



BURBANK UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION REGULAR MEETING

Thursday, September 19, 2024

5:00 p.m. - Closed Session

6:00 p.m. - Public Session

Burbank City Hall
275 E. Olive Avenue
Burbank, California

AGENDA

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

1. CALL TO ORDER

1.a **NOTICE TO THE PUBLIC**

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

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

1. Speakers who wish to provide a Public Comment virtually should sign up at this link: <https://forms.gle/Btxm8Md3fCRmCY6D9> 3pm on Wednesday, September 18th. Please indicate if your comment pertains to (1) an item on this agenda, or (2) a subject within the jurisdiction of the Board of Education. Closed Session Public Comments must be given in person.
2. The Zoom Webinar will open at 5:30 p.m. Speakers are asked to rename their Zoom profile to indicate their full name to expedite this process. Please note that only those individuals who have signed up to speak prior to 3:00 p.m. on the day before, will be allowed to enter the Zoom Webinar. Speakers will receive an email Wednesday afternoon with the Zoom Webinar login details.
3. When it is time for a speaker to address the Board, the speaker's name will be called and the speaker should activate their microphone and camera. Speakers must be present in the Zoom Webinar when their name is called in order to address the Board. Speakers are also requested to state their name (and their pronouns, if desired) prior to addressing the Board. Please note that the chat function will be disabled.
4. After a speaker completes their public comment, or if the five-minute (5) time limit has been reached, the speaker will be removed from the Zoom Webinar and can continue watching the meeting by streaming it at www.burbankusd.org/boemeetings

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.

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

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications on Closed Session Agenda Items (In-Person Only)

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

2.b Staff Responses

2.c Board Members' Responses

3. CLOSED SESSION

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

3.a Conference with Legal Counsel - Existing Litigation Pursuant to Government Code §54956.9 (b)(1) and (b)(3)(A)
Final Settlement Agreement for Special Education Student 960010470

3.b Conference with Labor Negotiator, Pursuant to Government Code §54957.6
Agency Negotiator: Andrew Cantwell
Employee Organization: Burbank Teachers Association (BTA)

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

4. RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE/LAND
ACKNOWLEDGEMENT

When the Board of Education reconvenes in Public Session, the Board may make any required disclosures regarding actions taken in Closed Session or adopt any appropriate resolutions concerning these matters.

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

5. REPORTING ON CLOSED SESSION

6. ADJUSTMENTS TO THE AGENDA

The Board President will announce any requests for adjustments to the meeting agenda.

7. ITEMS FOR FUTURE AGENDAS

8. PRESENTATIONS / RECOGNITIONS

8.a Recognition of Students with perfect California Assessment of Student Performance and Progress (CAASPP) scores

Robyn Anders, Director, Instructional Technology & Accountability will recognize elementary students with perfect California Assessment of Student Performance and Progress (CAASPP) scores during the 2023-2024 school year.

9. REPORTS FROM THE BOARD AND STAFF

9.a Student Representatives

Rose Ilangesyan; Burbank High School, Vivian Muñoz; Monterey High School, and Lala Nestor; John Burroughs High School, will report on activities at their respective schools.

9.b Burbank Teacher's Association (BTA), California School Employees Association (CSEA), Burbank Association of School Administrators (BASA)

Nicole Drabecki; BTA President, Laura Bauman, CSEA President, and Laura Flosi, BASA President will report on association business.

9.c Reports from the Superintendent

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

10. REQUESTS TO ADDRESS THE BOARD

10.a Public Communications on Agenda Items and on Any Subject Within the Jurisdiction of the School Board

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

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

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

11. REPORTS TO THE BOARD

- 11.a Report on 2023-2024 Academic Performance
Robyn Anders, Director of Instructional Technology & Accountability, will report to the Board of Education on 2023-2024 Accelerating Performance, as presented.

[Performance Data 9 19 24.pdf](#)

12. NEW AND/OR UNFINISHED BUSINESS

- 12.a Adoption of Resolution 4 Proclaiming September 21 - 27, 2024 as United Against Hate Week
Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education adopt Resolution 4, Proclaiming September 21 through September 27, 2024, as United Against Hate Week, as presented.

[Adoption of Resolution 4 United Against Hate Week.pdf](#)

- 12.b Second Reading and Approval of the English Learner Master Plan
Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the English Learner Master Plan, as presented.

[English Learner Master Plan Second Reading and Approval 9 19 24.pdf](#)

- 12.c Approval of an increase in Substitute Teacher hourly rate for the Burbank Adult School and Burbank Unified School District's Children's Centers
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve an increase in the Substitute Teacher hourly rate for the Burbank Adult School and the Burbank Unified School District's Children's Centers, effective October 1, 2024, as presented.

[Certificated Adult School and Children's Center Substitutes Salary Increase.pdf](#)

- 12.d Approval of Agreement for Professional Services
Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Agreement between the Burbank Unified School District and Khan Academy and Khanmigo, to provide rostering support for schools and teachers, not to exceed \$8,000 (01.0-30100.0-11100-10000-5840-3229000) and (01.0-00000.0-11100-10000-5840-7421000) effective September 20, 2024 through September 19, 2025 and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314, as presented.

[Muir Khan Academy 9 19 24.pdf](#)

13. 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.

- 13.a Approval of the 2024-2025 Purchase Order Report
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve purchase orders for 2024-2025 as listed through August 26, 2024, as presented.

[2024-2025 PURCHASE ORDER REPORT.pdf](#)

- 13.b Approval of Award of Contract, California Marquee Inc, Furnish and Install Marquee Sign, Walt Disney Elementary (Gift Fund)
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an award of contract between Burbank Unified School District and California Marquee Inc., to Furnish and Install Marquee Sign at Disney Elementary, effective September 20, 2024 to September 19, 2025, not to exceed \$24,928.00 (010-90201-0-00000-27000-6510-201-8200-0000) Gift Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

[9 19 AOC_California Marquee_Gift.pdf](#)

- 13.c Acceptance of Notice of Completion, Forma Engineering and Construction, Bid 2324-023, New Restroom, ADA Alterations and Related Site Work, Teddy Bear Park Project, Theodore Roosevelt Elementary School (Bond Fund)

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept the following as completed: Forma Engineering and Construction for Bid 2324-023, new restroom, ADA alterations and related site work for the Teddy Bear Park project at Theodore Roosevelt Elementary School, PO #25000560, not to exceed \$866,590 (213-00000-0-91008-85000-6250-214-0000) Bond Fund, and that the authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

[9 19 NOC_Forma_Roosevelt_Bond.pdf](#)

- 13.d Acceptance of Notice of Completion, Reliable Floor Covering Inc., Furnish and Install Flooring

in Three (3) Rooms, Burbank Adult School (Routine Restricted Maintenance)

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept the following as completed: Furnish and Install Flooring in Three (3) Rooms, PO# 25000125, not to exceed \$26,257.00 (1.10-63910-0-41101-85000-6250-533-0000, 1.10-63910-0-41102-85000-6250-533-0000, 1.10-63910-0-41106-85000-6250-533-0000) Routine Restricted Maintenance, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

[9 19 NOC_Reliable Flooring_Adult School.pdf](#)

13.e Approval of Personnel Report Number 24-25-05

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve Personnel Report number 24-25-05, covering Certificated and Classified personnel, and consisting of Pages 1 to 25 inclusive, as presented.

[Personnel Report 24-25-05.pdf](#)

13.f Approval of Amended Authorization of Signatures

Andrew Cantwell, Assistant Superintendent, Administrative Services recommends that the Board of Education approve the amended authorization of signatures, for the period of September 20 , 2024 through June 30, 2025, as presented.

[Amended Authorization of Signatures 091924.pdf](#)

13.g Approval of Instructional Consultant Services

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the instructional consultant services for the purpose of on-site student learning support, and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

[Approval of Instructional Consultants 091924.pdf](#)

13.h Ratification of Agreement for Instructional Consultant Services

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education ratify the instructional consultant services for the purpose of on-site student learning support and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

[Ratification of Agreement for Instructional Consultant Svcs 091924.pdf](#)

13.i Approval of Agreement for Restorative Practices Consultant

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Agreement between the Burbank Unified School District and Karen Junger to provide training in restorative practices, not to exceed \$50,000 (01.0-00000.0-11100-10000-5810-7422000), effective September 20, 2024 through June 30, 2025 and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314,

[Approval of Agreement for Restorative Practices 091924.pdf](#)

13.j Approval of 2023-2024 Arts & Music in Schools, Prop 28 Annual Report

Peter Knapik, Assistant Superintendent, Educational Services, in collaboration with Peggy

Flynn, Coordinator for Arts and CTE programs, recommends approval of the 2023-2024 Arts and Music in Schools Funding Annual Report, as presented.

[Approval of 23-24 Arts & Music in Schools Prop 28 091924.pdf](#)

13.k Amended Agreement for Professional Services (Special Education)

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between Burbank Unified School District and Aya Healthcare, Inc. to provide up to four credentialed special education teachers, not to exceed \$526,260.00 (01.0-65000.0-57601-11804-5810-7440000), effective August 5, 2024 through May 23, 2025 and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was August 1, 2024 for a total not to exceed \$407,925. This amendment adds one additional special education teacher, for a total of four special education teachers, with an increase of \$118,335. The new not to exceed amount is \$526,260.

[SPED Professional Services Aya Healthcare_Amendment.pdf](#)

13.l Ratification of Agreement for Professional Services (Special Education)

Jennifer Nicholson, Director of Special Education and Psychological Services recommends that the Board of Education ratify an agreement between the Burbank Unified School District and Sorenson Communications, LLC, to provide interpreting and translation for Burbank students, not to exceed \$50,000 (01.0-65000.0-57602-11901-5850-7440000), effective September 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

[SPED Professional Services Sorenson Communications_Ratification.pdf](#)

13.m Ratification of Agreement for Professional Services (Special Education)

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education ratify an agreement between Burbank Unified School District and New Mediscan II, LLC dba Cross Country Education, to provide a school psychologist to support individualized education plan mandated counseling services and assessment, not to exceed \$73,040 (01.0-65000.0-57602-11900-5850-7440000), effective August 20, 2024 through December 22, 2024 and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

[SPED Professional Services New Mediscan_Ratification.pdf](#)

13.n Ratification of University Agreement– Point Loma Nazarene University School of Education

Sarah Rudchenko, Assistant Superintendent, Human Resource Services, recommends that the Board of Education ratify the University Agreement between the Burbank Unified School District and Point Loma Nazarene University School of Education to provide educational field experience, effective August 6, 2024 through August 31, 2027, and may be extended for successive one academic year by mutual written consent of the parties, and that authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

[Approval of University Agreement-Point Loma.pdf](#)

- 13.o Approval of University Agreement– Concordia University, Irvine
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the University Agreement between the Burbank Unified School District and Concordia University, Irvine to provide educational field experience, effective September 19, 2024 through September 19, 2029, unless renewed with the consent of both parties, and that authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

[Approval of University Agreement-Concordia University Irvine.pdf](#)

- 13.p Approval of Agreement between the Burbank Adult School and Northstar Digital Literacy
Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Northstar Digital Literacy to provide an online platform that focuses on instruction for English learners, effective September 20, 2024, not to exceed \$500.00 per year (11.0-63910.0-41104-10000-5840-5330000) and the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

[BAS - Northstar 9 19 24.pdf](#)

- 13.q Approval of Agreement between the Burbank Adult School and Ellii (formerly ESL Library)
Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Ellii (formerly ESL Library) to provide support for English learners and resources to enhance instruction in the classrooms, effective September 20, 2024, not to exceed \$20,272.02 per three years (11.0-63910.0-41102-10000-5840-5330000) and the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

[BAS Ellii 9 19 24.pdf](#)

14. REPORTS FROM BOARD MEMBERS

- 14.a Reports from Board Members
Board of Education members will report on items within the jurisdiction of the Board.

15. ADJOURNMENT

**Burbank Unified School District
Instructional Services
REPORT TO THE BOARD**

TO: Members of the Board of Education

FROM: Oscar Macias, Ed.D., Interim Assistant Superintendent of Instruction

PREPARED BY: Robyn Anders, Ed.D., Director of Instructional Technology & Accountability

SUBMITTED BY: Laura Erisman, Administrative Assistant

DATE: September 19, 2024

SUBJECT: Report on 2023-2024 Academic Performance

Background:

Academic Performance remains the highest priority for the Burbank Unified School District (BUSD). Performance data is analyzed regularly by district leadership, school sites, grade level teams, and subject alike teams across the district. Annual results from state assessments are presented to the board and academic affairs committee to assist with discussions around planning and budgeting for the school year. Additionally, local data, including growth monitoring benchmarks, grade distributions, and the need for credit recovery programs, are essential to discuss academic performance. Lastly, multiple metrics measure growth toward BUSD goals in the Local Control and Accountability Plan (LCAP). The information presented in this report is a broad preview of how BUSD is progressing toward our district goals.

District Wide Goals for 2022-2023:

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

Discussion/Issues:

Monitoring and Addressing Student Progress/Growth

- Kinder through 5th Grade

Local assessments are used to closely monitor student progress and address specific gaps in student learning. Students in K-5 used an instructional application called i-Ready for growth monitoring as well as to provide individualized intervention support. I-Ready provides diagnostic data of student performance, the i-Ready program also provides specialized instruction/activities on an individualized, small group, or whole class level to address gaps in learning. Data retrieved from i-Ready will be specifically analyzed using beginning of the year assessment results as compared to end of the year assessment results to understand the growth students demonstrated and the BUSD's ability to close identified gaps in student performance/learning (data included in board presentation).

- Sixth through Eighth Grades

State and local assessments are used to closely monitor student progress and address specific gaps in student learning. For the 2023-2024 school year, students in grades 6-8 used an instructional application

called i-Ready for growth monitoring as well as to provide individualized intervention support. Financial constraints in the 2024-2025 school year budget did not allow for the renewal of i-Ready at the middle schools. Paramount to this transition is the continued focus on robust local assessments aligned to state standards and the importance of grade distributions in core subject areas. Additional focus on common formative assessments and actionable data are essential data points that will be monitored for student success and interventions as needed.

- Ninth through Twelfth Grades

As students prepare for graduation and college/career readiness, grade data and on-track monitoring are essential to supporting students with their post-graduation plans. BUSD closely monitors course completion to plan and prepare effective credit recovery programs and opportunities for grade improvement. A-G completion has been a primary focus for BUSD over the past couple of years as we have identified specific opportunities for growth through professional development, collaboration, and programs to increase the number of students prepared for college. New this year will be the implementation of a partnership with California College Guidance Initiative (CCG). This partnership will allow for greater tracking of students' post-secondary plans and coursework to stay on track for college (A-G) and careers.

Fiscal Impact:

None

Recommendation:

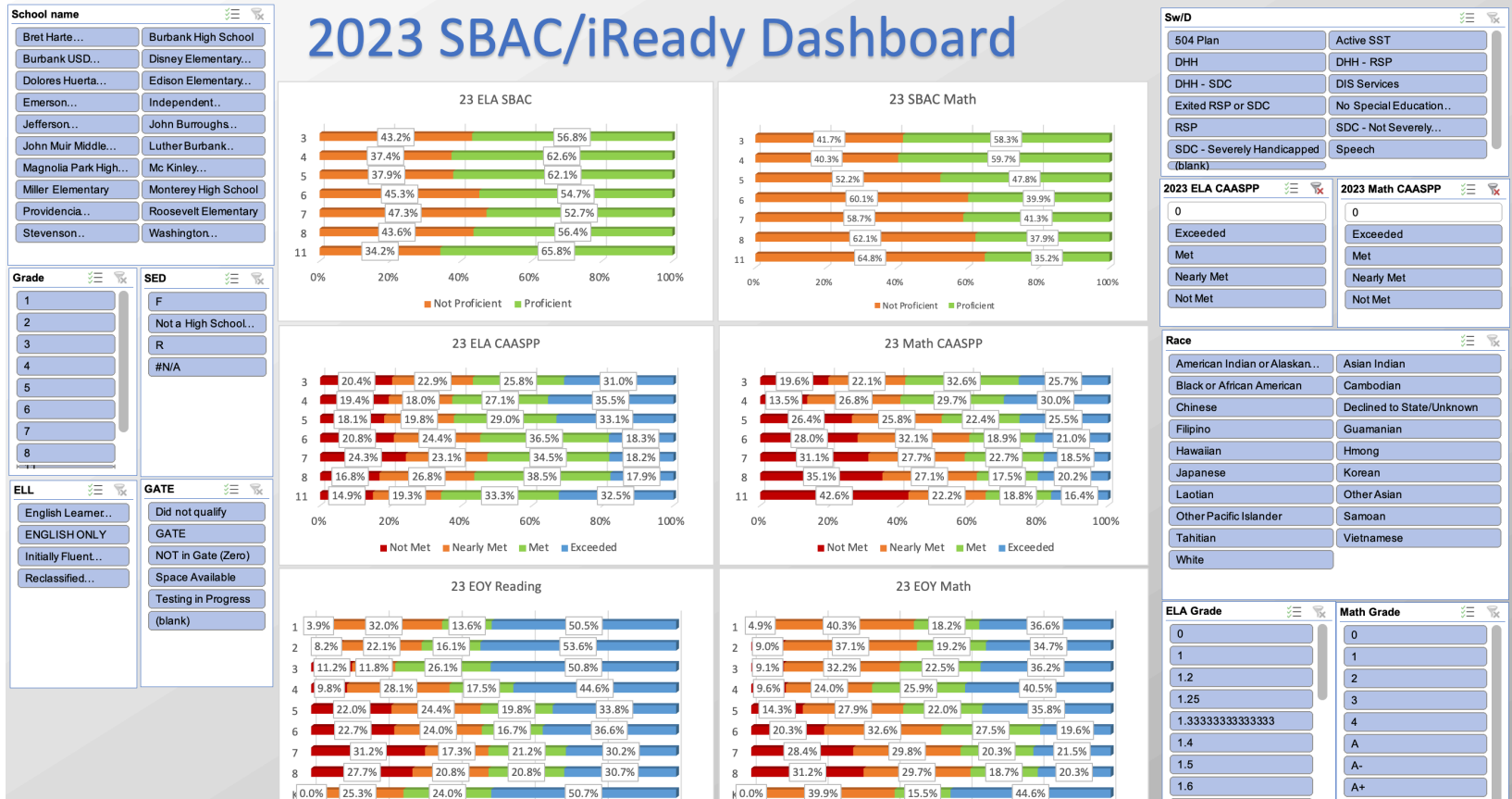
Robyn Anders, Director of Instructional Technology & Accountability, Instructional Services, will report to the Board of Education on 2023-2024 Accelerating Performance, as presented.

2023-2024 ACADEMIC PERFORMANCE UPDATE

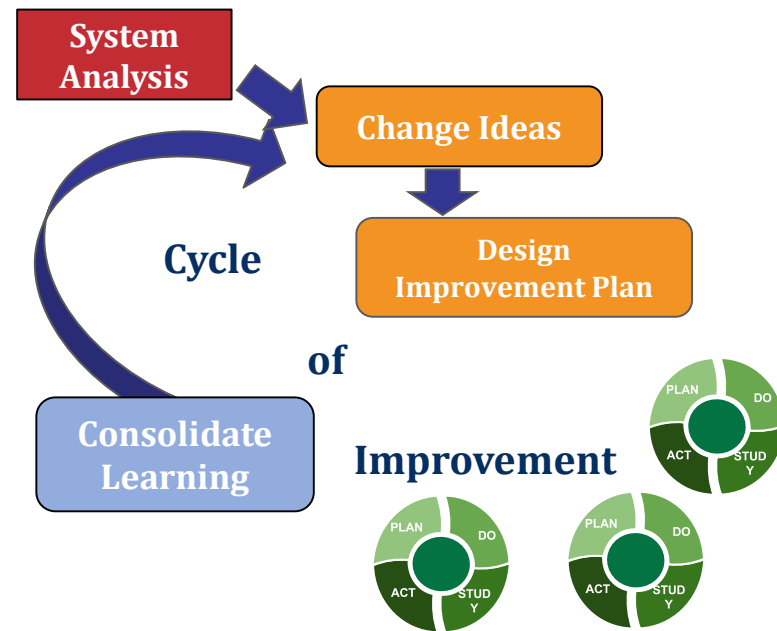
September 19, 2024



DATA ANALYSIS PROTOCOL DASHBOARDS



PLC CYCLES OF IMPROVEMENT



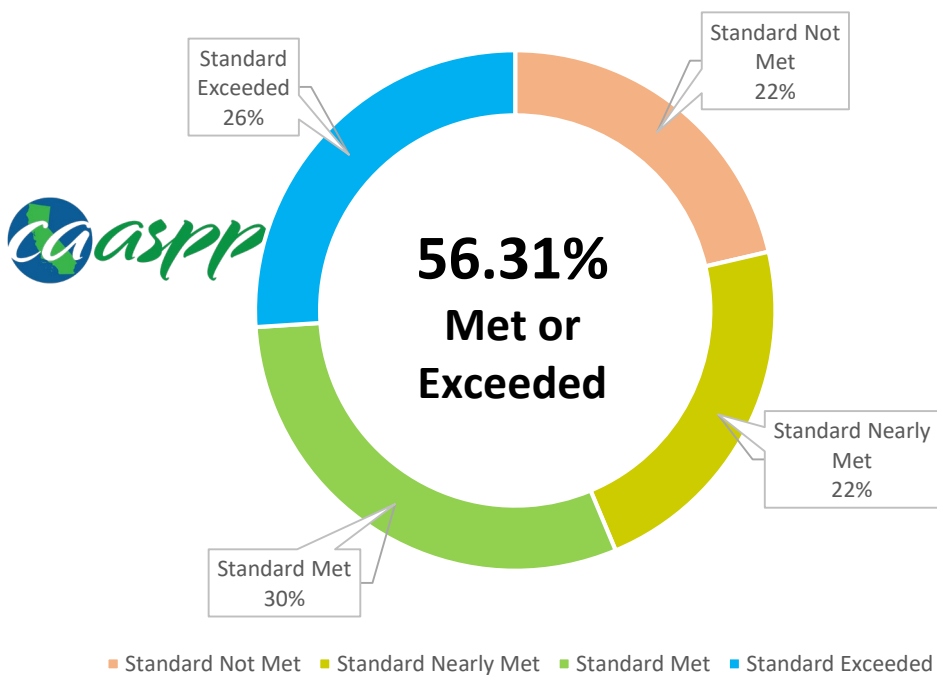
- ▶ Elementary Early Literacy
- ▶ Middle School Math Foundations
- ▶ High School A-G
Completion/College & Career

BUSD DISTRICT INSTRUCTIONAL GOALS

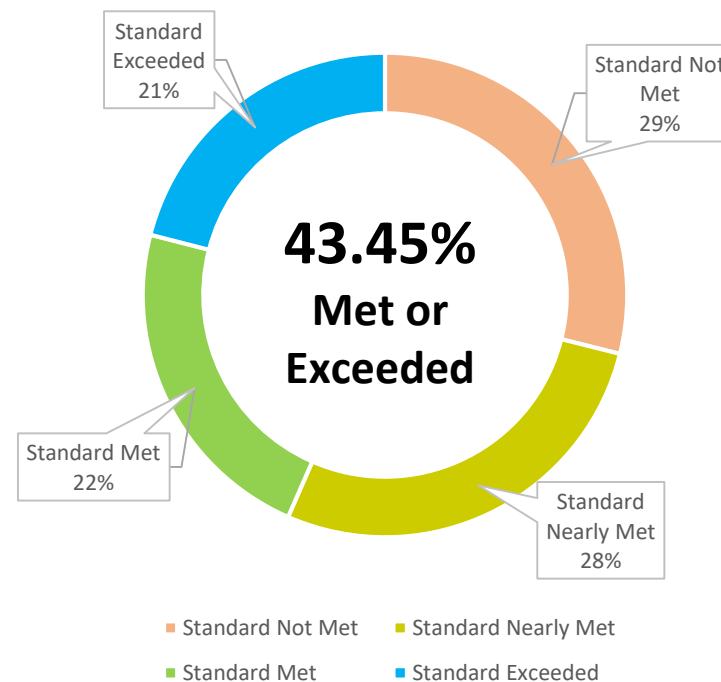


2023-2024 INITIAL CERS CAASPP RESULTS (DISTRICT)

ELA



Math

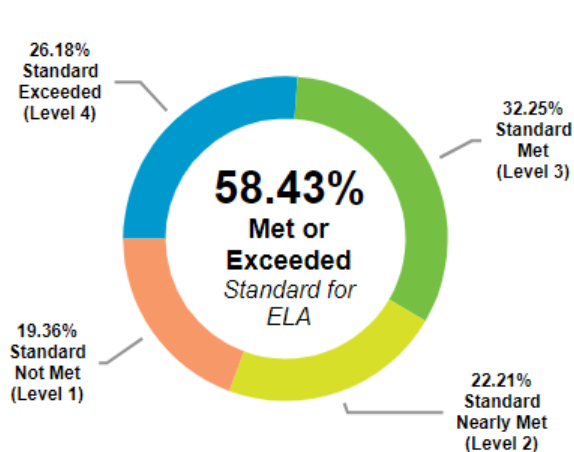


2022-2023 CAASPP RESULTS (DISTRICTWIDE)



ELA

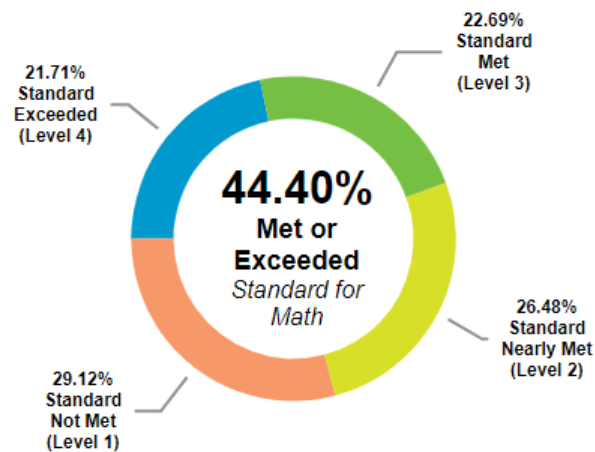
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

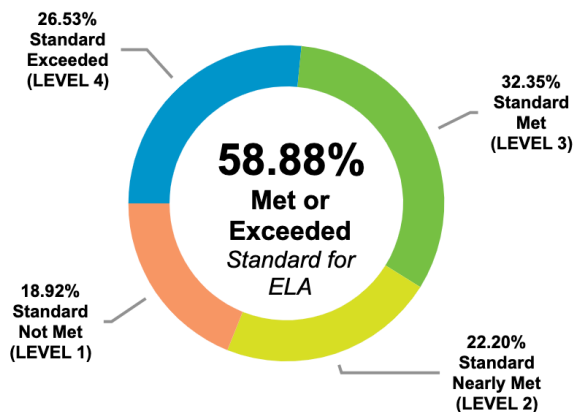


2021-2022 CAASPP RESULTS (DISTRICTWIDE)



ELA

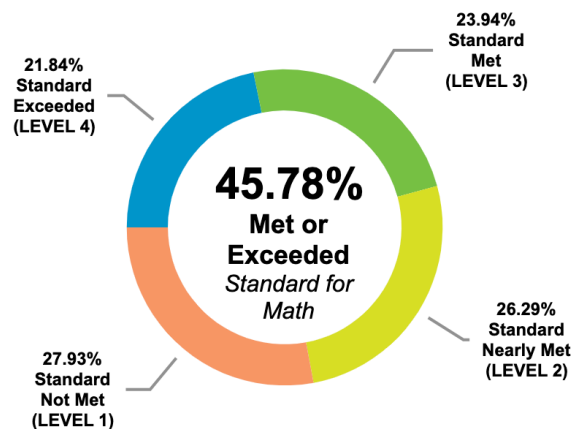
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



