Burbank Adult School is in the cue for program approval	Planning and Preparation	Begin Fall of 2021	$498,000 **California Adult Education Program formerly-AEBG**
3. Career Exploration and Guidance	To implement the Get Focused, Stay Focused curriculum to all 9th graders	Numbers of students who participate in the program	The curriculum is being taught at both high schools and in summer session	Continue to implement the curriculum and add follow up at each grade level	Continue to implement the curriculum and follow up at each grade level	$56,000 per year **Lottery funds**

3. Career Exploration and Guidance	To educate the high school students about pathways at the adult school	Number of students provided with adult school information Number of visits	The adult school counselors visit both high schools	Maintain regular visits to the high schools	Maintain regular visits to the high schools	NA
4 Student support and student leadership development	To provide students with work based learning and leadership opportunities	Number of student ambassadors Number of guest speakers Number of job shadowing experiences	The CTE programs offers a wide variety of WBL opportunities for its students, including guest speakers, mentorship, job shadowing and internships	Maintain and expand offerings	Maintain and expand offerings	Variable **BUSD CTE CTEIG PERKINS**
4 Student support and student leadership development	To continue the expansion of the CTSOs	Number of students participating in a CTSO	Continue to add students to the CTSOs	Continue to add students to the CTSOs	Continue to add students to the CTSOs	$20,000 for memberships **BUSD CTE CTEIG PERKINS**
5. Industry partnerships	To increase the number of industry partnerships	Number of partnership agreements	The CTE program has many industry partnerships for both paid and unpaid internships	Maintain and expand the number of participating businesses and agreements	Maintain and expand the number of participating businesses and agreements	NA
5. Industry partnerships	To develop internship opportunities for students	Number of students participating in internships	Increase the number of students who are participating in internships	Continue to increase the number of students who are participating in internships	Continue to increase the number of students who are participating in internships	$20,000 Extra Hourly for supervision- **BUSD CTE CTEIG**
5. Industry partnerships	To develop Certification opportunities for students	Number of students who earn certifications	Increase number of students who are certified	Continue to increase the number of students who are certified	Continue to increase the number of students who are certified	$20,000 Licensing **BUSD CTE CTEIG**

6. System alignment and coherence	To increase the number of articulation agreements	Number of articulation agreements	The District has articulation agreements with LAVC, GCC and Cerritos College	Maintain and expand the number of articulation agreements	Maintain and expand the number of articulation agreements	NA
6. System alignment and coherence	To expand the opportunities for dual enrollment	Number of courses offered with dual enrollment Number of colleges offering dual enrollment to our students	Increase the number of GE and CTE courses available at both high schools	Continue to add GE and CTE courses	Continue to add GE and CTE courses	$10,000 per class Cost of textbooks- **BUSD CTE LOTTERY Funds**
7 Effective organizational design	To investigate the schedule of course offerings to offer them at convenient times when possible		The district currently has both in day and after school CTE programs	Investigate online CTE course options that can be incorporated within our current pathways	Offer online CTE courses	Variable – Dependent on number of licenses – approximately $5,000 to start **BUSD CTE**
8. System responsiveness to changing economic design	To invest in capital improvements to John Burroughs HS, Burbank HS and Jordan MS		The structural work in all of the projects is complete	Maintain facilities and purchase materials and supplies	Maintain facilities and purchase materials and supplies	$500,000- **CTEIG** Complete
System responsiveness to changing economic design	To explore, as funds become available, new areas to expand the current offering of career pathways	Number of career pathways	The District is interested in growing a teaching and a child development pathway. However, because of financial uncertainty this is on hold	Continue to consider new pathways as funds become available	Continue to consider new pathways as funds become available	TBD

9 Skilled faculty and professional development	To make sure that all CTE teachers have the appropriate credential(s)	Number of CTE credentialed teachers	95% of all CTE teachers are credentialed ($1500 per teacher, one-time stipend for teachers that add on a CTE credential to a single subject or multiple subject credential)	Continue to monitor the credentialing of all CTE teachers	Continue to monitor the credentialing of all CTE teachers	$5,000 **BUSD CTE CTEIG**
9 Skilled faculty and professional development	To continue to provide professional development, including externships, for CTE teachers	Number of teachers participating in professional development	Professional development opportunities are made available to all CTE teachers	Continue to provide both in District and other professional development opportunities to CTE teachers	Continue to provide both in District and other professional development opportunities to CTE teachers	$30,000- **BUSD CTE CTEIG**
10 Evaluation, accountability, and continuous improvement	To meet regularly with the CTE Advisory Board to review the program and to evaluate the program on an annual basis, including the participation of all student populations	NA	The evaluation of the CTE program was completed in 2018-2019	Continue to monitor and evaluate program	Continue to monitor and evaluate program	NA
11 CTE promotion, outreach, and communication	To develop promotional materials to share with staff, students and parents	Copies of materials	The District has informational flyers and a CTE website	Update materials with current information	Update materials with current information	$3,000

Fiscal Impact:

The annual BUSD CTE budget is $870,000. The District receives approximately $85,000 in Perkins grant funds, and was just awarded $434,805 for the CTE Incentive Grant.

Recommendation:

Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Three Year Update of the Burbank Unified School District Career Technical Education Plan effective July 1, 2019 through June 30, 2021, as presented.

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: Sharon Cuseo, Assistant Superintendent, Instructional Services

SUBMITTED BY: Jenny Jones, Administrative Secretary II

DATE: April 4, 2019

SUBJECT: Approval of Career Technical Education Advisory Board

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Background:

The District has participated for many years in the Verdugo School to Career Coalition and used the organization as an advisory board for the Carl Perkins Federal Grant. In addition, to support the California Career Pathways Trust Grant, the District has participated in the Verdugo Creative Technology Consortium. In addition, the District has its own CTE Advisory Committee and a National Academy Foundation Board. This is to give input into the program and to oversee all Career Technical Education grants, including the new Career Technical Education Incentive Grant.

District Wide Goals for 2018-2019:

5. Expand programs to prepare students for college, post-secondary education, training, and/or the workplace from preschool through adult education.

Discussion and Issues:

The work of the District is to coordinate all Career Technical Education efforts. As part of those efforts the district is required to form a Board approved Career Technical Education Advisory Board. Therefore, the following is the list of current members of the Burbank Unified School District Career Technical Education Advisory Board:

1.	Tom Di Mascio	DC Entertainment/parent
2.	Meg Chil-Gevorkyan	Glendale Community College
3.	Emma Sanchez	Glendale Community College
4.	April Williams	Musicians At Play
5.	Brady Griffin	City of Burbank
6.	Brian Miller	Cartoon Network
7.	Sally Chan	Warner Bros. Entertainment
8.	Cindy Pease	Musicians At Play
9.	Trena Pitchford	Burbank Arts for All Foundation
10.	David Escobar	UBS Financial Services
11.	De Ivett	5D Spectrum
12.	Debbie Kutka	City of Burbank

13. Deborah Madrigal — BUSD, Principal
14. Diana Dysthe — BUSD, CTE Counselor
15. Jacquie Day — BUSD, Assistant Principal
16. James Bentley — BUSD, Teacher - Manufacturing
17. Mary-Elizabeth Michaels — Warner Bros. Entertainment
18. Jonelle Pickett — BUSD, Teacher - Animation
19. Sharon Cuseo — BUSD, Assistant Superintendent
20. Peggy Flynn — BUSD, Coordinator, Arts & CTE
21. Richard Lightfoot — BUSD, Teacher - Digital Media
22. Amy Winn — BUSD, Teacher - Digital Media
23. Judith Velasco — Verdugo Work Development Board
24. Carson Smith — Nickelodeon
25. Craig Murray — Mocean
26. Linda Lindley — BUSD, Special Education
27. Caroline Sasorski — BUSD, Counselor
28. Lisa Chung — BUSD, Counselor/parent
29. Rick Baptist — Musician's Local 47

The chairperson of the Burbank Unified School District Career Technical Education Advisory Committee is Tom Di Mascio, the Executive Director of Supply Chain Management and Logistics for DC Entertainment. He has extensive experience in all aspects of production and manufacturing, importing and exporting of collectibles in the creative global economy. He first joined DC Entertainment, a subsidiary of Warner Bros. Entertainment, in 2003. He relocated from New Jersey to Burbank with his wife, Anna, and son, Brian, who is currently a student at Burbank High School.

Mr. Di Mascio has a history of community engagement and leadership. He served on the local School Board in New Jersey for over ten years, and is currently a captain in the Civil Air Patrol, based out of Whiteman Airport in Pacoima. He is also the Transportation Sector Chief for the FBI LA Division's InfraGard program; and, does prison ministry with LA probations on behalf of the Order of Malta. Mr. Di Mascio is a graduate of Leadership Burbank Class of 2014.

The responsibilities of the Burbank Unified School District Advisory Board are as follows:

1. Help determine what type of CTE program is offered.
2. Assist the teachers in finding internships in industry occupations.
3. Evaluate the CTE program.
4. Advise teachers on the curriculum.
5. Identify current standards for equipment.
6. Help gain support for legislation and appropriations.
7. Assist with the development and review of the CTE plan.

Fiscal Impact:

There is no fiscal impact.

Recommendation:

Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the members of the Burbank Unified School District Career Technical Education Advisory Board, effective July 1, 2019 through July 1, 2021, as presented.

Burbank Unified School District
Instructional Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Peter Knapik, Director, Elementary Education
PREPARED BY:	Peter Knapik, Director, Elementary Education
SUBMITTED BY:	Gabriella Platten, Administrative Secretary
DATE:	April 4, 2019
SUBJECT:	Approval of 2017-2018 School Accountability Report Cards

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Background:
Education Code Section 35256 requires the Governing Board of each school district to annually issue a School Accountability Report Card (SARC) for each school in a school district, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request. SARCs are completed mainly with data provided by the California Department of Education that comes from the previous school year that is why SARCs are one year behind.
State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Schools are required to have facility inspections. Specifically, State law requires that the facility inspection be reflected on the SARC in accordance with *EC* Sections 33126 and 33126.1. The Office of Public School Construction (OPSC) Facility Inspection Tool (FIT) or a locally developed instrument that meets the same legal requirements must be utilized during these inspections to determine if a school facility is in "good repair" and to rate the facility accordingly.

LEAs should ensure that the data collected in the most recent available FIT report is used to

populate the SARC regarding the school facility conditions and the "good repair status" of facilities. The year and month of the most recent FIT report should also be identified.

District Wide Goals for 2018-2019:
1.0 Improve Learning and Achievement for Targeted Subgroups of Students.
2.0 Improve Learning and Achievement for All Students

Discussion/Issues:
The adoption of the SARC is a compliance requirement for Title I. Attached is a sample copy for Joaquin Miller Elementary School for your review.

Fiscal Impact:
There is no fiscal impact towards completing the School Accountability Report Card.

Recommendation:
Peter Knapik, Director, Elementary Education, recommends that the Board of Education approve the 2017-2018 School Accountability Report Cards prepared in 2018-2019, as presented.

Due to the size of each document, the School Accountability Report Cards (SARCs) will not be duplicated for distribution; however, copies of each site's SARC is available for review in the Instructional Services Department or by contacting Dr. Peter Knapik at (818) 729.4482 or by email at peterknapik@burbankusd.org.

Joaquin Miller Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Joaquin Miller Elementary School
Street	720 East Providencia Ave.
City, State, Zip	Burbank, CA 91501-2409
Phone Number	818-558-5460
Principal	Judy Hession
E-mail Address	judyhession@burbankusd.org
Web Site	www.burbankusd.org
CDS Code	19- 64337- 6011969

District Contact Information	
District Name	Burbank Unified School District
Phone Number	818-729-4400
Superintendent	Matt Hill
E-mail Address	matthill@burbankusd.org
Web Site	www.burbankusd.org

School Description and Mission Statement (School Year 2018-19)

The Joaquin Miller Elementary School staff, in partnership with parents, families, students and community, is committed to building a safe and caring learning environment where students' gifts are celebrated and extended, where each student recognizes they are a valuable, responsible citizen in a diverse global society.
Each and every day we are living our school motto - STRIVING FOR EXCELLENCE!

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	126
Grade 1	120
Grade 2	124
Grade 3	123
Grade 4	125
Grade 5	129
Total Enrollment	747

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.0
Asian	4.6
Filipino	2.0
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.1
White	67.5
Socioeconomically Disadvantaged	49.1
English Learners	36.3
Students with Disabilities	6.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	34	34	700
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts/K-5 Houghton-Mifflin Reading/Language Arts, c. 2003 Kindergarten Benchmark Advance 9781512578683 2017 4/21/2016Deluxe Pkg. - California Edition– 0-618-17716-7. Grade 1, Benchmark Advance Grade 1 Benchmark 9781512578690 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 2, Benchmark Advance Grade 2 Benchmark 9781512578706 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 3, Benchmark Advance Grade 3 Benchmark 9781512578713 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 4, Benchmark Advance Grade 4 Benchmark 9781512578720 2017 4/21/2016Deluxe Pkg. - California Edition. Grade 5, Benchmark Advance Grade 5 Benchmark 9781512578737 2017 4/21/2016Deluxe Pkg. - California Edition. Reviewed for Adoption 2015-16 Full Implementation 2016-17 Date of Adoption: April 21, 2016	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Kindergarten Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542839 2015 5/7/2015 Grade 1 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544542938 2015 5/7/2015 Grade 2 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543010 2015 5/7/2015 Grade 3 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544543119 2015 5/7/2015 Grade 4 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548206 2015 5/7/2015 Grade 5 Go Math! Premium Plus CA Edition - 8 Yr Print/8 Yr Digital Houghton-Mifflin 9780544548275 2015 5/7/2015	Yes	0%
Science	Science/K-5: Adopted for Use Beginning 2007-2008. California Science c. 2006, published by Houghton Mifflin, with the following specific information for each grade level: Kindergarten California Science Kindergarten Kit, ISBN 0-618-76747-9 Grade 1 California Science Pupil Edition, Level 1, ISBN 0-618-68615-0 or Big Book Student Edition Complete Set, Level 1, ISBN 0-618-76737-1 Grade 2 California Science Pupil Edition, Level 2, ISBN 0-618-68616-9 Grade 3 California Science Pupil Edition, Level 3, ISBN 0-618-68617-7 Grade 4 California Science Pupil Edition, Level 4, ISBN 0-618-68618-5 Grade 5 California Science Pupil Edition, Level 5, ISBN 0-618-68619-3 Date of Adoption: May 17, 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Social Science/Grades K-5 ADOPTED FOR 06-07 SCHOOL YEAR California Reflections, c. 2005, published by Harcourt School Publishers, with the following specific information for each grade level: Kindergarten – California Kindergarten Program, ISBN 015-344135-6 Grade 1 – California Unit Big Book Collection: A Child's View, ISBN 015-3426543-5 or California Student Edition; A Child's View, ISBN 015-338498-0 Grade 2 – California Unit Big Book Collection: People We Know, ISBN 015-348967-7 or California Student Edition: People We Know, ISBN 015-338499-9 Grade 3 – California Student Edition: Our Communities, ISBN 015-338501-4 Grade 4 – California Student Edition: A Changing State, ISBN 015-338502-2 Grade 5 – California Student Edition: The United States: Making a New Nation, ISBN 015-338503-0 Date of Adoption: May 4, 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	Music/K-5: Adopted for Use Beginning 2007-2008. California Spotlight on Music c. 2006, published by Macmillan/McGraw Hill and Silver Burdett, with the following specific information for each grade level: Grade 2 Pupil Edition, ISBN 002-2965513 Audio CD Package, ISBN 002-2964614 Grade 3 Pupil Edition, ISBN 002-2965521 Audio CD Package, ISBN 002-2964622 Grade 4 Pupil Edition, ISBN 002-296553X Audio CD Package, ISBN 002-2964630 Grade 5 Pupil Edition, ISBN 002-2965548 Audio CD Package, ISBN 002-2964649 Date of Adoption: May 21, 2007 Share the Music, McGraw Hill Date of Adoption: August 19, 1999	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility is in Good repair. Normal maintenance and upkeep is being performed. No other project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 2018 September		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 September	
Overall Rating	**Good**

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	70.0	71.0	61.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	57.0	60.0	46.0	50.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	372	97.64	71.24
Male	191	186	97.38	67.20
Female	190	186	97.89	75.27
Black or African American	--	--	--	--
Asian	14	12	85.71	91.67
Filipino	--	--	--	--
Hispanic or Latino	62	61	98.39	55.74
White	276	270	97.83	71.85
Two or More Races	14	14	100.00	100.00
Socioeconomically Disadvantaged	217	212	97.70	62.26
English Learners	177	169	95.48	66.86
Students with Disabilities	38	37	97.37	24.32

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	376	98.69	59.84
Male	191	187	97.91	60.96
Female	190	189	99.47	58.73
Black or African American	--	--	--	--
Asian	14	13	92.86	76.92
Filipino	--	--	--	--
Hispanic or Latino	62	61	98.39	36.07
White	276	273	98.91	63
Two or More Races	14	14	100	78.57
Socioeconomically Disadvantaged	217	215	99.08	53.95
English Learners	177	174	98.31	54.02
Students with Disabilities	38	36	94.74	19.44

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1	20.9	20.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

The Miller PTA and Team Jaguar Booster Club coordinates a wide variety of opportunities for parental involvement. These include our Fall Family Picnic and our Spring tile and movie night. They also help to fundraise money for the transportation for the grade level field trips and assemblies as well as for the Grade 5 Outdoor Science School overnight trip and our theatre arts program. Miller parents can choose to volunteer in the classrooms working with students as well as work from home. Parents are invited to attend our PTA, Team Jaguar Booster Club, School Site Council, and/or our English Learner Advisory Committee (ELAC) meetings to learn more about the school and how they can support it as well as to give their input and suggestions. The school has a variety of activities throughout the school year that parents can attend. These include Back to School Night, Open House, parent teacher conferences in November and February/March, our monthly PeaceBuilder assemblies, Costume Day Parade, Holiday Sing-A-Long, jogathon, Dance Festival, awards assemblies, school and class plays, and individual class activities. We welcome the opportunity to work with our parents and we know the importance of working as a team to support our students' success in school.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	0.9	0.5	2.1	1.9	3.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each school in the district has developed a comprehensive school safety plan. At Miller Elementary School the site Safety Committee reviewed and revised the plan on December 7, 2016 to reflect two new goals with multiple objectives and action plans. The plan was approved by the site Safety Committee on January 25, 2017. The first goal focuses on people and programs with an emphasis Anti-Bullying. Specifically, Miller will research and develop a comprehensive anti-bullying program and develop lessons and activities using the district adopted Second Step curriculum. The second goal addresses the physical environment with an emphasis on Miller Elementary School safety procedures, routines, and protocols. Within this goal, we have developed plans for training staff and students on specific emergency scenarios and ensuring that our disaster supplies are organized and up to date.

Additional safety procedures at Miller Elementary include the Safe Delivery Valet Program for keeping our students safe as they arrive and depart from school each day. Miller has a fenced campus that is locked during school hours to maintain security. Parents or other visitors check in at the office for authorization to enter the campus and an authorized adult must sign out students through the office when leaving campus.

https://www.burbankusd.org/District/Department/Wellness-Programs-and-Services
Please visit the website for more information:

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3	4		22	1	6		21	2	4	
1	23		5		24		5		24		5	
2	22	1	4		24		5		25		5	
3	29		4		24	1	4		21	1	5	
4	31		3	1	32		3	1	30		4	
5	29	1	1	3	27	1	2	2	27	1	4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,428	$1,703	$8,725	$78,314
District	N/A	N/A	$8,725	$78,314
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$11,619	$79,665
Percent Difference: School Site and State	N/A	N/A	-28.5	-1.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

Local Control Funding Formula (LCFF)
English Learner Maintenance of Effort (MOE)
After School Safety and Enrichment Services (ASES)

Educator Effectiveness Grant

Educational Technology Assistance

Lottery

Special Education

Title I, Title II, Title III

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,457	$49,512
Mid-Range Teacher Salary	$74,344	$77,880
Highest Teacher Salary	$94,972	$96,387
Average Principal Salary (Elementary)	$126,357	$123,139
Average Principal Salary (Middle)	$138,464	$129,919
Average Principal Salary (High)	$153,399	$140,111
Superintendent Salary	$248,230	$238,324
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Elementary Professional Development

Elementary instructional leadership teams in core curriculum areas and GATE
Elementary assessments/large scale and formative
Standards based grading
Step up to writing
ELA Benchmark
Best practice in math planning
Building Cognitive Rigor
MakerSpace
Curriculum for teachers new to BUSD
Building classroom for maximum growth
Small group math Instruction/Daily 3
Small group grade level planning in site specific content areas
Gifted and talented education
Demonstration lessons in content areas
Induction professional learning communities for new teachers
Induction mentor training

Instructional Technology Professional Development
Training in this area has been in multiple formats:
Group training sessions
Pre-School UnConference
Site Staff Development Meetings
½ Day training during the school day
Individual or Small Group sessions per teacher requested appointments
Direct & Supported instruction with students during class time

Instruction was provided on the following topics:
Google Suite for Education
Aeries Gradebook
Aeries Analytics for District Benchmark
All district adopted curriculum software
Outlook
Green Screen Videos
MakerSpace Carts
Breakout EDU
Twitter (utilizing Social Media for professional development)
OneNote
21st Century Classroom Technology install
Integrating technology into current instructional practices

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 A. Clark, Executive Assistant to the Superintendent
SUBMITTED BY:	Kimberley A. Clark, Executive Assistant to the Superintendent
DATE:	April 4, 2019
SUBJECT:	Second Reading and Approval of Proposed Revision of Selected Board Policies and Administrative Regulations

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Background:

The Board of Education began the process of comprehensive review and revision of the entire Board Policies and Administrative Regulation Manual, contracting with the California School Boards Association (CSBA) – Governance and Management Using Technology (GAMUT), beginning in December 2005. CSBA – GAMUT provided consultation and facilitated the policy revision process. The District's continuing agreement with CSBA – GAMUT provides for suggested policy periodically throughout each calendar year.

The updates presented at this time are the December 2018 Board Policies sent to the District by CSBA. These policies have been reviewed by a subcommittee consisting of two members of the Board of Education and appropriate administrative staff. Changes appear in red on the PDF version; text to be added is underlined and/or highlighted and text to be deleted is shown as struck through. These policies were presented to the Board of Education on March 7 for a first reading and no additional changes were identified by the Board at that time.

Discussion/Issues:

Copies of revised policies and administrative regulations will not be duplicated for general distribution. Copies may be obtained by contacting the Superintendent's Office at (818) 729-4422 or via e-mail at: KimberleyClark@burbankusd.org

Fiscal Impact:

None

Recommendation:

Matt Hill, Superintendent, will facilitate the Board's second reading and approval of the proposed revision of selected Board Policies and Administrative Regulations from the California School Boards Association (CSBA) – Governance and Management Using Technology (GAMUT), as presented.

POLICY GUIDE SHEET
December 2018
Page 1 of 4

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP/AR 0420 - School Plans/Site Councils
(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 716)** which renames the single plan for student achievement as the school plan for student achievement (SPSA), authorizes the use of uniform complaint procedures for complaints alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA, and authorizes the use of the SPSA to satisfy the requirement for a school improvement plan when a school is identified for targeted or comprehensive support. Regulation updated to reflect AB 716 which eliminates the authority to use a school advisory committee other than a school site council to develop the SPSA, allows certain small schools to share a school site council, requires a needs assessment to identify school goals, and, if applicable, requires consultation with the school's English learner advisory committee on review of the SPSA.

BP/AR 0450 - Comprehensive Safety Plan
(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1747)** which requires the California Department of Education (CDE) to post a compliance checklist for developing the comprehensive safety plan and best practices related to reviewing and approving the plan, and requires districts to share their approved comprehensive safety plans with local law enforcement, the fire department, and other first responder entities. Regulation updated to reflect AB 1747, which adds requirements to consult with the fire department and other first responders in developing safety plans and to develop procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

BP/AR 0460 - Local Control and Accountability Plan
(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 2878)** which expands the state priority on parent involvement that must be addressed in the local control and accountability plan (LCAP) to include family engagement. Policy also reflects **NEW LAW (AB 1808)** which requires consultation on plan development with special education local plan administrator(s) and, by July 1, 2019, requires districts to develop a local control funding formula budget overview for parents/guardians in conjunction with the LCAP. Policy reflects **NEW LAW (AB 1840)** which requires the State Board of Education to expand the LCAP template by January 31, 2020 to include specified information. Section on "Technical Assistance/Intervention" updated to reflect AB 1808 which establishes a single statewide system of support for districts and schools, and AB 1840 which provides that a district receiving an emergency apportionment will be deemed to have been referred to the California Collaborative for Educational Excellence. Regulation updated to reflect AB 1840 which requires data in the LCAP to be reported in a manner consistent with the California School Dashboard and requires districts to post their LCAP prominently on the homepage of their web site. Section on "Annual Updates" deleted since the annual updates follow the same process and adhere to the same template as the initial LCAP.

AR 1220 - Citizen Advisory Committees
(AR revised)

Regulation updated to clarify that the parent advisory committee and English learner parent advisory committee established to review and comment on the LCAP are not subject to Brown Act requirements, but must comply with other, less complex procedural requirements. Legal cites for school site councils revised pursuant to **NEW LAW (AB 716)**.

AR 3311.1 - Uniform Public Construction Cost Accounting Procedures
(AR revised)

Regulation updated to reflect **NEW LAW (AB 2249)** which revises the threshold amounts that determine the process that may be used to award contracts for public works. Regulation also revised to clarify requirements for informal bid notifications that must be sent to contractors and/or construction journals.

AR 3543 - Transportation Safety and Emergencies
(AR revised)

Regulation updated to reflect **NEW LAW (AB 1798)** which requires that all school buses be equipped with passenger restraint systems by July 1, 2035. Regulation also reflects **NEW LAW (AB 1840)** which delays until March 1, 2019 the requirement that each school bus and student activity bus be equipped with a child safety alert system, and allows for a possible six-month extension for districts with an average daily attendance of 4,000 or less under specified conditions. Regulation adds the conditions under which a student activity bus is exempt from the requirement to install a child safety alert system.

AR 4200 - Classified Personnel
(AR revised)

Regulation updated to reflect **NEW LAW (AB 2160)** which eliminates the exemption of part-time playground positions from the classified service in merit system districts, thereby making those positions part of the classified service. Regulation also reflects **NEW LAW (AB 2261)** which eliminates the exemption from the classified service, in merit system districts, of community representatives employed in advisory or consulting capacities for not more than 90 working days per fiscal year. Paragraph moved to emphasize that employees in either merit or non-merit system districts who are exempted from the classified service must fulfill obligations related to physical examinations, fingerprinting, and tuberculosis tests.

AR 5113 - Absences and Excuses
(AR revised)

Regulation updated to reflect **NEW LAW (AB 2289)** which (1) amends the definition of "immediate family" for the purpose of authorizing certain excused absences, (2) prohibits a district from requiring a physician's note for an absence by a parenting student to care for a sick child, and (3) clarifies that students may be excused from school, under specified conditions, for work in the entertainment or allied industry, participation with a nonprofit performing arts organization in a performance for a public school audience, or other reasons at the discretion of school administrators.

AR 5131.41 - Use of Seclusion and Restraint
(AR added)

New regulation reflects **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and provides that seclusion and restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others if that behavior cannot be immediately prevented by a less restrictive response. Regulation specifies the conditions for such use, reporting requirements, and a list of seclusion and behavioral techniques that are always prohibited.

BP/AR 5141.52 - Suicide Prevention
(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2639)** which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary. Regulation updated to reflect **NEW LAW (SB 972)** which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. Regulation also reflects **NEW LAW (AB 1808)** which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.

BP/AR 5144 - Discipline
(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and to encourage staff development regarding equitable implementation of discipline. Regulation updated to revise section on "Detention After School" to more directly reflect state regulations and delete a specific timeline for advance notice to parents/guardians of a student's detention.

BP 5146 - Married/Pregnant/Parenting Students
(BP revised)

Policy updated to reflect **NEW LAW (AB 2289)** which requires notification to parents/guardians and to pregnant and parenting students of their rights under the law; authorizes an excused absence for a parenting student to care for a sick child without a physician's note; provides that a pregnant or parenting student is entitled to eight weeks of parental leave, or longer if deemed medically necessary by the student's physician; and authorizes the use of uniform complaint procedures for complaints alleging noncompliance with the law.

BP 6146.1 - High School Graduation Requirements
(BP revised)

Policy updated to reflect **NEW LAW (AB 2121)** which, under certain conditions, exempts from any district-established graduation requirements migrant students and newly arrived immigrant students participating in a newcomer program who transfer schools in grade 11-12. Policy also reflects **NEW LAW (AB 3022)** which authorizes the granting of a diploma to persons who departed California in grade 12 against their will, and adds section on "Honorary Diplomas" including item reflecting **NEW LAW (AB 2109)** which authorizes the board to grant an honorary diploma to a terminally ill student.

AR 6173.2 - Education of Children of Military Families
(AR revised)

Regulation updated to reflect **NEW LAW (AB 2949)** which allows a child of a military family to continue attending the school of origin regardless of any change of residence of the family. Regulation also adds new section on "Transportation" reflecting AB 2949, which authorizes, but does not require, districts to provide transportation to enable a child of a military family to attend the school or district of origin.

BP/AR 6175 - Migrant Education Program
(BP/AR revised)

Policy updated to include priorities for migrant education services, as amended by the federal Every Student Succeeds Act, and provision of services to private school students, formerly in AR. Policy also adds language encouraging the superintendent to annually report to the board regarding the performance of migrant students. Regulation updated to add definition of "migrant student" and add new section on "Summer School" reflecting requirement for any district receiving federal migrant education funding to conduct summer school programs for eligible migrant students. New section on "Applicability of Graduation Requirements" reflects **NEW LAW (AB 2121)** which, under certain conditions, exempts migrant students who transfer between schools in grades 11-12 from district-established graduation requirements.

AR 6183 - Home and Hospital Instruction
(AR revised)

Regulation reorganized and updated to reflect **NEW LAW (AB 2109)** which expands the parental notification to include information regarding student eligibility for individual instruction and the duration of such instruction, requires that individual instruction in a student's home begin within five days of determining a student's eligibility, provides that students receiving individual instruction in a hospital for a partial week are eligible to attend school on days that they are not at the hospital, and provides that the absences of a temporarily disabled student must be excused until the student is able to return to the regular school program.

BB 9322 - Agenda/Meeting Materials
(BB revised)

Bylaw updated to reflect requirement effective January 1, 2019 that districts post a direct link on the homepage of their web site to the current board meeting agenda or to the district's agenda management platform. Bylaw also clarifies that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee comprised exclusively of board members.

BB 9324 - Minutes and Recordings
(BB revised)

Bylaw updated to reflect **NEW LAW (SB 1036)** which prohibits districts from including in board meeting minutes a student's directory information or a parent/guardian's personal information, as defined, when the student or parent/guardian requests that such information be excluded. Bylaw also includes optional statement that the minutes will summarize topics addressed during the public comment period and need not reflect the names of the individuals who comment.

SCHOOL PLANS/SITE COUNCILS

The Governing Board believes that comprehensive planning is necessary at each school in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0415 - Equity)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

Each district school that participates in one or more federal and/or state categorical programs funded through the state's consolidated application process pursuant to Education Code 64000 shall establish a school site council in accordance with Education Code 65000-65001. The school site council shall develop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for those categorical programs into a single plan, unless otherwise prohibited by law. (Education Code 64001)

(cf. 1220 - Citizen Advisory Committees)
(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6190 - Evaluation of the Instructional Program)

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all applicable programs, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and its students. The Superintendent or designee shall also ensure consistency between the specific actions included in the district's local control and accountability plan and the strategies identified in each school's SPSA.

The Board shall, at a regularly scheduled Board meeting, review and approve each school's SPSA whenever there are any material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. (Education Code 64001)

If the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council. The school site council shall then revise and resubmit the SPSA to the Board for its approval. (Education Code 64001)

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the school site council.

SCHOOL PLANS/SITE COUNCILS (continued)

The SPSA may serve as the school improvement plan required when a school is identified for targeted or comprehensive support pursuant to 20 USC 6303. (Education Code 64001)

(cf. 0500 - Accountability)

Any complaint alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA may be filed with the district in accordance with the district's uniform complaint procedures pursuant to 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 64001)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE
52-53 Designation of schools
33133 Information guide for school site councils
35147 Open meeting laws exceptions
52060-52077 Local control and accountability plan
52176 English learner advisory committees
56000-56867 Special education
64000 Categorical programs included in consolidated application
64001 School plan for student achievement, consolidated application programs
65000-65001 School site councils
CODE OF REGULATIONS, TITLE 5
3930-3937 Compliance plans
4600-4670 Uniform complaint procedures
11308 English learner advisory committees
UNITED STATES CODE, TITLE 20
6303 School improvement
6311 State plan
6314 Schoolwide programs; schoolwide program plan
6421-6472 Programs for neglected, delinquent, and at-risk children and youth
6601-6651 Teacher and Principal Training and Recruitment program
6801-7014 Limited English proficient and immigrant students
7101-7122 Student Support and Academic Enrichment Grants
7341-7355c Rural Education Initiative

Management Resources: (see next page)

SCHOOL PLANS/SITE COUNCILS (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2014
WEST ED PUBLICATIONS
California Healthy Kids Survey
California School Climate Survey
WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov
WestEd: http://www.wested.org

SCHOOL PLANS/SITE COUNCILS

School Site Councils

Each school that operates a program requiring the development of a school plan for student achievement (SPSA) pursuant to Education Code 64001 shall have a school site council composed of the following: (Education Code 65000)

1. The principal or designee

2. Classroom teachers at the school, selected by the classroom teachers at the school

3. Other school personnel who are not teachers, selected by the other personnel at the school who are not teachers

4. Parents/guardians of students attending the school and/or other members of the community, selected by the parents/guardians of students attending the school

5. If the school is a secondary school, students attending the school selected by other secondary students

(cf. 0450 - Comprehensive Safety Plan)

Half of the school site council membership shall consist of school staff in the categories listed in items #1-3 above, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parents/guardians and/or community members. For a secondary school site council, the remaining half shall be parents/guardians, community members, and/or students. (Education Code 65000)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 65000)

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination and equity.

(cf. 0415 - Equity)

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

SCHOOL PLANS/SITE COUNCILS (continued)

School Plan for Student Achievement

The school site council shall develop and annually review and update an SPSA that addresses all federal and/or state categorical programs in which the school participates pursuant to Education Code 64000. (Education Code 64001)

(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The SPSA shall be developed with the review, certification, and advice of the school English learner advisory committee, if required. (Education Code 64001)

(cf. 6174 - Education for English Learners)

Other school and district committees, including, but not limited to, a parent advisory committee established to review and comment on the district's local control and accountability plan (LCAP), advisory committee established for special education programs, and Western Association of Schools and Colleges leadership teams, may also be consulted on the content of the plan.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6190 - Evaluation of the Instructional Program)

Before developing the content of the SPSA, the school site council shall conduct a comprehensive needs assessment pursuant to 20 USC 6314, including an analysis of verifiable state data consistent with the state priorities specified in Education Code 52060 and the indicators in the state accountability system. The school may consider any other data developed by the district to measure student outcomes. (Education Code 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

The SPSA shall include all of the following: (Education Code 64001)

1. Goals to improve student outcomes, including goals that address the needs of student groups as identified through the needs assessment

2. Evidence-based strategies, actions, or services

3. Proposed expenditures based on the projected resource allocation from the district to address the findings of the needs assessment, including identifying resource inequities, which may include a review of the district's budgeting, the LCAP, and school-level budgeting, if applicable

SCHOOL PLANS/SITE COUNCILS (continued)

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

The school site council shall approve the proposed SPSA at a meeting for which public notice has been posted**.** Whenever there are material revisions to the SPSA which affect the academic programs for students participating in applicable programs, the SPSA shall be submitted to the Governing Board for review and approval at a regularly scheduled Board meeting. (Education Code 35147, 64001)

The school site council shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the principal or designee shall evaluate results of improvement efforts and report to the Board, school site council, and other interested parties regarding progress toward school goals.

The school site council may amend the SPSA at any time through the same process required for the annual update of the plan.

COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.41 - Use of Seclusion and Restraint)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

~~**OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)**~~

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

~~**OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)**~~

~~The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)~~

COMPREHENSIVE SAFETY PLAN (continued)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)
(cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

COMPREHENSIVE SAFETY PLAN (continued)

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
41020 Annual audits
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime
GOVERNMENT CODE
54957 Closed session meetings for threats to security
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources: (see next page)

COMPREHENSIVE SAFETY PLAN (continued)

Management Resources:

CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, rev. 2011
Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Healthy Kids Survey: http://chks.wested.org
Centers for Disease Control and Prevention: http://www.cdc.gov/ViolencePrevention
Federal Bureau of Investigation: http://www.fbi.gov
National Center for Crisis Management: http://www.schoolcrisisresponse.com
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education: http://www.ed.gov
U.S. Secret Service, National Threat Assessment Center: http://www.secretservice.gov/protection/ntac

COMPREHENSIVE SAFETY PLAN

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council shall also consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee

2. One teacher who is a representative of the recognized certificated employee organization

3. One parent/guardian whose child attends the school

4. One classified employee who is a representative of the recognized classified employee organization

5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor

2. A representative of the local school employee organization

3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

COMPREHENSIVE SAFETY PLAN (continued)

4. A representative of each teacher organization at the school

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school's student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations

2. Local civic leaders

3. Local business organizations

(cf. 1700 - Relations Between Private Industry and the Schools)

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

   a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

COMPREHENSIVE SAFETY PLAN (continued)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.5 - Emergency Schedules)
(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

COMPREHENSIVE SAFETY PLAN (continued)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

Among the strategies for providing a safe environment, the comprehensive safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

COMPREHENSIVE SAFETY PLAN (continued)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism and Graffiti)

COMPREHENSIVE SAFETY PLAN (continued)

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

    a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

    b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

    c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

14. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.41 - Use of Seclusion and Restraint)

    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

    c. Assignment of staff members responsible for each identified task and procedure

COMPREHENSIVE SAFETY PLAN (continued)

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

f. Development of a method for the reporting of violent incidents

g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0415 - Equity)

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Technical Assistance/Intervention

At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.

2. Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.

In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference: (see next page)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Legal Reference:

EDUCATION CODE
305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
41320-41322 Emergency apportionments
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Numerically significant student subgroups
52059.5 Statewide system of support
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
64001 Single plan for student achievement
99300-99301 Early Assessment Program
WELFARE AND INSTITUTIONS CODE
300 Dependent child of the court
CODE OF REGULATIONS, TITLE 5
15494-15497 Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources: (see next page)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Management Resources:

CSBA PUBLICATIONS
The California School Dashboard and Small Districts, October 2018
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
California School Dashboard
LCFF Frequently Asked Questions
Local Control and Accountability Plan and Annual Update (LCAP) Template
Family Engagement Framework: A Tool for California School Districts, 2014
California Career Technical Education Model Curriculum Standards, 2013
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Common Core State Standards: Mathematics, rev. 2013
California English Language Development Standards, 2012
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

    a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517 - Facilities Inspection)
(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

    b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Learners)

    c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6020 - Parent Involvement)
(cf. 6173.1 - Education for Foster Youth)

    d. Student achievement, as measured by all of the following as applicable:

        (1) Statewide assessments of student achievement

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(4) The English learner reclassification rate

(5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis

2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52065)

(cf. 1113 - District and School Web Sites)

CITIZEN ADVISORY COMMITTEES

Committee Charge

When committees are appointed, committee members shall receive written information which includes, but is not limited to:

1. The committee members' names

2. The procedure to be used in the selection of the committee chairperson and other committee officers

3. The name(s) and contact information of staff member(s) assigned to support the work of the committee

4. The goals and specific charge(s) of the committee, including its topic(s) for study

5. The specific period of time that the committee is expected to serve

6. Legal requirements regarding meeting conduct and public notifications

7. Resources available to help the committee perform its tasks

8. Timelines for progress reports and/or final report

9. Relevant Board policies and administrative regulations

Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)

Committees Subject to Brown Act Requirements

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963 shall be complied with by any committee created by formal action of the Governing Board, including, but not limited to, the following:

1. Advisory committee established pursuant to Education Code 56190-56194 related to special education

(cf. 0430 - Comprehensive Local Plan for Special Education)

2. Advisory committee established pursuant to Education Code 8070 related to career technical education

(cf. 6178 - Career Technical Education)

3. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b

(cf. 5030 - Student Wellness)

4. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property

(cf. 3280 - Sale or Lease of District-Owned Real Property)

5. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

(cf. 7213 - School Facilities Improvement Districts)
(cf. 7214 - General Obligation Bonds)
(cf. 9130 - Board Committees)
(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)
(cf. 9323 - Meeting Conduct)

Committees Not Subject to Brown Act Requirements

The following committees shall comply with procedural meeting requirements established in Education Code 35147:

1. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

2. School site councils established pursuant to Education Code 65000-65001 to develop and approve a school plan for student achievement

(cf. 0420 - School Plans/Site Councils)

3. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners

(cf. 6174 - Education for English Learners)

4. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education

(cf. 6171 - Title I Programs)

5. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs

CITIZEN ADVISORY COMMITTEES (continued)

(cf. 6175 - Migrant Education Program)

6. School committees established pursuant to Education Code 11503 related to parent involvement

(cf. 6020 - Parent Involvement)

Meetings of the above councils or committees shall be open to the public, and any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a council or committee shall be made available to any member of the public upon request pursuant to the California Public Records Act, Government Code 6250-6270. (Education Code 35147)

(cf. 1340 - Access to District Records)

Committees Created by Superintendent

Committees which are created by the Superintendent or designee to advise the administration, do not report to the Board, and are not specified in Education Code 35147 shall not be subject to the requirements of the Brown Act or Education Code 35147.

(cf. 2230 - Representative and Deliberative Groups)

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of $60,000 or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)

2. Contracts for public projects of $200,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)

    a. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain further information about the project, and states the time and place for the submission of bids. This notice shall be disseminated by mail, fax, or email to either or both of the following:

        (1) All contractors on a list of qualified contractors maintained by the district for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due

        (2) All construction trade journals identified pursuant to Public Contract Code 22036

    b. The district shall review the informal bids that were submitted and award the contract, except that:

        (1) If all bids received through the informal process are in excess of $200,000, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at $212,500 or less and the Board determines the district's cost estimate is reasonable.

        (2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.

3. Public projects of more than $200,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

    a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES
(continued)

(1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.

(2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

b. The district shall award the contract as follows:

(1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.

(2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.

(3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

(cf. 3311 - Bids)

TRANSPORTATION SAFETY AND EMERGENCIES

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2018 (SB 840, Ch. 29, Statutes of 2018) extends the suspension of these requirements through the 2018-19 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus. If no defect or deficiency is discovered or reported, the driver shall so indicate on the report. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3542 - School Bus Drivers)

Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver, and was manufactured on or after July 1, 2005

2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or for carrying 20 or fewer passengers and the driver if the bus has a manufacturer's vehicle weight rating of 10,000 pounds or less, and was manufactured on or after July 1, 2004

~~The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.~~

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher, located in the driver's compartment, which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Child Safety Alert System

In accordance with Vehicle Code 28160, each school bus or student activity bus shall be equipped with an operational child safety alert system at the interior rear of the bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting.

A student activity bus that does not have a child safety alert system may be used only if all of the following apply: (Vehicle Code 28160)

1. The student activity bus is not used exclusively to transport students.

2. When the student activity bus is used to transport students, the students are accompanied by at least one adult chaperone selected by a school official. If an adult chaperone is not a school employee, the chaperone shall meet the requirements for a school volunteer.

(cf. 1240 - Volunteer Assistance)

3. One adult chaperone has a list of every student and adult chaperone, including a school employee, who is on the student activity bus at the time of departure.

4. The driver has reviewed all safety and emergency procedures before the initial departure, and the driver and adult chaperone have signed a form, with the time and date, acknowledging that the safety plan and procedures were reviewed.

5. Immediately before departure from any location, the adult chaperone shall account for each student on the list of students, verify the number of students to the driver, and sign a form indicating that all students are present or accounted for.

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

6. After students have exited a student activity bus, and before driving away, the driver shall check all areas of the bus, including, but not limited to, overhead compartments and bathrooms, to ensure that the bus is vacant.

7. The driver shall sign a form with the time and date verifying that all required procedures have been followed.

8. The information required to be recorded pursuant to items #4, 5, and 7 may be recorded on a single form and shall be retained by the district for a minimum of two years.

Electronic Communications Devices

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. Determination of whether students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112

2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops

3. Boarding and exiting a school bus at a school or other trip destination

4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or, if applicable, youth bus

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

Parental Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home

2. General rules of conduct at school bus loading zones

3. Red light crossing instructions

4. A description of the school bus danger zone

5. Instructions for safely walking to and from school bus stops

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

(cf. 5145.6 - Parental Notifications)

Student Instruction

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:

   a. Proper loading and unloading procedures, including escorting by the driver

   b. How to safely cross the street, highway, or private road

   c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use

   d. Proper passenger conduct

   e. Bus evacuation procedures

   f. Location of emergency equipment

   As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

   Each time the above instruction is given, the following information shall be documented:

   a. District name

   b. School name and location

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

c. Date of instruction

d. Names of supervising adults

e. Number of students participating

f. Grade levels of students

g. Subjects covered in instruction

h. Amount of time taken for instruction

i. Bus driver's name

j. Bus number

k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.

(cf. 3580 - District Records)

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

Legal Reference:

EDUCATION CODE
39830-39843 Transportation, school buses
39860 Contract for transportation; requirement that student not be left unattended
51202 Instruction in personal and public health and safety
PENAL CODE
241.3 Assault against school bus driver
243.3 Battery against school bus driver
VEHICLE CODE
415 Definition of motor vehicle
545-546 Definition of school bus and student activity bus
22112 Loading and unloading passengers
23123.5 Use of wireless telephone or communications device while driving; exceptions
23125 Use of wireless telephone prohibited while driving school bus
27316-27316.5 Passenger restraint systems
28160 Child safety alert system
34500 California Highway Patrol responsibility to regulate safe operation of school buses
34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses
34501.6 School buses; reduced visibility
34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations
CODE OF REGULATIONS, TITLE 5
14100-14105 School buses and student activity buses
CODE OF REGULATIONS, TITLE 13
1200-1294 Motor carrier safety
2480 Airborne toxic control measure; limitation on bus idling
CODE OF REGULATIONS, TITLE 19
574-575.3 Inspection and maintenance of fire extinguishers
CODE OF FEDERAL REGULATIONS, TITLE 49
571.1-571.500 Motor vehicle standards, including school buses

Management Resources: (see next page)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Passenger Restraints Frequently Asked Questions
WEB SITES
American School Bus Council: http://www.americanschoolbuscouncil.org
California Association of School Business Officials: http://www.casbo.org
California Association of School Transportation Officials: http://www.castoways.org
California Department of Education, Office of School Transportation: http://www.cde.ca.gov/ls/tn
California Highway Patrol: http://www.chp.ca.gov
National Transportation Safety Board: http://www.ntsb.gov
U.S. Department of Transportation, National Highway Traffic Safety Administration: http://www.nhtsa.dot.gov

CLASSIFIED PERSONNEL

Exemption from Classified Service

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

OPTION 1: Districts Not Incorporating the Merit System

Individuals hired solely for the following purposes shall not be part of the classified service: (Education Code 45103)

1. Substitute or short-term employees who are employed and paid for fewer than 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day

2. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment

3. Full-time students employed part time

4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760-51769.5 that is financed by state or federal funds

OPTION 2: Merit System Districts

Individuals hired solely for the following purposes shall not be part of the classified service: (Education Code 45256)

1. Apprentices

2. Professional experts employed by the Governing Board or the personnel commission on a temporary basis for a specific project

3. Full-time students employed part time

4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760-51769.5 that is financed by state or federal funds

CLASSIFIED PERSONNEL (continued)

Restricted Positions

Persons employed in restricted positions pursuant to Education Code 45105 or 45108 shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. Such persons shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service and satisfactorily completing the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

ABSENCES AND EXCUSES

Excused Absences

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness (Education Code 48205)

2. Quarantine under the direction of a county or city health officer (Education Code 48205)

(cf. 5112.2 - Exclusions from Attendance)

3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)

4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205)

   Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided by law (Education Code 48205)

6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)

(cf. 5146 - Married/Pregnant/Parenting Students)

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

   a. Appearance in court

   b. Attendance at a funeral service

   c. Observance of a religious holiday or ceremony

   d. Attendance at religious retreats for no more than four hours per semester

   e. Attendance at an employment conference

   f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

ABSENCES AND EXCUSES (continued)

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

(cf. 6142.3 - Civic Education)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

   Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

(cf. 6173.2 - Education of Children of Military Families)

10. Attendance at a naturalization ceremony to become a United States citizen (Education Code 48205)

11. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

   Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

(cf. 6112 - School Day)

12. Work in the entertainment or allied industry (Education Code 48225.5)

   Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)

13. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

   A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

ABSENCES AND EXCUSES (continued)

14. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, *immediate family* means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

   a. Name of student

   b. Name of parent/guardian or parent representative

   c. Name of verifying employee

   d. Date(s) of absence

   e. Reason for absence

(cf. 5113.11 - Attendance Supervision)

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.

ABSENCES AND EXCUSES (continued)

4. Physician's verification.

   a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

   b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

(cf. 5113.1 - Chronic Absence and Truancy)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205**.** (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Parental Notifications)
(cf. 6154 - Homework/Makeup Work)

USE OF SECLUSION AND RESTRAINT

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Definitions

Behavioral restraint includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

Mechanical restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

(cf. 3515.3 - District Police/Security Department)

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Prone restraint means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)

Seclusion means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)

USE OF SECLUSION AND RESTRAINT (continued)

Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

(cf. 5144 - Discipline)

In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement

2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room

3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face

5. Place a student in a facedown position with the student's hands held or restrained behind the student's back

6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others

Limited Use of Seclusion or Restraint

Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which

USE OF SECLUSION AND RESTRAINT (continued)

the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student. (Education Code 49005.8)

Reports

The Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Legal Reference:
EDUCATION CODE
49001 Prohibition against corporal punishment
49005-49006.4 Seclusion and restraint
56520-56525 Behavioral interventions, students with disabilities, especially:
56521.1 Emergency interventions when behavior poses threat to student or others
56521.2 Prohibited interventions
GOVERNMENT CODE
6250-6270 California Public Records Act
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973

Management Resources: (see next page)

USE OF SECLUSION AND RESTRAINT (continued)

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Restraint and Seclusion: Resource Document, May 2012
WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

SUICIDE PREVENTION (continued)

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

Legal Reference: (see next page)

SUICIDE PREVENTION (continued)

Legal Reference:
EDUCATION CODE
215 Student suicide prevention policies
215.5 Suicide prevention hotline contact information on student identification cards
216 Suicide prevention online training programs
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 Children's Mental Health Services Act
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
Preventing Suicide: A Toolkit for High Schools, 2012
WEB SITES
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: https://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: https://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, Suicide Prevention Program: http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Association of School Psychologists: https://www.nasponline.org
National Institute for Mental Health: http://www.nimh.nih.gov
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

SUICIDE PREVENTION

Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

SUICIDE PREVENTION (continued)

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed

8. District procedures for responding after a suicide has occurred

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

SUICIDE PREVENTION (continued)

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

SUICIDE PREVENTION (continued)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

SUICIDE PREVENTION (continued)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

DISCIPLINE

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

DISCIPLINE (continued)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

DISCIPLINE (continued)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE
32280-32289 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49005-49006.4 Seclusion and restraint
49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local control and accountability plan
CIVIL CODE
1714.1 Parental liability for child's misconduct
CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus
353 Detention after school
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program
1773 School Breakfast Program

Management Resources: (see next page)

DISCIPLINE (continued)

Management Resources:

CSBA PUBLICATIONS
Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

DISCIPLINE

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

DISCIPLINE (continued)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

DISCIPLINE (continued)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

2. The student shall remain under a certificated employee's supervision during the period of restriction.

DISCIPLINE (continued)

3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

DISCIPLINE (continued)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

MARRIED/PREGNANT/PARENTING STUDENTS

The Governing Board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6164.5 - Student Success Teams)

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 5 CCR 4950; 34 CFR 106.40)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

(cf. 5145.6 - Parental Notifications)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6200 - Adult Education)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code 221.51; 5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity. (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6183 - Home and Hospital Instruction)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

(cf. 5113.11 - Attendance Supervision)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child

2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk

4. Access to a place to store expressed breast milk safely

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600-4670)

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Legal Reference:

EDUCATION CODE
221.51 Nondiscrimination; married, pregnant, and parenting students
222 Reasonable accommodations; lactating students
222.5 Pregnant and parenting students, notification of rights
230 Sex discrimination
8200-8498 Child Care and Development Services Act
46015 Parental leave
48205 Excused absences
48206.3 Temporary disability, definition
48220 Compulsory education requirement
48410 Persons exempted from continuation classes
48980 Parental notifications
49553 Nutrition supplements for pregnant/lactating students
51220.5 Parenting skills and education
51745 Independent study
52610.5 Enrollment of pregnant and parenting students in adult education
CIVIL CODE
51 Unruh Civil Rights Act
FAMILY CODE
7002 Description of emancipated minor
HEALTH AND SAFETY CODE
104460 Tobacco prevention services for pregnant and parenting students
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4950 Nondiscrimination, marital and parental status
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Education Act Amendments
UNITED STATES CODE, TITLE 42
1786 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 7
246.1-246.28 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 34
106.40 Marital or parental status
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources: (see next page)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS
Pregnant Students and Confidential Medical Services, 2013
Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012
The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013
WEB SITES
California Department of Education: http://www.cde.ca.gov
California Women's Law Center: http://www.cwlc.org
U.S. Department of Agriculture, Women, Infants, and Children Program: http://www.fns.usda.gov/wic
U.S. Department of Education: http://www.ed.gov

HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. ~~Three~~ Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

   At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

   Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6142.92 - Mathematics Instruction)
(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

5. One course in visual or performing arts; foreign language, including American Sign Language; or career technical education (CTE) (Education Code 51225.3)

   To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

7. One course in Health/Careers

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)

8. One course in Practical Arts/Career Technical Education (or three courses of the same foreign language)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

9. Upon approval of the Superintendent or Designee, students may receive credit by examination for credits earned by a non-accredited institution or because they enrolled in the school after the period to add classes for full credit has passed.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions and Waivers

A foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or newly arrived immigrant student participating in a newcomer program who transfers into the district any time after completing the second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)
(cf. 6175 - Migrant Education Program)

In addition to credit requirements, students shall:

1. Demonstrate computer literacy: Students will acquire computer knowledge, skills and computer literacy throughout the regular high school curricula as outlined in the schools' technology plans

2. Complete 10 hours of Service Learning: All ninth grade students must complete 10 hours of Service Learning. Students who transfer in during their 10th or 11th grade must complete the full 10 hours. Students who transfer in as seniors must complete five hours.

(cf. 6142.4 - Service Learning/Community Service Classes)

3. Since 2003, students in grades 9-11 must be enrolled in a minimum of six courses in both the first and second semesters, and students in grade 12 must be enrolled in a minimum of six courses in the first semester, and five courses in the second semester, unless exempt under Education Code Section 46145. Students in grades 11 and 12 must attend a minimum of 4 periods during the regular school day. However, they may complete the six-period requirement with college or Career Technical Education courses.

4. Since Spring 2005, student transcripts will only be accepted from schools that are accredited by Western Association of Schools and Colleges (WASC) or one of the other five regional associations that accredit public and private schools, colleges, and universities in the United States (North Central Association Commission on Accreditation and School Improvement, New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools, Colleges, and Universities).

5. Students who enroll from another country shall provide transcripts whenever possible.

Students will receive an initial grade level placement by a school site administrator that is subject to change based on a comprehensive review of the transcripts and other enrolling documentation.

If students arrive without transcripts, the grade level placement will be based on age.

The transcripts shall be evaluated by the Superintendent or Designee, with a maximum of seventy (70) credits awarded per grade level, per year.

A change in grade level placement, if necessary, shall occur within thirty (30) calendar days.

When necessary, Instructional Services will arrange for the translation of the transcript. In no circumstances shall the enrollment of the student be delayed pending translation, nor shall parents/guardians be required to pay for translation of transcripts.

Parents/Guardians may appeal the grade placement to the Superintendent or his/her designee. A written response will be provided within 10 business days.

6. Students must receive prior approval from the Superintendent or designee before any college or high school coursework taken at another site while enrolled in a district school will be accepted on the high school transcript.

7 High school credit may be granted for a college course taken prior to completion of the eighth grade based on the following criteria:

a. Must receive prior approval from the middle school principal before registering for the college course.

b. The principal must complete an approval form and develop a written academic plan.

c. Must receive prior approval from the Superintendent or designee before class begins.

d. Content of the course must be aligned to state standards and District standards.

8. Students may take course credit via on-line instruction while enrolled in high school, grades 9-12. Students who want to take online courses not offered by the District, must receive prior approval from the Superintendent or designee for on-line instruction under the following conditions:

a. No more than 20 semester credits for on-line courses taken outside the District may be applied towards graduation, unless students receive prior approval from the Superintendent or his/her designee.

b. Grades submitted for on-line courses will be credited on a four-point scale.

c. The student will arrange for a teacher to proctor the final exam before enrolling in the course, or take the final exam for the equivalent course at the high school.

d. Upon completion of the on-line coursework, it is the student's responsibility to arrange for the student's transcript to be forwarded to the high school registrar.

Second semester seniors must provide all documentation of the completed coursework at least 10 school days prior to the student's date of graduation.

e. A student may be requested to provide the principal or assistant principal evidence including, but not limited to, specific assignments competed, log-in records, and/or take an end-of-course assessment to determine mastery of course content before course credit is granted. If the student cannot show mastery and/or required evidence, then the principal can determine that the student cannot receive high school credit for the on-line coursework.

f. Students have one full year to complete on-line courses in order to receive high school credits. Students facing a graduation deadline in less than a month are prohibited from enrollment.

9. Students are expected to make up failed courses during the summer session as close as possible to the semester/year in which the course was failed. Options for repeating classes in addition to summer school may include the Adult School, Monterey High, and community college enrollment.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to: (Education Code 48204.4, 51430, 51440)

1. Persons who departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

   Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

   In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Former students who were interned by order of the federal government during World War II or who are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.

   Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

Honorary Diplomas

The Board may grant honorary high school diplomas to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation, and who is returning to the home country following the completion of one academic school year in the district

(cf. 6145.6 - International Exchange)

2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE
47612 Enrollment in charter school
48200 Compulsory attendance
48204.4 Parents/guardians departing California against their will
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas
51225.6 Compression-only cardiopulmonary resuscitation
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51413 Diplomas
51420-51427 High school equivalency certificates
51430 Retroactive high school diplomas
51440 Retroactive high school diplomas
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
4600-4687 Uniform complaint procedures
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Department of Education, High School: http://www.cde.ca.gov/ci/gs/hs
University of California, List of Approved a-g Courses: http://www.universityofcalifornia.edu/admissions/freshman/requirements

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Definitions

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211

2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement

3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment and Residency

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

A child of a military family shall be deemed to meet district residency requirements if the parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

(cf. 5111.1 - District Residency)

When a child of a military family is transferring into the district, the Superintendent or designee shall enroll the student based on unofficial education records, if official records are not yet available. Upon enrollment, the Superintendent or designee shall immediately request the student's official records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)
(cf. 5141- Health Care and Emergencies)
(cf. 5141.31- Immunizations)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

A child of a military family shall be allowed to continue attending the school of origin, regardless of any change of residence of the family during that school year, for the duration of the student's status as a child of a military family. (Education Code 48204.6)

To provide a child of a military family the benefit of matriculating with peers in accordance with the established feeder patterns of the district, the following shall apply: (Education Code 48204.6)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the school district of origin in the same school attendance areas.

2. If the student is transitioning to a middle or high school and the school designated for matriculation is in another district, the student shall be allowed to continue to the school designated for matriculation in that school district.

The principal or designee of the new school shall ensure that the student is immediately enrolled even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history pursuant to Health and Safety Code 120325-120480, proof of residency, other documentation, or school uniforms. (Education Code 48204.6)

If the student's status changes during a school year due to the end of military service of the student's parent/guardian, the following shall apply: (Education Code 48204.6)

1. If the student is in grades K-8, the student shall be allowed to continue attending the school of origin through the duration of that academic school year.

2. If the student is in high school, the student shall be allowed to continue attending the school of origin through graduation.

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district, if the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

(cf. 5117 - Interdistrict Attendance)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Transportation

The Superintendent or designee may, but is not required to, provide transportation to enable a child of a military family to attend the school of origin or to matriculate to a feeder school as described above, except when indicated in the individualized education program (IEP) of a student with a disability or otherwise required by federal law. (Education Code 48204.6)

Placement

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the student's enrollment and/or assessment in the previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services based on the student's current IEP. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Transfer of Coursework and Credits

When a child of a military family transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a nonpublic, nonsectarian school or agency, or a juvenile court school and shall not require the student to retake the course. (Education Code 51225.2)

(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

If the student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course not completed at the previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a child of a military family from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Absences

When a student's parent/guardian is an active duty member and is called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with the parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

Graduation Requirements

To obtain a high school diploma, a child of a military family shall complete all courses required by Education Code 51225.3 and shall generally fulfill any additional graduation requirements prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

However, when a child of a military family who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements that are in addition to the statewide coursework requirements specified in Education Code 51225.2, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)

To determine whether a child of a military family is in the third or fourth year of high school, the district shall use either the number of credits earned as of the date of the transfer or the length of school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any child of a military family who is granted an exemption and the student's parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

If a child of a military family is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a child of a military family while enrolled in school or upon transfer to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the student's parent/guardian of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

2. Provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Notification and Complaints

Information regarding the educational rights of children of military families, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of children of military families, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

MIGRANT EDUCATION PROGRAM

The Governing Board desires to provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for migrant students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible migrant students and in the provision of migrant education services. The Superintendent or designee shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5141.6 - School Health Services)
(cf. 5147 - Dropout Prevention)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)

The district shall give first priority for services to migrant students who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)

(cf. 6011 - Academic Standards)

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Superintendent or designee shall ensure that each migrant student is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board

MIGRANT EDUCATION PROGRAM (continued)

shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

(cf. 0500 - Accountability)
(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:
EDUCATION CODE
200 Educational equity
220 Prohibition against discrimination
234.7 Student protections relating to immigration and citizenship status
51225.1 Exemption from district graduation requirements
51225.3 High school graduation, course requirements
54440-54445 Migrant education program
CODE OF REGULATIONS, TITLE 5
3080 Application of uniform complaint procedures
4600-4670 Uniform complaint procedures
UNITED STATES CODE, TITLE 20
6311 Title I state plan
6381-6381k Even Start family literacy program
6391-6399 Education of migrant students
7881 Services for private school students
CODE OF FEDERAL REGULATIONS, TITLE 34
200.81-200.89 Migrant education program

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
2017 State Service Delivery Plan
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965, Non-Regulatory Guidance, rev. March 2017
WEB SITES
California Department of Education, Migrant Education Office: http://www.cde.ca.gov/sp/me
U.S. Department of Education, Office of Migrant Education: http://www.ed.gov/about/offices/list/oese/ome
West Ed, Migrant Student Information Network: https://www.wested.org/project/migrant-student-information-network-msin

MIGRANT EDUCATION PROGRAM

Eligibility

Students age 3 to 21 years shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered migrant students if they, their parents/guardians, or their spouses actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)

A student who ceases to be a migrant student during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

Student Records

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

(cf. 5125 - Student Records)
(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall acquire education and health records from migrant students' previous school districts, as appropriate.

When a migrant student transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

Program Components

The migrant education program shall include all of the following components: (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served

2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:

MIGRANT EDUCATION PROGRAM (continued)

a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction

(cf. 6174 - Education for English Learners)
(cf. 6177 - Summer Learning Programs)
(cf. 6178 - Career Technical Education)

b. Counseling and career education services

(cf. 6164.2 - Guidance/Counseling Services)

c. Preschool services in accordance with Education Code 54443

(cf. 5148.3 - Preschool/Early Childhood Education)

d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible migrant students

e. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services

f. Other related services to meet the special needs of eligible migrant students to enable them to participate effectively in instructional services

g. The coordination and teaming of existing resources serving migrant students, such as bilingual-crosscultural education, health screening, and compensatory education

(cf. 5141.6 - School Health Services)
(cf. 5147 - Dropout Prevention)
(cf. 6171 - Title I Programs)

3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student

4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district

5. Staffing and staff development plans and practices to meet the needs of students and implement the program

MIGRANT EDUCATION PROGRAM (continued)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)

7. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Contingent upon funding, the district shall provide home-based and/or school-based family literacy services to migrant families to enhance literacy levels, parenting skills, and English language skills of parents/guardians.

Summer School

The district shall conduct summer school program(s) for eligible migrant students. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of migrant students and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)

The program shall comply with the following requirements for instructional time: (Education Code 54444.3)

1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days

2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days

MIGRANT EDUCATION PROGRAM (continued)

3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)

Applicability of Graduation Requirements

To obtain a high school diploma, migrant students shall complete all courses required by Education Code 51225.3 and shall generally fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

However, when a migrant student who has completed the second year of high school transfers into the district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the transfer, the Superintendent or designee shall notify the student and the student's parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a migrant student. (Education Code 51225.1)

(cf. 5145.6 - Parental Notifications)

To determine whether a migrant student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any migrant student who is granted an exemption and the student's parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

MIGRANT EDUCATION PROGRAM (continued)

The district shall not require or request a migrant student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a migrant student or parent/guardian. (Education Code 51225.1)

If a migrant student is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a migrant student if the student is still enrolled in school or transfers to another school or district. (Education Code 51225.1)

Upon making a finding that a migrant student is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and parent/guardian of the student's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution

2. Provide information to the student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the student or parent/guardian, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Parent Advisory Council

The parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant students and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

At least two-thirds of the advisory council shall consist of parents/guardians of migrant students. (Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

MIGRANT EDUCATION PROGRAM (continued)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities

2. Review annual needs assessments, program activities for each school, and individual learning plans

3. Advise on the selection, development, and reassignment of migrant education program staff

4. Participate actively in planning and negotiating program applications and service agreements

5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

Notification and Complaints

Information regarding the educational rights of migrant students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of migrant students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

HOME AND HOSPITAL INSTRUCTION

A student with a temporary disability which makes school attendance impossible or inadvisable shall be entitled to receive individual instruction at home or in a hospital or other residential health facility, excluding state hospitals. (Education Code 48206.3)

(cf. 5112.2 - Exclusions from Attendance)

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program in which the student is enrolled. *Temporary disability* does not include a disability that would qualify a student for special education pursuant to Education Code 56026. (Education Code 48206.3)

(cf. 5141.22 - Infectious Diseases)
(cf. 6158 - Independent Study)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of district students regarding: (Education Code 48206.3, 48208, 48980)

1. The availability of individual instruction for any student with a temporary disability, including information regarding student eligibility for, and the duration of, individual instruction

2. The rights and responsibilities of parents/guardians of any student with a temporary disability pursuant to Education Code 48207 and 48208

(cf. 5145.6 - Parental Notifications)

Parents/guardians shall notify the principal or designee when their child is temporarily disabled and needs individual instruction at home or in a hospital or other residential health facility.

Determination of Student Eligibility

Not later than five working days after receiving notification from a parent/guardian that a student has a temporary disability, the Superintendent or designee shall determine whether the student will be able to receive individual instruction at home or in a hospital or residential health facility. (Education Code 48208)

The Superintendent or designee may require verification through any reasonable means that the student is temporarily disabled and needs individual instruction.

HOME AND HOSPITAL INSTRUCTION (continued)

Provision of Individual Instruction

Individual instruction at a student's home or in a hospital or other residential health facility shall begin no later than five working days after the Superintendent or designee makes the determination that the student is eligible to receive individual instruction. (Education Code 48207.5, 48208)

The district shall be responsible for providing individual instruction to any temporarily disabled student who is in a hospital or other residential health facility located within district boundaries, whether or not the student is enrolled in the district. If the student is enrolled in another district, the Superintendent or designee may enter into an agreement to have the student's district of residence provide the individual instruction. The Superintendent or designee may also enter into an agreement to provide individual instruction to a district student who is in a hospital or other residential health facility located within the boundaries of another district. (Education Code 48208)

(cf. 5111.1 - District Residency)

Whenever the district provides individual instruction to a non-district student who is in a hospital or other residential health facility located within district boundaries, the Superintendent or designee shall, within five working days of the beginning of the individual instruction, provide written notification to the student's district of residence that, effective on the date on which individual instruction began, the district of residence may not count the student for purposes of computing that district's average daily attendance. (Education Code 48208)

A student receiving individual instruction in a hospital or residential health facility for a partial week shall be entitled to attend school or receive individual instruction at home on days in which the student is not receiving individual instruction in the hospital or other residential health facility, if the student is well enough to do so. (Education Code 48207.3)

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)

(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)

Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.

HOME AND HOSPITAL INSTRUCTION (continued)

The district's attendance supervisor shall ensure that the absences of any temporarily disabled student receiving individual instruction at home or in a hospital or other residential health facility are excused until the student is able to return to the regular school program. (Education Code 48240)

(cf. 5113 - Absences and Excuses)
(cf. 5113.11 - Attendance Supervision)

Return to School

A student receiving individual instruction who is well enough to return to school shall be allowed to return to the school that the student attended immediately before receiving individual instruction, if the return occurs during the school year in which the individual instruction was initiated. (Education Code 48207.3)

Legal Reference:

EDUCATION CODE
44865 Qualifications for home teachers
45031 Home teachers
48200 Minimum school day
48206.3-48208 Students with temporary disabilities; individual instruction
48240 Supervisors of attendance
48980 Parental notifications
51800-51802 Employment of home teachers
56026 Individual with exceptional needs
CODE OF REGULATIONS, TITLE 5
421 Method of verification
423 Prolonged illness

AGENDA/MEETING MATERIALS

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members**,** provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request should be made if an individual requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

(cf. 9121 - President)
(cf. 9122 - Secretary)

AGENDA/MEETING MATERIALS (continued)

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code 54954.3)

Any Board action that involves borrowing $100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

AGENDA/MEETING MATERIALS (continued)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

(cf. 9012 - Board Member Electronic Communications)

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)
(cf. 1340 - Access to District Records)

AGENDA/MEETING MATERIALS (continued)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Legal Reference: (see next page)

AGENDA/MEETING MATERIALS (continued)

Legal Reference:

EDUCATION CODE
35144 Special meetings
35145 Public meetings
35145.5 Right of public to place matters on agenda
GOVERNMENT CODE
6250-6270 Public Records Act
53635.7 Separate item of business
54954.1 Mailed agenda of meeting
54954.2 Agenda posting requirements; board actions
54954.3 Opportunity for public to address legislative body
54954.5 Closed session item descriptions
54956.5 Emergency meetings
54957.5 Availability of public records
54960.2 Challenging board actions; cease and desist
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services
COURT DECISIONS
Mooney v. Garcia, (2012) 207 Cal.App.4th 229
Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318
ATTORNEY GENERAL OPINIONS
99 Ops. Cal. Atty. Gen. 11 (2016)
78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS
Call to Order: A Blueprint for Great Board Meetings, 2015
The Brown Act: School Boards and Open Meeting Laws, rev. 2014
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
WEB SITES
CSBA, Agenda Online: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov

MINUTES AND RECORDINGS

The Governing Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by district staff and the public.

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9323 - Meeting Conduct)

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)
(cf. 9122 - Secretary)
(cf. 9323.2 - Actions by the Board)

The minutes of Board meetings shall include, but not be limited to:

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)
(cf. 9320 - Meetings and Notices)

2. A brief summary of the Board's discussion on each agenda topic, rather than a verbatim record of each Board member's specific points of view during the discussion

3. A summary of the public comments made on agendized items and unagendized topics

4. The specific language of each motion and the names of the Board members who made and seconded the motion

5. Preferential votes cast by student Board member(s) (Education Code 35012)

(cf. 9150 - Student Board Members)

6. Any action taken by the Board, and the vote or abstention on that action of each Board member present (Education Code 35145; Government Code 54953)

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

MINUTES AND RECORDINGS (continued)

(cf. 5125.1 - Release of Directory Information)

The Board agenda shall include a statement of the option and process for students and parents/guardians to request that such information be excluded from the minutes.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by ~~_____.~~the Clerk of the Board and the Superintendent.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

(cf. 3580 - District Records)

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

(cf. 9321.1 - Closed Session Actions and Reports)

Recording or Broadcasting of Meetings

The district may tape, film, stream, or broadcast any open Board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment without charge. (Government Code 54953.5)

Legal Reference: (see next page)

MINUTES AND RECORDINGS (continued)

Legal Reference:

EDUCATION CODE
35012 Number of members; terms; student board members
35145 Public meetings
35163 Official actions, minutes and journals
35164 Vote requirements
49061 Student records; definitions
49073.2 Privacy of student and parent/guardian personal information
GOVERNMENT CODE
54952.2 Meeting defined
54953 Meetings
54953.5 Audio or video recording of proceedings
54953.6 Broadcasting of proceedings
54957.2 Closed sessions; clerk; minute book
54960 Violations and remedies
PENAL CODE
632 Unlawful to intentionally record a confidential communication without consent
CODE OF REGULATIONS, TITLE 5
16020-16027 Classification and retention of records

Management Resources:

CSBA PUBLICATIONS
Call to Order: A Blueprint for Great Board Meetings, 2015
The Brown Act: School Boards and Open Meeting Laws, rev. 2014
WEB SITES
CSBA, Agenda Online: http://www.agendaonline.com

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 A. Clark, Executive Assistant to the Superintendent
SUBMITTED BY:	Kimberley A. Clark, Executive Assistant to the Superintendent
DATE:	April 4, 2019
SUBJECT:	Approval of Agreement for Professional Services with FM3, Public Opinion Research & Strategy

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Background:

The Board of Education has begun the process of exploring the feasibility of a parcel tax in 2020 to help finance a quality education for Burbank Unified students. The next step in the process would be to enter into an agreement with an outside agency to conduct a feasibility survey on behalf of the District.

District-Wide Goals for 2018-19

Board Goal 9.2: Develop a plan to provide information to the community about the parcel tax.

Discussion/Issues:

Fairbank, Maslin, Maullin, Metz & Associates (FM3) Public Opinion Research and Strategy submitted the attached proposal, which outlines their services and proposed methodology.

Fiscal Impact:

The amount of the agreement is not to exceed $39,000. The Board of Education has agreed to donate or not take compensation and has decided to not attend the annual California School Board Association (CSBA) conference this year in order to cover the cost of this service.

Recommendation:

Matt Hill, Superintendent, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Fairbank, Maslin, Maullin, Metz & Associates (FM3) to provide specified services, not to exceed $39,000 (01.0-00010.0-00000-72000-5850-7410045), effective April 5, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

Proposal to Provide Voter Opinion Research for a Burbank Unified School District Finance Measure

March 2020/November 2020 Election



Contact:
John Fairbank
Partner

FM3 RESEARCH
FAIRBANK, MASLIN, MAULLIN, METZ & ASSOCIATES

921-5124
March 14, 2020

March 14, 2019

Matt Hill, Ed.D.
Superintendent
Burbank Unified School District
1900 West Olive Avenue
Burbank, CA 91506

Dear Superintendent Hill,

It is my pleasure to write on behalf of Fairbank, Maslin, Maullin, Metz & Associates (FM3) to express our interest in providing the public opinion research services sought by the Burbank Unified School District (BUSD) for your potential March/November 2020 finance measure. FM3 is excited by the prospect of continuing our partnership with BUSD and securing new voter-approved local operational funding for your District.

FM3 continues to conduct research on school finance measures throughout California at both the statewide and local levels, and **we believe that greater voter turnout in the upcoming Presidential Election cycle, a political environment in which school funding challenges continue to emerge front and center in the public consciousness**, **and the possibility of a lower voter approval threshold for parcel tax measures may present a strong opportunity for BUSD to secure voter approval for a parcel tax,** as we outline in **Section 1** of this proposal. With this in mind, we've designed a research program designed to identify and maximize the opportunities available to the District.

FM3 believes that our firm is the clear choice to provide this research for BUSD for several reasons, including:

1. **FM3 has a comprehensive understanding of public attitudes on the issue of K-12 funding.** Our research has helped secure voter approval for 153 local K-12 school finance measures throughout California which have generated more than $51 billion in capital funding and tens of millions more in ongoing operational funds. FM3 understands the school funding issue from every angle, and our research continues to document ongoing trends in public opinion on this topic – such as the recent rise in awareness of local K-12 funding needs that resulted from the recent LAUSD teacher strike – which BUSD may be able to leverage to help you secure approval for a parcel tax measure in 2020. **(Section 1)**

2. **FM3 has unparalleled experience in your District and region, and a track record of providing exceptionally-accurate voter opinion research on local finance measures in Burbank.** This body of work includes both our 2018 research for BUSD which projected the final level of voter support for Measure QS within one percentage point as well as our similar work in 2017 and 2018 for the City of Burbank, which produced similarly accurate data on support for the City's sales tax, Measure P. In prior years, FM3's research helped secure approval for BUSD's bond Measure B-97 as well as four consecutive successful bond measures for the Los Angeles Community College District. This library of local voter opinion data will **enable us to track changes in public perceptions among your electorate over time. (Section 3.1)**

3. **FM3 is a statewide leader in providing research that helps pass local parcel tax measures,** having helped secure voter approval for 46 such measures for agencies including Manhattan Beach USD (in 2018), Arcadia USD (in 2017), and Santa Monica-Malibu USD - among many others - and with ongoing parcel tax research projects for clients including the Los Angeles County Fire Department and LAUSD. **(Section 3.3)**

4. **FM3 is the clear leader in providing research for successful local school finance measures in Los Angeles County,** where our research has contributed to voter approval of 35 separate measures – including Burbank USD's own previously-mentioned Measure B-97. **(Section 3.4)**

5. **FM3 regularly conducts research for L.A. Countywide finance measures for agencies that serve Burbank USD.** Our research helped secure voter approval for the 2018 parcel tax Measure W for the Los Angeles County Flood Control District (which includes all of Burbank USD), the largest local stormwater infrastructure funding ballot measure in U.S. history; the 2016 parcel tax Measure A for the Los Angeles County Park & Open Space District; the 2017 sales tax Measure H for the Los Angeles Homeless Services Authority; the 1997 parcel tax Proposition E for the Los Angeles County Fire Department; and sales taxes Measure M (2016), Measure R (2008), and Proposition C (1990) for the Los Angeles County Metropolitan Transportation Authority.

6. **FM3 is an industry leader in conducting research using innovative digital methodologies,** such as our dual mode internet & telephone interviewing methodology that provided extremely-accurate data for BUSD's March 2018 survey. **(Section 3.6)**

7. **FM3 will leverage our significant portfolio of statewide education funding research to improve the research we design and conduct for Burbank USD.** For the 2020 election, we are already conducting research (including focus groups with Burbank voters) for a statewide education coalition on statewide tax ($15 billion) and bond ($13 billion) measures that would benefit local school districts throughout California. This statewide research provides us with an ongoing perspective on voters' perceptions of the education funding issue. **(Section 3.5)**

8. **FM3 delivers personalized client service, and every FM3 survey is unique and customized for our client.** Vice President Adam Sonenshein and I will design, interpret, and present every aspect of your research and its findings, and we will remain available and involved with your project right up until Election Day (and beyond, as needed) – including presenting research results to stakeholders and potential funders (such as the studios) at no additional charge. We also offer a local presence & accessibility, with all the benefits that these provide. **(Sections 3.8 & 3.9)**

9. **FM3 is prepared to begin work on this research immediately, and can complete the project within an expedited, four-week timeline.** We fully recognize the urgency of completing this research swiftly, as starting the finance measure planning process earlier is likely to contribute to your success by providing additional time for educating and engaging your voters, stakeholders, and community. **(Section 6)**

As an FM3 Partner, I am authorized to contractually obligate and negotiate on behalf of our firm; and if FM3 is fortunate enough to be selected as the vendor for this project, I will be delighted to reprise my role as Project Manager for the research we conduct for the District.

Our team would be very pleased to work with the Burbank Unified School District to help ensure the success of this important project. If you have any questions regarding this proposal or would like any additional information, please do not hesitate to contact me directly. We appreciate your time evaluating our submission, and we thank you very much for your consideration.

Sincerely,



John Fairbank, Partner
Fairbank, Maslin, Maullin, Metz & Associates (FM3)
12100 Wilshire Boulevard, Suite 350
Los Angeles, CA 90025
Phone: (310) 828-1183 Ext. 2
Cell: (310) 463-2230
Fax: (310) 453-6562
E-mail: John@FM3Research.com

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1 PROJECT UNDERSTANDING

FM3 understands that the Burbank Unified School District intends to conduct research assessing the opportunity for passing a parcel tax measure (similar to 2018's Measure QS) in the March 2020 Statewide Primary Election and the November 2020 Presidential Election. FM3 would relish the opportunity to build on our prior work with the District in 2018 for Measure QS and help BUSD successfully secure the ongoing local funding you need.

While BUSD's parcel tax Measure QS on the November 2018 ballot fell two-point-four percentage points short of the two-thirds support threshold required for passage, there are at least two (and possibly three) major reasons to believe that a similar measure may be able to succeed in 2020.

Reason for Optimism #1 – Partisan Composition of the BUSD Electorate

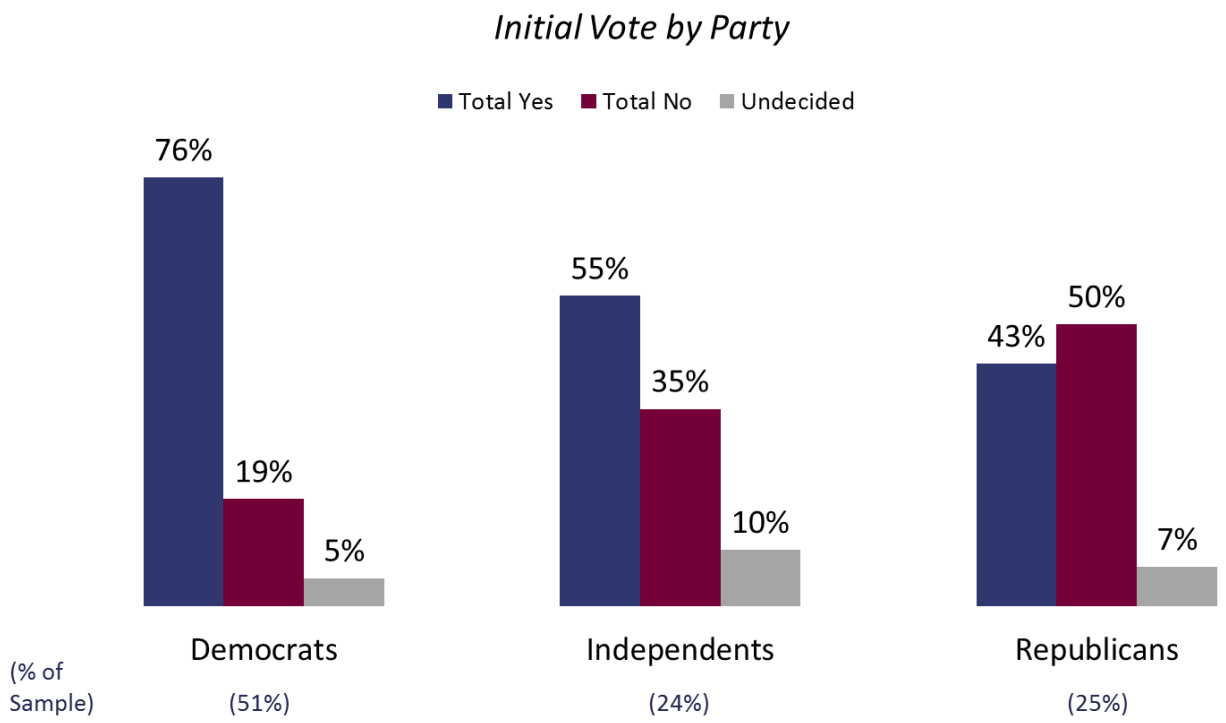
The first of these reasons has to do with the partisan balance of the BUSD electorate, as illustrated by **Figure 5** below.

Figure 1: Partisan Affiliation of Burbank USD Electorate by Election Date

Party	November 2018	March 2020	November 2020
Democrats	51%	52%	48%
Independents	24%	28%	31%
Republicans	25%	20%	21%

Specifically, **the March and November 2020 BUSD electorates are projected to include a significantly greater share of independent voters – and a commensurately smaller share of GOP voters – than was the case in November 2018.** This is significant because FM3's polling indicated that **independent voters favored Measure QS by a 20-point margin (55 percent support to 35 percent opposed), while GOP voters opposed the measure** by a smaller margin (43 percent support to 50 percent opposed), as illustrated by **Figure 2** on the following page.

Figure 2: Measure QS Support by Party (March 2018 FM3 Poll)



Q4. If the election were held today, would you vote yes in favor of it or no to oppose this ballot measure?

This shift in the composition of the likely BUSD electorate has the potential to create a real opportunity for a 2020 parcel tax measure as the Democratic Presidential Primary in March and the Presidential Election in November stoke turnout among less-frequent voters who are likely to be sympathetic to such a measure.

Reason for Optimism #2 – The Political Environment

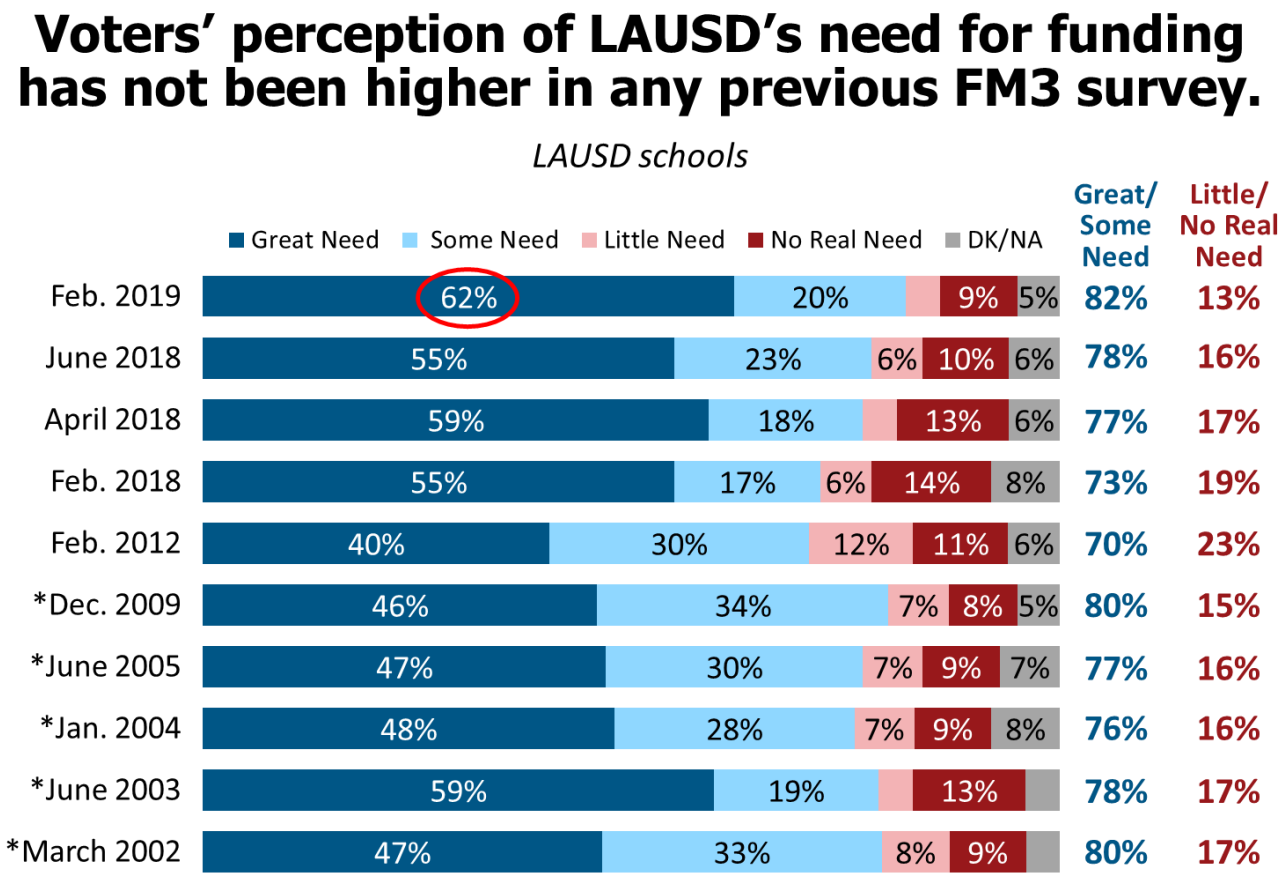
There is a well-known saying that "timing is everything in politics." While this may be something of an exaggeration, there is no question that when it comes to winning elections, having good timing can make an enormous difference – and there is no denying that the cause of adequately funding public education is currently having something of a "moment" in the public consciousness.

A major factor in the current renaissance in public awareness regarding K-12 school funding has been the series of successful teacher strikes which have recently occurred throughout the state, having spread to California from other states that also consistently underfund their K-12 schools. In Los Angeles County specifically, in January LAUSD teachers struck for – and received – improved compensation as well as smaller class sizes and increased staffing for non-teacher professionals after winning high visibility and strong public support during their six-day walkout.

However, from the perspective of securing new local voter-approved school funding, the most important impact of the LAUSD strike was a dramatic increase in the proportion of voters who believed that the District needed additional funding, as illustrated by **Figure 3** below. This is significant because FM3 has found that across agencies

and school districts, **voters' perception of an agencies' financial need is one of the most accurate proxies for the ultimate level of support enjoyed by that agency's finance measure**. LAUSD is currently leveraging this increased awareness of the District's financial needs among its voters to seek voter approval for a parcel tax measure in a June 2019 special election.

Figure 3: Voter Perception of LAUSD Need for Additional Funding



*Q3a. Generally speaking, would you say that LAUSD schools have a great need for additional funding, some need, a little need, or no real need for additional funding? *Note: Wording varies between surveys.*

While the equivalent numbers regarding voters' perceptions of need may not be quite as dramatic in BUSD as was the case for LAUSD (given that the latter's teacher strike did not directly affect your District), the fact that the LAUSD strike occurred in the largest K-12 school district in your region, with whom you share a media market that produced nonstop coverage of the strike, suggests that a local impact among Burbank voters is likely. This impact – specifically the greater awareness of K-12 school funding challenges – may well provide an opportunity for passing a BUSD parcel tax measure that was absent in 2018.

Reason for Optimism #3 – New Legal Framework

As you are no doubt aware, the **California Supreme Court's August 2017 decision in *California Cannabis Coalition et al vs. City of Upland* may radically change the dynamics of passing local parcel tax measures in California** by providing a pathway for securing voter approval of new dedicated local taxes with a simple majority vote for the first time in more than two decades. This reduced, **simple majority threshold may apply to all local special tax measures - including parcel taxes - that are brought to the ballot via the initiative process (using signatures)** rather than by the governing board of a local government agency. This new path to securing voter approval for local parcel taxes was successfully utilized for the first time by the San Francisco Unified School District in the June 2018 election, the outcome of which is currently being litigated. BUSD may wish to explore this pathway to securing a parcel tax in addition to the traditional, two-thirds supermajority model.

Quantifying the Opportunities

Given that BUSD wishes to explore the viability of a parcel tax measure in two separate elections – March 2020 and November 2020, respectively – FM3 recommends conducting a survey with a sample size of 600-800 interviews. **Because the universe of BUSD voters who are likely to participate in the March 2020 election is both smaller than - and self-contained within - the universe of voters likely to participate in November, we are able to test the viability of a parcel tax measure in both elections in a single survey** provided the sample size is sufficient.

Figure 4 below illustrates the number of survey interviews as well as the margin-of-sampling-error for each election date using overall samples of 600 and 800 BUSD voters, respectively. FM3 will be happy to conduct this survey using a smaller sample size if the District prefers, with the understanding that this may reduce the precision of some of the survey's findings (particularly those related to the March 2020 election).

Figure 4: Number of Survey Interviews & Margin of Sampling Error by Election Date

Overall Sample Size	Likely November 2020 Voters	November 2020 MoE	Likely March 2020 Voters	March 2020 MoE
n=600	600	+/- 4.0%	423	+/- 4.8%
n=800	800	+/- 3.5%	564	+/- 4.1%

This **new research would be designed to build upon, rather than replicate**, **the research that FM3 conducted for Measure QS**. It would take a new look at some of the largest disparities in support for the parcel tax (such as **age**, with younger voters being more supportive than older voters, and **homeownership**, with renters being more supportive than homeowners) with a focus on both building and solidifying support among demographics that both backed and opposed Measure QS last year.

2 About FM3



Fairbank, Maslin, Maullin, Metz & Associates (FM3 Research or FM3) is a California-based company with 22 full-time employees located in our Los Angeles and Oakland offices. We have been conducting public policy-oriented opinion research since 1981 on issues of major economic and social concern, such as budgetary issues and taxation; education; public safety; constituent satisfaction with public services and support for policy proposals; transportation; health care; growth and property development; environmental protection; natural resource conservation and development; communications technology; energy development; and organizational branding.

In any given year, FM3 conducts hundreds of surveys and focus groups (as well as other types of opinion research), which we use to provide strategic insights and advice to our clients. All key FM3 staff members have advanced degrees in public policy, research methods, and/or extensive experience working in state and local government; and every FM3 project is personally led by one of our firm's Partners, each of whom is a nationally-respected authority on public opinion research in their own right.

The finance measure research that FM3 conducts for our public agency clients not only assists in drafting the most compelling 75-word ballot label possible, but also quantitatively identifies which unique, legally permissible messages will resonate most among that agency's constituents when engaging in community outreach and education, thus providing a thematic and communications roadmap to securing the required level of support. The efficacy of this approach is demonstrated by our firm's **success rate of over 95 percent** since its 1981 inception – with a total of **531 local finance measures approved for California agencies** in every region of the state, including **137 local school bond measures and dozens of parcel tax measures** – more than any other research firm.

Additionally, while our firm is not so big that you will wonder whom to call with your questions, we are big enough to have our own in-house data analysis/processing team and graphic design resources. This means we can provide our clients with a level of personal attention and service from firm Partners and other senior staff that is more often associated with much smaller organizations, while also providing rapid project turnaround and more sophisticated data analysis and presentations tailored to client needs, as one might expect from larger firms.

Furthermore, FM3 utilizes a variety of research tools designed to address each client's unique circumstances. Some of these tools are quantitative, such as surveys; some are qualitative, such as focus groups; and others fall somewhere in between. Additionally, we continue to utilize and experiment with newly evolving online and digital research approaches. Part of this involves FM3 actively monitoring methodological developments through our industry's trade association – the American Association for Public Opinion Research (AAPOR) – in order to provide our clients with the best tools to meet their research needs.

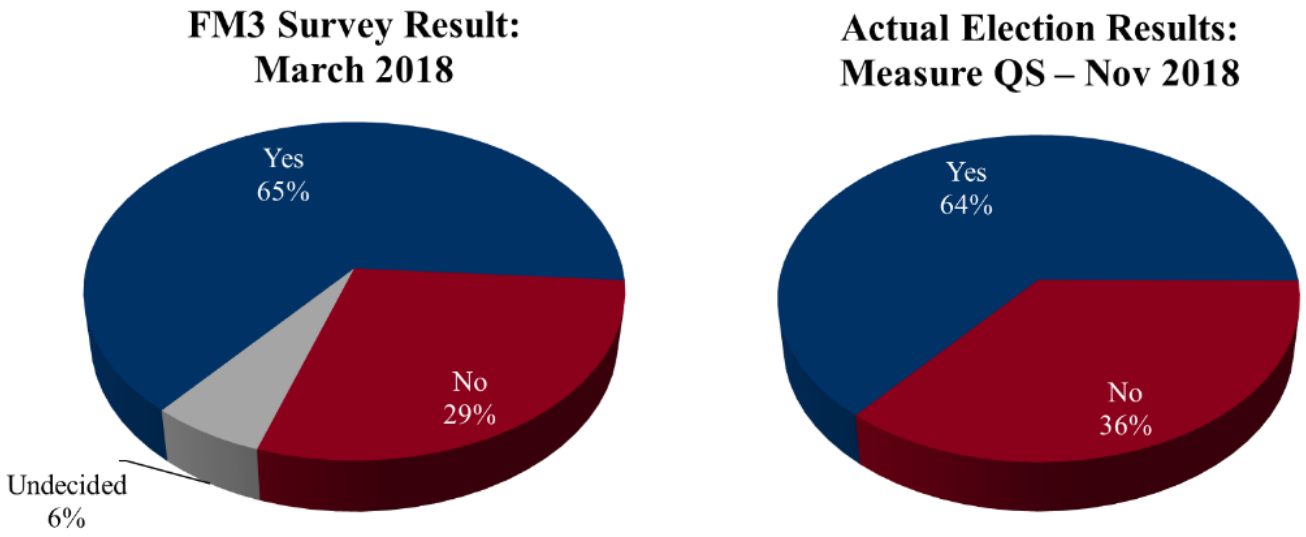
More detailed information about our company, services, and clients may be found on our website, www.fm3research.com.

3 Relevant Experience & Rationales for Selection

3.1 Experience in Burbank

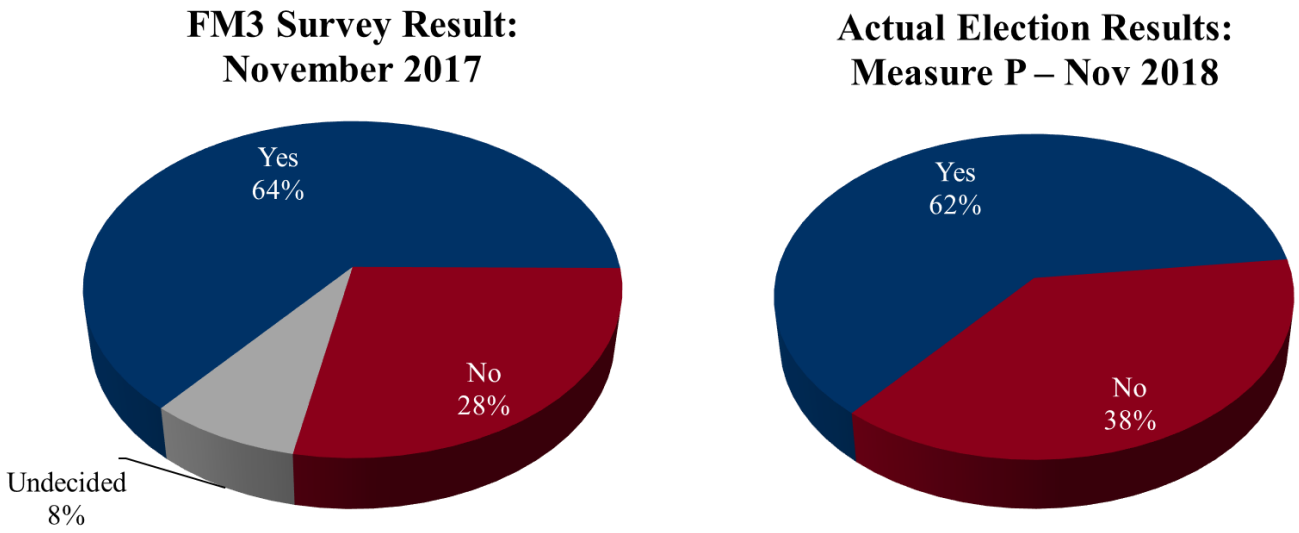
FM3 was proud to conduct polling for Burbank USD to provide information to the District about a potential parcel tax in November 2018. A comparison of the findings of FM3's March 2018 survey for Burbank USD and the actual election results for Measure QS are provided in **Figure 5** below. As illustrated by the figure, FM3's survey results accurately identified the proportion of voters who would support Measure QS in the November election, with the survey results falling within one percentage point of the final election outcome – well within the 4.4 percent margin of sampling error for the survey.

Figure 5: FM3 Survey Results vs. Final Election Results – Burbank USD Measure QS



FM3 also provided accurate finance measure research during the 2018 election cycle for the **City of Burbank.** A comparison of the findings of FM3's November 2017 survey for the City of Burbank and the actual election results for the City's November 2018 sales tax, **Measure P**, is provided by **Figure 6** on the following page. As illustrated by the figure, FM3's survey results again accurately identified the proportion of Burbank voters who would support Measure P in the November election, with the survey results falling within two percentage points of the final election outcome – well within the 4.4 percent margin of sampling error for the survey.

Figure 6: FM3 Survey Results vs. Final Election Results – City of Burbank Measure P



In addition to this recent work for Burbank USD and the City of Burbank, FM3 provided research for the District's **$112 million bond Measure B-97**, the most recent BUSD finance measure to require – and receive – two-thirds majority approval from voters. Our research has been used to pass **four consecutive successful bond measures for the Los Angeles Community College District** (LACCD), which serves the Burbank community, since 2001, including most recently the $3.5 billion Measure CC in November 2016.

As a result of this experience, our team is deeply familiar with not just the issues, but the cycles and rhythms of local public opinion and its evolution over time. FM3 would leverage this familiarity, as well as our significant library of historic public opinion data from Burbank voters, to **enhance the research we would conduct for Burbank USD**.

3.2 Accuracy

Nearly every FM3 voter survey for California local finance measure clients during the 2014, 2016, and 2018 election cycles produced final election results that were within our survey's designated margin of sampling error. While there is no question that a series of high-profile misses in statewide-level public polling took place during the 2016 Presidential Election, or that the state-of-the-art in survey research methodology continues to evolve at a rapid pace in response to both advancements in communications technology as well as behavioral changes, FM3 suggests that when evaluating the accuracy of a specific set of public opinion data there is a commonly used adage that continues to provide wise and relevant counsel: "**consider the source**." In other words, the quality—and therefore accuracy—of the data produced by the hundreds of active U.S. public opinion research organizations varies widely.

In this environment, our experience suggests that, with regard to polling organizations, **past performance is nearly always indicative of future performance**. With this context in mind, in **Figure 7**, FM3 provides the District with a summary of the accuracy of our survey research on behalf of 11 Los Angeles County school districts for their respective successful finance measures during the three most recent election cycles (2014, 2016, & 2018). The Districts cited in the figure were selected because of their regional or demographic similarities to Burbank Unified, and the results they received from FM3 – the accuracy of our surveys – **are representative of our firm's body of work as a whole**.

Figure 7: FM3 School Finance Measure Survey Results vs. Election Results

School District	Election	Measure	Amount	FM3 Survey Result (Percent Support)	Election Result (Percent Support)
El Monte UHSD	Nov 2018	Measure HS	$190 Million	72% Yes	74.1% Yes
Manhattan Beach USD	June 2018	Measure MB	$225/parcel	64% Yes	69.2% Yes
Arcadia USD	Mar 2017	Measure A	$288/parcel	68% Yes	67.6% Yes
Mountain View SD	Nov 2016	Measure SS	$57 Million	84% Yes	86.5% Yes
Long Beach USD	Nov 2016	Measure E	$1.5 Billion	75% Yes	74.9% Yes
Paramount USD	Nov 2016	Measure I	$106 Million	83% Yes	84.2% Yes
Alhambra USD	Nov 2016	Measure HS	$149 Million	77% Yes	76.8% Yes
Alhambra USD	Nov 2016	Measure AE	$110 Million	71% Yes	70.1% Yes
Montebello USD	June 2016	Measure GS	$300 Million	74% Yes	77.9% Yes
Downey USD	Nov 2014	Measure O	$248 Million	62% Yes	61.9% Yes
Norwalk-La Mirada USD	Nov 2014	Measure G	$375 Million	56% Yes	56.3% Yes
Rosemead SD	Nov 2014	Measure RS	$30 Million	73% Yes	71.6% Yes

3.3 Parcel Tax Experience

FM3 is a statewide leader in providing research to help pass parcel tax measures for California's local agencies. Parcel tax measures can be among the most challenging local taxes to pass given the required two-thirds approval threshold enshrined by Proposition 13. However, despite the challenges inherent in this financing mechanism, agencies throughout California regularly pursue—and secure—voter approval for local parcel tax measures.

FM3 has aided numerous school districts—as well as cities, counties, and special districts—in designing parcel tax measures that have achieved the threshold of support required for passage. Our experience has identified the most direct route to success with this funding mechanism: crafting ballot language that highlights the service and infrastructure improvements that were quantitatively found to be the highest priorities for local voters, while emphasizing strict accountability provisions written into the measure. Recently, our research helped secure voter approval for **Measure W, a parcel tax for the Los Angeles County Flood Control District (which includes Burbank USD) that is the largest local stormwater infrastructure funding ballot measure ever approved in the United States**, and we are currently working on research for new parcel tax measures in your region for clients including the **Los Angeles County Fire Department** and **LAUSD**.

California agencies that have passed parcel taxes using FM3's research and consulting services are shown in **Figure 8** below and continue on the following page.

Figure 8: FM3 Successful Parcel Tax Measures (1988 – Present)

Agency	Tax Rate	Measure	Election Date
Los Angeles County Flood Control District	$.025/sq.ft.	Measure W	November 2018
Southern Marin Fire Protection District	$200	Measure U	November 2018
Tahoe-Truckee Unified School District	$148	Measure AA	November 2018
Evergreen School District	$125	Measure EE	November 2018
Manhattan Beach Unified School District	$225	Measure MB	June 2018
Ravenswood City School District	$196	Measure Q	June 2018
City of Orinda	$69	Measure J	June 2018
City of Desert Hot Springs	$267.60	Measure B	November 2017
Arcadia Unified School District	$288	Measure A	March 2017
Los Angeles County Regional Park & Open Space District	$.015/sq.ft.	Measure A	November 2016
Mountain Communities Healthcare District	$114	Measure G	November 2016
Apple Valley Fire Protection District	$126.90	Measure A	November 2016
Monterey Peninsula Regional Park District	$25.26	Measure E	November 2016
City of Culver City	$99	Measure CW	November 2016
Rodeo-Hercules Fire Protection District	$216	Measure O	November 2016
San Francisco Bay Restoration Authority	$12	Measure AA	June 2016
Marin Emergency Radio Authority	$29	Measure A	November 2014
City of San José	$29.84	Measure B	June 2014
Evergreen School District	$100	Measure H	June 2014
Santa Clara Valley Water District	$56	Measure B	November 2012
City of Wildomar	$28	Measure Z	November 2012
Arcadia Unified School District	$228	Measure A	March 2012
City of Riverside	$19	Measure I	November 2011

Agency	Tax Rate	Measure	Election Date
Mountain Communities Healthcare District	$118	Measure T	June 2011
Tahoe Truckee Unified School District	$135	Measure A	March 2011
County of Marin	$24	Measure M	November 2010
City of Desert Hot Springs	$121	Measure G	June 2010
Milpitas Unified School District	$84	Measure B	June 2010
City of Santa Cruz	$94	Measure E	November 2008
Evergreen School District	$90	Measure T	November 2008
Franklin-McKinley School District	$72	Measure U	November 2008
City of Orinda	$39	Measure E	June 2008
City of Monrovia	$62	Measure L	February 2008
Mountain Communities Healthcare District	$118	Measure P	November 2006
City of Santa Monica	$84	Measure V	November 2006
City of San José	$25	Measure S	November 2004
Palm Drive Healthcare District	$155	Measure W	November 2004
East Bay Regional Park District	$12	Measure CC	November 2004
City of Oakland	$75	Measure Q	November 2004
Alum Rock Unified School District	$100	Measure R	November 2004
County of Los Angeles	$.03/sq.ft.	Measure B	November 2002
Santa Monica-Malibu Unified School District	$98	Measure Y	November 2000
Consolidated Fire Protection District of Los Angeles County	$66.06	Proposition E	June 1997
Santa Monica-Malibu Unified School District	$68	Measure K	November 1994
Berkeley Unified School District	$.095/sq.ft.	Measure B	November 1994
Santa Monica-Malibu Unified School District	$58	Measure TT	November 1988

3.4 School Finance Experience in Los Angeles County

The majority of the California local school funding secured with the aid of FM3's research over the course of our firm's history – a total of more than $26 billion for K-12 districts alone – has gone to Los Angeles County-based districts. Our team has helped secure voter approval for local school finance measures in a total of 19 K-12 school districts in Los Angeles County that range from some of the largest Districts in the state (including **Los Angeles USD** and **Long Beach USD**) to modestly-sized Districts such as **Rosemead School District** and **Duarte USD**. FM3 has provided research for successful local school finance measures in wealthy communities such as **Santa Monica-Malibu USD** and **Manhattan Beach USD**, and in less affluent locales such as **Compton USD**. We also have a track record of success in numerous communities that feature predominately-Latino electorates: this includes research for **Montebello USD**, **Paramount USD**, **Norwalk-La Mirada USD**, and **Downey USD**, among others.

KEY FACT:

FM3 has never lost a local school bond measure in Los Angeles County in our 37 years in business. Our record with these measures currently stands at 29 wins and zero defeats.

Possibly most well-known are the five consecutive school bonds that FM3 helped secure for Los Angeles USD between 1997 and 2008. These bond measures financed a building program that has constructed 131 new campuses and eliminated school overcrowding in a district that was notorious for it for decades. Other notable victories include the three cumulative parcel tax measures that our research helped secure for **Santa Monica-Malibu USD, providing a total of $224 per parcel** per year in flexible, operational funding, and successful parcel taxes of **$288 per parcel for Arcadia USD** and **$225 per parcel for Manhattan Beach USD**, respectively.

Perhaps the most meaningful statistic in evaluating our performance is that remarkably, FM3 has never lost a local school bond measure in Los Angeles County in our 37 years in business. As illustrated by **Figure 10** on the following page, our record with these measures currently stands at 29 wins and zero defeats.

Case Study:

Los Angeles USD: Five Bonds, $20.5 Billion, 131 New Schools.

From 1997 to 2008, FM3 provided research that helped the Los Angeles Unified School District secure passage of five consecutive G.O. bonds with a total authorization of more than $20.5 Billion.

The District utilized these funds to construct 131 new campuses, eliminating the overcrowding which had resulted in multi-track school calendars and lost opportunities for decades of students.

The final new campus built by LAUSD's bond program, the Maywood Center for Enriched Studies, was completed in August 2017 (see Figure 9 below).

FM3 is currently providing research for a new LAUSD finance measure in June 2019.

Figure 9: LAUSD Maywood Center for Enriched Studies



Figure 10: FM3 Local School Finance Measure Wins in Los Angeles County

District	Measure	Amount	Election
El Monte UHSD	Measure HS	$190 Million Bond	November 2018
Manhattan Beach USD	Measure MB	$225 Parcel Tax	June 2018
Arcadia USD	Measure A	$288 Parcel Tax	March 2017
Alhambra USD	Measure AE	$110 Million Bond	November 2016
Alhambra USD	Measure HS	$149 Million Bond	November 2016
Hacienda La Puente USD	Measure BB	$148 Million Bond	November 2016
Mountain View SD	Measure SS	$57 Million Bond	November 2016
Long Beach USD	Measure E	$1.5 Billion Bond	November 2016
Paramount USD	Measure I	$106 Million Bond	November 2016
Montebello USD	Measure GS	$300 Million Bond	June 2016
Downey USD	Measure O	$248 Million Bond	November 2014
Norwalk La Mirada USD	Measure G	$375 Million Bond	November 2014
Rosemead SD	Measure RS	$30 Million Bond	November 2014
Arcadia USD	Measure A	$228 Parcel Tax	March 2012
Duarte USD	Measure E	$62 Million Bond	November 2010
Long Beach USD	Measure K	$1.2 Billion Bond	November 2008
Los Angeles USD	Measure Q	$7 Billion Bond	November 2008
Manhattan Beach USD	Measure BB	$67.48 Million Bond	November 2008
Walnut USD	Measure S	$64.6 Million Bond	November 2007
Walnut USD	Measure Y	$15.2 Million Bond	November 2007
Arcadia USD	Measure I	$218 Million Bond	November 2006
Paramount USD	Measure AA	$100 Million Bond	November 2006
Santa Monica-Malibu USD	Measure BB	$268 Million Bond	November 2006
Los Angeles USD	Measure Y	$3.985 Billion Bond	November 2005
Los Angeles USD	Measure R	$3.870 Billion Bond	March 2004
Compton USD	Measure I	$80 Million Bond	November 2002
Los Angeles USD	Measure K	$3.3 Billion Bond	November 2002
Norwalk La Mirada USD	Measure S	$165 Million Bond	November 2002
Santa Monica-Malibu USD	Measure Y	$100 Parcel Tax	November 2000
Burbank USD	Measure B-97	$112 Million Bond	April 1997
Los Angeles USD	Proposition BB	$2.4 Billion Bond	April 1997
Culver City USD	Measure T	$40 Million Bond	November 1996
Santa Monica-Malibu USD	Measure K	$68 Parcel Tax	November 1994
Santa Monica-Malibu USD	Proposition ES	$75 Million Bond	November 1990
Santa Monica-Malibu USD	Measure TT	$58 Parcel Tax	November 1988

3.5 Statewide Education Funding Experience

FM3 has been a leader in evaluating public perception of education funding issues at the statewide level for many years. We serve as the primary research firm for the **Coalition for Adequate School Housing (CASH)**, and our research has led to **voter approval of seven statewide school bonds** since 1990, including **Proposition 51** in 2016 – raising a combined total of **$34.6 billion for public school and community college facilities and capital needs.** Previously, FM3's research was used to pass the original **Proposition 98** in 1988 – the initiative that created the "Prop. 98 funding guarantee" for local school and community college districts within the state budget.

KEY FACT:
FM3 has a vast body of institutional knowledge regarding how California's school funding system works and how voters perceive it that we will leverage to improve the research we conduct for this project.

Currently, FM3 is conducting research (including focus groups with Burbank voters) for a statewide coalition comprised which includes the **Coalition for Adequate School Housing (CASH)**, the **California School Boards Association (CSBA)**, the **Association of California School Administrators (ACSA)**, **California School Employees Association (CSEA),** the **California State PTA,** the **California Charter School Advocates,** and the **Community College League of California** to examine the viability of statewide tax ($15 billion) and bond ($13 billion) measures that would benefit local school districts throughout California - and which may appear on the November 2020 ballot alongside BUSD's parcel tax. We would leverage this vast body of institutional knowledge regarding how California's school funding system works and how voters perceive it to improve the research we conduct for this project.

3.6 Innovative Digital Survey Methodologies

Our firm is a recognized leader at implementing new, digital research methodologies that provide the same level of statistical validity and precision as a traditional telephone survey, while reaching greater numbers of respondents at a lower cost. For this project, FM3 recommends using our firm's **dual mode survey methodology**, which leverages the latest web-based survey tools and traditional telephone interviewing to reach the most representative cross-section of likely voters. FM3's dual mode surveys demonstrated their precision over the course of the 2016, 2017, and 2018 election cycles, helping to guide more than 100 local finance measures to victory for agencies throughout California – with the final results for nearly every measure falling within the margin of sampling error designated by our survey.

3.7 FM3 Brings Context that Adds Value

KEY FACT:
FM3's research throughout Los Angeles County during 2018 and 2019 has found greater levels of support relative to previous election cycles for local ballot measures providing increased financing for local government services and infrastructure.

FM3's recent research in communities with similar electorates to Burbank USD has found that current events in national politics and international affairs may be creating a greater willingness on the part of voters to invest in local government infrastructure and services. These findings suggest that **the present sense of pessimism many voters feel regarding the ability of the state and federal governments to adequately address issues perceived to be**

problematic has increased the pressure for an active local government to fill this void created by inaction at the state and federal levels.

In this political environment (embodied by the recent LAUSD teacher strike), voters may be more likely to look to local government for solutions – particularly with ongoing uncertainty in Washington, D.C. FM3's research throughout the Los Angeles County during 2018 and 2019 has found greater levels of support relative to previous election cycles for local ballot measures providing increased funding for local government services and infrastructure—particularly when this context is emphasized to voters. Comprehensively evaluating and understanding the impact of these broader political trends, and how to leverage them most effectively to help pass your measure, would be a high priority for any research we conduct for your District.

3.8 FM3 Delivers Personalized Client Service

As a medium-sized research firm, FM3 provides a level of personal attention from our firm principals that is typical of much smaller organizations while offering the same range of services, adherence to expedited timelines, and quality control that is expected from larger research firms. **FM3 Partner John Fairbank and Vice President Adam Sonenshein will personally design your research, monitor it throughout the fielding process, and analyze/report all of your results.** FM3 commits to remaining on-call for the District, as needed, for the duration of your finance measure project; we view the results of each survey as an ongoing resource for our clients, and we will be happy to conduct additional analysis of the survey data or give additional presentations of the survey results upon request.

KEY FACT:
FM3 commits to remaining on-call for the District, as needed, for the duration of your finance measure project at no additional cost.

FM3's in-house Data Processing and Graphics Departments allow us to meet the inherent demands of even the most aggressive deadlines, and further, to provide a wider variety of services than would otherwise be possible – such as performing advanced statistical analysis to glean the greatest possible insight from your data. Every FM3 project is personally led by one of our firm's Partners, each of whom is a nationally-respected authority on public opinion research in their own right.

3.9 Local Presence & Accessibility (with all the Benefits that these Provide)

KEY FACT:
Los Angeles County has always been home to FM3, and to the voters that we know best. Our senior staff are always willing to make the drive to Burbank to meet with you in person and discuss your project, present results, or help you leverage our research for maximum success.

Although FM3 regularly conducts opinion research in communities throughout California, the United States, and overseas, our firm has been based in Los Angeles, just a short drive up the 405/101/134 Freeways from your District office, since 1981. Los Angeles County has always been home to our firm, and to the voters that we know best. Two-thirds of FM3's staff are L.A. County residents, and our senior research staff are always willing to make the drive to Burbank to meet with you in person and discuss your project, present results, or help you leverage our research to achieve your objectives.