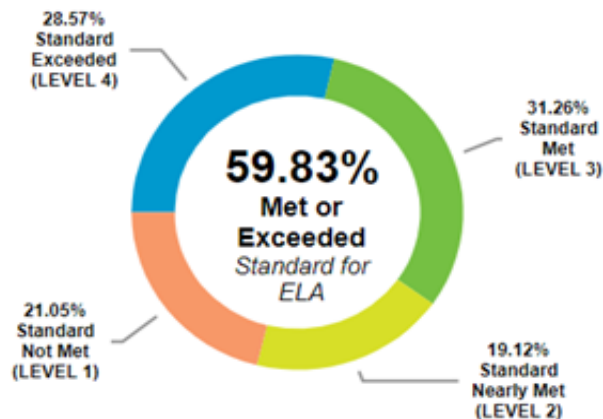
[VIEW MATH DETAILED TEST RESULTS](#)

2018-2019 CAASPP RESULTS (DISTRICTWIDE)



ELA

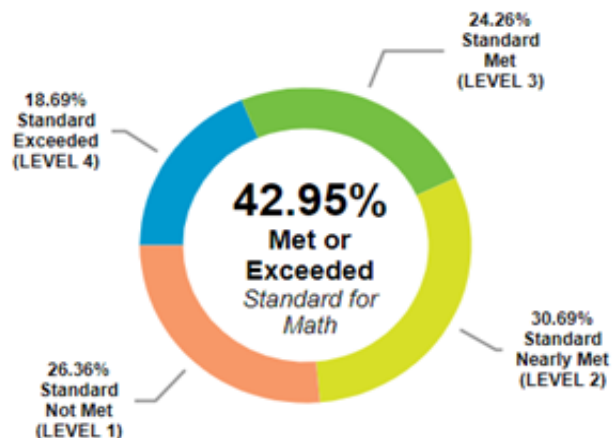
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

ELEMENTARY ACADEMICS



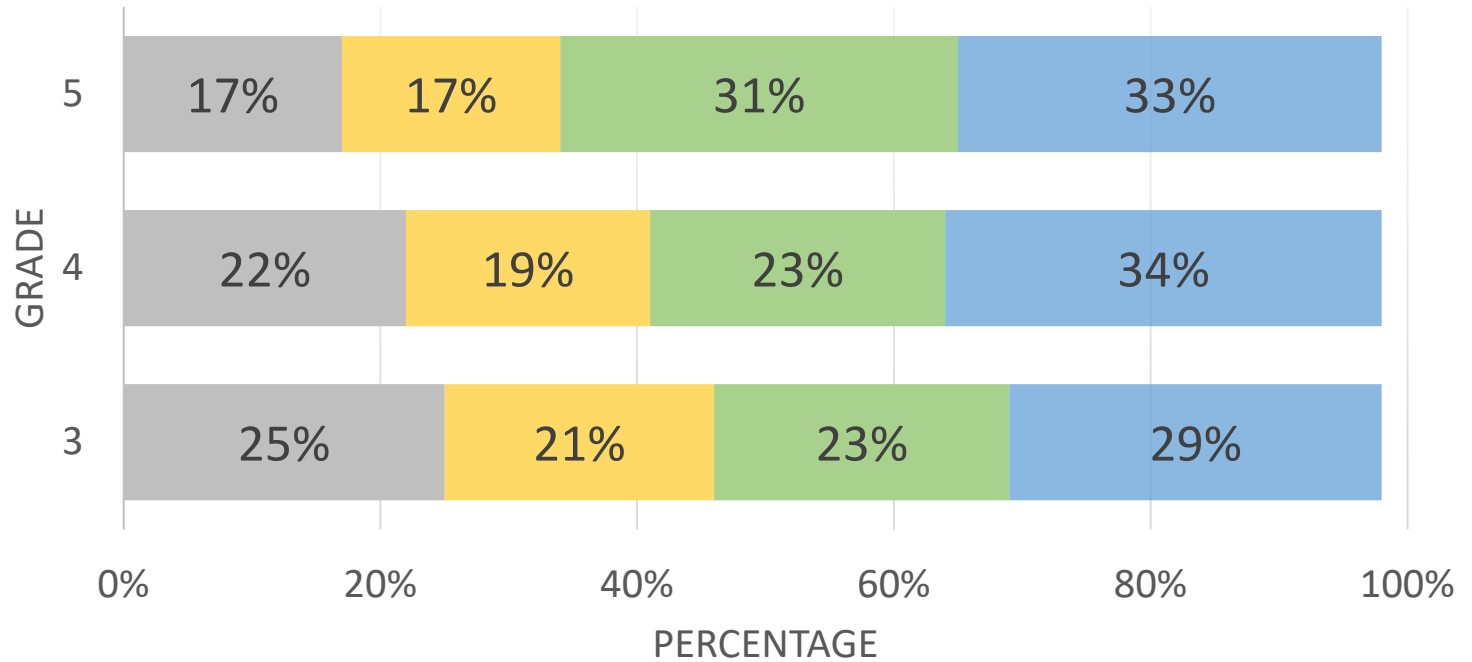
ELEMENTARY INSTRUCTIONAL INITIATIVES

- ▶ Language Arts: Foundational Literacy
- ▶ Mathematics: Partnership with California Education Partners and expansion of Math ILT
- ▶ Science: Second year of new program implementation
- ▶ Elementary Arts: BUSD music teachers and expansion of instruction via Prop 28
- ▶ Elementary Physical Education: Certificated teachers in grades 3 – 5
- ▶ Step Up to Writing for Grade 3-5
- ▶ STEAM Labs funded by Young Sheldon Grant

ELEMENTARY DATA

END-OF-YEAR (EOY)



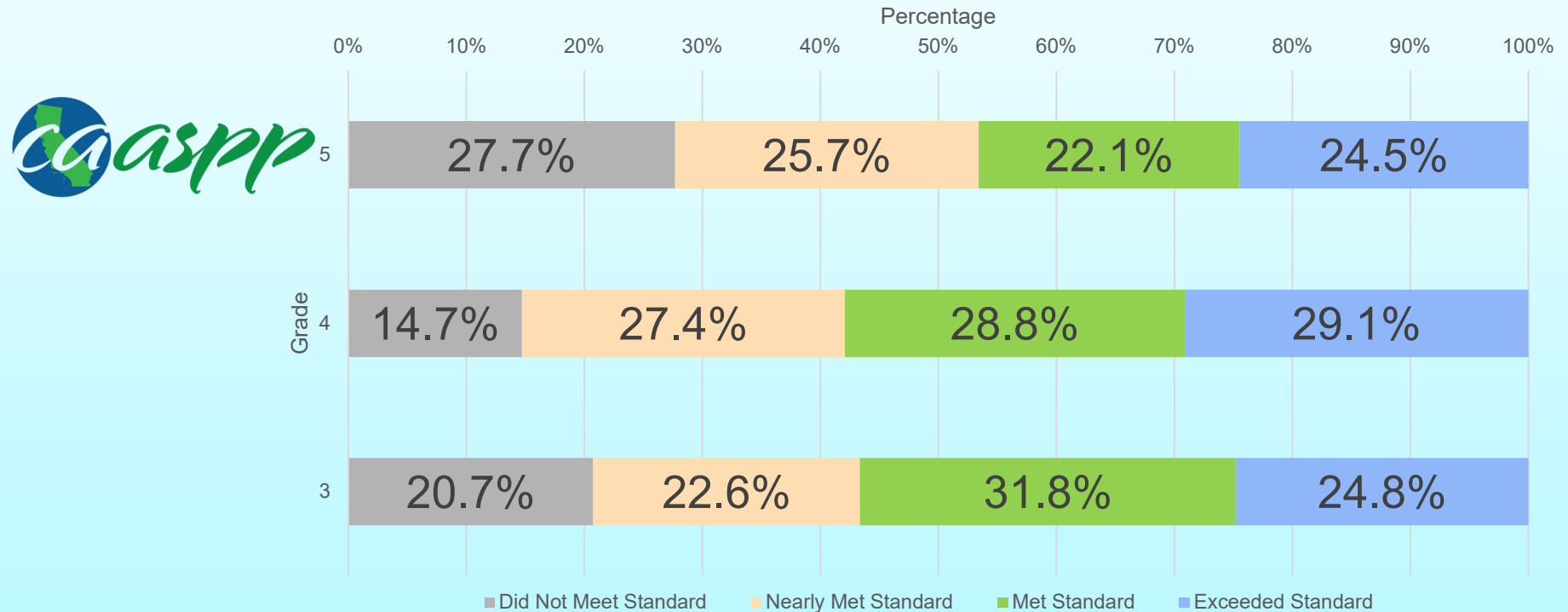


ELA DISTRICT DATA FOR ELEMENTARY

2023-2024 STATE ASSESSMENTS

ELA District Data for Elementary

2022-2023 State Assessments

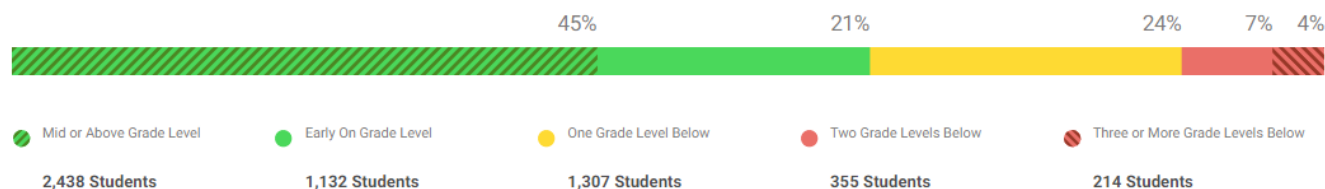




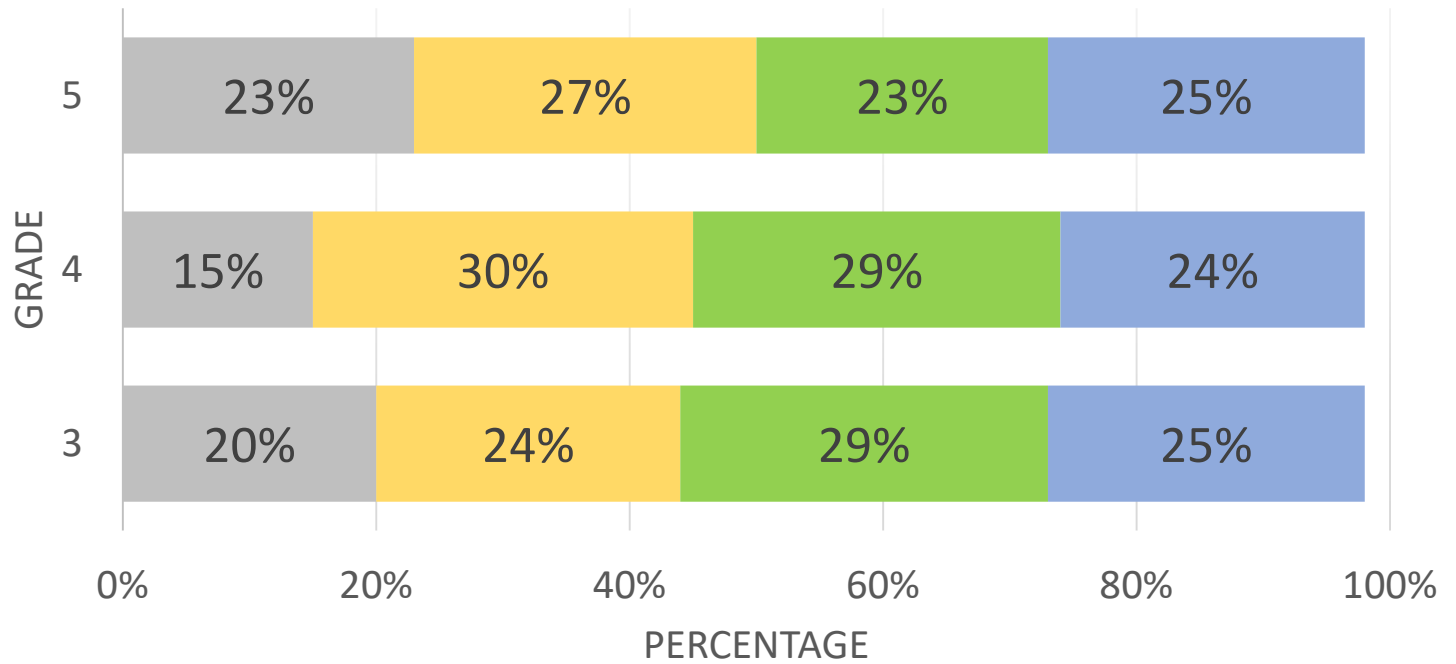
23-24 I-READY ELA ASSESSMENTS (LOCAL ASSESSMENTS)

Overall Placement

Students Assessed/Total: 5,446/5,601



Multi	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Grade 5		36%	22%	20%	12%	9%
Grade 4		42%	19%	28%	3%	7%
Grade 3		47%	23%	15%	8%	6%

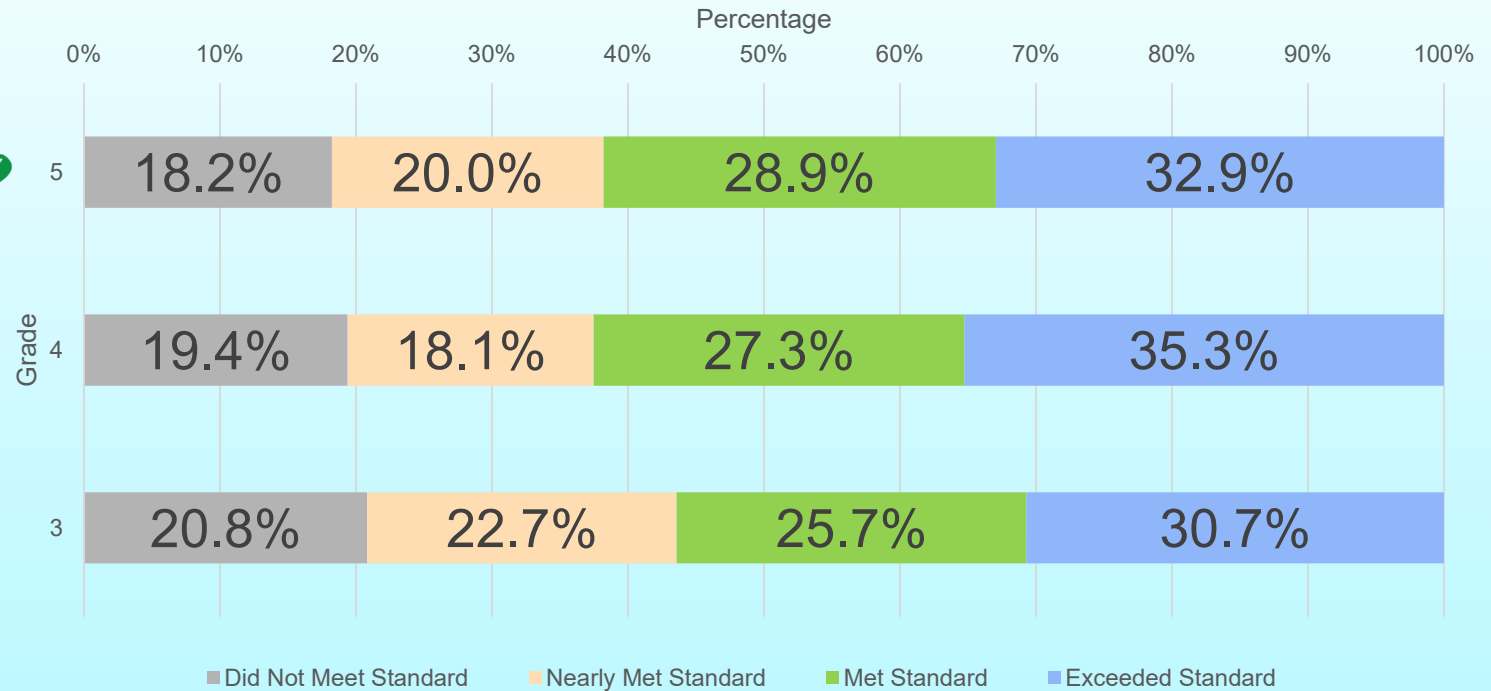


MATH DISTRICT DATA FOR ELEMENTARY

2023-2024 STATE ASSESSMENTS

Math District Data for Elementary

2022-2023 State Assessments

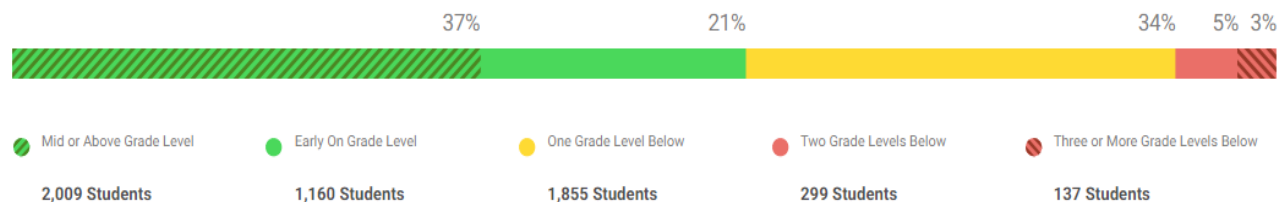




23-24 I-READY MATH ASSESSMENTS (LOCAL ASSESSMENTS)

Overall Placement

Students Assessed/Total: 5,460/5,601



Multi	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Grade 5		38%	23%	26%	7%	6%
Grade 4		39%	25%	26%	6%	4%
Grade 3		36%	23%	31%	6%	4%

SECONDARY ACADEMICS



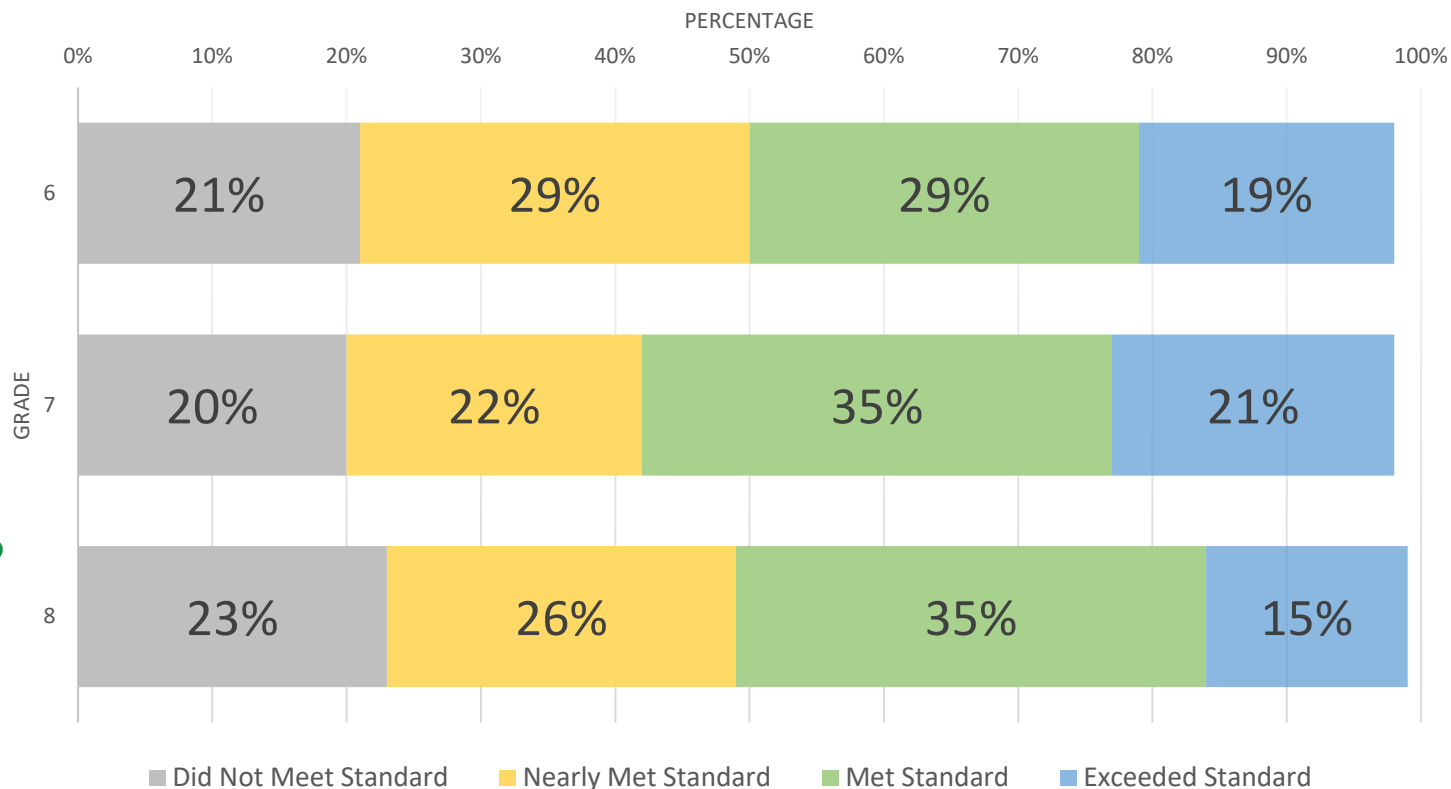
SECONDARY INSTRUCTIONAL INITIATIVES

- ▶ New AP Textbook Adoptions (Lottery Funds)
- ▶ New Courses/Curriculum coming to Secondary:
 - ▶ Ethnic Studies
 - ▶ Financial Literacy
- ▶ New Partnership with California Colleges Guidance Initiative (CCGI)
- ▶ New English-Language Arts Collaboration with California Education Partners
- ▶ Continuation of Math Collaborative

MIDDLE SCHOOL DATA

END-OF-YEAR (EOY)



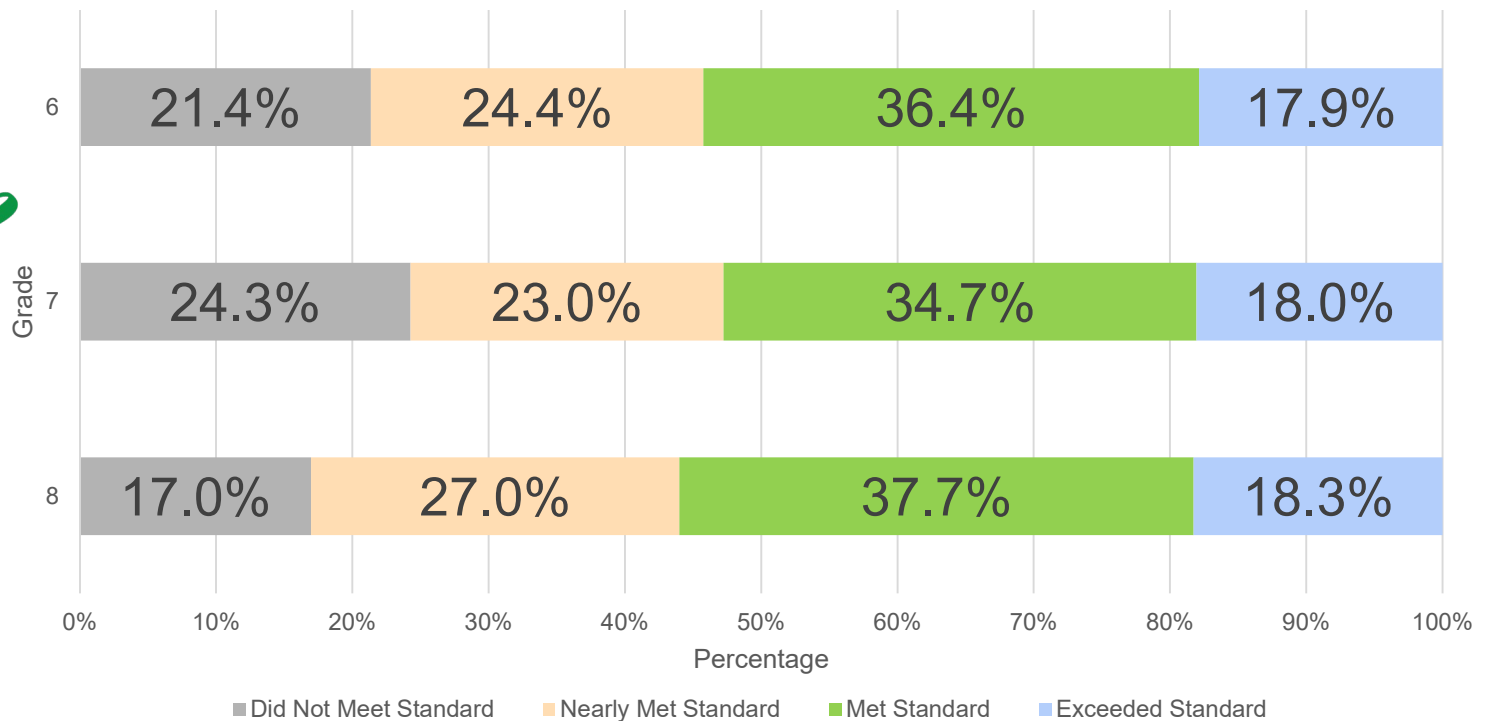


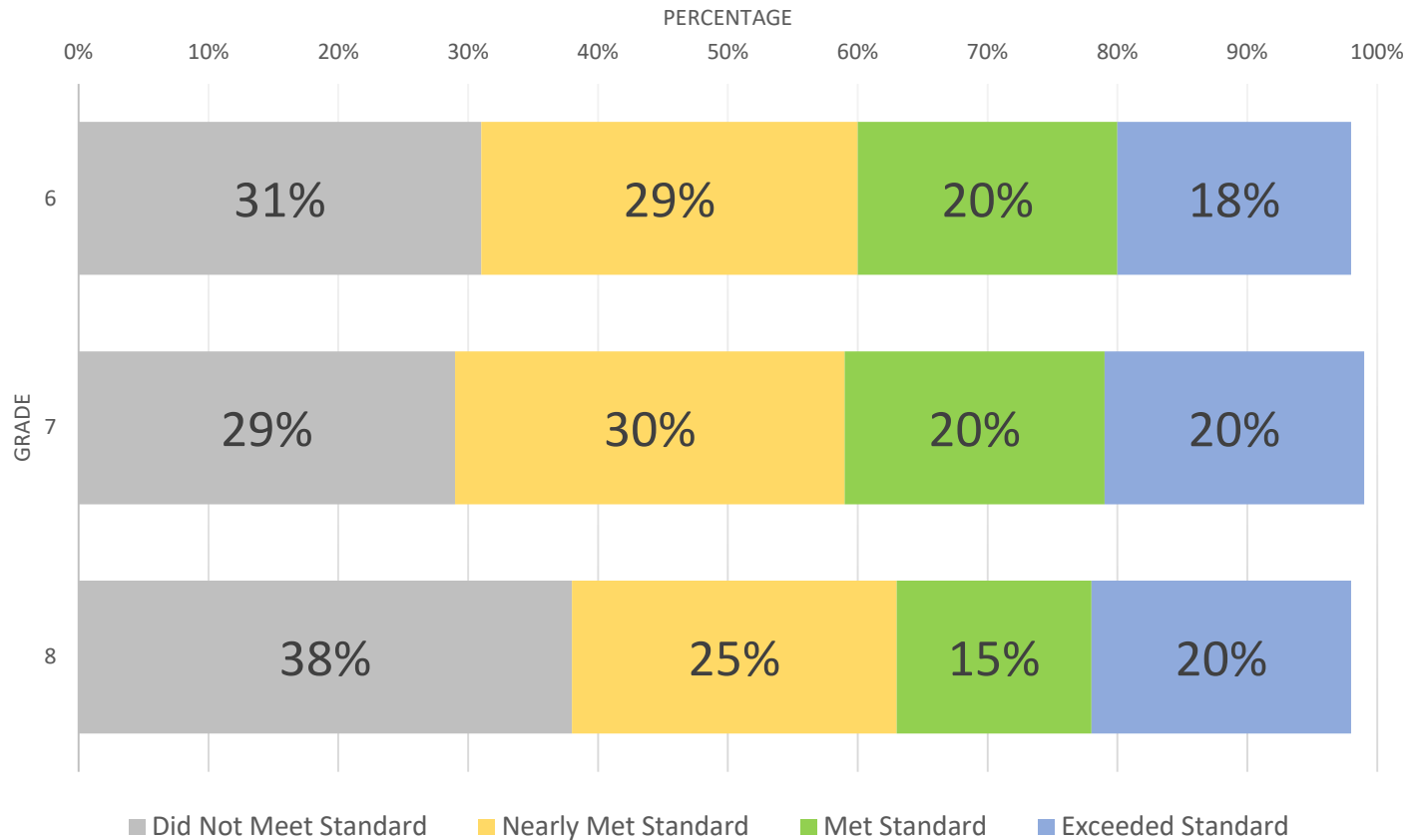
ELA DISTRICT DATA FOR M.S.

2023-2024 STATE ASSESSMENTS

ELA District Data for M.S.

2022-23 State Assessments



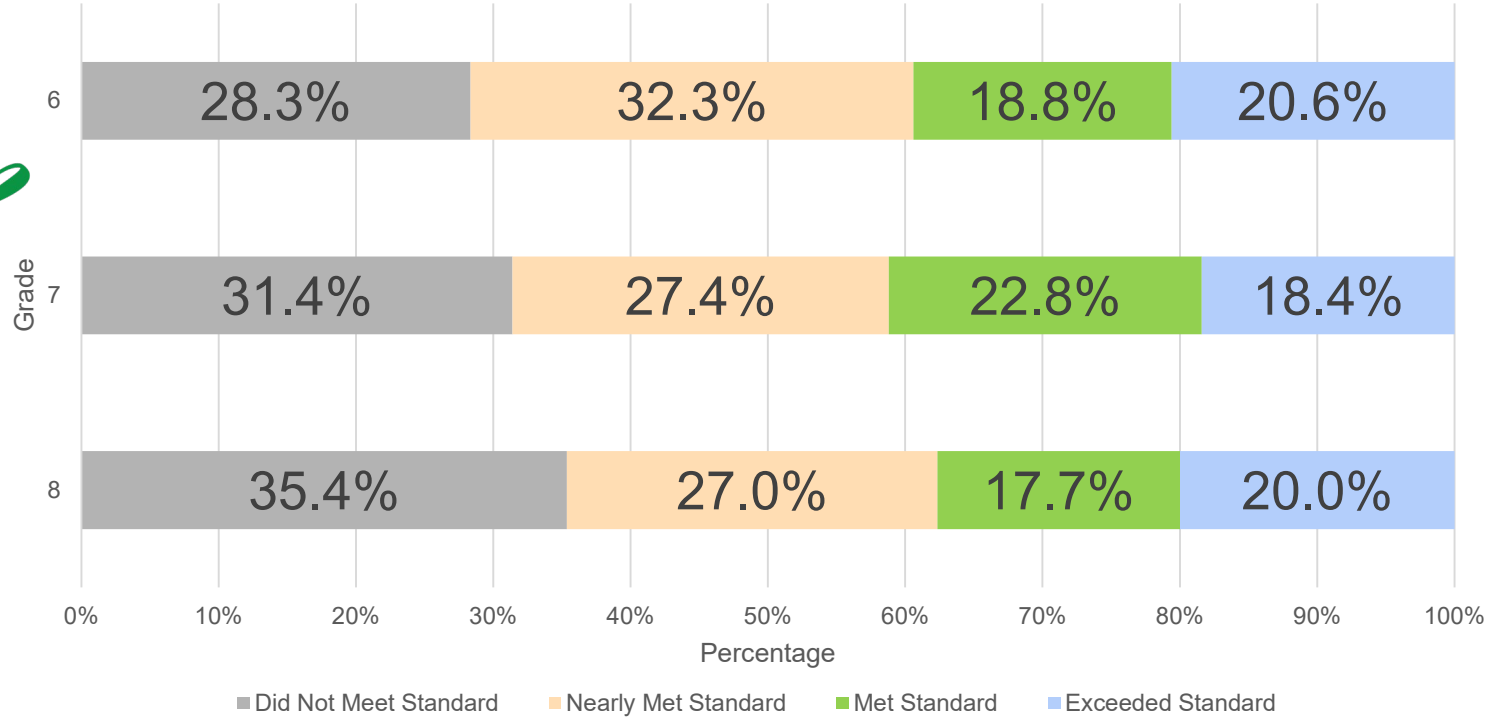


MATH DISTRICT DATA FOR M.S.

2023-2024 STATE ASSESSMENTS

Math District Data for M.S.

2022-2023 State Assessments





23-24 Grade Distribution Data - Math

Semester 1 Math	A	B	C	D	F
6th Grade	49.8%	33.5%	10.5%	3.8%	2.4%
7th Grade	46.1%	28.3%	13.9%	8.2%	3.5%
8th Grade	46.5%	26.6%	16.4%	7.7%	2.8%
9th Grade	42.1%	23.6%	19.1%	10.6%	4.6%
10th Grade	35.7%	25.4%	19.4%	10.6%	8.9%
11th Grade	27.7%	31.8%	24.0%	9.6%	6.9%
12th Grade	36.8%	29.3%	24.0%	7.9%	2.1%
TOTAL	40.7%	28.2%	18.0%	8.5%	4.7%

Semester2 Math	A	B	C	D	F
6th Grade	46.2%	27.7%	15.2%	5.8%	5.1%
7th Grade	45.1%	28.0%	15.1%	8.0%	3.8%
8th Grade	41.5%	31.0%	16.3%	8.7%	2.5%
9th Grade	38.9%	23.6%	20.2%	10.5%	6.8%
10th Grade	34.4%	23.8%	22.3%	9.6%	9.9%
11th Grade	28.9%	31.7%	24.5%	8.7%	6.2%
12th Grade	31.3%	33.4%	26.4%	6.5%	2.4%
TOTAL	38.4%	28.0%	19.6%	8.4%	5.5%



23-24 Grade Distribution Data - ELA

Semester 1 English	A	B	C	D	F
6th Grade	53.0%	28.5%	12.5%	4.4%	1.7%
7th Grade	51.7%	24.9%	13.8%	5.9%	3.8%
8th Grade	51.1%	21.6%	15.1%	7.3%	4.9%
9th Grade	45.6%	30.9%	14.7%	5.1%	3.6%
10th Grade	28.1%	34.5%	20.0%	8.9%	8.5%
11th Grade	35.7%	34.8%	17.4%	6.5%	5.5%
12th Grade	36.0%	32.5%	20.0%	7.6%	3.8%
TOTAL	42.5%	30.0%	16.4%	6.6%	4.6%

Semester 2 English	A	B	C	D	F
6th Grade	50.3%	29.6%	14.2%	4.6%	1.3%
7th Grade	44.9%	28.9%	14.9%	7.6%	3.7%
8th Grade	43.0%	29.4%	17.8%	6.2%	3.5%
9th Grade	42.8%	30.8%	17.1%	7.3%	2.0%
10th Grade	35.9%	36.3%	15.3%	7.2%	5.3%
11th Grade	42.8%	32.0%	14.3%	7.5%	3.4%
12th Grade	44.3%	30.0%	17.1%	6.6%	2.0%
TOTAL	43.3%	31.1%	15.8%	6.8%	3.0%

HIGH SCHOOL CREDIT & A-G DATA 2023-2024





2022 Fall A-G Courses with 10+ Fails

Course	Fails	Course	Fails	Course	Fails
Geometry	83	English 11	24	Geometry (S)	13
Biology	71	Spanish 2	19	Digital Photo	13
Spanish 1	67	Wrld Hist (S)	19	EarthSpacSci(S)	13
Algebra 1	61	Film/TV Prod1	19	Dance 1	12
Art Structure 1	54	US History	18	EarthSpaceSci	12
English 10	48	US History (S)	17	Economics	10
Wrld Hist	44	French 1	17		
Biology (S)	35	Sculpture 1	16		
Algebra 2	34	Spanish Spks 1	16		
Algebra 1 (S)	31	English 9	16		
Chemistry	30	Pre-Calculus	14		



2023 Spring A-G Courses with 10+ Fails

Course	Fails	Course	Fails	Course	Fails
Spanish 1	101	Spanish 2	28	English 11	16
Biology	84	Chemistry	28	EarthSpacSci(S)	16
Geometry	83	English 10	26	US History	14
Algebra 1	80	Biology (S)	23	Dance 1	14
Art Structure 1	63	Film/TV Prod1	20	Wrld Hist (S)	14
Wrld Hist	41	US History (S)	20	French 1	13
Algebra 1 (S)	39	Sculpture 1	18	Culinary Arts	11
English 9	33	Geometry (S)	18	Pre-Calculus	11
Algebra 2	28	Digital Photo	17	Spanish Spks 1	10



2022 Fall A-G Courses with 20+ Ds

Course	D/D-/D+	Course	D/D-/D+	Course	D/D-/D+
Algebra 1	131	English 10	48	Pre-Calculus	27
Geometry	99	Art Structure 1	48	Wrld Hist (S)	25
Biology	88	US History	40	Chemistry (H)	23
Spanish 1	75	Economics	40	AP Psych	21
English 9	62	English 12	39	Film/TV Prod1	20
Wrld Hist	57	Algebra 1 (S)	35	Sculpture 1	20
Chemistry	55	Biology (S)	30	Mic/Mar Biology	20
English 11	55	Dance 1	29		
Algebra 2	49	Spanish 2	29		



2023 Spring A-G Courses with 20+ Ds

Course	D/D-/D+	Course	D/D-/D+	Course	D/D-/D+
Algebra 1	120	English 11	47	Sculpture 1	23
Biology	105	Government	46	Economics	22
Geometry	93	Art Structure 1	46	Film/TV Prod1	21
Spanish 1	68	Algebra 2	46		
English 9	66	US History	46		
Wrld Hist	55	Spanish 2	45		
English 10	55	Algebra 1 (S)	27		
Chemistry	53	Pre-Calculus	27		
English 12	49	Biology (S)	25		



A-G PROBLEM AREAS

The following have pass rates (C or Better) lower than 83%

- 9th Grade Electives in
 - 20-21 – 82.4%
- 10th Grade English in
 - 22-23 – 82.36%
 - 21-22 – 82.08%
 - 20-21 – 81.54%
- 10th Grade Science
 - 22-23 – 81.78%
 - 21-22 – 82.26%
- 11th Grade Science in 22-23 – 82.22%

Mathematics	22-23	21-22	20-21
All Grades	81.60%	81.58%	80.44%
9 th Grade	82.71%	82.13%	<u>78.89%</u>
10 Grade	80.22%	<u>79.92%</u>	79.28%
11 Grade	<u>78.81%</u>	79.25%	<u>78.72%</u>

APPENDIX

23-24 CAASPP Target Reports



2023-24 CAASPP Target Report Grade 3 Math

Target	Performance Relative to Entire Test	Performance Relative to Standard Met
Target A Represent and solve problems involving multiplication and division.	Better	Above
Target B Understand properties of multiplication and the relationship between multiplication and division.	Better	Above
Target C Multiply and divide within 100.	Better	Above
Target D Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Similar	Above
Target E Use place value understanding and properties of operations to perform multi-digit arithmetic.	Similar	Near
Target F Develop understanding of fractions as numbers.	Better	Above
Target G Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Better	Above
Target H Represent and interpret data.	Similar	Above
Target I Geometric measurement: Area.	Worse	Below
Target J Geometric measurement: Perimeter.	Better	Above
Target K Reason with shapes and their attributes.	Better	Above



2023-24 CAASPP Target Report Grade 4 Math

Target	Performance Relative to Entire Test	Performance Relative to Standard Met
Target A Use the four operations with whole numbers to solve problems.	Worse	Near
Target B Gain familiarity with factors and multiples.	Better	Above
Target C Generate and analyze patterns.	Similar	Above
Target D Generalize place value understanding for multi-digit whole numbers.	Better	Above
Target E Use place value understanding and properties of operations to perform multi-digit arithmetic.	Similar	Above
Target F Extend understanding of fractions equivalence and ordering.	Worse	Below
Target G Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Better	Above
Target H Understand decimal notation for fractions, and compare decimal fractions.	Better	Above
Target I Measurement and Data: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.	Similar	Near
Target J Measurement and Data: Represent and interpret data.	Worse	Above
Target K Geometric measurement: understand concepts of angle and measure angles.	Similar	Above
Target L Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Similar	Above



2023-24 CAASPP Target Report Grade 5 Math

Target	Performance Relative to Entire Test	Performance Relative to Standard Met
Target A Write and interpret numerical expressions.	Similar	Near
Target B Analyze patterns and relationships.	Better	Above
Target C Understand the place value system.	Better	Near
Target D Perform operations with multi-digit whole numbers and with decimals to hundredths.	Better	Near
Target E Use equivalent fractions as a strategy to add and subtract fractions.	Better	Near
Target F Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Better	Above
Target G Convert like measurement units within a given measurement system.	Similar	Near
Target H Represent and interpret data.	Worse	Near
Target I Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Worse	Near
Target J Graph points on the coordinate plane to solve real-world and mathematical problems.	Worse	Below
Target K Classify two-dimensional figures into categories based on their properties.	Similar	Below



2023-24 CAASPP Target Report Grade 6 Math

Target	Performance Relative to Entire Test	Performance Relative to Standard Met
Target A Understand ratio concepts and use ratio reasoning to solve problems.	Better	Below
Target B Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Similar	Below
Target C Compute fluently with multi-digit numbers and find common factors and multiples.	Better	Near
Target D Apply and extend previous understandings of numbers to the system of rational numbers.	Better	Below
Target E Apply and extend previous understandings of arithmetic to algebraic expressions.	Better	Below
Target F Reason about and solve one-variable equations and inequalities.	Similar	Below
Target G Represent and analyze quantitative relationships between dependent and independent variables.	Worse	Below
Target H Solve real-world and mathematical problems involving area, surface area, and volume.	Worse	Below
Target I Develop understanding of statistical variability.	Better	Near
Target J Summarize and describe distributions.	Better	Below



2023-24 CAASPP Target Report Grade 7 Math

Target	Performance Relative to Entire Test	Performance Relative to Standard Met
Target A Analyze proportional relationships and use them to solve real-world and mathematical problems.	Better	Near
Target B Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Better	Below
Target C Use properties of operations to generate equivalent expressions.	Better	Above
Target D Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Better	Below
Target E Draw, construct, and describe geometrical figures and describe the relationship between them.	Worse	Below
Target F Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Worse	Below
Target G Use random sampling to draw inferences about a population.	Similar	Below
Target H Draw informal comparative inferences about two populations.	Better	Above
Target I Investigate chance processes and develop, use, and evaluate probability models.	Better	Above



2023-24 CAASPP Target Report Grade 8 Math

Target	Performance Relative to Entire Test	Performance Relative to Standard Met
Target A Know that there are numbers that are not rational, and approximate them by rational numbers.	Worse	Below
Target B Work with radicals and integer exponents.	Similar	Below
Target C Understand the connections between proportional relationships, lines, and linear equations.	Better	Below
Target D Analyze and solve linear equations and pairs of simultaneous linear equations.	Better	Near
Target E Define, evaluate, and compare functions.	Better	Below
Target F Use functions to model relationships between quantities.	Better	Below
Target G Understand congruence and similarity using physical models, transparencies, or geometry software.	Similar	Below
Target H Understand and apply the Pythagorean Theorem.	Worse	Near
Target I Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	Worse	Below
Target J Investigate patterns of association in bivariate data.	Better	Below



2023-24 CAASPP Target Report Grade 3 ELA

Claim	Target	Performance Relative to Standard Met
Reading Literary Text	Target 1 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Above
	Target 2 CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	Near
	Target 3 WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Above
	Target 4 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	Above
	Target 5 ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	Above
	Target 6 TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	Above
	Target 7 LANGUAGE USE: Determine use of language by distinguishing literal from nonliteral meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.	Near
Reading Informational Text	Target 8 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Near
	Target 9 CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	Above
	Target 10 WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Above
	Target 11 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	Above
	Target 12 ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	Above
	Target 13 TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	Above
	Target 14 LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	Below



2023-24 CAASPP Target Report Grade 3 ELA Continued

Claim	Target	Performance Relative to Standard Met
Writing	Target 1 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	Below
	Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	Below
	Target 3 WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	Below
	Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience; organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.	Near
	Target 6 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	Below
	Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience; organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.	Above
	Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Below
	Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	Below
Listening	Target 4 LISTEN/INTERPRET: Interpret and use information delivered.	Above
Research and Inquiry	Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.	Near
	Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	Above
	Target 4 USE EVIDENCE: Cite evidence to support opinions and ideas.	Above



2023-24 CAASPP Target Report Grade 4 ELA

Claim	Target	Performance Relative to Standard Met
Reading Literary Text	Target 1 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Above
	Target 2 CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	Above
	Target 3 WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Above
	Target 4 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	Above
	Target 5 ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.	Above
	Target 6 TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	Near
	Target 7 LANGUAGE USE: Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.	Above
Reading Informational Text	Target 8 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Above
	Target 9 CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	Above
	Target 10 WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Above
	Target 11 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines /animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	Above
	Target 12 ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.	Above
	Target 13 TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information	Above
	Target 14 LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).	Near



2023-24 CAASPP Target Report Grade 4 ELA Continued

Claim	Target	Performance Relative to Standard Met
Writing	Target 1 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	Below
	Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	Below
	Target 3 WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	Near
	Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	Near
	Target 6 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	Near
	Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	Near
	Target 8 LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Below
	Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	Above
Listening	Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.	Above
Research and Inquiry	Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.	Above
	Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	Above
	Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	Above



2023-24 CAASPP Target Report Grade 5 ELA

Claim	Target	Performance Relative to Standard Met
Reading Literary Text	Target 1 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Above
	Target 2 CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	Above
	Target 3 WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Above
	Target 4 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	Above
	Target 5 ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	Near
	Target 6 TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	Above
	Target 7 LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	Above
Reading Informational Text	Target 8 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Above
	Target 9 CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	Above
	Target 10 WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Above
	Target 11 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	Above
	Target 12 ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.	Above
	Target 13 TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	Above
	Target 14 LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.	Above



2023-24 CAASPP Target Report Grade 5 ELA Continued

Claim	Target	Performance Relative to Standard Met
Writing	Target 1 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	Near
	Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	Above
	Target 3 WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	Above
	Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	Above
	Target 6 WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	Above
	Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	Above
	Target 8 LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Near
	Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	Above
	Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	Above
Research and Inquiry	Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.	Above
	Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	Above
	Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	Above



2023-24 CAASPP Target Report Grade 6 ELA

Claim	Target	Performance Relative to Standard Met
Reading Literary Text	Target 1 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Near
	Target 2 CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	Below
	Target 3 WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Near
	Target 4 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	Above
	Target 5 ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	Near
	Target 6 TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	Near
	Target 7 LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	Near
Reading Informational Text	Target 8 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Near
	Target 9 CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	Near
	Target 10 WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Below
	Target 11 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	Below
	Target 12 ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	Above
	Target 13 TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	Below
	Target 14 LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	Below



2023-24 CAASPP Target Report Grade 6 ELA Continued

Claim	Target	Performance Relative to Standard Met
Writing	Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	Below
	Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	Below
	Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	Below
	Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	Near
	Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	Above
	Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	Below
	Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Below
	Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	Near
Listening	Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually	Above
Research and Inquiry	Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Above
	Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	Near
	Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	Above



2023-24 CAASPP Target Report Grade 7 ELA

Claim	Target	Performance Relative to Standard Met
Reading Literary Text	Target 1 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Near
	Target 2 CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	Above
	Target 3 WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Near
	Target 4 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.	Above
	Target 5 ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.	Above
	Target 6 TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	Below
	Target 7 LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	Above
Reading Informational Text	Target 8 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Near
	Target 9 CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	Near
	Target 10 WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Above
	Target 11 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	Above
	Target 12 ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (e.g. interactions between individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	Above
	Target 13 TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	Above
	Target 14 LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.	Near



2023-24 CAASPP Target Report Grade 7 ELA Continued

Claim	Target	Performance Relative to Standard Met
Writing	Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	Near
	Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	Near
	Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	Near
	Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	Above
	Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	Below
	Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	Above
	Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Above
	Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	Above
	Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	Above
Research and Inquiry	Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Near
	Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	Near
	Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	Above



2023-24 CAASPP Target Report Grade 8 ELA

Claim	Target	Performance Relative to Standard Met
Reading Literary Text	Target 1 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Near
	Target 2 CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	Below
	Target 3 WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Below
	Target 4 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.	Above
	Target 5 ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.	Near
	Target 6 TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	Below
	Target 7 LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	Below
Reading Informational Text	Target 8 KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Below
	Target 9 CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	Near
	Target 10 WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotation, denotation), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Near
	Target 11 REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	Below
	Target 12 ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare connections within or across texts (e.g. individuals, ideas, or events), or how information within or across texts reveals author's point of view or purpose.	Above
	Target 13 TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.	Near
	Target 14 LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.	Near



2023-24 CAASPP Target Report Grade 8 ELA Continued

Claim	Target	Performance Relative to Standard Met
Writing	Target 1 WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	Near
	Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	Below
	Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	Near
	Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	Below
	Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	Below
	Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented.	Below
	Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Near
	Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	Below
Listening	Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	Near
Research and Inquiry	Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Above
	Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	Below
	Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	Above

Burbank Unified School District
Instructional Services
REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Oscar Macias, Interim Assistant Superintendent, Instructional Services

PREPARED BY: Oscar Macias, Interim Assistant Superintendent, Instructional Services

SUBMITTED BY: Stephanie Beauregard, Administrative Secretary II

DATE: September 19, 2024

SUBJECT: Adoption of Resolution 4 Proclaiming September 21 - 27, 2024 as United Against Hate Week

Background:

The Burbank Unified School District's commitment to creating a secure and inclusive environment for all. Their stance against hate and commitment to collaboration highlights the importance of unity in combating discrimination and promoting respect and civil discourse. Emphasizing diversity as a strength, the district is actively working towards creating schools that are not only safe but also equitable, ensuring that every student has the opportunity to thrive in a supportive educational setting. This approach is a proactive step in building a community that values and respects all individuals, setting a positive example for others.

Discussion and Issues:

United Against Hate Week is a movement that encourages communities to take a stand against hate and discrimination. School districts play a crucial role in this initiative by fostering inclusive and safe student environments. By participating in United Against Hate Week, school districts can demonstrate their commitment to promoting unity, understanding, and respect among students. Activities during this week may include educational programs, community service projects, and events that highlight the importance of standing together against hate. The involvement of educational institutions is vital, as it supports the campaign's goals and empowers students to advocate for change within their communities.

Fiscal Impact:

There is no fiscal impact.

Recommendation:

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education adopt Resolution 4, Proclaiming September 21 through September 27, 2024, as United Against Hate Week, as presented.



**ADOPTION OF RESOLUTION 4
PROCLAIMING SEPTEMBER 21-27, 2024
UNITED AGAINST HATE WEEK**

WHEREAS, Los Angeles County is home to a diverse population of more than ten million residents, including White, Latinx, /a/o, and Hispanic, Black, Asian American, Native Hawaiians, and Pacific Islanders, and American Indians, and Native Alaskans; and

WHEREAS, LA County's United Against Hate Week, September 21-27, 2024, will celebrate diverse history, culture, and traditions while educating all people on the importance of supporting social justice, inclusion, and safety for all and

WHEREAS, Los Angeles County has invited cities like Burbank to join in this opportunity to bring community members together with a message of unity and solidarity when it comes to standing up against hate and preventing incidents of hate and intolerance, and

WHEREAS, United Against Hate Week will provide Burbank residents with an opportunity to recognize our City's diversity, strengthen partnerships to help address the hardships that victims of hate acts face and look for ways to uplift every community and the ways they make our City a better, more inclusive and welcoming place to live; and

WHEREAS, on a local level, the Burbank Humans Relation Council continues its efforts to raise awareness of social issues and partners with the Burbank Unified School District and the Burbank Police Department along with the HATE Crime Response Program that has been recognized as an effective tool in supporting victims and in fostering peaceful community and police relations; and

WHEREAS, school districts across Los Angeles County are encouraged to take action to combat hate, Burbank Unified School District has partnered with the Burbank Human Relations Council and created a campaign to open schools this 2024-25 year with **Hate Has No Home** personalized banners for all elementary and secondary sites. BHRC created classroom posters for all elementary and secondary classrooms encouraging students to **Choose Love. Be Kind.**

WHEREAS, United Against Hate Week symbolizes the dedication to preventing and opposing hate and intolerance in our community and serves to educate residents on the importance of compassion and cooperation as key strategies for unlocking understanding and accepting the differences between residents.

NOW, THEREFORE, BE IT RESOLVED, the Burbank Unified School District does hereby proclaim September 21-27, 2024, as **UNITED AGAINST HATE WEEK** as a necessary and important step in bridging division and strengthening our community.

Adopted: This 19th day of September, 2024 by the Board of Education of the Burbank Unified School District.

Ayes:

Noes:

Abstain:

Absent:

Clerk, Board of Education

**Burbank Unified School District
Instructional Services
REPORT TO THE BOARD**

TO: Members of the Board of Education

FROM: Peter Knapik, Assistant Superintendent, Educational Services

PREPARED BY: Peter Knapik, Assistant Superintendent, Educational Services

SUBMITTED BY: Glenda Diaz Nolasco, Administrative Secretary II

DATE: September 19, 2024

SUBJECT: Second Reading and Approval of the English Learner Master Plan

Background:

Burbank Unified School District's commitment to educational services that promote quality and excellence for all students prompted the need in the fall of 2023 for a comprehensive examination of the English Learner Master Plan as it drives the implementation of the English Learner program. The prior Master Plan was written and approved in 2017. Acknowledging the complexity of procedures and the delivery of education, support, and services associated with English language development, there was a realization that renewed clarity about the goals and purposes was necessary to increase awareness of the practices and quality of educational services.

In the 2023-2024 school year, a revision to the master plan was conducted by a committee of parents, teachers, and administrators. On August 15, 2024, the revised English Learner Master was submitted for a first reading.

District-wide Goals for 2022-2023:

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

Discussion and Issue

The revised English Learner Master Plan outlines:

- 1.) Program Goals
- 2.) Identification, Assessment, and Placement
- 3.) Program Design for Grades TK-12
- 4.) Monitoring Student Progress
- 5.) Reclassification Process and Monitoring
- 6.) Staffing
- 7.) Professional Development
- 8.) Program Evaluation

Fiscal Impact:

None.

Recommendation:

Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the English Learner Master Plan, as presented.



BURBANK UNIFIED SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS

2024-2027



Burbank Unified School District

Master Plan for English Learners



Governing Board

Dr. Emily Weisberg, President
Dr. Armond Aghakhanian, Vice President
Abby Pontzer Kamkar, Clerk
Charlene Tabet, Member
Steve Ferguson, Member

Superintendent

Dr. John Paramo

Instructional Services—English Learners

Dr. Peter Knapik
Assistant Superintendent, Educational Services

Dr. Linda Junge
Assistant Superintendent, Instructional Services

Oscar Macias, Ed.D.
Interim Assistant Superintendent, Instructional Services

Rebecca Harris
Director, Elementary Education, Diversity, Equity, and Inclusion

Dr. Robyn Anders
Director, Instructional Technology

Jennifer Goldenberg
Teacher on Special Assignment, Coordinator of EL Services, TK-12

Burbank Unified School District

1900 W. Olive Avenue
Burbank, CA 91506-2460

Website:

www.burbankusd.org

Approved by the Board of Education abcd ##, 2024

Acknowledgments

The Burbank Unified School District *Master Plan for English Learners* was a labor of love, brought to fruition through the dedicated effort and collaboration of the English Language Development Specialists, district teachers, administrators, support staff, community members, and parents. We are deeply grateful for the guidance, support, and time you dedicated to this project. Your contributions, both big and small, have significantly impacted the development and revision of our Master Plan.