4 PROJECT TEAM

FM3's proposed project team consists of firm Partner **John Fairbank** in the role of Project Manager, Vice President **Adam Sonenshein** as Assistant Project Manager, Research Associate **Laura Covarrubias** as Project Team Member, and Partner & Chief Technology Officer **Renato Villacorte** as Lead Statistician. FM3's proposed team routinely works together to produce highly-accurate voter opinion research for our local school district clients.

FM3 takes great pride in the superior service we provide to our clients, including the time and attentiveness provided by firm partners and other senior personnel. Consistent with this policy, Mr. Fairbank, Mr. Sonenshein, Ms. Covarrubias, and Mr. Villacorte, will remain attached and committed to the project throughout its duration and will remain available to the District to conduct additional analysis of survey results, provide advice, or address other needs upon request long after the research itself has been completed.

Brief narrative résumés for the key FM3 staff members assigned to this project are provided below.

4.1 John Fairbank, Partner– Project Manager



John Fairbank has more than thirty-five years' experience in public opinion research and policy analysis, specializing in ballot measures and advising candidates at the national, state, and local levels. As a founding partner of Fairbank, Maslin, Maullin, Metz & Associates, Mr. Fairbank has consulted for some of the most influential national clients in the areas of government, politics, education, business, non-profits, and labor. He has served as Project Manager for FM3's research on behalf of nearly all of the firm's Los Angeles County-based school district clients, including the Alhambra Unified, Compton Unified, Culver City Unified, Downey Unified, Duarte Unified, Long Beach Unified, Los Angeles Unified, Manhattan Beach Unified, Montebello Unified, Norwalk-La Mirada Unified, Paramount Unified, Santa Monica-Malibu Unified, Walnut Valley Unified, El Monte Union High School, Mountain View, and Rosemead School Districts, among others. **Mr. Fairbank served as Project Manager for the March 2018 research FM3 conducted for Burbank USD's parcel tax on the November 2018 ballot, Measure QS.**

Mr. Fairbank works extensively on ballot propositions, initiatives, and referendums that focus on transportation, education, affordable housing, water, libraries, parks and recreation, conservation, health care, marijuana, and public safety – particularly state and local bond and special tax measures. His statewide research played a key role in securing legislative approval for Governor Brown's transportation funding package, SB-1, in 2017, and defending that same funding in 2018 by helping pass Proposition 69 (a constitutional amendment dedicating all SB-1 revenues for transportation) and defeating Proposition 6, a measure which threatened to repeal SB-1's $5 billion to $6 billion in annual gas taxes. His work in 2018 also aided the passage of both Proposition 1 and Proposition 2, providing a combined $6 billion in funding for affordable housing – including dedicated funding to create housing for Californians experiencing mental illness and homelessness.

In education finance, John has helped community colleges and school districts win voter approval for over 200 bond and special tax measures. In total, these measures have provided more than $76 billion in funding for school

construction and academic improvements, including $51 billion for K-12 schools and $25 billion for community colleges. Noteworthy accomplishments include research that has led to voter approval of five school bond measures for the Los Angeles Unified School District, four bond measures for the Los Angeles Community College District, four bond measures for the San Diego Unified School District, two school bond measures for the Long Beach Unified School District, and three bond measures for the Fresno Unified School District, among many others. In the November 2018 Gubernatorial Election, his research aided the passage of local school finance measures in jurisdictions ranging in size from the San Diego Unified School District ($3.5 billion) to the South Monterey County Joint Union High School District ($40 million). John's research has helped secure voter approval for bond measures in 36 of California's 72 community college districts, including Mt. San Antonio CCD and Chaffey CCD, in the November 2018 election.

In addition to his research for political and public agency clients, John has consulted for both business and non-profit sectors. He has worked for many leading companies and organizations including The Walt Disney Company, NBC/Universal, Airbnb, and Mercury Insurance. In the non-profit sector, John has advised such organizations as The Nature Conservancy, the Trust for Public Land, the League of California Cities, the California Association of Realtors, California's Coalition for Adequate School Housing (C.A.S.H.), the Building Industry Association of California, and the California School Boards Association.

Education: John Fairbank graduated from UCLA and serves as a Senior Fellow at the UCLA Luskin School of Public Affairs.

4.2 Adam Sonenshein, Vice President — Assistant Project Manager



Adam Sonenshein joined FM3 in 2014 following over a decade of experience working on behalf of non-profit organizations and political candidates in California. He has conducted opinion research and provided strategic advice for dozens of clients including K-12 school and community college districts, local governments, non-profit organizations, business associations, candidates running for political office, and ballot measure campaigns. **Mr. Sonenshein served as Assistant Project Manager for the March 2018 research FM3 conducted for Burbank USD's parcel tax on the November 2018 ballot, Measure QS.**

His recent clients include the Anaheim Union High School District, Bakersfield City School District, Capistrano Unified School District, Central School District, Chino Valley Unified School District, Del Mar Union School District, Pasadena Unified School District, Hemet Unified School District, Rosemead School District, Sanger Unified School District, Snowline Joint Unified School District, Santa Barbara Unified School District, Yucaipa-Calimesa Joint Unified School District; Mt. San Jacinto Community College District and MiraCosta Community College District; the cities of Adelanto, Carson, Fortuna, Grover Beach, Hemet, La Quinta, Paramount, Temecula, Upland, and Santa Monica; Irvine Ranch Water District and West Basin Municipal Water District; the National Association for the Education of Young Children, L.A. Care Health Plan, and Los Angeles Universal Preschool; and the Southern California Association of Governments.

Prior to joining FM3, Mr. Sonenshein spent eight years with Los Angeles Universal Preschool (LAUP), a county-wide non-profit organization which focuses on building public will for expanding access to quality preschools. He was responsible for developing the organization's public policy, advocacy, and community involvement strategies. He also worked closely with elected officials, community leaders, non-profit partners, and grassroots stakeholders by directly advocating for public policy changes at the city, school district, county, state, and national levels.

In 2013, he was an advisor for the Pat Brown Institute/Cal State LA Los Angeles Public Opinion Poll, providing input on survey design and analysis. Previously, he supported the Los Angeles City Neighborhood Council Review Commission by conducting a comparative analysis of community input structures around the country, along with other research. Further, he has served as a consultant for political campaigns, coalitions, and public awareness campaigns in the San Francisco Bay Area.

Education: Adam Sonenshein received a B.A. in Political Science from Tufts University in 1998 and an M.P.P. from the UCLA Luskin School of Public Affairs in 2005 with awards for Outstanding M.P.P. Student of the Year and Outstanding Academic Achievement.

4.3 Laura Covarrubias, Research Associate – Team Member



Laura Covarrubias joined FM3 in 2017 as a Research Associate. Her prior experience includes providing research and analysis on local economic issues for the City of Glendale's Economic Development Division; and conducting an impact and needs assessment on Los Angeles Mayor Eric Garcetti's 10,000 Strong Veterans Hiring Initiative for the Los Angeles Veteran Coalition. As a native and fluent Spanish-speaker, Laura helps ensure the quality of our Spanish translations and materials, and provides additional analysis when cultural and language differences are present.

At FM3, Laura has worked with clients such as Los Angeles Department of Water and Power, Los Angeles County Waterworks, City of Santa Barbara Creeks Division, Port of Los Angeles, and Port of San Diego on a variety of policy issues, including water and environmental conservation, and pollution. Additionally, she has worked to successfully pass revenue-generating measures with a number of local school districts including Hemet USD, El Monte UHSD, South Monterey County JUHSD, and Tahoe-Truckee USD; community colleges including Chaffey CCD and Mt. San Antonio CCD; and municipal governments, including the City of Burbank, Canyon Lake, Diamond Bar, Garden Grove, Lawndale, Pasadena, Porterville, San Luis Obispo, Sunnyvale, and Vista. Furthermore, Laura has worked on a variety of policy topics including education, public safety, and housing with several additional cities and local school districts, counties, special districts, and other public agencies, as well as non-profit and advocacy organizations.

Education: Laura holds a Master's in Public Policy from the Sol Price School of Public Policy at University of Southern California, and a Bachelor of Arts in Political Science with minors in Public Affairs and Geography from UC Los Angeles.

4.4 Renato Villacorte, Partner & Chief Technology Officer—Lead Statistician



Partner & Chief Technology Officer Renato G. Villacorte joined FM3 Research in 2002 as the Senior Statistician and consultant on research methodologies and advanced data analyses. Renato started his career in academia in Experimental Psychology where he developed expertise in data collection technologies, statistical programming, and predictive modeling. He taught Descriptive Statistics and other lower division Psychology courses at Cal State University, Los Angeles before entering a doctoral program at the University of California in 1996. At Cal, he pursued research in Psychophysics and conducted several studies with human subjects before taking his talents into the market research industry in 2000.

Prior to joining FM3, Renato was the Database Programming Manager and a Senior Market Research Analyst for Jackson National Life Insurance, a major financial services company. He analyzed and prepared reports based on financial transaction data and data collected from employee and sales associate surveys. As the Senior Analyst, he helped create and manage the company's Market Research Department and earned recognition as a SAS Certified Professional Programmer. Renato's technical expertise and leadership skills ultimately earned him the position of Database Programming Manager where he trained and supervised several programmers and analysts.

Renato is now charged with developing and maintaining the research technologies of FM3 Research. The Researchers of FM3 depend on Renato's team to coordinate and organize the collection of qualitative and quantitative opinion research data, prepare analytical reports on collected data, and conduct advanced statistical investigations in support of research objectives. Renato is one of the principal liaisons between FM3 and market research service subcontractors. He advises FM3 Researchers on the latest techniques in data collection and sampling methodologies. He also manages the training and development of FM3's Statistical Analysts and Data Processing Manager; the team that's vital in providing rapid and accurate analyses of quantitative data. Renato also leads the team that conducts advertisement and marketing material testing with Perception Analyzer, a system that collects data using dials in a group setting. This technology has supported dozens of high budget campaigns in evaluating the persuasiveness of television advertisements on the electorate.

With more than two decades of experience in data analysis and survey research methods, Renato remains active in the professional communities of the American Association of Public Opinion Researchers and the SAS Software Programming organizations. He continues his professional education through annual seminars and conferences and has presented papers and tutorials to fellow analysts and researchers. He is an active alumnus of the Sigma Phi Epsilon Fraternity which supports his network of consultants and experts in every career field and professional society.

Education: Renato Villacorte received his cum laude B.A. and M.A. in Psychology from California State University, Los Angeles and pursued a Ph.D. in Psychophysics from the University of California, Berkeley.

5 REFERENCES

Agency Name	Arcadia Unified School District
Address	150 S 3rd Avenue, Arcadia CA 91006
Contact Name	Christina Aragon
Contact Title	Associate Superintendent (Downey Unified School District)
Phone Number	(562) 469-6520
Email Address	caragon@dusd.net

Agency Name	Manhattan Beach Unified School District
Address	325 S. Peck Avenue, Manhattan Beach CA 90266
Contact Name	Christine Cronin Hurst
Contact Title	Former School Board Member
Email Address	croninhurst@gmail.com

Agency Name	Tahoe-Truckee Unified School District
Address	11603 Donner Pass Road, Truckee, CA 96161
Contact Name	Robert J. Leri, Ed.D
Contact Title	Superintendent/Chief Learning Officer
Phone Number	(530) 582-2550
Email Address	rleri@ttusd.org



Agency Name	Ravenswood City School District
Address	2120 Euclid Avenue, East Palo Alto, CA 94303
Contact Name	Steve Eichman
Contact Title	Chief Business Official
Phone Number	(650) 329-2800 Ext. 60101
Email Address	seichman@ravenswoodschools.org

Agency Name	Los Angeles Unified School District
Address	333 S. Beaudry Avenue, Los Angeles, CA 90017
Contact Name	Hon. Monica Garcia
Contact Title	President, Los Angeles Unified School District Board of Education
Phone Number	(213) 215-9797
Email Address	Monica.garcia@lausd.net

Agency Name	City of Burbank
Address	275 East Olive Avenue P.O Box 6459, Burbank CA 91510
Contact Name	Justin Hess
Contact Title	Assistant City Manager
Phone Number	(818) 238-5810
Email Address	jhess@burbankca.gov

6 Scope of Services

For this project, FM3 recommends conducting a 15- to 20-minute, multilingual (English, Spanish, and Armenian), dual-mode (telephone and online) survey of 600-800 Burbank USD registered voters who are likely to participate in the November 2020 Presidential Election. As the District may recall, **this is the same methodology we utilized to conduct our extremely-accurate survey for Measure QS in March 2018.**

Dual Mode Methodology

As stated above, **FM3 recommends conducting the District's survey using our firm's dual-mode telephone (landline + cellular) and internet data collection methodology.** This approach will provide Burbank USD likely voters with the greatest number and variety of opportunities to participate in the survey.

The last few years have seen significant changes in the ways many Americans use telephones and other communications technology. The use and prevalence of the Internet has exploded as an increasingly greater proportion of the population has access through their smartphone or another mobile device. These changes have had a significant impact on the discipline of public opinion research. While the traditional methodology of conducting randomized telephone surveys continues to provide highly-accurate data on public sentiments in a cost-effective manner, the rise of call-screening behavior presents growing challenges for survey projects attempting to achieve generalizable results.

The contemporary approach for gathering statistically-reliable data is to employ the traditional telephone survey methodology alongside the latest online survey applications. While many respondents are willing to offer their opinions through a telephone survey, there are several identifiable segments of the population who are more likely to respond to an online version of the survey. Combining the telephone and online survey data produces an all-inclusive, representative sample of the District's voters. Using this modern dual-mode survey methodology, FM3 collects survey data in two phases:

KEY FACT:
The contemporary approach for gathering statistically-reliable public opinion data is to employ the traditional telephone survey methodology alongside the latest online survey applications. Combining the telephone and online survey data produces an all-inclusive, representative sample of the District's voters.

Phase I: Online Interviews

During this phase, FM3 will pull a randomized sample of Burbank USD likely voters. FM3 will collect email addresses for respondents in this sample from three sources:

- **The Los Angeles County Registrar of Voters**
- **The District's own records (if available)**
- **Matching the names of those who do not have an email address on file with the Registrar of Voters against a list of email addresses obtained from commercially available consumer records**

Once FM3 has identified email addresses for the desired number of respondents, an invitation will be sent to the individuals for whom an email address is available. To encourage the greatest level of participation in the survey, we recommend using the District's actual electronic seal or logo for this email invitation, with the invitation electronically "signed" by Superintendent Hill and explaining that the District has hired an independent public opinion research firm to conduct a survey about local issues that are relevant to its residents. The email invitation will provide a link for the voter to take the survey online. Three to four days after this initial email invitation is sent, a second reminder email will be directed to recipients who have not yet taken the survey, requesting that they do so.

Informed by FM3's considerable experience with this methodology, and remaining mindful of the District's resources, the online interviews will be conducted in English only. Our experience indicates the extremely small proportion of residents who prefer to take the survey online *and* in Spanish or Armenian makes offering the online survey in multiple languages minimally cost-effective.

Phase II: Telephone Interviews:

Within a week of the initial email's distribution, FM3 will conduct a thorough examination of the demographic characteristics of those who have taken the survey online. By comparing the demographic characteristics of those who have completed the survey online with the attributes of the District's likely voter population as a whole, FM3 will note specific subsets that are either overrepresented or underrepresented in the online sample. In many communities, those who opt to take a survey online tend to be younger, more recent voter registrants, and have higher incomes than the broader electorate.

FM3 will then conduct further interviews with additional respondents by telephone. The telephone interviews will be conducted primarily among respondents who were underrepresented in the online sample, thereby producing an overall survey sample using both methodologies (online and telephone) that mirrors the District's likely voter population.

Given the composition of those who generally opt to take surveys online, it is likely that telephone interviews will be heavily concentrated among respondents ages 50 and over, and other groups that are less likely to have an email address on public record. FM3 will conduct a smaller number of telephone interviews among individuals whose demographic profile matches that of the online survey participants (but for whom no email address is available) to ensure the accuracy of the data produced by the initial online portion of the survey.

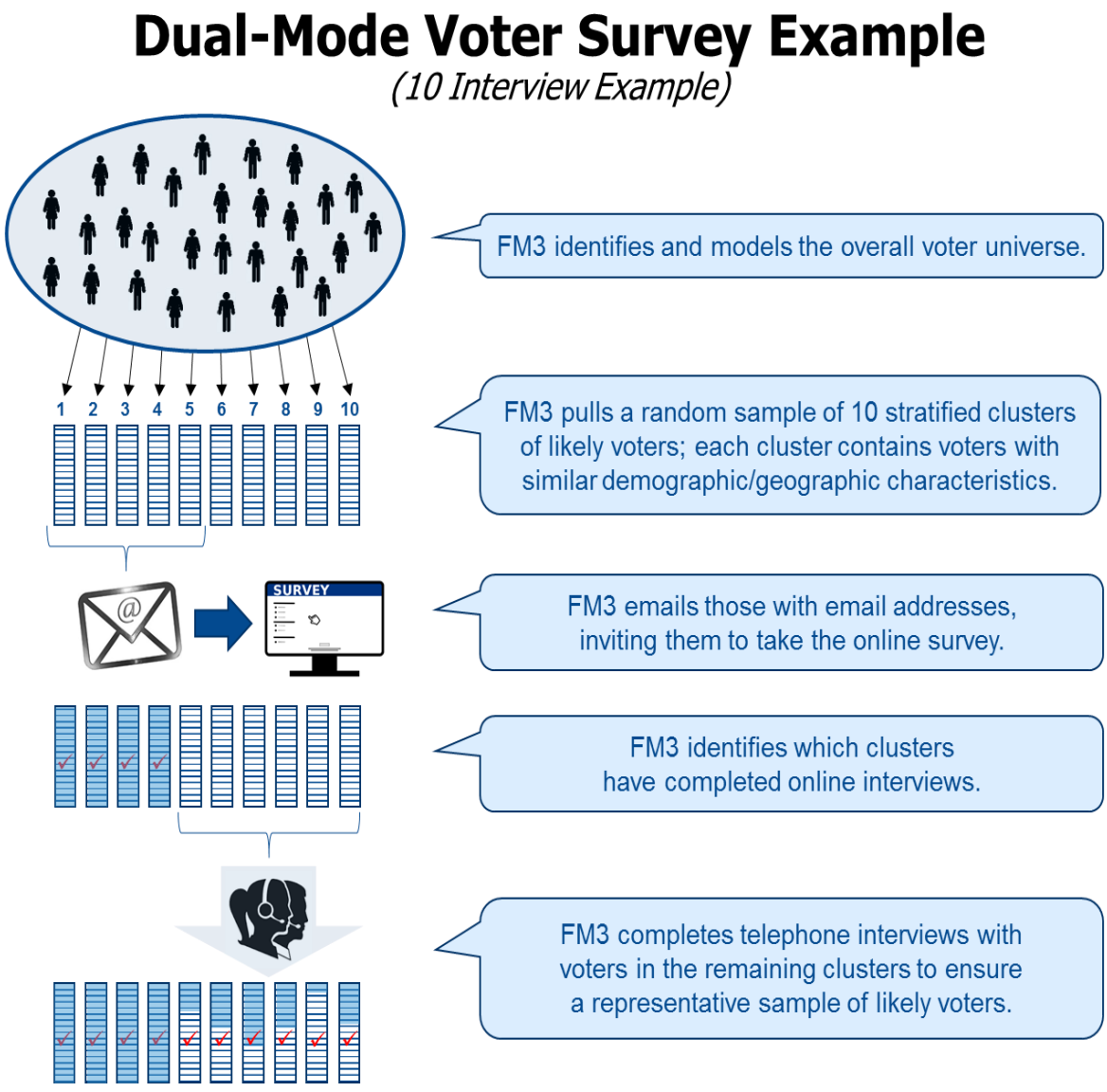
Figure 11 on the following page depicts the basic steps involved when FM3 conducts a dual-mode voter survey. To simplify the graphic, it depicts a hypothetical 10-interview survey.

KEY FACT:

A sample size of 600 interviews would yield a margin of sampling error of +/-4.0 percentage points, while an otherwise similar sample of 800 interviews would yield a margin of sampling error of +/- 3.5 percentage points.

Samples of this size will allow the research team to analyze key demographic groups such as gender, age, party registration, race/ethnicity, geography, and other variables of interest.

Figure 11: Dual-Mode Voter Survey Methodology



Survey Length and Sample Design

As cited above, FM3 recommends conducting a 15- to 20-minute, dual-mode (telephone and online) survey with a sample of 600-to-800 Burbank USD registered voters likely to participate in the November 2020 statewide general election. A sample of 600 Burbank USD likely November 2020 Presidential Election voters will naturally include approximately 423 voters who are also likely to participate in the March 2020 Statewide Primary, while a sample of 800 likely November 2020 Presidential Election voters will naturally provide a sample of approximately 564 likely March 2020 Primary voters.

An overall sample size of 600 interviews would yield a margin of sampling error of +/-4.0 percentage points, while an otherwise similar sample of 800 would yield a margin of sampling error of +/-3.5 percentage points. Samples of this size will allow the research team to analyze key demographic groups such as gender, age, party registration, race/ethnicity, geography, and other variables of interest among both November 2020 Presidential Election and March 2020 Primary Election voters, and cross-tabulate these variables against the responses to each survey question. **A survey of 15 minutes in length typically allows for 40-55 unique questions, while a survey of 20 minutes typically allows for 55-70 unique questions.**

FM3 will utilize Political Data, Inc. (PDI) as its sample vendor. FM3 has worked with PDI, the leading voter sample vendor in California, for the last two decades. PDI provides the most up-to-date lists of voter names, addresses, telephone numbers (listed, unlisted, and cell phones), email addresses, voter party registration, and past voter history (in which past elections individuals have voted). The voter sample will consist of email addresses as well as landline and cellular telephone numbers provided by Burbank USD residents when they registered to vote in the District.

Questionnaire Design

In designing the research for this project, FM3 will draw from its extensive knowledge of public opinion survey methodology, our comprehensive review of the District's past public opinion research (including FM3's own March 2018 survey), as well as your current and future objectives and needs, and our own vast library of past research for public school district finance measures.

IT IS ABSOLUTELY CRITICAL THAT YOUR DISTRICT COUNSEL PROVIDE APPROVAL FOR THE BALLOT LABEL LANGUAGE TESTED BY THE SURVEY, AS THIS LANGUAGE EXACTLY MIRRORS WHAT MAY BE USED BY THE BALLOT MEASURE, AND EVEN MINOR CHANGES TO BALLOT LABEL LANGUAGE CAN RESULT IN SIGNIFICANT SHIFTS IN PUBLIC SUPPORT.

The process will begin with an initial kickoff meeting (either in person or via teleconference) between FM3 and the District staff member(s) assigned to this project. The meeting will provide an opportunity for an extensive review of relevant background information and context, as well as a detailed discussion of the District's objectives for the project. FM3 will then present a first draft of the questionnaire to the District for review and comment. After collecting feedback on the first draft, we will revise and refine the survey.

FM3 believes in using a very inclusive process to develop the survey questionnaire. The exact District personnel and consultants involved in this process vary between Districts, but common participants on the District side include senior **business and facilities staff**, as well as occasionally the **superintendent** and one or two **school board members**, the latter often taking the form of a select committee. Two of the most important participants in the survey development process, in every district, are the District's **financial advisor** and **district counsel**, because these consultants supply critical information about the tax rate implications of the measure (financial advisor) and provide approval for the 75-word ballot label language that will be tested in the survey (bond counsel/district council). **It is *absolutely critical* that your District counsel provide approval for the ballot label language tested by the survey,** as this language mirrors, exactly, what may be used by the ballot measure—and even minor changes to ballot label language can result in significant shifts in public support. Another common practice is for Districts to involve their **ballot measure communications consultant** in the survey development process, although other Districts opt to retain communications consultants only after their baseline survey research has been completed. FM3 will be happy to incorporate whichever stakeholders in the survey development process the District prefers.

We foresee proceeding through several drafts, incorporating feedback from District team before each revision, to develop a research instrument that will obtain all the information desired. Before interviewing commences, FM3 will secure approval from the appropriate District representative on the final version of the questionnaire.

While we anticipate developing the survey questionnaire in close consultation with designated District staff, we envision that the instrument may explore some of the following issue areas, among others:

- ✓ Do voters believe that things in their community – generally, and with regard to the school district, specifically – are moving in the **right direction, or do they think things have gotten off on the wrong track**?
- ✓ Do voters perceive a **need for additional funding** for the District?
- ✓ How do voters rate the **District's management and performance**?
- ✓ What do voters view as the **biggest problems** facing the District and its schools?
- ✓ What is the **image** of the District as an educational entity and an administrative agency?
- ✓ Do voters **trust** the District to spend taxpayer money efficiently and as promised?
- ✓ Do voters remember the District's November 2018 parcel tax, **Measure QS**?
    - Did they vote for or against Measure QS, and why?
- ✓ How do voters respond to various configurations of **ballot label language, and which configuration elicits the strongest support?**
- ✓ What is the **highest tax rate** that voters will support?
- ✓ Which type of parcel tax earns more support among voters: **cents per improved square foot, or dollars per parcel**?
- ✓ How does the inclusion of a **sunset clause** of varying lengths impact support for the measure?
    - 12 years?
    - 20 years?
    - No sunset?
- ✓ Given realistic options, **how do voters prefer additional funds be spent?**

- ✓ How does the inclusion of **accountability measures**, such as annual independent financial audits, affect support for the measures?
- ✓ What **themes and messages** are most effective at persuading a sufficient percentage of voters to support the measure?
- ✓ What are the **demographic, geographic, and socioeconomic characteristics** of the measure's supporters, opponents, and those who are persuadable voters?
- ✓ Among the various negative messages likely to be utilized by opponents, which one(s) present the greatest threat to support for the measure, and what specific communication steps can the District and its supporters take to **inoculate its constituents from the impact of these negative arguments?**
- ✓ Who are the **most credible spokespersons and organizations** to speak out publicly on behalf of the measure?

In addition, the survey instrument will gather relevant demographic information from the respondents to **analyze responses by gender, age, party registration, ethnicity, income, household/family structure, and other relevant groupings**. This data will help identify consistent supporters and opponents of the finance measure, as well as those who can potentially be swayed to support the measure after receiving additional information. Relevant geographic data about survey respondents will be provided by the voter file, as all voters are required to provide a current residential address when they register.

Translation

Given that approximately **19 percent of Burbank USD likely November 2020 voters are of Latino or Hispanic origin, we recommend translating the survey into Spanish** so that respondents who would prefer taking the survey in that language have the option of doing so. Kandi Reyes of Reyes & Associates (a woman-owned small business) will translate the questionnaire into Spanish. Ms. Reyes' native language is Spanish; she is a certified translator by both the State of California and the National Autonomous University of Mexico, and she has translated hundreds of survey instruments for FM3 over the last 20 years.

An additional **seven percent of Burbank USD likely November 2020 voters are of Armenian heritage, and consistent with our 2018 survey, we recommend translating the survey into this language as well.** Armenian translation would be provided by Worldbridge Language Services, a Los Angeles-based company with whom FM3 has collaborated for more than a dozen years.

Interviewing

FM3 will subcontract internet hosting and emailing services, as well as telephone interviewing services, to one of the country's leading firms in the field of public opinion data collection. FM3's online interviewing platform is optimized to enable respondents to easily take the survey from either a personal computer or tablet/smartphone device, providing respondents with enormous flexibility regarding when and how they can participate.

Our vendor's telephone facilities have well-established procedures to supervise the interviewing process and to verify that interviews are conducted according to specifications. Among these procedures is the monitoring of actual interviews by on-site supervisors, identification of each interview by interviewer, and the use of a regularly-employed staff of professional, full-time interviewers. There is an established protocol for callbacks of busy or "not-at-home" numbers designed specifically to maintain the randomness of interviewee selection.

FM3 proposes to review its procedures with District representatives to ensure satisfaction with all technical aspects of the interviewing process.

Data Analysis

Response data will be analyzed by FM3's Data Processing and Analysis Department staff using Survey System and SAS software, both well-documented and widely used data analysis software packages. As needed, FM3 may augment Survey System and SAS with its own custom-designed statistical analysis program to report the tabulation and cross-tabulation of data. Our Data Processing and Analysis Department staff employs a data checking and editing system to eliminate errors and document the handling of data received from the interviewers.

Within one to two days after interviewing has been completed, FM3 will deliver an e-mail with the aggregate **"topline" results** of the survey to the District for initial internal review. These results will show the overall percentage of respondents that chose each answer for all of the survey's questions.

Within two to three days, FM3 will then provide the District with a comprehensive set of **cross-tabulated results**. The cross-tabulated results will include a table for each question or demographic variable in the survey, with a series of up to 200 columns indicating how various subgroups of District voters responded to that question. The cross-tabulated results will make it possible to detect how responses differ, if at all, among various subsets of the population. For example, it will be possible to compare answers provided by men and women, voters of various age categories and income levels, responses based on ethnicity/race, homeowners and renters, parents and non-parents, voters living in different areas of the District, and many more subgroups of the electorate.

It is worth noting that in previous research efforts, we have used an array of statistical analysis techniques to help our clients identify populations with distinct opinion characteristics and/or appropriate target audiences for public communications. These include factor analysis, cluster analysis, logistic regression, stepwise regression analysis, and Total Unduplicated Reach and Frequency (or TURF) analysis.

Finally, FM3's custom-designed data processing software package can convert the raw electronic data to ASCII format or virtually any other format commonly used. This will enable us to electronically transmit the actual results of the survey, including responses to open-ended questions, to the District at the conclusion of the study if requested.

Reports and Presentations

Results of the survey can be presented both in person and in writing, depending on the District's scheduling needs and preferences. This report will at a minimum take the form of a detailed PowerPoint presentation, but can take additional forms depending upon the District's needs. The report will provide clear recommendations regarding how to use survey results to achieve your objectives, including how to communicate most effectively with the public regarding the finance measures measure.

After FM3's report and presentation have been completed, FM3 will remain available to answer follow-up questions from the District and present results to key stakeholders. We view the responses to the survey as an

ongoing data resource; if the need arises, FM3 can do further analysis to provide answers to follow-up questions that may be posed by the District or other interested parties.

Deliverables

Upon conclusion of the survey project, the District will have received from FM3 each of the documents listed below. All documents can be provided in hard copy or electronic form (or both), depending on the District's preference.

- ✓ **Final survey questionnaire**
- ✓ **Topline survey results (the survey questionnaire filled in with the percentages having chosen each response)**
- ✓ **Full cross-tabulated results (responses to every survey question, broken down by dozens of demographic, geographic, and attitudinal subgroups of the electorate)**
- ✓ **PowerPoint presentation (graphic presentation of topline results, additional key survey findings, conclusions, and actionable recommendations)**
- ✓ **Written Report of Results (including findings, strategic analysis, and study methodology – if requested)**
- ✓ **In-person presentation of results to District staff & elected officials**
- ✓ **Raw data from the survey in electronic form (if requested)**

Project Schedule

FM3 is prepared to begin work on this research project immediately, and we will be happy to present research findings at the convenience of Burbank USD staff and elected officials. One of our firm's strengths is the ability to complete a course of research quickly and efficiently. A draft outline of the timeframe within which project milestones will be completed follows below. Additionally, we will be happy to accelerate or otherwise adjust this timeline in order to best accommodate the District's needs.

Week 1:

- ✓ Kick-off meeting
- ✓ Review and finalize scope of work
- ✓ Confirm choice of survey length, sample size, languages, and methodology
- ✓ Finalize sample specifications, match voter registration information with commercially available consumer e-mails and telephone numbers, and acquire the survey sample
- ✓ Begin developing questions for the survey
- ✓ Draft and seek approval for online survey invitation letter
- ✓ Circulate initial survey draft for comment; edit and refine survey, as needed
- ✓ Finalize survey draft

Week 2:

- ✓ Program online survey
- ✓ Pre-test online survey
- ✓ Revise survey in consultation with District team, as necessary
- ✓ Begin conducting online survey interviews
- ✓ Analyze demographics of online survey respondents
- ✓ Pre-test telephone survey
- ✓ Translate telephone survey into Spanish & Armenian

Week 3:

- ✓ Complete online survey interviews
- ✓ Begin conducting telephone survey interviews
- ✓ Complete telephone survey interviews
- ✓ Produce topline results
- ✓ Produce survey cross-tabulation reports
- ✓ Conduct statistical analysis

Week 4:

- ✓ Produce PowerPoint presentation with key findings, conclusions, and actionable recommendations
- ✓ Present PowerPoint presentation of key findings, conclusions, and actionable recommendations to District staff

Ongoing:

- ✓ FM3 will help to develop the 75-word ballot titles and summaries should the School Board vote to place measure(s) on the ballot
- ✓ FM3 will remain available to present findings to District staff, consultants, elected officials, or other stakeholders as needed
- ✓ FM3 can conduct additional analysis of the survey data upon request; we view the survey results as an ongoing resource for our clients

7 Cost

As the District is aware, FM3 does not bill using hourly rates but rather by project, utilizing costs that are informed by the specifications of the research being conducted. For example, our costs for survey research are informed by factors that include the number of interviews completed, the average interview length, the interviewing methodology used (dual mode, telephone, online, intercept, etc.), the type of sample being utilized (such as likely voters, all registered voters, all adult residents, etc.), and the language(s) in which interviews are conducted.

The exact cost of the research FM3 would conduct for the Burbank Unified School District will therefore be determined by the sample size and interview length options selected by the District. Costs for each option are provided by **Figure 12** below.

Figure 12: Burbank USD Multilingual (English, Spanish, & Armenian) Dual Mode Voter Survey Cost

Interview Length	n=400	n=500	n=600	n=800
15-Minutes	$31,750	$33,750	$35,950	$40,850
20-Minutes	$32,850	$35,850	$38,500	$43,750

The cost figures provided in the table above are all-inclusive, and reflect all charges for questionnaire development, survey hosting and emailing, translation into both Armenian and Spanish, multilingual telephone interviewing, data entry, cross-tabulation, data analysis, and preparation and presentation of survey results. In addition, the price figures in Figure 12 represent a commitment by FM3 to remain on call to the District, as needed, for the remainder of your finance measures project. Direct incidental expenses, such as extra reproduction of reports, or travel, are not included but would be billed at-cost if incurred.

Of course, there are many alternative research plans that could be developed; we'd be happy to work with you to design a modified plan that both fits your budget and satisfies your research needs. If you have any questions or would like more information, please do not hesitate to contact us. We would welcome the opportunity to work with you on this important project. Thank you for your consideration.

APPENDIX:

FM3 SUCCESSFUL EDUCATION FUNDING BALLOT MEASURES

FM3 RESEARCH | OPINION RESEARCH & STRATEGY

SUCCESSFUL EDUCATION FINANCING MEASURES

Statewide Education Measures

"Yes" on Proposition 51 (CA)	$9 Billion K-14 Bond	November 2016
"Yes" on Proposition 55 (CA)	$12.3 Billion K-12 Bond	March 2004
"Yes" on Proposition 39 (CA)	Lowered vote threshold for education bonds to 55%	November 2000
"No" on Proposition 38 (CA)	School Vouchers	November 2000
"Yes" on Proposition 1A (CA)	$9.2 Billion K-12 Bond	November 1998
"No" on Proposition 8 (CA)	Governor Pete Wilson's Education Finance Initiative	November 1998
"Yes" on Proposition 155 (CA)	$900 Million School Facility Bond Act	November 1992
"Yes" on Proposition 152 (CA)	$1.9 Billion School Facility Bond	June 1992
"Yes" on Proposition 153 (CA)	$900 Million Higher Ed. Bond Act	June 1992
"Yes" on Proposition 121 (CA)	$450 Million School Facility Bond	June 1990
"Yes" on Proposition 98 (CA)	Guarantees state funding for schools and community colleges	June 1988

Community College Measures

Mount San Antonio Community College District (CA), Measure GO	$750 Million Bond	November 2018
Chaffey Community College District (CA), Measure P	$700 Million Bond	November 2018
Butte-Glenn Community College District (CA), Measure J	$190 Million Bond	November 2016
Glendale Community College District (CA), Measure GC	$325 Million Bond	November 2016
Kern Community College District (CA), Measure J	$502.8 Million Bond	November 2016
Los Angeles Community College District (CA), Measure CC	$3300 Million Bond	November 2016
San Jose-Evergreen Community College District, Measure X	$748 Million Bond	November 2016
Southwestern Community College District, Proposition Z	$400 Million Bond	November 2016
State Center Community College District (CA), Measure C	$485 Million Bond	June 2016
Long Beach Community College District (CA), Measure LB	$850 Million Bond	June 2016
Chabot-Las Positas Community College District (CA), Measure A	$950 Million Bond	June 2016
Compton Community College District (CA), Measure C	$100 Million Bond	November 2014
Lake Tahoe Community College District (CA), Measure F	$55 Million Bond	November 2014
Mt. San Jacinto Community College District (CA), Measure AA	$295 Million Bond	November 2014
North Orange County Community College District (CA), Measure J	$574 Million Bond	November 2014
San Luis Obispo Community College District (CA), Measure L-14	$275 Million Bond	November 2014
Santa Rosa Jr. College District (CA), Measure H	$410 Million Bond	November 2014
Coast Community College District (CA), Measure M	$698 Million Bond	November 2012
Solano Community College District (CA), Measure Q	$348 Million Bond	November 2012
Fox Valley Technical College District (WI)	$66.5 Million Bond	April 2012
Madison Area Technical College District (WI)	$133.7 Million Bond	November 2010
Ohlone Community College District (CA), Measure G	$349 Million Bond	November 2010
Los Angeles Community College District (CA), Measure J	$3500 Million Bond	November 2008
Mount San Antonio Community College District (CA), Measure RR	$353 Million Bond	November 2008
Southwestern Community College District (CA), Proposition R	$389 Million Bond	November 2008
College of the Canyons Community College District (CA) Measure M	$160 Million Bond	November 2006
College of the Sequoias Community College District (CA) Measure C	$22 Million Bond	November 2006
San Diego Community College District (CA): Proposition N	$870 Million Bond	November 2006
Yosemite Community College District, Measure E	$326 Million Bond	November 2004
West Valley Mission Community College District, Measure H	$235 Million Bond	November 2004
Chabot-Las Positas Community College District (CA), Measure B	$498 Million Bond	March 2004
Gavilan Joint Community College District (CA), Measure E	$108 Million Bond	March 2004
Rio Hondo Community College District (CA), Measure A	$245 Million Bond	March 200[illegible]
San Joaquin Delta Community College District (CA), Measure L	$250 Million Bond	March 200[illegible]
Los Angeles Community College District (CA), Proposition AA	$980 Million Bond	May 2003
Coast Community College District (CA), Measure C	$370 Million Bond	November 2002
Compton Community College District (CA), Measure CC	$100 Million Bond	November 2002

Community College Measures (Continued)

San Diego Community College District (CA), Proposition S	$685 Million Bond	November 2002
El Camino Community College District (CA), Measure E	$394.5 Million Bond	November 2002
Grossmont-Cuyamaca Community College District (CA), Proposition R	$207 Million Bond	November 2002
Hartnell Community College District (CA), Measure H	$131 Million Bond	November 2002
Kern Community College District (CA), Measure G	$180 Million Bond	November 2002
Napa Valley Community College District (CA), Measure N	$133.8 Million Bond	November 2002
Rancho Santiago Community College District (CA), Measure E	$337 Million Bond	November 2002
State Center Community College District (CA), Measure E	$161 Million Bond	November 2002
Butte-Glenn Community College District (CA), Measure A	$84.9 Million Bond	March 2002
Contra Costa Community College District (CA), Measure A	$120 Million Bond	March 2002
Fremont-Newark Community College District (CA), Measure A	$150 Million Bond	March 2002
Glendale Community College District (CA)	$98 Million Bond	March 2002
Sonoma County Junior College District (CA), Measure A	$251 Million Bond	March 2002
Santa Monica Community College (CA), Measure U	$160 Million Bond	March 2002
Ventura County Community College District (CA), Measure S	$356 Million Bond	March 2002
Los Angeles Community College District (CA), Proposition A	$1200 Million Bond	April 2001
Waukesha County Technical College District (WI)	$30 Million Bond	April 1999
Southwestern Community College District (CA), Proposition AA	$89.3 Million Bond	November 2000
Maricopa Community College District (AZ)	$380 Million Bond	November 1994
Santa Monica Community College (CA)	$23 Million Bond	November 1992

K-12 School Bonds and Parcel Tax Measures

El Monte Union High School District (CA), Measure HS	$190 Million Bond	November 2018
Sanger Unified School District (CA), Measure B	$70 Million Bond	November 2018
Placer Union High School District (CA), Measure G	$42.1 Million Bond	November 2018
Placer Union High School District (CA), Measure D	$40.3 Million Bond	November 2018
Natomas Unified School District (CA) Measure L	$172 Million Bond	November 2018
South Monterey County Joint Union High School District (CA), Measure R	$20 Million Bond	November 2018
South Monterey County Joint Union High School District (CA), Measure Q	$20 Million Bond	November 2018
Hemet Unified School District (CA), Measure X	$150 Million Bond	November 2018
San Diego Unified School District (CA), Proposition YY	$3500 Million Bond	November 2018
Del Mar Union School District (CA), Proposition MM	$186 Million Bond	November 2018
Vallejo City Unified School District (CA), Measure S	$194 Million Bond	November 2018
Tahoe-Truckee Unified School District (CA) Measure AA	$148/parcel tax	November 2018
Evergreen School District (CA), Measure EE	$125/parcel tax	November 2018
Grass Valley School District (CA), Measure D	$18.8 Million Bond	June 2018
Ravenswood City School District (CA), Measure S	$70 Million Bond	June 2018
Ravenswood City School District (CA), Measure Q	$196/parcel tax	June 2018
Manhattan Beach Unified School District (CA), Measure MB	$225/parcel tax	June 2018
Westside Community Schools (NE)	$8.75 Million Override	September 2017
Arcadia Unified School District (CA), Measure A	$288/parcel tax	March 2017
Alhambra Unified School District (CA), Measure AE	$110 Million Bond	November 2016
Alhambra Unified School District (CA), Measure HS	$149 Million Bond	November 2016
Bakersfield City School District (CA), Measure N	$110 Million Bond	November 2016
Barstow Unified School District (CA), Measure F	$39 Million Bond	November 2016
Caruthers Unified School District (CA), Measure V	$6 Million Bond	November 2016
Chino Valley Unified School District (CA), Measure G	$750 Million Bond	November 2016
El Paso Independent School District (TX)	$668.7 Million Bond	November 2016
Etiwanda School District (CA), Measure I	$137 Million Bond	November 2016
Firebaugh-Las Deltas Unified School District (CA), Measure H	$17 Million Bond	November 2016
Fresno Unified School District (CA), Measure X	$225 Million Bond	November 2016
Hacienda-La Puente Unified School District (CA), Measure BB	$148 Million Bond	November 2016
Kern High School District (CA), Measure K	$280 Million Bond	November 201[illegible]
Lodi Unified School District (CA), Measure U	$281 Million Bond	November 2016
Long Beach Unified School District (CA), Measure E	$1500 Million Bond	November 2016
Mountain View Elementary School District (CA), Measure SS	$57 Million Bond	November 2016

K-12 School Bonds and Parcel Tax Measures (Continued)

Nevada Joint Union High School District (CA), Measure B	$47 Million Bond	November 2016
Ontario-Montclair School District (CA), Measure K	$150 Million Bond	November 2016
Paramount Unified School District (CA), Measure I	$106 Million Bond	November 2016
Red Bluff Joint Union High School District (CA), Measure J	$26 Million Bond	November 2016
Sanger Unified School District (CA), Measure A	$60 Million Bond	November 2016
San Juan Unified School District (CA), Measure P	$750 Million Bond	November 2016
Santa Barbara Unified School District (CA), Measure I-2016	$135 Million Bond	November 2016
Santa Barbara Unified School District (CA), Measure J-2016	$58 Million Bond	November 2016
Ravenswood City School District (CA), Measure H	$26 Million Bond	June 2016
Montebello Unified School District (CA), Measure GS	$300 Million Bond	June 2016
Central Union High School District (CA), Measure K	$30 million Bond	June 2016
Livermore Valley Joint Unified School District (CA), Measure J	$245 Million Bond	June 2016
Phoenix Union High School District (AZ), Question 210	$15.3 Million Override	November 2015
Westside Community Schools (NE)	$79.9 Million Bond	May 2015
Mountain View School District (CA) SFID2, Measure W	$171 Million Bond	April 2015
Anaheim Union High District (CA), Measure H	$249 Million Bond	November 2014
Carpinteria Unified School District (CA) Measure U2014	$90 Million Bond	November 2014
Central School District (CA) Measure N	$35 Million Bond	November 2014
Downey Unified School District (CA) Measure O	$248 Million Bond	November 2014
Evergreen School District (CA) Measure M	$100 Million Bond	November 2014
Golden Plaines Unified School District (CA) Measure G	$13 Million Bond	November 2014
Madison School District (AZ) Measure 38	$95 Million Bond	November 2014
Manteca Unified School District (CA) Measure G	$159 Million Bond	November 2014
Natomas Unified School District (CA) Measure J	$129 Million Bond	November 2014
Norwalk La Mirada Unified School District (CA) Measure G	$375 Million Bond	November 2014
Rosemead School District (CA) Measure RS	$30 Million Bond	November 2014
Tahoe-Truckee Unified School District SFID2 (CA) Measure E	$62 Million Bond	November 2014
Tahoe-Truckee Unified School District SFID1 (CA) Measure U	$117 Million Bond	November 2014
Evergreen School District (CA) Measure H	$100/parcel tax	June 2014
Merced City School District (CA) Measure M	$60 Million Bond	June 2014
Caruthers Unified School District (CA) Measure M	$12 Million Bond	November 2012
Chaffey Joint Union High School District (CA) Measure P	$848 Million Bond	November 2012
Kings Canyon Unified School District (CA) Measure K	$40 Million Bond	November 2012
Perris Union High School District (CA) Measure T	$153.42 Million Bond	November 2012
San Bernardino Unified School District (CA) Measure N	$250 Million Bond	November 2012
San Diego Unified School District (CA), Proposition Z	$2800 Million Bond	November 2012
San Dieguito Union High School District (CA), Proposition AA	$449 Million Bond	November 2012
Sanger Unified School District (CA) Measure S	$50 Million Bond	November 2012
Santa Paula Unified School District (CA) Measure M	Reorganization	November 2012
Spreckels Union School District (CA) Measure B	$7 Million Bond	November 2012
St. Helena Unified School District (CA) Measure C	$30 Million Bond	November 2012
Clovis Unified School District (CA) Measure A	$298 Million Bond	June 2012
Arcadia Unified School District (CA), Measure A	$228/parcel tax	March 2012
San Francisco Unified School District (CA), Proposition A	$531 Million Bond	November 2011
Tahoe Truckee Unified School District (CA), Measure A	$135/parcel tax	March 2011
Duarte Unified School District (CA), Measure E	$62 Million Bond	November 2010
Fresno Unified School District (CA), Measure Q	$280 Million Bond	November 2010
San Marcos Unified School District (CA), Measure K	$287 Million Bond	November 2010
Sonoma Valley Unified School District (CA), Measure H	$40 Million Bond	November 2010
Coalinga-Huron Joint Unified School District (CA), Measure E	$16.1 Million Bond	November 2010
Milpitas Unified School District (CA), Measure B	$84/parcel tax	June 2010
Beaumont Unified School District (CA) Measure Z	$125 Million Bond	November 2008
Ceres Unified School District (CA) Measure U	$60 Million Bond	November 2008
Colton Unified School District (CA) Measure G	$225 Million Bond	November 2008
Evergreen School District (CA) Measure T	$90/parcel tax	November 2008
Franklin-McKinley School District (CA) Measure U	$72/parcel tax	November 2008

K-12 School Bonds and Parcel Tax Measures (Continued)

Helendale School District (CA) Measure X	$20 Million Bond	November 2008
Long Beach Unified School District (CA) Measure K	$1200 Million Bond	November 2008
Los Angeles Unified School District (CA) Measure Q	$7000 Million Bond	November 2008
Manhattan Beach Unified School District (CA) Measure BB	$67.48 Million Bond	November 2008
San Diego Unified School District (CA), Proposition S	$2100 Million Bond	November 2008
Victor Elementary School District (CA), Measure E	$150 Million Bond	November 2008
Victor Valley Union High School District (CA), Measure V	$500 Million Bond	November 2008
Westminster School District (CA) Measure O	$130 Million Bond	November 2008
Hayward Unified School District (CA) Measure I	$205 Million Bond	June 2008
East Side Union High School District (CA) Measure E	$349 Million Bond	February 2008
Los Banos Unified School District (CA) Measure K	$44 Million Bond	February 2008
Walnut Unified School District (CA) Measure S	$64.6 Million Bond	November 2007
Walnut Unified School District (CA) Measure Y	$15.2 Million Bond	November 2007
Alisal Union School District (CA) Measure A	$90 Million Bond	November 2006
Arcadia Unified School District (CA) Measure I	$218 Million Bond	November 2006
Corona-Norco Unified School District (CA) Measure U	$250 Million Bond	November 2006
Madera Unified School District (CA) Measure U	$32.5 Million Bond	November 2006
Paramount Unified School District (CA) Measure AA	$100 Million Bond	November 2006
Perris Elementary School District (CA) Measure S	$25 Million Bond	November 2006
San Jacinto Unified School District (CA) Measure V	$150 Million Bond	November 2006
Santa Monica-Malibu Unified School District (CA) Measure BB	$268 Million Bond	November 2006
Sweetwater Union High School District (CA) Proposition O	$644 Million Bond	November 2006
Fontana Unified School District (CA), Measure C	$275 Million Bond	June 2006
Grant Joint Union High School District, Measure G	$230 Million Bond	June 2006
Los Angeles Unified School District (CA) Measure Y	$3985 Million Bond	November 2005
Alum Rock Union Elementary School District (CA), Measure R	$100/parcel tax	November 2004
Hanford Joint Union High School District (CA), Measure K	$196 Million Bond	November 2004
Fowler Unified School District (CA), Measure L	$21 Million Bond	November 2004
Albany Unified School District (CA), Measure A	$13 Million Bond	November 2004
Clovis Unified School District (CA), Measure A	$168 Million Bond	March 2004
Saddleback Valley Unified School District (CA), Measure B	$180 Million Bond	March 2004
San Bernardino City Unified School District (CA), Measure T	$140 Million Bond	March 2004
Huntington Beach Union High School District (CA), Measure C	$238 Million Bond	March 2004
Los Angeles Unified School District (CA), Measure R	$3870 Million Bond	March 2004
Compton Unified School District (CA), Measure I	$80 Million Bond	November 2002
Healdsburg Unified School District (High School Bond) (CA), Measure G	$3.9 Million Bond	November 2002
Healdsburg Unified School District (Elementary School Bond) (CA), Measure H	$18.8 Million Bond	November 2002
Los Angeles Unified School District (CA), Measure K	$3300 Million Bond	November 2002
Norwalk La Mirada Unified School District (CA), Measure S	$165 Million Bond	November 2002
Salinas Union High School District (Middle School) (CA), Measure M	$37 Million Bond	November 2002
Fairfield-Suisun Unified School District (CA), Measure C	$100 Million Bond	March 2002
Hemet Unified School District (CA), Measure E	$60 Million Bond	March 2002
Placentia Yorba Linda Unified School District (CA), Measure Y	$102 Million Bond	March 2002
Salinas Union High School District (High School Bond) (CA), Measure F	$52 Million Bond	March 2002
Vista Unified School District (CA), Measure O	$140 Million Bond	March 2002
West Contra Costa Unified School District (CA), Measure D	$300 Million Bond	March 2002
Modesto City Schools (High School Bond) (CA), Measure T	$65 Million Bond	November 2001
Modesto City Schools (Elementary School Bond) (CA), Measure S	$17 Million Bond	November 2001
Santa Monica-Malibu Unified School District (CA), Measure Y	$98/parcel Tax	November 2000
Capistrano Unified School District (CA), Measure A	$85 Million Bond	November 1999
Santa Ana Unified School District (CA), Measure C	$145 Million Bond	November 1999
Chula Vista Elementary School District (CA), Proposition JJ	$95 Million Bond	November 1998
Conejo Valley Unified School District (CA), Measure R	$88 Million Bond	November 1998
San Diego Unified School District (CA), Proposition MM	$1500 Million Bond	November 1998
Dodge City Unified School District (KS), Question 443	$45.5 Million Bond	May 1998
Corona-Norco Unified School District (CA), Measure C	$65 Million Bond	April 1998

K-12 School Bonds and Parcel Tax Measures (Continued)

Elk Grove Unified School District (CA), Measure A	$205 Million Bond	March 1998
Burbank Unified School District (CA), Measure B-97	$112 Million Bond	April 1997
Los Angeles Unified School District (CA), Proposition BB	$2400 Million Bond	April 1997
South Bay Union School District (CA), Proposition B	$8.5 Million Bond	March 1997
Culver City Unified School District (CA), Measure T	$40 Million Bond	November 1996
Jefferson Union High School District (CA), Measure G	$30 Million Bond	November 1995
Scotts Valley Union School District (CA), Measure H	$22.7 Million Bond	November 1994
Fresno Unified School District (CA) Measure A	$215 Million Bond	March 1995
Berkeley Unified School District (CA), Measure B	$.95/ft^2 residential; $.14/ft^2 commercial Tax	November 1994
Oakland Unified School District (CA) Measure C	$170 Million Bond	November 1994
Santa Monica-Malibu Unified School District (CA), Measure K	$68/parcel Tax	November 1994
Berkeley Unified School District (CA), Measure A	$158 Million Bond	November 1992
Palm Springs Unified School District (CA) Measure P	$70 Million Bond	November 1992
Washoe County Unified School District (NV), School Bond Question	$155 Million Bond	June 1992
Santa Monica-Malibu Unified School District (CA) Proposition ES	$75 Million Bond	November 1990
Miami-Dade County Public Schools (FL), Educational Facilities Bond	$980 Million Bond	November 1988
Santa Monica-Malibu Unified School District (CA), Measure TT	$58/parcel Tax	November 1988

FM3 RESEARCH | FAIRBANK, MASLIN, MAULLIN, METZ & ASSOCIATES

LETTER OF AGREEMENT

BURBANK USD PARCEL TAX SURVEY

PROJECT 220-5401

MARCH 21, 2019

1. It is agreed that Fairbank, Maslin, Maullin, Metz & Associates, Inc. (FM3) will provide public opinion research services (Services) for the Burbank Unified School District(Client) for a total cost not to exceed $ 35,950.

2. These Services include: all professional and staff time, questionnaire design, translation, sample acquisition, survey programming, email invitations, survey hosting, telephone interviewing, data entry and analysis, and reporting necessary to complete a dual-mode survey, averaging 15 minutes per interview, of 600 Likely Nov 2020 Voters, as outlined in our proposal dated March 14, 2019.
3. Both parties will reach a mutual agreement on the contents of the research instruments. Client agrees that, when its approval is called for hereunder, it will promptly review and approve all such matters in good faith and in consultation with FM3, and that its approval will not be unreasonably withheld or delayed.

4. As compensation for Services under this Agreement, Client agrees to pay FM3's invoices for Services rendered within fifteen (15) days after each invoice's date. In the event that any invoice remains unpaid on the sixtieth (60) day after the date on the invoice, interest of 1.5 percent per month shall be payable on the unpaid balance.

5. When FM3's Services conclude, all unpaid charges owed shall become immediately due and payable, according to the terms in the preceding paragraph.

6. This Letter of Agreement will take effect when Client returns a signed copy of this Letter of Agreement.

7. The prevailing party in any action or proceeding to interpret or to enforce any provision of this Letter of Agreement will be awarded reasonable attorney's fees and costs incurred in that action or proceeding or in any efforts to negotiate the matter. Each party to pay their own attorney fees.

8. This Letter of Agreement shall be binding upon and inure to the benefit of the successors and assigns of each of the parties hereto. This Letter of Agreement cannot be assignable without prior written approval by Client.

9. This Letter of Agreement is deemed to have been entered into in the County of Los Angeles, State of California, and shall be governed by the laws of the State of California. Any action or proceeding with respect to this Letter of Agreement or any matter arising therefrom shall be maintained exclusively in the Superior Court in

12100 Wilshire Boulevard, Suite 350 | Los Angeles, CA 90025
Phone: (310) 828-1183 | Fax: (310) 453-6562

1999 Harrison St., Suite 2020 | Oakland, CA 94612
Phone: (510) 451-9521 | Fax: (510) 451-0384

the County of Los Angeles, California, as the jurisdiction and venue of which each party hereby specifically consents.

10. This Letter of Agreement contains the entire agreement and understanding concerning the subject matter hereof between the parties, and supersedes and replaces all prior negotiations, proposed agreements, written or oral.

11. This Letter of Agreement may be signed in one or more counterparts, each of which shall be deemed an original and shall be effective when the other parties have executed a counterpart.

12. The individuals executing this Letter of Agreement on behalf of each of the parties hereby represent and warrant that each is duly authorized to do so.

13. It is understood and agreed that Client is and shall be solely responsible for the use of the public opinion research provided by FM3 under this Letter of Agreement. It is understood and agreed that FM3 is solely responsible for the results of the public opinion research provided pursuant to this Letter of Agreement. FM3 shall at all times comply with state and federal law, and any statute, rule, regulation or order from any governmental or regulatory agency. In the event that any state and/or federal, regulatory agency or any other person and/or entity shall make a claim against Client or its' agents, employees, or affiliates which is in any manner related to this Letter of Agreement, the services of FM3, or the results of any public opinion research provided by FM3, FM3 shall indemnify and hold harmless included but not limited to costs and attorney fees incurred by Client in defense of such matter.

14. All notices, demands, requests or approvals to be given under this Agreement, shall be given in writing and conclusively shall be deemed served when delivered personally or on the third business day after deposit in the United States mail, postage prepaid, registered or certified, addressed as follows:

    A. All notices, demands, requests or approvals from FM3 to Client shall be addressed to:

    Matt Hill
    1900 W Olive Ave.
    Burbank, CA 91506
    Telephone: [CLIENTPHONE]
    E-mail: matthill@burbankusd.org

    B. All notices, demands, requests or approvals from Client to FM3 shall be addressed to:

    John Fairbank
    Fairbank, Maslin, Maullin, Metz & Associates, Inc.
    1999 Harrison Street, Suite 2020
    Oakland, CA 94612

Telephone: 510-451-9521
E-mail: John@FM3Research.com

Matt Hill
Burbank Unified School District

Date

Fairbank, Maslin, Maullin, Metz & Associates, Inc.

Date

BURBANK UNIFIED SCHOOL DISTRICT
Office of Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Niemann, Assistant Superintendent, Human Resources
PREPARED BY:	Sarah Niemann, Assistant Superintendent, Human Resources
SUBMITTED BY:	Cindy Quiterio, Executive Assistant, Human Resources
DATE:	April 4, 2019
SUBJECT:	Approval to Fill the Tier 2 Vacant Classified, Certificated and Management Positions (Tentative Item Pending New Vacancies)

Background:
Recognizing both the financial hardship of Burbank Unified School District, and the need to serve students and effectively run the District and site operations, the Board of Education approved a tiered hiring freeze at the August 2, 2018 Board meeting with Tier 2 positions requiring Board approval.