Original Committee Chairs

Andrea Canady
Tina Cantrell
Penny Church

Committee Chairs for Revisions

Sharon Cuseo
Dr. Peter Knapik
Dr. Tom Kissinger
Dr. John Paramo
Jennifer Goldenberg

ELD Staff

Ana Arzumanyan
Traci Fellman
Kirsten Jackson
Harjot Kaur
Laury Kelly
Jim Koontz
Nuria Lundberg
Laura Messian
Jennifer Niwa
Arpine Ovsepyan
Sonlay Vorachak

Parents

Tatyana Levina
Astrid Reyes

Introduction

Burbank Unified School District (BUSD) is a vibrant and diverse learning community with a student population of approximately 14,000. About 1,700, or around ten percent, are English learners. The district is home to a rich tapestry of cultures and languages, with Armenian speakers being the most prominent language group, constituting 55% of the total English learners. Students from Spanish-speaking backgrounds are the second largest group, representing 20% of English learners. The remaining 25% of the English learner population includes over 60 languages. The district's eleven elementary schools, three middle schools, two comprehensive high schools, and various alternative programs reflect this diversity.

The first *Master Plan for Limited English Proficient Students* was a collaborative effort developed in 1995 by teachers, administrators, and parents. This joint initiative was undertaken to meet the federal requirements for providing services to English language learners. In addition to following legislative mandates, the Plan was based on sound educational theories and effective instructional evaluation practices for teaching English learner (EL) students. The Plan has been reviewed and revised consistently to reflect current State and Federal regulations. This revision to the *Master Plan for English Learners* reflects changes in compliance required by the California Education Code, the State's Federal Program Monitoring, the implementation of the State content standards and curriculum frameworks, the implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), and changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by Every Student Succeeds Act (ESSA).

The Plan serves as an operational guide for all district personnel as we strive to implement outstanding programs for all students. It describes how Burbank Unified School District identifies, serves, and supports English learners to ensure access to the core curriculum and acquisition of the English language. It assists all schools in providing every identified student with an instructional program that includes daily English Language Development, access to the core curriculum, and the promotion of multicultural understanding.

The *Master Plan for English Learners* demonstrates a collective effort among all departments to serve these students effectively. It also reflects our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners. Together, we can implement compelling programs for our English learners.

"Learning another language is not only learning different words for the same things but learning another way to think about things."
– Flore Lewis

Statement of Purpose

The *Master Plan for English Learners* is based on regulations outlined in the California Education Code and Federal Guidelines (Office for Civil Rights), the requirements of Federal Program Monitoring, and changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by Every Student Succeeds Act (ESSA), and the principles outlined in the English Learner Roadmap for California. This plan will be a dynamic document as the District needs change and our understanding of effective instruction grows. The plan clarifies the issues of program design and delivery and serves as a guide for program determinations for EL students.

The District intends to provide a successful program for its English learner population. Students in the program will learn to speak, understand, read, and write English as quickly and effectively as possible while accessing the core curriculum. This simultaneous method of ensuring language development and equitable access to the curriculum will lessen potential academic deficits. By incorporating teaching practices that are educationally sound and legally acceptable, the plan assures that all students are provided with integrated and coordinated programs based on their needs, strengths, and identities.

Guiding the work for English Learners is the California Department of Education's publication *English Learner Roadmap*, which ensures that BUSD's "English learners fully and meaningfully access and participate in a twenty-first-century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages." We do this by affirming, welcoming, and responding to our diverse English Learners' strengths, needs, and identities. Here are the principles set forth by the *Roadmap*:

[Principle One: Assets-Oriented and Needs-Responsive Schools](#)

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs for English Learners value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and strive to build strong family, community, and school partnerships.

[Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning, providing access to comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

[Principle Three: System Conditions that Support Effectiveness](#)

Each level of the school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities.

They also utilize valid assessments and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure vital programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs and continuing to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first-century world.

To this end, we provide professional development for staff so that teaching and learning emphasize engagement, interaction, inquiry, and critical thinking with the exact high expectations for English Learners and all students in each content area. Staff works collaboratively to provide English Learners access to the curriculum and appropriate support and services. Students and their families are valued, supported, and guided as they progress from elementary through high school.

“One language sets you in a corridor for life. Two languages open every door along the way.”
– Frank Smith



Goals

The following goals were created by staff, with input from the District English Language Advisory Committee (DELAC), during the 2023-24 school year. The first four goals are based on student progress and success indicators on the California School Dashboard. The fifth goal is based on the yearly reclassification rate.

1. Academic Performance: English learners progress toward achieving fluency in English

Burbank Unified English learners will improve by 3% over three years on the English Learner Proficiency Indicator (ELPI) on the California School Dashboard.

Baseline:

In spring 2023, 57.7% of English learners progressed toward proficiency on the Summative English Language Proficiency Assessments for California (ELPAC), which meant the District was overall at the “high” level for the ELPI.

Description:

The ELPAC has four proficiency levels, and the two middle levels were divided into two to provide six ELPI levels. Progress is made when a student moves from one level to the next or maintains proficiency at the highest level (4/“Well Developed”). Only students with ELPAC scores for two consecutive years are included in the ELPI group, as two sets of scores are needed to determine progress.

To ensure that English learners make annual progress, they receive English language development instruction from authorized teachers in all content areas. Parents/guardians are notified of their program options, placement, and progress toward meeting grade-level standards.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
1. Communicate the language development program options available in the District to all stakeholders	Annual Notification to Parents	<ul style="list-style-type: none"> Each spring or summer 	<ul style="list-style-type: none"> Director of Student Services 	<ul style="list-style-type: none"> General Fund
	Annual Program Placement Letter	<ul style="list-style-type: none"> 30 calendar days from the start of school 	<ul style="list-style-type: none"> District EL TOSA K-12 Site EL Staff 	<ul style="list-style-type: none"> General Fund

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
2. Assess within 30 days of enrollment all new students who are eligible to take the Initial ELPAC	Initial ELPAC results	30 calendar days from the 1 st day of enrollment	<ul style="list-style-type: none"> • ELD Specialists (elementary) • ELD Coordinators (secondary) • ELD Office Specialists 	General Fund & LCAP Supplemental
3. Notify parents/guardians of their student's placement in a language assistance program	Initial Program Placement Letter	30 calendar days from the 1 st day of enrollment	<ul style="list-style-type: none"> • ELD Specialists (elementary) • ELD Coordinators (secondary) • ELD Office Specialists 	General Fund & LCAP Supplemental
4. Place identified English Learners in the Structured English Immersion Program or the Dual Immersion Program	Course/class assignments	30 calendar days from 1st date of enrollment	<ul style="list-style-type: none"> • Site administrators, in consultation with site ELD Specialists & Coordinators 	General Fund
5. Provide all ELs with designated ELD instruction	<p>Completed ELD Classroom Observation Forms</p> <p>Course/class assignments</p>	<p>Monthly</p> <p>Beginning of each trimester (elementary) or semester (secondary)</p>	<ul style="list-style-type: none"> • Site administrators • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	General Fund & LCAP Supplemental

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
6. Monitor ELs' progress in learning the State English Language Development (ELD) Standards	Summative ELPAC	February 1-May 31 yearly	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund & LCAP Supplemental
7. Provide support for English Learners who are struggling	Record of SSTs School Plans Site Title III Funding Requests	At the end of each trimester (elementary) and at the end of the quarter and semester (secondary)	<ul style="list-style-type: none"> • Site administrators • Curriculum specialists (elementary) • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	General Fund & LCAP Supplemental

2. Academic Performance: achievement of English learners in English Language Arts

The percentage of BUSD “Ever-ELs” and “Current ELs” who score standard met or exceeded the standard on the Smarter Balanced Summative Assessments in English Language Arts will improve by 3% over three years.

Baseline:

In Spring 2023, students classified as “Ever-ELs” took the SBAC in English Language Arts, and 45.8% scored at standard met or exceeded.

In Spring 2023, students classified as (Current) “English Learners” took the SBAC in English Language Arts, and 13.4% scored at standard met or exceeded.

Description:

The results for SBAC ELA can be disaggregated by English-language fluency into several groups (e.g., Initial fluent English proficient, English only, English learner (EL), EL enrolled in US schools 12 months or more, etc.). The CDE recommends looking at the “Ever-EL” group to determine if there is an achievement gap and to judge whether the performance of ELs is improving over time. However, we also must look at the current ELs and ensure that they, as a group, are improving.

The “ Ever-ELs ” group by the State includes the scores of all current ELs and RFEPs. According to the California Department of Education, this performance trend report may help judge whether ELs’ performance improves over time.

If we were to compare “English only” students to “current EL students,” the CDE says, “this performance trend report is not appropriate for judging whether the achievement of the EL subgroup is changing over time.” That is because “new students who are just beginning to learn English enter the EL subgroup each year. Also, each year, students with very high levels of English proficiency are reclassified out of the group. Because of this constant cycling, the average achievement of the EL subgroup tends to stay the same over time. The more students are reclassified (a potentially positive outcome), the lower the average achievement score will be for the remaining students.”

However, if EL students are not separated as a distinct group, their performance can be lost within the larger Ever-EL group. The SBAC data is essential as one component of multiple measures used to monitor the performance of ELs. Therefore, the district will look at the academic performance of Ever-ELs and ELs on SBAC annually.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
1. Place students in clusters of 6-8 within classes taught by teachers authorized to provide English language development (CLAD, CTEL, etc.)	Class Lists	Within 30 days of the start of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund LCAP Supplemental Grant
2. Provide teachers with ongoing professional development on how to provide Integrated ELD in ELA	School Plans Site Title III Funding Requests EL Program Annual Reviews Sign-in sheets	Yearly, either by site, department, or grade level	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund LCAP Supplemental Grant Title III Subgrants
3. Provide all ELs with integrated ELD instruction in English language arts	Completed ELD Classroom Observation Forms	Monthly	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund
4. Provide English learners access to all BUSD programs	% of ELs in courses that meet a-g requirements % of ELs in AP/Honors classes and the GATE program	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
5. Prepare EL students for post-secondary education, training, and/or the workplace by offering a variety of CTE and academy courses at high schools and through partnerships with community colleges	<p>% of Ever-ELs enrolled in CTE classes, academies at the high schools</p> <p>% of Ever-ELs scoring as standard met or higher on the SBAC in ELA</p> <p>% of Ever-ELs meeting a-g course requirements</p>	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund
6. Provide support for English Learners who are struggling	<p>Record of SSTs</p> <p>School Plans</p> <p>Site Title III Funding Requests</p>	At the end of each trimester (elementary) and at the end of the quarter and semester (secondary)	<ul style="list-style-type: none"> • Site administrators • Curriculum specialists (elementary) • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	<p>General Fund</p> <p>LCAP Supplemental Grant</p> <p>Title III Subgrants</p>

3. Academic Performance: achievement of English learners in Mathematics

The percent of BUSD “Ever-ELs” and “Current English Learners” who score standard met or exceeded on the Smarter Balanced Summative Assessments in Mathematics will improve by 3% over three years.

Baseline:

In Spring 2023, students classified as “Ever-ELs” took the SBAC in Mathematics, and 32.74% scored at standard met or exceeded.

In Spring 2023, students classified as “Current English Learners” took the SBAC in Mathematics, and 15.1% scored at standard met or exceeded.

Description:

The results for SBAC Mathematics can be disaggregated by English-language fluency into several groups (e.g., Initial fluent English proficient, English only, English learner (EL), EL enrolled in US schools 12 months or more, etc.). The CDE recommends looking at the “Ever-EL” group to determine if there is an achievement gap and to judge whether the performance of ELs is improving over time.

The “ Ever-ELs ” group by the State includes the scores of all current ELs and RFEPs. According to the California Department of Education, this performance trend report may help judge whether ELs' performance improves over time.

If we were to compare “English only” students to “current EL students,” the CDE says, “this performance trend report is not appropriate for judging whether the achievement of the EL subgroup is changing over time.” That is because “new students who are just beginning to learn English enter the EL subgroup each year. Also, each year, students with very high levels of English proficiency are reclassified out of the group. Because of this constant cycling, the average achievement of the EL subgroup tends to stay the same over time. The more students are reclassified (a potentially positive outcome), the lower the average achievement score will be for the remaining students.”

However, if EL students are not separated as a distinct group, their performance can be lost within the larger Ever-EL group. The SBAC data is essential as one component of multiple measures used to monitor the performance of ELs. Therefore, the district will look at the academic performance of Ever-ELs and ELs on SBAC annually.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
1. Place students in clusters of 6-8 within classes taught by teachers authorized to provide English language development (CLAD, CTEL, etc.)	Class Lists	Within 30 days of the start of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund
2. Provide teachers with ongoing professional development on how to provide Integrated ELD in mathematics	School Plans Site Title III Funding Requests EL Program Annual Reviews Sign-in sheets	Yearly, either by site, department, or grade level	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund LCAP Supplemental Grant Title III Subgrants
3. Provide all ELs with integrated ELD instruction in mathematics	Completed ELD Classroom Observation Forms	Monthly	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
4. Provide English learners access to all BUSD programs	<p>% of ELs in courses that meet a-g requirements</p> <p>% of ELs in AP/Honors classes and the GATE program</p>	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund
5. Prepare EL students for post-secondary education, training, and/or the workplace by offering a variety of CTE and academy courses at the high schools and through partnerships with community colleges	<p>% of Ever-ELs enrolled in CTE classes, academies at the high schools</p> <p>% of Ever-ELs scoring as standard met or higher on the SBAC in ELA</p> <p>% of Ever-ELs meeting a-g course requirements</p>	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund
6. Provide support for English Learners who are struggling	<p>Record of SSTs</p> <p>School Plans</p> <p>Site Title III Funding Requests</p>	At the end of each trimester (elementary) and at the end of the quarter and semester (secondary)	<ul style="list-style-type: none"> • Site administrators • Curriculum specialists (elementary) • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	<p>General Fund</p> <p>LCAP Supplemental Grant</p> <p>Title III Subgrants</p>

4. Academic Engagement: Graduation Rate of English Learners

The graduation rate for the English learner subgroup will increase the current rate by 3% over three years.

Baseline:

The EL subgroup graduation rate was 80.6% in 2022-23.

Description:

The graduation rate is determined by the “percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.” The EL subgroup includes any student marked as “EL” in the California Longitudinal Pupil Achievement Data System (CALPADS) during their grades 9-12 enrollment.

The Burbank Unified EL subgroup that determines the graduation rate is usually small (102 students in 2021-22 and 124 students in 2022-23), resulting in wide variations of the rate from year to year. Having only 5-10 more students graduate, or not graduate can impact the rate by several percentage points.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
1. Place identified English Learners in the Structured English Immersion Program or the Dual Immersion Program	Course/class assignments	30 calendar days from 1st date of enrollment	<ul style="list-style-type: none">• Site administrators, in consultation with site ELD Specialists & Coordinators	General Fund
2. Provide all ELs with designated and integrated ELD instruction	Completed ELD Classroom Observation Forms Course/class assignments	Monthly Beginning of each trimester (elementary) or semester (secondary)	<ul style="list-style-type: none">• Site administrators• Counselors (secondary)• ELD Specialists & Coordinators• Classroom teachers	General Fund & LCAP Supplemental

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
3. Award up to 70 credits to ELs enrolling from outside the United States, based on successful completion of classes in foreign countries	Transcripts	Within 30 days of enrollment	<ul style="list-style-type: none"> • Site administrators • Registrars • High school counselors 	General Fund
4. Provide credit recovery options for those students who are lacking credits	Transcripts	Within 30 days of enrollment	<ul style="list-style-type: none"> • Site administrators • High school counselors 	General Fund LCAP Supplemental Grant
5. Provide a 5 th year of high school for English learners who enroll in the 11 th or 12 th grade	Petition for 5 th year of study	No later than the spring semester of 4 th year of study	<ul style="list-style-type: none"> • District administrator in charge of secondary sites • Site administrators • High school counselors 	General Fund
6. Apply State graduation requirements for English learners who enroll in the 11 th or 12 th grade and participate in newcomer ELD classes	Petition to waive local graduation requirements	Notify parent/guardian within 30 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of secondary sites • Site administrators • High school counselors 	General Fund

5. Reclassification

The reclassification rate for Burbank USD will be at least 3% above the State average each year.

Baseline:

BUSD's reclassification rate was 12.6% in 2022-23. The State was not reported for that year.

Description:

Reclassification is the goal of the English Language Development program. The criteria to be reclassified include:

1. Assessment of language proficiency, including the ELD test developed by the State, called the ELPAC
2. Teacher evaluation, including a review of the student's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the students in basic skills

The three criteria that are the most difficult for students include scoring at proficiency level 4 on the ELPAC, meeting standards on the basic skills (reading and writing assessments), and teacher evaluation since it's usually based on grades. Designated and Integrated ELD help students become proficient more quickly, thus moving them out of the ELD program.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
1. Provide parents/guardians of all ELs with the reclassification criteria and what their student needs to meet each of the four criteria	Annual Program Placement Letters	Within 30 days of the start of school	<ul style="list-style-type: none">• Site administrators• ELD Specialists & Coordinators• District EL TOSA	General Fund LCAP Supplemental Grant
2. Review the reclassification criteria and process with the District English Learner Advisory Committee (DELAC)	DELAC minutes	Yearly in January	<ul style="list-style-type: none">• District administrator in charge of EL programs• District EL TOSA	General Fund LCAP Supplemental Grant

Action Item	Metric	Timeline	Personnel Responsible	Funding Source
3. Review the reclassification criteria at site English Learner Advisory Committee (ELAC) meetings	ELAC minutes	Yearly by February	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators 	General Fund LCAP Supplemental Grant
4. Hold parent conferences for those students who are long-term English learners (L-TEs) or who are at risk of becoming L-TEs to explain the reclassification criteria and what the student needs to meet	Signature on parent conference form at elementary Aeries record at secondary.	At the 1 st and 2 nd trimester parent-teacher conferences for elementary Once a semester at secondary	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • Classroom teachers at elementary • EL Counselors at secondary 	General Fund LCAP Supplemental Grant
5. Reclassify students as soon as they meet all four criteria for reclassification	Reclassification rate	At the end of trimester at elementary. At the end of quarter or semester at secondary.	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • Classroom teachers 	General Fund LCAP Supplemental Grant
6. Monitor reclassified students for four years after reclassification	Monitoring reclassified students form	At the end of the 1 st and 2 nd trimester at elementary. At the end of each quarter at secondary.	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • Classroom teachers 	General Fund LCAP Supplemental Grant

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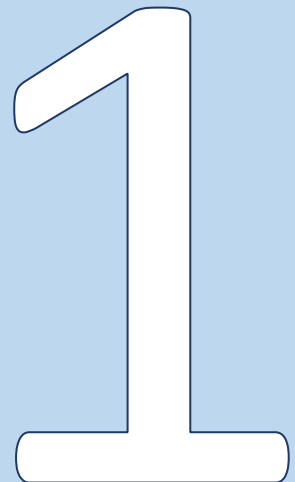
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CHAPTER ONE

Identification, Assessment, Parent Notification, and Program Placement



Identification

Home Language Survey (HLS)

California public schools are required to determine the language(s) spoken in the home by each student at the time of enrollment (EC 52164.1[a]). All parents/legal guardians must complete, sign, and date a Home Language Survey (HLS) for their school-aged children to gather this information. The HLS is part of the Burbank Unified School District's (BUSD) registration process. The HLS information assists schools in providing appropriate instruction for all students.

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English proficiency. (The 4th question provides information for schools to consider if a child shows evidence of limited English proficiency once enrolled but does not mandate assessment.) If the answers to items 1, 2, and 3 on the HLS are "English," the child is classified as English only unless there is some question about their fluency.

If the answers to items 1, 2, 3, and 4 on the HLS are only "English," the child is classified as English Only (EO). English-only students are placed in a Mainstream English Program.

Assessment

English Language Proficiency Assessments for California

For students with a primary language other than English, the State's language proficiency test, the English Language Proficiency Assessments for California (ELPAC), is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification (by certified test administrators). A student may be identified as either Initially Fluent English Proficient (IFEP) or as an English Learner (EL). The ELPAC is a criterion-referenced test based on the ELD Standards, which assesses students' English language proficiency in listening, speaking, reading, and writing. The student receives a score for each section of the test and an overall score. (Title I, Section 1111[b][7] and Title III, 2002; EC 52164.1 [b]); 5 CCR 11307[a], 11511)

Initial Assessment Results and Language Classification

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Initial ELPAC is used to identify students as either English learners or fluent in English. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. Before administering the Initial ELPAC, the district will notify the parent/guardian of the student's eligibility for the assessment. The locally scored Initial ELPAC will be the official score. The initial ELPAC is scored locally by trained personnel using the Test Operation Management System (TOMS). Student score reports are printed from TOMS and sent home by site ELD staff.

Provisions for Special Education Students

Students with severe cognitive disabilities who cannot take one or more domains of the initial ELPAC with allowed universal tools, designated supports, or accommodations will take the ELPAC Alternate Assessments, as noted in their individualized education program.

Notification

Notification of Initial Assessment Results and Student Placement

Before administering the Initial ELPAC, site ELD staff will notify the parent/guardian, in writing, as soon as possible after enrollment that the I-ELPAC will be administered. Based on the results of the initial ELPAC, BUSD will notify the parent/guardian in writing of the test results within 30 days of enrollment. Results of the initial assessment are shared with the parent(s) to explain the English proficiency assessment results, program options, and recommended student placement. The school administration will place the student in the most appropriate instructional setting using the assessment information and program placement recommendation. The school administration and EL staff will also clarify any questions as needed and discuss parents' concerns regarding testing results or program placement recommendations. Parents are asked to sign and date the parent notification of initial program placement, which is placed in the student's cumulative record.

At this point in the process, the student's parent/guardian or a certificated employee may request a review of the student's classification based on the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC. School staff, including but not limited to the ELD specialist/coordinator, administrator, and teacher(s), will convene a Student Success/Study Team (SST) meeting to collect and review evidence about the student's English language proficiency. Based upon its review of the evidence, the team will determine whether the student's classification should remain unchanged or be changed. The school will notify the parent/guardian in writing of the results of the review within 14 calendar dates of its determination. This review shall occur only once throughout the student's California public school system enrollment. (5 CCR 11518.2(c))

Evidence about the English language proficiency of a student shall include:

- (1) The results of the home language survey
- (2) The results of the Initial ELPAC
- (3) Parent or guardian opinion and consultation results; and
- (4) Evidence of the student's performance in the district's adopted course of study, including English language arts, math, and English language development, obtained from the student's classroom teacher(s) and other certificated staff with direct responsibility for placement decisions.

Note: The student shall retain his or her original classification while evidence is collected and reviewed.

If a student is identified as "initially fluent" (IFEP) on the Initial ELPAC, the parent/guardian is informed of the results in writing. A copy of the Aeries language screen and the language proficiency assessment results are stapled together and placed directly into the student's cumulative folder (no green folder).

Language proficiency, program placement, and services are entered for each student in the District's student information system (Aeries) by the site EL staff. In addition, the results are provided to the child's teacher(s). All information related to language testing and program placement is placed in the students' EL Green Folder by the site EL staff. The EL Green Folder is a part of the student's cumulative record file and should include:

- ◆ A copy of the language screen from Aeries
- ◆ A copy of the Home Language Survey (HLS) (if it's not in Aeries)
- ◆ English language proficiency results from the State's language proficiency test
- ◆ Reclassification documentation
- ◆ Monitoring of Progress of Reclassified Students form
- ◆ Writing samples
- ◆ ELD Records from other schools/districts

Updated screens are printed for:

- ◆ Students who exit the school
- ◆ Students matriculating to middle or high school
- ◆ Students who are reclassified

The school administration monitors language proficiency, program placement, and service data accuracy.

Notification of Summative Assessment Results

The English Language Proficiency Assessments for California (ELPAC) are administered annually to all previously identified English learners during the State's summative assessment testing window (5 CCR 11306; 5 CCR 11511.1[b]). Parents are given access to the ELPAC summative assessment results via the Aeries Parent Portal within 30 calendar days of receiving the test results from the State test contractor.

Annual Notification of Program Placement

Parents of students identified as English learners must be notified of their child's English proficiency and program placement no later than 30 calendar days after the beginning of the school year. (*EC 52164.1[c]*; 5 CCR 11511.5) Parents are sent a copy of the Annual Parent Notification of Program Placement. This written notification is available in English, Spanish, and Armenian. Parents may request a conference with a site administrator, classroom teacher, and site EL staff to clarify any questions and discuss parents' concerns regarding testing results or program placement recommendations. Language proficiency, program placement, and services are reviewed by the principal and site EL staff for each student in the student information system. The EL staff will enter any changes. In addition, the results are provided to the child's teacher(s). The site administrator and site EL staff are responsible for monitoring the accuracy of language fluency, program placement, and service data.

Program Placement

Placement of Students

Burbank Unified School District uses two program models to serve students who are English learners. The placement of English learners is based upon provisions in the California Education Code (Sections 300–340). Students enter with varying levels of English language proficiency; therefore, each English learner must be placed in the instructional program that is best suited to

their needs. We work closely with the parents/guardians to explain the instructional options and regularly report student progress. Parental involvement in decisions regarding the education of their students is required and critical to the student's academic success.

Choices of Instructional Programs

Upon initial enrollment, site EL staff recommends placing the English Learner's program based on language proficiency test results and district assessments. The principal or counselor places the student in the most appropriate instructional setting.

Criteria for Placement

Factors considered for program placement of English learners include English language fluency, years of schooling, prior program placements, primary language proficiency, documented special educational needs, and other factors. English language fluency is a critical factor in determining the program placement of English learners. The student is assigned to an appropriate program with consideration given to parent input.

Structured English Immersion (SEI) Program Placement Criteria

Once a student is identified as an English Learner, the default placement is the Structured English Immersion (SEI) program. In SEI, nearly all the instructions are in English. Primary language and other support services are provided as needed and as resources allow (see Part Two for support services descriptions). Daily, designated English Language Development (ELD) is required. The student is assigned to an appropriate program with parent input.

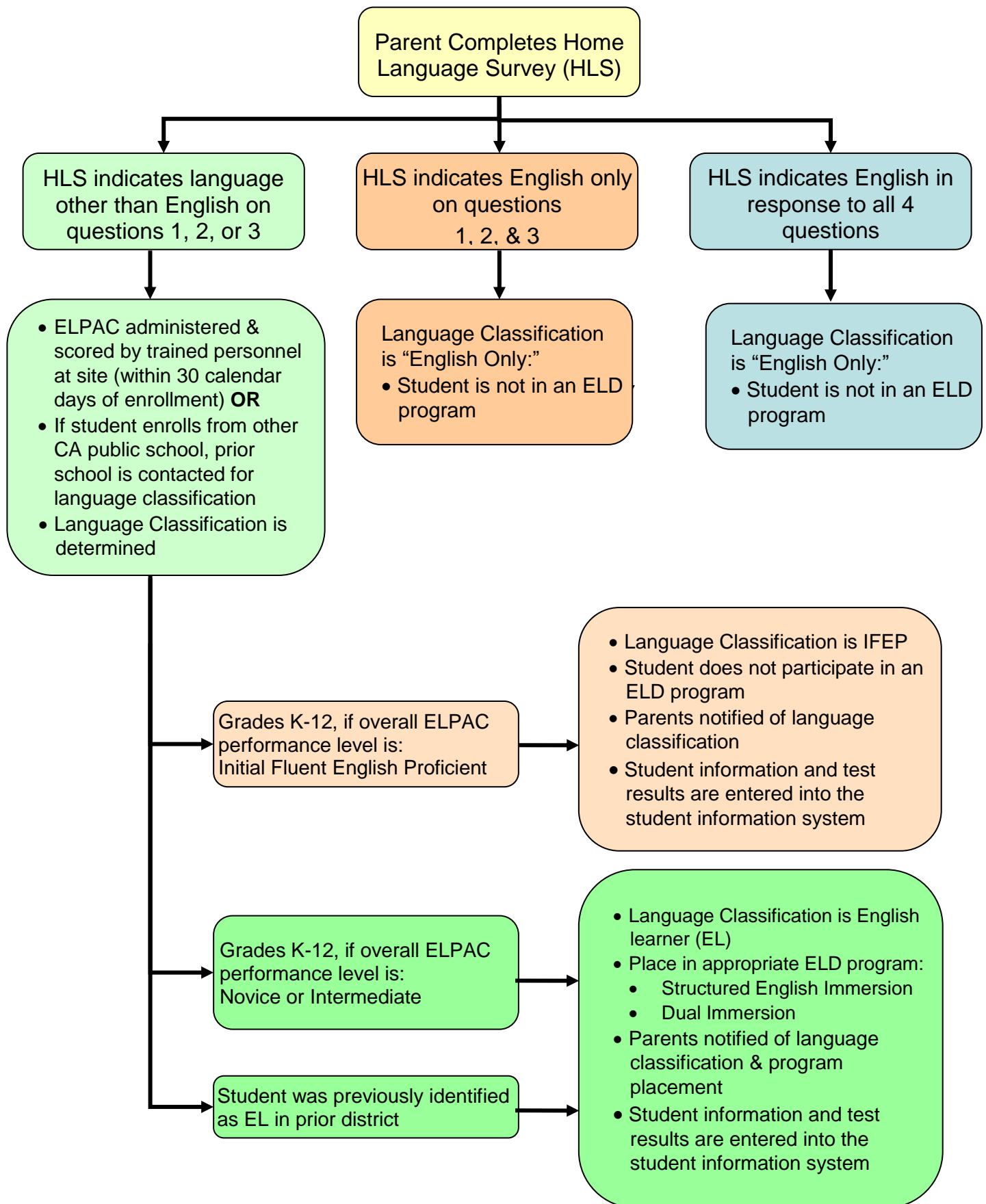
Dual Immersion Program Criteria

If the parent selects the Dual Immersion program, then the parent must complete a dual immersion application. If a student is a native Spanish speaker, they will be screened for language proficiency using the Pre-Language Assessment Scales (Pre-LAS) if they enter kindergarten. If entering after kindergarten, students will need proof of participation in a dual immersion program. Or, if students are educated in Spanish in another country (i.e., in a Latin American country or Spain), transcripts or a report card will be necessary for program placement.

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with a variety of instructional program options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with an English Mainstream program of instruction while providing English learners enrolled in the class with a program of Structured English Immersion. When more than one program exists within a classroom, students must receive the services appropriate to that program (e.g., ELD instruction and SDAIE techniques for accessing the core curriculum). This requires differentiation of instruction and activities within the classroom and careful monitoring to ensure that the guidelines for each program are followed (see Part Two for program descriptions).

Figure 1.1: Initial Language Proficiency Assessment, Identification, & Placement Process



Transfer Students

To ensure appropriate placement, the site EL staff must enter each student's relevant language assessment and placement information into the student data system within fifteen (15) calendar days of enrollment. Information is entered on the language screen for all students assessed for language fluency (whether EL, IFEP, RFEP, or yet to be tested).

Transfers between BUSD Schools

Parent-initiated intradistrict transfer requests can be made through the District's Student Services Department. The receiving site's EL Staff will request current District EL benchmark data to facilitate placement. All data regarding the student's English learner assessment history are sent to the receiving school with the cumulative record file. The site administrator, EL staff, and secondary counselors (at the receiving school) are responsible for reviewing the student's records (including information in the District's student information system) and ensuring that the student will be placed in the appropriate type of instructional program, as specified in the student's current records.

Transfers from Other California Public Schools

Students transferring into BUSD from another district within the State often have records of a Home Language Survey, scores on the mandated assessments, including the ELPAC, and an initial language status (EO, IFEP, EL). If the parent provides the student's records, staff will use this information for an appropriate initial placement. In addition, the site EL staff will contact the former district to obtain information by phone, fax, e-mail, or mail. Once records are obtained from the previous school or district, the appropriate information is entered into the BUSD's record-keeping system by the site's EL staff and shared with the classroom teacher(s).

Suppose a student has been previously identified as an English learner and has not been reclassified before enrolling in BUSD. In that case, he or she shall continue as an EL and receive the appropriate placement and services until he/she meets BUSD's criteria for reclassification. ***This is true even for students whose parents fill out a new HLS*** (e.g., English is the response to questions 1-4 on the BUSD HLS, but the student was an EL with a foreign language on the HLS from the previous district; therefore, the student continues as an EL until reclassified by BUSD).

The district of origin will be encouraged to speed up sharing information by faxing the records or by providing information by telephone. If these records cannot be acquired during enrollment, the identification/notification /placement process is implemented per the above description. The site administrator and EL staff (when appropriate) are responsible for reviewing all student information to make sure the student is appropriately placed in their new class(es).

Transfers from Private Schools, Out of State, or from Other Countries

The language assessment, classification, and placement process described previously will be followed for students entering the district who enter BUSD from a private school, are new to the State, or are from another country. The student's U.S. school enrollment date and the date the student first enrolled in a California public school are entered into the student information system.

Placement in Classes at the Elementary School Level

When a new student arrives with a Home Language Survey indicating a language other than English, the student will be placed in a class with a teacher with the appropriate EL teaching

authorization. In addition, every effort will be made to place the student in a class with an EL cluster. Suppose the student is found to be an English learner (either by being previously identified in another district or as determined by BUSD administering the initial ELPAC). In that case, the student will receive ELD instruction from an authorized teacher, with SDAIE strategies taught to help them access the core curriculum.

Special note for students in transitional kindergarten: beginning with the 2024-25 school year TK students are exempt from state ELPAC requirements (EC Section 60810[b][3]).

Burbank USD will continue to conduct the Home Language Survey during TK enrollment to identify whether the primary or native language of a student is a language other than English. Then, the English Language Acquisition Status (ELAS) field with "To Be Determined (TBD)" if the HLS indicates a primary language other than English or American Sign Language on any of the first three questions of the HLS when submitting enrollment records to CALPADS, when applicable. The district will provide language support to all TK students as appropriate. Then, once students enroll in kindergarten, they will be eligible for the Initial ELPAC or Initial Alternate ELPAC. Upon completion of testing in kindergarten, the students' ELAS of English Learner (EL) or Initial Fluent English Proficient will be determined.

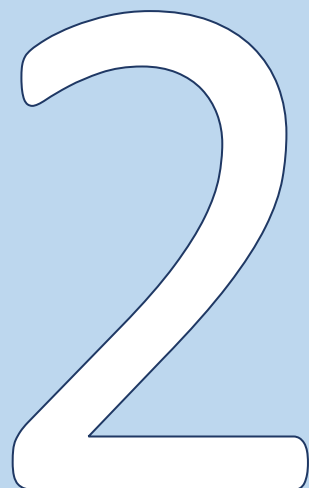
Placement in Classes at the Middle School and High School Level

When a new student arrives with a Home Language Survey indicating a language other than English and does not have documentation from a previous district with English proficiency information, the ELD "Express" Assessment, in conjunction with a reading comprehension and writing assessment, should be administered to determine their initial placement. This is only temporary until more information about the student's previous placement is received or until the initial ELPAC is administered.

The student's enrollment may not be delayed while awaiting formal assessment or due to a lack of transcripts. If the student does not have transcripts, the grade level placement will be based on age. The schools have 30 days from the date the student first attends classes to make the placement determinations and any changes that may be necessary. Thus, the student's grade levels and classes may change after the school receives more information about their language proficiency level. (Board Policy #6146.1)

CHAPTER TWO

Overview of Instructional Programs TK-12



The Burbank Unified School District is committed to providing equal educational opportunities for all students. The program's purpose for English learners (ELs) is to provide equal access to the District's core curriculum. The goals for EL students in the Burbank Unified School District are to:

- ❖ Attain English proficiency
- ❖ Achieve academic success
- ❖ Develop a positive self-image and an understanding and respect for cultural diversity

The district offers the following program options to English learners:

- (1) Structured English Immersion (SEI)
- (2) Dual Immersion (Spanish-English) (D.I.)

Main Difference between Program 1 and Program 2: Language of Instruction

Primary Language Instruction

Primary language instruction consists of directed lessons and student participation in and through the primary or target language. This is the instructional model for *Dual Immersion*. Teachers use grade-level materials in the target language that meet State content standards. Assignments and assessments are in the target language. For students in these programs, especially those at the beginning levels of English acquisition, primary language instruction is an essential resource that assists students in mastering grade-level standards in the content areas while they are acquiring English. During periods of primary language instruction, a relatively minor amount of review may be done in English. For example, during lessons in the primary language, some English may be used to illustrate cognates or to make connections with other content studied. Still, teachers should avoid code-switching (mixing of languages).

Primary Language Support

Primary language support *is not* the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. Primary language support is provided by a bilingual teacher and a trained bilingual paraprofessional, and support materials are used in the primary language. This support is a means of increasing access to the core curriculum taught in English and assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support motivates students and clarifies, directs, supports, or explains concepts.

Even where bilingual staff cannot provide daily primary language support, teachers are encouraged to use various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Where available, students should be encouraged to take home materials in the primary language that they can review with parents and other family members. In addition, when 15 percent or more of students speak the same language, schools must translate all materials for parents into the primary language.

Program 1: TK–12 Structured English Immersion (SEI)

This model provides instruction for all English-language subjects. The Structured English Immersion program aims for English learners to develop proficiency in English as rapidly and as effectively as possible. The curriculum and presentation are designed for students learning the language. Students will be taught subjects mostly, but not exclusively, in English. English learners receive designated ELD instruction daily. Access to core content is accomplished through Integrated ELD using instructional strategies such as Specially Designed Academic Instruction in English (SDAIE) techniques to enable English learners to access grade-level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

Table 2.1: TK–12 Structured English Immersion (SEI) Program Components

Program Recipients	Program Elements	Staffing
<p>English learners</p> <p>All levels of proficiency:</p> <ul style="list-style-type: none"> • Emerging • Expanding • Bridging 	<ul style="list-style-type: none"> • Core instruction taught mainly in English, with primary language (L1) support for ELs at the Emerging level of proficiency • Integrated ELD using SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and to further language development • Daily, designated ELD instruction: <ul style="list-style-type: none"> * 20 minutes in Transitional Kindergarten and Kindergarten * 30 minutes in Grades 1-5 * 1 class per day (Grades 6–12) • ELD Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources • Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL certification • The assignment of a BCLAD teacher is typically the optimal method for providing primary language support • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher’s direction, provide primary language support (as needed) in the content areas
<p>Unique Support Options for English learners in Structured English Immersion:</p> <ul style="list-style-type: none"> • Specialized instruction by personnel with literacy and EL expertise • Participation in interventions both during the school day (RtI, “Power Hour,” iReady, etc.) and before or after school • Other appropriate services 		

Program 2: K-12 Dual Immersion Program

This model is an option for all English learners and students already fluent in English. Enrollment is completed through a lottery process. The goal of this program is for students to become bilingual and bi-literate in both English and Spanish. This program is designed to provide content instruction in the target language for 90% of the day in kindergarten, 80% in 1st and 2nd, and 70% in 3rd, with decreasing instruction in Spanish until it reaches 50%-50% in the 5th grade. Additionally, students receive intensive, daily academic ELD instruction

Table 2.2: K–5 Dual Immersion Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> English learners at any proficiency level Initially-Fluent-English-Proficient students Students whose home language is English 	<ul style="list-style-type: none"> Core instruction beginning primarily in Spanish, with increasing instruction in English Integrated ELD and use of SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum All lessons shall include language objectives to help access the core curriculum and for further language development Daily, designated ELD instruction: <ul style="list-style-type: none"> * 20 minutes in Kindergarten * 30 minutes in Grades 1-5 * 1 class per day (Grades 6–12) Instruction must include listening, speaking, reading, and writing Promotion of multicultural competency and positive self-esteem District-adopted, standards-aligned ELD curriculum Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials 	<ul style="list-style-type: none"> All teachers must be appropriately certificated with a BCLAD or equivalent
Unique Support Options for English learners in Dual Immersion: <ul style="list-style-type: none"> Specialized instruction by personnel with literacy and EL expertise Participation in interventions both during the school day (Rtl, “Power Hour,” iReady, etc.) and before or after school in either language Other appropriate services 		

English Language Development (ELD): Designated and Integrated

English learners receive a program of instruction in English language development to develop proficiency in English as rapidly and as effectively as possible. Both integrated and designated ELD are provided to all English learners per California Code and Regulations (CCR, Title 5, section 11302) and Ed. Code 313, at all proficiency levels, until they become proficient in English as determined by reclassification criteria.

Integrated ELD is provided to ELs throughout the school day and across all subjects by teachers who have EL authorization with their credentials. The California ELD Standards are used with the California State Standards for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

EL-authorized teachers provide designated ELD during the regular school day. Teachers use the California ELD Standards as the *focal standards* in ways that build into and from content instruction to develop critical language ELs' need for content learning in English.

Daily minimum time to devote to Designated ELD

- A minimum block of 30 minutes per day in grades 1-5 (20-minute block per day for TK/K)
- Daily block or period in middle and high school
- Additional time should be allocated for ELD for students at ELPAC levels 1 and 2 in middle and high school

Designated English Language Development (ELD) Instruction

ELD instruction is based on the students' levels of English Proficiency. Designated ELD aims to teach English learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development (reading and writing). It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency.

ELD Proficiency Levels

The three levels represent the stages of English language development, describing expectations for how well students can understand and use English at each level as they continue to build on existing language skills and knowledge.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary (Tier II and III academic language) and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply high-level English language skills in various contexts, including comprehension and production of highly technical texts. The "bridge" is the transition to full engagement in grade-

level academic tasks and activities across multiple content areas without requiring specialized ELD instruction.

However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding to develop content knowledge and English.

Designated ELD instruction TK-12 follows six basic instructional delivery standards:

1. Each EL student is to receive daily ELD instruction that develops proficiency-leveled social and academic language as part of daily classroom instruction delivered by the teacher or a credentialed staff member.
2. Students will be grouped for instruction by English proficiency level: Emerging, Expanding, and Bridging.
3. ELD instruction at each grade level addresses California ELD Standards: Collaborative, Interpretive, and Productive Interactions; Structuring Cohesive Texts; Expanding and Enriching Ideas; and Connecting and Condensing Ideas.
4. The adopted ELA curriculum for Grades TK-12 contains designated ELD materials to support students.
5. Teachers utilize research-proven language development best teaching practices.
6. Teachers monitor the language acquisition progress of each English Learner using summative and formative assessments.

Designated ELD instruction is to be delivered in like-proficiency groupings. Grouping more than two consecutive ELPAC levels is highly discouraged, as current research indicates that mixed proficiency grouping is ineffective for ELD instruction (Dutro, Kinsella, Olsen).

ELD student data is to be reviewed regularly with site leadership, ELD teachers, and district ELD staff to ensure students are moved to more advanced groupings as soon as appropriate. ELD instruction actively engages students in learning English vocabulary and language structures. Although ELD lessons can be related to academic content, it is critical that the core purpose of this instruction, English language acquisition, be maintained.

Integrated English Language Development (ELD) Instruction

As per the California *English Language Arts / English Language Development Framework* integrated English language development instruction is provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support English learners' linguistic and academic progress.

This obliges us to move away from teaching only during Designated ELD time and approach ELD instruction for English learners **throughout** core content areas. Designated ELD emphasizes critical elements that are fundamental for students learning the language of English, particularly the use of techniques and strategies to learn “how English works.” Language research strongly suggests that English learners

continue to be unsuccessful academically without explicit support for using English to comprehend text and express their thinking.

Fortunately, our new ELD standards acknowledge that a more comprehensive model for subject-matter instruction is required. Through professional development opportunities on ELD best practices, the new ELD standards, and Integrated ELD workshops, teachers and staff will be supported with providing ELs with support through the Integrated ELD model.

All of the instructional programs designed for EL students must contain the following components:

- Well-articulated standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English learners at the student's English proficiency level
- California State Standards aligned curriculum instruction provided either through the primary language or through integrated English Language Development
- Grade-level content delivered in a language-rich environment supports English language fluency at each student's level
- Structured skills designed to develop multicultural competency, positive self-esteem, and pride in the home language

In addition, students must receive explicit instruction and daily practice of the specific academic language of the content, including academic vocabulary and language structures using:

- academic discourse
- sentence frames
- interactive charts/posters
- graphic organizers
- word walls
- personal dictionaries
- writing models and templates

Multicultural Education

Cultural Identity

Multicultural education is critical to all students, including English learners. Multicultural education should be interwoven throughout the life of the curricular structure. The main thrust of multicultural education is as follows:

- Build self-esteem
- Understand and respect oneself
- Understand and respect others
- Develop tolerance and mutual understanding for members of a diverse society and shrinking world (multicultural competency)
- Understand the United States' various customs, holidays, values, and history

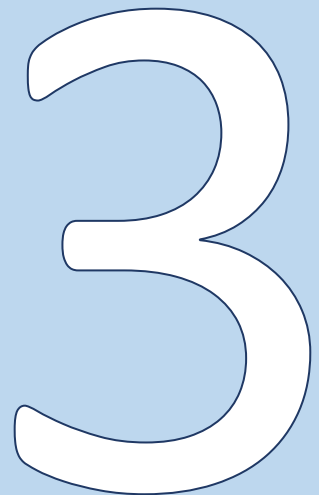
Teachers are expected to connect to students' experiences and backgrounds wherever and whenever possible, especially when introducing new and unfamiliar content. This

helps students see the relevance of the content and make more sense of it. In addition to the United States majority culture and history, classrooms and schools reflect, recognize, validate, and celebrate respectfully the diverse cultural and historical holidays and contributions of new Americans representing diverse ethnic and cultural backgrounds in the United States.

“Language is the road map of a culture. It tells you where its people come from and where they are going.”
– Rita Mae Brown

CHAPTER THREE

Instructional Programs at Elementary (Grades TK-5)



English Learner Programs in Grades TK-5

All English learners (ELs) participate in an English Language Development (ELD) program based on their identified academic and linguistic needs. Each EL receives planned, specific, intentional, and explicit language instruction in their daily core curriculum (Ed. Code 300-340). Students receive ELD instruction until they are reclassified. The ELD program aims to develop fluency in English as effectively, efficiently, and quickly as possible. The California State Standards and California ELD Standards are used to guide instruction for ELs at their appropriate level. The criteria for placement in the ELD program are defined in Part I of this document, “Identification, Assessment, Parent Notification, and Program Placement.”

At the elementary level, Designated ELD instruction is provided for at least thirty minutes per day (except in TK and Kindergarten classes, where a minimum of 20 minutes per day is provided). Kindergarten (all programs) through 5th grade uses the Designated ELD curriculum, part of the Benchmark Advance program, and supplemental materials. These materials align with grade-level ELA standards and content to build, widen, and deepen language across the curriculum.

Recognizing that “there is no universal EL profile and no one-size-fits-all approach that works for all English learners,” BUSD Elementary schools are responsive to the various needs of their ELs. Teachers provide ELs at the beginning proficiency levels with more support and different ways to express their knowledge of the rigorous grade-level content. Students at risk of becoming long-term English learners have vastly different needs. They need more opportunities to learn and practice academic vocabulary, engage in academic discourse, and refine their reading and writing skills to meet the district’s reclassification criteria.

Grouping English Learners to Ensure Access to the Core Curriculum

English learners need access to the core curriculum (social studies, science, math, ELA), which teaches these subjects by integrating the California ELD Standards into the content areas. Integrated ELD assists students in developing cognitive academic proficiency in English. Such instruction must consider each student's English proficiency level, requiring the teacher to use specific, intentional strategies to make the subject matter understandable to all ELs.

For the teacher to plan and deliver integrated ELD instruction, EL students should be clustered in groups of at least six to eight students per classroom.

When students fall behind in core subjects, appropriate interventions are implemented based on the site’s Response to Intervention (Rtl) plan. Rtl is designed, developed, and implemented by certified teachers to teach English learners, using research strategies appropriate for the student's language and literacy levels.

Considerations for Designated ELD Instruction

Designated ELD can occur in a variety of instructional settings:

- a cluster of English Learners with adjacent proficiency levels at the same grade level
- English Learners at the same proficiency level across grade levels
- English Learners in a self-contained classroom where the teacher uses differentiated strategies to meet the instructional needs of several proficiency levels

Each school site determines the instructional setting where students will receive Designated ELD based on their language and literacy levels. Designated ELD is taught by the classroom teacher and, when possible, supported by an ELD paraeducator, as needed.

A variety of assessment data such as reading comprehension levels from a variety of diagnostic assessments including, but not limited to, STAR, SRI, and iReady, statewide assessments results from SBAC and ELPAC, proficiency levels from district-created assessments (ELD Matrices), classroom grades, and writing samples are used for class placement and grouping. Progress in ELD is monitored informally throughout the year and formally in December and May, using the ELD Matrices.

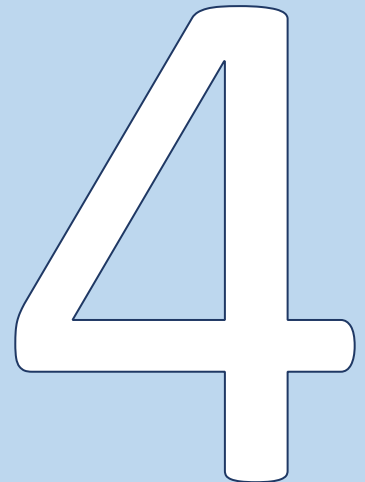
Table 3.1: Elementary Program Responsibilities

Person Responsible	Duties
Principal	Oversees and is responsible for assessing, identifying, and placing students in appropriate programs. Validates and evaluates implementation and effectiveness of programs. Assign appropriate personnel to programs at the site and evaluate them. Ensures that the data in Aeries is accurate and up-to-date for each student in the EL program. Provides support and guidance to students and parents.
Curriculum Specialist	Assists in validating the implementation of programs and placing students correctly. Assists in providing professional development for certificated and classified staff. Provides ongoing assistance to classroom teachers.
ELD Specialist	Coordinates the administration of all language proficiency assessments. Assists with appropriate placement of EL students. Assists classroom teachers. Assists in providing ELD professional development for certificated and classified staff. Provides and maintains data regarding students in the EL program. Provides support and guidance to students and parents.
Classroom Teacher	Implements the EL program. Provides appropriate instruction to students in language and literacy using State ELD/ELA Standards. Assesses and evaluates student progress regularly and differentiates instruction appropriately.
Paraeducators	Assists teacher with program implementation. Provides appropriate instruction as directed by the teacher.

District Administrator in Charge of EL Programs	Oversees EL program at all elementary schools, including staffing and training. Monitors program compliance. Facilitates curriculum development and provides services to sites. Evaluate principals and District TOSA (ELD Coordinator) for program implementation.
TOSA: District ELD Coordinator	Assists the District Administrator overseeing the EL program at elementary schools. Assists District Administrator with Title III budgets, Federal Program Monitoring compliance, teacher certification requirements, assessments for ELs, and District English Learner Advisory Committee (DELAC). Provides training and support to teachers, assistants, and parents. Monitors program compliance and assists schools as necessary.

CHAPTER FOUR

Instructional Programs at Secondary (Grades 6-12)



English Learner Programs in Grades 6-12

As outlined previously, the goals for all EL students are rigorous at every level TK-12. The middle and high school program models provide flexibility yet aim to ensure a consistent and compliant academic program that addresses the needs of EL students and promotes students' positive self-image. ELD courses at the secondary level are designed to follow the California State Standards for ELA and ELD. These grade-level appropriate courses provide EL students with a rich linguistic environment and frequent opportunities to listen, speak, read, and write in meaningful contexts. The variety of listening and speaking activities students experience are integrated with reading and writing in understandable and meaningful ways for students of different language backgrounds. Courses are designed to build on students' prior knowledge and recognize the importance of skills learned in the primary language. Literature used in the courses represents many perspectives, diverse styles and cultures, and various points of view.

The expectations for EL student achievement at the secondary level are *the same* as those for native English-speaking students. As such, ELs have access to programs and learning. All EL students will meet course requirements that lead to high school graduation and post-high school study, including college admission or specialized vocational training. Many older newcomer students will have completed some of the Burbank Unified School District graduation requirements in their home countries before enrolling in BUSD. However, it may be necessary for an enrolling English learner to take an additional year of study to complete graduation requirements.

Designated ELD Instruction

In ELD 1-2 classes, instructors develop foundational communication skills. Students are taught how to use English in academic settings and communicate socially and culturally appropriately. It integrates listening, speaking, reading, and writing. Oral and written communication involves using essential grammatical forms to perform meaningful functions and complete performance tasks. Instruction in contextualized high-frequency and academic vocabulary provides access to the core curriculum.

As students progress and gain proficiency in English, ELD 3-4 classes focus on developing reading comprehension, critical thinking skills, and oral and written expression. Grammar is taught through context, dialogue, and stories. The instructional focus is on building academic vocabulary and concepts.

In transitional English classes, students are approaching grade-level standards. Therefore, the instructional focus is on filling in gaps, improving writing and reading comprehension skills, building academic language and vocabulary, and explicitly teaching text structures. Students at this level should be close to meeting reclassification criteria.

Primary Language (L1) Support

English learners who require primary language support and are at Emerging proficiency levels may receive support from a teacher with an appropriate credential or a certified bilingual paraprofessional working under the teacher's direction. Preview review in the primary language is recommended for students at this level. This instructional configuration provides comprehensible instruction in English utilizing SDAIE strategies.

Middle School Programs

In middle school, Emerging students receive two periods of ELD instruction daily, including one period of designated ELD and one of integrated ELD in ELA. Expanding and Bridging ELs receive designated ELD minutes through a specific Designated ELD (DELD) course. This class occurs daily for an entire period in place of the student's elective. The course focuses on gaining reading and writing proficiency and working towards reclassification. Support in the student's primary language ("L1") during content area instruction is provided to students at the Emerging levels when available.

Table 4.1: Designated and Integrated ELD in Middle School

Structured English Immersion					
Proficiency Level	Emerging		Expanding		Bridging
English Class	ELD 1	ELD 2	ELD 3	ELD 4	English (T)
Designated ELD	ELD 1 R/W	ELD 2 R/W	ELD 3 R/W	ELD 4 R/W	Designated ELD
Science	Integrated ELD w/ L1 Support (when available)		Integrated ELD		
Social Science					
Mathematics					

Dual Immersion				
Proficiency Level	Emerging / Expanding			Expanding / Bridging
English Class	ELD 1	ELD 2	ELD 3	English (T)
Designated ELD	ELD 1 R/W	ELD 2 R/W	ELD 3 R/W	Designated ELD
Social Science or Science	One content area is taught in Spanish; the other in English with Integrated ELD			
Mathematics	Integrated ELD			

High School Programs

At the high school, Emerging level students receive two periods of ELD instruction daily, including one period of designated ELD and one of integrated ELD in ELA. Students at the Expanding and Bridging proficiency levels receive one period of both designated ELD and integrated ELD within ELA (these courses meet the UC's *a-g requirements*). Support in the student's primary language ("L1") during content area instruction is provided to students at the Emerging levels when available.