Discussion/Issues:
The attached document lists all Tier 2 vacant positions not yet approved by the Board of Education as well as justification for each position. The positions listed are recommended by the Superintendent to be filled.

Financial Implications:
None

Recommendation:
Sarah Niemann, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve to fill the listed Tier 2 vacant Classified, Certificated and Management positions, effective April 5, 2019, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES SERVICES
APPROVAL OF TIER 2 VACANT POSITIONS
Board Meeting Date: April 4, 2019

Position	Location	FTE	ew/ Replaceme	Cert/Class	Tier	Rationale	Cost
Elementary School Aide	Stevenson	0.4063	Replacement		2	See Attached	$10,195

Burbank Unified School District
Elementary Education
1900 W. Olive Avenue
Burbank, CA 91506
Ph: 818.729.4482 • Fax: 818.729.4402

Board of Education
Dr. Roberta Reynolds, President
Dr. Armond Aghakhanian, Vice President
Charlene Tabet, Clerk
Steve Frintner
Steve Ferguson

Superintendent
Matt Hill, Ed.D

April 4, 2019

TO: Sarah Niemann, Ed.D., Assistant Superintendent, Human Resources
FROM: Peter Knapik, Ed.D., Director of Elementary Education
RE: Rationale for Maintaining the Stevenson Elementary School Aide Position

The Elementary Education Office and Stevenson Elementary School is requesting to replace the position for an elementary school aide also referred to as playground yard supervisor for someone who quit. Stevenson 646 has students, TK-5th grades that need to be safe during recess and lunch. Below is a synopsis for the position:

Elementary School Aide (Yard Supervisor)

In general, elementary school aides monitor student behavior on school campus and grounds, resolve minor problems, enforce the rules and regulations governing student conduct, and provide direction and assistance to visitors and students.

More specifically, yard supervisors:

- Monitor student behavior in playground areas, cafeteria, restrooms and other non-classroom areas.

- Resolve minor problems and conflicts between students and enforce the established rules and regulations governing student conduct.

- Provide assistance and direction to students and campus visitors; identify unauthorized individuals and take appropriate action by directing them to the school office. In accordance with appropriate laws and District policy, report any suspected signs of misconduct or suspicious behavior and refer to school administrator.

- Observe student activities and maintain order; refer individuals or groups of students to the school administrator;

- Under direction of the school administrator, supervise groups of students, as needed; assist with crowd control as assigned.

- Encourage and promote acceptable behavior among students;
- Communicate with students and staff and establish rapport with students.
- Attend training sessions as directed.

Enrollment: 646 students

Position Hours: 3.25 hours daily

Full Time Equivalent: 0.4063

Enrollment to Student Ratio for Supervision: 198 per hour

Funding: The position is funded by the District's general fund and is within the staffing formula for the school.

Annual Cost for the Position: $10,195

Burbank Unified School District
Office of Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Niemann, Assistant Superintendent, Human Resources Services
PREPARED BY:	Leticia Castillo, Supervisor, Human Resources
SUBMITTED BY:	Leticia Castillo, Supervisor, Human Resources
DATE:	April 4, 2019
20SUBJECT:	Adoption of Resolution 24 for the Elimination or Reduction of Services for Classified Positions

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Background:
When it becomes necessary to eliminate or reduce classified bargaining unit positions, the Board of Education must approve such reductions and/or eliminations. Subsequent to the Board's approval, employees must be notified not less than 60 days prior to the effective date of the reduction or elimination of their positions.

Discussion/Issues:
These recommendations have been shared with a representative from the California School Employees Association (CSEA), Chapter 674

There are four positions being recommended for elimination:

- There is one 6 ½ hr/day Discrete Trial Facilitator position being recommended for elimination due to lack of work. The student requiring these services has moved out of the District. This position is funded through the following appropriation number, 01.0-65000.0-57500-11905-2110-7440000. This position is currently vacant and will not involve bumping.
- There is one 6 ½ hr/day Discrete Trial Facilitator position being recommended for elimination due to lack of work. The lack of work is due to a change in the students' needs. This position is funded through the following appropriation number, 01.0-65000.0-57500-11905-2110-7440000. This position is currently vacant and will not involve bumping.
- There is one 1 hr/day Food Service Assistant position at Community Day School being recommended for elimination due to lack of work. This position is funded through the following appropriation number, 13.0-53100.0-00000-37000-2210-4260000. This position is currently vacant and will not involve bumping.
- There is one 6 ½ hr/day Instructional Assistant-Special Education position at John Burroughs High School being recommended for elimination due to lack of work. The lack of work is due to a change in the students' needs. This position is funded through the following appropriation number, 01.0-33100.0-57700-11200-2110-4320000. The elimination of this position may involve bumping.

Fiscal Impact:
None

Recommendation:
Sarah Niemann, Assistant Superintendent, Human Resources Services, recommends that the Board of Education adopt Resolution 24 for the Elimination or Reduction of Services for Classified positions, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
April 4, 2019

In the Matter of Layoff of
Classified Employees **RESOLUTION 24**

WHEREAS, Due to lack of work and/or lack of funds this Board hereby finds that it is in the best interest of the Burbank Unified School District to eliminate or reduce classified positions pursuant to provisions in the California Education Code and consistent with Article 15 in the Agreement with CSEA, Chapter 674, to the following extent:

	FTE
Eliminate two Discrete Trial Facilitators	.8125
Eliminate one Food Service Assistant	.125
Eliminate one Instructional Assistant-Special Education	.8125

BE IT FURTHER RESOLVED, That the Superintendent is hereby authorized and directed to investigate any bumping or displacement rights of affected classified employees and to give appropriate layoff notices to the affected employees pursuant to provisions in the California Education Code and consistent with Article 15 in the Agreement with CSEA, Chapter 674, not less than 60 days prior to the effective date of layoff subject to negotiations to the extent required by law and the CSEA agreement.

ADOPTED, the 4h day of April 2019, by the Governing Board of the Burbank Unified School District.

_____
Clerk

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 A. Clark, Executive Assistant to the Superintendent
SUBMITTED BY:	Kimberley A. Clark, Executive Assistant to the Superintendent
DATE:	April 4, 2019
SUBJECT:	Acceptance of Gifts

Matt Hill, Superintendent, recommends 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.

a. The Providencia Elementary Boosters wish to donate to the District $5,328 to be used to pay for expenses associated with the Outdoor Science School program at Providencia Elementary.

b. The Wells Fargo Foundation Educational Matching Gifts Program wishes to donate to the District $1,346.10 to be used as needed at McKinley Elementary School.

c. The Providencia Elementary PTA wishes to donate to the District $2,025 to be used to pay Garri Dance for dance instruction at Providencia Elementary School.

d. The Providencia Elementary PTA wishes to donate to the District $1,250 to be used to pay consultant expenses for the Peaceful Playgrounds program at Providencia Elementary School.

e. The Thomas Jefferson Booster Association wishes to donate to the District $2,400 to be used to pay for fifth-grade enrichment activities at Jefferson Elementary School.

f. The Bret Harte Elementary PTA wishes to donate to the District $2,610 to be used to pay for expenses associated with student assemblies at Bret Harte Elementary School.

g. The Bret Harte Booster Club wishes to donate to the District $2,667.69 to be used to pay for expenses associated with the Outdoor Science School program at Bret Harte Elementary School.

h. The Bret Harte Booster Club wishes to donate to the District $4,280.33 to be used to pay for transportation expenses for the Outdoor Science School program at Bret Harte Elementary School.

i. The Thomas Jefferson Booster Association wishes to donate to the District $10,000 to be used to pay consultant Joe Reed for STEAM lab instruction at Jefferson Elementary School.

j. The Thomas Jefferson Booster Association wishes to donate to the District $300.18 to be used to pay for enrichment activities for fourth-grade students at Jefferson Elementary School.

k. The Thomas Jefferson Booster Association wishes to donate to the District $296.91 to be used to pay for enrichment activities for second-grade students at Jefferson Elementary School.

l. The Thomas Jefferson Booster Association wishes to donate to the District $191.93 to be used to pay for playground equipment and supervision at Jefferson Elementary School.

m. The Home Depot wishes to donate to the District $880.47 to be used to purchase materials and supplies at Joaquin Miller Elementary School.

n. The George Washington PTA wishes to donate to the District $3,375 to be used to pay for dance instruction from Garri Dance for students at Washington Elementary School.

o. The Luther Burbank Middle School PTSA wishes to donate to the District $500 to be used to pay for expenses associated with "Ancients Day" at Luther Burbank Middle School.

p. The Luther Burbank Middle School PTSA wishes to donate to the District $500 to be used to pay for expenses associated with "World History Day" at Luther Burbank Middle School.

q. The Luther Burbank Middle PTSA wishes to donate to the District $500 to be used to pay for expenses associated with the eighth-grade promotion luncheon at Luther Burbank Middle School.

r. The LBMS Instrumental Music Association wishes to donate to the District $2,500 to be used to pay for sheet music and coaching for IMA students at Luther Burbank Middle School.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
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 960025571, 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 960025571 concerning services and/or school placement, a formal settlement agreement was offered on February 19, 2019 to the Student's 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:
There is no fiscal impact.

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960025571, at no cost to the District, effective March 6, 2019 through March 20, 2020, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
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 960005271, 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 960005271 concerning services and/or school placement, a formal settlement agreement was offered on March 8, 2019 to the Student's 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:
The total cost of the Final Settlement Agreement for Student 960005271 is $60,000.

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960005271, not to exceed $60,000 (01.0-65000.0-50010-36000-5813-7440000), effective March 8, 2019 through May 24, 2020, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
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 960013999, 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 960013999 concerning services and/or school placement, a formal settlement agreement was offered on February 28, 2019 to the Student's 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:
The total cost of the Final Settlement Agreement for Student 960013999 is $42,200.

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960013999, not to exceed $42,200 (01.0-65000.0-50010-36000-5813-7440000), effective January 1, 2019 through August 11, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
SUBJECT:	Action on Final Settlement Agreement (Special Education)

Background:
The Board of Education is being asked to approve the Final Settlement Agreement for Student 960015769, 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 Student 960015769 concerning educational programming, a formal settlement agreement was offered on March 12, 2019 to the Student's 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:
There is no fiscal impact.

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Student 960015769, at no cost to the District, effective March 12, 2019 through May 24, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
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 960029732, 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 960029732 concerning services and/or school placement, a formal settlement agreement was offered on March 13, 2019 to the Student's 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:
The total cost of the Final Settlement Agreement for Student 960029732 is $15,000.

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960029732, not to exceed $15,000 (01.0-65000.0-50010-36000-5813-7440000), effective March 13, 2019 through June 30, 2020, 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

February 21, 2019

Burbank City Hall
275 E. Olive Avenue
Burbank, California

MEMBERS PRESENT:
Roberta Reynolds
Armond Aghakhanian (arrived at 6:23 p.m.)
Steve Frintner
Charlene Tabet
Steve Ferguson (arrived at 6:06 p.m.)

STUDENT BOARD MEMBERS PRESENT:
Megan Rangel-Lynch, John Burroughs High School

STUDENT BOARD MEMBERS ABSENT:
Aleko Brice, Burbank High School
Ethion Flores, Monterey High School

Also present were Matt Hill, Superintendent; Sharon Cuseo, Assistant Superintendent, Instructional Services; David Jaynes, Assistant Superintendent, Administrative Services; Tom Kissinger, Assistant Superintendent, Educational Services; and Sarah Niemann, Assistant Superintendent, Human Resources.

1. CALL TO ORDER

The Closed Session was called to order at 6:00 p.m. by Board President Reynolds.

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications

There was no one present who wish to address the Board. The Board adjourned to Closed Session at 6:01 p.m.

2.b Staff Responses

2.c Board Members' Comments and Responses

3. CLOSED SESSION

3.a Conference With Labor Negotiator, Pursuant to Government Code §54957.6:
Agency Negotiator: Sarah Niemann
Employee Organization: California School Employees Association (CSEA) Chapter 674

3.b Conference With Labor Negotiator, Pursuant to Government Code §54957.6:
Agency Negotiator: Sarah Niemann
Employee Organization: Burbank Teachers Association (BTA)

3.c Public Employee Discipline/Dismissal/Release Pursuant to Government Code §54957

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

3.e Conference with Legal Counsel - Existing Litigation Pursuant to Government Code §54956.9 (b)(1) and (b)(3)(A)
Final Settlement Agreement for Special Education Students 960007354

Confidential Exhibit 27,312

4. RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE

The Board reconvened in Public Session at 7:05 p.m. David Engel, Teacher, Edison Elementary School, led the Pledge of Allegiance.

5. REPORTING ON CLOSED SESSION

President Reynolds reported that items 3a through 3e, were for discussion only, with no action taken.

6. ADJUSTMENTS TO THE AGENDA

There were no adjustments to the agenda.

7. ITEMS FOR FUTURE AGENDAS

Member Ferguson requested a Board Report regarding a process on how to deal with District threats.

8. REPORTS FROM THE BOARD

8.a Student Representatives

Ethion Flores, MHS; Megan Rangel-Lynch, JBHS; and Aleko Brice, BHS; reported on activities at their respective schools.

9. REQUESTS TO ADDRESS THE BOARD

9.a Public Communications

David Engel, Teacher, Edison Elementary School, was called to speak. He reported that due to unexpected weather conditions and road closures, the Outdoor Science School trip had to be canceled after a very short stay. He commended Principal Laura Flosi, Office Manager, Janette Troncoso, Elementary Director Peter Knapik, Purchasing Senior Buyer Olga Murphy, and David Jaynes for the quick response in providing transportation almost immediately, which resulted in a safe trip back home. He also thanked teachers and volunteers for the cooperation, as well as the students for the team work, grace, and maturity.

Lori Little, PTA Legislation Vice President, was called to speak. She reported on the newly created Advocacy Education Committee and said that the goal was to reach out to parents and the community to provide more answers than questions and reminded the audience to participate in Ed100 to learn about funding for schools and to support the PTA. She also encouraged the audience to write to legislators and

to include a personal story, to be specific on the request, and for parents to allow children to use Twitter to tag new Governor Gavin Newsom.

Diana Abasta, Teacher and BTA President, was called to speak. She thanked her colleagues for the opportunity to offer students an Outdoor Science School experience. She announced upcoming scholarship opportunities for students and teachers through Ume Credit Union, California Casualty, and the CTA. She was excited regarding the Read Across America Resolution presented to the Board as she knew that the key to success was reading. She announced that BTA will donate books to District libraries and reviewed the book selections. She is coordinating a Community Read-In event which will most likely take place at the end of March. She announced that CTA Treasurer David Goldberg was visiting McKinley on March 1, 2019 to read to students in the Dual Immersion Program.

9.b Staff Responses

Superintendent Hill thanked David Engel, the teachers, students and parent volunteers, and District staff for highlighting the team work to bring students back safely from Outdoor Science School. He thanked Lori Little for the update regarding the Advisory Committee and Ed100.org, which is a great educational organization, and Diana Abasta for announcing the scholarships currently available and was looking forward to the Community Read-In Program.

9.c Board Members' Comments and Responses

Member Tabet thanked all the speakers for the positive comments, but specially David Engel for sharing the good news regarding Outdoor Science School and everyone else who assisted with the field trip. She thanked Ms. Abasta for highlighting the book reading selection. She also thanked Lori Little and the PTA Advisory Committee for advocating and for working to educate the community. She attended the West Side Story play, which was a great event as it highlighted the students and the Career Day at Luther Middle School and thanked the staff for coordinating the event. She visited Washington Elementary School for Art Day and thanked Nickelodeon for the partnership and the PTA Founders Day at Jefferson Elementary School and thanked staff for the invitation. She reported that she and Member Frintner attended the School Facility Naming Committee meeting and thanked the speakers for researching the topic and sharing their ideas. After discussion, the Committee voted to change the school name and thanked John Paramo and Laura Erisman for organizing the meetings. She was looking forward to the upcoming Read In events. She then announced the upcoming State of the Schools Breakfast and extended an invitation to attend and/or to make a donation to offset the District's deficit.

Member Ferguson thanked David Engel for reporting on Edison's Outdoor Science School and for his positive comments and asked for a staff and parent volunteer list to personally reach out to them to acknowledge the good planning and collaboration to bring student back home safely. He was excited about the PTA’s Advocacy Committee and thanked Lori Little for her suggestions regarding letter writing to advocate for funding and thanked the Committee for their partnership. He then thanked BTA and CTA for the scholarships, for the book donation, and for the contributions to the District. He reported on the recent EdWalk which was good conversation and thanked President Reynolds for the invitation.

Clerk Frintner thanked David Engel for naming individually people who were a part of the process to bring students back safely from Outdoor Science School and thanked the volunteers and students for their cooperation and for understanding the situation. He thanked Lori Little for PTA's advocacy on behalf of students, schools, and families and thanked her for the update regarding the Advocacy Committee. He suggested that PTA work with teachers as numbers were power and thanked the Council PTA for moving forward. He thanked Diana Abasta for announcing scholarships for students and teachers which was a great opportunity. He was looking forward to the Read-In event and loved the selection of the books to be donated. He attended Monterey's Open House and thanked staff for a great event. He participated in the Career Day event at Luther which was a great experience. He thanked the members of the School Facility Naming Committee and noted that it had been an interesting process and that the recommendation will be presented to the Board at an upcoming meeting. He then invited the audience to the upcoming State of the Schools Breakfast.

Vice President Aghakhanian thanked David Engel for his positive comments and Lori Little for her advocacy regarding funding and he noted that advocacy was also needed for the homeless situation in California. He suggested partnerships with other local organizations to demand funding as a city like Burbank does not get the funding that other neighboring districts receive. He thanked Diana Abasta for her advocacy and being the voice for teachers and students. He attended a humanitarian rights event and attended a Chinese Celebration and noted that it would be great to invite these groups to a school multi-cultural event. He met with Tesla staff to discuss areas of future education in Career Tech Education in battery technology and Amazon who is looking at using at clean technology to deliver packages. He noted that it would be a great to partner with Tesla.

President Reynolds thanked Member Tabet and Clerk Frintner for the report on the School Facility Naming Committee and David Engel for his positive comments and teachers for their commitment with Outdoor Science School and for bringing the students home safely. She thanked Diana Abasta for the selection of the book donations and thanked Lori Little for her report and for highlighting Ed100.org and asked if graduate names could be provided to be able to thanked them for supporting the PTA. The EdWalk was fun and thanked Member Ferguson for joining her at the recent event. Vice President Aghakhanian agreed to join her for the upcoming EdWalk.

10. REPORTS TO THE BOARD

10.a Superintendent's Comments

Superintendent Hill thanked the PTA and other organizations for their advocacy as he felt that they continue to build the momentum on local revenue. He reported on the recent Board Study Session which focused on debriefing Measure QS and receiving feedback from the audience and Board, and a timeline will be presented to the Board at an upcoming meeting. He thanked the Burbank Arts for All Foundation for the $100,000 donation to help save the music program, as one elementary music teacher will be saved from layoffs. He announced the State of the Schools event and encouraged donations to the BEF and announced the upcoming Career Technical Education Day and noted that over 100 partners participate and thanked all the volunteers. He felt that by locking arms and working together would help to prevent additional financial decisions in the future.

10.b First Reading of the District's Initial Proposal for the 2019 - 2020 Amendment to the Current Collective Bargaining Agreement with the California School Employees Association (CSEA), Chapter 674

Sarah Niemann, Assistant Superintendent, Human Resources Services, presented the first reading of the District's initial proposal for the 2019-2020 amendment to the current Collective Bargaining Agreement with the California School Employees Association, Chapter 674 and invite public comment thereon at a Board meeting to be held on March 7, 2019, as presented.

Reopeners-District.pdf (O.F. #27,313)

Sarah Niemann reported that CSEA Negotiations for 2018-2019 were ongoing. This report was the initial proposal for 2019-2020, which included health and welfare and compensation. A Public Hearing will take place on March 7, 2019.

10.c Report on Horace Mann and Monterey Child Care Programs

Peter Knapik, Director, Elementary Education, reported on the Horace Mann and Monterey Child Care Centers, as presented.

Child Development Programs 2 21 19.pdf (O.F. #27,314)

Peter Knapik and Coordinator of Child Development Stephanie Fields used a PowerPoint to guide the report. Peter Knapik also thanked teacher David Engel and Diana Abasta for the positive comments regarding Outdoor Science School. Dr. Knapik reported that in January 2019 Superintendent Hill and staff met with parents to further explore options and discuss the financial state of Horace Mann and the Monterey Children's Center. He provided an overview and next steps which included reconfiguring classrooms, aligning staff schedules, 10% increase to continuing children, implementing a $100 annual wait list fee, etc. Stephanie Fields then reviewed the possible classroom layout considerations for 2019-2020, the weekly rates compared to area rates, the loss projections for 2018-2019 ($936,533); 2019-2020 ($406,718); and 2020-2021 ($301,232).

Member Ferguson thanked staff, parents, and stakeholders for the conversation to try to ease the financial burden. He asked for clarification regarding the recommendation to change the infant ratio from 10 to 8. Ms. Fields explained that as students age out to another classroom, the space will not be filled, as they will continue to only enroll eight infants and all children will age out onto the next age group. He also asked about the projected enrollment rates. Dr. Knapik said that due to the work of staff, the enrollment had increased significantly and they will continue to expand taking into consideration the legal licensing requirements. Member Ferguson felt that the centers were important and should be kept as priority to keep it alive; however he was concerned with enrollment and requested quarterly enrollment updates to ensure that the enrollment numbers are being reviewed.

Superintendent Hill said that enrollment information will be included in the interim budget updates. Ms. Fields explained that monthly enrollment reports are submitted to Budget to compile an income report.

Member Tabet asked about the current elementary school enrollment priority at Horace Mann. Ms. Fields said that each February a registration survey is administered to parents to find out who's interested in the Around the Bell program to be able to receive priority.

Member Frintner said that the weekly rates slide was missing information. Ms. Fields said that the rates for the Mary Alice O'Conner Center was missing from the report.

Superintendent Hill then highlighted the enrollment budget projections, which is 8 infants; 1-2 year olds at 24; 2-3 year olds at 24; 3-4 at 48; and 4-5 at 24. He will continue to monitor the enrollment and said that the budget projections are being realistic.

President Reynolds thanked the staff and the community for working on this because the news about an increase was a better option than having to eliminate a program that is important to the community.

Stephanie Fields then thanked parent Gregory Madore, Parent Association Vice President who was present. She noted that he worked closely with staff to try to find other solutions, strategies, and look for ways to offset the budget crisis at Horace Mann. President Reynolds and the Board also thanked him for his support.

10.d Report on Facilities and Technology Projects

David Jaynes, Assistant Superintendent Administrative Services, reported on Facilities and Technology Projects, as listed on the Consent Agenda, as presented.

Facilities and Technology PP 022119.pdf (O.F. #27,315)

David Jaynes used a PowerPoint to highlight the Facilities and Technology projects by location, project, contractor, and the amount.

11. NEW AND/OR UNFINISHED BUSINESS

11.a Adoption of Resolution 19 Proclaiming March 1, 2019 as Read Across America Day

That the Board of Education adopt Resolution 19 Proclaiming March 1, 2019, as Read Across America Day in the Burbank Unified School District, as presented.

Resolution 19 Read Across American_022119.pdf (O.F. #27,316)

It was moved by Charlene Tabet, and seconded by Steve Frintner, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.b 2019 California School Boards Association (CSBA) Delegate Assembly Election -- Subregion 23-A

That the Board of Education act to cast their vote to appoint up to two candidates to fill the two vacancies for the California School Boards Association (CSBA) Delegate Assembly Representative for Subregion 23-A. The three candidates running are Suzie Abajian (South Pasadena USD), Jennifer Freemon (Glendale USD), and Robert “Bob” Gin (Alhambra USD). Suzie Abajian is running as an incumbent. As indicated, the Board may also choose to write in candidates on the attached ballot, as presented.

CSBA Delegate Assembly Election_022119.pdf (O.F. #27,317)

Superintendent Hill introduced Executive Assistant Kimberley Clark who reviewed the three candidate names to fill two vacancies and noted that the Board must vote for two candidates by showing a raise of hands. Suzie Abajian (South Pasadena USD) received 5 votes; Jennifer Freemon (Glendale USD) received 5 votes; and Robert "Bob" Gin (Alhambra USD) did not receive any votes.

It was moved by Steve Frintner, and seconded by Steve Ferguson, that the Board of Education approve Susie Abajian and Jennifer Freemon, respectively, as voted. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.c Approval of Comprehensive School Safety Plans for 2019-2020

That the Board of Education approve the 2019-2020 Comprehensive School Safety Plans for each District school, as presented. Note: Due to the size of each document, the Comprehensive School Safety Plans will not be duplicated for distribution. However, copies of each school’s Plan are available for review in the Educational Services Department, or by contacting Tom Kissinger at (818) 729-4401 or by email at tomkissinger@burbankusd.org

2019.20 Safety Plan Board Report.pdf (O.F. #27,318)

Tom Kissinger acknowledged Emergency Panning and Safety Coordinator Safety Sally Chew for her a work and efforts as she worked with each school principal to ensure that school procedures are addressed in compliance with existing laws and regulations related to school safety. To meet the mandate, school community members were assigned by the principal to conduct needs assessment. Upon, completion of the assessments, each School Site Council or safety committee was required to create goals that addressed the most critical areas of need, which resulted in the Comprehensive School Safety Plans for the 2019-20.

President Reynolds thanked Sally Chew and staff for the work as she remember a complicated process in accomplishing the plans in previous years.

Member Ferguson noted that the District recently experienced a threat incident and requested a Board Report to include, the contacts for the District, what information can be shared, when and how, and the limitations between the District and law enforcement.

Member Tabet said that Jefferson had created a one-page document for parents that was useful and that perhaps it could be used districtwide.

It was moved by Steve Ferguson, and seconded by Charlene Tabet, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.d Approval of Low-Performing Students Block Grant Plan

That the Board of Education approve the Low- Performing Students Block Grant Plan, as presented.

Low-Performing Students Block Grant Plan.pdf (O.F. #27,319)

Sharon Cuseo reported that the Assembly Bill (AB) 1808 authorizes the allocation of funds to the Low-Performing Students Block Grant in 2018-2019 to provide students additional support to increase academic achievement in English Language Arts and mathematics. If a student received a 1 or a 2 on the California Assessment of Student Performance and Progress (CAASPP) and are not already identified in the unduplicated count for supplemental grant funding and/or not identified for special education services. The District has approximately 498 students that meet the criteria and the appropriation from the state is estimated at $984,060. The District is required to submit a Board approved plan for how the funds will be used to support low-performing students, which will be used for professional development for teachers in K-12, GATE, and secondary teachers on Special Assignment to focus on English Language Arts and mathematics.

President Reynolds noted that it is positive to be able to receive additional funding for targeted students.

Member Tabet asked if the GATE low-performing students were identified at the secondary level. Ms. Cuseo said that it was districtwide and only a minimal amount of GATE students had been identified.

It was moved by Armond Aghakhanian, and seconded by Steve Frintner, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.e Approval of Internship/Service Learning Agreement Between Burbank Unified School District/Community Day School and Trustees of California State University/California State University, Northridge

That the Board of Education approve the Internship/Service Learning Agreement between the Burbank Unified School District/ Community Day School and Trustees of California State University/California State University, Northridge, to provide a mentor program that connects college students with at-risk students, effective February 22, 2019 through May 31, 2019, with an annual review to continue the partnership, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Agreement with Trustees_California State University Northridge_022119.pdf (O.F. #27,320)

Sharon Cuseo reported that this was a new partnership with California State University, Northridge and the MOSAIC (Mentoring to Overcome Struggles and Inspire Courage) program which operates a successful mentor program that connects college students with at-risk students at the Community Day School, at no cost to the District. The focus of the program is to increase self-efficacy through goal achievement, mentoring, academic assistance, art, recreation, and civic engagement activities, which may increase achievement for high school graduation, college readiness, and workforce competency. She noted that Administrator of the Community Day School Frank Fuentes was in the audience to answer questions.

Frank Fuentes reported that this program has been offed at Los Angeles Unified School District since 2002. The Community Day School was interested in establishing the program to provide additional support for its students. The mentors attend Sociology class which focuses on training in mentoring and academic tutoring with the emphasis on goal setting. He was excited to be able to implement the program for his students as the program works well with PBIS.

Vice President Aghakhanian asked if this was the first university that the District worked with similar partnerships. He said that this was the first internship for the Community Day School.

Member Tabet felt that this was a great opportunity for students and a great plan for the school. Mr. Fuentes agreed as he felt that he has great students who need extra help to accomplish their goals.

President Reynolds asked about the class requirement for the mentors. Mr. Fuentes explained that the mentors were Sociology and Criminal Justice majors that are graduating in May.

Member Ferguson asked about class schedules and said that it would be great to see the program in action and asked Mr. Fuentes to email the Board directly.

Vice President Aghakhanian asked if guest speakers were allowed at CDS. Mr. Fuentes said that speakers and partnerships were welcomed at CDS.

Member Ferguson said that CDS was a transforming schools and thanked Mr. Fuentes for his report and President Reynolds thanked him for his work.

It was moved by Armond Aghakhanian, and seconded by Steve Ferguson, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.f Acceptance of the California School Employees Association (CSEA), Burbank Chapter 674, Initial Proposal for Bargaining a 2019- 2020 Amendment to the Current Agreement with the Burbank Unified School District

That the Board of Education, accept the CSEA, Burbank Chapter 674, Initial Proposal for Bargaining a 2019 – 2020 Amendment to the Agreement with the Burbank Unified School District, as presented.

CSEA Acceptance.pdf (O.F. # 27,321)

Sarah Niemann reported that this item was the acceptance for the CSEA proposal for 2019-2020, which included health and welfare benefits and compensation.

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.g Adoption of Resolution 20 for Reduction or Discontinuance of Particular Kinds of Service

That the Board of Education adopt Resolution 20 for the Reduction or Discontinuance of Particular Kinds of Service, as presented.

PKS.pdf (O.F. # 27,322)

Sarah Niemann noted that this resolution affected her colleagues and teachers as the resolution addressed certificated reductions only. This resolution included an amendment as previously discussed at the Town Hall meeting due to a generous donation from the Burbank Arts for All Foundation the reductions was for

2.0 music teachers instead of 3.0. This was a statutory resolution that has to happen as part of an unhappy process for staff. She then reviewed the process and noted that once employees are notified other staff will be affected. Affected staff would need to be notified by March 15, 2019 and the second notice by May 15, 2019, and that notices can be rescinded through June 30, 2019. After June 30 teachers who are on the reemployment list have the option to return if jobs become available. It was a long process which causes anxiety for people and she continues to communicate with staff as changes are made.

President Reynolds hoped that reductions to services will not need to be made.

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.h Approval to Fill the Tier 2 Vacant Classified, Certificated and Management Positions (Tentative Item Pending New Vacancies)

That the Board of Education approve to fill the listed Tier 2 vacant Classified, Certificated and Management positions, effective February 22, 2019, as presented.

Tier 2 Vacancies.pdf (O.F. # 27,323)

Sarah Niemann reported that the new vacancy included a one-hour position, campus supervisor at Jordan Middle School to help with lunch supervision.

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

11.i 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_022119.pdf (O.F. # 27,324)

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

12. CONSENT AGENDA

It was moved by Armond Aghakhanian, and seconded by Steve Frintner, that the Board of Education approve items 12a through 12v as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

12.a Action on Final Settlement Agreement (Special Education)

That the Board of Education approve Final Settlement Agreement for Special Education Student 960007354, not to exceed $34,900 (01.0-65000.0-50010-36000-5813-7440000), effective February 22, 2019 through June 30, 2021, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960007354_Settlement Agreement_Board Report.pdf Confidential Exhibit 27,312

12.b Approval of Minutes

That the Board of Education approve the minutes of the Special Meeting of January 29, 2019, as presented.

Minutes.01.29.19.SP.pdf (O.F. # 27,325)

12.c Approval of Personnel Report Number 18-19-13

That the Board of Education approve Personnel Report number 18-19-13, covering Certificated and Classified personnel, and consisting of Pages 1-20 inclusive, as presented.

Personnel Report.pdf (O.F. # 27,326)

12.d 2018-2019 Purchase Order Report

That the Board of Education approve Purchase Orders for 2018-2019 as listed through January 18, 2019, as presented.

2018-2019 Purchase Order Report.pdf (O.F. # 27,327)

12.e Approval of Warrants

That the Board of Education approve payroll warrants in the total amount of $1,184,109.42 and commercial warrants in the total amount of $1,826,330.11, as presented.

Warrants.pdf (O.F. # 27,328)

12.f 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.

Consultant 2.21.19.pdf (O.F. # 27,329)

12.g Amended Master Contract for Nonpublic, Nonsectarian Agency (Special Education)

That the Board of Education amend the Master Contract for special education students, to be provided by Therapy Staff, LLC, Nonpublic, Nonsectarian Agency effective February 22, 2019 through June 30, 2019 (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, 2018 through June 30, 2019, was approved by the Board of Education June 7, 2018.

Amended Master Contract - Therapy Staff, LLC.pdf (O.F. # 27,330)

12.h Amended Master Contract for Nonpublic, Nonsectarian School (Special Education)

That the Board of Education ratify the Master Contract for special education students, to be provided by Valley High School & Learning Center, Inc. DBA Dubnoff School, Nonpublic, Nonsectarian School, effective February 22, 2019 through June 30, 2019 (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, 2018 through June 30, 2019, was approved by the Board of Education June 7, 2018.

Amended Master Contract - Dubnoff School.pdf (O.F. # 27,331)

12.i Approval of Agreement for Professional Services (Special Education)

That the Board of Education approve an agreement between the Burbank Unified School District and Kathryn Hoar CTRS, RTC., to provide a Recreational Therapy Assessment and attend an IEP meeting for Special Education Student 960023540, not to exceed $1,500 (01.0-65000.0-57700-11900-5850-7440000), effective February 22, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960023540_Kathryn Hoar_Recreational Therapy.pdf (O.F. # 27,332)

12.j Amendment of Consultant Services Agreements (Special Education)

That the Board of Education, approve the consultant agreements as listed, to provide Special Education services in translating, interpreting, and transportation, not to exceed $511,500 $521,500 (01.0-650000.0-57500-31401-5850- 7440000), (01.0-65000.0-57700-11900-5850-7440000), effective July 1, 2018 through June 30, 2019, and that authority to sign the services agreements be exercised pursuant to BUSD-AR 3314, as presented. Note: The original Board approval date was June 7, 2018, not to exceed $511,500. This amendment adds $10,000 to the original contract for Burbank Optometric Center to provide vision therapy, not to exceed $20,000.

SPED Consultant Agreements_Amended.pdf (O.F. # 27,333)

12.k Approval of Agreement for Professional Services (Special Education)

That the Board of Education approve an agreement between Burbank Unified School District and Susan Martin, to provide assessments, written reports and attend student IEP meetings, not to exceed $880 (01.0-65000.0-50010-36000-5813-7440000), effective February 22, 2019 through March 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED_Susan Martin_Consultant.pdf (O.F. # 27,334)

12.l Approval of Rental Agreement for Textbooks and Curriculum - Woodbury University

That the Board of Education approve the Rental Agreement between Burbank Unified School District and Woodbury University for District textbooks and curriculum to be used to support summer school instruction, effective June 3, 2019 through July 11, 2019, and that the authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Woodbury_MOU_2019__002_.pdf (O.F. # 27,335)

12.m Ratification of Los Angeles County Office of Education (LACOE) PeopleSoft Financial Systems (PSFS) Contract 2018-2019

That the Board of Education ratify an agreement between Burbank Unified School District and Los Angeles County Office of Education (LACOE) for Peoplesoft Financial System Services, not to exceed $20,300 (01.0-00000.0-00000-77000-5890-0000000), effective, July 1, 2018 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

LACOE - PEOPLESOFT.pdf (O.F. # 27,336)

12.n Acceptance of Notice of Completion, True Grain, Inc., PO 19001619, Faculty Lounge, Cabinetry Replacement, John Burroughs H.S. (Site Funds/Filming)

That the Board of Education accept a notice of completion, True Grain, Inc., PO 19001619 $5,395.21, Faculty Lounge, Cabinetry Replacement, John Burroughs H.S., not to exceed $5,395.21 PO 19001619 (01.0-90711.0 00000-85000-6250-432-8000) Site Funds/Filming, as presented.

NOC_ True Grains, JBHS.pdf (O.F. # 27,337)

12.o Acceptance of Notice of Completion, Pilgrim Fence, CUPCCAA Bid 1819-053 Installation of Additional Pedestrian Gate, David Starr Jordan Middle School (Bond Fund)

That the Board of Education accept a notice of completion, Pilgrim Fence, CUPCCAA Bid 1819-053, Installation of Additional Pedestrian Gate, David Starr Jordan Middle School, not to exceed $5,552 Requisition No.0002967 (21.0-00000-0-91001-85000-6170-321-0000) Bond Fund, as presented.

NOC_ Pilgrim Fence_ Pedestrian Gate_ Jordan.pdf (O.F. # 27,338)

12.p Acceptance of Notice of Completion, Bid 1718-080, Chalmers Construction Services, Maintenance Improvements, Building No. 23, Bret Harte Elementary School (Bond Fund)

That the Board of Education accept a notice of completion, Bid 1718-080, Chalmers Construction Services, Maintenance Improvements, Building No. 23, Bret Harte Elementary School, not to exceed $238,000 PO 19000832 (213-00000-0-91008-85000-6230-205-0000) Bond Fund, as presented.

NOC_ Chalmers_ Bldg 23 _ Bret Harte.pdf (O.F. # 27,339)

12.q Acceptance of Notice of Completion FC 1819-049, Intercom Clock and Signal, Services Upgrades to Existing Bogen Address System, Quantum Upgrades, Monterey Continuation School (Restricted Maintenance Fund)

That the Board of Education accept a notice of completion, FC 1819-049, Intercom Clock and Signal Services, Installation of Bogen System and Quantum upgrades, Monterey Continuation School, not to exceed $7,890.69 PO 19002355 (010-81500-0-00000-85000-6440-752-3200) Restricted Maintenance Fund, as presented.

NOC_ Intercom Clock and Signal_ Bogen_ Monterey.pdf (O.F. # 27,340)

12.r Amendment of Professional Services Agreement, Gkkworks/Cannon Design, William McKinley Elementary School (Bond Fund)

That the Board of Education amend a professional services agreement between Burbank Unified School District and Gkkworks/Cannon Design, to provide additional architectural and engineering services for the re-design of the Fire Alarm system, effective December 5, 2018 through December 5, 2019, not to exceed $2,976 PO 19001423 (21.3-00000-0-91003-85000-6205-209-0000) Bond Fund, and the authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Amended_ PSA_ Gkkworks.Cannon Design_ HVAC_ McKinley.pdf (O.F. # 27,341)

12.s Ratification of Deductive Change Order No. 1, Chalmers Construction Services, Bid 1718-083, Two Relocatable, Five Classrooms, One Restroom Building Site Work, Modular Classrooms, William McKinley Elementary School (Bond Fund)

That the Board of Education ratify deductive change order No.1 between Burbank Unified School District and Chalmers Construction Services, Bid 1718-083, Two Relocatable, Five Classrooms, One Restroom Building Site Work, Modular Classrooms, William McKinley Elementary School, effective January 25, 2019 through January 25, 2020, not to exceed ($30,375.44) PO 19000873 (213-00000-0-91008-85000-6230-209-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

Ratification_ Deductive CO_ Chalmers- McKinley.pdf (O.F. # 27,342)

12.t Approval of Professional Services Agreement, Cannon Design Architects, New Modular Classrooms and Modernization, Walt Disney Elementary School (Bond Fund)

That the Board of Education approve a Professional Services Agreement between Burbank Unified School District and Cannon Design, pursuant to the proposal dated February 7, 2019, to provide architectural and engineering services for the New Modular Classrooms and Modernization, Walt Disney Elementary School, effective February 22, 2019 through February 22, 2023, not to exceed $327,250, which includes reimbursables, (213-00000-0-91008-85000-6205-201-0000) as presented, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314.

Approval_ PSA Cannon Design_ Modular_ Disney.pdf (O.F. # 27,343)

12.u Approval of Award of Contract to Dimension Data for Bid 1819-050, 2019 E-Rate Technology Infrastructure Unit Price Bid

That the Board of Education approve an award of contract to Dimension Data for Bid 1819-050, 2019 E-Rate Technology Infrastructure Unit Price Bid, effective February 22, 2019 through February 21, 2022, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

AOC_Dimension Data_ ERate 2019 Technology Infrastructure_022119.pdf (O.F. # 27,344)

12.v Acceptance of Notice of Completion, CUPCCAA Bid 1718-081, PMC Concrete Contractors Inc., Replacement of Lunch Shelter Asphalt, Joaquin Miller Elementary School (Restricted Routine Maintenance)

That the Board of Education accept the following project as completed: Replacement of the Lunch Shelter Asphalt at Joaquin Miller Elementary School, not to exceed $59,604 (01.0-81500.0-00000-85000-6170-7523500) Restricted Routine Maintenance, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

NOC_PMC_Miller_Routine Maint.pdf (O.F. # 27,345)

13. REQUESTS TO ADDRESS THE BOARD

13.a Public Communications

Diana Abasta, Teacher and BTA President, was called to speak. She commented regarding the Safety Plan and agreed that a one-page simple sheet should be created to address threats on campus. She also commented on the Ambassador Program at UCLA, which focuses on the two-track for community college and transfer to a four-year college and noted program representatives were scheduled to visit Burbank High School. She thanked Sarah Niemann for explaining the discontinuance of services process and noted that she still had a reason to be hopeful until June 30, 2019.

13.b Staff Responses

Superintendent Hill said that a committee would be formed to create a one-page document that addresses the threat process. He agreed that we need to remain optimistic and hopeful and to continue to share the message of the need for more funding to prevent these types of reductions in the future.

13.c Board Members' Comments and Responses

President Reynolds thanked Diana Abasta for her comments and agreed that a one-page, simple sheet be created to address possible threats. She said that the plans were Comprehensive Plans established by state mandates which she felt that it was an important time to do personal tailoring and to add to the requirement.

14. RECONVENE IN PUBLIC SESSION AND ADJOURNMENT

President Reynolds acknowledged the retirement of elementary teacher Greg Izay at Roosevelt Elementary School and thanked him for his years of service to the District.

The meeting adjourned at 8:58 p.m.

MINUTES APPROVED:

_____
MATTHEW HILL, SUPERINTENDENT
SECRETARY OF THE BOARD

4/4/2019
_____
DATE

_____
STEVE FRINTNER, CLERK

UNADOPTED MINUTES OF THE BOARD OF EDUCATION
BURBANK UNIFIED SCHOOL DISTRICT

March 7, 2019

Burbank City Hall
275 E. Olive Avenue
Burbank, California

MEMBERS PRESENT:
Roberta Reynolds
Armond Aghakhanian (arrived at 6:12 p.m.)
Steve Frintner
Charlene Tabet
Steve Ferguson (arrived at 6:04 p.m.)

STUDENT BOARD MEMBERS PRESENT:
Megan Rangel-Lynch, John Burroughs High School
Aleko Brice, Burbank High School
Ethion Flores, Monterey High School

Also present were Matt Hill, Superintendent; Sharon Cuseo, Assistant Superintendent, Instructional Services; David Jaynes, Assistant Superintendent, Administrative Services; Tom Kissinger, Assistant Superintendent, Educational Services; and Sarah Niemann, Assistant Superintendent, Human Resources.

1. CALL TO ORDER

The Closed Session was called to order at 6:01 p.m. by Board President Reynolds.

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications

There was no one present who wish to address the Board. The Board adjourned to Closed Session at 6:02 p.m.

2.b Staff Responses

2.c Board Members' Comments and Responses

3. CLOSED SESSION

3.a Conference With Labor Negotiator, Pursuant to Government Code §54957.6:
Agency Negotiator: Sarah Niemann
Employee Organization: California School Employees Association (CSEA) Chapter 674

3.b Conference With Labor Negotiator, Pursuant to Government Code §54957.6:
Agency Negotiator: Sarah Niemann
Employee Organization: Burbank Teachers Association (BTA)

3.c Public Employee Discipline/Dismissal/Release Pursuant to Government Code §54957

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

3.e Report on Findings by Administrative Hearing Panel Under Education Code Section 48900(a1)
The Board of Education met in closed session, pursuant to Education Code Section 48900(a2), 48915(a1) and 48915(b1&2), to consider the recommendation of the Administrative Hearing Panel for expulsion of Student 960032156, as presented in Confidential Exhibit 3e.

Confidential Exhibit (O.F. #27,346)

3.f 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 960030115

Confidential Exhibit (O.F. #27,347)

4. RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE

The Board reconvened in Public Session at 7:06 p.m. Assemblymember Laura Friedman, led the Pledge of Allegiance.

5. REPORTING ON CLOSED SESSION

President Reynolds reported that items 3a through 3f were for discussion only, with no action taken.

6. ADJUSTMENTS TO THE AGENDA

David Jaynes requested item 13h pulled from the agenda.

7. ITEMS FOR FUTURE AGENDAS

There were no items for future agendas.

President Reynolds announced the passing of Burbank High School Alumni and longtime former BUSD teacher, Robert William "Bill" North, who taught at John Muir Middle School and Burbank High School from 1960 to 1996 and expressed her condolences to his family and friends. She also announced that this evening’s meeting would be adjourned in his memory.

8. PRESENTATIONS

8.a Recognition of the Bret Harte Elementary School Spelling Bee Winners

Peter Knapik, Director, Elementary Education, facilitated the recognition and introduced the Bret Harte Elementary School Spelling Bee winners as well as the teachers and volunteers, who helped make this event successful for the students.

Peter Knapik introduced Elementary Principal Martha Walker who explained the Spelling Bee competition requirements and invited teacher and event organizer Darlene Crain to join her. She also thanked teacher Alicia Boylan who was in the audience. She then introduced the winners: first place,

Julienne Equila, third grade; second place, Jadyn Darroya, fifth grade; and third place, Hunter Fox, fourth grade. First Place winner Julienne Equila will participate in the upcoming Regional Spelling Bee competition with a chance to compete at the national level in Washington DC.

President Reynolds thanked Martha Walters for facilitating the recognition. She then congratulated the students for their accomplishments and for the opportunity to celebrate with them.

8.b Presentation of Donation from Burbank Kiwanis and Music Junction, Co-Sponsors of Burbank Singing Star

Sharon Cuseo, Assistant Superintendent, Instructional Services, introduced Burbank Kiwanis President, Luis Centeno and Charissa Wheeler, Owner, Music Junction, who will present the Board of Education with a donation in support of music education.

Kiwanis President Luis Centeno reported on the long-time partnership with the District and the sponsoring programs and contests offered to schools. A short video clip was viewed highlight the collaboration with the Music Junction and the Signing Star Competition. Charissa Wheeler, Music Junction owner and Kiwanis Member shared the Music Junctions' vision and the motivation for kids to self-express through singing, but most importantly for the opportunity to fund-raise to be able to donate to other projects. She then presented a donation check for $4,574 to support the District's music education program.

President Reynolds thanked the Kiwanis and the Music Junction for the partnership and support.

9. REPORTS FROM THE BOARD

9.a Student Representatives

Aleko Brice, BHS; Megan Rangel-Lynch, JBHS; and Ethion Flores, MHS; reported on activities at their respective schools.

Student Board Member Rangel-Lynch reported that Member Ferguson requested that she investigate the Mascot issue at John Burroughs High School and noted that her plan was to ask individual Native American representatives to answer student concerns via a video recording to have a better understanding of the situation by the end of March 2019.

Member Ferguson thanked Ms. Rangel-Lynch for providing a timeline, as he felt that it was an important discussion and wished her the best in the process.

10. REQUESTS TO ADDRESS THE BOARD

10.a Public Communications

State Assemblymember Laura Friedman was called to speak. Her goal was to provide a budget update as it was the topic of discussion in Sacramento and to hear District's concerns. She stated that education is her priority to be able to provide young people opportunities to succeed. She commended the District and the Burbank Teachers Association for working together for students. She then provided a brief budget overview and noted that the State had many other challenges such as poverty. The State is committed to trying to close the funding gap and felt that California should be much higher. She noted that Governor Newsom's increase in Proposition 98 would increase by almost $3 billion dollars. With the endorsement by Governor Newsom towards the LCFF, Burbank will receive approximately $1 million dollars to fund the COLA; however, long-range sustainability must be the focus. $3 billion was allocated in non-Prop 98 to help reduce long-term liability to help with the pension obligation and operating costs. She had a meeting with District and BTA staff and she will continue to listen and continue the conversation. Last

year, she was the co-author of an Assembly Bill (AB) - free community college for first year students, and was currently co-authoring an AB to continue free funding for second year students. Governor Newsom was also proposing $750 million in additional funding for facilities for all day kindergarten programs. In addition, he has prioritized early childhood education (0-5) as an investment to provide safe and quality child care throughout the State, which she felt was commendable. She thanked the Board and staff for the opportunity as she appreciated the partnership.

Member Ferguson thanked Assemblymember Friedman for meeting with staff and for her commitment to education. He noted that the 2/3 barrier with the LCFF was hurting the District. Assemblymember Friedman said that currently an AB was introduced to reduce the amount to 55%. If it passes, it would go into effect at the beginning of next year. She agreed that the State needed to consider non-volatile funding sources and that all stakeholders needed to come together to figure out additional revenue. He also asked how staff and the Board could help her to tell the District's story and to provide her with the necessary tool to represent the District. Assemblymember Friedman said that being in touch with her with specific budget asks, as communication was an important tool. She agreed to write a letter of support to inform the Governor about the District's needs. Member Ferguson then requested that Superintendent Hill provide information regarding the budget situation at Horace Mann.

Vice President Aghakhanian thanked Assemblymember Friedman and asked about the split roll initiative under Proposition 13 and asked about the factors involved. Assemblymember Friedman said that there is a qualified initiative in place for the commercial side not individual homes. The issue was how to generate revenue that seems fair to everybody. She hoped that the outcome is real and workable and that the majority of stakeholders can support it, as he felt that the state needed a non-volatile funding source.

Member Tabet thanked her for attending the meeting. She appreciated that the Governor allocated funds to offset the CalSTRS liability; however, she felt that it was more important to add additional funds now instead of the rainy day fund (Prop 98) which would be more beneficial to the District now. Assemblymember Friedman said that she would issue a letter to submit her request, as she was aware of the struggles in many school district. She was happy to see staff and BTA working together, which clearly showed collaboration towards having the best interest at heart.

Clerk Frintner also thanked Assemblymember Friedman for her comments and agreed with Member Tabet about funding set aside for the raining day should be allocated towards the pension liability. He was happy to hear that she was supportive and said that schools needed the help now. He was happy with some of the items proposed in the Governor's budget and noted that Burbank would not receive additional LCFF and the early childcare initiative funding. The District needs increased base funding to continue to provide for students. He then thanked her for her support.

President Reynolds thanked her for her valuable comments and agreed with the comments made by her colleagues. She also said that financial help is needed now.

David Jaynes was aware that a new bill had been introduced to increase the LCFF base and hoped that the new Governor is able to support the new Assembly Bill.

Nella Zadikian, parent and treasurer of the BHS Boys Basketball Boosters, was called to speak. She spoke against the disassociation of the Boys Basketball Boosters and stated that the Booster organization did not wish to be dissolved. She shared her concerns regarding the new coaching staff and accusations regarding funds. She reported her concerns to Principal Michael Bertrand and felt that her concerns were not taken seriously because she was not aware that an investigation had taken place and knew that the principal wanted to disassociate the Booster organization. She met with Sarah Niemann to discuss her concerns regarding the character of the coach. She then received an email from Jen Lurie questioning expenses and a reply from Principal Bertram asking that the Booster Club be dissolved, which she found disturbing. She was disappointed that the serious accusations made were not being addressed and asked that the Board take an opportunity to do the right thing and to conduct an investigation.

Marine Martikyan, parents and vice president of the Booster Club, was called to speak. She agreed with the previous speaker Nella Zadikian's comments and provided additional information. As the vice president, she said that she witnessed theft and false invoices. She was concerned about the program and the character of the coach. She had not received responses from staff she met with and was not aware that the principal has authority to dissolve the Booster Club. She asked that the Board not dissolve the Booster Club for the sake of students and the volunteers, as the students have not received any of funds raised. A suggestion was made to return the remaining $40,000 to the school and disagree that the fund should be returned and asked the Board to conduct an investigation.

Melineh Volpatto, Horace Mann Parent, was concerned about the combination of classes due to safety and about not having enough resources to be able to take care of children. She was also concerned regarding caregiver changes and asked that the Board consider looking into her concerns.

Michael Pearl, parent, Burbank High School, was called to speak. He was conflicted with some of the comments and accusations made by the previous speakers regarding the disassociation of the Boys Basketball Booster Club and the character of the coach, which he felt it was not appropriate due to the fact the coach was not present. He believed that there was an undercurrent and suggested that a meeting take place with Dr. Bertram and the coach. He felt that BHS was a close community as that parents volunteer for the best interest of the kids. He was disappointed that this issue had not been resolved at the school level and noted that the coach was passionate on the court and disagreed with the previous comments made.

Chandra Collins, Teacher and daughters Hailey and Riley, and friend, were called to speak. They support Autism Awareness Month and shared that in the United States one in every sixty-eight children are identified as having Autism Spectrum Disorder (ASD) and encouraged the audience to learn from each other and to accept differences.

Stephanie Brown, second grade teacher and parent, was called to speak. She spoke in support of Coach Earnest Baskerville, noting that the coach has been professional and role model for her son. He works hard to coach and works with families to make positive impact. She has witness the interaction with her son and other students and felt that all students will benefit from the coach under his guidance. She agreed with Mr. Peal regarding the undercurrent concern and she was in favor of doing anything possible to move forward for the benefit of the basketball team.

Nathan Dickens, Basketball Coach, was called to speak. He commented on the selection process when Coach Earnest Baskerville was selected, as he was part of the interviewing committee and noted that they felt that the coach was the best candidate for the position. He said that some people disagreed with the selection; however, everyone needed to move forward to support the best interest of the program. He felt that Coach Baskerville is an excellent coach. He noted on controversy regarding Booster Club Organizations throughout the state and suggested that staff access information to learn more about fundraising conflicts and how to manage the finances.

Dana Morris, Resident and David Starr Jordan Middle School Alumni, was called to speak. She thanked the Board and the Facility Naming Committee for serving the community; however she felt that the Committee had already made up their minds even before the topic was discussed, as she felt that the bias had “muddy the water” and questioned the process and the potential $75,000 to $100,000 cost to the District. She was outraged and disgusted by the movement to amend Burbank's unique cultural history waste time, energy, and money instead of better use toward educating the children and solving the real financial problems that the District is facing.

Paula Morris, former retired teacher, was called to speak. She felt that the name change restricted Burbank's history and all that is positive and negative. She felt that there were better ways to present current information as time change and felt that this would open a Pandora’s Box and said that the District need to be ready financially and to deal with the division that it creates. She and other retired teachers would be happy to teach Burbank’s history to students. She said that if the District wanted the Parcel Tax the District should not irritate the residents too much.

Diana Abasta, Teacher and BTA President, was called to speak. She commented on the meeting with Assemblymember Laura Friedman, which she felt was historical. Communication was vital and felt that an opportunity to build a bridge/coalition to understand and to try to find ways to break the obstacles for everyone. She thanked Chandra Collins and her family for their support for Autism Awareness. She read at Bret Harte and announced the upcoming Community-Read In event to take place on April 6, 2019, and shared some of her ideas. She hoped for an annual event each year.

10.b Staff Responses

Superintendent Hill thanked the speakers, but specially Chandra Collins and her family for advocating for autism and was excited for the upcoming celebration in April. He thanked Diana Abasta for her comments regarding the meeting with Assemblymember Friedman noting that she had not seen the collaboration between the Board, teachers, BTA, and staff to address the needs of students, which he felt provided a powerful impact and asked to continue to build on the conversation with other legislators. He addressed Melineh Volpatto concern about the consolidation of classes at Horace Mann and said that the change of caregivers will take place in July 2019, which is the time when children change classrooms. The consolidated classes will maintain the adult-to-children ratio to avoid overcrowding. He acknowledged the passion displayed by the speakers and said that he clearly saw the differences in opinion. Allegations about staff are not discussed in public; however, an investigation is currently taking place, as all allegations are taken seriously. The reason that the Boys Basketball Booster Club was being considered for disassociation was due to non-compliance: 1) failure to execute the 2018-2019 Affiliation Agreement with BSBA and payment of the affiliation fee, 2) failure to submit required compliance documentation, including Part I and Part 2 as required by the Affiliation Agreement to receive Board approval; and 3) failure to attend mandatory general and financial training meetings held in September 2018, as recommended by the principal and BSBA, which has nothing to do with personnel issues.

10.c Board Members' Comments and Responses

Member Tabet thanked all the speakers and Superintendent Hill for the clarification regarding the Boys Basketball Boosters because the Board's role was to set policy and oversee the budget but not to hire or fire staff or conduct individual investigations. She thanked Chandra Collins and her daughters for doing a wonderful job to see human beings as they are. She read at the Community Read-In at McKinley and had a great time. She noted that during the meetings the Committee was adamant about using District funds for items that are currently budgeted and that the remaining charges be supplemented through fundraising to cover the remaining costs, not at once, but through several years. She thanked Laura Friedman for her comments and reported that she attend the recent Show Choir performances and wished them good luck at upcoming competitions. She also thanked the Student Board Members, band, cheer students, Board, staff, BEF, and community members for their support with the recent State of the Schools event and encouraged donations through the BEF to continue to provide quality programs.

Member Ferguson noted that he would comment during discussion of the disassociation of the Boys Basketball Booster and the renaming of David Starr Jordan MS later in the agenda, as he had heard different perspectives. He thanked Chandra Collins and her family for their support and for the reminder about these special students. He thanked the teachers for speaking with Laura Friedman, which he believe that it was an effective meeting and appreciated the commitment to work with the District. He suggested that priority issues be identified to continue the conversation around contributions to CalPERS and CalSTRS and the concern about decreasing state revenue levels, which may cause a recession and suggested to continue to work collaboratively with District teachers and he was looking forward to the conversation. He thanked Alisa Sabshin and the PTSA for coordinating the film screening *Angst* event, which highlighted the struggles with anxiety students are currently facing. He was concerned and noted that this was one of the topics that the District needed to focus on. He and Vice President Aghakhanian attended the Diversity Committee meeting and said that they were looking at Ethnic programs and state legislation and ways to facilitate diversity issues and concerns that are real. He felt that this would be a practical way to address the community and to be as inclusive as possible.