The District recognizes the importance of primary language instruction and recommends that all beginning-level EL Spanish-speaking students be placed in Spanish for Spanish Speakers while they are learning English. In these courses, students will be able to continue to develop their

listening, speaking, reading, and writing skills in Spanish through a thematic approach that utilizes works of Hispanic authors. The skills learned in these courses will facilitate learning in English and increase the students' self-concepts.

Table 4.2: Designated and Integrated ELD in High School

Structured English Immersion					
Proficiency Level	Emerging		Expanding		Bridging
English Class	ELD 1 W	ELD 2 W	ELD 3 (counts as English 9)	ELD 4 (counts as English 10)	Transitional English
Designated ELD	ELD 1 R	ELD 2 R	Designated ELD (within ELD 3 class)	Designated ELD (within ELD 4 class)	Designated ELD (within Eng. T class)
Science	Integrated ELD w/ L1 Support (when available)		Integrated ELD		
Social Science					
Math					
Health					

Students may be placed in courses based on their scheduling needs and readiness levels rather than placement based on their age/grade level. For example, although World History is generally a 10th-grade course, EL students may take it when it is appropriate in their four-year graduation plan and not be restricted to 10th grade only.

Completion of ELD Courses

- Students who meet the District's reclassification criteria at any time during the ELD program are moved to mainstream classes, and the Site ELD Coordinator monitors their progress for four years. Should the student need extra support, appropriate interventions are utilized.
- Students who do not meet reclassification requirements at the advanced level continue to receive the following support:
 - Transitional English (Advanced ELD) and designated ELD at the appropriate grade and proficiency level
 - Integrated ELD with Math, History/Social Science, Health/Careers, and Science
 - Interventions as appropriate to assist the student in meeting reclassification requirements

Table 4.3: Placement of English Learners in ELD Classes at the Secondary Level

The following chart represents a profile of EL students at each proficiency level based on expected progress in acquiring English. Students are moved from level to level using these criteria and teacher judgment.

	ELD Classes				
	ELD 1	ELD 2	ELD 3	ELD 4 or English T	English T
Time in US Schools	less than a year	1 – 2 years	2 – 3 years	4 – 5 years	5 years or more
ELPAC Overall	Level 1 or Level 2 Low	Level 2	Level 2 High or Level 3 Low	Level 3	Level 3 High or Level 4
SBAC-ELA	SBAC Score 1 or 2 in English Language Arts			SBAC Score 2-4* in English Language Arts	
Lexile Score	BR/0-200	150-650	400-900	600-1000	
Reading Grade Level Equiv. (GMRA or STAR)	3 yrs. or more** below grade level		2-3 years below grade level	1 – 2 years below grade level	.5 yr. below / close to grade level
Writing Characteristics	<ul style="list-style-type: none"> May write 1-2 simple sentences Uses simple present or past tenses 	<ul style="list-style-type: none"> May or may not fully address the prompt Has 3 sentences in a mostly logical sequence May have run-ons or fragments May be able to write compound/complex sentences Errors don't interfere with the reader's understanding 	<ul style="list-style-type: none"> Addresses prompt Writes 2-3 simple paragraphs with topic sentences, details and conclusion. Writes compound & complex sentences, Minor errors don't interfere with the reader's understanding 	<ul style="list-style-type: none"> Addresses prompt clearly Organizes essay appropriately (introduction, body, conclusion) Uses key ideas and some supporting details in the body of the essay Adequately develops plot, setting, and characters. Can write 3-4 paragraph essays/stories. Organizes ideas and details in a logical structure utilizing some transitions Uses words appropriately and varies sentence structure. Uses more complex vocabulary and detailed sentences 	
Notes:	Generally, if a student has been schooled in the US since TK, Kinder, or 1st grade, ELD 1-3 would not be the correct placement, even if their ELPAC scores indicate otherwise. They are considered long-term ELs and need different instruction than ELD 1-3.			If a student has been in US schools since TK, K, or 1 but is still 2 or more years below grade level, place them in English (T) and recommend an additional reading intervention class. Also, when recommending intervention, document the dates of previous SSTs.	

*An SBAC Score of 3 or 4 qualifies a student for reclassification. However, the student must also score 4 overall on the ELPAC to be reclassified. So, even though they may have met or exceeded standards on the SBAC ELA, they cannot be reclassified until the ELPAC overall is a 4.

**The use of “or more” includes a comprehensive range. For example, a beginning-level proficiency student who enters BUSD in grade 12 may be significantly more than 4 years below grade level in English reading.

EL Students who Enter the District in 11th or 12th Grade

A newly arrived immigrant student in the third or fourth year of high school and participating in a newcomer program may graduate high school by completing minimum **State graduation requirements**. This exemption is designed to provide a pathway to graduation for these students, even if they cannot complete district graduation requirements by the end of a fourth year of high school. This exemption shall not apply if the student can reasonably complete the additional requirements in time to graduate by the end of the fourth year of high school.

The definition of a newly arrived immigrant student who is participating in a newcomer program is a “foreign-born EL student who has been enrolled in U.S. schools for three years or less.” Suppose a student participating in a newcomer program is exempted from local graduation requirements according to Education Code 51225.1. In that case, the exemption shall continue to apply after the student no longer meets the “student participating in a newcomer program” definition while they are enrolled in the district that granted the exemption, or if the student transfers to another school, including a charter school or school district.

The district shall also take steps to determine if a student can complete the district graduation requirements with a fifth year of high school, which shall be offered to the students. This support is designed to ensure that students have every opportunity to meet the graduation requirements, but students are not required to complete a fifth year of high school.

Within 30 days of the transfer into a school by a newly arrived immigrant student or of the commencement of participation in a newcomer program, as applicable, the high school counselor shall notify any eligible student and others, as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1) If an eligible student was not adequately notified of the exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption, and the Superintendent or designee shall exempt the student within 30 days of the request.

Suppose a newly arrived immigrant student in grades 11 and 12 cannot graduate with the waiver of local graduation requirements or at the end of the 5th year of study. In that case, the student will be referred to either our Adult School or the Community College system, which has comprehensive high school graduation programs for students over 18.

The District shall not require or request a newly arrived immigrant student who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school.

Table 4.4: Flow Chart for Completing Exemption to Local Graduation Requirements for Immigrant Students Participating in a Newcomer Program

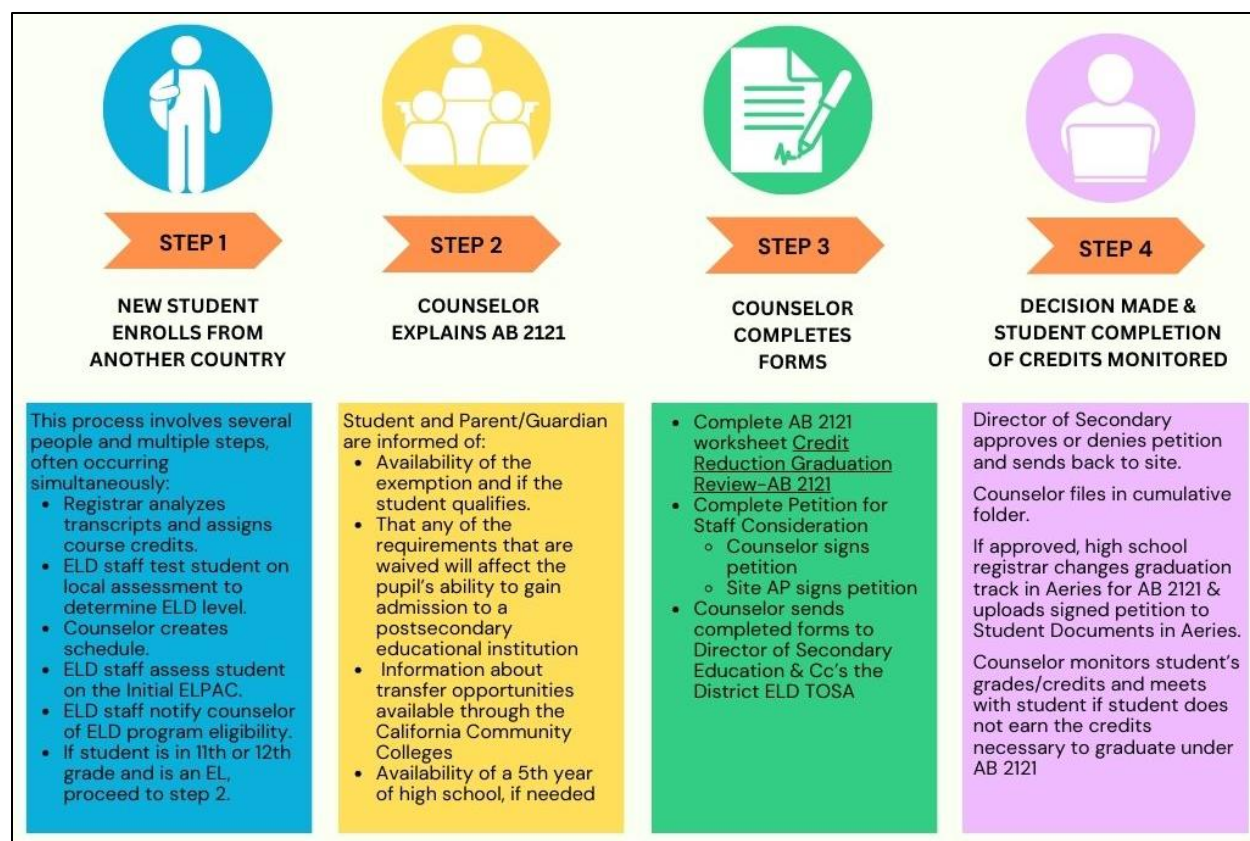


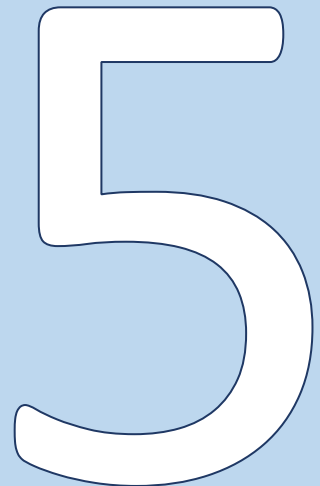
Table 4.5: Secondary Program Responsibilities

Person Responsible	Duties
Principal	Oversees implementation of programs. Assigns qualified personnel to programs at the site and evaluates them.
Assistant Principal	Oversees placement of students in appropriate programs. Assists in evaluating personnel as assigned by the principal. Oversees IEP/SST process for EL students.
Classroom Teacher	Implements the District program for ELs. Provides appropriate instruction to students and access to the core curriculum. Confers with site ELD Coordinator on an ongoing basis regarding student progress and program design.
Paraeducators	Assists teachers with the implementation of the EL program. Provides primary language assistance and appropriate instruction as directed by the teacher and based on student needs.

Site ELD Coordinator	Tests identified students per State regulations. Assists with appropriate placement of ELs and monitors their progress. Interfaces with administrators and organizes ELAC meetings. Makes recommendations about the purchase of materials. Helps classroom teachers. Maintains and provides data about students in the EL program. Provides support and guidance to students and parents.
Clerical Support Staff	Administers state-mandated tests. Keeps records of EL students. Sends home parent letters of assessment results and reclassification. Contact parents to attend ELAC meetings.
Counselor	Coordinates services for special needs students. Assign EL students to appropriate classes as outlined in the Master Plan and in conjunction with the site ELD Coordinator. Provides support and guidance to students and parents. Coordinates the application of Ed Code 51225.1 to newly arrived immigrant students participating in a newcomer program.
District Administrator in Charge of EL Programs	Oversees EL program at all secondary schools, including staffing and training. Monitors program compliance. Facilitates curriculum development and provides services to sites. Evaluate principals and District TOSA (ELD Coordinator) for program implementation.
TOSA: District ELD Coordinator	Assists the District Administrator in overseeing the EL program at secondary schools. Assists District Administrator with Title III budgets, Federal Program Monitoring compliance, teacher certification requirements, assessments for ELs, and District English Learner Advisory Committee (DELAC). Provides training and support to teachers, assistants, and parents. Monitors program compliance and assists schools as necessary.

CHAPTER FIVE

Monitoring Student Progress



Monitoring Student Progress

Language proficiency and academic progress of English learners will be evaluated and monitored continuously throughout the year (minimum of twice a year). Progress will be monitored by the site principal, site EL staff, classroom teachers, and, at secondary, by the intervention counselors.

Assessments Used in the District

Student progress is monitored based on a set of District-adopted and State-mandated assessments. The assessments used in BUSD are shown in Tables 4.1–4.2. Results determine English language proficiency and evaluate students' academic performance. These assessments include:

- English Language Proficiency Assessments for California (ELPAC)
- CAASP/SBAC Assessments
- ELD Matrices in K – 5
- ELD and ELA writing prompts in 6-12
- Math assessments
- Reading comprehension assessments (e.g., Reading Inventory, STAR, iReady)
- Grades/Transcripts

Assessment results are maintained electronically in the student information system (Aeries). This allows district administrators, principals, teachers, and EL staff rapid access to results in various formats. This information is used for multiple purposes, including, but not limited to, placement in an ELD program, progress toward reclassification, and identification of students in need of intervention.

Table 5.1: English Language Development (ELD) Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
English Language Proficiency Assessments for California (ELPAC)	TK-12	The state-mandated instrument that assesses listening, speaking, reading, and writing in English	<i>Initial:</i> within 30 calendar days from the date of enrollment <i>Summative:</i> February–May	Trained staff at each school site
District Assessment (ELD Matrix)	K-5	Assesses student progress along the continuum of the ELD standards	Mid-Year and End-of-Year	Classroom Teacher
Writing Prompts	6-12	Students write based on a prompt and are scored on a proficiency-based rubric.	Twice a year, once each semester	Classroom Teacher

Table 5.2: Assessments Measuring Academic Achievement

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Smarter Balanced Assessment (SBAC)	3–8 and 11	<p>Criterion-referenced tests assessing student’s mastery of grade-level standards in English Language Arts, Math, and Science.</p> <p>State-mandated instruments that assess ELA and math.</p> <p>Results used for reporting on the California Dashboard</p>	Annually in Spring	Classroom Teacher
English Language Arts assessments	TK-12	Curriculum-embedded assessments	Periodically throughout the year (e.g., end of theme or unit)	Classroom Teacher
District Assessments	TK-12	Standards-based ELA, math, and science in TK-12, and social science in 6-12.	At each trimester (K-5) or each semester (6-12)	Classroom Teacher

District-Level Performance Expectations for ELs

Annual Growth Expectancies on ELPAC

EL students are expected to gain proficiency (Level 4: Well Developed) within 5-6 years of active participation in ELD instruction. The district also recognizes that students achieve English proficiency at various rates depending on variables such as age at entry, language and literacy levels in the primary language, prior former schooling, presence of learning disabilities, and motivation.

Table 5.3: Proficiency Benchmarks for English Learners by Time in Program

Level of Proficiency at the Time of Enrollment in the ELD Program						
ELPAC Levels	Level 1	Level 2 Low	Level 2 High	Level 3 Low	Level 3 High	Level 4
	Beginning	Somewhat Developed		Moderately Developed		Well Developed
Smarter Balanced (SBAC) Levels	N/A	Standard Not Met		Standard Nearly Met		Standard Met
Time in ELD Program	Year 1 →	Year 2	Year 3	Year 4	Year 5	Year 6
		Year 1 →	Year 2	Year 3	Year 4	Year 5
			Year 1 →	Year 2	Year 3	Year 4
				Year 1 →	Year 2	Year 3

Table 5.4: Scale Score Ranges for Low 2 → High 2 and Low 3 → High 3

Grade	2L SS Range	2H SS Range	3L SS Range	3H SS Range
K	1374-1397 (24 pts)	1398-1421 (24 pts)	1422-1447 (26 pts)	1448-1473 (26 pts)
1	1411-1432 (22 pts)	1433-1454 (22 pts)	1455-1480 (26 pts)	1481-1506 (26 pts)
2	1424-1446 (23 pts)	1447-1470 (24 pts)	1471-1500 (30 pts)	1501-1531 (31 pts)
3	1448-1467 (20 pts)	1468-1487 (20 pts)	1488-1510 (23 pts)	1511-1534 (24 pts)
4	1459-1478 (20 pts)	1479-1498 (20 pts)	1499-1523 (25 pts)	1524-1548 (25 pts)
5	1467-1489 (23 pts)	1490-1513 (24 pts)	1514-1536 (23 pts)	1537-1559 (23 pts)
6	1475-1495 (21 pts)	1496-1516 (21 pts)	1517-1541 (25 pts)	1542-1566 (25 pts)
7	1481-1503 (23 pts)	1504-1526 (23 pts)	1527-1550 (24 pts)	1551-1575 (25 pts)
8	1486-1509 (24 pts)	1510-1533 (24 pts)	1534-1561 (28 pts)	1562-1589 (28 pts)
9-10	1493-1518 (26 pts)	1519-1544 (26 pts)	1545-1574 (30 pts)	1575-1605 (31 pts)
11-12	1500-1526 (27 pts)	1527-1554 (28 pts)	1555-1584 (30 pts)	1585-1614 (30 pts)

EL students who do not meet these benchmarks will need an intervention plan. In general, this will include EL students: 1) who are more than one year below the expected time in program expectation in EL proficiency and 2) whose test scores fall outside the expected benchmarks for proficiency in English as assessed by the ELPAC.

These elementary students should have Individual Learning Plans (ILPs). As part of these plans, students will be assigned to targeted interventions that address language and academic needs.

At secondary, students in this category will need the following:

- Accelerated ELD, either through an English Language Arts class with accommodations for the student's level of ELD or an intervention class that addresses both language and literacy skills
- Instruction in the core academic subjects with Integrated ELD by an appropriately credentialed CLAD or BCLAD teacher
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- Intervention support (before, during, or after the school day)

Support Process

Criteria for identification include the amount of time in the ELD program and lack of progress in demonstrating English proficiency as determined by ELPAC scores, results

from the Smarter Balanced Assessment in English Language Arts (SBAC-ELA), that indicate “not meeting standard” or “nearly meeting standards,” test scores from curriculum-based assessments that are two grade levels below current grade level standing, poor attendance, discipline issues, teacher recommendation, and parent input. EL students needing support will receive intervention instruction according to the school site’s implementation of a Multi-tiered System of Support (MTSS).

In addition to the intervention program, these students will receive access to grade-level English Language Arts and ELD instruction. After-school programs and tutoring may also be available, and supplemental research-based materials proven effective in meeting the specific linguistic needs of English learners will be used.

The intervention aims to bring students within the benchmarks for adequate achievement in English language development and the core curriculum areas. For an intervention to be considered successful, *students would be expected to make more than a year's growth within a year*. If a student does not show adequate progress after one or more years of documented support, the teacher, counselor, and site EL staff may suggest that the site’s Student Study Team discuss the student’s progress. It is considered at that point that the educational needs of the student exceed specific language development interventions.

Table 5.5: Multi-Tiered System of Support

Tier	Criteria	Description
<i>Tier 1: Universal</i>	All Students	Students identified in Tier 1 receive standards-based instruction that incorporates research-based strategies to differentiate content to meet their individualized needs. They also receive instructional support through differentiation within their assigned instructional setting (Structured English Immersion or Dual Immersion).
<i>Tier 2: Targeted</i>	Students with some risk factors	Students identified in Tier 2 receive targeted strategic instruction beyond and in addition to the core program. This occurs in smaller targeted instructional groups. Instructional interventions in Tier 2 are designed to accelerate specific identified skills or skill sets. Students' progress is closely monitored for appropriate modifications and regrouping.
<i>Tier 3: Intensive</i>	(2 or more years below grade level)	Students identified in Tier 3 receive intensive instruction in tiny groups designed to accelerate their reading and language development. They also receive intensive intervention instruction to move them to grade level quickly.

Use of Assessment Data for Instructional Planning and Scheduling

Teachers use formative ELD, language arts, and mathematics curriculum-embedded assessments to analyze student progress, plan differentiated instruction, and provide classroom interventions or enrichment. ELPAC and other assessment data are used for instructional grouping for ELD at the elementary level and student placement in appropriate ELD courses at the secondary schools. SBAC test results are used in conjunction with district assessments in language arts and mathematics to identify students in need of interventions and to assign them to appropriate instructional schedules. Students who exceed grade level benchmarks for growth on these assessments will be considered accelerated and moved to more advanced groups/classes.

Ongoing Monitoring of Student Progress

English learners' academic performance is monitored in grades TK–12 to evaluate language proficiency, identify educational needs, and develop action plans and goals for student improvement. This monitoring will ensure that students continue to make expected academic growth and provide information that informs instruction. Monitoring also alerts teachers to students who struggle or need to be challenged. Grade-level and department teams, including the site principal (or designee) and site EL staff, will meet to examine student data on the assessments and plan instruction accordingly. These collaborative meetings may include assigning English learners to appropriate interventions/enrichment. These meetings may also result in developing a Support Plan for students not meeting ELD or academic achievement growth expectations.

At-Risk Long-Term English Learners and Long-Term English Learners

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An EL student to which all of the following apply: is enrolled in grades 3 to 12; and has been enrolled in a U.S. school for 4 or 5 years; and for students in grades 3 to 9, has scored at the “Standard Not Met” level on the prior year administration of the Smarter Balanced Assessment (SBAC)-English Language Arts (ELA). Students for whom one or more of the required testing criteria are unavailable are determined to be “at-risk.” In addition, the SBAC-ELA component of the “at-risk” determination is not applied to students in grade 3 because they do not have prior year SBAC-ELA test scores available.

Long-Term English Learner (LTEL): An EL student to which all of the following apply: is enrolled in grades 6 to 12, inclusive; and has been enrolled in a U.S. school for six or more years; and for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of

Typical Characteristics of LTELs

LTELs typically...

- ★ Function well socially in English and the home language
- ★ Lack oral and literacy skills needed for academic success, particularly as they progress through secondary school
- ★ Read and write below grade level
- ★ Struggle with academic language
- ★ Lack understanding of academic genres and display weak English syntax, grammar, and vocabulary
- ★ Struggle in content areas that require literacy

Sources: Menken & Kleyn, 2009; Menken, Kleyn, & Chae, 2012; Olsen, 2014; Spaulding, Carolino, & Amen, 2004

the SBAC-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are determined to be an LTEL; and (2) the LTEL determination for students in grades 10–11, is based solely on the number of years in U.S. schools.

The Burbank Unified School District supports At-risk LTELs and LTELs in various ways. In elementary, At-risk LTELs are supported academically using an Individualized Learning Plan, or ILP. An ILP is a document that summarizes how the student's educational needs are being met in the classroom and how the parents/guardians should support the child at home. ILPs are offered in the areas of Reading, Writing, and Math. All At-risk LTELs are on an ILP for either reading or math. Some students in grades 3 – 5 may be on a reclassification plan instead of an ILP when applicable.

Table 5.6: English Learner Intervention Plan Staff Roles and Responsibilities

Persons Responsible	Duties
Principal	Responsible for the process at school.
Site EL Staff	Creates rosters of students meeting criteria that indicate a need for academic support. Attends meetings and completes the follow-up monitoring.
Classroom Teacher	Provides Tier 1 and 2 instruction. Monitors and reports progress to site administration, Curriculum Specialist or Title I Coordinator, and the ELD Specialist or Coordinator.
District TOSA: Coordinator of ELD Services TK-12	Supports site personnel in developing support plans and in monitoring student progress.

English Learners and Special Education

English learners may experience academic and behavioral challenges in which school-based teams review performance data across settings. Multi-Disciplined teams (SST), including teachers with specialized language acquisition knowledge, are critical to the pre-referral process. The team reviews data, identifies needed interventions & supports, and makes data-based decisions before suspecting a disability & referring an English learner for special education eligibility assessment.

Special Education Assessment

An English learner may be referred for an initial assessment to determine special education eligibility whenever there is a suspicion of a disability. The Individuals with Disabilities Education Act (IDEA) requires that all students referred for assessment to determine eligibility for special education receive an evaluation that meets the requirements found in the IDEA (Title 34, Code of Federal Regulations [CFR] sections 300.304–305) and in state statute (California Education Code [EC] sections 56320–56330), which include the use of culturally & linguistically appropriate assessment practices.

Evaluations to determine if a student meets eligibility for special education may not be

delayed because of a student's limited English language proficiency or participation in a language instruction educational program. Also, the normal process of English language development and dialect and sociolinguistic variance manifestations shall not be diagnosed as a disabling condition (5 CCR 3023[b]).

Placement and Services

From the US Department of Education *English Learner Toolkit*:

When an EL student is determined to be a child with a disability—as defined in *IDEA*, or an individual with a disability under the broader definition of disability in *Section 504*—the student's EL **and** disability-related educational needs must be met.

For EL students, in addition to the required IEP team participants under *IDEA*, the IEP team must include participants who know the student's language needs. It is also important that the IEP team include professionals with training and, preferably, expertise **in second language acquisition** and how to differentiate between the student's needs stemming from a disability or lack of English language proficiency.

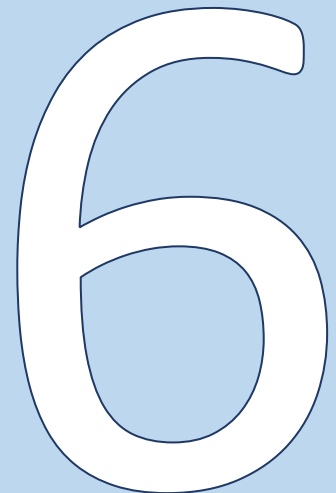
Should parents decline disability-related services under *IDEA* and *Section 504*, the SEA and LEA remain obligated to provide appropriate language assistance services to ELs. Suppose parents opt out of specific EL programs and services but have consented to give disability-related services. In that case, the LEA remains obligated to provide such services as required in the IEP or *Section 504* plan, conduct English language proficiency monitoring, and provide language assistance as appropriate.

English Language Proficiency Testing

Students with IEPs may receive accommodations and designated support on the ELPAC test, as determined by the IEP team. In some circumstances, students may be given the Alternate ELPAC.

CHAPTER SIX

Reclassification Process and Monitoring



Reclassification

Definition

Each former English learner reclassified as Fluent English Proficient (R-FEP) has demonstrated English language proficiency comparable to average native English speakers and can participate equally with average native speakers in the school's regular instructional program.

Purpose

Reclassification aims to determine whether an English learner has met district-established criteria and can participate equally with native speakers in the school's regular instructional program. Once students are reclassified, they are designated Reclassified Fluent English Proficient (R-FEP).

Criteria for Reclassification

The following criteria determine when English learners have demonstrated English Language proficiency comparable to average native English Speakers, can participate equally with them in the school's regular instructional program, and have developed the English language skills necessary to succeed in an English-only setting. These students should be reclassified as Fluent English Proficient (R-FEP).

Table 6.1: Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	The most recent ELPAC test or Alternative Assessment*	Overall level 4: "Well Developed"
Comparison of Performance in Basic Skills	Most recent State test results (SBAC) Or District reading comprehension + writing prompt scores	SBAC: Level 3 or 4 in English Language Arts <i>or if the SBAC ELA result is a 2 or the student didn't take SBAC:</i> Reading comprehension assessment and writing prompt scores meeting grade level expectancies
Teacher Evaluation	Reclassification worksheet, student writing sample (when applicable), and current report card	Grades 1–5: • Report card indicates that student is meeting grade-level standards Grades 6–12: • Minimum of "C" in content areas (except math) on most current report card <i>If there are any deficits, the teacher agrees that:</i> • The student is performing successfully in academic areas per IEP goals, and any deficits in motivation or performance are unrelated to English language proficiency
Parent Opinion and Consultation	Description of results and consultation with parent	After reviewing the data and receiving an appropriate explanation, the parent signs the form.