Clerk Frintner appreciated the opinions and passion expressed by all the speakers. He thanked Chandra Collins and her daughters for sharing their experiences, as this was an important topic. He thanked Diana Abasta and said that he was looking forward to the Community Read-In and thanked her and the teachers for meeting with Assemblymember Laura Friedman and said that their efforts were appreciated. He noted that the Board takes allegations seriously and that he would comment when the agenda items was discussed and said that he appreciated volunteers and encouraged them not to lose their passion and to continue to volunteer, as it was vital to the success of the District. He also said that he would comment further on the Facility Naming Committee for Jordan MS; however, he addressed the question regarding the integrity of the committee and briefly reviewed the process leading to the recommendation, which he felt was fair and reasonable, as Board Policy was followed. He participated in the Community Read-In at McKinley and thanked Principal Costella and her staff for the invitation. He attended the State of the Schools event and thanked all the volunteers, the Burbank Educational Foundation, and specially Member Tabet for her contributions. He also commented on the recent tragic shooting of a former JBHS student and noted that gun violence continues to affect communities and that more needed to be done to address the issue.

Vice President Aghakhanian thanked all the speakers and Chandra Collins and the students for supporting Autism awareness. He read at the Community Read-In at Miller and Edison. He attended the NAF Academy meeting at Burbank High School and invited the audience to attend the showcase. He spoke with the JSA at JHBS about the upcoming elections and attended the WASC visit at Burbank High School. He attended the multi-cultural celebration at Emerson Elementary School and thanked Principal Kaitz and parent Julie Chow for coordinating the multi-cultural event. He thanked Diana Abasta, Superintendent Hill, and the other participants for collaborating to talk about the future of children and noted that the conversation needs to continue on a regular basis.

President Reynolds thanked Assemblymember Laura Friedman, Superintendent Hill and Diana Abasta for her participation as it was important to continue the conversations. She would comment on the Boys Basketball Booster and the Facility Naming Committee report later on the agenda. She was looking forward to the upcoming Community Read-In event. She agreed with Member Ferguson regarding the *Angst* screaming event at Luther MS and announced an upcoming Social Media event in an effort to provided parent education. She congratulated Suzanne Weerts for the recent Diversity of Connections in an Urban Jungle to benefit the FSA and invited the audience to participate in the future. She then announced the upcoming EdWalk and the Relay for Life event.

Student Board Member Brice commented on multi-cultural celebrations and hoped that the District would offer AP World History to be able to understand diversity in the classroom. He asked if the Advanced Placement test would be reduced to $5.00 as in the past. Superintendent Hill said that the tests would be reduced to $5.00 for qualifying students through a college grant. He was not aware about the invoice situation for the Boys Basketball Booster and shared that he did not feel confident during voting and suggested that an explanation be provided for each request. Member Ferguson clarified that he was dealing with funds pertaining to ASB not Booster Clubs and suggested that the Finance Clerks work with Student Board Member Brice to explain the process. Student Board Member Brice also noted that he first learned about the financial crisis the District was facing at the State of the School event and said that he and Student Board Member Rangel-Lynch had a conversation with Superintendent Hill and asked if a meeting had been scheduled. Superintendent Hill said Megan had shared her thoughts with him and that he would schedule a visit with him at Burbank High School.

President Reynolds thanked Chandra Collins and her family and agreed that this item be highlighted annually and ***moved to item 13b.***

11. REPORTS TO THE BOARD

11.a Superintendent's Comments

Superintendent Hill announced the upcoming open house events at all schools and the Special Board meeting on March 14 at 8:00 p.m. to review the second Interim Budget and reminded the audience that tickets were still available for the upcoming Music is Instrumental Event.

11.b Report on School Facility Naming Committee for David Starr Jordan Middle School

John Paramo, Director of Secondary Education, reported on the School Facility Naming Committee for David Starr Jordan Middle School, as presented.

Jordan_School_Naming_Committee.pdf (O.F. #27,348)

John Paramo provided an up-to-date report on the work of the Committee. A formal request was made by a community member to rename David Starr Jordan Middle School because of namesake's support of eugenics. Board Policy 7310 was followed requiring community participation. The Board of Education solicited candidates and at a public meeting the members of the Facility Naming Committee was formed which included the Director of Secondary Education, the Jordan principal, a teacher, a student, and three community members. The first meeting took place on December 13, 2018 to allow public comment and discussion. At the end of the meeting, the director and the principal were tasked with working with the District's Facilities staff to determine the cost to rename the school; a committee member was tasked to do more in-depth research on David Starr Jordan, and that another meeting take place to allow further public comment and discussion. The Committee met on January 23, 2019, where the Committee heard several hours of testimony by parents, alumni, grandparents, and young adults. At the end of the meeting it was determined that another meeting be schedule to take a formal vote and to move to the next step of the process. At the last meeting on February 19, 2019, the Committee met to take a formal vote. Two members were absent and eight members were present. After much discussion, the eight present members unanimously voted to rename David Starr Jordan Middle School. Therefore, as a member of the Committee, Dr. Paramo recommended that the Board of Education vote to rename David Starr Jordan Middle School at an upcoming Board of Education meeting.

Clerk Frintner thanked John Paramo for his thorough report and Jordan principal Jennifer Meglemre, the Committee for their service and for the commitment to do more research on David Starr Jordan to understand his character. He felt that he and the Committee attended the meetings with an open mind, respectful of opinions, a lot of passion was displayed and great points were shared. He felt that the process was fair; as they heard passionate pros and cons testimony, and that, the committee had been selected from those candidates that elected to apply. The Committee tried to set aside their own opinions and instead listened to the comments. As a member of the Committee, he supported the decision of possibly renaming the school.

Member Tabet agreed with Clerk Frintner's comments and said that the last meetings were well attended and both the speakers and the Committee were passionate about the topic unlike the first meeting where the community was not aware that it was an open meeting. She attended the first meeting feeling partial about the issue, as she felt that she did not see the need to change the name of the school; however, after hearing passionate testimony it was easier for her to vote yes. It was not an easy Committee. Now the next steps will be a challenge and asked if another Committee would be formed or the same Committee will remain for the selection of the new school name.

Clerk Frintner explained that per Board Policy if the Board votes to rescind the school name the Facility Naming Advisory Committee should reconvene to review submissions to rename and to submit recommendations to the Board.

Dr. Paramo reported that he received Facebook postings from community members. Those postings were send to the Committee members only to understand the topic and to hear the voices of the community prior to the January 2019 meeting.

President Reynolds asked about the cost. Dr. Paramo explained that the cost has been hard to estimate because of different factors such as the not knowing the new name to get an estimate for the marquee and

the best approximate estimate was $75,000 to $100,000. Member Tabet noted that the marquee had been donated by ASB; however, other tangible items, such as school uniforms that are ordered each year, with the cost being a several year's process. The sticker on the gym floor would be one of the most expensive projects to complete.

Member Ferguson said that based on the report that this is a divisive topic for the community and that a broader conversation needed to take place. He suggested a delayed rollout for the 2019-2020 school year to assist staff in making possible changes. Based on the discussions and the Committee recommendations, the process should continue to decide whether a name change would take place. He also requested that multiple names be submitted for consideration by the Committee and to bring this item back for a formal decision.

Vice President Aghakhanian asked about the representation of the Committee. He also asked if feedback from the school such as the PTA and staff had been received.

Principal Jennifer Meglemre reported that she tried to do outreach to find a current parent and student to serve on the Committee; however she was surprised to learn that most of the comments made at the meeting were from incoming parents whose students are in elementary school. After hearing the testimony, it was hard for her not to feel what the speakers were feeling and that Jordan's ASB agree that the name must be changed. She commented that there seems to be a racial and economic divide undercurrent within the Jordan community, which has been her focus since becoming Jordan's principal. After hearing public comment, she agrees with her students that the name needs to be changed.

Member Ferguson asked for a hard list of the cost estimate. Dr. Paramo said that the list was ready; however, the actual costs were not listed. He also asked if the Board were to approve the renaming of the school, how long it would take to make the changes. Principal Meglemre noted that she estimated approximately a year to remove the school name from items such as, PE clothes, reminder binders, as these are consumable items ordered each year. Once the decision is made, the marquee needs to be done, the name of the school, and the gym floor, and few murals and hope that the changes are made to the visual items as soon as possible.

Member Ferguson's concern is the funding and wished to identify the funding as soon as possible.

President Reynolds suggested that the next steps take place including the Public Hearing and thanked the Committee for their efforts.

11.c First Reading of Proposed Revision of Selected Board Policies and Administrative Regulation

Matt Hill, Superintendent, facilitated the Board's first reading of the proposed revision of selected Board Policies and Administrative Regulations from the California School Boards Association (CSBA) - Governance and Management Using Technology (GAMUT), as presented.

Policy Updates_December 2018_1st Read_030719.pdf (O.F. #27,349)

Superintendent Hill reported that this is the first reading of the December 2018 Board Policies updates send to the District by CSBA, which included new legislation and noted that the updates had been reviewed by the assigned subcommittees prior to tonight's presentation.

11.d Announcement of the Expiration of Terms of Office on the School Facilities Oversight Committee (SFOC)

Matt Hill, Superintendent, reported on the status of the membership of the School Facilities Oversight Committee, seeking guidance from the Board of Education with regard to the number of committee members the Board wishes to maintain on the SFOC,

and seeking input as to how they wish to approach replacing those members whose third terms will be expiring this year and next, as presented.

Announcement of Expiration of Terms_SFOC_030719.pdf (O.F. #27,350)

Superintendent Hill reported on the status of the membership of the School Facilities Oversight Committee (SFOC) and noted that the Bond Measure S committee requirement now falls under Proposition 39. In May 2019, four member terms will expire and five additional members will expire on May 30, 2020. He wished to begin the process to try to fill these positions as soon as possible. Michael Moynahan will be completing his third term and he will "term out" on May 30, 2019. In May of 2020, the third terms of Walter Brennan, David Carletta, Greg Jackson, Debbie Kukta, and Barbara Miller will expire. The Committee shall consist of at least (7) members; however the Board of Education and current SFOC members prefer a nine (9) member committee. The members serve for a term of two (2) years and no more than three (3) consecutive terms. A discussion had taken place at the recent SFOC meeting and the goal was to continue the membership of nine (9) members. He encouraged the community to join this amazing committee.

Member Ferguson asked if committee term-out members were allowed to step-down for a year to be able to continue to serve. Superintendent Hill said that according to the Bylaws it could not be consecutive terms. Member Ferguson suggested that current members step-down as an option to be able to continue the history of the SFOC. The membership of the Committee form seven (state law) to nine was a preference by the Board and the SFOC.

Clerk Frintner asked if someone steps down could they be alternates. His concern is losing the institutional knowledge. Superintendent Hill explained that the expiring members would become ex-officio members, not alternates.

Member Tabet felt that the consistency of the current members was important. Member Ferguson's concern was not this year, but next year when we have five members terming out.

All Board members agreed that advertisement takes place as soon as possible to be able to recruit enough candidates and to present them to the Board for approval.

President Reynolds clarified that only one member would be replaced this year and five next year.

11.e Report on Facilities and Technology Projects

David Jaynes, Assistant Superintendent, Administrative Services, reported on Facilities and Technology Projects, as listed on the Consent Agenda, as presented.

Facilities and Technology PP 030719.pdf (O.F. #27,351)

David Jaynes reported on current Facilities and Technology projects by location, project, vendor, and the cost for each project.

Clerk Frintner added that after the modernization meeting at Walt Disney Elementary School, Facilities Director Larry Cross was meeting with the architects to obtain status updates about the design. The modular unit for Silver Creek was also in question because of the modifications made to the pre-approved designs due to a State code change, which will increase the cost of the project.

12. PUBLIC HEARING

12.a Public Hearing of the District’s Initial Proposal for the 2019 - 2020 Amendment to the Current Collective Bargaining Agreement with the California School Employees Association (CSEA), Chapter 674

The Board of Education will hold a public hearing to allow public comment regarding the 2019-2020 Initial Bargaining proposal to the California School Employees Association, Chapter 674, as presented.

CSEA Public Hearing.pdf (O.F. #27,352)

The Public Hearing opened at 10:09 p.m. There was no one present who wished to address the Board. The Public Hearing closed at 10:10 p.m.

President Reynolds moved to item 13b.

13. NEW AND/OR UNFINISHED BUSINESS

13.a Second Reading and Acceptance of the District's 2019 - 2020 Initial Bargaining Proposal with the California School Employees Association (CSEA), Chapter 674

That the Board of Education accept the District's 2019 – 2020 Initial Bargaining proposal with the California School Employees Association, Chapter 674, as presented.

Reopeners - District.pdf (O.F. #27,353)

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

President Reynolds moved to item 13f.

13.b Adoption of Resolution 21 Proclaiming April, 2019 as Autism Awareness Month

That the Board of Education adopt Resolution 21 proclaiming the month of April, 2019 as Autism Awareness Month, as presented.

Autism Awareness Month April 2019.pdf (O.F. #27,354)

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

President Reynolds declared a recess at 9:20 p.m. The meeting reconvened at 9:27 p.m.

President Reynolds moved to item 11a.

13.c Adoption of Resolution 22 Proclaiming April 2019 as the Burbank Unified School District's Genocide Remembrance Month

That the Board of Education adopt Resolution 22 Proclaiming April 2019 as the Burbank Unified School District's Genocide Remembrance Month, as presented.

Resolution 22_April 2019 Genocide Remembrance Month_030719.pdf (O.F. #27,355)

It was moved by Armond Aghakhanian, and seconded by Steve Ferguson, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

Vice President Aghakhanian thanked the Board for their support. He was proud the District recognized this event, as other districts do not.

13.d Approval of Agreement with Burbank Community YMCA for Learn, Grow, Thrive Program, Summer 2019

That the Board of Education approve the Agreement between the Burbank Unified School District and Burbank Community YMCA, to provide services for the 2019 Elementary Summer Program, not to exceed $125,000 from Title I ($25,000 - 01.0-30100.0-11100-10012-5810-5480000; $81,250 - 01.0-30100.0-11100-10012-5110-5480000, fiscal year 2018-2019; $18,750 - 01.0-30100.0-11100-10012-5110-5480000, fiscal year 2019-2020) effective March 8, 2019 through July 31, 2019, and that authority to sign this agreement be exercised pursuant to BUSD-AR 3314, as presented.

Summer 2019 YMCA.pdf (O.F. #27,356)

Peter Knapik provided the logistics of the program taking place at Emerson Elementary School for grades Kindergarten through 5. The program will serve low income pupils, English learners, foster youth, and redesignated fluent English proficient students including students eligible for Title I alternative support services.

It was moved by Steve Ferguson, and seconded by Charlene Tabet, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

13.e Approval of Fee Increase for Continuing and Newly Enrolled Children at the Horace Mann Children's Center and the Monterey Child Care Program

That the Board of Education approve 1) a 10% fee increase for continuing children, 2) set rates at market rate for newly enrolled children at the Horace Mann Children's Center and the Monterey Child Care Program and 3) an annual waitlist fee of $100 per family with either program, effective July 1, 2019, as presented.

Child Development Fee Increase 3 7 19.pdf (O.F. #27,357)

Member Ferguson felt that that after several study sessions on this topic, the increase was necessary to keep the program open.

President Reynolds thanked the parents who spoke and other parents who worked with staff to try to do the best to save the program as she felt that it was necessary for the community.

Vice President Aghakhanian asked if a similar program like Horace Mann was offered at other districts. Superintendent Hill said that this was the only program in California that he knew about.

Superintendent Hill thanked the parents and the staff for working together to find a way to keep the Center open. This was a unique program; however, it was not a requirement. In addition, the District does not receive funding from the State. The Center operates on parent service fees.

President Reynolds thanked parent Gregory Madore for working with other parents to find possible solutions to be able to keep the Center open.

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

13.f Approval of Disassociation of the Burbank High School Boys Basketball Boosters

That the Board of Education approve the disassociation of the Burbank High School Basketball Booster Association, effective March 8, 2019, as presented.

Disassociation_of_BHS_Basketball_Boosters.pdf (O.F. #27,358)

John Paramo presented his recommendation for the Boys Basketball Booster, which operates under the umbrella of the Burbank Schools Boosters Association (BSBA). The recommendation was made by Principal Michel Bertram for failure to comply with AR 1230 after several attempts and the BSBA after being informed trough a written notice that by the BHS Boys Basketball Boosters wished to disassociate and freeze all existing accounts. BSBA then recommended the disassociation on the basis of non-compliance: 1) failure to execute the 2018-2019 Affiliation Agreement with BSBA and payment of the affiliation fee; 2) failure to submit compliance documentation including Part I and part 2, as required under the provisions of the 2018-2019 Affiliation Agreement in order to receive Board approval; and 2) failure to attend mandatory general and financial training in September 2018.

Member Ferguson felt that the staff reports and the information received from the BSBA were comprehensive and he supported the decision.

President Reynolds provided historical information regarding the process and said that the oversight was to protect the parents. Boosters are raising funds and are subject to liability for the association. The BSBA and volunteers stepped up to provide training to not risk-the tax status and to ensure that the legal requirements are followed.

Member Tabet noted that due to the training provided by the BSBA everyone now has a more clear understanding of the expectations. She felt that the BSBA has done an outstanding job and when an organization does not follow through with the rules, they have done a lot of work to get to this point.

Vice President Aghakhanian asked for clarification regarding the handling of the finances. Clerk Frintner explained that the role of the BSBA was to provide training and to ensure that organizations follow the guidelines, which is essential for the success of the program.

President Reynolds reiterated that the passion of working with the schools was important. This was not a judgement or reflection on the passion, but simply not having to watch organizations put themselves at risk.

Member Tabet said that this was an opportunity to work with the ASB to disburse the money, as the funds belongs to the program and needs to stay in the program.
It was moved by Steve Ferguson, and seconded by Charlene Tabet, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

President Reynolds moved to item 13a.

13.g Approval of Revised Resolution 20 for Reduction or Discontinuance of Particular Kinds of Service

That the Board of Education approve the revised Resolution 20 for Reductions or Discontinuance of Particular Kinds of Service, as presented.

Resolution 20 Revision to PKS.pdf (O.F. #27,359)

President Reynolds said that she was happy to see the amended resolution and that the resolution had to be presented.

Sarah Niemann reported that due to the recent generous donation by the Burbank Educational Foundation, the District was able to revise the resolution and to bring back another music teacher from 7.4 FTE to 6.4 FTE. She noted that fundraising continues and due to statutory deadlines, the District needed to proceed with notices to employees. It was good news because it was less, but acknowledged that people are still being affected.

It was moved by Steve Frintner, and seconded by Charlene Tabet, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

13.h Approval to Fill the Tier 2 Vacant Classified, Certificated and Management Positions (Tentative Item Pending New Vacancies) - **PULLED**

Sarah Niemann, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve to fill the listed Tier 2 vacant Classified, Certificated and Management positions, effective March 8, 2019, as presented.

PULLED - Tier 2 Vacancies.pdf

13.i Approval of New Job Description for Project Manager and Posting the Newly Established Position

That the Board of Education approve the new job description for Project Manager and posting the newly established position, as presented.

Job Description - Project Manager.pdf (O.F. #27,361)

The new position of the Project Manager will be reinstated to provide support to the District and school sites with duties pertaining to bond related projects. This position will ensure coordination of facility improvements, architectural design, and construction activities currently provided by an outside consultant.

Member Tabet questioned if this was a temporary position through the end of the bond projects. Superintendent Hill added that the significant cost savings to the bond fund was approximately $200,000.

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

13.j Approval of Memorandum of Understanding between Glendale Unified School District and the Burbank Unified School District for Respective Induction Programs

That the Board of Education approve the Memorandum of Understanding (MOU) between the Glendale Unified School District and the Burbank Unified School District, not to exceed $2,200 per participating teacher, effective March 8, 2019, and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314, as presented.

Amended MOU Glendale USD and BUSD 3-7-2019.pdf (O.F. #27,362)

Sharon Cuseo reported that currently the District offered an Induction Program for new teachers to clear their credentials, which requires an evaluation plan or the District would be forced to close the program. She noted that the program was not closing; it was the timing of the evaluation, which requires this item now. The MOU will provide Burbank and Glendale second-year teachers an option to complete the Induction Program and clear their credentials if either programs is forced to dissolve. The District will still be responsible for assuming the responsibility for the associated costs, which includes the cost for the

substitute teacher and the cost of the supporter provider stipend, dependent on the number of teachers. The cost for 2019 is approximately $2,200.

Member Tabet asked for the number of participating teachers and if other options were available. Ms. Cuseo said that it was an investment because it attracts teachers. Member Tabet said that it was free for the teachers but not the District. Ms. Cuseo fully supported the program because not only helped the teachers clear their credential, but also supported the District with the instruction and the quality of programs.

Member Ferguson supported this program and he would support a similar program for special education teachers because the District cannot keep up with compensation costs. Superintendent Hill reported that recently the District received a Special Education grant for an induction program.

President Reynolds agreed with Ms. Cuseo on the importance of the program to be able to employ the best quality teachers.

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as ***amended***. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

13.k 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_030719 Amended.pdf (O.F. #27,363)

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

14. CONSENT AGENDA

It was moved by Armond Aghakhanian, and seconded by Steve Ferguson, that the Board of Education approve the items ***14a through 14x, except item 14d, which was voted separately***. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

14.a Action on Student Expulsions

The Board of Education took action in public session pursuant to Education Code Section 48900 (a2), 48915(a1), and 48915(b1&2) on the expulsion recommendation by the Administrative Hearing Panel for Student 960032156, as presented in Confidential Exhibit 3e.

Confidential Exhibit (O.F. #27,346)

14.b Approval of Minutes

That the Board of Education approve the minutes of the Regular Meeting of February 7, 2019, as presented.

Minutes.02.07.19.pdf (O.F. #27,364)

14.c Approval of Minutes

That the Board of Education approve the minutes of the Special Meeting of February 12, 2019, as presented.

Minutes.02.12.19.SP.pdf (O.F. #27,365)

14.d Approval of Personnel Report Number 18-19-14

That the Board of Education approve Personnel Report number 18-19-14, covering Certificated and Classified personnel, and consisting of Pages 1 to 7 inclusive, as presented.

Amended Personnel Report.pdf (O.F. #27,366)

It was moved by Steve Ferguson, and seconded by Armond Aghakhanian, that the Board of Education approve the item as ***amended***. The motion carried unanimously with the following roll-call vote: AYES - Reynolds, Frintner, Aghakhanian, Tabet, and Ferguson.

14.e 2018-2019 Purchase Order Report

That the Board of Education approve Purchase Orders for 2018-2019 as listed through February 4, 2019, as presented.

2018-2019 Purchase Order Report.pdf (O.F. #27,367)

14.f Approval of Warrants

That the Board of Education approve payroll warrants in the total amount of $9,632,058.81 and commercial warrants in the total amount of $3,005,448.46, as presented.

Warrants.pdf (O.F. #27,368)

14.g 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.

Consultant Report 3.7.19.pdf (O.F. #27,369)

14.h Authorization to Issue Replacement Checks for Stale-Dated Warrants

That the Board of Education approve the reissuance and replace the warrant in the amount of $3,055.12, as presented.

Authorization to Reissue Stale-Dated Warrant.pdf (O.F. #27,370)

14.i Approval of Agreement for Professional Services (Special Education)

That the Board of Education approve an agreement between the Burbank Unified School District and Carren J. Stika, Ph.D., to provide a Psychological-Educational Independent Evaluation (IEE) and attend an IEP meeting for Special Education Student 160003888, not to exceed $7,000 (01.0-65000.0-57700-11900-5850-7440000), effective March 8,

2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 160003888_Carren Stika, Ph.D._IEE.pdf (O.F. #27,371)

14.j Approval of Agreement for Professional Services (Special Education)

That the Board of Education approve an agreement between the Burbank Unified School District and Karen L. Epport, Ph.D., to provide a Psychological-Educational Independent Evaluation (IEE) and attend an IEP meeting for Special Education Student 960025867, not to exceed $5,500 (01.0-65000.0-57700-11900-5850-7440000), effective March 8, 2019 through May 23, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960001685_Karen L. Epport, Ph.D._IEE.pdf (O.F. #27,372)

14.k Approval of Agreement for Professional Services (Special Education)

That the Board of Education approve an Independent Speech and Language Evaluation (IEE) agreement between the Burbank Unified School District and N. Alissa McFall, MS, CCC-SLP, CEO, to provide an Independent Speech and Language Evaluation (IEE) and attend an IEP meeting for Special Education Student 160003888, not to exceed $3,000 (01.0-65000.0-57700-11901-5850-7440000), effective March 8, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student160003888_McFall_Speech and Language IEE.pdf (O.F. #27,373)

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

That the Board of Education approve an Independent Speech and Language Evaluation (IEE) agreement between the Burbank Unified School District and Susan G. Holland, Ph.D., to provide an Independent Speech and Language Evaluation (IEE) and attend an IEP meeting for Special Education Student 960013446, not to exceed $2,200 (01.0-65000.0-57700-11901-5850-7440000), effective March 8, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960013446_Susan Holland_IEE.pdf (O.F. #27,374)

14.m Approval of Release of Teachers on Temporary Contract

That the Board of Education approve the release of all teachers on temporary contract prior to the end of the 2018-2019 school year, as presented.

Temp Release.pdf (O.F. #27,375)

14.n Acceptance of Notice of Completion, Scorpio Enterprises, dba Airemasters Air Conditioning, Bid 1718-057, Makerspace Conversion, Jordan Middle School, John Burroughs High School and Burbank High School (Career Technical Education Incentive Grant and Growth Fund)

That the Board of Education accept a notice of completion, Scorpio Enterprises, dba Airemasters Air Conditioning, Bid 1718-057, Makerspace Conversion, Jordan Middle School, John Burroughs High School and Burbank High School, not to exceed $831,181.31: $181,182.00 (25.0-00000.0-00000-85000-6230-4310000) Growth Fund,

$649,999.31 (01.0-63870.0-38000-85000-6230-7429000) Career Technical Education Incentive Grant), as presented.

NOC Airemasters.pdf (O.F. #27,376)

14.o Approval Award of Contract, Intercom Clock and Signal Service, Bid 1516-059, 2016 Low Voltage Unit Price Bid for Public Works Contracts, Bogen Emergency Paging System, Thomas Edison Elementary School (Bond Fund)

That the Board of Education approve an award of contract between Burbank Unified School District and Intercom Clock and Signal Service, for installation of a Bogen Emergency Paging System, Thomas Edison Elementary School, Bid 1516-059, 2016 Low Voltage Unit Price Bidding for Public Works Contracts, effective February 8, 2019 through February 8, 2020, not to exceed $96,935.36 (21.3-00000-0-91010-85000-6230-202-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

AOC_ Intercom Clock and Signal Services_ Bogen_ Edison.pdf (O.F. #27,377)

14.p Approval of Award of Contract, Play Power, LT Farmington Inc., National Joint Power Alliance (NJPA) Piggyback Contract 022113-LTS, Procurement and Installation of Playground Equipment, Bret Harte Elementary School (Bond Fund)

That the Board of Education approve an award of contract, National Joint Powers Alliance (NJPA) Contract #022113-LTS, between Burbank Unified School District and Play Power LT Farmington, Inc., for the procurement and installation of playground equipment for Bret Harte Elementary School, effective March 8, 2019 through March 9, 2020, not to exceed $21,856.98 (21.3-00000-0-91006-85000-6410-205-0000) Bond Fund, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

AOC_ PlayPower_ Equipment_Install_ Harte.pdf (O.F. #27,378)

14.q Approval of Professional Services Agreement, Design Services, Silver Creek Industries, New Modular Classrooms, Walt Disney Elementary School (Bond Fund)

That the Board of Education approve an agreement between Burbank Unified School District and Silver Creek Industries, Inc., pursuant to the proposal dated February 18, 2019, to provide architectural design of new Modular Classrooms at Walt Disney Elementary School, effective March 8, 2019 through March 8, 2020, not to exceed $41,828 (21.3-00000-0-91006-85000-6205-201-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented

PSA, Design_ Silver Creek Industries_ Modular Building_ Disney.pdf (O.F. #27,379)

14.r Ratification of Additive Change Order No.2, PMC Concrete, Phase II, Bid 1617-051, 1617-052 and 1617-053, Bid Package 2, Building and Site Concrete, Bret Harte Elementary School Modular Classrooms (Bond Fund)

That the Board of Education ratify change order No. 2 between Burbank Unified School District and PMC Concrete, for additional labor and materials, Bret Harte Elementary School, not to exceed $29,908 PO 19002059 (213-00000-0-91008-85000-6230-205-0000) Bond Fund, effective February 4, 2019 through February 4, 2020, and that authority to sign the agreement be exercised pursuant to BUSD-AR3314, as presented.

Ratification_ Add CO 2_PMC_ Harte.pdf (O.F. #27,380)

14.s Ratification of Additive Change Order No. 2, Silver Creek Industries, Inc., Chula Vista Unified School District Piggy-Back Bid 14/15-3, Construction of Modular Buildings, Robert Louis Stevenson Elementary School (Bond Fund)

That the Board of Education ratify additive change order No.2 between Burbank Unified School District and Silver Creek Industries Inc., effective January 12, 2019, through January 12, 2020, not to exceed $105,319.56 PO 18001120 (210-00000-0-91008-85000-6230-215-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

Ratification _CO 2_ Silver Creek_ Stevenson.pdf (O.F. #27,381)

14.t Ratification of Deductive Change Order, CUPCCAA Bid 1718-079, Pierre Landscape, Landscape Irrigation Improvements, Bret Harte Elementary School (Routine Maintenance)

That the Board of Education ratify a deductive change order between Burbank Unified School District and Pierre Landscape, for the reduction of scope for the Landscape Irrigation Improvements at Bret Harte Elementary School, effective April 18, 2018 through February 14, 2019, not to exceed $112,525 (01.0-81500.0-00000-85000-6170-7523500) Routine Maintenance, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

Ratif. Ded. CO1_Pierre_Harte_Rout. Maint..pdf (O.F. #27,382)

14.u Ratification of Award of Contract, Intercom Clock & Signal Service (ICS), District Wide Cellular Monitoring Services, Various Sites (General Fund)

That the Board of Education ratify an agreement between Burbank Unified School District and Intercom Clock & Signal Service (ICS) for cellular service monitoring for the District-Wide fire alarm phone system, effective March 1, 2019 through June 30, 2020, not to exceed $1,989.60 (01.0-00100.0-00000-83000-5850-752-1000) General Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

Ratif. AOC_ ICS_Various Sites_General Fund.pdf (O.F. #27,383)

14.v Acceptance of Notice of Completion, Universal Asphalt, Bid 1314-032, 2013 Asphalt Unit Price Bidding for Public Works Contracts, Asphalt Installation, Courtyard Area, Community Day School (Restricted Routine Maintenance)

That the Board of Education accept the following project as completed: asphalt installation at the courtyard area, Community Day School, not to exceed $19,252.40 (01.0-81500.0-00000-85000-6170-7523500) Restricted Routine Maintenance, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

NOC_Universal Asphalt_CDS_Routine Maint..pdf (O.F. #27,384)

14.w Approval of Award of Contract to Dimension Data for E-Rate Data Cabling and Network Electronics, District-wide (Bond Funds)

That the Board of Education award a construction contract to Dimension Data utilizing Bid 1819-050, 2019 E-Rate Technology Infrastructure Unit Price Bid, for E-Rate Data Cabling and Network Electronics, District-wide, not to exceed $370,463.74 (21.3-00000.0-93000-85000-6249-7730000) (Bond Funds), effective March 8, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

AOC_Dimension Data_ ERate Data Cabling and Network_030719.pdf (O.F. #27,385)

14.x Action on Final Settlement Agreement (Special Education)

That the Board of Education approve Final Settlement Agreement for Special Education Student 960030115, not to exceed $5,750 (01.0-65000.0-50010-36000-5813-7440000), effective March 8, 2019 through May 24, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960030115_Settlement Agreement.pdf Confidential Exhibit (O.F. #27,347)

15. REQUESTS TO ADDRESS THE BOARD

15.a Public Communications

Greg Madore, Horace Mann Parent, was called to speak. The vote tonight was a positive vote; however it was also painful, but necessary. No one wants to see teachers dismiss or programs cut. He thanked Superintendent Hill and Dr. Kissinger and asked on behalf of the parents dealing with the financial burden to be as forthcoming as possible when financial shortfalls are taking place that parents are informed to avoid similar problems.

15.b Staff Responses

Superintendent Hill thanked Greg Madore for his comments and suggested that future study sessions are held at Horace Mann to make it easier for parents to attend. He felt that the recommendations moving forward would show the cost of living increases to be anticipated by families. The conclusion is that new families will get to the market place and compare the rates and existing families will see the 10 % increase. It was a challenging situation and echoed Greg Madore's comment that we do not take this lightly as it was a large impact to parents and staff, who are trying to run the program.

15.c Board Members' Comments and Responses

President Reynolds thanked him for his comments and said that staff will try to keep parents informed.

Other Board Members did not comment at this time.

16. RECONVENE IN PUBLIC SESSION AND ADJOURNMENT

The meeting adjourned at 10:50 p.m. in memory of former teacher Ralph William "Bill" North.

MINUTES APPROVED:

_____
MATTHEW HILL, SUPERINTENDENT
SECRETARY OF THE BOARD

4/4/2019
_____
DATE

_____
STEVE FRINTNER, CLERK

UNADOPTED MINUTES OF THE BOARD OF EDUCATION
BURBANK UNIFIED SCHOOL DISTRICT

March 14, 2019

District Office Board Room
1900 W. Olive Avenue
Burbank, California

MEMBERS PRESENT:
Roberta Reynolds
Armond Aghakhanian (arrived at 8:03 p.m.)
Steve Frintner
Charlene Tabet

MEMBERS PRESENT:
Steve Ferguson

Also present were Matt Hill, Superintendent; Sharon Cuseo, Assistant Superintendent, Instructional Services; David Jaynes, Assistant Superintendent, Administrative Services; and Tom Kissinger, Assistant Superintendent, Educational Services.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called to order at 8:00 p.m. by Board President Reynolds. John Paramo, Director of Secondary Education, led the Pledge of Allegiance.

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications

There was no one present who wished to address the Board.

2.b Staff Responses – There were no staff responses.

2.c Board Members' Comments and Responses – There were no Board responses.

3. NEW AND/OR UNFINISHED BUSINESS

3.a Approval of Second Interim Report for 2018-2019 Fiscal Year

That the Board of Education approve a positive certification of the Second Interim Report for the 2018-2019 fiscal year, as presented.

Second Interim 2018-19 REVISED.pdf (O.F. #27,386)

David Jaynes utilized a PowerPoint to guide his report on the certification of the Second Interim Report for the 2018-2019 school year.

Clerk Frintner pointed out an error on Slide #11 in the figures for the "Reserve - Capital Outlay" entry on the "Other Funds" table.

It was moved by Steve Frintner, 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 – Reynolds, Frintner, Aghakhanian, and Tabet. ABSENT – Ferguson.

3.b Approval of John Burroughs High School Vocal Music Association (Overnight) Field Trip

That the Board of Education approve the John Burroughs High School Vocal Music Association Powerhouse and Sound Sensations (Overnight) Field Trip request to participate in the Eastern Show Choir Festival in Boston, Massachusetts from Thursday, April 4, 2019 through Monday, April 8, 2019, as presented.

JBHS VMA Extended Overnight Field Trip MA.pdf (O.F. #27,387)

It was moved by Steve Frintner, and seconded by Charlene Tabet, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll-call vote: AYES – Reynolds, Frintner, Aghakhanian, and Tabet. ABSENT – Ferguson.

The meeting adjourned to Closed Session at 8:20 p.m.

4. CLOSED SESSION

4.a Public Employee Performance Evaluation Pursuant to Government Code §54957

Title: Superintendent of Schools

5. RECONVENE IN PUBLIC SESSION

The Board reconvened in Public Session at 9:06 p.m.

6. REPORTING ON CLOSED SESSION

President Reynolds reported that item 4a was for discussion only, with no action taken.

7. ADJOURNMENT

The meeting adjourned at 9:07 p.m.

MINUTES APPROVED:

_____
MATTHEW HILL, SUPERINTENDENT
SECRETARY OF THE BOARD

4/4/2019
_____
DATE

_____
STEVE FRINTNER, CLERK

TO: Board of Education / Superintendent

Consent 4/4/2019

SUBMITTED BY: Sarah Niemann, Assistant Superintendent, Human Resources Services

SUBJECT: Certificated Personnel - Report Number 18 - 19 - 15. 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
FISCHETTO, RICHARD Adult School	Adult Ed Sub Teacher Sub: Adult Sch Tchr	11.0-63910.0-41106-10000-1160-5330000	100			3/6/2019
MEZA, ABRAHAM Adult School	Adult Ed Sub Teacher Sub: Adult Sch Tchr	11.0-63910.0-41106-10000-1160-5330000	100			3/6/2019
RIVAS, FREDI Adult School	Adult Ed Sub Teacher Sub: Adult Sch Tchr	11.0-63910.0-41106-10000-1160-5330000	100			3/6/2019
TRIMBLE, KATHERINE Adult School	Adult Ed Sub Teacher Substitute Teacher	11.0-63910.0-41106-10000-1160-5330000	100			3/11/2019

RESIGNATION	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
KUBEK, EMILY J Miller Elementary School	Elementary Teacher Leave of Absence - FTE:100%	01.0-00000.0-11100-10000-1110-2100000	100	STP: $1304	Began Service 1/22/2008	5/24/2019

RESIGNATION/POSITION	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
NANYAN, ANAHIT Childrens Center	Cc Teacher: School Age CC Teacher-9.5 months - FTE:50%	12.0-50250.1-11100-10000-1110-2030000	100		Accepted classified position with BUSD	3/1/2019

ELECTION: PROBATIONARY	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
LOPEZ, DIANA Burbank High School	Teacher Health - FTE:100%	01.0-00000.0-11100-10000-1110-4310000	100	RA:IV - ST:01		3/4/2019

ELECTION: TEMPORARY (NON-	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
PELOQUIN, CHRISTINA Burbank High School	Teacher Health - Temp - FTE:100%	01.0-00000.0-11100-10000-1110-4310000	100	STP: $1331		8/5/2019 12/31/2019

CHANGE OF ASSIGNMENT	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
POHLMAN, AMANDA Mc Kinley Elementary School	Curriculum Specialist Curriculum Specialist - FTE:100%	01.0-01500.0-00000-21300-1910-7420000	100	RA:005 - ST:10 STP: $1331	Covering for Curr. Specialist (on LOA) through end of school	3/25/2019 5/24/2019

CHANGE OF DATE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
MC HORNEY, SUZANNE Luther Middle School	Teacher Leave of Absence	01.0-00000.0-11100-10000-1110-3200000	100	STP: $1331	To change end date of Catastrophic LOA	1/25/2019 3/24/2019

LEAVE OF ABSENCE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
KHACHOYAN, JOSEPHINA Childrens Center	Cc Teacher: Preschool Age CC Teacher-12 months - FTE:100%	12.0-90601.0-00010-10000-1110-5080000	100	RA:005 - ST:02 STP: $81	Child/Parental Bonding	3/11/2019 6/7/2019
KUESTER, DANIELLE Mc Kinley Elementary School	Curriculum Specialist Curriculum Specialist - FTE:100%	01.0-01500.0-00000-21300-1910-7420000	100	RA:005 - ST:13 STP: $1331	Pregnancy Disablity LOA	3/25/2019 5/24/2019
BROWN, JENNIFER Harte Elementary School	Elementary Teacher Elementary Teacher - FTE:100%	01.0-00000.0-11100-10000-1110-2050000	100	RA:003 - ST:04	Child Care LOA 2019-20	8/5/2019 5/22/2020
LIU, LINDA Harte Elementary School	Elementary Teacher Elementary Teacher - FTE:100%	01.0-00000.0-11100-10000-1110-2050000	100	RA:006 - ST:11 STP: $1331	Child Care LOA	4/18/2019 5/10/2019
CORRELL, ELISABETH Thomas Edison Elementary School	Elementary Teacher Intermediate Elementary Tchr -	01.0-00000.0-11100-10000-1110-2020000	100	RA:004 - ST:12 STP: $1331	Child Care LOA 2019-20	8/5/2019 5/22/2020
RIVERS, TOLUCA Thomas Edison Elementary School	Elementary Teacher Elementary Teacher - FTE:100%	01.0-00000.0-11100-10000-1110-2020000	100	RA:006 - ST:06	Child Care LOA 2019-20	8/5/2019 5/22/2020
WHITENER, JOHN Jordan Middle School	Middle School Teacher Teacher - FTE:50%	01.0-00000.0-11100-10000-1110-3210000	100	RA:VI - ST:22 STP: $1331	General Purpose 50% 2019-20	8/5/2019 5/22/2020
DELANATER, MAYGAN Health Services	Nurse Leave of Absence - FTE:60%	01.0-00000.0-00000-31400-1216-7720025	100	RA:005 - ST:02	Child Care 40% 2019-20	8/5/2019 5/22/2020
KAZARYAN, ANITA Burbank High School	Teacher Leave of Absence - FTE:100%	01.0-00000.0-11100-10000-1110-4310000	100	RA:006 - ST:13	Child/ Parental Bonding	4/1/2019 5/17/2019

RETURN FROM LEAVE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
LIU, LINDA Harte Elementary School	Elementary Teacher Elementary Teacher - FTE:100%	01.0-00000.0-11100-10000-1110-2050000	100	RA:006 - ST:11 STP: $1331		5/13/2019

ELECTION: SUBSTITUTE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
MARQUIS-FORBES, DORLA	Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: $135/140		3/11/2019
Human Resources	Substitute Teacher	01.0-65000.0-57700-11200-1160-7440000	100			

ELECTION: ADULT SCHOOL	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
MICHELMAN, SETAPORN	Teacher: Adult School	11.0-39050.0-41102-10000-1130-5330000	50	RA:003 - ST:01		3/4/2019
Adult School	ESL Level 0	11.0-63910.0-41102-10000-1130-5330000	50			5/24/2019

CORRECTION	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
CORRELL, ELISABETH	Elementary Teacher	01.0-00000.0-11100-10000-1110-2020000	100	RA:004 - ST:12	To change start date of	2/20/2019
Thomas Edison Elementary School	Intermediate Elementary Tchr -			STP: $1331	CC LOA	5/24/2019

ELECTION: LONG TERM SUBS	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
LEWIS, LAQUANNIA	Long Term Sub Teacher	01.0-00000.0-11100-10000-1160-4310000	100	Salary Rate: $247.95		04/01/2019
Burbank High School	Substitute Teacher					05/17/2019
WANDER, CARYN	Long Term Sub Teacher	01.0-00000.0-11100-10000-1160-2090000	100	Salary Rate: $276.26		3/25/2019
Human Resources	Substitute Teacher					5/24/2019
ESHLEMAN, STEVEN	Long Term Sub Teacher	01.0-00000.0-11100-10000-1160-3200000	100	Salary Rate: $247.95		3/4/2019
Luther Middle School	6th Grade Science					5/24/2019
HAWTHORNE, RICKIE	Long Term Sub Teacher	01.0-00000.0-11100-10000-1160-3200000	100	Salary Rate: $170		3/25/2019
Luther Middle School	Substitute Teacher					5/24/2019

ELECTION: SUB SCHOOL NURSE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
HARRIS, JULIE	Sub School Nurse	01.0-00000.0-00000-31400-1260-7720000	100			03/01/2019
Human Resources		01.0-00000.0-00000-31400-1260-7720000				

STIPEND: BILINGUAL	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
CHERKEZIAN, ARPY	Teacher	01.0-00000.0-11100-10000-1110-3220000	100			8/6/2018
John Muir Middle School	Teacher - FTE:100%			STP: $1331		

BURBANK UNIFIED SCHOOL DISTRICT
Personnel Report No. 18-19-15

April 4, 2019
Certificated - Hourly

Name	Program/Site	Task/Project	Type	Rate	Hour Cap	Applicable Payrolls
Adoti, Razaaq	Emerson CC	Additional Hours	Hourly	$16.76	2	February
Albarian, Kristina	Washington	Intervention Teaching	Hourly	$45.07	1	February
Allahverdi, Armineh	Washington CC	Additional hours	Hourly	$18.51	30	March - June
Asencio, Priya	Jefferson	Intervention Teaching	Hourly	$45.07	5	February – May
Asencio, Priya	Jefferson	Intervention Teaching	Hourly	$45.07	10	February - May
Badders, Randal	Spec. Ed	Home Teacher	Hourly	$35.73	79	February - May
Bagdasarian, Susanna	Adult	Staff Development	Hourly	$22.75	10	February - June
Barberia, Frank	BHS	Additional Hours	Hourly	$33.44	1	February
Barnhart, Julie	Instr. Services	Math Field Day	Hourly	$45.07	12	March
Barnhart, Julie	Instr. Services	Math Field Day Planning	Hourly	$33.44	10.5	March
Berkovich, Andrew	BHS	Athletic Coach	Stipend	$3861	1	February- April
Bethel, Lisa	Edison	Intervention Teaching	Hourly	$45.07	10.5	March
Binda, Lucien	JBHS	Athletic Coach	Stipend	$1930.50	1	February- April
Bowren, Stacey	Adult/ILA	Apex training	Hourly	$33.44	3	February
Briks-Stafford, Erika	Edison	Intervention Teaching	Hourly	$45.07	27.5	March
Briks-Stafford, Erika	Edison	Intervention Planning	Hourly	$33.44	2.5	March
Brown, Kelly	Jordan	Lunch Supervision	Hourly	$33.44	5	February- May
Carter, Karen	Washington	Intervention Planning	Hourly	$33.44	2	March
Cassidy, Eugene	Adult	Spring semester weekly assign.	Hourly	$44.28	84	February - June
Chiaravalle, Karen	Providencia	Intervention Teaching	Hourly	$45.07	5	March
Christensen, Samantha	Providencia	Intervention Teaching	Hourly	$45.07	12	March
Christensen, Samantha	Providencia	Intervention Teaching	Hourly	$45.07	2	March
Collins, Chandra	Spec. Ed	Home Teacher	Hourly	$35.73	68	February - May
Cook, Jacob	JBHS	CIF	Stipend	$189.00	1	February
Cook, Jacob	JBHS	Athletic Coach	Hourly	$33.44	86.51	February- May
Cooney, Margaret	Adult	Staff Development	Hourly	$22.75	10	February - June
Covarrubias, Irene	Adult	Spring semester weekly assign.	Hourly	$40.92	36	February - May
Creager, Jane	Adult	Staff Development	Hourly	$22.75	10	February - June
Dagata, Patty	Washington	Intervention Teaching	Hourly	$45.07	1	March
Delaurie, Jerry	Jordan	Lunch Supervision	Hourly	$33.44	5	February- May
Dergrigorian, Talin	McKinley	Intervention Planning	Hourly	$33.44	4.75	February

Eshleman, Steven	Luther	Additional Hours as Sub	Daily	$135.00	1	March
Eskandar, Catherine	Jordan	Parent Ed/Involvement Night	Hourly	$33.44	1.5	February
Everett, LaToya	Instr. Services	GLAD training/planning	Hourly	$33.44	7	February
Fallahi, Edwin	Adult	Additional hours in assignment	Hourly	$46.10	22.5	March
Felkner, Ashley	Roosevelt ATB	Additional Hours	Hourly	$16.76	8	March
Fox, Danielle	Jordan	Parent Ed/Involvement Night	Hourly	$33.44	1.5	February
Fuguemann, Rosalinda	Disney CC	Additional Hours	Hourly	$16.76	8	March
Fuhr, Amy	Jordan	Parent Ed/Involvement Night	Hourly	$33.44	1.5	February
Gamboa, Patricia	Adult	Apex training	Hourly	$22.75	3	February
Gergely, Suzanne	Monterey Inft.	Additional hours as sub	Hourly	$16.76	2	February
Good, Heather	Adult/ILA	Apex training	Hourly	$33.44	3	February
Green, John Paul	BHS	Additional Hours	Hourly	$33.44	1	February
Grossi, Travis	Disney CC	Additional Hours	Hourly	$16.76	8	March
Grossi, Travis	Edison ATB	Additional Hours	Hourly	$16.76	8	March
Hakopyan, Olga	Adult	Staff Development	Hourly	$22.75	10	February - June
Hambro, Sheryl	Instr. Services	Math Field Day	Hourly	$45.07	7.5	March
Harney, Dina	Luther	ASB	Stipend	$1734.00	1	February- June
Heldt, Theresa	Spec. Ed	Intervention Planning	Hourly	$33.44	11	March – May
Heldt, Theresa	Spec. Ed	Intervention Teaching	Hourly	$45.07	12	March - May
Henry, Tracy	BHS	IMA Coach	Hourly	$33.44	4.45	February- May
Hermans, Kathleen	McKinley	Intervention Planning	Hourly	$33.44	3.5	February
House, Dorothy	Adult	Spring semester weekly assign.	Hourly	$46.10	36	February - May
Johnson, Sandra	Edison	Intervention Teaching	Hourly	$45.07	14.5	March
Johnson, Sandra	Edison	Intervention Planning	Hourly	$33.44	2	March
Kelly, Laury	Instr. Services	GLAD training/planning	Hourly	$33.44	5	February
Kichichian, Marline	Providencia	Intervention Teaching	Hourly	$45.07	10	March
Kichichian, Marline	Providencia	Intervention Teaching	Hourly	$45.07	10	March
Kimmel, Michael	Adult	Spring semester weekly assign.	Hourly	$42.59	36	February - May
Kling, Sarah	Edison	Intervention Planning	Hourly	$33.44	2.5	March
Kling, Sarah	Edison	Intervention Teaching	Hourly	$45.07	.5	January
Kling, Sarah	Edison	Intervention Teaching	Hourly	$45.07	22.5	March
Kong, Joy	Miller	Intervention Planning	Hourly	$33.44	4	February
Krikorian, Christine	Miller	Intervention Teaching	Hourly	$45.07	9	February
Larson, Susan	McKinley	Intervention Planning	Hourly	$33.44	6	February
Larson, Susan	McKinley	Intervention Teaching	Hourly	$45.07	.83	February
Lee, Dara	Adult/ILA	Apex training	Hourly	$33.44	3	February
Macias, Sara	Washington CC	Additional Hours as Sub	Hourly	$16.76	2	February
Maddern, Geralyn	Harte	Intervention Teaching	Hourly	$45.07	50	February - May
Marashlian, Jacqueline	Adult	Staff Development	Hourly	$22.75	10	February - June
Marinelli, Jean	Miller	Intervention Teaching	Hourly	$45.07	10.5	January – March

Marinelli, Jean	Miller	Intervention Teaching	Hourly	$45.07	24.5	January - March
Marinelli, Jean	Miller	Intervention Planning	Hourly	$33.44	.75	February
Marinelli, Jean	Miller	Intervention Teaching	Hourly	$45.07	2.25	February
Marshall, Elaine	McKinley ATB	Additional Hours OVT	Hourly	$21.45	1	February
Meza, Abraham	Adult	Apex training	Hourly	$22.75	3	February
Meza, Abraham	Adult	Staff Development	Hourly	$22.75	10	February - May
McGuire, Bradley	Providencia	Intervention Teaching	Hourly	$45.07	5	February
Michelman, Setaporn	Adult	Spring weekly assignment	Hourly	$37.78	90	March - May
Mixon, Laura	McKinley	Combo Class stipend	Stipend	$496.83	3	March - May
Mucha, Michele	Spec. Ed	Home Teacher	Hourly	$35.73	68	February - May
Myers, Guy	JBHS	CETA Festival	Hourly	$33.44	14.38	January- February
Neufeld, Sara	Roosevelt ATB	Additional Hours	Hourly	$16.76	4	March
Nguyen, Ty	Adult	Staff Development	Hourly	$22.75	9	February - May
Noss, Marianne	Adult	Staff Development	Hourly	$22.75	10	February - June
Olkowski, Joshua	Instr. Services	Substitute class coverage	Daily	$135.00	.5	February
Orht, Natalie	Instr. Services	Assessment Writing	Hourly	$33.44	6	November
Papagiannopulos, Marsha	Miller	Intervention Planning	Hourly	$33.44	1	March
Peraza, Cristina	BHS	Additional Hours	Hourly	$33.44	1	February
Phan, John	BHS	Athletic Coach	Stipend	$5561.00	1	February- April
Raad, Rachel	McKinley	Intervention Planning	Hourly	$33.44	4.25	February
Raad, Rachel	McKinley	Intervention Teaching	Hourly	$45.07	2	February
Ritchie, Jean	Emerson CC	Additional Hours	Hourly	$16.76	2	February
Roberts, Robyn	Washington	Intervention Planning	Hourly	$33.44	1	March
Rodriguez, Anna	Jordan	Lunch Supervision	Hourly	$33.44	3	February- May
Rosa, Brian	Adult/ILA	Apex training	Hourly	$33.44	3	February
Rosales, Sandra	Edison ATB	Additional Hours	Hourly	$16.76	2.5	February
Rosales, Sandra	Edison ATB	Additional Hours	Hourly	$16.76	3.5	February
Rosales, Sandra	Edison ATB	Additional Hours	Hourly	$16.76	1.5	February
Rosales, Sandra	Emerson CC	Additional Hours	Hourly	$16.76	2	February
Rosales, Sandra	Emerson CC	Additional Hours	Hourly	$16.76	60	March-May
Rosales, Sandra	Monterey Infant	Additional Hours	Hourly	$16.76	1	February
Rosales, Sandra	Washington ATB	Additional Hours	Hourly	$16.76	3.5	February
Sawyer, Rayell	Edison	Intervention Planning	Hourly	$33.44	1.5	March
Sawyer, Rayell	Edison	Intervention Teaching	Hourly	$45.07	20	March
Schmidt, Elizabeth	Adult	Staff Development	Hourly	$22.75	10	February - June
Schwartz, Sarah	McKinley	Intervention Planning	Hourly	$33.44	7	February
Schwartz, Sarah	McKinley	Intervention Teaching	Hourly	$45.07	21.75	February
Schwartz, Sarah	McKinley	Intervention Planning	Hourly	$33.44	2.5	February - March
Schwartz, Sarah	McKinley	Intervention Teaching	Hourly	$45.07	7.5	February - March
Scoville, Daniel	JBHS	Short Term Perf. Arts	Hourly	$33.44	3.85	February

Seymour, Drew	McKinley	Intervention Planning	Hourly	$33.44	2	February
Shim, Julie	Miller	Intervention Planning	Hourly	$33.44	5.25	January – March
Steinberg, Steven	Adult	Spring semester weekly assign.	Hourly	$40.86	36	February - May
Steinberg, Steven	Providencia ATB	Additional Hours	Hourly	$16.76	3.5	March
Stilgenbauer, Kymberly	Miller ATB	Additional Hours OVT	Hourly	$21.45	1	February
Thalheimer, Vicki	Luther	Intervention	Hourly	$45.07	20	February- May
Tineo, Deidra	Instr. Services	GLAD training/planning	Hourly	$33.44	9	February
Tipton, Wayne	Jordan	Lunch Supervision	Hourly	$33.44	3	February- May
Warren, William	Jordan	Parent Ed/Involvement Night	Hourly	$33.44	1.5	February
Zepeda, Delores	Harte CC	Additional hours	Hourly	$19.46	20	February - March

Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Resignation								
CHOWDHURY, Mehbooba	Elementary School Aide	01.0-00000.0-11100-10009-2910-2152000	.4063	27-I	D	03-07-19		Stevenson Elementary
GONZALEZ, Eileen	Instructional Assistant-Children's Center	12.0-90602.0-11100-10000-2110-2150000	.3125	32-II	D	03-15-19		Stevenson Around the Bell
Passing of Employee								
MENDOZA, Beth	Instructional Assistant-Special Education	01.0-65000.0-57700-11100-2110-2140000	.500	32-III	D	02-28-19		Roosevelt Elementary
	Instructional Assistant-Children's Center	01.0-90602.0-11100-10000-2110-2140000	.375	32-V	D	02-28-19		Roosevelt Around the Bell
Leave								
KONOWALOW, Brittany	Senior Attendance Technician	01.0-00000.0-00000-27000-2410-3210000	1.00	39-VI	B	03-14-19	05-31-19	Jordan Middle School Paid Parental Bonding
Additional Compensation for Longevity								
CORNEJO, Mercedita	Budget/Data Entry Clerk	01.0-00000.0-00000-72000-2410-7470000	1.00	31-VI	A	03-01-19		Fiscal Services 30 yrs., $247/mo.
DESIMONE, Tiffany	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-VI	D	03-01-19		Special Education 15 yrs., $118/mo.
LISTRO, Susan	Food Service Supervisor II	13.0-53100.0-00000-37009-2312-3220000	1.00	B-VII	D	03-01-19		Muir Middle School 25 yrs., $399/mo.
MAXWELL, Tiffany	Payroll Supervisor	01.0-00000.0-00000-24200-2210-3203000	1.00	F-V	A	03-01-19		Fiscal Services 14 yrs., $268/mo.
MEDINA, Marisol	Health Services Assistant-LVN/RN	01.0-00000.0-00000-31400-2210-7720000	1.00	48-VI	D	03-01-19		Health Services 20 yrs., $167/mo.
RICOTTA, Gail	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-VI	D	03-01-19		Special Education 10 yrs., $85/mo.
ROWSEY, Carol	Office Assistant-Elementary	01.0-00000.0-00000-27000-2410-2150000	1.00	34-VI	C	03-01-19		Stevenson Elementary 20 yrs., $167/mo.
SILVA, Maritza	Instructional Assistant-English Language Development	01.0-01501.0-47600-10000-2110-3210000 01.0-30100.0-47600-10000-2110-3219000	.750 .050	32-VI	D	03-01-19		Jordan Middle School 15 yrs., $118/mo.