Reclassification Process

Step: 1

The reclassification process is initiated by receiving official ELPAC results and the SBAC English Language Arts (ELA) test results. Site EL staff will run reports using Aeries to collect and analyze State test data. EL students who meet the benchmarks for both State tests are identified as potential candidates for reclassification. The site EL staff completes a Reclassification Worksheet. This form includes the following data for English learners:

- ELPAC Scores
- SBAC
- Demographic information
- District Benchmark Scores (ELA, Math, ELD, Writing)
- Progress toward IEP goals, when applicable
- Discipline, attendance, and prior interventions (only in cases where there are deficits in motivation or performance that are unrelated to English language proficiency)

Step: 2

The site EL staff meets with the student's core subject classroom teacher(s) to discuss the reclassification process for the identified English learners.

Step: 3

The site's Language Assessment Team, consisting of the principal or assistant principal, the site EL staff, and the student's core subject classroom teacher(s), reviews the student data to determine which students meet reclassification criteria. (Other optional team members may include school counselors, other resource teachers, and other appropriate personnel with direct knowledge of the student's academic progress.)

Step: 4

The site EL staff will consult with the parent/guardian of the EL identified as ready for reclassification. This consultation can be in writing, over the phone, or in person. The parent/guardian will be given a copy of the assessment results. The parent/guardian will be advised that the child meets all the qualifications to move from EL to R-FEP. The parent/guardian signs the Reclassification Worksheet or the tear-off portion of the Notice of Language Reclassification letter indicating that they agree to their child's reclassification to R-FEP status. Parent communication will be conducted in a language understandable to the parent or guardian. The student may be reclassified even if the parent/guardian does not attend a consultation meeting or objects to the reclassification.

Step: 5

The site EL staff will change language fluency and enter reclassification data in the student information system (Aeries). The site EL staff will file all reclassification forms in student EL student cumulative record (CUM) folders and remove the EL Green Folder. The site EL staff must verify that all data in the student record is current regarding language fluency, language services, and program.

Note: To ensure proper placement in 6th and 9th grades, reclassification for 5th and 8th grade ELs must be completed before the end of the school year. The site EL staff provides a list of continuing EL and reclassified students to the ELD Coordinator and school counselors at the appropriate receiver schools in enough time to ensure the best placement of EL and R-FEP students at the secondary levels.

Table 6.2: Roles and Responsibilities for Reclassification

Persons Responsible	Duties
Site Administrator	Oversees the reclassification process at school.
Site EL Staff	Initiates, monitors, and completes the reclassification process, contacts parents, requests translators, and monitors the academic progress of R-FEP students for two academic years.
Teacher	Identifies students for reclassification and monitors R-FEP students. Assists site EL staff in classroom and district data collection.
TOSA: District ELD Coordinator	Monitors the reclassification process and guides the decision-making process.

Reclassification Monitoring

R-FEP Follow-up Monitoring

The site's English learner staff must monitor students who have been reclassified as R-FEP for four years. The site EL staff monitors each student using the R-FEP Monitoring form to monitor academic progress at least twice yearly. The R-FEP Monitoring Form is filed in the student's cumulative record folder. If the student's grades fall below grade level (2) in grades K–5 or below "C" in grades 6–12 in any core content class, the site EL staff meets with the student's teacher(s) to ensure that interventions are put into place. Follow-up support services will be provided for students who have not demonstrated satisfactory progress. These may include, but are not limited to:

- Response to Intervention support provided at school
- Additional academic counseling
- Referral to a Student Study Team
- Additional diagnostic assessment

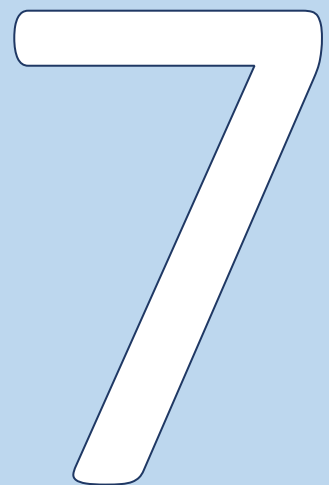
Reclassification Provision for Special Education Students

All students with IEPs must also meet reclassification criteria. The reclassification process for general education students is also used for students with IEPs who are instructed to use the general education curriculum with accommodations and modifications. Suppose a student fails to meet the reclassification criteria within the expected time frame. In that case, the IEP team will review and reassess to determine if factors other than language (e.g., specific learning disability) are responsible for the lack

of progress. The site EL staff will complete the Reclassification Option 2 worksheet and review it with the student's case carrier, teachers, counselor (at secondary), and site administrator to determine appropriate classification and support.

CHAPTER SEVEN

Staffing and Training



Staffing and Training

The Burbank Unified School District complies with the Commission on Teacher Credentialing (CTC) standards and requirements for teacher authorization in California. All ELD, primary language, and SDAIE instruction is delivered by teachers with the appropriate authorization to teach ELs issued by the CTC. In addition, teachers with a Certificate of Completion of Staff Development for SDAIE (as authorized by SB 1969/395 and AB 2913) shall also be considered certified and competent to provide ELD instruction. (BUSD Board Policy 4112.22)

Staffing Needs

Each school determines the type of programs necessary to meet the needs of their EL students, considering the number of students at each level by language. Students are placed into appropriate programs and assigned to teachers with the necessary credential or authorization for teaching ELs. This includes special education teachers who work with EL students. They are required to have appropriate CTCL, CLAD, SB 1969/395, AB 2913, or BCLAD certification in addition to their special education certification. Teachers may be in training to meet authorization requirements.

Recruitment and Hiring

All District and school administrators take an active role in recruitment efforts. The District intends to hire and retain highly qualified teachers who have the authorization to teach English learners (CLAD certification or CTCL). All new hires are notified of training requirements before contracts are signed. (Administrative Regulation 4112.22)

Training

New teachers who have obtained their credentials in California will have CTCL training through their teacher training program. Thus, their preliminary credentials will authorize them to work with English learners. In addition, through an induction program, they receive additional training on the ELD program in our particular District.

Teachers who received credentials from other states have until March of the second probationary year to complete the CLAD authorization.

The administrator(s) in charge of programs for EL students coordinate and monitor ongoing professional development in the district and at school sites. This includes but is not limited to, data analysis and planning for instruction, student engagement strategies, and research-based strategies for teaching ELs.

On-going professional development for both new and veteran teachers includes:

- California ELD Standards
- Designated ELD
- Integrated ELD
- ELLs and the SST Process
- Project G.L.A.D. (Guided Language Acquisition and Development)
- Step Up to Writing
- Kagan Engagement Structures

Training takes place both at the site and district levels. Site administrators conduct monthly EL Program Classroom Observations to monitor the implementation of the strategies and information learned through the PD.

Paraeducators

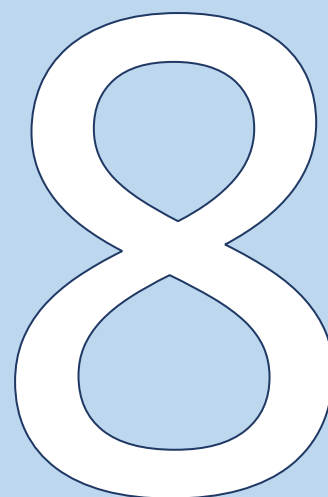
ELD paraeducators attend District staff development days and receive training at school sites. Schools are encouraged to send paraprofessionals to Multidistrict Paraprofessional Institutes (MTPI), which the LACOE sponsors. In addition, the Burbank California Association for Bilingual Education (CABE) chapter also offers scholarships to bilingual paraprofessionals pursuing teaching credentials.

Table 7.1: Responsibilities for Staffing

Person Responsible	Duties
Site Administrator	Determines staffing needs, identifies training needs, plans for staff development, monitors classrooms and ELD program implementation, evaluates staff, and requests teachers and paraprofessionals.
Assistant Superintendent of Human Resources	Recruits/hires/places staff. Facilitates contract issues.
District Administrator in Charge of EL Programs	Coordinates District training. Monitors all training. Determines paraeducator need. Monitors programs for EL students. Assists with recruitment, hiring, and placement of staff. Monitors budget expenditures. Assists with recruitment, hiring, and placement of staff.
TOSA: District ELD Coordinator	Works with site and district administrators to provide district and site training for teachers and paraprofessionals.

CHAPTER EIGHT

Basic and Supplemental Resources



General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, State regulations, and district policies. Title III and other categorical funds supplement the base educational program, not supplant general fund monies. The general fund supports the core program. Expenditures are audited annually by the District's Business Office, the Director of Categorical Programs, and external auditors. The following process is used to develop plans for program operations and improvement and the consequent allocation of funds:

1. The School Board, in collaboration with the District Superintendent's goals and objectives, sets the foundation for the EL program from a District perspective.
2. The Superintendent's Cabinet identifies and prioritizes needs based on the Board's goals and objectives and data analysis and allocates funds and other resources to support those needs.
3. The Director of Categorical Programs allocates funds based on data collected from the Consolidated Application for federal funds, meets with school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors yearly expenditures.
4. Site principals coordinate the development of their school-level plans and prioritize their students' needs based on data. Principals also meet with the School Site Councils and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
 - The School Site Council develops and annually reviews and updates the school site plan.
 - ELAC members advise and are expected to actively participate in developing the school-level plan.
 - DELAC actively participates in the development of the district-level plan.

The district and site budgets are shared with the DELAC and site ELACs each fall.

Information about these budgets is provided to parents during the fall trimester. In the spring, in preparation for the development of each School's Plan for Student Achievement and the District's Local Control and Accountability Plan (LCAP), information on anticipated allocations is provided to the DELAC and site ELACs. The *Master Plan for English Learners* is aligned programmatically and fiscally with significant policy, planning, and budgeting documents used at the district and site levels. These include but are not limited to:

1. Burbank Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Corrective Action Plans, when required
4. Local Educational Area (LEA) Plan and Federal Addendum
5. School Plans for Student Achievement (SPSA)
7. Federal Program Monitoring (FPM) requirements
8. All additional relevant Federal, State, and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, and other district services (for example, transportation, library, Special Education, health, and counseling), as well as support systems for monitoring program implementation and student progress and for program evaluation. Core materials in Language Arts and Mathematics provide universal access supplements to help ensure that English learners have access to the core curriculum. The base program also includes district-adopted ELD program materials. The district offers primary language instructional materials for students enrolled in bilingual alternative programs.

Supplemental Funds

State and federal governments provide supplemental funds to support programs and services for English learners. Expenditures include, but are not limited to:

- Instructional assistants for ELD or primary language support
- EL assessment instruments
- Supplemental instructional materials.

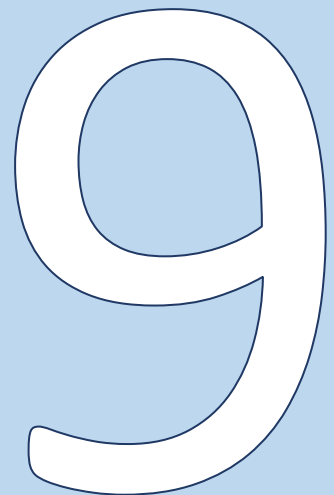
These categorical funds should not be used to supplant general funds or other State or local resources.

Table 8.1: Basic and Supplemental Resources

Person Responsible	Duties
District Administrator in charge of EL Programs	Informs principals of regulations and requirements for appropriate Title III LEP and Immigrant funds expenditures. Approves all requisitions expending Title III LEP and Immigrant funds. Monitors and manages budgets for Title III funds. Chairs curriculum committees to revise curriculum and adopt core curriculum materials.
Principals	Order supplemental materials for programs for EL students.
Fiscal Services Department	Monitors and manages budgets for Title III LEP and Immigrant funds.

CHAPTER NINE

Parent and Community Engagement



Parent and Community Engagement

Burbank Unified School District believes family and community engagement is fundamental to student success and achievement. Engaging families and community members in the education of our students creates a positive bond between the home and school. The families of all of our students, especially those of our ELs, are valuable resources and are celebrated in the education of students. Their languages, cultures, talents, and experiences are critical resources unique to each school community.

This section demonstrates the District's commitment to fostering substantial home and family school connections for all students, especially ELs. The value of family involvement in our schools' work goes beyond these compliance requirements, as outlined in the California education code.

Advisory Committees for EL Students

English Learner Advisory Committees at both the school and district levels provide an integrated school staff/parent/community group to ensure that the program for EL students is well-planned and effectively implemented and provides for success commensurate with that achieved by native English speakers.

Site English Learner Advisory Committee (ELAC)

Legal Requirements

Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC) to meet the following legal requirements:

- Advising the principal and staff in developing a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English learners must at least equal the percentage of English learners enrolled in the school.
2. Membership includes parents and school staff. (The number of Staff members represented will be fewer than the number of parents.) Members are elected by the EL parents at the school using a Slate Ballot after the first ELAC meeting.
3. All parents/guardians of English learners can vote and elect ELAC officers.
4. ELAC officers serve their term of office according to each site's bylaws.
5. Elections for ELAC officers will be conducted at each school site by October 31.
6. At its first or second meeting of the year, the ELAC elects one representative to the District English Learner Advisory Committee (DELAC).

7. ELAC shares its recommendations with SSC in person or writing (see form on the following page). Recommendations should be documented in ELAC and SSC minutes.
8. School sites provide translation of documents and interpretation during meetings, as needed.
9. members receive materials in their home language and training for their legal responsibilities each year.

ELAC Implementation Guidelines

1. The site principal is responsible for establishing the ELAC.
2. The site principal is responsible for ensuring that the ELAC meets regularly at least four times yearly.
3. The principal and site EL staff will coordinate meetings, communication, and documentation (i.e., calendar, legal requirements and topics covered, members) between the site and the District's Instructional Services Department.
4. At the beginning of each school year, the principal will arrange an agenda-planning session with the ELAC chairperson.
5. The principal and ELD Coordinator/Specialist will attend the meetings and assist the ELAC chairperson in running them consistently throughout the year.
6. Meeting dates and times will be determined with ELAC input and publicized in English and other languages in advance (at least 72 hours before the meeting). The meeting dates will also be posted on the school website, along with any resources covered at those meetings, when applicable.
7. ELAC meetings will be conducted with agendas and minutes.
8. The principal will maintain all ELAC documentation (calendar, flyers/meeting notices, agendas, sign-in sheets, and all handouts) on-site and provide copies of agendas, minutes, and sign-in sheets to the District Administrator in charge of EL Programs.

Training for ELAC Members

Each year, the school and district provide materials and training for ELAC members by November 30 to assist them in carrying out their legal responsibilities. This training includes a description of the opportunities and limitations of members' actions. ELAC members provide input into the selection of training content. The site principal and ELD Coordinator/Specialist give an overview of roles and responsibilities, and the district offers further appropriate training, including information about the relationship between ELACs and the DELAC and the responsibility of ELAC representatives to the DELAC, who function as liaisons between both groups.

Figure 9.1: Sample ELAC/SSC Agenda

**Burbank Unified School District
Name of School Committee/Council**

**Agenda (Sample)
Date of Meeting**

1a. School Plan Development – Data Analysis & Needs Assessment	2a. EL Program Design/ Development	3a. School Safety Plan Development & Approval
1b. School Plan Development – School Goals & Improvement Activities	2b. EL – Data Analysis & Needs Assessment	3b. Helping Students at Home (Academic & Social Skills)
1c. School Plan – Monitoring & Evaluation	2c. EL – Monitoring & Evaluation	3c. Training – Roles and Responsibilities
1d. School Plan – Budget Development & Monitoring	2d. EL – Budget Development & Monitoring	3d. Election of SSC/ELAC/DELAC Members
1e. School Plan Approval	2e. EL - Reclassification	3e. Parent Involvement Policy – Development, Approval & Distribution
1f. Title I Program Description	2f. EL – Parent Training	3f. School Compact – Development, Approval & Distribution
	2g. EL – Language Census Discussion (R30)	3g. Academic Standards
1h. Effective Communication w/Parents	2h. EL – School Attendance Discussion	3h. CAASPP Assessment Results
1i. Title I Parent Trainings/Parent Policy	2i. Parent Input on Title I, III, LCAP	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

- A. Approval of Minutes
- B. Approval of Proposed Agenda

III. Committee Reports

IV. Legal Requirements

V. Unfinished Business

VI. New Business

VII. Public Comments

VIII. Adjournment

Figure 9.2: Template for ELAC Minutes

Burbank Unified School District
Name of School Committee

Minutes (Sample)
Date of Meeting

1a. School Plan Development – Data Analysis & Needs Assessment	2a. EL Program Design/ Development	3a. School Safety Plan Development & Approval
1b. School Plan Development – School Goals & Improvement Activities	2b. EL – Data Analysis & Needs Assessment	3b. Helping Students at Home (Academic & Social Skills)
1c. School Plan – Monitoring & Evaluation	2c. EL – Monitoring & Evaluation	3c. Training – Roles and Responsibilities
1d. School Plan – Budget Development & Monitoring	2d. EL – Budget Development & Monitoring	3d. Election of SSC/ELAC/DELAC Members
1e. School Plan Approval	2e. EL - Reclassification	3e. Parent Involvement Policy – Development, Approval & Distribution
1f. Title I Program Description	2f. EL – Parent Training	3f. School Compact – Development, Approval & Distribution
	2g. EL – Language Census Discussion	3g. Academic Standards
1h. Effective Communication w/Parents	2h. EL – School Attendance Discussion	3h. CAASPP Assessment Results
1i. Title I Parent Trainings/Parent Policy	2i. Parent Input on Title I, III, LCAP	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

(Open the meeting and state the time. Count the members present. Indicate if a quorum is met. A quorum is 51% of the total ELAC membership. If a quorum is not met, the meeting can proceed as an informational meeting only; items may not be voted on.)

The meeting was called to order at _____ by the Chairperson, _____.
The Chairperson welcomed all present to the _____ English Learner Advisory Committee and asked everyone to introduce themselves.

A. Approval of Minutes

(The minutes are approved and seconded as read or corrected.)

The Secretary _____ read the minutes from the _____ meeting. It was moved by _____ and seconded by _____ that the minutes be approved as written (or as corrected/amended).

B. Approval of Proposed Agenda

(The agenda is both approved and seconded, or members may vote to add items.)
It was moved by _____ and seconded by _____ that the agenda be approved as written (or as corrected/amended).

III. Committee Reports

(This section includes correspondence and various committee or advisory committee reports. Each report could conclude with a motion that the Council must address.)

IV. Legal Requirements

(List the topic to be addressed from the numbered list above. If no items are to be addressed, delete this section. Note the items on the agenda and who presented)

Legal Requirements: _____

Parent Input/Advice: _____

The following is a summary of the advice/input from _____ (specific parents) offered on _____ legal requirement(s).

V. Unfinished Business

(This section includes any issue that was not concluded, postponed, or tabled during the prior meeting. The chairperson and principal would add these items to this section of the agenda.)

Follow-up on Topic(s) and presented by: _____

VI. New Business

(This section identifies any new issues before ELAC. Include any announcements in this section.)

New Topics and presented by: _____

Presentations or Guest Speakers: The following is a summary of the presentation on _____, given by the guest speaker _____.

Action by whom?

VII. Public Comments

(1-3 minutes as determined by SSC and recorded in bylaws or on agenda.)

VIII. Adjournment

(A motion to adjourn may be made at any time of the meeting. The Council should establish a timeline for its meetings. If the business cannot be completed, a special meeting of the Council should be called to address the remaining agenda items.)

Meeting adjourned at _____.

Figure 9.3: Template for ELAC written recommendations to SSC

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) RECOMMENDATION TO
SCHOOL SITE COUNCIL (SSC)**

(Name of School)

(Date of Meeting)

The ELAC participates in the school's planning process for the programs and services for English learner (EL) students and provides the SSC written recommendations regarding the needs of these students. The ELAC must review student and parent involvement data before submitting recommendations to the SSC. This data includes:

1. EL student performance data such as periodic assessments, SBAC/CAASPP/ELPAC data, or other appropriate data
2. School Language Census data, reclassification rates, needs assessment data, student attendance, Single Plan for Student Achievement, and Long Term English Learner data.

Please list the data reviewed by your committee before making the recommendation(s):

- 1.
- 2.
- 3.
- 4.

Please indicate the action(s) the committee recommends as a result of the data review:

Name of Committee

Chairperson Signature

Date Submitted

****This form may also be used by a subcommittee of the SSC when there is a delegation of authority.***

Delegation of ELAC Authority

The ELAC may designate the SSC to function as the advisory committee for ELs when all of the following occurs:

- The percentage of EL students in the school does not exceed 50% in elementary or 25% in secondary schools.
- The School Site Council has a pre-existing ELAC subcommittee comprising SSC members meeting these requirements.
- The percentage of EL parents participating in the parent portion of the SSC reflects at least the same percentage as EL students enrolled in the school

The ELAC may delegate authority to an established SSC provided that the ELAC has first been duly constituted with identifiable members, duly informed of the option, and has decided, by a unanimous vote, to waive its rights and to delegate its authority to the SSC. Such a delegation cannot exceed two years. (Education Code 52176, 52852, and 52870)

To delegate the authority of the ELAC to the SSC, the ELAC must first:

- Inform all members during a regular (non-election) meeting of the ELAC's responsibilities before a vote to delegate authority.
- Discuss and vote (see Section VII) during a subsequent meeting at which a quorum has been established to delegate the ELAC responsibilities to the SSC. A unanimous vote of the entire membership present is required to approve the delegation of authority to the SSC. This decision must be recorded in the ELAC minutes.

To complete the delegation of authority process, SSC members must:

- Accept the ELAC's responsibilities by unanimous vote and record the decision in the meeting minutes. The meeting agenda, handouts, minutes, numbered ballots, and attendance record must be maintained securely for five years.
- Submit a Delegation of Authority Form (see "Delegation of Authority" below) signed by the SSC Chairperson and principal to the Instructional Services Division for final approval and confirmation.
- Participate in training to learn about all ELAC responsibilities.
- Have a pre-existing ELAC subcommittee comprised of SSC members. When the SSC has a pre-existing ELAC subcommittee (meaning an ELAC subcommittee exists before a delegation of authority), the SSC may accept the ELAC's delegation of authority and assign the subcommittee the assumed ELAC responsibilities. It may not create a subcommittee after the delegation of authority has occurred.
- If the ELAC subcommittee assumes this responsibility, it must provide written advice/recommendations on programs and services for English learners to the SSC (see below).

Figure 9.4: Delegation of ELAC Authority to School Site Council

**DELEGATION OF AUTHORITY
ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
SCHOOL NAME: _____**

The ELAC may designate the SSC, established according to Education Code Section 52852, to function as the advisory committee for English learners (Ed. Code 54425). The school site administrator fills out this form, indicating dates and initials, as requested below:

A. Indicate the dates when the ELAC took the following required actions to delegate its authority to the School Site Council:

- _____ 1. The school established an ELAC with **(insert number)** members.
- _____ 2. The ELAC informed all members during a regular (non-election) meeting of the ELAC's responsibilities before a meeting to vote to delegate authority.
- _____ 3. The ELAC duly informed its members of the option to delegate authority.
- _____ 4. The ELAC voted to waive its rights and to delegate its authority to the SSC for no more than two years.

B. Confirm by initialing in each box:

- | | |
|--|--|
| | The meeting in which the ELAC voted to delegate its authority to the SSC was held after the informational meeting. |
| | The meeting in which the ELAC voted to delegate its authority to the SSC had an established quorum. |
| | The total membership unanimously approved the delegation of authority to the SSC. |
| | The ELAC's decision to delegate its authority to the SSC is recorded in the ELAC minutes, which will be maintained in a secure location at the school site for five years. |

C. Indicate the dates the SSC took the following required actions to complete the ELAC delegation of authority to the School Site Council:

- _____ 1. Voted to accept the responsibilities of the ELAC.
- _____ 2. This form was submitted to the appropriate instructional services administrator and signed by the ELAC chairperson and principal for final approval and confirmation.
- _____ 3. Committed to participate in training to address all ELAC responsibilities.

D. Confirm by initialing in each box:

- | | |
|--|---|
| | The decision by the SSC to accept the responsibilities of the ELAC was recorded in the meeting minutes. |
| | The ELAC meeting agenda, handouts, minutes, numbered ballots, and attendance records were secured. |

School Principal	Signature	Date
English Learner Advisory Committee Chairperson	Signature	Date
School Site Council Chairperson	Signature	Date

Legal references: 20 USC 6312[g][4]; E.C. Sections: 62002.5; 35147; 52176 and 52168; and Title 5. CCR, Section 11308

District English Learner Advisory Committee (DELAC)

Legal Requirements

The Burbank Unified School District has more than fifty-one English learners enrolled. It is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following tasks:

1. Develop a district master plan for education programs and services for English learners. The district master plan will consider the school site master plans.
2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, objectives, and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2). DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)

In addition to the above, the committee shall perform duties that may be assigned to it by the Board of Education and make recommendations that the committee feels are appropriate and beneficial to English learners in the District.

DELAC Membership Guidelines

1. At its first or second meeting of the year, each site ELAC will elect one representative and one alternate representative (usually the ELAC Chairperson) to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate will be selected by the first DELAC meeting of the year.
2. The DELAC representatives serve a term of office outlined in the District DELAC Bylaws.
3. The representatives will be responsible for attending all DELAC meetings and presenting the information received at the meetings at the school-level ELAC.
4. The DELAC representatives will elect a DELAC Chairperson and Vice-Chairperson, and these officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. See District DELAC Bylaws for more information.

DELAC Implementation Guidelines

1. The DELAC will meet at least four times a year and will operate according to its Bylaws and guidelines contained in State and Federal regulations.
2. Agendas and minutes of DELAC meetings will be posted at the District and made available at each school site.

3. The District Administrator in charge of EL Programs and the TOSA: Coordinator of EL Services will serve as district liaisons to the DELAC. They will assist with agenda preparation, meeting notices, meeting arrangements, minutes preparation, and all communications about the DELAC.
4. The DELAC Chairperson will preside at meetings and sign all letters, reports, and other committee communications with the membership's prior approval. The Vice-Chairperson will assume these duties in the Chairperson's absence, resignation, or inability to perform the duties.
5. The DELAC Chairperson will assist with preparing the agenda and conducting the meeting. The Vice-Chairperson will conduct the meeting in the absence of the Chairperson.
6. The DELAC will communicate its ongoing advice to the Superintendent and Governing Board via the District Administrator in charge of EL Programs.
7. Once per year, the DELAC will make a presentation to the Superintendent and the Governing Board.

DELAC Training

The district will provide all DELAC members with appropriate training, materials, and information to assist them in carrying out their responsibilities and any required duties. Training shall be planned in full consultation with committee members. Funds from appropriate resources may be used to meet the costs of providing the training, including the costs associated with the attendance of the members at training sessions. The minutes of the DELAC meeting will reflect the training areas that had been covered during the meeting. Site DELAC representatives and ELD Specialists/Coordinators are responsible for sharing information between ELAC and DELAC.

DELAC Bylaws

DELAC wrote and approved Bylaws in the fall of 2019. Please reference the Bylaws for additional information about the BUSD DELAC.

Legal References: California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a) and *California Code of Regulations*, Title 5, Section 11308 and 15495(b).

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2001) states that there are six types of parental involvement:

1. Parent Training

Families provide essential support for students' health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school. Events designed to foster this are:

- District-wide Parent Trainings
- School Site Parent Education Workshops/ Parent Nights

2. Communicating

Two-way communication between families and schools regularly discusses educational standards/expectations, students' progress, academic programs, and choices. BUSD recognizes parents must understand the content presented at meetings and in writing, allowing them to make informed decisions concerning their students. The federal Elementary and Secondary Education Act (ESEA) specifies that certain parental notifications be sent in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Other federal laws, such as the Individuals with Disabilities Education Act (IDEA), contain similar requirements that spur school translation efforts.

State law, California Education Code (EC) Section 48985, requires a school to send home parental notifications in both English and non-English when fifteen percent or more of the students in a public school speak a primary language other than English.