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Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

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Change of Assignment – Classification/Location/FTE								
NANEZ ARCIVA, Brenda	Serving Kitchen Operator	13.0-53100.0-00000-37000-2210-2140000	.5625	32-VI	D	03-01-19		Roosevelt Elementary
RIOJAS, Sarah	Instructional Assistant-Special Education	01.0-33100.0-57700-11100-2110-4310000	1.00	32-II	D	02-22-19		Burbank High School
WADE, Cheretta	Campus Supervision Assistant	01.0-00000.0-00000-83000-2210-3210000 01.0-00000.0-00000-83000-2210-3211000	.1563 .2187	35-IV	D	02-20-19		Jordan Middle School
Election – Monthly								
ALDAOUD, Sahar	Elementary School Aide	01.0-90201.0-11100-10009-2910-2108400	.1875	27-I	D	03-01-19		Miller Elementary
AVALOS, Brenda	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-I	D	02-26-19		Special Education
BATARINA, Raymond	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	1.00	40-I	D	03-25-19		Special Education
CHOWDHURY, Mehbooba	Elementary School Aide	01.0-00000.0-11100-10009-2910-2152000	.4063	27-I	D	03-07-19		Stevenson Elementary
DIAZ, Basillo	Senior Custodian	01.0-00100.0-00000-82100-2210-2100000	1.00	36-I	A	03-04-19		Miller Elementary
HARRIS, Shaka	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-I	D	03-06-19		Special Education
KUKAWSKI, John	Campus Supervision Assistant	01.0-00000.0-00000-83000-2210-4310000	1.00	35-I	D	03-01-19		Burbank High School
NANYAN, Anahit	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-II	D	03-04-19		Special Education
ROBLES, Chelcy	Instructional Assistant-Primary Language	01.0-01500.0-47601-10000-2110-2010000	.375	31-I	D	03-04-19		Disney Elementary
SALAS, Elvira	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-I	D	02-19-19		Special Education
SAYAMOUNGKHOUNE, Paul	Behavior Interventionist	01.0-65000.0-57500-31420-2210-7440000	1.00	L-II	C	02-25-19		Special Education
SOLORZANO, Marilu	Food Service Assistant	13.0-53100.0-00000-37000-2210-2160000	.3125	27-I	D	03-01-19		Washington Elementary
SPEER, Allison	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-I	D	03-11-19		Special Education
YAEGER, Shannon	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2110-7440000	.8125	40-II	D	03-04-19		Special Education

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Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

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Election – Hourly								
AGUILAR, Patricia	Custodian	01.0-90711.0-81000-50002-2240-4328000		35-VI	A	02-24-19	02-24-19	Facilities Services
ALEGRIA, Hector	Safety/Utility-Custodian	01.0-90711.0-81000-50002-2240-3208000		35-I	A	02-27-19	02-27-19	Facilities Services
ALVAREZ BENJUMEA, Carlos	Custodian	01.0-90708.0-81000-50002-2240-7528000 01.0-90711.0-81000-50002-2240-4328000		35-VI	A	02-01-19 02-24-19	06-30-19 02-24-19	Burroughs High School Facilities Services
ARZUMANYAN, Anahit	ELD Office Specialist I	01.0-01501.0-47600-27000-2430-7420000		35-VI	D	02-09-19	03-11-19	Instructional Services
AYALA, Jose	Senior Custodian	01.0-90711.0-81000-50002-2240-3208000		36-VI	A	03-01-19	03-01-19	Facilities Services
BARAJAS, Emilia	Instructional Assistant-Special Education	01.0-30100.0-11100-10012-2130-3229000		32-III	D	02-01-19	05-23-19	Muir Middle School
BARILLAS, Otto	Lead Custodian-Secondary	01.0-90708.0-81000-50002-2240-7528000		40-VI	A	02-01-19	06-30-19	Burroughs High School
BARILLAS, Sergio	Lead Custodian-Secondary	01.0-90711.0-81000-50002-2240-3218000		40-VI	A	01-26-19	01-26-19	Facilities Services
BENNETT, Tracy	Elementary School Aide	01.0-00000.0-11100-10009-2930-2131000		27-III	D	02-01-19	02-28-19	Providencia Elementary
BREWINGTON, Rosalinda	Adult ELD Office Specialist	11.0-00639.0-41100.27000-2430-5330000 11.0-63910.0-41100-27000-2430-5330044 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		35-II	E	02-01-19	05-31-19	Burbank Adult School
BUSTOS, Adriana	Bilingual Translator	01.0-65000.0-50010-21000-2950-7440000		29-I	F	02-01-19	04-30-19	Special Education
CALZADILLA, Jose	Campus Supervision Assistant	01.0-90350.0-00000-83000-2240-4328000		35-IV	D	02-01-19	05-31-19	Burroughs High School
CARRASCO, Janel	Campus Supervision Assistant	01.0-90904.0-11100-41000-2940-4318100		35-VI	D	01-31-19	01-31-19	Burbank High School
CRUZ, Alberto	Facilities Worker	01.0-81500.0-00000-81100-2240-7523100		44-IV	A	02-02-19	02-02-19	Facilities Services
CRUZ, Guillermo	Campus Supervision Assistant	01.0-90904.0-00000-83000-2240-4328100		35-VI	D	02-01-19	05-31-19	Burroughs High School

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Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

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Election – Hourly (Continued)								
CRUZ GOMEZ, Veronica	Custodian	01.0-90708.0-81000-50002-2240-7528000		35-I	A	03-01-19	06-30-19	Burbank High School
DEBUSK, Jared	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
DE LA CRUZ, Johanna	Campus Supervision Assistant	01.0-90904.0-11100-41000-2940-4318100 01.0-00000.0-00000-83000-2240-4311000		35-III	D	01-31-19 02-23-19	01-31-19 02-23-19	Burbank High School
DE LEON, Juan	Senior Custodian	01.0-00000.0-00000-82100-2240-2031000		36-VI	A	02-22-19	02-22-19	Emerson Elementary
DI DONATO, Casey	Campus Supervision Assistant	01.0-90904.0-00000-83000-2240-3228600		35-VI	D	02-27-19	02-28-19	Muir Middle School
DUENAS, Christina	Middle School Aide	01.0-00000.0-11100-10009-2930-3201000		34-III	D	03-01-19	03-01-19	Luther Middle School
GARABEDIAN, Silva	Instructional Assistant-English Language Development	01.0-01501.0-47600-10012-2130-2100000		32-II	D	02-05-19	03-15-19	Miller Elementary
GHANBARY, Evelina	Instructional Assistant-English Language Development	01.0-01501.0-47600-10012-2130-2100000		32-II	D	02-05-19	03-15-19	Miller Elementary
GOMEZ, Sarita	Instructional Assistant-English Language Development	01.0-01501.0-47600-10012-2130-2100000		32-VI	D	01-29-19	03-15-19	Miller Elementary
GONZALEZ, Juan	Low-Voltage Electrician	01.0-81500.0-00000-81100-2240-7523100		52-II	A	02-10-19	02-10-19	Facilities Services
GONZALEZ, Maria	Elementary School Aide	01.0-30100.0-47601-24950-2930-2019000 01.0-30100.0-47601-24950-2930-2099000		27-III	D	02-28-19	02-28-19	Instructional Services
GROSS, Henry	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
GUSSOW, Barry	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	01-07-19	02-28-19	Burbank Adult School
HARTOONIANS, Jaklin	Food Service Assistant	13.0-53100.0-00000-37000-2230-4310000		27-III	D	08-13-19	05-30-19	Burbank High School
HERRERA, Maria	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2130-7440000		40-VI	D	02-27-19	03-31-19	Special Education
HOANG, Phi	Technology Support Specialist I	01.0-00000.0-00000-77000-2440-7721000		49-V	A	02-06-19	02-06-19	Burbank High School
HOLLERAN, Scott	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
JIMENEZ, Juan	Grounds Technician	01.0-00200.0-00000-83000-2240-7521000		40-VI	A	02-01-19	02-28-19	Facilities Services

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Election – Hourly (Continued)								
JOHNSON, Kimberly	Campus Supervision Assistant	01.0-90904.0-11100-41000-2940-4318100		35-VI	D	01-31-19	01-31-19	Burbank High School
LEDEZMA, Reina	Lead Custodian-Secondary	01.0-81500.0-00000.82100-2240-7523300		40-VI	A	02-01-19	02-28-19	Luther Middle School
LESLIE LEWIS, Glendy	Instructional Assistant-English Language Development	01.0-42030.0-47600-10012-2130-7429000		32-IV	D	01-07-19	05-23-19	Luther Middle School
LEVY, Eriko	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
LOMBARDI, Giovanni	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
LUNDBERG, Nuria	Bilingual Translator	01.0-65000.0-50010-21000-2950-7440000		29.51	F	02-01-19	05-24-19	Special Education
MACKEY, Lisa	Instructional Assistant-Severe Behavioral II	01.0-30100.0-11100-10012-2130-3219000		45-VI	D	02-01-19	05-23-19	Jordan Middle School
MALDONADO, Fernando	Instructional Assistant-Children's Center	12.0-90602.0-11100-10000-2130-2160000		32-I	D	02-25-19	05-24-19	Washington Around the Bell
MC CORKLE, Stephanie	Middle School Aide	01.0-00000.0-11100-10009-2930-3201000		34-III	D	03-01-19	03-01-19	Luther Middle School
MICALETTI, John	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
MORALES, Leticia	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	03-31-19	Burbank Adult School
MORAN, Martin	Senior Custodian	01.0-90711.0-81000-50002-2240-3208000		36-VI	A	02-27-19	02-27-19	Facilities
NIEBUHR, John	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	04-30-19	Burbank Adult School
PAIGE, Della	Custodian	01.0-90708.0-81000-50002-2240-7528000		35-VI	A	03-01-19	06-30-19	Burbank High School
PAREDES, Xiomara	Educational Interpreter IV	01.0-65000.0-57700-11104-2140-7440000		61-VI	D	12-13-18 02-10-19	12-13-18 05-24-19	Special Education
PETRIE, Jon	Plasterer/Cement Finisher	01.0-81500.0-00000-81100-2240-7523100		48-VI	A	02-02-19	02-02-19	Facilities Services
PORTILLO, Carlos	Custodian	01.0-90711.0-81000-50002-2240-3228000 01.0-00100.0-00000-83000-2240-7521000 01.0-81500.0-00000-82100-2240-7523300		35-VI	A	01-27-19 01-27-19 02-01-19	02-04-19 02-28-19 02-28-19	Facilities Services Facilities Services Muir Middle School
POZOS, Salvador	Custodian	01.0-90711.0-81000-50002-2240-4318000		35-VI	A	02-14-19	02-14-19	Facilities Services

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Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Hourly (Continued)								
RAMOS, Jasselt	Custodian	01.0-00100.0-81000-50001-2240-4311000		35-VI	A	01-31-19	01-31-19	Burbank High School
RECCHIA, Keith	Facilities Worker	01.0-81500.0-00000-81100-2240-7523100		44-VI	A	02-02-19	02-02-19	Facilities Services
ROSALES, Hector	Custodian	01.0-00000.0-00000-82100-2240-7421000		35-VI	A	02-23-19	02-23-19	Instructional Services
RUSSO, Jeff	Senior Custodian	01.0-90708.0-81000-50002-2240-7528000		36-IV	A	03-02-19	03-02-19	Facilities Services
SANDOVAL, Efren	Lead Custodian-Secondary	01.0-81500.0-00000-82100-2240-7523300		40-VI	A	02-01-19	02-28-19	Jordan Middle School
SAUCEDA, Jafet	Educational Interpreter IV	01.0-65000.0-57700-11104-2140-7440000		61-VI	D	02-01-19	05-24-19	Special Education
SCHWERT, Cynthia	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	02-28-19	Burbank Adult School
SERMENO, Estela	Community Resource Assistant	01.0-00000.0-00000-24950-2940-7411000 01.0-30100.0-47601-24950-2940-2019000 01.0-30100.0-47601-24950-2940-2099000		31-VI 31-VI	D D	02-01-19 02-28-19	06-30-19 02-28-19	Superintendent's Office Instructional Services
SHADKAM, Araz	Middle School Aide	01.0-00000.0-11100-10009-2930-3221000 01.0-00000.0-11100-10009-2940-3221000 01.0-00000.0-00000-83000-2260-3220000		34-III	D	11-06-18 03-01-19	11-06-18 03-01-19	John Muir Middle School
SHAFFER, Patricia	Educational Interpreter IV	01.0-65000.0-57700-11104-2130-7440000 01.0-65000.0-57700-11104-2140-7440000		61-VI	D	02-27-19 02-27-19	02-27-19 02-27-19	Special Education
SHAPERO, Wendy	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	02-28-19	Burbank Adult School
SHEAFER, Robert	Campus Supervision Assistant	01.0-00000.0-00000-83000-2230-3201000		35-III	D	03-01-19	03-01-19	Luther Middle School
SURIYACHAI, Susi	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
TAPANYAN, Anie	Discrete Trial Facilitator	01.0-65000.0-57500-11905-2140-7440000 01.0-65000.0-57500-11905-2130-7440000		40-VI	D	02-21-19 02-21-19	05-24-19 05-24-19	Special Education
TORRES, Jorge	Custodian	01.0-90711.0-81000-50002-2240-3228000		35-VI	A	02-04-19	02-04-19	Facilities Services
TURNER, Shecola	Instructional Assistant-Children's Center	12.0-90602.0-11100-10000-2130-2060000		32-I	D	02-01-19	06-30-19	Jefferson Around the Bell

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Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Hourly (Continued)								
TYSON, Diana	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5330000		29.51	F	02-01-19	05-31-19	Burbank Adult School
VALLES, Fidel	Senior Custodian	01.0-90711.0-81000-50002-2240-3208000		35-V	A	03-01-19	03-01-19	Facilities Services
VILLALTA, Jose	Custodian	01.0-90708.0-81000-50002-2240-7528000		35-VI	A	03-01-19	06-30-19	Jordan Middle School
WILLIAMS, Randall	Fee Based Teacher	11.0-00639.0-41120-10000-2130-5530000		29.51	F	02-01-19	03-31-19	Burbank Adult School
ZELAYA, Raul	Lead Custodian-Secondary	01.0-81500.0-00000-82100-2240-7523300		40-VI	A	02-01-19	02-28-19	Muir Middle School
Election – Walk on Coach								
AHMED, Shaheen	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
ALVARADO, William	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burroughs High School
AMBROSE, Brandon	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4318500		13.09	F	02-01-19	02-28-19	Burbank High School
BANARES, Kenneth	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
BASKERVILLE, Ernest	Short Term – Athletic	01.0-00000.0-15001-42002-2171-4310000		189/game	F	02-28-19	02-28-19	Burbank High School
BLUMENTHAL, Joel	Short Term – Athletic	01.0-90904.0-15001-42000-2171-4328100		13.09	F	02-01-19	05-31-19	Burroughs High School
BRIGGS, James	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4318500 01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burbank High School Burroughs High School
CADET, Junior	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
CARD, Zachary	Short Term – Athletic	01.0-90904.0-15001-42000-2171-4318000		13.09	F	01-01-19	05-31-19	Burbank High School
COOMBER, Colleen	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4318500		13.09	F	02-01-19	02-28-19	Burbank High School
DECOUDREAUX, Justin	Short Term – Athletic	01.0-90904.0-15001-42000-2171-4318100		13.09	F	02-01-19	02-28-19	Burbank High School
DE CARO, Michael	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
DELANEY, Michael	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School

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Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Walk on Coach (Continued)								
DUNAWAY, William	Short Term – Athletic	01.0-90904.0-15001-42000-2171-4328100		13.09	F	02-01-19	04-39-19	Burroughs High School
ELEY, Marcus	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burroughs High School
ESTRADA, Blake	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burroughs High School
FREEMAN, Andee	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burroughs High School
GRACEFFO. Michael	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4320000		13.09	F	02-05-19	04-30-19	Burroughs High School
GRENE, Julie	Short Term – Athletic	01.0-00000.0-17013-41000-2171-4320000 01.0-00000.0-17013-41000-2171-4321000		13.09	F	11-01-18	02-28-19	Burroughs High School
GROTE, Laura	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-3208500		13.09	F	01-01-19	06-30-19	Luther Middle School
HART, James	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
HENDERSON-DEANE, Cindy	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-3208500		13.09	F	01-01-19	06-30-19	Luther Middle School
HOLDREN, Rand	Short Term – Athletic	01.0-90904.0-15001-42000-2171-4328100		13.09	F	08-01-18	05-31-19	Burroughs High School
HOVHANNISYAN, Hovik	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4318500		13.09	F	02-01-19	02-28-19	Burbank High School
LEE, Timothy	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burroughs High School
LILLY, Charles	Short Term – Athletic	01.0-90201.0-17006-41002-2171-3208500		13.09	F	09-01-18	05-31-19	Luther Middle School
LUCERO, Michael	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
MANOKIAN, Marina	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
MARBACH, Daniel	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4320000		13.09	F	02-01-19	04-30-19	Burroughs High School
MATAS, Dominic	Short Term – Athletic	01.0-90904.0-17007-41001-2171-4328600		13.09	F	03-01-19	05-24-19	Burroughs High School

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Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Walk on Coach (Continued)								
MCGARRAH, Shane	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500 01.0-90201.0-17006-41002-2171-4318500		13.09	F	02-01-19 02-01-19	02-28-19 02-28-19	Burroughs High School Burbank High School
MEISENBACH, Daniel	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
MORILLAS, Charles	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4318500 01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burbank High School Burroughs High School
NELSON, Katherine	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
NEWTON, Mark	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
ORTEGA-JENNISON, Martin	Short Term – Athletic	01.0-90201.0-15001-42000-2171-4328701		104/game	F	02-01-19	04-30-19	Burroughs High School
PARK, Alice	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4318500		13.09	F	02-01-19	02-28-19	Burbank High School
PEREZ, Lysette	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4320000		13.09	F	02-01-19	04-30-19	Burroughs High School
ROJO, Karl	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
SALMERON, Frank	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4320000		13.09	F	02-01-19	04-30-19	Burroughs High School
SPRACHER, Andrew	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
STANSBURY, John	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
STERN, Jeffrey	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-3208500		13.09	F	01-01-19	06-30-19	Luther Middle School
STRANG, Sheila	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4320000		13.09	F	02-01-19	04-30-19	Burroughs High School
TANIGAWA, Maile	Short Term – Athletic	01.0-90904.0-15001-42000-2171-4328100		13.09	F	02-01-19	04-30-19	Burroughs High School
TANIGAWA, Westley	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4320000		13.09	F	02-01-19	04-30-19	Burroughs High School
TOLENTINO, Jeffrey	Short Term – Athletic	01.0-00000.0-15001-42000-2171-4310000		13.09	F	02-01-19	04-30-19	Burbank High School
VILLEGAS, Sandra	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burroughs High School
WIEGAND, Roy	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burroughs High School

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Personnel Report No. 18-19-15 April 4, 2019 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Walk on Coach (Continued)								
WILKINS, Jessica	Short Term – Athletic	01.0-90201.0-17006-41002-2171-4318500 01.0-90201.0-17006-41002-2171-4328500		13.09	F	02-01-19	02-28-19	Burbank High School Burroughs High School
YAGHUBYAN, Tatevik	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-3208500 01.0-90201.0-17006-41002-2171-4318500		13.09	F	09-01-18 02-01-19	05-31-19 02-28-19	Luther Middle School Burbank High School
ZONSHINE, Michael	Short Term – Performing Arts	01.0-90201.0-17006-41002-2171-3208500		13.09	F	01-01-19	06-30-19	Luther Middle School

Signature

Title: Assistant Superintendent, Human Resources Services

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BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

Printed between 02/05/2019 & 02/15/2019

PO Number	Vendor	Description	Site	Fund	Total Amount
19000015	TRANSIT SYSTEMS UNLIMITED, INC	C/O 2: REDUCE BY $894.00; 2018-19 BLANKET ORDER FOR ATHLETIC TRANSPORTATION ONLY	BURBANK HIGH SCHOOL	010	$505.00
19000473	GKKWORKS	C/O 1: INCREASE BY $3,488.00; CARRYOVER PO 17002517 & 18000852; ARCHITECTURAL & ENGINEERING SERVICES; MAKER SPACE AT JORDAN MS; CTE FUNDS; BOARD APPROVED 8/4/16	JORDAN MIDDLE SCHOOL	010	$8,528.00
19000476	GKKWORKS	C/O 1: INCREASE BY $5,476.00; CARRYOVER PO 17002518 & 18000897; ARCHITECTURAL & ENGINEERING SERVICES; MAKER SPACE AT JBHS; ROP FUNDS; BOARD APPROVED 8/4/16	JOHN BURROUGHS HIGH SCHOOL	010	$10,996.00
19000573	WAXIE SANITARY SUPPLY	C/O 1: INCREASE BY $6,000.00; 2018-19 BLANKET ORDER; CUSTODIAL SUPPLIES; CHILD DEVELOPMENT FUNDS; NIPA PB CONTRACT #151148-01	HORACE MANN CHILDREN´S CENTER	120	$13,000.00
19000665	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	C/O 1: REDUCE BY $1,600.00; 2018-19 BLANKET ORDER "ONLINE" OFFICE SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$8,400.00
19001156	CHILDCARE CAREERS LLC	C/O 4: INCREASE BY $29,460.00; CARRYOVER PO 18004034; SUBSTITUTE STAFFING AGREEMENT; CD-CA STATE PRESCHOOL PROGRAM FUNDS; BOARD APPROVED 4/19/18	CHILD DEVELOPMENT SERVICES	120	$79,352.33
19001423	GKKWORKS	C/O 1: INCREASE BY $2,976.00; CARRYOVER PO 18002377; ARCHITECTURAL & ENGINEERING SERVICES; HVAC LOW VOLTAGE PHASE II @ VARIOUS SITES; BD 11/17/16	FACILITIES SERVICES	213	$271,909.35
19001529	VALLEY TRAILS SUMMER CAMP	C/O 1: INCREASE BY $360.00; FIELD TRIP DEPOSIT; 4TH GRADE; GIFT FUNDS; BOARD APPROVED 9/20/18	PROVIDENCIA ELEMENTARY	010	$660.00
19001671	EDUCATION THROUGH MUSIC L.A.	C/O 1: INCREASE BY $3,990.00; CONSULTANT AGREEMENT; MUSIC CLASSES; GIFT FUNDS; BOARD APPROVED 8/2/18	WASHINGTON ELEMENTARY	010	$9,990.00
19001783	BLAINE WINDOW HARDWARE INC.	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$746.65
19002298	GARVEY EQUIPMENT COMPANY	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$469.76
19002300	NORTHERN SAFETY & INDUSTRIAL	GROUNDS SUPPLIES	FACILITIES SERVICES	010	$1,378.56
19002334	COMMERCIAL DOOR OF LOS ANGELES COUNTY	FACILITY REPAIR BY VENDOR	FACILITIES SERVICES	010	$2,139.41
19002338	LINCOLN AQUATICS	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$134.14
19002340	THE SHERWIN-WILLIAMS CO	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$194.19
19002402	SPORTS FACILITIES GROUP INC	FACILITY REPAIR BY VENDOR	FACILITIES SERVICES	010	$995.00
19002403	SAN LUIS AUTO GLASS	NON-INSTRUCTIONAL EQUIPMENT REPAIR BY VENDOR	FACILITIES SERVICES	010	$2

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

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PO Number	Vendor	Description	Site	Fund	Total Amount
19002432	GARVEY EQUIPMENT COMPANY	NON-INSTRUCTIONAL EQUIPMENT REPAIR MATERIAL	FACILITIES SERVICES	010	$145.36
19002433	SUNBELT RENTALS, INC.	CONTRACTED SERVICES	FACILITIES SERVICES	010	$27.89
19002470	WOODY'S SCREEN CENTER	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$30.11
19002471	EMEDCO, INC	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$829.85
19002472	REFRIGERATION HARDWARE SUPPLY CORP	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$268.01
19002550	REFRIGERATION HARDWARE SUPPLY CORP	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$70.09
19002552	ACCOUSTICAL MATERIAL	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$822.10
19002554	SUNBELT RENTALS, INC.	CONTRACTED SERVICES	FACILITIES SERVICES	010	$207.82
19002555	SKAUG TRUCK BODY WORKS	NON-INSTRUCTIONAL EQUIPMENT REPAIR MATERIAL	FACILITIES SERVICES	010	$57.73
19002608	REFRIGERATION HARDWARE SUPPLY CORP	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$64.01
19002609	WOODY'S SCREEN CENTER	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$27.38
19002611	GARVEY EQUIPMENT COMPANY	GROUNDS SUPPLIES	FACILITIES SERVICES	010	$175.19
19002622	SPORTS FACILITIES GROUP INC	C/O 1: CANCEL ORDER; FC1819-054 FURNISH AND INSTALL NETTING PANELS ON BASEBALL FIELD @ BHS; DEFERRED MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	140	$11,500.00
19002623	SPORTS FACILITIES GROUP INC	C/O 1: CANCEL ORDER; FC1819-055 FURNISH AND INSTALL NETTING PANELS ON BASEBALL FIELD @ JBHS; DEFERRED MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	140	$12,500.00
19002625	AMAZON CAPITAL SERVICES	C/O 1: REORDER CANCELLED ITEM - REDUCE $0.72; INSTRUCTIONAL MATERIALS	JOHN BURROUGHS HIGH SCHOOL	010	$78.93
19002640	THE LIBRARY STORE, INC.	C/O 1: CHANGE ACCOUNT STRING; LIBRARY SUPPLIES; GIFT FUNDS	EMERSON ELEMENTARY	010	$280.45
19002646	LIBRARYSKILLS INC	C/O 1: CHANGE ACCOUNT STRING; LIBRARY SUPPLIES; GIFT FUNDS	EMERSON ELEMENTARY	010	$695.15
19002652	GARVEY EQUIPMENT COMPANY	NON-INSTRUCTIONAL EQUIPMENT REPAIR MATERIAL	FACILITIES SERVICES	010	$41.65
19002653	TRULITE	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$163.93
19002656	NORTHERN SAFETY & INDUSTRIAL	GROUNDS SUPPLIES	FACILITIES SERVICES	010	$512.09
19002702	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	JOHN BURROUGHS HIGH SCHOOL	010	$164.68
19002703	FUN EXPRESS LLC	CLASSROOM SUPPLIES; GIFT FUNDS	MILLER ELEMENTARY	010	$45.81
19002704	AMAZON CAPITAL SERVICES	INSTRUCTIONAL SUPPLIES; SCIENCE; ACCOUNTS RECEIVABLE FUNDS	MUIR MIDDLE SCHOOL	010	$216.48
19002705	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES AND FURNITURE; GIFT FUNDS	BRET HARTE ELEMENTARY	010	$193.21

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

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PO Number	Vendor	Description	Site	Fund	Total Amount
19002706	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT; TITLE I FUNDS	JORDAN MIDDLE SCHOOL	010	$555.55
19002707	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	CLASSROOM RUGS; MAA FUNDS	DISNEY ELEMENTARY	010	$377.40
19002708	SCHOOL SPECIALTY, INC	PLAYGROUND SUPPLIES; MAA FUNDS	WASHINGTON ELEMENTARY	010	$14.59
19002709	LOS ANGELES BASS WORKS	MUSICAL INSTRUMENT REPAIR; GIFT FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$30.00
19002710	2 GUYS TERMITE, INC.	PEST CONTROL SERVICE @ CDS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	010	$600.00
19002711	WEST SAN GABRIEL LIABILITY & PROPERTY JPA	2017-18 WORKERS' COMPENSATION PREMIUM ADJUSTMENTS	FISCAL SERVICES	010	$251,989.00
19002712	GOPHER SPORT	PLAYGROUND SUPPLIES	STEVENSON ELEMENTARY	010	$349.80
19002713	AMAZON CAPITAL SERVICES	ART SUPPLIES	PROVIDENCIA ELEMENTARY	010	$76.78
19002714	CENGAGE LEARNING	BOOKS; ADULT EDUCATION-BLOCK GRANT	BURBANK ADULT SCHOOL	110	$1,434.00
19002715	REED, JOSEPH	CONSULTANT AGREEMENT; TEACHER COACHING; GIFT FUNDS; BOARD APPROVED 9/6/18	BRET HARTE ELEMENTARY	010	$7,500.00
19002716	SCHOOL SPECIALTY, INC	ART SUPPLIES	BRET HARTE ELEMENTARY	010	$248.52
19002717	BISHOP, DARRELL D	CONSULTANT AGREEMENT; VARIETY SHOW DIRECTOR; GIFT FUNDS; BOARD APPROVED 9/6/18	BRET HARTE ELEMENTARY	010	$3,500.00
19002718	LEWIS, CHRISTINA	CONSULTANT AGREEMENT; COLONIAL ASSEMBLY; FILM LA FUNDS; BOARD APPROVED 12/20/18	MC KINLEY ELEMENTARY	010	$1,095.00
19002719	LOW VOLTAGE SOLUTIONS INC.	2018-19 BLANKET ORDER; FIRE AND SECURITY ALARM REPAIRS @ VARIOUS SITES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$5,000.00
19002720	UME FEDERAL CREDIT UNION	INSTRUCTIONAL SUPPLIES; SCIENCE; MAA FUNDS	DISNEY ELEMENTARY	010	$65.54
19002721	SCHOOL OUTFITTERS	AUDIO EQUIPMENT	PROVIDENCIA ELEMENTARY	010	$309.15
19002722	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	OFFICE SUPPLIES; ILA WASC VISIT	BURBANK ADULT SCHOOL	010	$209.13
19002723	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES	EMERSON ELEMENTARY	010	$164.14
19002724	BERTRAND'S MUSIC	MUSICAL INSTRUMENT REPAIRS; ARTS FOR ALL FUNDS	INSTRUCTIONAL SERVICES	010	$573.40
19002725	BERTRAND'S MUSIC	MUSICAL INSTRUMENT REPAIR; ARTS FOR ALL FUNDS	INSTRUCTIONAL SERVICES	010	$81.97
19002726	BERTRAND'S MUSIC	MUSICAL INSTRUMENT REPAIRS; ARTS FOR ALL FUNDS	INSTRUCTIONAL SERVICES	010	$488.18
19002727	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT; TABLETS; TITLE I FUNDS	JORDAN MIDDLE SCHOOL	010	$5,828.08
19002728	FUN AND FUNCTION	CLASSROOM SUPPLIES; MAA FUNDS	DISNEY ELEMENTARY	010	$1,155.84

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

Printed between 02/05/2019 & 02/15/2019

PO Number	Vendor	Description	Site	Fund	Total Amount
19002729	BALDWIN, BRADLEY	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$16.62
19002730	GILL, DANIELLE	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	EMERSON ELEMENTARY	010	$109.52
19002731	AMAZON CAPITAL SERVICES	HEALTH EQUIPMENT	COMMUNITY DAY SCHOOL	010	$29.55
19002732	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	SPECIAL EDUCATION	010	$281.26
19002733	KLEIN, JENNIFER	CONSULTANT AGREEMENT; ART INSTRUCTION; GIFT FUNDS; BOARD APPROVED 2/7/19	DISNEY ELEMENTARY	010	$1,600.00
19002734	PITSCO EDUCATION	INSTRUCTIONAL SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$613.75
19002735	THE MUSIC CENTER	CONSULTANT AGREEMENT; ART INSTRUCTION; ADULT EDUCATION BLOCK GRANT; BOARD APPROVED 2/7/19	INSTRUCTIONAL SERVICES	110	$3,946.00
19002736	UME FEDERAL CREDIT UNION	DANCE SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$864.03
19002737	ALLEN INDUSTRIAL SUPPLY INC	FACILITY REPAIR MATERIAL	FACILITIES SERVICES	010	$19.71
19002740	THERAPRO INC	CLASSROOM SUPPLIES; MAA FUNDS	DISNEY ELEMENTARY	010	$637.12
19002741	NEW READERS PRESS	BOOKS; ADULT EDUCATION BLOCK GRANT	BURBANK ADULT SCHOOL	110	$468.50
19002742	ALA	2018-19 AASL MEMBERSHIP DUES FOR LIBRARY COORDINATOR; GIFT FUNDS	MILLER ELEMENTARY	010	$87.00
19002743	WRS GROUP LTD	INSTRUCTIONAL MATERIALS; HEALTH	JOHN BURROUGHS HIGH SCHOOL	010	$412.79
19002744	HUMAN RELATIONS MEDIA	INSTRUCTIONAL MATERIALS; HEALTH	JOHN BURROUGHS HIGH SCHOOL	010	$373.38
19002745	DEVIRGILIS, TED	REIMBURSEMENT TO TEACHER FOR SUPPLIES; FILM LA FUNDS	MUIR MIDDLE SCHOOL	010	$116.01
19002746	APPLE COMPUTER ED SALES	APPLE EDUCATION VOUCHER	MUIR MIDDLE SCHOOL	010	$15.96
19002747	GREENFIELD LEARNING INC.	SOFTWARE LICENSES; LEXIA READING; TITLE III FUNDS; BOARD APPROVED 6/21/18	MUIR MIDDLE SCHOOL	010	$5,760.00
19002748	GREENFIELD LEARNING INC.	SITE SOFTWARE LICENSE; READING PLUS; LCAP EIA/LEP AND TITLE III FUNDS; BOARD APPROVED 6/21/18	MUIR MIDDLE SCHOOL	010	$9,875.00
19002749	UME FEDERAL CREDIT UNION	SOFTWARE SUBSCRIPTION; MICROSOFT AZURE; ADULT EDUCATION BLOCK GRANT	BURBANK ADULT SCHOOL	110	$499.00
19002750	DURAN, SHANA	REIMBURSEMENT TO COUNSELOR FOR INTERVENTION SUPPLIES; TITLE I FUNDS	MUIR MIDDLE SCHOOL	010	$13.14
19002751	STARLEAF, DEREK	REIMBURSEMENT TO COUNSELOR FOR MEETING SUPPLIES; FILM LA FUNDS	MUIR MIDDLE SCHOOL	010	$43.14
19002752	TFH USA	SUPPLIES; MAA FUNDS	DISNEY ELEMENTARY	010	$47.42

BOARD DETAIL REPORT

Printed between 02/05/2019 & 02/15/2019

PO Number	Vendor	Description	Site	Fund	Total Amount
19002753	PAPER DIRECT INC	OFFICE SUPPLIES	BURBANK ADULT SCHOOL	110	$170.24
19002754	B & H PHOTO-VIDEO	CLASSROOM SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$889.14
19002755	UME FEDERAL CREDIT UNION	OFFICE SUPPLIES	HORACE MANN CHILDREN´S CENTER	120	$159.42
19002756	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	CLASSROOM FURNITURE; SITE RESTORATION FUNDS	STEVENSON ELEMENTARY	010	$276.35
19002757	FOUR WINDS	STUDENT TRANSPORTATION; GLENDALE COMMUNITY COLLEGE; GIFTS	STEVENSON ELEMENTARY	010	$419.00
19002758	LAKESHORE CURRICULUM MATERIAL	CLASSROOM RUG; SITE RESTORATION FUNDS	STEVENSON ELEMENTARY	010	$148.16
19002759	ANBRASS MUSIC	MUSICAL INSTRUMENT REPAIRS	MUIR MIDDLE SCHOOL	010	$2,988.00
19002760	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	CLASSROOM SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$36.11
19002761	LAKESHORE CURRICULUM MATERIAL	INSTRUCTIONAL MATERIALS; GIFT FUNDS	BRET HARTE ELEMENTARY	010	$131.61
19002762	LAKESHORE CURRICULUM MATERIAL	INSTRUCTIONAL SUPPLIES; GIFT FUNDS	BRET HARTE ELEMENTARY	010	$162.01
19002763	AMAZON CAPITAL SERVICES	ART SUPPLIES	PROVIDENCIA ELEMENTARY	010	$11.09
19002764	AMAZON CAPITAL SERVICES	STUDENT AWARDS; MAA FUNDS	BRET HARTE ELEMENTARY	010	$21.88
19002765	HIPPIE, DEANA KAYE	CONSULTANT AGREEMENT; WRITING LESSONS; TITLE I FUNDS; BOARD APPROVED 12/20/18	MC KINLEY ELEMENTARY	010	$950.00
19002766	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; GIFT FUNDS	MILLER ELEMENTARY	010	$43.79
19002767	LAKESHORE CURRICULUM MATERIAL	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	WASHINGTON ELEMENTARY	010	$72.19
19002768	BILL FERRELL CO.	STAGE EXTENSION RENTAL FOR POP SHOW	JOHN BURROUGHS HIGH SCHOOL	010	$824.10
19002769	AMAZON CAPITAL SERVICES	INSTRUCTIONAL EQUIPMENT; MATHEMATICS; TITLE I FUNDS	MUIR MIDDLE SCHOOL	010	$168.55
19002770	UME FEDERAL CREDIT UNION	STUDENT AWARD; MAA FUNDS	BRET HARTE ELEMENTARY	010	$18.90
19002771	CARMAN, PAT	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$329.56
19002772	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	PROVIDENCIA ELEMENTARY	010	$55.24
19002773	COLLEGE BOARD PUBLICATIONS	PSAT/NMSQT TEST FEES; COLLEGE READINESS BLOCK GRANT	INSTRUCTIONAL SERVICES	010	$8,272.00
19002774	COLLEGE BOARD PUBLICATIONS	PSAT/NMSQT TEST FEES; COLLEGE READINESS BLOCK GRANT	INSTRUCTIONAL SERVICES	010	$252.00
19002779	AV PARTY RENTAL INC	FURNITURE RENTAL; COLLEGE READINESS BLOCK GRANT	INSTRUCTIONAL SERVICES	010	$988.00
19002780	UME FEDERAL CREDIT UNION	OFFICE AND TECHNOLOGY EQUIPMENT; MAA FUNDS	LUTHER BURBANK MIDDLE SCHOOL	010	$619.96

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

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PO Number	Vendor	Description	Site	Fund	Total Amount
19002781	SPECIAL EDUCATION PARENTS	REIMBURSEMENT TO PARENTS FOR EDUCATIONAL, PSYCHOLOGICAL AND LANGUAGE THERAPIES; SPECIAL EDUCATION; BOARD APPROVED 2/7/19	SPECIAL EDUCATION	010	$7,449.00
19002782	PEARSON ASSESSMENT	TESTING MATERIALS; SPECIAL EDUCATION	SPECIAL EDUCATION	010	$563.06
19002783	UME FEDERAL CREDIT UNION	CLASSROOM SUPPLY	JOHN BURROUGHS HIGH SCHOOL	010	$232.86
19002784	B & H PHOTO-VIDEO	PHOTOGRAPHY SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$897.90
19002785	LIBRARYSKILLS INC	LIBRARY SUPPLIES; GIFT FUNDS	EMERSON ELEMENTARY	010	$154.70
19002786	SCHOOL OUTFITTERS	AUDIO EQUIPMENT; HEADPHONES; TITLE I FUNDS	MUIR MIDDLE SCHOOL	010	$2,108.95
19002787	BOYS & GIRLS CLUB OF BURBANK	STAFF EXPENSE FOR KAGAN TRAINING; GIFT FUNDS	INSTRUCTIONAL SERVICES	010	$1,127.37
19002788	SCHOOLSIN	CLASSROOM RUGS; SITE RESTORATION FUNDS	STEVENSON ELEMENTARY	010	$1,082.58
19002789	COMMITTEE FOR CHILDREN	SITE SOFTWARE LICENSE; SECOND STEP; TITLE I FUNDS	LUTHER BURBANK MIDDLE SCHOOL	010	$5,999.00
19002790	HARRINGTON GEOTECHNICAL ENGINEERING INC	GEOTECHNICAL ENGINEERING SERVICES FOR MODULAR @ DISNEY ES; BOND FUNDS - THIRD ISSUANCE	FACILITIES SERVICES	213	$4,500.00
19002791	HILTON GARDEN INN	TRAVEL EXPENSES; HOTEL ROOMS FOR WASC	BURBANK ADULT SCHOOL	010	$1,702.35
19002792	FUN EXPRESS LLC	CLASSROOM SUPPLIES; GIFT FUNDS	DISNEY ELEMENTARY	010	$214.28
19002793	LEONIS ADOBE MUSEUM	FIELD TRIP ADMISSION; GRADE 4; GIFT FUNDS	EDISON ELEMENTARY	010	$1,012.00
19002794	DURHAM SCHOOL SERVICES	STUDENT TRANSPORTATION; GLENDALE COMMUNITY COLLEGE; GIFT FUNDS	EDISON ELEMENTARY	010	$1,171.80
19002795	DURHAM SCHOOL SERVICES	STUDENT TRANSPORTATION; GLENDALE COMMUNITY COLLEGE; GIFT FUNDS	STEVENSON ELEMENTARY	010	$457.10
19002796	DURHAM SCHOOL SERVICES	STUDENT TRANSPORTATION; KNOTT'S BERRY FARM; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$1,950.84
19002797	FOUR WINDS	STUDENT TRANSPORTATION; CA SCIENCE CENTER; GIFTS	JEFFERSON ELEMENTARY	010	$1,628.25
19002798	FOUR WINDS	STUDENT TRANSPORTATION; GENE AUTRY MUSEUM; GIFTS	MILLER ELEMENTARY	010	$419.00
19002799	TEXTBOOK WAREHOUSE INC	BOOKS; CONTINUING EDUCATION	MONTEREY HIGH SCHOOL	010	$318.75
19002800	FOLLETT SCHOOL SOLUTIONS, INC.	LIBRARY BOOKS; LCFF SUPPLEMENTAL FUNDS	DISNEY ELEMENTARY	010	$1,023.39
19002801	FOUR WINDS	STUDENT TRANSPORTATION; LA BREA TARPITS/LACMA; ACCOUNTS RECEIVABLE	LUTHER BURBANK MIDDLE SCHOOL	010	$2,116.00
19002802	FOUR WINDS	STUDENT TRANSPORTATION; LA BREA TARPITS/LACMA; ACCOUNTS RECEIVABLE	LUTHER BURBANK MIDDLE SCHOOL	010	$1,058.00
19002803	SERGIO ROBERTO MARTINEZ	STUDENT TRANSPORTATION; CA ADVENTURE; ACCOUNTS RECEIVABLE	JOHN BURROUGHS HIGH SCHOOL	010	$9,350.00

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

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PO Number	Vendor	Description	Site	Fund	Total Amount
19002804	SCHOOL OUTFITTERS	CLASSROOM FURNITURE	DISNEY ELEMENTARY	010	$608.94
19002805	FOLLETT SCHOOL SOLUTIONS, INC.	LIBRARY BOOKS; LCFF SUPPLEMENTAL FUNDS	DISNEY ELEMENTARY	010	$1,220.14
19002806	UME FEDERAL CREDIT UNION	TECHNOLOGY SUPPLIES; SPECIAL EDUCATION FUNDS	SPECIAL EDUCATION	010	$153.28
19002807	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS; MAA FUNDS	DISNEY ELEMENTARY	010	$86.56
19002808	HOUGHTON MIFFLIN HARCOURT SCHOOL DIVISION	TESTING MATERIALS; SPECIAL EDUCATION	SPECIAL EDUCATION	010	$2,163.39
19002809	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES; SPECIAL EDUCATION FUNDS	SPECIAL EDUCATION	010	$108.77
19002810	M. WILSON CO. CONTRACTORS	CARRYOVER PO 18002903 & 17004356; INCREASE BY $19,660.00 - BD 1/17/19; 1617-052 #3 PERMANENT MODULAR CLASSROOMS; PHASE II; CONSTRUCTION; JEFFERSON; BOND FUNDS; BD 4/20/17	JEFFERSON ELEMENTARY	213	$19,660.00
19002811	RUBBER STAMPS UNLIMITED, INC.	OFFICE SUPPLIES	Student Services	010	$65.04
19002812	SCHOOL SPECIALTY, INC	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$31.58
19002813	UME FEDERAL CREDIT UNION	INSTRUCTIONAL MATERIAL; SPECIAL EDUCATION FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$5.36
19002814	WILLIAM V MACGILL & COMPANY	NURSE SUPPLIES	BRET HARTE ELEMENTARY	010	$269.51
19002815	WILLIAM V MACGILL & COMPANY	NURSE SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$128.72
19002816	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT; TABLET; FILM LA FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$506.86
19002817	ACORN NATURALIST	DVDS; SPECIAL EDUCATION FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$49.49
19002818	SOUTHWINDS TRANSPORTATION	STUDENT TRANSPORTATION; LOS ANGELES ZOO; GIFTS	MILLER ELEMENTARY	010	$913.70
19002819	NASCO WEST	CLASSROOM SUPPLIES	DISNEY ELEMENTARY	010	$952.52
19002820	JOSTENS, INC.	GRADUATION DIPLOMAS, CERTIFICATES & COVERS	JOHN BURROUGHS HIGH SCHOOL	010	$8,762.63
19002821	SCANTRON CORPORATION	TESTING MATERIALS; MAA FUNDS	BURBANK HIGH SCHOOL	010	$1,413.93

PO Count: **151** **Total:** **$847,905.18**

Printed between 02/05/2019 & 02/15/2019

BOARD FUND SUMMARY

Fund	Description	PO Count	Total Fund Amount
010	General Fund - Unrestricted	138	$428,806.34
110	Adult Education Fund	5	$6,517.74
120	Child Development Fund	3	$92,511.75
140	Deferred Maintenance Fund	2	$24,000.00
213	Building Fund - 3rd Issuance	3	$296,069.35
		Total:	**$847,905.18**

4/4/2019

To the Superintendent of Schools:

Request for the authorization of the following warrants is presented for your approval subject to the action of the Board of Education.

Warrants	Payroll		Warrants	Commercial	
6062423	6062513		25084189	25084203	
6064612	6064622		435678	435680	
6065067	6065100		25087177	25087190	
6065648	6065669		435860	435861	
6069084	6069251		25089610	25089680	
2083849	2084519		436034	436035	
			25093049	25093074	
			25099894	25099899	
			25104874	25104891	
			25106601	25106631	
			437355	437355	

2/8/19 - 2/25/19	**$ 1,158,049.52**	**2/8/19 - 2/20/19**	**$ 1,298,902.99**

Burbank Unified School District
Instructional Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tom Kissinger, Assistant Superintendent, Educational Services
PREPARED BY:	Tom Kissinger, Assistant Superintendent, Educational Services
SUBMITTED BY:	Teri Smith, Administrative Secretary
DATE:	April 4, 2019
SUBJECT:	Approval and Ratification of 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/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.

Recommendation:

Tom Kissinger, Assistant Superintendent, Educational Services, recommends that the Board of Education approve and 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.

BURBANK UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
RATIFICATION/APPROVAL OF INSTRUCTIONAL CONSULTANT SERVICES
Board Meeting Date: April 4, 2019

Site	Name	Purpose	Dates	Cost	Appropriation Number & Program Name
Providencia	Lewis Events	At Providencia 5th grade student will experience a day in the life of Lewis and Clark They will learn what a typical day was like, and what necessary skills were needed. They will also learn about adventures and valuable lessons on the trail.	4/10/19	Not to exceed $1,135	010-90201.0-11100-10000-5850-2138700 (Providencia PTA Funds)
Emerson * Ratification	The Music Center	The Music Center will present an assembly titled "World Adventures With My Harp". Mr Alfredo Ortiz is a multitalented artist and master on the Paraguayan harp. He will share his real life journey with migrations, hardships, and success as he plays music from around the world on his harp.	2/27/19	Not to exceed $1,000	010-90201.0-11100-10000-5850-2038700 (Emerson PTA Funds)
Horace Mann SEED Program	Education Through Music Los Angeles	Education Through Music Los Angeles (ETMLA) provides supplemental instruction in music. At Horace Mann, they will provide 6 weeks of music instruction to the students in the Special Education Early Development Program.	4/5/19 through 5/23/19	Not to exceed $1,425	010-65000.0-57700-11100-5810-7440000 (SPED SEED Funds)
Miller	Will & Company	Will & Company is a theatre-based program based in Los Angeles. At Miller, they will provide dance workshops to the students in grades 1 and 3. These workshops will provide students access to dance instruction and help build self-esteem.	4/5/19 through 5/17/19	Not to exceed $6,100	010-01501.0-47600-10000-5810-2100000 010-90201.0-11100-10000-5810-2108700 (Miller EIA Funds and Booster Funds)
Emerson	Joe Chaplin	Mr. Chaplin is a dancer, performer, and choreographer. At Emerson, he will teach different styles of dance to the first grade students.	4/5/19 through 5/25/19	Not to exceed $2,400	010-90201.0-11100-10000-5850-2038700 (Emerson PTA Funds)
Miller	Johanna Chase/Jo's One Stop Rock Shop	Ms. Chase is a singer, songwriter, and producer. At Miller she will provide music workshops to the students in graders TK and K. Students will learn about the principals, history, and cultural origins of music. This experience will help build literacy and communication skills.	2/19/19 through 5/2/19	Not to exceed $3,300	010-01501.0-47600-10000-5810-2100000 (Miller EIA Funds)
Jefferson *Ratification	Joe Reed	Mr. Reed, a retired Burbank Unified teacher, has designed a STEM Lab curriculum based on New Generation Science Standards. Lessons include STEM challenges, incorporating engineering design standards through the use of the latest robotics and coding technologies. Moving students from play to creativity, innovation, and critical thinking. Mr Reed is also building capacity with teachers through memonstration and professional development.	12/10/18 through 4/19/19	Not to exceed $21,600	010-90201.0-11100-10000-5850-2068700 (Jefferson Gift Account)

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 16th of March by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Lewis Events hereinafter referred to as "Consultant."

Payee's Name Lewis Events Daytime Phone Number 626-536-8091 Email Address Christy@lewisevents.com

Mailing Address: P.O. Box 1431 Canyon Country CA 91386

Sponsoring Administrator: Jen Culbertson

Board Approval: April 4, 2019

Account Code: PTA Gift Account 010-90201.0-1110010000-5850-21387a

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 $ 1,135 per hour☐/ per day ☐/ per session☑ for a total not to exceed $ 1,135 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on: 4-10-19 and terminating on 4-10-19.
3. Payment Terms: one time payment - end of service
4. Consultant will provide the following services:
   A Day in the Life of Colonial America - Reenactment
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.

Thomas A. Kissinger 4-5-19

Fiscal Services Administrator 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 Order will be created. This Purchase Order will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Order. Once services are rendered, send paperwork to accounts receivable so they can process payment.

Revised 09/18

For the 2018-19 year

A Day in the Life of Colonial America
Exploring the Unchartered Territory

It was a time of change. A birth. A revolution. Never had the hope of a new beginning shone so brightly on the horizon for a nation. The future and the frontier lay before these visionary patriots as they navigated forward unlimited by the binding laws and shackles of the lands and tyrants they left behind. Into the unchartered wilderness they drove ahead, creating a nation, unlike any other. Join us as we bring to life the adventure and hope of a new nation.

Opening Presentation (30 minutes)

A day in the life of the colonies. What was a typical day like for the colonists. What were the necessary skills needed? The first half of the demonstration will focus on some of the day to day tasks that were helpful to have mastered. The other half of the presentation will focus on some of the adventures and valuable lessons experienced on the trail with Lewis and Clark.

The Forge Blacksmith
Culinary Arts and Herbs
Dutch Oven Cooking
Martha's Washboard Laundry
Stories from the Trail
Navigating the Wilderness
And more . . . .

Mrs. Franklin's Colonial Dancing/etiquette.
Candle Dipping
John Hancock Calligraphy Ink Quill Writing
Butter Churning
Rope Making
Cow Milking Challenge
Mrs. Washington's Johnny cakes & Corn grinding
Corn Husk Dolls
Mount Vernon Colonial Games
Lewis and Clark-Expedition discoveries
Lewis & Clark: Practical survival skills
Parlor/Indoor Games:

P.O Box 1431, Canyon Country, CA 91386-1431 christy@lewisevents.com
Jay's cell (626)794-7371 Christy's cell(626) 536-8091
Theme Parties **Entertainment** **Corporate Events**

CLIENT AGREEMENT

This Agreement made February 26, 2019, between Providencia Elementary (hereinafter referred to as Client) and Lewis Events.

Contact: Katherine Colvin Marvin, teacher
Phone:
Email: KatherineColvin@burbankusd.org
Address: 1919 N Ontario St, Burbank, CA 91505
Office phone (818) 558-5470
Location: School Campus. Show in the MPR or where?
Activities in classrooms and outside? grass or cement?
Directions to enter campus:

Event: 5th Grade Colonial History Event
Guests: 75
Date: Wednesday, April 10, 2019
Time: 35 minutes Colonial Assembly
20 minutes Colonial Dancing
2 hours Rotation Activities

We will ring a dinner bell when it is time to rotate each group clockwise to the next activity.
_groups of __students_ rotations, minutes per rotation

Needs from client:

- 1-2 adult volunteers to assist at each of the rotations. Please have them arrive ½ hour before start of activities to receive training.
- Assembly: Need 2 tables, microphone and cd player or Ipod plug in and speakers. Lewis Events will supply music. Following show, if possible, bring sound system to activity area, so students can enjoy music during the rotations.
- Table and chair needs listed below. Please have a chair at each station for volunteer. Activities where table/chairs are needed can also be done at lunch tables or in a room.
- Suggest to have a bag with students name on it, if they are doing activities where they will be taking an item with them.

Services:

Colonial History Day

Base price is up to 100 students, then add the pp price

Pricing:

Monday - Thursday. Friday/Saturday is $100 extra

Ventura, San Bernadino, Riverside, Orange County add $50 for travel outside Los Angeles. Additional travel fee for other counties

A Day in the Life of Colonial America Presentation 35 minutes $ 695
Need Two 6-8' tables

Out of County extra travel **$**

Extra Performance Time

Mrs. Franklin's Colonial Dancing/etiquette $ 65
As a group right after Opening Presentation, approx 20 minutes

ROTATIONS

Candle Dipping Add $75 then .75 pp **$ 75**
Need 2 tables, electrical if possible

Butter Churning Add $50, then .50 pp **$ 50**
Need 1 table, students can stand or sit on ground/grass

Cow Milking Add **$75**

Mrs. Washington's Johnny cakes & Corn grinding Add **$ 75**
need 2 tables

Mt Vernon Colonial Games Add $ 50

Lewis & Clark: Practical survival skills Add $ 50
Need 1 table

Total $1,135

50% Deposit due at time of signing
Balance due COD
Option to pay Balance in Full upon signing
Additional Activities can be added prior to event

Please make check payable to "Lewis Events" and mail to PO Box listed below.
Lewis Events can only guarantee availability once Agreement is signed and received.

Access time for set up: 2 hours prior to start of event
Access time for take down: 2 hours following event

P.O Box 1431, Canyon Country, CA 91386-1431 christy@lewisevents.com
Jay's cell (626)794-7371 Christy's cell(626) 536-8091

Theme Parties **Entertainment** **Corporate Events**

Contingency Plan for inclement weather: In case the forecast is more than 30% chance rain for the event day, as long as the activities can be placed under cover or inside, we can maintain the same event date, otherwise we will find a postponement date that works for both parties.

Cancellation Policy: In case of cancellation following the signing of Agreement, Deposit shall be forfeited in order to cover Lewis Events estimated cost and losses. In case of cancellation within 7 days of event, all funds are non-refundable. However, Lewis Events will make its best effort to credit unused funds toward a future event.

Weather/Uncontrollable Incidents: There are certain incidents which are beyond the control of Lewis Events, such as inclement weather, natural disasters, riots, strikes, etc. Lewis Events will make every effort to fulfill this contact. In case one of the above or like incidents should occur, additional costs may be incurred, or cancellation of the event may be necessary, which is the responsibility of the Client.

Client agrees to take responsible for event attendees and any person Lewis Events has not directly hired. Client agrees to compensate Lewis Events for repair/replacement cost for damage to items or missing items (i.e. props and equipment), which have been supplied by Lewis Events as a result of event attendees.

Client

Signature, Date 4-5-19

Lewis Events, Christy Lewis

Signature, Date

Please sign and return one copy by email or mail to PO Box below with your deposit. We are delighted to provide you with your event needs and look forward to continuing our relationship with you.

P.O Box 1431, Canyon Country, CA 91386-1431 christy@lewisevents.com
Jay's cell (626)794-7371 Christy's cell(626) 536-8091

Theme Parties **Entertainment** **Corporate Events**

THE MUSIC CENTER

November 15, 2018

Shari Auproux, Curriculum Specialist
Ralph Emerson Elementary
720 East Cypress Avenue
Burbank, CA 91501-1812

Dear Shari,

Thank you for contacting us to arrange a program with the Music Center. We applaud your commitment to quality arts education and are pleased to serve as your partner.

Listed below is a summary of the services you requested, which includes an itemized estimate of costs. Please review the dates and times for each artist. If you find a discrepancy, call me at (213) 972-4310 so that we can make any needed adjustments.

In order for us to confirm your project and begin services, we must receive verification of your funding. Please complete, sign and return the attached form to me within 14 days, by mail or by fax to (213) 972-4307. Program dates will be released if we do not receive this document at the end of 14 days.

World Adventures with My Harp
Triple Assembly
February 27, 2019 at 8:35AM, 9:30AM, 10:45AM — $1,000.00

Estimated Project Total	**$1,000.00**

- *This document is provided as an estimate of the total cost for this project and should be used for budgeting purposes. Applicable invoice(s) will be provided separately when services have been rendered.*
- *The majority of supplies necessary for this project are to be purchased independently by the school. Material charges outlined in this proposal refer only to additional supplies provided by the artist and/or the Music Center.*
- *Fees paid by schools and districts for Music Center education services cover only a portion of program production costs. Generous contributions from individuals, corporations, foundations and government agencies cover the balance.*
- *Events may be cancelled or rescheduled by the school with at least two business days' notice to Music Center's School Programs without penalty. The school will be charged for any event cancelled with less than two business days' notice.*
- *Music Center artists have agreed to share their talents with schools for rates far below their standard fees. These professional artists may occasionally find it necessary to initiate a change in scheduled events to accommodate a public engagement. Should this occur, we will work with you to reschedule your event as needed.*

We look forward to working with you this year. Please call me at any time should you have questions or need additional information.

Sincerely,

Monk Turner
Music Center on Tour

Project # 19OT6011894-1
Enclosure: Verification of Funding

Info for Wednesday, 2/27 assembly

CURRICULUM • CONNECTIONS

THE MUSIC CENTER

ALFREDO ROLANDO ORTIZ—World Adventures With My Harp

ART FORM: Music

STYLE: Traditional and Contemporary

CULTURE: South American

MEET THE ARTIST:

Alfredo Rolando Ortiz, born in Cuba in 1946, is a composer, lecturer, author and recording artist. Emigrating to Venezuela in 1958, he began learning to play the Venezuelan folk harp from a school friend in 1961. A year later, he commenced his studies with Alberto Romero on the Paraguayan harp, and within three years was performing professionally. Alfredo recorded his first album while beginning his medical studies in Medellin, Colombia. Music, which eventually would become his life's focus and win him international acclaim , supported him through his medical studies. Like his background, Dr. Ortiz's harp music is rich and eclectic and his repertoire covers the folk, classical and popular music of many countries. This warm and multitalented artist is a master on the Paraguayan harp, an accessible educator, and an engaging performer for audiences of all ages. Also, he is a prolific recording artist and composer whose work has been performed by classical and folk harpists in many countries.

ABOUT THE PERFORMANCE:

World Adventures With My Harp is woven around Alfredo Ortiz's real life journey of migrations, hardships and successes. The performance, which features the Paraguayan harp, reflects the rich cultural and musical heritage of South America. It demonstrates lively and contrasting traditional and popular music from several countries, and includes some well-known melodies like "La Bamba." Dr. Ortiz also explains the harp's construction and the way the construction affects sound and technique. Questions are encouraged during the performance, and one student is invited to play the instrument.



PREPARING FOR THE EXPERIENCE:

Music is an important element in the life of any culture, and is in part shaped by its history. First brought to South America by the Spanish in their early days of exploration and conquest, the harp evolved into an important instrument in both folk and popular music. In 1588, Jesuit missionaries arrived in the settlement of Asuncion, Paraguay and converted many Guarani Indians. They built villages, taught wood carving used for church ornamentation, and shared their music for church services. They were expelled by King Charles III of Spain in 1767, but the Guarani continued to build and play the harp and guitar, blending their music with Spanish styles to create a new musical sound.

Today the harp is an important instrument in folk and popular music throughout South America. Harps are played for festivals and celebrations by street musicians and concert artists, and in ensembles with guitars and violins. In ensembles, musicians will often play 'head' or 'ear' music. This is music they have learned by listening and improvising instead of reading from a printed score. Ensemble music also varies from region to region. The galopa, a lively dancing rhythm, and the guarania, a slow and flowing melody, are two types of Paraguayan music traditionally played on the harp and accompanied by guitars playing a syncopated strumming pattern.

Harp design, like harp music, varies from region to region but the Arpa Paraguaya, the national instrument of Paraguay, is the most popular of the Latin American harps. Hand crafted from wood and very light (10-15 pounds), the Arpa Paraguaya has a bright, powerful sound. Most South American harp players use their right hand to play the melody while their left is used to play the accompaniment on lower strings. The right plays with the fingernails while the left with fingertips or fingernails. The harp is tuned to the diatonic major scale or natural minor scale. Most harps have 32 to 36 nylon strings.

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 4 of April by and between the **Burbank Unified School District**, hereinafter referred to as "District", and **Education Though Music Los Angeles** hereinafter referred to as "Consultant."

Payee's Name: Education Though Music Los Angeles Daytime Phone Number: (818) 433-7600 Email Address: vlanier@etmla.org

Mailing Address: 2501 W. Burbank Blvd. #301, Burbank, CA 91505

Sponsoring Administrator: Sharon Cuseo, Assistant Superintendent of Instructional Services

Board Approval: April 4, 2019

Account Code: 01.0-65000.0-57700-11100-5810-7440000

The assignment **X 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 **$ 1,425.00** per hour☐/ per day X/ per session☐ for a total not to exceed **$ 1,425.00** **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on: **April 5, 2019** and terminating on **May 23, 2019.**
3. Payment Terms: **$1,425.00 to be paid on May 24, 2019**
4. Consultant will provide the following services:

   Education Through Music Los Angeles (ETM-LA) will provide 6 weeks of music instruction to all Special Education Early Development (SEED) 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.

Fiscal Services Administrator — Date: 4-5-19

Consultant — Date: 3/5/19

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 Order will be created. This Purchase Order will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Order. Once services are rendered, send paperwork to accounts receivable so they can process payment.

Revised 09/18

education through MUSIC los angeles

Education Through Music-Los Angeles Consultant School Program
Memorandum of Agreement 2018-19

Period of Agreement
Services will be provided from April 5, 2019 to May 10, 2019.

Scope of Services provided to the School by ETM-LA:

- ETM-LA will provide an instructor to teach 6 classes weekly for 6 weeks
- Instructor will provide fun, engaging music experiences for students with special needs at the following location:
  Horace Mann Child Development Center
  3401 Scott Road
  Burbank, CA 91504
- Instructor will provide appropriate activities per expectations from Burbank Unified School District as discussed during the initial set-up meeting.

Item	Unit	Cost/Unit	Total
Set-Up Meeting	1 hour	$75/hr	$75
Music Instruction (6 classes weekly) for 6 weeks	18 hours	$75/hr	$1,350
		Total	**$1,425**

Program Management Commitments by the School Principal

- Collaborate with ETM-LA to develop and implement a school-wide program for all students and work towards independent sustainability.
- The financial commitment of BUSD will be **$1,425**
  Payment Schedule:
  May 24, 2019 $1,425

Termination

Either the School or ETM-LA may terminate this agreement for any reason upon written notice to the other. No claim for damages that resulted from termination of this agreement will be made by or allowed to either ETM-LA or the School. ETM-LA will be entitled to payment for any instructional hours and supporting services completed pursuant to this agreement prior to the termination date.

Thomas A. Kissinger 4/5/19
District Signature Date

3/5/19
ETM-LA Signature Date

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 5th day of March 2019 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Will & Company-Fran de Leon hereinafter referred to as "Consultant."

Payee's Name: Will & Company – Fran de Leon Daytime Phone Number: 818-437-1272

Mailing Address: 5504 Tyrone Avenue, Sherman Oaks, CA 91401

Sponsoring Administrator: Judy Hession, Principal at Miller Elementary School

Board Approval: Thursday, April 4, 2019

Account Code: 010-01501.0-47600-10000-5810-2100000 (EIA Funds) in the amount of $1,100. – LCAP
010-90201.0-11100-10000-5810-2108700 (Booster Club Gift Fund) in the amount of $5,000. - Boosters

The assignment will ☐ 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.**

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 not to exceed $6,100.
2. Amount to include speaking fee and mileage.
3. The term of the Agreement shall be the period commencing on: 4/5/2019 and terminating on 5/17/2019.
4. Payment Terms:
5. Consultant will provide the following services:

   Artist in Residence will provide 6 – 45 minute dance workshops for five Grade 1 classes and five Grade 3 classes for a total of 60 workshops and a dance performance for about 250 students.

4. The Consultant shall provide an invoice to the Assistant Superintendent, Business Services 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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 above written.

Thomas A. Kissinger 4-5-19
Fiscal Services Administrator Date

Consultant 3-5-19
Date

Instructions: Consultant is to sign and return two copies to the sponsoring administrative site. After Board approval, return completed and signed forms to the Assistant Superintendent, Business Services for processing.

Revised 08/10

Will & Company is a not-for-profit theatre ensemble based in Los Angeles and touring the nation. Founded by Artistic Director Colin Cox in 1988, Will & Company began primarily as a troupe dedicated to making Shakespeare and the arts accessible to under-represented communities with 45 minute adaptations along with residencies and workshops.

Classical works now include Homer's "The Odyssey," Mark Twain's "Tom Sawyer," and the seasonal favorite, Dickens' "A Christmas Carol." In each presentation, 6 students are enlisted and trained by the actors to perform.

Our residencies and workshops are standards-based and easily tailored to each school's specific needs. We believe that every child should have an experience to explore their inner artist to expand their creative thinking and apply it to their academic curriculum.

Dedicated to the use of art for social change, we offer diversity and inclusion programs for college and corporate events. "Faces of America" has been performed over 600 times in 49 states, along with our shows specific for Black History Month, Latino Heritage, and LGBTQ awareness.

Our Arts & Fitness branch supports whole child development by incorporating yoga, mindfulness and meditation in residencies that focus on theater, dance, music, and creative writing.

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 ____1____ of _March_____ 2018/19 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and __Joe Chapin__ hereinafter referred to as "Consultant."

Payee's Name: Joe Chapin Daytime Phone Number

Mailing Address:

Sponsoring Administrator: Jennifer Kaitz

Board Approval: April 4, 2019

Account Code: 010-90201-0-11100-1000-5810-2038700

The assignment will ☐ **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.**

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 $_2,400____
2. Amount to include speaking fee and mileage.
3. The term of the Agreement shall be the period commencing on: 4/5/19 and terminating on 5/25/19.
4. Payment Terms: Pay in full upon completion of services
5. Consultant will provide the following services:

   All first grade students will participate in dance workshops.

4. The Consultant shall provide an invoice to the Assistant Superintendent, Business Services 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

Thomas A. Kissinger 4-5-19
Fiscal Services Administrator Date

[redacted] 3-1-19
Consultant Date

Instructions: Consultant is to sign and return two copies to the sponsoring administrative site. After Board approval, return completed and signed forms to the Assistant Superintendent, Business Services for processing.
Revised 08/10



Londoner, Joe Chaplin started dancing and training at the age of 15 at the prestigious Pineapple Studios (London) Joe transitioned from student to teacher after just three years. The next four years he would spend putting his choreography skills into practice as he taught a wide variety of students. From the age of 18 to 22 Joe was chosen to be part of a selective dance troupe and given such opportunities to perform at events such as Top of the Pops, Blue Peter, The Mobo Awards working with artists Neyo, T-pain and Amy Winehouse, MTV's My Sweet Sixteen, with Sean Kingston and many other projects

Joe Chaplin grew and developed a great deal as a performer and choreographer throughout his performance years. Not only did he gain experience teaching privately all over London, he had the rare opportunity to travel to the centre of the Mediterranean to the small island of Malta and teach at their top ranked performing arts school. His travel didn't end there booking jobs in Spain, Portugal, Ireland (*Westside* – leading performing arts school, Dublin) and France (four months as a performing at Disney Land Paris, Choreographer for French band, Travel Agency).

The short time Joe Chaplin has been able to work in LA he has become a teacher and choreographer for several studios and companies including Green Kite Records, he is the choreographer for a number of bands and solo artists nationwide. With his energy, friendliness, hard work ethic and reliability, Joe Chaplin has the ability to bring the best out of anyone who is willing to learn and to create a unique stylish routine and performance in class.

Joe Chaplin



Teaching/Coaching:

Dance Conservatory Of Pasadena (2018-Present)
*Hip-Hop Instructor/Choreographer
www.dancepasadena.com

Hollywood Cultural Arts Center (2018-Present)
*Hip - Hop Instructor/Choreographer

Media City Dance Company (2017 - Present)
*Hip - Hop Instructor/Choreographer
http://www.mediacitydance.com/

Green Kite Records - USA Nationwide (2016 - Present)
*Choreographer for multiple bands.
http://dev.greenkiterecords.com/

RockStar Dance - Los Angeles (2016 - Present)
*Hip - Hop Instructor
http://rockstardancefitness.com/

Star Collaborative - Los Angeles (2016 - Present)
*Co Director
*Hip - hop Instructor/Choreographer
http://starcollaborativedanceco.weebly.com/

Sky High Dance - Los Angeles (2016 - Present)
*Hip - hop Instructor/Choreographer
http://www.skyhighdanceinc.com/

Extreme Dance London – London, UK (2010 - 2016)
*Hip-hop director, children, teens and young adults, performance production
http://www.extremedancelondon.com/

Twisters Dance Company – London, UK (2009 to 2016)
* Hip-Hop Choreographer/ Artistic Director

Haberdashers Askes Knights Academy London,
UK (20112015)
*Guest Hip-Hop choreographer

City University London-London,UK (20102013)
*Guest Hip-Hop choreographer

West Side Performing Arts School – Dublin, Ireland (2009 to 2010)
*Teacher/Choreographer, Coach, Performer, Show Coordinator

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 23rd day of January 2019 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Johanna Chase of Jo's One-Stop-Rock-Shop hereinafter referred to as "Consultant."

Payee's Name: Johanna Chase of Jo's One-Stop-Rock-Shop Social Security or Federal I.D. #:

Mailing Address: Daytime Phone Number 310-782-4738

Sponsoring Administrator: Judy Hession, Principal, Miller Elementary

Board Approval: 1-4-19

Account Code: 010-01501.0-47600-10000-5810-2100000 (EIA Funds) for $3,300

The assignment ☐ will ☒ 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.**

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 not to exceed $3,300.
2. Amount to include speaking fee and mileage.
3. The term of the Agreement shall be the period commencing on: 2/18/2019 and terminating on 5/10/2019.
4. Consultant will provide the following services:

Johanna Chase of Jo's One-Stop-Rock-Shop will provide 8 – 30 minutes Music workshops and a performance for students in Grades TK and Kindergarten at Miller Elementary School. A total of 145 students will participate in the workshops. Students will learn about the basic principles, history, cultural origins, and exponential uses and values that music provides to all people.

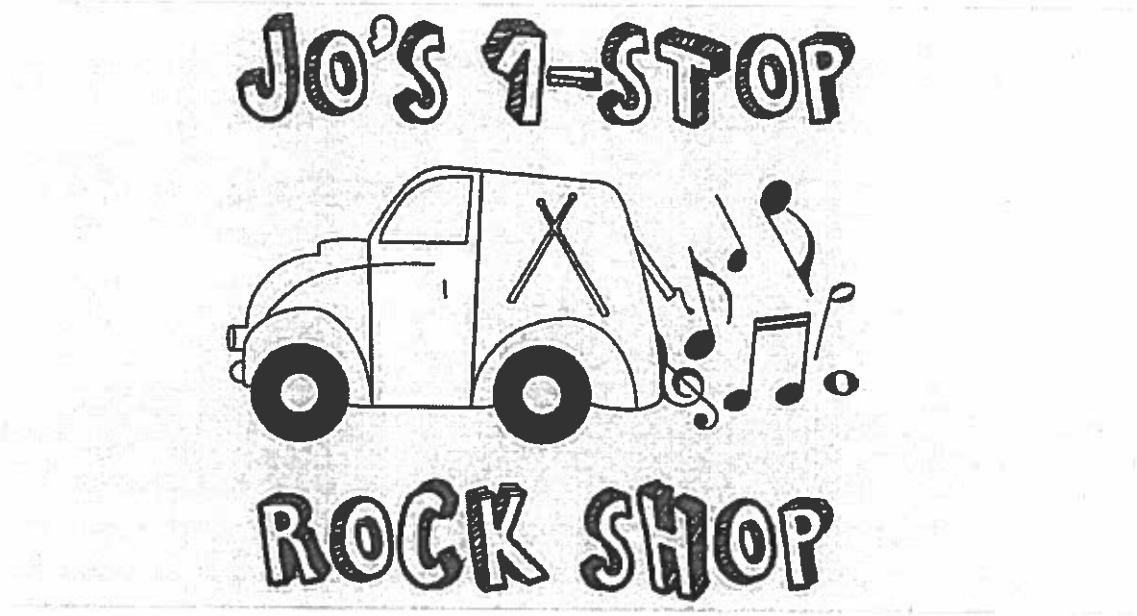
4. The Consultant shall provide an invoice to the Assistant Superintendent, Business Services of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated.
5. It is expressly understood 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.
6. 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.
7. 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.
8. 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.
9. 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.

Fiscal Services Administrator Date Consultant 1/23/2019

Instructions: Consultant is to sign and return two copies to the sponsoring administrative site. After Board approval, return completed and signed forms to the Assistant Superintendent, Business Services for processing. Revised 08/10



Service Provided to Joaquin Miller Elementary on behalf of Burbank United School District

Contacts:
Judy Hession, Principal
Judyllession@ burbankusd.org

Service Provider:
Jo's 1-Stop-Rock-Shop
219 N. Ave. 51, #106,
Los Angeles, CA 90042
(310) 782-4738
www.josonestoprockshop.com
jo@josonestoprockshop.com

Jo's 1-Stop-Rock-Shop © 2019

8 Week Program for TK and Kinders

Week 1: The Voice, Our First Instrument
(how to use our voice, breath, hearing our own voice)

Week 2: Storytelling: Rounds and Call and Response
(origin of storytelling; ancient language)

Week 3: Storytelling II: Drum Circle
(will teach 1 traditional African rhythm within the "boots and cats" dance exercise)

Week 4: The 5 W's; writing a verse
(Assist in writing verse as a class, homework: write your own verse)

Week 5: Write Chorus as a Class
(Assist in writing chorus as a class)

Week 6: Learn Class Song and Make Hand Motions
(Assist in teaching song and facilitating hand motions)

Week 7: "What is Do-Re-Mi?"
Brief Music Theory for Kids + "Band Photo"
(Teach the 8 notes and hand out music flash cards)

Week 8: Recording Session
(Record class songs in groups)

Each class follows this **Structure**:

1) Hello Song
2)Review
3) Lesson
4) Goodbye Song

Each student will receive a certificate and CD of the class songs, including their own recordings, at the end of the program.

**Online Materials: Each Program will have online materials to be listened to and watched by each student before that weeks' class. There will be videos and/or audio, depending on the week, to familiarize the students with that week's class subject and best utilize the 45 minutes in each class. This will also allow the students to share the subject matter with their families and create conversations around the home and classroom.*

Jo's 1-Stop-Rock-Shop © 2019

CA Common Core Integration:

J1SRS's enrichment program I use the following language and symbols to describe and aid in the process of Artistic Perception (CC 1.0):

- Traditional quarter notes and eighth notes are accompanied by "boots and cats". (when said with rhythmic expression "boots and cats" breaks down the quarter notes and eighth notes, as well as describes the traditional placement of the snare and kick drum in a standard rock beat)
- The constant lesson of "tempo" is used to assist students in understanding the method used to create a slower or faster song.
- The "Sing-Out" song (sung at the beginning of each class) allows the students to participate in listening and reacting to the teacher instructing them to sing louder/softer, faster/slower or with different emotions.

The following opportunities for Creating, Performing and Participating in Music are provided to each class, in an effort to engage the student's Creative Expression (CC 2.0):

- The "Sing-Out" and "Next-Time" songs are sung at the beginning and end of each class throughout the course of the enrichment program and function as consistent tools for each student's expression.
- The "name solos" in "Sing-Out" are moments where each student has a chance to sing their own name in whatever fashion they choose. The instructor prompts them to use different melodic phrasing each time.
- The Sound of Music's "Do-Re-Mi" song is sung from memory and introduces and instills the bedrock of the basic major scale principles.
- The use of listening and repeating (using the voice) the "Do-Re" interval and other simple intervals is used to teach the basic principle behind using intervals in music.
- Listen and repeat leg patting exercises are used to teach awareness of beat, tempo, dynamic and melodic expression as well as improvisation.

The following lessons are planned to ensure that the students walk away with a deeper Historical and Cultural Context for the music they hear on a daily basis (CC 3.0):

- During Week 2 we visit the role of the "Story" within the song, the origin of storytelling and the ancient notion of the "Circle", referring to audience and your community. At J. Miller Elementary, the Kinder and 1st grade teachers use a 4-piece story building tool; "Once upon a time", "And", "Then", and "Finally". J1SRS uses the same tool, as well as "The 5 W's"; "Who, What, When, Where, and Why".
- During Week 3 we learn at least one traditional African drum rhythm and integrate it into our own drum circle. The function and origin of "Call and Response" is also introduced and used for the duration of the program.
- Throughout the 10-week program, the instructor makes sure that students learn the origin of Hip-Hop through Jazz and brings in examples of popular and

traditional music that reflects these two genres. It is important that the students learn that Hip-Hop was created by young adults and children in Harlem, NY, so that they understand their own potential in creating music. It is also important that the students know the ethnic origin of Jazz and Hip-Hop and how that relates to the basic musical elements used in class (i.e. "boots and cats", improvisation, and various instrumentation).

- The "Jazz Oreo" is taught in the 1st Grade classes:
  - The Cream represents the African Influence in Jazz music. The 3 descriptors are accompanied by vocalizations and body movements:
    - The Blues
    - Expression
    - Rhythm and Feel
  - The Cookies represent the European Influence in Jazz music and include 2 descriptors also accompanied by vocalizations and body movements:
    - Harmonies
    - Instrumentation (Piano, Guitar, Saxaphone)

A very specific and unique aspect to J1SRS's enrichment program, is the function of class songwriting. The students are given the opportunity and are required to participate (within each individual's own capacity) in writing, choreographing, recording and performing their own song. This portion of the program functions as the bookend and direct Application of the Aesthetic Valuing they were participating in the weeks prior (CC 4.0 and CC 5.0):

- In the weeks prior to the students' creation of their own song, they learn hand motions to "Do-Re-Mi", "Sing-Out" and "Next-Time" and experientially learn and kinesthetically absorb the emotional and practical reasoning behind each choreographed movement.
- Students also sing-a-long to "I've Been Working on the Railroad" and "Hush, Little Baby" in weeks leading up to writing their own song to understand the function and purpose that music can have. This knowledge is then reflected in their original work they create.
- During the final weeks of application and creation, the instructor brings in recording equipment and explains the occupation of the sound engineer as the class records and listens back to their own singing. The instructor employs class discussions about the use of music in movies, film, and theater and the various artistic and technical careers involved.

Jo's One-Stop-Rock-Shop considers it an honor and duty to teach the 1st Graders and Kindergarteners of J. Miller Elementary the basic principles, history, cultural origins, and exponential uses and values that music provides all people. Music is a human tool used to engage and connect with one another through expression and experience and like the young people of New York in the 1970s, the kids at J. Miller Elementary have the potential and ability to contribute to the development of American music and find confidence, identity and reprieve in that knowledge and application.

8 Week Program Cost

Service:	Fee:	Occurrence:	10 Weeks:
30 or 45 minute instructors fee	$55 per classroom	6 Classes Per week ($330)	$330 x 8 weeks = $2640
Class Song Music Production	$45 per classroom	One-time fee	$45 x classes = $360
Assembly Production	$150 for producing one time assembly for entire program	One-time program fee	$150
Curriculum	$150 entire program (one grade level)	One-time program Fee	$150
Total:			$3300

After the initial proposal is accepted, we will make up to 3 edits and/or customizations to each program's curricula, 45 days prior to the first class.

Program Schedule:

Week	Dates
Week 1	2/18
Week 2	2/25
Week 3	3/4
Week 4	3/11
Week 5	3/25
Week 6	4/8
Week 7	4/15
Week 8	4/22
Assembly Date	5/2 or 5/10

Desired Assembly Date for end of Program: 5/2 or 5/10

Billing Schedule:

1st Payment	2/22
2nd Payment	2/29
3rd Payment	3/8
4th Payment	3/15
5th Payment	3/29
6th Payment	4/12
7th Payment	4/19
8th Payment	4/26
9th Payment	5/2 or 5/10

I, Johanna Chase, of Jo's One-Stop-Rock-Shop agree to render all services listed above.

Service Provider / Johanna Chase of Jo's One-Stop-Rock-Shop

Signature: Date:

Burbank Unified School District Representative, .
_____, agrees to provide service provider, Johanna Chase/J.1.S.R.S. with deposit and payments by billing dates listed above.

Burbank Unified School / Miller Elementary School /

Signature: Judy Hesson Date: 2/13/2019

Jo's 1-Stop-Rock-Shop offers 1-on-1 music lessons for kids of all ages, Pod music enrichment classes, "Start Your Own Band" sessions and Music Enrichment Programs for Schools. We produce our own curriculum for each class we offer and suit it to the needs of the school, class or student on a case-by-case basis. Our HQ is located in Highland Park where we offer in house lessons and classes.

Jo's 1-Stop-Rock-Shop © 2019

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 1st of March 2019 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Joe Reed hereinafter referred to as "Consultant."

Payee's Name Joe Reed Daytime Phone Number Email Address

Mailing Address:

Sponsoring Administrator: Sandra DeBarros, Principal

Board Approval: April 4, 2019

Account Code: 01.0-90201.0-11100-10000-5850-206-8700

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 $ 60.00 per hour for 360 hours ☐/ per day ☐/ per session☐ for a total not to exceed $ 21,600.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on: December 10, 2018 and terminating on April 19, 2019.
3. Payment Terms: Upon Completion
4. Consultant will provide the following services:

   ~~STEM~~ Lab, Planning, preparing, teaching ~~and~~ promoting ~~new~~ program. ~~Hosted two~~ parent nights.

6. 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.
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 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.

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.

Fiscal Services Administrator Date

3/12/19
Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Appro After Board approval, a Purchase Order will be created. This Purchase Order will need to include the Agreement for Consultant Services, W9, Board Approved coversheet uploaded on the Purchase Order. Once services are rendered, send paperwork to accounts receivable so they can process payment.

Revised 09/18

Joseph Reed

Energetic elementary teacher with excellent communication skills and the ability to differentiate for individual students' needs.

TEACHING EXPERIENCE

Burbank Unified School District - *3rd-6th grade teacher*
SEPTEMBER 1993 - PRESENT

Newhall Unified School District - *Assistant Principal*
JANUARY 1997- JUNE 1997

Los Angeles Unified School District - *6th grade teacher*
SEPTEMBER 1983-SEPTEMBER 1993

EDUCATION

National University, Los Angeles — *Master of Science in Educational Administration*
July 1997-July 1998

California State University, Los Angeles - *Multiple Subject Credential*
June 1984

California State University, Northridge — *Bachelor of Science in Communicative Disorders*
September 1974 - June 1985

OTHER JOB RELATED EXPERIENCE

JMR Educational Consulting
Private practice specializing in assessment of students. Design of Individualized learning programs to facilitate school success.
1987-present

CREDENTIALS

- Multiple Subject Teaching Credential
- Administrative Services Credential
- Clinical Rehabilitative Services Credential, Language, Speech, and Hearing including Special Class Authorization

SKILLS

- Creative lesson planning
- Classroom Behavior Management
- Professional relationships with students, parents, and colleagues
- Technology savvy
- Understanding of Common Core/NGSS standards

PROFESSIONAL REFERENCES

Sandra DeBarros
sandradebarros@burbankusd.org

Anita Schackmann
anitaschackmann@burbankusd.org

Craig Bugbee
craigbugbee@burbankusd.org

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
SUBJECT:	Amendment of Consultant Services Agreements (Special Education)

Background:
The Special Education Department requests the following Master Blanket Purchase Order be approved by the Board of Education to cover the Consultants listed below.

Discussion/Issues:
To expedite payments to the Consultants listed below, it was decided by staff that it would be more efficient to create a blanket purchase order to cover expenses for a one-year period rather than presenting individual requests at every Board meeting for specific consultants.

The implementation of this procedure will not diminish the District's internal accounting control. Each invoice will undergo the same audit procedure which verifies attendance and billing rates, and requires the same documentation in order to issue payment to the consultant. The required documentation includes signed Consultant Service Agreement approving detailed services to each student, an audited and authorized Authorization for Payment form, and an invoice.

The District has agreements in place for special education services to be provided by the following Consultants effective July 1, 2018 through June 30, 2019, for the amount as listed below:

Physical Therapy: $121,500
Kids Physical Therapy, Inc.

Speech& Language Therapy: $5,000
Teresa Mackey

Translators/Interpreters:
Purple Communications: $300,000

Language Resources of America: ~~$50,000~~ $80,000

Escort Services: $15,000
West Shield Adolescent Services

Vision Therapy: ~~$10,000~~ $20,000
Burbank Optometric Center

Accommodating Ideas: $10,000

Fiscal Impact:
Estimated cost for the above listed Consultants effective July 1, 2018 through June 30, 2019 is approximately ~~$511,500~~ ~~$521,500~~ $551,500.

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education, approve the consultant agreements as listed, to provide Special Education services in translating, interpreting, and transportation, not to exceed $551,500 (01.0-650000.0-57500-31401-5850-7440000), (01.0-65000.0-57700-11900-5850-7440000), effective July 1, 2018 through June 30, 2019, and that authority to sign the services agreements be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original Board approval date was June 7, 2018, not to exceed $511,500. On February 21, 2019 there was an amendment for Burbank Optometric Center to add an additional $10,000 to the original contract for a total not to exceed $20,000; making the new total not to exceed $521,500. This amendment is to add $30,000 to the Language Resources of America, LRA Interpreters, Inc. making the LRA agreement a total not to exceed $80,000, for a total not to exceed $551,500.

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AMENDED AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 5th day of April 2019 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Language Resources of America, LRA Interpreters, Inc hereinafter referred to as "Consultant."

Language Resources of America, LRA Interpreters, Inc [redacted]
Payee's Name (Person or Company) Email Daytime Phone Number

Mailing Address: [redacted]
City State Zip

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

Board Approval Date: ~~06/07/18~~ 04/04/19 Account Code: 01.0-65000.0-57700-11901-5850-7440000

The assignment **will** ☐ **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.**

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 $ ~~50,000~~ $80,000
2. The term of the Agreement shall be the period commencing on 07/01/2018 and terminating on 06/30/2019.
3. Consultant will provide the following services:

   Interpreters/Translators for special education students.
   AMENDMENT: adding an additional $30,000.

4. The Consultant shall provide an invoice to the Special Education department of the time spent in providing the services and preparing the products required by this Agreement. Consultant will submit invoices on a monthly basis and be paid after invoice has been processed.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

Tamara Schiern, Director of Special Education Date

Consultant 3-5-19
Date

Instructions: Consultant is to sign and return two copies to the sponsoring administrative site. After Board approval, return completed and signed forms to the Assistant Superintendent, Business Services for processing.

Revised 08/10

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
SUBJECT:	Amendment of Agreement for Professional Services (Special Education)

Background:
The purpose of the approval of agreement for professional services is to hire an outside credentialed Special Education Teacher (as a consultant) while an Itinerant Special Education Teacher is out on leave. The consultant will assist with private school assessments, writing the assessment reports and attending IEP's of Special Education students.

Discussion/Issues:
The District is currently obligated to provide assessments for students who are Burbank residents and attend private schools, whose families request evaluations, or for students whose Individualized Education Plans (IEP's) require assessments in either general or specific areas of need. The District was unable to find a credentialed substitute to cover the leave of the current Special Education Teacher.

Fiscal Impact:
No to exceed ~~$880~~ $1,900

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve an amended agreement between Burbank Unified School District and Susan Martin, to provide assessments, written reports and attend student IEP meetings, not to exceed $1,900 (01.0-65000.0-50010-36000-5813-7440000), effective February 22, 2019 through ~~May 30, 2019~~ June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original Board approval date was February 21, 2019, not to exceed $880. This amendment adds $1,020 to the original contract not to exceed $1,900.

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AMENDED AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 22nd day of February 2019 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Susan Martin, hereinafter referred to as "Consultant."

Payee's Name Susan Martin Daytime Phone Number [redacted] Email Address: [redacted]

Mailing Address: [redacted]

Sponsoring Administrator: _____
Matt Hill Superintendent Date

Board Approval: ~~02/21/2019~~ 04/04/2019

Account Code: 01.0-65000.0-57700-11900-5850-7440000

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 $ 44 per hour▪/ per day ☐/ per session☐ for a total not to exceed $ 1,900 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on: 02/22/19 and terminating on 06/30/19.
3. Payment Terms: Net 45 Days
4. Consultant will provide the following services:

   Consultant will provide various assessments, written reports and attend IEP meetings for special education students and private school students. **Amending to add $1,020 for three specific students (960013740, 960002296 and 960009120).**

6. 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.
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 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.

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.

Tamara Schiern, Director of Special Education Date

Consultant 3/5/19
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 Order will be created. This Purchase Order will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Order. Once services are rendered, send paperwork to accounts receivable so they can process payment.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director, Special Education and Psychological Services
PREPARED BY:	Tamara Schiern, Director, Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
SUBJECT:	Ratification of Agreement for Professional Services (Special Education)

Background:
The Board of Education is being asked to ratify the agreement for professional services to consult and support Special Education Student 960030115, 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:
No to exceed $5,404.03

Recommendation:
Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education to ratify the agreement between Burbank Unified School District and Inclusive Education and Community Partnership, to provide evaluations and consultative support for Special Education Student 960030115, not to exceed $5,404.03 (01.0-65000.0-50010-36000-5813-7440000), effective March 1, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

RATIFICATION OF AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 1st day of March 2019 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Inclusive Education and Community Partnership hereinafter referred to as "Consultant."

Payee's Name: Inclusive Education and Community Partnership Phone Number: [redacted] Email: [redacted]
Mailing Address: [redacted]

Sponsoring Administrator: Matt Hill
Superintendent Signature Date

Board Approval: April 4, 2019
Account Code: 01.0-65000.0-57700-11900-5850-7440000

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.

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 $150 per hour▪/ per day ☐/ per session☐ for a total not to exceed $5,404.03 **Amount to include speaking fee, mileage (rate of .58 per mile) and any additional fees.
2. The term of the Agreement shall be the period commencing on: 03/01/19 and terminating on 06/30/19.
3. Payment Terms: Net 45 Days
4. Consultant will provide the following services:

   Per settlement agreement, IECP will provide 24 hours of consultation for Special Education Student 960030115. $150 x 24 = **$3,600** and mileage from Oxnard to Burbank (64.8 miles x 2 = 129.6 miles per day; 120.6 x 24 = 3,110.4 total miles) at the current IRS rate of .58 per mile for a total not to exceed of **$1,404.03**

6. 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.
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 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.

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.

Tamara Schiern, Director of Special Education Date

Consultant FOR IECP 3/12/19
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 Order will be created. This Purchase Order will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Order. Once services are rendered, send paperwork to accounts receivable so they can process payment.

Revised 09/18

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Tamara Schiern, Director of Special Education
PREPARED BY:	Tamara Schiern, Director of Special Education
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	April 4, 2019
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 conduct a Transitional Independent Educational Evaluation (IEE) for the Special Education Student 130003043, 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 $2,950.

Recommendation:

Tamara Schiern, Director, Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and DirectEd Educational Services, to provide a Transitional Independent Evaluation (IEE) and attend an IEP meeting for Special Education Student 130003043, not to exceed $2,950 (01.0-65000.0-57700-11900-5850-7440000), effective April 5, 2019 through June 30, 2019, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

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 5th day of April, 2019 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and DirectEd Educational Services hereinafter referred to as "Consultant."

Payee's Name DirectEd Educational Services Daytime Phone Number [redacted] Email A[redacted]

Mailing Address: [redacted]

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

Board Approval: 04/04/2019
Account Code: 01.0-65000.0-57700-11900-5850-740000

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 $2,950 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on: 04/05/19 and terminating on 06/30/19.
3. Payment Terms: Net 45 Days
4. Consultant will provide the following services:

   Consultant agrees to provide a transitional assessment for Student 130003043. Total cost includes but not limited to: interviews with parents and student, assessment, written report, travel and attendance to IEP.

6. 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.
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 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.

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.

Tamara Schiem, Director of Special Education Date

Consultant Mhal Spiegel Executive Director 3/14/2019 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 Order will be created. This Purchase Order will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Order. Once services are rendered, send paperwork to accounts receivable so they can process payment.

Revised 09/18

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:	Sharon Cuseo, Assistant Superintendent, Instructional Services
SUBMITTED BY:	Jenny Jones, Administrative Secretary II
DATE:	April 4, 2019
SUBJECT:	Approval of Articulation Agreements with Los Angeles Valley College

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Background:

California adopted the Common Core State Standards (CCSS) on August 2, 2010. In March of 2013 the State Board of Education also approved the College and Career Readiness Anchor Standards, from which the CCSS were derived. The goal is to prepare all students for success in college and the workplace. Burbank Unified School District (BUSD) began implementation of the CCSS in the 2014-2015 school year, and the first assessment was given in the spring of 2015. Full implementation of the standards will take several years and involve new frameworks, new textbook adoptions and more professional development for teachers. In addition, the BUSD will provide more information sessions for parents and the community on the CCSS.

A significant component to the CCSS is college and career readiness. One component of college and career readiness is the ability of students to earn college credit for work completed at the high school level. This requires that the high school course meet the rigorous standards of the comparable college course. In order to make that determination, the instructors of the courses at both the high school and the college meet to evaluate the content of the high school course that is being considered for credit at the college. If the college instructors are satisfied that the high school course is comparable to the college course, then the course is designated as eligible for an articulation agreement between the specific college and the school district. An articulation agreement identifies the specific course for which students will be given college credit and is signed by representatives from both the college and the school district.

District Wide Goals for 2018-2019:

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

Discussion and Issues:

Instructors from Los Angeles Valley College (LAVC) and instructors from John Burroughs High School and Burbank High School met and determined that the following courses are eligible for articulation:

BUSD School	BUSD Course Title	Los Angeles Valley College Course
John Burroughs HS	Advanced Digital Media	Media Arts 101: Introduction to Digital Film/Video Production
Burbank HS	Advanced Digital Media	Media Arts 101: Introduction to Digital Film/Video Production
John Burroughs HS	Digital Media	Media Arts 100: The Entertainment Industry: Breaking In
Burbank HS	Digital Media	Media Arts 100: The Entertainment Industry: Breaking In
John Burroughs HS	Broadcast Journalism	Broadcast 46: Fundamentals of Television Production
Burbank HS	Broadcast Journalism	Broadcast 46: Fundamentals of Television Production

Included in the proposed agreement is the procedure for the students to follow in order to receive credit for this course. This process begins with the student submitting a petition for college credit. The student must also apply for admission to Los Angeles Valley College within two months and complete the following:

a. LAVC application
b. K-12 application form
c. Written letter of recommendation from the high school teacher
d. Credit by examination petition
e. Complete all LAVC requirements for credit by exam
f. Upon approval of the Credit by Exam petition, the student will take the exam written and graded by LAVC discipline faculty and administered at the LAVC department chair's discretion
g. Course credit will be posted on the student's transcript according to the LAVC policy on Credit by Exam

Fiscal Impact:

There is no fiscal impact.

Recommendation:

Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the articulation agreements between the Burbank Unified School District and Los Angeles Valley College, for Advanced Digital Media, Digital Media and Broadcast Journalism, effective April 5, 2019, with the understanding that the agreements be reviewed on an annual basis, and that authority to sign the agreements be exercised pursuant to BUSD—AR 3314, as presented.

LOS ANGELES VALLEY COLLEGE
COURSE ARTICULATION AGREEMENT

Date Submitted:

Los Angeles Valley College **5800 Fulton Ave.** **Valley Glen, CA 91401**	**High School Name & Address:** **John Burroughs High School** **1920 Clark Avenue** **Burbank, CA 91506** **Phone: (818) 558-4777** **Fax: (818) 846-9268**
Course Name & Number: Media Arts 101 **College Course Title: Introduction to Digital Film/Video Production**	**High School Course Title:** **Advanced Digital Media**

Items in A – F below should match the information on the approved course outline of record.

A. COLLEGE COURSE DESCRIPTION: This course is an introductory, interdisciplinary survey of the entertainment industry; showcasing various jobs from entry-level Production Assistants to high-level CEOs, how to obtain these jobs, and an overall understanding of the creative process from start to finish.

B. LAVC UNITS (from course outline): 3 **HS UNITS: 3**
TOTAL HOURS (from course outline): 54 **TOTAL HOURS: 54**

C. LAVC PREREQUISITES: None

D. LAVC COREQUISITES: None

E. REQUIRED CONTENT FOR ARTICULATION:

- Introduction/Overview of the Script to Final Media Product Production Process
- Basic Theories of Film vs. Video vs. Digital Media Production and their relationship.
- Concept Design of Pictorial/Audio Images and Preproduction of a Media Project.
- Digital Camera Equipment, Camera Accessories, and Lenses.
- Imaging Techniques and Composition, Angle, Depth-of-Field, Screen-Direction Arrangement.
- Imaging Techniques and Movement (Actual vs. Induced), Screen Direction Problems.
- Lighting Equipment, Techniques/Aesthetics, and Exposure. Preproduction Paperwork.
- Sound Recording Equipment, Techniques/Aesthetics, and Audio Recording Problems.
- Digital Editing Equipment, Linear vs. Non-Linear, and Post-Production Procedures. Revised Paperwork
- Editing Techniques/Aesthetics, Structuring Pix/Audio Content, Jump-cuts & Editing Problems.
- Titles/Graphics and Compositing/Mixing Pix/Audio Images.
- Music and Digital Audio Files, Compact Discs and DVD - Audio.

F. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

- Compare and contrast basic theories of film production vs. video and digital media production.
- Identify the parts of the digital video camcorder and their functions. (A subset of above.) Operate video field recording equipment to acquire quality video and audio products along with skill demonstration.
- Compose a concept design for pre-production of a digital media production.
- Illustrate basic imaging technologies for story telling with the moving image.
- Assemble preproduction paperwork for the term media project.
- Differentiate the strengths and weaknesses of linear vs. non-linear (digital) post-production techniques.
- Describe the basic aesthetic theories of visual story telling in post-production.
- Diagram the critical elements for proper title/text design for a digital media project.

G. TEXTBOOKS: "The Filmmakers Handbook" by E. Pincus and S. Ascher

H. METHODS FOR END–OF–COURSE ASSESSMENT: Credit by exam to be prepared by LAVC FT Media Arts/ Broadcasting Faculty and in discussion with High School Instructor

I. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE): N/A

J. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:

1. When the student has passed the approved end–of– course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit following the LAVC procedures.

2. LAVC Procedures:
   The student will apply for admission to Los Angeles Valley College within two months of course completion and will complete the following:
   a. LAVC application
   b. K-12 application form
   c. Written letter of recommendation from the high school teacher
   d. Credit by exam petition
   e. Complete all LAVC requirements for credit by exam.
   f. Upon approval of the Credit By Exam petition, the student will take the exam written and graded by LAVC discipline faculty and administered at the LAVC department chair's discretion.
   g. Course credit will be posted on the student's transcript according to the LAVC policy on Credit by Exam.

   The above documents will be turned in to the Dean of Career and Technical Education.

This agreement will be reviewed annually unless changes are made to the course or teacher assignment. It is the responsibility of the high school to notify LAVC when changes occur.

REQUIRED SIGNATURES:

Los Angeles Valley College	High School
Initiating Faculty Member Date:_____	Department Chair/Program Coordinator Date:_____
Department Chair Date:_____	Career/Perkins Counselor Date:_____
Articulation Officer Date:_____	High School Instructor Date: 3-7-19
Dean of Career and Technical Education Date:_____	Principal Date: 3-7-19
SFP-Director/Program Coordinator Date:_____	Vice President of Academic Affairs Date:_____

Rev 5-30-18

LOS ANGELES VALLEY COLLEGE
COURSE ARTICULATION AGREEMENT

Date Submitted:

Los Angeles Valley College **5800 Fulton Ave.** **Valley Glen, CA 91401**	**High School Name & Address:** **Burbank High School** **902 N. Third Street** **Burbank, CA 91502** **Phone: (818) 558-4700** **Fax: (818) 845-6122**
Course Name & Number: Media Arts 101 **College Course Title: Introduction to Digital Film/Video Production**	**High School Course Title:** **Advanced Digital Media Production**

Items in A – F below should match the information on the approved course outline of record.

A. COLLEGE COURSE DESCRIPTION: This course is an introductory, interdisciplinary survey of the entertainment industry; showcasing various jobs from entry-level Production Assistants to high-level CEOs, how to obtain these jobs, and an overall understanding of the creative process from start to finish.

B. LAVC UNITS (from course outline): 3 **HS UNITS: 3**
TOTAL HOURS (from course outline): 54 **TOTAL HOURS: 54**

C. LAVC PREREQUISITES: None

D. LAVC COREQUISITES: None

E. REQUIRED CONTENT FOR ARTICULATION:

- Introduction/Overview of the Script to Final Media Product Production Process
- Basic Theories of Film vs. Video vs. Digital Media Production and their relationship.
- Concept Design of Pictorial/Audio Images and Preproduction of a Media Project.
- Digital Camera Equipment, Camera Accessories, and Lenses.
- Imaging Techniques and Composition, Angle, Depth-of-Field, Screen-Direction Arrangement.
- Imaging Techniques and Movement (Actual vs. Induced), Screen Direction Problems.
- Lighting Equipment, Techniques/Aesthetics, and Exposure. Preproduction Paperwork.
- Sound Recording Equipment, Techniques/Aesthetics, and Audio Recording Problems.
- Digital Editing Equipment, Linear vs. Non-Linear, and Post-Production Procedures. Revised Paperwork
- Editing Techniques/Aesthetics, Structuring Pix/Audio Content, Jump-cuts & Editing Problems.
- Titles/Graphics and Compositing/Mixing Pix/Audio Images.
- Music and Digital Audio Files, Compact Discs and DVD - Audio.

F. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

- Compare and contrast basic theories of film production vs. video and digital media production.
- Identify the parts of the digital video camcorder and their functions. (A subset of above.) Operate video field recording equipment to acquire quality video and audio products along with skill demonstration.
- Compose a concept design for pre-production of a digital media production.
- Illustrate basic imaging technologies for story telling with the moving image.
- Assemble preproduction paperwork for the term media project.
- Differentiate the strengths and weaknesses of linear vs. non-linear (digital) post-production techniques.
- Describe the basic aesthetic theories of visual story telling in post-production.
- Diagram the critical elements for proper title/text design for a digital media project.

G. TEXTBOOKS: "The Filmmakers Handbook" by E. Pincus and S. Ascher

H. METHODS FOR END–OF–COURSE ASSESSMENT: Credit by exam to be prepared by LAVC FT Media Arts/ Broadcasting Faculty and in discussion with High School Instructor

I. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE): N/A

J. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:

1. When the student has passed the approved end–of– course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit following the LAVC procedures.

2. LAVC Procedures:
   The student will apply for admission to Los Angeles Valley College within two months of course completion and will complete the following:
   a. LAVC application
   b. K-12 application form
   c. Written letter of recommendation from the high school teacher
   d. Credit by exam petition
   e. Complete all LAVC requirements for credit by exam.
   f. Upon approval of the Credit By Exam petition, the student will take the exam written and graded by LAVC discipline faculty and administered at the LAVC department chair's discretion.
   g. Course credit will be posted on the student's transcript according to the LAVC policy on Credit by Exam.

   The above documents will be turned in to the Dean of Career and Technical Education.

This agreement will be reviewed annually unless changes are made to the course or teacher assignment. It is the responsibility of the high school to notify LAVC when changes occur.

REQUIRED SIGNATURES:

Los Angeles Valley College	High School
Initiating Faculty Member Date:_____	Department Chair/Program Coordinator Date:_____
Department Chair Date:_____	Career/Perkins Counselor Date:_____
Articulation Officer Date:_____	High School Instructor Date: 3-7-19
Dean of Career and Technical Education Date:_____	Principal Date: 3-7-19
SFP-Director/Program Coordinator Date:_____	Vice President of Academic Affairs Date:_____

Rev 5-30-18

LOS ANGELES VALLEY COLLEGE
COURSE ARTICULATION AGREEMENT

Date Submitted:

Los Angeles Valley College **5800 Fulton Ave.** **Valley Glen, CA 91401**	**High School Name & Address:** **John Burroughs High School** **1920 Clark Avenue** **Burbank, CA 91506** **Phone: (818) 558-4777** **Fax: (818) 846-9268**
Course Name & Number: Media Arts 100 **College Course Title: The Entertainment Industry: Breaking In**	**High School Course Title:** **Digital Media**

Items in A – F below should match the information on the approved course outline of record.

A. COLLEGE COURSE DESCRIPTION: This course is an introductory, interdisciplinary survey of the entertainment industry; showcasing various jobs from entry-level Production Assistants to high-level CEOs, how to obtain these jobs, and an overall understanding of the creative process from start to finish.

B. LAVC UNITS (from course outline): 3 **HS UNITS: 3**
TOTAL HOURS (from course outline): 54 **TOTAL HOURS: 54**

C. LAVC PREREQUISITES: None

D. LAVC COREQUISITES: None

E. REQUIRED CONTENT FOR ARTICULATION:

- **General introduction to the motion picture, television and streaming industries, including brief overview of gaming**
- **Overview of current Hollywood business structure**
- **Understanding development: finding proper material, putting together a package, etc.**
- **Script writing (descriptive not practical)**
- **Key roles (front office – development, business affairs, distribution, acquisitions), production manager, first assistant director, script supervisor, director, director of photography/cinematographer, production designer, post production supervisor, editor, sound mixer)**
- **Practical/sociological issues (diversity, workplace challenges, getting a job)**

F. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

- **Define production process**

- **Describe various crew positions**
- **Assess impact of current trends in the business**
- **Compare creative (above-the-line) vs. crafts (below-the-line)**
- **Describe who works for whom**
- **Explain "distribution"**
- **Compare various different platforms**

G. TEXTBOOKS: "Breaking Into the Biz: The Insider's Guide to Launching an Entertainment Career," by Jenny Yerrick Martin

H. METHODS FOR END–OF–COURSE ASSESSMENT: Credit by exam to be prepared by LAVC FT Media Arts/ Broadcasting Faculty and in discussion with High School Instructor

I. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE): N/A

J. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:

1. When the student has passed the approved end–of– course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit following the LAVC procedures.

2. LAVC Procedures:
   The student will apply for admission to Los Angeles Valley College within two months of course completion and will complete the following:
   a. LAVC application
   b. K-12 application form
   c. Written letter of recommendation from the high school teacher
   d. Credit by exam petition
   e. Complete all LAVC requirements for credit by exam.
   f. Upon approval of the Credit By Exam petition, the student will take the exam written and graded by LAVC discipline faculty and administered at the LAVC department chair's discretion.
   g. Course credit will be posted on the student's transcript according to the LAVC policy on Credit by Exam.

   The above documents will be turned in to the Dean of Career and Technical Education.

This agreement will be reviewed annually unless changes are made to the course or teacher assignment. It is the responsibility of the high school to notify LAVC when changes occur.

REQUIRED SIGNATURES:

Los Angeles Valley College	High School
Initiating Faculty Member Date:_____	Department Chair/Program Coordinator Date:_____
Department Chair Date:_____	Career/Perkins Counselor Date:_____
Articulation Officer Date:_____	High School Instructor Date: 3-7-19
Dean of Career and Technical Education Date:_____	Principal Date: 3-7-19
SFP-Director/Program Coordinator Date:_____	Vice President of Academic Affairs Date:_____

Rev 5-30-18

LOS ANGELES VALLEY COLLEGE
COURSE ARTICULATION AGREEMENT

Date Submitted:

Los Angeles Valley College **5800 Fulton Ave.** **Valley Glen, CA 91401**	**High School Name & Address:** **Burbank High School** **902 N. Third Street** **Burbank, CA 91502** **Phone: (818) 558-4700** **Fax: (818) 845-6122**
Course Name & Number: Media Arts 100 **College Course Title: The Entertainment Industry: Breaking In**	**High School Course Title:** **Film and Television Production**

Items in A – F below should match the information on the approved course outline of record.

A. COLLEGE COURSE DESCRIPTION: This course is an introductory, interdisciplinary survey of the entertainment industry; showcasing various jobs from entry-level Production Assistants to high-level CEOs, how to obtain these jobs, and an overall understanding of the creative process from start to finish.

B. LAVC UNITS (from course outline): 3 **HS UNITS: 3**
TOTAL HOURS (from course outline): 54 **TOTAL HOURS: 54**

C. LAVC PREREQUISITES: None

D. LAVC COREQUISITES: None

E. REQUIRED CONTENT FOR ARTICULATION:

- **General introduction to the motion picture, television and streaming industries, including brief overview of gaming**
- **Overview of current Hollywood business structure**
- **Understanding development: finding proper material, putting together a package, etc.**
- **Script writing (descriptive not practical)**
- **Key roles (front office – development, business affairs, distribution, acquisitions), production manager, first assistant director, script supervisor, director, director of photography/cinematographer, production designer, post production supervisor, editor, sound mixer)**
- **Practical/sociological issues (diversity, workplace challenges, getting a job)**

F. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

- **Define production process**

- **Describe various crew positions**
- **Assess impact of current trends in the business**
- **Compare creative (above-the-line) vs. crafts (below-the-line)**
- **Describe who works for whom**
- **Explain "distribution"**
- **Compare various different platforms**

G. TEXTBOOKS: "Breaking Into the Biz: The Insider's Guide to Launching an Entertainment Career," by Jenny Yerrick Martin

H. METHODS FOR END–OF–COURSE ASSESSMENT: Credit by exam to be prepared by LAVC FT Media Arts/ Broadcasting Faculty and in discussion with High School Instructor

I. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE): N/A

J. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:

1. When the student has passed the approved end–of– course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit following the LAVC procedures.

2. LAVC Procedures:
   The student will apply for admission to Los Angeles Valley College within two months of course completion and will complete the following:
   a. LAVC application
   b. K-12 application form
   c. Written letter of recommendation from the high school teacher
   d. Credit by exam petition
   e. Complete all LAVC requirements for credit by exam.
   f. Upon approval of the Credit By Exam petition, the student will take the exam written and graded by LAVC discipline faculty and administered at the LAVC department chair's discretion.
   g. Course credit will be posted on the student's transcript according to the LAVC policy on Credit by Exam.

   The above documents will be turned in to the Dean of Career and Technical Education.

This agreement will be reviewed annually unless changes are made to the course or teacher assignment. It is the responsibility of the high school to notify LAVC when changes occur.

REQUIRED SIGNATURES:

Los Angeles Valley College	High School
Initiating Faculty Member Date:_____	Department Chair/Program Coordinator Date:_____
Department Chair Date:_____	Career/Perkins Counselor Date:_____
Articulation Officer Date:_____	High School Instructor Date: 3-7-19
Dean of Career and Technical Education Date:_____	Principal Date: 3-7-19
SFP-Director/Program Coordinator Date:_____	Vice President of Academic Affairs Date:_____

Rev 5-30-18

LOS ANGELES VALLEY COLLEGE
COURSE ARTICULATION AGREEMENT

Date Submitted:

Los Angeles Valley College **5800 Fulton Ave.** **Valley Glen, CA 91401**	**High School Name & Address:** **John Burroughs High School** **1920 Clark Avenue** **Burbank, CA 91506** **Phone: (818) 558-4777** **Fax: (818) 846-9268**
Course Name & Number: Broadcast 46 **College Course Title: Fundamentals of Television Production**	**High School Course Title:** **Broadcast Journalism**

Items in A – F below should match the information on the approved course outline of record.

A. COLLEGE COURSE DESCRIPTION: This course is an introductory, interdisciplinary survey of the entertainment industry; showcasing various jobs from entry-level Production Assistants to high-level CEOs, how to obtain these jobs, and an overall understanding of the creative process from start to finish.

B. LAVC UNITS (from course outline): 3 **HS UNITS: 3**
TOTAL HOURS (from course outline): 54 **TOTAL HOURS: 54**

C. LAVC PREREQUISITES: None

D. LAVC COREQUISITES: None

E. REQUIRED CONTENT FOR ARTICULATION:

- Students learn all of the production positions in the control room and studio.
- Students are required to write an original commercial or public service announcement for taping in the studio.
- Students are required to operate all equipment in the control room and studio.
- Students are required to identify and operate the television camera parts and TV image.
- Students learn the procedural skills for taping their projects in the studio.
- Students must learn terminology for taping and how to correct any technical problems in the studio.
- Students must learn camera angles, framing, and movement for their production.
- Students must learn how to design and utilize floor plan and lighting plot for their production.
- Students must learn to operate the switcher for use in their production.
- Exercises in working with the television cameras for projects.
- Exercises in working with various lenses for projects.
- Exercises in working with camera operation and picture composition for projects.
- Exercises in working with audio involving sound pickup and sound control for projects.

- Exercises in working with lighting fro projects.
- Exercises in working with switching and instantaneous editing for projects.
- Exercises in working with set design for projects.
- Exercises in working with television talent compiling the actors and actresses for the projects.

F. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

- Students create written commercial or public service announcement.
- Students identify operation of equipment in control room and studio,
- Students identify the different parts of the camera and how they work.
- Students identify the use of correct terminology in the studio and control room
- Students identify demonstrate directing and producing skills for a one minute commercial or public service announcement.
- Students identify a variety of different camera angles and framing to make there productions interesting.
- Students design floor plan and lighting plot for their production.
- Students demonstrate knowledge of production positions.
- Students produce written commercial or public service announcement.
- Students demonstrate operation of equipment in control room and studio
- Students demonstrate camera operation and identify the different parts of the camera and how they work.
- Students demonstrate the use of correct terminiology in the studio and control room
- Students demonstrate directing and producing skills for a one minue commerical or public service announcement.
- Students demonstrate the ability to give a variety of different camera angles and framing to make there productions interesting.
- Students design floor plan and lighting plot for their production.
- Students demonstare operational skills of switcher in order to give a variety of shots.

G. TEXTBOOKS: "The Handbook of Television Production" 12th edition or later, by Herbert Zittl

H. METHODS FOR END–OF–COURSE ASSESSMENT: Credit by exam to be prepared by LAVC FT Media Arts/ Broadcasting Faculty and in discussion with High School Instructor

I. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE): N/A

J. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:

1. When the student has passed the approved end–of– course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit following the LAVC procedures.

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   The student will apply for admission to Los Angeles Valley College within two months of course completion and will complete the following:
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c. Written letter of recommendation from the high school teacher
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f. Upon approval of the Credit By Exam petition, the student will take the exam written and graded by LAVC discipline faculty and administered at the LAVC department chair's discretion.
g. Course credit will be posted on the student's transcript according to the LAVC policy on Credit by Exam.

The above documents will be turned in to the Dean of Career and Technical Education.

This agreement will be reviewed annually unless changes are made to the course or teacher assignment. It is the responsibility of the high school to notify LAVC when changes occur.

REQUIRED SIGNATURES:

Los Angeles Valley College	**High School**
Initiating Faculty Member Date:_____	Department Chair/Program Coordinator Date:_____
Department Chair Date:_____	Career/Perkins Counselor Date:_____
Articulation Officer Date:_____	High School Instructor Date: 3-7-19
Dean of Career and Technical Education Date:_____	Principal Date: 3-7-19
SFP-Director/Program Coordinator Date:_____	Vice President of Academic Affairs Date:_____

LOS ANGELES VALLEY COLLEGE
COURSE ARTICULATION AGREEMENT

Date Submitted:

Los Angeles Valley College **5800 Fulton Ave.** **Valley Glen, CA 91401**	**High School Name & Address:** **Burbank High School** **902 N. Third Street** **Burbank, CA 91502** **Phone: (818) 558-4700** **Fax: (818) 845-6122**
Course Name & Number: Broadcast 46 **College Course Title: Fundamentals of Television Production**	**High School Course Title:** **Broadcast Journalism**

Items in A – F below should match the information on the approved course outline of record.

A. COLLEGE COURSE DESCRIPTION: This course is an introductory, interdisciplinary survey of the entertainment industry; showcasing various jobs from entry-level Production Assistants to high-level CEOs, how to obtain these jobs, and an overall understanding of the creative process from start to finish.

B. LAVC UNITS (from course outline): 3 **HS UNITS: 3**
TOTAL HOURS (from course outline): 54 **TOTAL HOURS: 54**

C. LAVC PREREQUISITES: None

D. LAVC COREQUISITES: None

E. REQUIRED CONTENT FOR ARTICULATION:

- Students learn all of the production positions in the control room and studio.
- Students are required to write an original commercial or public service announcement for taping in the studio.
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- Exercises in working with the television cameras for projects.
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c. Written letter of recommendation from the high school teacher
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e. Complete all LAVC requirements for credit by exam.
f. Upon approval of the Credit By Exam petition, the student will take the exam written and graded by LAVC discipline faculty and administered at the LAVC department chair's discretion.
g. Course credit will be posted on the student's transcript according to the LAVC policy on Credit by Exam.

The above documents will be turned in to the Dean of Career and Technical Education.

This agreement will be reviewed annually unless changes are made to the course or teacher assignment. It is the responsibility of the high school to notify LAVC when changes occur.

REQUIRED SIGNATURES:

Los Angeles Valley College	**High School**
Initiating Faculty Member Date:_____	Department Chair/Program Coordinator Date:_____
Department Chair Date:_____	Career/Perkins Counselor Date:_____
Articulation Officer Date:_____	High School Instructor Date: 3-7-19
Dean of Career and Technical Education Date:_____	Principal Date: 3-7-19
SFP-Director/Program Coordinator Date:_____	Vice President of Academic Affairs Date:_____

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:	Sharon Cuseo, Assistant Superintendent, Instructional Services
SUBMITTED BY:	Jenny Jones, Administrative Secretary II
DATE:	April 4, 2019
SUBJECT:	Approval of Participating Internship Partner Agreement

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Background:

The District is expanding the number and types of businesses who have agreements with the District to accept student interns. According to Burbank Board Policy, the District must have an agreement in place with each establishment. The agreements are between the District and the business partners and outline the responsibilities of each party and also ensure that all state and federal guidelines are followed.

District Wide Goals for 2018-2019:

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.

Discussion and Issues:

One of the eleven elements of a high quality Career Technical Education program is to provide internship experiences for students. The Burbank Unified School District has continued to develop the internship program and increase the number and type of businesses that participate. The new agreements would allow the District to place students in internships with the partners listed in Exhibit A.

Fiscal Impact:

There is no immediate financial impact to the District. If the students are placed as interns and require some supervision as specified in the Participating Partnership Agreement, the cost would be covered by the Career Technical Education Incentive Grant.

Recommendation:

Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Participating Internship Partner Agreements between the Burbank Unified School District and internship partner listed in Exhibit A, effective April 5, 2019 through April 4, 2024 with an annual review, and that the authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

EXHIBIT A

Participating Internship Partner:

Mend Health, Inc.
d.b.a. Mend Urgent Care

The Burbank Unified School District

Contract
For
Use of Facilities and Services
Burbank Unified School District
&
Participating Internship Partner

The Burbank Unified School District, a public educational entity, located at 1900 W. Olive Avenue, Burbank CA, 91506, hereinafter referred to as "BUSD", and
Mend Health, Inc. d/b/a Mend Urgent Care located at 1701 W. Verdugo Ave, Burbank CA 91506
Hereinafter referred to as "*Participating Internship Partner*", mutually agree as follows:

1. **BASIS OF CONTRACT**
   BUSD maintains a wide array of career technical courses that prepare students for college and the work place. The BUSD also enters into contracts with *Participating Internship Partner* sites for the use of facilities and services, such as internships, for school district operated programs in such facilities.

2. **TERM**
   This contract is effective for the time period 4/5/2019 and shall remain in effect through 4/4/2024.

3. **RESPONSIBILITIES OF PARTICIPATING INTERNSHIP PARTNERS**
   - 3.1 Provide space and/or services at no cost to the BUSD for conducting the internship program. Said space shall be appropriate for occupational instruction and training in the programs conducted by the school district and shall be available at such times as are mutually agreed upon by the parties hereto.
   - 3.2 Provide and maintain a training station for each student intern that includes the use of the restroom facilities, access to utility services (lights, heat), and parking spaces. Interns will be exposed to a variety of different work experiences. The *Participating Internship Partner* agrees to complete an end-of-internship evaluation for each student.
   - 3.3 Provide a copy of any policies and procedures that student interns are expected to follow.
   - 3.4 Terminate the internship of any student hereunder at its site if the student does not perform satisfactorily, or if no suitable training station is available.

3.5 Agree that no student intern shall displace any regular paid employees of *Participating Internship Partner*, and students shall not be employed or compensated by *Participating Internship Partner* to perform tasks which are included as a part of the instructional program while the students are enrolled in the program.

3.6 If a student is employed or compensated by the *Participating Internship Partner* as a paid intern, then the *Participating Internship Partner* shall complete the *Cooperative Vocational Education Training Agreement* in Appendix A in addition to this document, which includes sections pertaining to workers' compensation and minimum wage requirements.

4. RESPONSIBILITIES OF BUSD

4.1 Ensure that the BUSD provide qualified staff for the purpose of providing instruction, oversight, and evaluation to the students enrolled in internship programs located at *Participating Internship Partner's* site. The BUSD shall be responsible for the actions of the students during the operation of the program, including all student discipline. The school instructor will be responsible for regular communication with the *Participating Internship Partner.*

4.2 Ensure that school instructors will make at least two on-site contacts per semester with each *Participating Internship Partner* supervisor.

4.3 Ensure that the district school site operating the program provide all instructional materials for the program as required by the school district instructors.

4.4 Ensure that the school site operating the program file a training plan for the aforesaid program operated pursuant to this Contract with Instructional Services. A training plan shall be provided to the *Participating Internship Partner* by the district instructor.

4.5 Ensure that the BUSD administering the internship program, shall take out and maintain during the life of this Contract such public liability, property damage, and workers' compensation insurance as shall protect the *Participating Internship Partner* and the BUSD. For the purpose of workers' compensation only, students engaged in the internship program hereunder are considered to be special employees of the school district and the school district's liability to students for any injury they might sustain while performing activities under this Contract is limited to worker's compensation benefits.

5. INDEMNIFICATION

Participating Internship Partner agrees to defend, indemnify, save and hold harmless BUSD from and against all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys' 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 unless such injury, damage, or loss results from or is connected with the sole negligence or error or omission of BUSD. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

6. **INSURANCE**

Participating Internship Partner shall provide evidence of liability at the time of execution as proof of the insurance coverage required by this Contract. The *Participating Internship Partner*'s minimum scope and limits of insurance under this Contract are as follows (Coverage shall be at least as broad.):

Commercial General Liability Coverage "occurrence" form to include bodily injury and property damage for, including, but not limited to, premises and operations, contractual liability, independent contractors, broad form liability, and personal injury with a combined single limit of $1,000,000 per occurrence. *Participating Internship Partner* may be required to show proof of current insurance upon demand for subsequent contract years.

7. **INDEPENDENT CONTRACTOR**

While performing its obligations under this Contract, the *Participating Internship Partner* is an independent contractor and not an officer, employee or agent of BUSD. The *Participating Internship Partner* shall not at any time or in any manner represent that it or any of its officers, employees, or agents are employees of BUSD.

8. **NON-DISCRIMINATION**

8.1 Civil Rights Act

Participating Internship Partner hereby assures that it will comply with Subchapter VI of the Civil Rights Act of 1964, USC Sections 2000 e (17), to the end that no person shall, on the grounds of race, creed, color, sex, age, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Contract or under any project, program, or activity supported by this Contract.

8.2 Section 504 and Americans with Disabilities Act

Participating Internship Partner hereby assures that it will comply with Section 504 of the Rehabilitation Act of 1973 with regard to federal financial assistance administered by the Department of Health and Human Services and the Americans with Disabilities Act (ADA) of 1990; and other applicable nondiscrimination laws.

9. **RECORD RETENTION AND INSPECTION**

The *Participating Internship Partner* agrees that BUSD shall have reasonable access to and the right to examine, audit, excerpt, copy or transcribe any records pertaining to this Contract. All records shall be kept and maintained by the *Participating Internship Partner* for a period not less than five (5) years after expiration of Contract.

10. **MODIFICATION OR TERMINATION OF CONTRACT**

10.1 The Contract may be amended by mutual written consent of the parties and may be terminated by either party upon thirty (30) days advance written notification.

10.2 On the event that the conditions result in an immediate danger to the health, safety, and/or welfare of BUSD students, BUSD reserves the right to suspend or terminate this Contract. BUSD or the designated school shall provide written notice to *Participating Internship Partner* including the reasons for suspension or termination under this provision. If the Contract is suspended, *Participating Internship Partner* shall have five (5) business days to cure the conditions(s) for which the suspension was given or the contract will be terminated.

11. ASSIGNMENT

The *Participating Internship Partner* 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 BUSD. If consent is not given by BUSD to assign, transfer, or encumber this Contract, such action shall be deemed automatically void. In addition, the *Participating Internship Partner* shall not subcontract the work to be performed pursuant to this Contract without prior written approval of BUSD. The names and qualifications of subcontractors or others whom *Participating Internship Partner* intends to employ other than those identified, shall be submitted to BUSD for prior written approval.

12. 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 by a writing expressly purporting to be such an amendment, signed and acknowledged by both of the parties hereto.

13. 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, 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.

14. GOVERNING LAW/FORUM SELECTION

The parties agree 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. The parties further agree this Contract shall be construed, and

all disputes hereunder shall be settled in accordance with the laws of the State of California.

15. **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:

BUSD: Assistant Superintendent, Administrative Services
Burbank Unified School District
1900 West Olive Avenue
Burbank, CA 91506

Participating Internship Partner: Anthony Cardillo, Mend Urgent Care
1701 W Verdugo Ave. Burbank CA 91506

16. **TOBACCO-FREE WORKPLACE**

The *Participating Internship Partner* hereby agrees to comply with the BUSD Board of Education Policy 3513 which states: "The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles."

17. **ALCOHOL AND DRUG-FREE WORKPLACE**

The *Participating Internship Partner* hereby certifies under penalty of perjury under the laws of the State of California that *Participating Internship* will comply with the requirements of the Drug-Free Workplace Act of 1988 (Government Code Section 8350 et. Seq.), and the BUSD Board Policy 4020.

18. **CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILITY (Federal Executive Order 12549)**

By executing this contractual instrument, *Participating Internship Partner* certifies to the best of its knowledge and belief that it and its principals:

18.1 Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or Agency.

18.2 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 or receiving stolen property;

18.3 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 34.2 above, of this certification; and,

18.4 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.

19. 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 counter-parts by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy,

Burbank Unified School District	*Participating Internship Partner*
David Jaynes	Anthony Cardillo MD
	Name of authorized person (print)
By_____	By _____
(Signature)	(Signature)
David Jaynes	Authorized person representing
Assistant Superintendent, Administrative Services	the Participating Internship Partner
Date_____	Date 3-15-19

_____ _____ Date_____

Teacher Name (print) Teacher Signature

Course Title:

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM :	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	Ruthie DiFonzo, Senior Administrative Assistant
SUBMITTED BY:	Ruthie DiFonzo, Senior Administrative Assistant
DATE:	April 4, 2019
SUBJECT:	Approval of the Disposal of Obsolete Equipment

Background:
According to Education Code 17546, without advertising for bids, the Board may sell property that does not exceed $2,500 in value to agencies of federal, state, or local government, to any other school district, or to any agency eligible under the federal surplus property law (40 U.S.C., Section 484(j)(3)).

If the Board unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of in the local public dump. (Education Code 17546)

Discussion/Issues:
The attached list of equipment and vehicles will be sent out for auction.

Fiscal Impact
None

Recommendation:
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve the disposal of the obsolete equipment, effective April 5, 2019, as presented.

VEHICLE AND EQUIPMENT TO GO TO AUCTION LIST2019

DIST #	YEAR	MAKE	MODEL	DISC	VIN#	LIC#	PARKED
85	2002	FORD	THINK	ELECTRIC VEHICLE	1FABP205120104386	384283	HM
N/A	2008	DVMFT	UTILITY TRAILER	LANDSCAPE	1D9LU12228S591774	1316073	HM
40	1997	CHEV	C2500	SERVICE BODY	1GBGC24J9VE181568	0.50847	HM
43	1997	CHEV	C2500	SERVICE BODY	1GBGC24J7VE185750	0.50846	HM
94	1998	CHEV	ASTRO	VAN	1GCDM19W0WB115021	0.55349	HM
93	1998	CHEV	ASTRO	VAN	1GCDM19W5WB115080	0.55348	HM
56	1998	CHEV	C2500	SERVICE BODY	1GDGC24R4WE545779	1000892	HM
9	1997	CHEV	C3500	CHASSIS ONLY	1GDHC33J1VF049529	0.55332	HM
4	1995	CHEV	C2500	PICK UP	1GTFC24H58E538017	0.02943	HM
28	1997	FORD	F250	SERVICE BODY	1FTHF25H3VEB81102	0.55304	HM
54	1998	GMC	C3500	CHASSIES	1GDHC33JOWFC57 39	991733	HM
MAIL	2010	FORD	TRANSIT	VAN	NMOLS7DN1AT010832	1255082	HM
65	2001	FORD	E350	VAN	1FTSS34L11HB19445	1093250	HM
table	1			no asset tag	old sheet metal		.
table	1			no asset tag	old plumbing		
tools	assorted			no asset tag	Misc sheet metal Plumbing		
shreder	1			no asset tag	2007 never used		
.							.

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	Ruthie DiFonzo, Senior Administrative Assistant
SUBMITTED BY:	Ruthie DiFonzo, Senior Administrative Assistant
DATE:	April 4, 2019
SUBJECT:	Authorization to Issue Replacement Checks for Stale-Dated Warrants

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Background:
Warrants not presented to the county treasurer within six (6) months after issued are void. Government Code (GC) Section 29802 provides authority for governing boards to request the county auditor to issue replacement checks for stale-dated warrants.

Discussion/Issues:
An employee found a two warrants 13 and 7 years old in their files which must have Board of Education approval for reissuance:

- Employee Christine Rose Harkins
- Payroll Warrants:
    - #6739113 dated 01/19/12, in the amount of $183.69
    - #7164625 dated 06/12/06, in the amount of $931.74

Fiscal Impact:
General Funds - $1,115.43

Recommendation:
David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve the reissuance and replace the two warrants in the amount of $1,115.43, as presented.

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	Larry Cross, Director of Facilities
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	April 4, 2019
SUBJECT:	Acceptance of Notice of Completion, California Government Code Section 4217.12, Energy Services Contract, Phase 2B, ABM Building Solutions LLC., Lighting Upgrades, District Administration Office (Finance Fund)

Background:

Public Contract Code Section 7107 defines the District's obligation for final payment on a public improvement project. The District must pay to a contractor all undisputed amounts within 60 days of completion of a project. A Notice of Completion is not mandatory, nor does the date of its filing define the completion of a project. Once a District does file the Notice of Completion with the County Recorder's Office, however, subcontractors and suppliers are allowed 30 days to file a valid stop notice against any funds held by the District for final payment to the general contractor. Not filing the Notice of Completion allows the 30-day window to extend to 90 days or more. If a valid stop notice is filed, the District must withhold 125% to 150% of the value of the stop notice until a release is filed or other legal resolution is reached.

District-Wide Goals for 2018-2019:

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

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.

7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.

7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.

Discussion/Issues:

On December 21, 2017, the Board of Education awarded a contract to California Government Code Section 4217.12, Energy Services Contract, Phase 2B, ABM Building Solutions LLC., Lighting Upgrades, District Administration Office.

This work is completed at the District Administration Office and has been accepted by the District.

Fiscal Impact:

$362,832 PO 19001041 (Finance Fund)

Recommendation:

David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept a notice of completion, California Government Code Section 4217.12, Energy Services Contract, Phase 2B, ABM Building Solutions LLC., Lighting Upgrades, District Administrative Office, not to exceed $ 362,832 PO 19001041(400-00000-0-91012-85000-6230-575-0000) Finance Fund, as presented.

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Rick Nolette, Chief Facilities and Information Technology Officer
PREPARED BY:	Cathy Weissman, Project Accounting Technician
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	December 21, 2017
SUBJECT:	Approval of Award of California Government Code Section 4217.12, Energy Services Contract, Phase 2B, ABM Building Solutions LLC., Lighting Upgrades, 13 Sites (Bond Fund)

Background:

On December 7, 2017, the Burbank Unified School District published a legal Notice of a Public Hearing at all Burbank Unified Schools including the Facilities Services Building. The same public notice was posted in the District's Administration Offices, located at 1900 West Olive Ave, Burbank, CA. noticing that at the regular Board of Education meeting on December 21, 2017, a public hearing would be held to discuss entering into a California Government Code 4217.12 energy services contract with ABM Building Solutions, LLC.

District-Wide Goals for 2017-2018:

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

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.

7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.

7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.

Discussion/Issues:

California Government Code Sections 4217.10 through 4217.18, authorize the District Board to enter into an energy service contract for the implementation of energy related improvements if the District Board finds that it is in the best interest of the District to enter into such energy service contract and that the anticipated cost to the District for thermal or electrical energy or conservation services provided by the energy conservation facility under the contract will be less than the anticipated marginal cost to the

District of thermal, electrical, or other energy that would have been consumed by the District in the absence of those purchases.

On June 15, 2017, the Board of Education adopted Resolution 35 authorizing the Superintendent or designee to enter into a 4217.12 Energy Services Contract with ABM Building Solutions LLC., for the replacement and/or installation of energy efficient LED lighting at Burbank High School. The purpose of Resolution 35 was to confirm that the Board of Education, by adopting Resolution 35, and agreement to enter into a 4217.12 contract, the District expects to realize savings that would not have occurred had the District not implemented the 4217.12 Compliant Energy Services contract with ABM Building Solutions LLC., for thermal, electrical, or other energy that would have been consumed by the District in the absence of purchases under the contract.

On December 21, 2017, the Board of Education will be asked to adopt Resolution 16 authorizing the Superintendent or designee to enter into a Contract to Award a 4217.12 Energy Services Contract with ABM Building Solutions LLC., for Phase 2B, for the replacement and/or installation of energy efficient LED lighting at 13 additional school sites.

In addition to the adoption of Resolution 16, the Board of Educations is being asked to approve an Award of Contract to ABM Solutions LLC., Phase 2B, for $3,387,301 pursuant to the attached Exhibit "C, BUSD Lighting Retrofit 2B/ District Energy Savings and Finance Phase, which includes Exhibit "A", Scope of Work, and Exhibit "B", Schedule and is made a part of this Award of Contract. The detailed line item scopes of work are available for review at the District's Service Center located at 510 South Shelton St., Burbank, CA 91506.

Fiscal Impact:

$3,387,301 (Bond Fund)

Recommendation:

Rick Nolette, Chief Facilities and Information Technology Officer, recommends that the Board of Education approve an Award of Contract, California Government Code Section 4217.12, Energy Services Contract, between Burbank Unified School District and ABM Building Solutions LLC., Phase 2B, for a California Government Code 4217.12 Energy Services Contract, 13 Burbank Unified School District Sites, effective December 22. 2017 through December 22, 2018, not to exceed $3,387,301.00, Bond Fund *, and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

*Bond Funding Lines will be assigned per site upon Adoption of Resolution 16.

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	Larry Cross, Director of Facilities
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	April 4, 2019
SUBJECT:	Acceptance of Notice of Completion, Silver Creek Industries, Inc., Chula Vista Unified School District Piggy-Back Bid 14/15-3, Construction of Modular Buildings, Robert Louis Stevenson Elementary School (Bond Fund)

Background:

Public Contract Code Section 7107 defines the District's obligation for final payment on a public improvement project. The District must pay to a contractor all undisputed amounts within 60 days of completion of a project. A Notice of Completion is not mandatory, nor does the date of its filing define the completion of a project. Once a District does file the Notice of Completion with the County Recorder's Office, however, subcontractors and suppliers are allowed 30 days to file a valid stop notice against any funds held by the District for final payment to the general contractor. Not filing the Notice of Completion allows the 30-day window to extend to 90 days or more. If a valid stop notice is filed, the District must withhold 125% to 150% of the value of the stop notice until a release is filed or other legal resolution is reached.

District-Wide Goals for 2018-2019:

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

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.

7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.

7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.

Discussion/Issues:

On February 2, 2017, the Board of Education approved an award of contract, Silver Creek Industries, Inc., Chula Vista Unified School District Piggy-Back Bid 14/15-3, Construction of Modular Buildings, Robert Louis Stevenson Elementary School (Bond Fund)

This work is completed at Robert Louis Stevenson Elementary School and has been accepted by the District.

Fiscal Impact:

$2,154,177.56 PO 18001120 (Bond Fund)

Recommendation:

David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept a notice of completion, Silver Creek Industries, Inc., Chula Vista Unified School District Piggy-Back Bid 14/15-3, Construction of Modular Buildings, Robert Louis Stevenson Elementary School, not to exceed $2,154,177.56 PO 18001120 (21.0-00000-0-91008-85000-6230-215-0000) Bond Fund, as presented.

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Rick Nolette, Chief Facilities and Information Technology Officer
PREPARED BY:	Cathy Weissman, Project Accounting Technician
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	February 2, 2017
SUBJECT:	Approval of Award of Contract, Silver Creek Industries, Inc., Chula Vista Unified School District Piggy-Back Bid#14/15-3, Construction of Modular Buildings, Bret Harte, Thomas Jefferson, Robert Louis Stevenson Elementary Schools (Bond Fund)

Background:

In the spring of 2013, Bond Measure "S" was passed by the voters in Burbank. A part of Measure "S" included the replacement of aging existing portable classroom with permanent modular classroom buildings. Facilities will be removing the ageing portable classroom buildings and replacing them with new modular classroom building that will require less maintenance which will provide relief to the general fund and provide more modern teaching facilities for our schools.

District-Wide Goals for 2016-2017:

7.1 Provide a clean, safe, and energy-efficient learning environment for all students and employees.

7.4 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 Develop and implement access to facilities and programs in accordance with AB1266.

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.

Discussion/Issues:

On December 18, 2014, the Board of Education approved a Professional Services agreement with gkkworks to provide Architectural and Engineering services for new Modular Classrooms at Ralph Waldo Emerson, Bret Harte, and Thomas Jefferson, George Washington, Theodore Roosevelt and Robert Louis Stevenson Elementary schools for site underground and utility preparation

On March 19, 2015, the Board of Education approved a professional services design and manufacturing services agreement with Silver Creek Industries for modular structure design.

Modular construction is a process in which a building is constructed off-site, under controlled plant conditions, using the same materials and designing to the same codes and standards as conventionally built facilities – but in about half the time. Buildings are produced in "modules" that when put together on site, reflect the identical design intent and specifications of the most sophisticated site-built facility – without compromise.

Structurally, modular buildings are generally stronger than conventional construction because each module is engineered to independently withstand the rigors of transportation and craning onto foundations. Once together and sealed, the modules become one integrated wall, floor and roof assembly.

Building off site ensures better construction quality management. Materials that are delivered to the plant location are safely and securely stored in the manufacturer's warehouse to prevent damage or deterioration from moisture and the elements. Manufacturing plants have stringent QA/QC programs with independent inspection and testing protocols that promote superior quality of construction every step of the way.

Beyond quality management and improved completion time, modular construction offers numerous other benefits to owners. Removing approximately 80% of the building construction activity from the site location significantly reduces site disruption, vehicular traffic and improves overall safety and security.

For schools, hospitals, or other active businesses, reducing on-site activity and thereby eliminating a large part of the ongoing construction hazards, is a tremendous advantage. Ralph Waldo Emerson, Theodore Roosevelt and George Washington Elementary Schools were the first three of six sites planned that received the permanent modular classroom buildings in Phase I.

In keeping with the measure "S" promise to replace old portable interim housing classrooms, Phase II for the installation of permanent modular classroom and rest room buildings for Bret Harte, Thomas Jefferson and Robert Louis Stevenson is scheduled for 2017. The scope of work and project duration for the Phase II sites vs. the Phase I sites represents an approximate 1.45% increase in the number of classrooms/rest rooms being provided.

The photos attached to this agenda item represent the Phase I Silver Creek permanent Modular installations at Ralph Waldo Emerson, Theodore Roosevelt and George Washington Elementary Schools that were completed during the Summer of 2016.

Fiscal Impact:

$8,268,879 (Bond Fund)

Recommendation:

Rick Nolette, Chief Facilities and Information Technology Officer, recommends that the Board of Education approve an award of contract between Burbank Unified School District and Silver Creek Industries, Inc., for construction of modular classroom buildings, Chula Vista Unified School District Piggyback Bid14/15-3, effective February 3, 2017 through February 3,, 2018, not to exceed $8,268,879 (Bond Fund), and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented, as follows:

Bret Harte, $4,352,970 (21.0-92163-0-00000-85000-6230-205-0000) Bond Fund;
Thomas Jefferson, $1,661,991 (21.0-92164-0-00000-85000-6230-206-0000) Bond Fund, and
Robert Louis Stevenson, $2,253,918 (21.0-92169-0-00000-85000-6230-216-0000) Bond Fund

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	Larry Cross, Director of Facilities
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	April 4, 2019
SUBJECT:	Approval of Deductive Change Order No. 1, Ziemba + Prieto Architects, One 24' X 40' Relocatable Science Classroom Building, Independent Learning Academy (Bond Fund)

Background:

A proposal # 171001, dated October 18, 2017, has been received from Ziemba + Prieto Architects, Inc., to provide Architectural and Engineering services for construction documents and specifications and DSA documentation as required by Title 24, Part I, California Code of Regulations, for one 24' X 40' relocatable science classroom building at the Independent Learning Academy.

District-Wide Goals for 2018-2019:

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

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.

7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.

7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.

Discussion/Issues:

On November 16, 2017, the Board of Education approved an Amended Agreement for Professional Services, Ziemba + Prieto Architects Inc., One 24' X 40' Relocatable Science Classroom Building, Independent Learning Academy (Bond Fund)

On January 31, 2019, the District provided Ziemba + Prieto with a notice of intent to terminate their contract pursuant to Article 12, Termination of Agreement, section 12.1 "Termination by District", the termination of this contract is for the District's convenience and is no reflection on your firm or the services you have provided to the District.

This deductive change order is to un-encumber the remaining balance for ($30,698.50) on PO 19000857.

Fiscal Impact:

($30,698.50) PO 19000857 (Bond Fund)

Recommendation:

David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve deductive change order No. 1, between Burbank Unified School District and Ziemba + Prieto Architects Inc., effective April 5, 2019, through April 5, 2020, not to exceed ($30,698.50) PO 19000857 (210-00000-0-91008-85000-6205-533-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Facilities Services
510 S. Shelton St.
Burbank, CA 91506
Ph: 818.729-5503 • Fax: 818.729.5501

Board of Education
Roberta Reynolds, President
Dr. Armond Aghakhanian, Vice President
Steve Frintner, Board Clerk
Charlene Tabet, Member
Steve Ferguson, Member

Superintendent
Matt Hill Ed.D.

January 31, 2019

Mr. Jorge Prieto, AIA
President
Ziemba + Prieto Architects
601 South Glenoaks Blvd. Suite 400
Burbank, CA 91502

Re: Notice of Intent to Terminate – Effective January 31, 2019
Via FedEx

Ziemba + Prieto Project 171001 – Relocatable Science Classroom, Independent Learning Academy– District PO 19000857

Dear Mr. Prieto:

Please allow this letter to serve as an official notice of intent to termination your contract with the Burbank Unified School District for the above referenced project effective immediately.

Pursuant to Article 12, Termination of Agreement, section 12.1 "Termination by District", the termination of this contract is for the District's convenience and is no reflection on your firm or the services you have provided to the District.

Pursuant to Article 12 sections 12.3.1, 12.3.2, and Article 15, Ownership of Documents, please be prepared to turn over any drawings, sketches, work products, close out documents, DSA documents, meeting minutes, logs, photographs, other media, accounting records, consultant work products and final billings. Said materials and deliverables should be turned over to the District by mutual agreement of the parties within 45 days of this letter.

Please be advised the District is aware there may be some outstanding invoices for services already provided and the District will work with your staff to process any outstanding invoices as soon as possible.

The District thanks you for your time and services. Please let us know if you have any questions or concerns.

A copy of the fully executed amended agreement for this Relocatable Science Classroom, Independent Learning Academy, project is enclosed for your convenience.

Sincerely,

Larry Cross
Director of Facilities
510 S. Shelton Street
Burbank, CA 91506
818-729-5503
LarryCross@burbankusd.org

LC: cw
Encl:

BURBANK UNIFIED SCHOOL DISTRICT
1900 West Olive Avenue
Burbank, CA 91506

AMENDMENT
TO HORACE MANN MODERNIZATION AGREEMENT FOR ARCHITECTURAL SERVICES
FOR

Architectural and Engineering Services for
One 24' x 40' Relocatable Science Classroom Building
Located at Independent Learning Academy
Burbank Unified School District
Burbank, CA 91506
(Z + P No. 171001)

THIS AMENDMENT is made and entered into this 17TH day of November 2017, by and between BURBANK UNIFIED SCHOOL DISTRICT, a public educational agency located at 1900 West Olive Avenue, Burbank, CA 91506 hereinafter referred to as the "DISTRICT", and Ziemba + Prieto Architects located at 601 S. Glenoaks Blvd., Suite 400, Burbank, CA 91502, hereinafter referred to as the "ARCHITECT", mutually agree to amend the existing Horace Mann Modernization agreement dated: November 3, 2014.

WHEREAS, the DISTRICT desires to obtain architectural services for:

Architectural and Professional Services pursuant to that proposal # AZA No. 171001 dated October 18, 2017 for $28,600, approved by the Board of Education, November 16, 2017.

BASIC SCOPE OF SERVICES

I. **Schematic/Design Development:**
1. Site visit with Z+P consultants to become familiar with area of work and scope, and field verification of existing visible conditions.
2. Review existing topographic/utility survey provided by District.
3. Verification of existing utility capacities will be required prior to proceeding with design.
4. Meet with District representatives to refine scope of work and program.
5. Prepare conceptual site plan indicating location of buildings on project site.
6. Coordinate with modular building manufacturer regarding building layout and site location.
7. Meet with District representatives to present conceptual site plan.
8. Make adjustments to design based on District input.
9. Provide a preliminary (ROM) estimate of probable cost.
10. Upon written approval from District proceed to task II.

II. **Construction Documents:**
1. For bidding purposes, this project will be divided into two parts:
   a. Work performed by portable building manufacturer (installation of building).
   b. All site work, fire alarm systems, utilities, and ADA upgrades (if required).
2. Prepare construction documents indicating site scope of work, site utilities, and ADA path of travel. Z+P Electrical Engineer will provide power, fire alarm, smoke detector alterations, technology and security wiring for the relocatable building. Building

Electrical, Mechanical and Plumbing plans/design by manufacturer of relocatable building.

3. Review and sign building plans as provided by building manufacturer/supplier and incorporate into DSA submittal set (assumed manufacturer will provide pre-approved (PC) plans).
4. Prepare technical specifications as required. District to prepare boiler plate bidding specifications.
5. One meeting with District representatives to review documents.
6. Make minor revisions to plans as required by District.
7. Update (ROM) estimate of probable cost.

III. **DSA Process:**

1. Assist District in obtaining local Fire Department approval.
2. Submit plans to DSA and assist District in obtaining DSA Structural, Fire and Life Safety, and Access Compliance approvals.
3. Provide necessary DSA documentation as required by Title 24 Part 1, California Code of Regulations.

IV. **Bidding:**

1. Assist District during bidding of the project.
2. Attend pre-bid conference.
3. Respond to RFI's during the bidding process.

V. **Construction Administration/Project Close Out:**

1. Attend Pre-Construction meeting.
2. Approve a qualified Field Inspector as required by Title 24 Part 1 C.C.R. and review his reports. Inspector's cost to be borne by the School District.
3. Provide construction observation as required for general conformance with the contract documents.
4. Attend bi-weekly construction meetings as requested by District (based on eight (8) consecutive weeks of construction – four (4) construction meetings).
5. Review and respond to RFIs.
6. Review shop drawing and submittals for general conformance with contract documents.
7. Maintain copy of RFI and Submittal logs.
8. Review and comment on contractor Change Order Requests if applicable.
9. Issue Construction Change Documents (CCDs) if required.
10. Review and sign pay applications.
11. Prepare final punch list and verify with District representative completion.

VI. **Project Close Out:**

1. Request and review as-built plans and close out documents.
2. Review final pay application.
3. Provide District copies of above documents.
4. Upload necessary documents to DSA Box.

SERVICES NOT INCLUDED

1. Inspections, testing, hydrant flow tests, independent testing laboratories or agencies as required by governing codes or laws.
2. Sub-surface soils investigation.

3. Topographic survey plans.
4. Plan check and permit fees as required by applicable agencies.
5. Local Fire Department site access modifications, if required. If a fire hydrant is required by the local Fire Department, it will be considered an additional service as approved by the District.
6. Work resulting from changes by the owner, which affect portions of the final contract document preparation phase where the design is complete.
7. Building electrical, mechanical and plumbing engineering and plans (by building manufacturer).
8. Offsite permits/work if required.

WHEREAS, the ARCHITECT is fully licensed to provide said architectural services in conformity with the laws of the State of California, both parties agree to amend the Agreement as follows:

1) Article Section 4.2.1, Additional Services, for all "Additional Services" as defined in Articles I and 6, of this agreement, compensation shall be a fee to be agreed upon by the parties in writing prior to performance of such services by Architect. The parties agree these services will be performed for a fee not to exceed:

$31,460 (Thirty-One Thousand Four Hundred Sixty Dollars and No Cents) which includes 10% for reimbursables.

2) WHEREAS, the DISTRICT and the ARCHITECT mutually agree to this amendment which is effective upon execution, the DISTRICT and the ARCHITECT further agree all other terms and conditions of the original Horace Mann Modernization AGREEMENT dated November 3, 2014 shall remain the same.

BURBANK UNIFIED SCHOOL DISTRICT
1900 West Olive Avenue
Burbank, CA 91506

By: _____
Rick Nolette
Chief Facilities and Information Technology Officer

Date: 12/1/17

Ziemba + Prieto Architects
601 S. Glenoaks Blvd., Suite 400
Burbank, CA 91502

By: _____
Jorge F. Prieto, AIA
President

Date: 11.30.17

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Rick Nolette, Chief Facilities and Information Technology Officer
PREPARED BY:	Cathy Weissman, Project Accounting Technician
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	November 16, 2017
SUBJECT:	Approval of Amended Agreement for Professional Services, Ziemba + Prieto Architects Inc., One 24' X 40' Relocatable Science Classroom Building, Independent Learning Academy (Bond Fund)

Background:

It is generally recommended to implement a Request for Qualifications process every five years for design services. Burbank Unified School District issued a Request for Qualifications on April 19th 2013. The submittal period closed May 10th 2013, and 23 submittals were received. District administration worked with members from the School Facilities Oversight Committee to evaluate the submittals and narrow the pool to 10-12 candidate firms to be interviewed.

Interviews were held for 11 firms for approximately one hour each on May 20th, 21st and 22nd. The interview panel was comprised of the District Assistant Superintendent of Administrative Services, the Director of Facilities, the District Bond Program Manager (consultant), and two members (one active and one alternate) of the School Facilities Oversight Committee. The two board members who participate on the Facilities Sub-committee were invited, but felt it best to let District staff and committee members work through the selection process.

There were many excellent firms that submitted Statements and also that were selected for interviews, but the District had to narrow the options to a number that is reasonably suitable for our future facility projects.

If a Board member or member of the community wishes to see the related Statement of Qualifications received, the Statements are available in the office of the Assistant Superintendent, Administrative Services. District Administration is recommending the following firms to provide design services as we proceed with various bond facility projects. District administration will allocate different projects to different firms as the projects arise, based on which firm is deemed the best fit for the type and size of the project:

1. Al Ziemba Architects
2. Flewelling & Moody
3. Osborn Architects
4. Christofi Architects
5. GKK Works

District-Wide Goals for 2017-2018:

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

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.

7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.

7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.

Discussion/Issues:

A proposal # 171001, dated October 18, 2017, has been received from Ziemba + Prieto Architects, Inc., to provide Architectural and Engineering services for construction documents and specifications and DSA documentation as required by Title 24, Part I, California Code of Regulations, for one 24' X 40' relocatable science classroom building at the Independent Learning Academy.

Fiscal Impact:

$28,600 (Bond Fund)

Recommendation:

Rick Nolette, Chief Facilities and Information Technology Officer, recommends that the Board of Education approve an amended agreement between Burbank Unified School District and Ziemba + Prieto Architects Inc., to provide architectural and engineering services for development of Architectural and Engineering documents and specifications pursuant to the November 3, 2013 Horace Mann Master Agreement for Architectural Services, for one 24' X 40' relocatable science classroom building pursuant to proposal # 171001, at Independent Learning Academy, effective November 17, 2017 through November 17, 2018, not to exceed $31,460, which includes 10% for reimbursables (21.0-00000-0-91008-85000-6205-533-0000) Bond Fund, and the authority to sign the amended agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	Larry Cross, Director of Facilities
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	April 4, 2019
SUBJECT:	Approval of Deductive Change Order No. 1, Ziemba + Prieto Architects, Four Classroom Modular Building, Walt Disney Elementary School (Bond Fund)

Background:

In the spring of 2013, Bond Measure "S" was passed by the voters in Burbank. A part of Measure "S" included the replacement of aging existing portable classroom with permanent modular classroom buildings. Facilities will be removing the ageing portable classroom buildings and replacing them with new modular classroom building that will require less maintenance which will provide relief to the general fund and provide more modern teaching facilities for our schools.

District-Wide Goals for 2018-2019:

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

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.

7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.

7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.

Discussion/Issues:

On March 3, 2016, the Board of Education approved an Amended Agreement for Professional Services, Ziemba + Prieto Architects Inc., Four Classroom Modular Building, Walt Disney Elementary School (Bond Fund)

On December 21, 2019, the District sent a Request for Proposal to three Architectural Design Firms that had been approved during the original Request for Qualification and Request for Proposal process in June, 2013.

The District wanted to review the previously selected Architectural Design Firms to ascertain if the original firms selected in 2013 were still competitive and to select the appropriate firm to continue the design work for the remaining Walt Disney Elementary School Modular and Modernization project.

Cannon Design acquired Gkkworks in April, 2018. This award of a Professional Services Agreement for the design of the site work for the Modular and Modernization Project at Walt Disney Elementary is awarded to Cannon Design, with a total overall score of 272 points.

On February 7, 2019, Cannon Design provided the District with a proposal and scope of work for the Walt Disney Elementary School Modular Classrooms and Modernization project.

On February 21, 2019, the Board of Education approved a Professional Services Agreement with Cannon Design, New Modular Classrooms and Modernization, Walt Disney Elementary School (Bond Fund)

On January 31, 2019, the District provided Ziemba + Prieto with a notice of intent to terminate their contract pursuant to Article 12, Termination of Agreement, section 12.1 "Termination by District", the termination of this contract is for the District's convenience and is no reflection on your firm or the services you have provided to the District.

This deductive change order is to un-encumber the remaining balance for ($90,380) on PO 19000858.

Fiscal Impact:

($90,380) PO19000858 (Bond Fund)

Recommendation:

David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve deductive change order No. 1, between Burbank Unified School District and Ziemba + Prieto Architects Inc., effective April 5, 2019, through April 5, 2020, not to exceed ($90,380) PO19000858 (210-00000-0-91008-85000-6205-201-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Facilities Services
510 S. Shelton St.
Burbank, CA 91506
Ph: 818.729-5503 • Fax: 818.729.5501

Board of Education
Roberta Reynolds, President
Dr. Armond Aghakhanian, Vice President
Steve Frintner, Board Clerk
Charlene Tabet, Member
Steve Ferguson, Member

Superintendent
Matt Hill Ed.D.

January 31, 2019

Mr. Jorge Prieto, AIA
President
Ziemba + Prieto Architects
601 South Glenoaks Blvd. Suite 400
Burbank, CA 91502

Re: Notice of Intent to Terminate – Effective January 31, 2019
Via FedEx

Ziemba + Prieto Project 150712 – Walt Disney Elementary School, Modular Project – District PO 19000858

Dear Mr. Prieto:

Please allow this letter to serve as an official notice of intent to termination your contract with the Burbank Unified School District for the above referenced project effective immediately.

Pursuant to Article 12, Termination of Agreement, section 12.1 "Termination by District", the termination of this contract is for the District's convenience and is no reflection on your firm or the services you have provided to the District.

Pursuant to Article 12 sections 12.3.1, 12.3.2, and Article 15, Ownership of Documents, please be prepared to turn over any drawings, sketches, work products, close out documents, DSA documents, meeting minutes, logs, photographs, other media, accounting records, consultant work products and final billings. Said materials and deliverables should be turned over to the District by mutual agreement of the parties within 45 days of this letter.

Please be advised the District is aware there may be some outstanding invoices for services already provided and the District will work with your staff to process any outstanding invoices as soon as possible.

The District thanks you for your time and services. Please let us know if you have any questions or concerns.

A copy of the fully executed amended agreement for this Walt Disney Modular project is enclosed for your convenience.

Sincerely,

Larry Cross
Director of Facilities
510 S. Shelton Street
Burbank, CA 91506
818-729-5503
LarryCross@burbankusd.org

LC: cw
Encl:

BURBANK UNIFIED SCHOOL DISTRICT
1900 West Olive Avenue
Burbank, CA 91506

AMENDMENT
TO HORACE MANN MODERNIZATION AGREEMENT FOR ARCHITECTURAL SERVICES FOR WALT DISNEY ELEMENTARY, FOUR CLASSDROOM MODULAR BUILDINGS

THIS AMENDMENT is made and entered into this 4TH day of March, 2016, by and between BURBANK UNIFIED SCHOOL DISTRICT, a public educational agency located at 1900 West Olive Avenue, Burbank, CA 91506 hereinafter referred to as the "DISTRICT", and Ziemba + Prieto Architects located at 601 S. Glenoaks Blvd., Suite 400, Burbank, CA 91502, hereinafter referred to as the "ARCHITECT", mutually agree to amend the existing Horace Mann Modernization agreement dated: November 3, 2014.

WHEREAS, the DISTRICT desires to obtain architectural services for:

Architectural, Civil, Plumbing and Electrical Engineering Services for Architectural and Engineering Professional Services as per Ziemba + Prieto proposal 150712, dated December 11, 2015, approved by the Board of Education March 3, 2016.

WHEREAS, the ARCHITECT is fully licensed to provide said architectural services in conformity with the laws of the State of California, both parties agree to amend the Agreement as follows:

1) Article Section 4.2.1, Additional Services, for all "Additional Services" as defined in Articles I and 6, of this agreement, compensation shall be a fee to be agreed upon by the parties in writing prior to performance of such services by Architect. The parties agree these additional services will be performed for a fee not to exceed:

   $124,080 (One Hundred Twenty Four Thousand, Eighty Dollars) which includes 10% for reimbursables.

I. **Scope of Work: Z + P Services will include the following:**

I. **Schematic/Design Development:**

1. Site visit with Z+P consultants to become familiar with area of work and scope and field verification of existing visible conditions.
2. Review existing topographic/utility survey provided by District.
3. Verification of existing utility capacities will be required prior to proceeding with design.
4. Meet with District representatives to refine scope of work and program.
5. Prepare conceptual site plan indicating location of building on project site.
6. Coordinate with modular building manufacturer regarding building layout and site location.
7. Meet with District representatives to present conceptual site plan.
8. Make adjustments to design based on District input.
9. Upon written approval from District proceed to task II.
10. Provide a preliminary (ROM) estimate of probable cost.

II. **Construction Documents:**
1. For bidding purposes, this project will be divided into two parts:
    a. Work performed by modular building manufacturer (installation of building).
    b. All site work, fire alarm systems, utilities, ADA upgrades, and permanent concrete foundations.
2. Prepare construction documents indicating site scope of work including demolition, site utilities, and ADA path of travel. Building Electrical, Mechanical and Plumbing plans/design by manufacturer of modular buildings.
3. Review and sign building plans as provided by building manufacturer/supplier and incorporate into DSA submittal set (assumed modular manufacturer will provide pre-approved (PC) plans).
4. Prepare technical specifications as required. District to prepare boiler plate bidding specifications.
5. Meet with District representatives to review documents (up to four (4) meetings).
6. Make minor revisions to plans as required by District.
7. Update (ROM) estimate of probable cost.

III. **DSA Process:**
1. Assist District in obtaining local Fire Department approval.
2. Submit plans to DSA and assist District in obtaining DSA Structural, Fire and Life Safety, and Access Compliance approvals.
3. Provide necessary DSA documentation as required by Title 24 Part 1, California Code of Regulations.

IV. **Bidding:**
1. Assist District during bidding of the project.
2. Attend pre-bid conference.
3. Respond to RFI's during the bidding process.

V. **Construction Administration/Project Close Out:**
1. Attend Pre-Construction meeting.
2. Approve a qualified Field Inspector as required by Title 24 Part 1 C.C.R. and review his reports. Inspector's cost to be borne by the School District.
3. Provide construction observation as required for general conformance with the contract documents.
4. Perform periodic field visits and report on field observation deficiencies.
5. Attend weekly construction meetings as requested by District (assumed eight (8) consecutive weeks).
6. Review and respond to RFIs.
7. Review shop drawing and submittals for general conformance with contract documents.
8. Maintain copy of RFI and Submittal logs.
9. Review and comment on contractor Change Order Requests if applicable.
10. Issue Construction Change Documents (CCDs) if required.
11. Review and sign pay applications.
12. Prepare final punch list and verify with District representative completion.

VI. **Project Close Out:**
1. Request and review as-built plans and close out documents.
2. Review final pay application.
3. Provide District copies of above documents.
4. Upload necessary documents to DSA Box.

3) WHEREAS, the DISTRICT and the ARCHITECT mutually agree to this amendment which is effective upon execution, the DISTRICT and the ARCHITECT further agree all other terms and conditions of the original Horace Mann Modernization AGREEMENT dated November 3, 2014 shall remain the same.

BURBANK UNIFIED SCHOOL DISTRICT
1900 West Olive Avenue
Burbank, CA 91506

By: _____
David Jaynes
Assistant Superintendent, Administrative Services

Date: 5/27/16

Ziemba + Prieto, Architects
601 S. Glenoaks Blvd., Suite 400
Burbank, CA 91502

By: _____
Jorge F. Prieto, AIA
President

Date: 5.23.16

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	David Jaynes, Assistant Superintendent, Administrative Services
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	March 3, 2016
SUBJECT:	Approval of Amended Agreement for Professional Services, Ziemba + Prieto Architects Inc., Installation of a Four Classroom Modular Building, and Asphaltic Concrete Replacement, Thomas Edison Elementary School (Bond Fund)

Background:

It is generally recommended to implement a Request for Qualifications process every five years for design services. Burbank Unified School District issued a Request for Qualifications on April 19th 2013. The submittal period closed May 10th 2013, and 23 submittals were received. District administration worked with members from the School Facilities Oversight Committee to evaluate the submittals and narrow the pool to 10-12 candidate firms to be interviewed.

Interviews were held for 11 firms for approximately one hour each on May 20th, 21st and 22nd. The interview panel was comprised of the District Assistant Superintendent of Administrative Services, the Director of Facilities, the District Bond Program Manager (consultant), and two members (one active and one alternate) of the School Facilities Oversight Committee. The two board members who participate on the Facilities Sub-committee were invited, but felt it best to let District staff and committee members work through the selection process.

There were many excellent firms that submitted Statements and also that were selected for interviews, but the District had to narrow the options to a number that is reasonably suitable for our future facility project needs. The scores following the interviews resulted in five firms receiving top scores, with the fourth and the fifth firm tying. As a result, District administration is recommending five firms to be considered for possible partnerships in our bond facility projects. The firms represent various sizes from small to large, and various areas of strengths and expertise.
If a Board member or member of the community wishes to see the related Statement of Qualifications received, the Statements are available in the office of the Assistant Superintendent, Administrative Services.
District Administration is recommending the following firms to provide design services as we proceed with various bond facility projects. District administration will allocate different projects to different firms as the projects arise, based on which firm is deemed the best fit for the type and size of the project:

1. Al Ziemba Architects
2. Flewelling & Moody
3. Osborn Architects
4. Christofi Architects
5. GKK Works

District-Wide Goals for 2014-2015:

7.1 Provide a clean, safe, and energy efficient learning environment for all students.

7.2 Ensure that all school safety plans are compliant as per California Department of Education Safety Plan mandates.

7.5 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan.

Discussion/Issues:

A proposal has been received from Ziemba + Prieto Architects, Inc., to provide Architectural and Engineering services for construction documents and specifications and DSA documentation as required by Title 24, Part I, California Code of Regulations, for a single story, four classroom modular building demolition of two portable classroom buildings, replacement of asphaltic concrete paving and expansion of the parking lot into adjacent District owned property at Thomas Edison Elementary School.

Fiscal Impact:

$108,300 (Bond Fund)

Recommendation:

David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an amended agreement between Burbank Unified School District and Ziemba + Prieto Architects Inc. , to provide architectural and engineering services for development of Architectural and Engineering documents and specifications pursuant to the Horace Mann Master Agreement for Architectural Services for the Modular classroom project at Thomas Edison Elementary School , effective March 4, 2016 through March 4,2017, not to exceed $89,348 (21.0-92161-0-00000-6205-202-0000) $29,783 (21.0-92001-0-00000-6205-202-0000) which includes 10% for reimbursables, Bond Fund, and the authority to sign the amended agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	Larry Cross, Director of Facilities
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	April 4, 2019
SUBJECT:	Approval of Deductive Change Order No. 1, Ziemba + Prieto Architects, Installation of a Four Classroom Modular Building, and Asphaltic Concrete Replacement, Thomas Edison Elementary School (Bond Fund)

Background:

In the spring of 2013, Bond Measure "S" was passed by the voters in Burbank. A part of Measure "S" included the replacement of aging existing portable classroom with permanent modular classroom buildings. Facilities will be removing the ageing portable classroom buildings and replacing them with new modular classroom building that will require less maintenance which will provide relief to the general fund and provide more modern teaching facilities for our schools.

District-Wide Goals for 2018-2019:

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

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.

7.7 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.

7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.

Discussion/Issues:

On March 3, 2016, the Board of Education approved an Amended Agreement for Professional Services, Ziemba + Prieto Architects Inc., Four Classroom Modular Building, Thomas Edison Elementary School (Bond Fund)

On January 31, 2019, the District provided Ziemba + Prieto with a notice of intent to terminate their contract pursuant to Article 12, Termination of Agreement, section 12.1 "Termination by District", the termination of this contract is for the District's convenience and is no reflection on your firm or the services you have provided to the District.

This deductive change order is to un-encumber the remaining balance for ($53,019.31) on PO 19000854.

Fiscal Impact:

($53,019.31) PO 19000854 (Bond Fund)

Recommendation:

David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve deductive change order No. 1, between Burbank Unified School District and Ziemba + Prieto Architects Inc., effective April 5, 2019, through April 5, 2020, not to exceed ($53,019.31) PO 19000854 (210-00000-0-91008-85000-6205-202-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
Facilities Services
510 S. Shelton St.
Burbank, CA 91506
Ph: 818.729-5503 • Fax: 818.729.5501

Board of Education
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Dr. Armond Aghakhanian, Vice President
Steve Frintner, Board Clerk
Charlene Tabet, Member
Steve Ferguson, Member

Superintendent
Matt Hill Ed.D.

January 31, 2019

Mr. Jorge Prieto, AIA
President
Ziemba + Prieto Architects
601 South Glenoaks Blvd. Suite 400
Burburbank, CA 91502

Re: Notice of Intent to Terminate – Effective January 31, 2019
Via FedEx

Ziemba + Prieto Project 150714 – Thomas A. Edison Elementary Modular and Asphaltic Concrete Replacement Project – District PO 19000854

Dear Mr. Prieto:

Please allow this letter to serve as an official notice of intent to termination your contract with the Burbank Unified School District for the above referenced project effective immediately.

Pursuant to Article 12, Termination of Agreement, section 12.1 "Termination by District", the termination of this contract is for the District's convenience and is no reflection on your firm or the services you have provided to the District.

Pursuant to Article 12 sections 12.3.1, 12.3.2, and Article 15, Ownership of Documents, please be prepared to turn over any drawings, sketches, work products, close out documents, DSA documents, meeting minutes, logs, photographs, other media, accounting records, consultant work products and final billings. Said materials and deliverables should be turned over to the District by mutual agreement of the parties within 45 days of this letter.

Please be advised the District is aware there may be some outstanding invoices for services already provided and the District will work with your staff to process any outstanding invoices as soon as possible.

The District thanks you for your time and services. Please let us know if you have any questions or concerns.

A copy of the fully executed amended agreement for this Thomas A. Edison Elementary Modular and Asphaltic Concrete Replacement Project project is enclosed for your convenience.

Sincerely,

Larry Cross
Director of Facilities
510 S. Shelton Street
Burbank, CA 91506
818-729-5503
LarryCross@burbankusd.org

LC: cw
Encl:

BURBANK UNIFIED SCHOOL DISTRICT
1900 West Olive Avenue
Burbank, CA 91506

AMENDMENT
TO HORACE MANN MODERNIZATION AGREEMENT FOR ARCHITECTURAL SERVICES FOR THOMAS A. EDISON ELEMENTARY, FOUR CLASSDROOM MODULAR BUILDINGS, AND ASPHALTIC CONCRETE REPLACEMENT

THIS AMENDMENT is made and entered into this 4TH day of March, 2016, by and between BURBANK UNIFIED SCHOOL DISTRICT, a public educational agency located at 1900 West Olive Avenue, Burbank, CA 91506 hereinafter referred to as the "DISTRICT", and Ziemba + Prieto Architects located at 601 S. Glenoaks Blvd., Suite 400, Burbank, CA 91502, hereinafter referred to as the "ARCHITECT", mutually agree to amend the existing Horace Mann Modernization agreement dated: November 3, 2014.

WHEREAS, the DISTRICT desires to obtain architectural services for:

Architectural, Civil, Plumbing and Electrical Engineering Services for Architectural and Engineering Professional Services as per Ziemba + Prieto proposal 150714, dated December 11, 2015, approved by the Board of Education March 3, 2016.

WHEREAS, the ARCHITECT is fully licensed to provide said architectural services in conformity with the laws of the State of California, both parties agree to amend the Agreement as follows:

1) Article Section 4.2.1, Additional Services, for all "Additional Services" as defined in Articles I and 6, of this agreement, compensation shall be a fee to be agreed upon by the parties in writing prior to performance of such services by Architect. The parties agree these additional services will be performed for a fee not to exceed:

   $119,131 (One Hundred Nineteen Thousand, One Hundred Thirty One Dollars) which includes 10% for reimbursables.

I. **Scope of Work: Z + P Services will include the following:**

1. **Schematic/Design Development:**

1. Site visit with Z+P consultants to become familiar with area of work and scope and field verification of existing visible conditions.
2. Review existing topographic/utility survey provided by District.
3. Verification of existing utility capacities will be required prior to proceeding with design.
4. Meet with District representatives to refine scope of work and program.
5. Prepare conceptual site plan indicating location of building on project site.
6. Coordinate with modular building manufacturer regarding building layout and site location.
7. Meet with District representatives to present conceptual site plan.
8. Make adjustments to design based on District input.
9. Upon written approval from District proceed to task II.

10. Provide a preliminary (ROM) estimate of probable cost.

II. **Construction Documents:**

1. For bidding purposes, this project will be divided into two parts:
    a. Work performed by modular building manufacturer (installation of building).
    b. All site work, fire alarm systems, utilities, ADA upgrades, and permanent concrete foundations.
2. Prepare construction documents indicating site scope of work including demolition, site utilities, and ADA path of travel. Building Electrical, Mechanical and Plumbing plans/design by manufacturer of modular buildings.
3. Review and sign building plans as provided by building manufacturer/supplier and incorporate into DSA submittal set (assumed modular manufacturer will provide pre-approved (PC) plans).
4. Prepare technical specifications as required. District to prepare boiler plate bidding specifications.
5. Meet with District representatives to review documents (up to four (4) meetings).
6. Make minor revisions to plans as required by District.
7. Update (ROM) estimate of probable cost.

III. **DSA Process:**

1. Assist District in obtaining local Fire Department approval.
2. Submit plans to DSA and assist District in obtaining DSA Structural, Fire and Life Safety, and Access Compliance approvals.
3. Provide necessary DSA documentation as required by Title 24 Part 1, California Code of Regulations.

IV. **Bidding:**

1. Assist District during bidding of the project.
2. Attend pre-bid conference.
3. Respond to RFI's during the bidding process.

V. **Construction Administration/Project Close Out:**

1. Attend Pre-Construction meeting.
2. Approve a qualified Field Inspector as required by Title 24 Part 1 C.C.R. and review his reports. Inspector's cost to be borne by the School District.
3. Provide construction observation as required for general conformance with the contract documents.
4. Perform periodic field visits and report on field observation deficiencies.
5. Attend weekly construction meetings as requested by District (assumed eight (8) consecutive weeks).
6. Review and respond to RFIs.
7. Review shop drawing and submittals for general conformance with contract documents.
8. Maintain copy of RFI and Submittal logs.
9. Review and comment on contractor Change Order Requests if applicable.
10. Issue Construction Change Documents (CCDs) if required.
11. Review and sign pay applications.
12. Prepare final punch list and verify with District representative completion.

VI. **Project Close Out:**

1. Request and review as-built plans and close out documents.
2. Review final pay application.
3. Provide District copies of above documents.

4. Upload necessary documents to DSA Box.

3) WHEREAS, the DISTRICT and the ARCHITECT mutually agree to this amendment which is effective upon execution, the DISTRICT and the ARCHITECT further agree all other terms and conditions of the original Horace Mann Modernization AGREEMENT dated November 3, 2014 shall remain the same.

BURBANK UNIFIED SCHOOL DISTRICT
1900 West Olive Avenue
Burbank, CA 91506

By: _____
David Jaynes
Assistant Superintendent, Administrative Services

Date: 5/27/16

Ziemba + Prieto, Architects
601 S. Glenoaks Blvd., Suite 400
Burbank, CA 91502

By: _____
Jorge F. Prieto, AIA
President

Date: 5.23.16

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	David Jaynes, Assistant Superintendent, Administrative Services
PREPARED BY:	David Jaynes, Assistant Superintendent, Administrative Services
SUBMITTED BY:	Cathy Weissman, Project Accounting Technician
DATE:	March 3, 2016
SUBJECT:	Approval of Amended Agreement for Professional Services, Ziemba + Prieto Architects Inc., Installation of a Four Classroom Modular Building, and Asphaltic Concrete Replacement, Thomas Edison Elementary School (Bond Fund)

Background:

It is generally recommended to implement a Request for Qualifications process every five years for design services. Burbank Unified School District issued a Request for Qualifications on April 19th 2013. The submittal period closed May 10th 2013, and 23 submittals were received. District administration worked with members from the School Facilities Oversight Committee to evaluate the submittals and narrow the pool to 10-12 candidate firms to be interviewed.

Interviews were held for 11 firms for approximately one hour each on May 20th, 21st and 22nd. The interview panel was comprised of the District Assistant Superintendent of Administrative Services, the Director of Facilities, the District Bond Program Manager (consultant), and two members (one active and one alternate) of the School Facilities Oversight Committee. The two board members who participate on the Facilities Sub-committee were invited, but felt it best to let District staff and committee members work through the selection process.

There were many excellent firms that submitted Statements and also that were selected for interviews, but the District had to narrow the options to a number that is reasonably suitable for our future facility project needs. The scores following the interviews resulted in five firms receiving top scores, with the fourth and the fifth firm tying. As a result, District administration is recommending five firms to be considered for possible partnerships in our bond facility projects. The firms represent various sizes from small to large, and various areas of strengths and expertise.
If a Board member or member of the community wishes to see the related Statement of Qualifications received, the Statements are available in the office of the Assistant Superintendent, Administrative Services.
District Administration is recommending the following firms to provide design services as we proceed with various bond facility projects. District administration will allocate different projects to different firms as the projects arise, based on which firm is deemed the best fit for the type and size of the project:

1. Al Ziemba Architects
2. Flewelling & Moody
3. Osborn Architects
4. Christofi Architects
5. GKK Works

District-Wide Goals for 2014-2015:

7.1 Provide a clean, safe, and energy efficient learning environment for all students.

7.2 Ensure that all school safety plans are compliant as per California Department of Education Safety Plan mandates.

7.5 Continue construction / modernization projects according to the General Obligation Bond Implementation Plan.

Discussion/Issues:

A proposal has been received from Ziemba + Prieto Architects, Inc., to provide Architectural and Engineering services for construction documents and specifications and DSA documentation as required by Title 24, Part I, California Code of Regulations, for a single story, four classroom modular building demolition of two portable classroom buildings, replacement of asphaltic concrete paving and expansion of the parking lot into adjacent District owned property at Thomas Edison Elementary School.

Fiscal Impact:

$108,300 (Bond Fund)

Recommendation:

David Jaynes, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an amended agreement between Burbank Unified School District and Ziemba + Prieto Architects Inc. , to provide architectural and engineering services for development of Architectural and Engineering documents and specifications pursuant to the Horace Mann Master Agreement for Architectural Services for the Modular classroom project at Thomas Edison Elementary School , effective March 4, 2016 through March 4,2017, not to exceed $89,348 (21.0-92161-0-00000-6205-202-0000) $29,783 (21.0-92001-0-00000-6205-202-0000) which includes 10% for reimbursables, Bond Fund, and the authority to sign the amended agreement be exercised pursuant to BUSD-AR 3314, as presented.