Should a parent who speaks another language request an explanation of a document, the District will locate someone who can provide that information in a language the parent can understand. Translators will be available for parent/teacher conferences, school meetings, SSTs, IEPs, retention meetings, suspension and expulsion hearings, and all due process actions held at the district level. Some school sites maintain a Community Resource Assistant to assist parents with various needs and translation. Activities intended to encourage communication include:

- Utilize responses from ELD Program Parent Surveys to plan Parent Ed nights based on parent requests and needs
- Use multiple methods and structures to communicate (e.g., letters home, emails, class Dojo, school websites, phone calls, and text messages)
- Informal gatherings of parents at school (e.g., Welcome Breakfasts, Coffee Club, Muffins for Moms, Donuts for Dads)
- Parent Education nights with translation provided
- Family events such as science nights and carnivals
- Sporting events
- Open House
- School Tours

3. Volunteering

Utilizing family-friendly volunteer policies, develop volunteer opportunities for parents and community and opportunities to attend and participate in school/program student activities. Activities intended to encourage volunteering include:

- PTA/PTSA
- School-wide functions
- Classroom volunteering
- Field Trips

4. Learning at Home

Provide information, resources, and materials to assist families in supporting and monitoring their students' learning. Activities intended to encourage learning at home include:

- Homework/reading logs
- Strategies for homework help/support training
- Family literacy nights
- Math nights
- Parent technology trainings on how to use district and school learning websites
- Parent-teacher conferences
- Back-to-School nights
- Most ELAC meetings include a parent education component

5. Decision Making and Advocacy

Educators and parent leaders work together in advisory/decision-making groups. Develop parent leaders and parents who advocate for students. Activities intended to encourage decision-making and advocacy include:

- ELAC
- DELAC
- LCAP
- PTA/PTSA
- Site Council
- Dual Immersion Parent Advisory Committee
- District Committees
- Other community-based organizations

6. Relationship Building/Collaborating with the Community

Establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools, and the community. These can serve to build and strengthen long-term partnerships. Activities intended to encourage relationship building/collaborating with the community include:

- Celebrations of reclassifications
- Student achievement awards
- Multicultural Family Nights
- Literacy Nights

The district provides all school staff with staff development on how to work with parents, including communication skills and sensitivity to their backgrounds, needs, and concerns. The district and schools will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families. The district's LEA, LCAP, and school plans will outline measurable goals, objectives, and activities that promote parent involvement.

Immigrant Involvement:

Understanding an immigrant family's background and motivations for coming to the U.S. can help schools and educators better prepare them to help them transition into a new school and community culture. Han and Love (2015) developed a model (below) of four parent/guardian involvement stages, which they believe immigrant families move through cultural survivor, cultural learner, cultural connection, and cultural leader.



- Cultural survivors may be immigrants who recently arrived. Many will be concerned about securing food and shelter and may not have much time to learn about and navigate the U.S. school system.
- Cultural learners may feel somewhat at ease with the school and want to learn more about what is taught, the school culture, and other aspects of the school. Han and Love contend that cultural learners are more comfortable than survivors with the new school culture and the U.S. education system. "With the help of qualified and trained interpreters and translated documents, parents communicate with schools and learn to navigate the U.S. school system. They feel more comfortable attending workshops in their native language and are likely to participate in parent-teacher conferences with language support" (Han & Love, 2015).
- Cultural connectors become familiar with educational terminology, policies, and procedures. They may wish to work with cultural survivors and learners to encourage them and help them understand and engage in school programs and activities that support students and parents.
- Cultural leaders, often the "voice" of their ethnic and language community, play a crucial role in advocating for parents in the other stages. They may become

leaders and participate in trainings, inspiring others with leadership and advocacy.

Burbank Unified School District is committed to supporting families of newcomer and newly arrived students to this country who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. These families also bring skills in their primary languages that contribute enormously to the state's economic and social wealth of talented multilingual and multicultural populations.

Burbank schools provide a buddy system for newcomer students, and many schools also partner up newcomer parents with other parents. ELD staff typically makes personal phone calls home and invites newcomer parents to attend ELAC meetings. Support staff and teachers welcome immigrant families into the Burbank community.

CHAPTER TEN

Program Evaluation and Design

10

Accountability

Accountability Goals

The District and school sites will take the following actions to ensure that the Master Plan for English learners is effectively implemented so that students:

1. Achieve English proficiency
2. Achieve academic success
3. Develop a positive self-image and an understanding and respect for cultural diversity.

Accountability work is everyone's responsibility. This includes students, parents, and all personnel at the school and district levels—teachers, counselors, instructional assistants, and administrators. We consider it part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

Evaluation Design and Goals

The district will conduct an annual review of programs and services for English learners, structured around five program expectations. The review process will allow each site to assess its program using the questions listed in the following table.

Table 10.1: Evaluation Design—Program Expectations and Evaluation Questions

Program Expectations	Questions for discussion:
1. English learner programs are fully implemented as described in the <i>Master Plan for English Learners</i>	<ul style="list-style-type: none">• Are English learner programs fully and consistently implemented in ways that meet or exceed requirements of State and Federal law? (e.g., placement of students in appropriate classes)
2. English learners will have full access to the core curriculum	<ul style="list-style-type: none">• Are English learners given full access to core instruction?• Are English learners receiving daily ELD-leveled instruction?• Are teachers using Integrated ELD in the content areas?
3. All English learners will master English as efficiently and effectively as possible	<ul style="list-style-type: none">• Are English learners making adequate progress on ELD district assessments (i.e., Matrices gr. K-5; writing prompts gr. 6-12)?• On the State's Dashboard, do English learners have a High or Very High status on the English Learner Proficiency Indicator (ELPI)?• Are 75% or more of English learners reaching fluency (score of 4/Well Developed) on the ELPAC in 5 years or less?• Are 75% or more of English learners reclassified within 6 years?

Table 10.1: Evaluation Design— Program Expectations and Evaluation Question, cont.:

Program Expectations	Questions for discussion:
4. English learners will achieve academic success comparable to EOs	<ul style="list-style-type: none"> • Are English learners progressing on district assessments in content areas (ELD, ELA, math, science, and social science)? • How do English learners score on the SBAC in ELA and math? Are they above or below standard? Has there been 3% or more growth in the past three years? • Are English learners proportionally represented in Special Education? • Are English learners (and R-FEPs) proportionally represented in the following categories: <ul style="list-style-type: none"> ◆ Graduation from high school ◆ Enrollment in AP/Honors classes ◆ Meeting UC/CSU requirements at high school graduation
5. Parents of English learners and R-FEPs participate meaningfully in their students' education	<ul style="list-style-type: none"> • Do parents of English learners attend ELAC and Title III Parent Education opportunities? • Do parents of English learners and R-FEPs participate in school activities (parent-teacher conferences, volunteer in class, etc.) as much as parents of EOs? • Is the rate of EL parent engagement increasing?

Monitoring Program Implementation

Expectation 1: Program implementation as described in the *Master Plan for English Learners*

District and site staff will monitor the implementation of all English learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English learners.

The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved
- Promote involvement of all stakeholders in all phases of planning, implementation, and evaluation activities
- Provide high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the *Master Plan for English Learners* every five to six years

Monitoring will consist of the following activities:

- *Data analysis based on the categories and calculations from the California School Dashboard*

Site EL staff will compile data from the State's Dashboard in English Language Arts, Mathematics, English Learner Progress, and Graduation Rate (high school only) and report it to the self-review team. This information will determine the next steps for school improvement work.

- *Monthly classroom observations of the ELD program*

Site administrators are responsible for observing classrooms with English learners to monitor the implementation of strategies taught in teacher professional development. They complete the observation form and send it to the District Administrator in charge of EL programs.

- *Ongoing coaching and staff development support*

Site EL staff will organize site staff development and assist with classroom coaching and demonstration lessons. They will assist with collecting and reviewing data, class placements, organizing for ELD instruction, and preparing the annual ELD Program Review. The District English learner TOSA will organize in-depth reviews and any needed follow-up.

- *Annual ELD Program Reviews*

The review will be conducted by a team of site administrators in charge of EL programs and the site's EL staff. Findings will be compiled to determine the next steps for school improvement work. The team will review the placement of EL students in core content areas, ELD groupings by language proficiency levels, and data review and analysis. The team will also discuss the program evaluation questions outlined in Figure 10.1.

Expectation 2: English Learner Access to Core Curriculum

Each site principal is responsible for ensuring that English learners have access to the core curriculum:

- Elementary principals will work with ELD Specialists, Curriculum Specialists, and classroom teachers to determine appropriate placement and instructional settings for English learners. The principal will ensure that every English learner is appropriately placed. The District Administrator in charge of EL Programs will work closely with site principals to review ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.
- Secondary principals will work closely with counselors and site ELD Coordinators in developing the Master Schedule to ensure that sections reflect the needs of English learners. The District Administrator in charge of EL Programs will also work closely with site administrators, counselors, and ELD Coordinators to determine appropriate placements for English learners.

Expectation 3: Mastery of English

The District Administrator in charge of EL Programs, principals, elementary ELD Specialists, secondary EL Coordinators, and classroom teachers will analyze annual ELPAC results, ELD benchmarks, and other assessment results to measure progress toward meeting reclassification criteria.

Expectation 4: Academic Success

Each site principal will review and analyze SBAC performance data in English language arts and Mathematics. The data will be disaggregated by language proficiency (EL and R-FEP). Principals will also analyze District benchmark data with site staff to determine trends and areas of need and to develop action plans.

Expectation 5: Parent Engagement

Sites will report to the district on parent activities (including ELAC) implemented during the year. A parent survey will be completed and submitted to the district every year. Data from these forms will then be aggregated to develop a picture of parent involvement in the district and guide parental involvement practices.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered, and the analysis provided a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

Site Level Use of Information

The site review will assist sites to determine strengths and areas of need in their programs and to adjust accordingly. Classroom visitations conducted by administrators will provide an additional perspective on classroom implementation of recommended instructional practices. Individual teachers and grade/department-level teams may use the ELD Classroom Visitation form to complete self-assessments on program implementation. After gathering and discussing the information, each site will develop an action plan for professional development that establishes needs, yearly goals, and training experiences needed to improve instruction. The data reviewed, and conclusions reached during the site-level planning process will be shared with the site ELAC members.

District-Level Use of Information

At the district level, the annual student outcomes analyses will determine the effectiveness of English learner programs. Putting outcome data together with the site reviews will enable district staff to identify areas of strength and target areas needing improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on English learner programs will be shared at a regular meeting of the School Board in the fall of each school year. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented and an analysis of student performance on the indicators specified in Table 10.1.

Table 10.2: Evaluation and Accountability: Roles and Responsibilities

Role	Responsibilities
Student	<ul style="list-style-type: none"> • Attends school daily, arrives on time, and works for high-achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
Parent/ Guardian	<ul style="list-style-type: none"> • Monitors and promotes English learner's progress in academics, homework, attendance, behavior • Supports English learners in activities to promote student achievement • Communicates regularly regarding student progress with students, teachers, and school • Attends parent conferences and school functions • Participates in school committees—ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> • Implements specific English learner's programs as described in the <i>Master Plan for English Learners</i> and provides instruction that aligns with State frameworks and District/State standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional, and explicit use of SDAIE strategies • Monitors English learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English learners and R-FEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions to reach goals • Attends team meetings and informs parents of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs • Assists in the development of Individual Learning Plans (elementary) and Individual Intervention Plans (secondary) for students not making expected progress
ELD Specialist (Elementary Schools)	<ul style="list-style-type: none"> • Supports site administrator by implementing and monitoring English learner progress, including annual testing and language reclassification • Monitors progress of English learners toward meeting language and academic benchmarks • Informs staff of the progress of identified students toward reclassification • Provides input on staff development opportunities and needs for teachers of English learners • Provides support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English learners • Assists in the development of Individual Learning Plans (ILPs) for students not making expected progress

Table 10.2: Evaluation and Accountability: Roles and Responsibilities, Cont'd.

Role	Responsibilities
ELD Coordinator (Secondary Schools)	<ul style="list-style-type: none"> • Supports site administrator by implementing and monitoring English learner progress, including annual testing and language reclassification • Maintains accurate data for English learners, reclassified students, and initially fluent students in the student information system (Aeries) • Monitors progress of English learners toward meeting language and academic benchmarks • Informs staff of the progress of identified students toward reclassification • Serves as a resource for the Student Study Team and during Parent-Teacher Conferencing. • Provides input on staff development opportunities and needs for teachers of English learners • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English learners • Assists in the development of intervention plans for students not making expected progress
Counselor (Secondary Schools)	<ul style="list-style-type: none"> • Works in collaboration with site ELD Coordinator with class/program placements • Monitors progress of English learners toward meeting language and academic benchmarks • Collaborates with teachers, the site ELD Coordinators, and others in devising individual program modifications and interventions as needed • Meets with students and parents to review academic program and progress • Assists in the development of intervention plans (secondary) for students not making expected progress
Principal	<ul style="list-style-type: none"> • Monitors all aspects of staffing for and instruction in English learner programs, according to the Master Plan • Ensures that EL students are assigned to teachers with appropriate training/certification • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements for English learners at the school • Monitors placement of English learners and oversees the reclassification process • Reports periodically to district administrators on the implementation of English learner programs and services • Provides leadership in all aspects of the educational program • In collaboration with SSC and ELAC, develops, implements, and monitors the Site's Single Plan for Student Achievement • Regularly observes that the use of appropriate strategies are being used for the instruction of EL students
English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> • Advises the principal and school staff on topics related to English learners (including advising in the development of the school plan) • May review site data on program effectiveness and student achievement

Table 10.2: Evaluation and Accountability: Roles and Responsibilities, Con't.

Role	Responsibilities
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role • Review the Annual Language Census report • Provides an annual report to the Board of Trustees • Advises on issues relevant to English learners in the district
District Teacher on Special Assignment (TOSA): ELD Coordinator (TK-12)	<ul style="list-style-type: none"> • Trains and supports all sites in the implementation of the <i>Master Plan for English Learners</i> • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC • Assists with the document reviews and has lead responsibility for organizing in-depth reviews and any follow-up • Trains and supports EL staff with coaching • Provides resources and support in English Language Development, primary language instruction, Special Education, and the education of gifted students • Is supervised by the District Administrator in charge of EL Programs
Directors of Elementary and Secondary Education	<ul style="list-style-type: none"> • Analyze district and school site data • Provide overall support for English learner programs • Meet with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Collaborate with district staff and parent groups on annual program evaluation
Director of Human Resources	<ul style="list-style-type: none"> • Recruits and monitors placement of English learner staff in collaboration with principals and the District Administrator in charge of EL Programs • Arranges/publicize CLAD/BCLAD training and other needed staff development to ensure implementation of the <i>Master Plan for English Learners</i> in collaboration with the District Administrator in charge of EL Programs • Ensures that all teachers working with English learners have the appropriate authorizations/credentials to teach ELs

Table 10.2: Evaluation and Accountability: Roles and Responsibilities, Con't.

Role	Responsibilities
District Administrator in charge of EL Programs	<ul style="list-style-type: none"> • Supports sites in implementing the <i>Master Plan for English Learners</i>; reviews district and site English learner data • Monitors and supports implementation of the LEA and Title III Plans • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English learners • Works closely with site EL staff • Meets with principals to review site plans for services to English learners • Monitors compliance and English learner procedures at the site and district levels • Works with other administrators to provide ongoing training for teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff) • Works with principals and Assistant Superintendent of Human Resources to ensure timely recruitment, hiring, and training of teachers for EL assignments • Works with District TOSA for ELs to prepare the English learner program annual review • Monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English learners • Monitor school plans and budgets for services to English learners • Monitor grants and evaluations for services to English learners • Keeps the Superintendent informed of all procedures, programs, and activities related to EL services • Share results of program evaluation with stakeholders (Superintendent, Executive Board, and School Board)
Superintendent	<ul style="list-style-type: none"> • Evaluate the District's goals relative to the LEA and Title III Plans, including implementation of the <i>Master Plan for English Learners</i>, student achievement, professional development, and evaluation and accountability
Los Angeles County Office of Education	<ul style="list-style-type: none"> • Provides staff development for CTCL/CLAD and BCLAD certification • Provides pertinent information about EL programs from the California Department of Education

APPENDIX

Glossary of Terms

Assessment: The process by which information is gathered and used to describe a person, group, or organization systematically. The assessment process generates information needed for evaluation.

Benchmark: A set of objectives that define what is expected of a student in a particular area.

BCLAD (Bilingual Crosscultural Language Academic Development): Certification that qualifies teachers to work in primary language instruction programs in California.

Bilingual Education: A program designed for students of limited English proficiency to provide instruction both in English and the student's native language.

ELPAC (California English Language Development Test): A State test instituted by Assembly Bill 748 Escutia (Chapter 636/1997) that requires districts to administer it to students whose home language is not English. It has been refined and expanded by Senate Bill 638 Alpert (Chapter 678/1999) and is included in *Education Code* sections 313, 60810, and 60812.

CLAD (Crosscultural Language and Academic Development): Certification that qualifies teachers to work in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in English programs in the State of California.

CTEL (California Teacher of English Learners): Certification that qualifies teachers to work in ELD and SDAIE in English programs in California. (Takes the place of CLAD as of June 2006).

Content Area: A subject matter course or curriculum, such as mathematics, science, history, etc.

Cooperative/Collaborative Learning: A teaching approach that utilizes a structured form of group work that allows students to develop social and academic language.

Criteria: The guidelines, rules, or principles by which student responses, products, or performances are judged.

Criterion Referenced Test (CRT): This test is based on what students have been learning, whether from teacher lessons or textbooks. It is not based on norms, as are norm-referenced tests.

Critical Thinking: Use higher-order mental processes, such as analyzing arguments, seeing different points of view, evaluating alternatives, and reaching sound conclusions.

Designated ELD: a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* to develop critical language ELs need for content learning in English.

Differentiated Instruction: A philosophy that enables teachers to plan strategically to reach the unique needs of the diverse learners in their classrooms.

ELD (English Language Development): Developmental second language instruction that leads to native-like proficiency in English in the areas of listening, speaking, reading, and writing.

ELD Screen: A computer screen specially designed to record data for English Learners. The screen includes all initial and annual test scores and information from the Home Language Survey (HLS).

English Learner (EL): Students with a primary language other than English and limited oral and literacy skills in English, as demonstrated by their performance on the California English Language Development Test (ELPAC). This term is used synonymously with LEP (Limited English Proficient).

Evaluation: Interpretation of assessment data regarding the quality, value, or worth of student responses, products, or performances. Evaluations are usually based on multiple sources of information.

FEP (Fluent English Proficient): A term applied to students whose primary language is not English and who have met district criteria for proficiency and literacy in English (listening, speaking, reading, and writing).

FPM (Federal Program Monitoring): A State review of the legal compliance of several categorical programs, including the program for English learners.

Higher-order Thinking Skills: These are relatively complex operations, such as concept formation, analysis, and problem-solving, commonly employ one or more skills.

Home Language Survey (HLS): This is a required State survey completed upon enrollment indicating languages spoken in the home by students and adults; the answers trigger an assessment of English and the primary language to determine if the student is limited in English.

ILP (Individual Learning Plan): An elementary document designed as a communication tool to develop and implement a plan of remediation for students to reach grade-level standards and involve parents as partners in their students' literacy and math education.

Integrated ELD: all teachers with ELs use the CA ELD *Standards in tandem with* the focal CA CCSS for ELA/Literacy and other content standards.

L1 (Primary Language): This refers to the native language, the language students learn first, and to the type of instruction typical of bilingual programs, where students receive content instruction in their primary language while learning English.

L2 (Second Language): This refers to the second language the student is learning, usually English.

Language Minority: In the United States, an individual who comes from an environment where a language other than English is spoken or whose native language is not English.

Learning Strategies: Thoughts or behaviors students and teachers use that assist comprehension, learning of new material, or language production.

LEP (Limited English Proficient): This term is used interchangeably with EL but predominately by the Federal Government when referring to students from non-English backgrounds who are becoming proficient in English in listening, speaking, reading, and writing.

L-TEL (Long-term English Learner): An “L-TEL” is an EL enrolled in the United States for six or more years and scores low on the language proficiency and English language arts State tests.

Office for Civil Rights (OCR) (LAU Review): A federal review was conducted to assess programs' legal compliance for LEP students.

Preview/Review: Bilingual personnel use this approach to help EL students at the beginning levels of learning English understand content. The introduction to a lesson, key concepts, and vocabulary are presented to students in their primary language (preview). The students then listen to the same lesson in English, and finally, the lesson is reviewed using the primary language to check for comprehension of concepts.

Primary Language Instruction: Teaching students in their primary language using primary language materials, including English (ELD) instruction. As students become more proficient in English, they receive less instruction in the primary language.

Primary Language Support: The process of offering primary language assistance to students who are learning in English but may need some support in their primary language to understand directions and critical concepts.

Language Census: A State report compiled each October identifies all LEP and FEP students in the District, their languages, and upon which State & Federal funding is based.

Realia: Real objects used in a lesson to increase EL student comprehension of key concepts, vocabulary, etc.

Redesignation/Reclassification: The process by which EL students show proficiency in listening, speaking, reading, and writing in English to such an extent that they can compete academically with native English-speaking students; redesignation/reclassification measures include, but are not limited to the ELPAC, the SOLOM, NRT scores, and writing assessments.

Rubric: A measurement scale used to evaluate a student's performance. Rubrics consist of a fixed scale and a list of characteristics that describe criteria at each score point for a particular outcome.

SB 1969/395/AB 2913: These senate bills are alternative certification procedures to the CLAD for teachers who meet the requirements. They authorize teachers to teach EL students in the areas of ELD (in a self-contained classroom) and SDAIE.

Scaffolding: Temporary assistance provided by the teacher, determined by an analysis of a student's needs, for accomplishing a specific task; the scaffold must give the minimum amount of support needed and then be removed when the student is capable of independence.

SDAIE (Specially Designed Academic Instruction in English): A type of instruction in the content areas that uses simplified English, gestures, pictures, graphic organizers, pre-taught vocabulary, and other specialized techniques to provide EL students access to the grade-level core content. (Formerly known as "Sheltered Instruction")

Standards (Content): The knowledge and skills expected of students at critical developmental stages. Standards should be academically sound, broadly conceived, and assessable. Standards are not curriculum but guide the development of curriculum. California has developed ELD standards for EL students. The ELD standards are tied to the English Language Arts (ELA) standards.

Standards (Performance): The level of accomplishment that will demonstrate progress toward meeting the content standards and how good task performance has to be to reach them. Content standards are what students should know and be able to do; performance standards describe how they should show their learning and the level their performances reach.

Structured English Immersion (SEI): ELD program in which nearly all classroom instruction is in English with the curriculum and teaching methods designed for EL students. SEI includes both designated and integrated ELD.

SOLOM (Student Oral Language Observation Matrix): A teacher observation tool for measuring student oral language proficiency in comprehension, fluency, vocabulary, pronunciation, and grammar.

Title III: Federal provisions on educating LEP and immigrant students under the No Child Left Behind Act.

TPR (Total Physical Response): A second language teaching method emphasizing physical activity to increase meaningful learning opportunities and language retention. Concept development is enhanced by "acting" and situating language in action.

University of California's A-G Requirements: Courses designated at high schools as preparation for college (at the University of California and the California State University System): (a) History, (b) English, (c) Mathematics, (d) Laboratory Science, (e) Foreign Language, (f) Fine Arts, (g) Elective Courses.

Legal References

State and Federal Law

This document does not entirely describe State and Federal regulations or other legal mandates governing the program. The following is a list of Federal and State laws that form the foundations for EL programs in Burbank Unified School District.

Source	Legislation	Purpose
Federal	U.S. Constitution – 14th Amendment	Forbids states to deny any person equal protection of the law.
	Title VI of the Civil Rights Act (1964)	Prohibits discrimination based on students' language minority status.
	OCR Memorandum (1970)	Requires districts to take affirmative steps to rectify language deficiencies to open instructional programs to all students.
	Equal Educational Opportunity Act (1974)	Requires districts to take appropriate action to educate English learners.
	<i>Lau v. Nichols</i> (1974)	Declared that classes taught in English that do not assist in learning English deny EL students equal educational opportunity.
	<i>Castañeda v. Pickard</i> (1981)	Requires districts to teach English and provide access to academic content instruction effectively.
	<i>Gomez v. Illinois State Board of Education</i> (1987)	Requires State educational agencies to provide oversight and guidance to districts.
State	California Constitution	Equal Protection Clause similar to that in the Federal Constitution
	California Education Code	Various sections address the requirements for school districts to provide equal opportunity for EL students.
	California Code of Regulations, Title 5	
	Comité de Padres Settlement Agreement (1985, 1996)	Required the State Department of Education to monitor districts' programs for English learners.

Specific citations for these rulings are:

Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110

January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law

EC 305–306, 310–311, 313, 33051(a)(3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were denied equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by State legislation, requires State and county monitoring of materials, school facilities, and teachers. See: <http://www.cde.ca.gov/fq/fo/profile.asp?id=1040>

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BURBANK UNIFIED SCHOOL DISTRICT
Office of Human Resources Services
REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Sarah Rudchenko, Ed.D., Assistant Superintendent, Human Resources

PREPARED BY: Sarah Rudchenko, Ed.D., Assistant Superintendent, Human Resources

SUBMITTED BY: Sarah Rudchenko, Ed.D., Assistant Superintendent, Human Resources

DATE: September 19, 2024

SUBJECT: Approval of an increase in Substitute Teacher hourly rate for the Burbank Adult School and Burbank Unified School District's Children's Centers

Background

The District is interested in increasing the Substitute Teacher hourly rate for the Burbank Adult School and the Burbank Unified School District Children's Centers.

Discussion/Issues

There is a significant shortage of substitute teachers nationwide. Increasing pay can attract more qualified candidates to fill these critical roles.

It is necessary to raise the hourly rate for the Children's Center substitutes, as they are certified teachers with early childhood teaching credentials and currently earn less than paraeducators who lack these certifications. Competitive pay rates can help retain substitutes, ensuring the District has a more reliable pool of substitutes who are familiar with the district's policies and students. Due to the shortage, the District often has to rely on outsourcing the work to agency employees at a much higher cost.

The Burbank Adult School has faced difficulty attracting substitute teachers willing to drive to our campus and work for short periods, often as brief as two hours, at the current rate of pay. This issue has led to a shortage of available substitutes, impacting the continuity and quality of education we provide to our adult learners. The increase is designed to make the position more attractive and competitive, ensuring we can recruit and retain qualified substitutes.

Financial Implications

The Burbank Adult School operates with funds that are independent of the district and will have no fiscal impact. The increase in the Children's Center Substitute Teacher hourly rate will offset the need to use the higher cost agency substitutes to lower the financial impact.

Recommendation

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve an increase in the Substitute Teacher hourly rate for the Burbank Adult School and the Burbank Unified School District's Children's Centers, effective October 1, 2024, as presented.

BURBANK UNIFIED SCHOOL DISTRICT

(Page 1 of 2)

PERSONNEL

Substitute Certificated Employee - Salary Schedule

Effective ~~June 1, 2023~~ **October 1, 2024**

K – 12 and Children's Center

Substitute with 30 day Emergency Permit covering General Education (including summer school) \$ 200/ Day

Substitute with valid California Credential covering General Education (including summer school) \$ 200/ Day

Substitute with 30 day Emergency Permit covering Special Education and classes \$ 210/Day CDS

Substitute with valid California Credential covering Special Education and CDS classes \$210/Day

Adult School

Substitute Teacher
\$ ~~30.11/hr.~~
\$ 45.00/hr

Children's Center

Substitute with 30 Day Emergency Permit or Regular Credential
\$ ~~16.76/hr~~
\$ 20.00/hr

School Nurse

Substitute Nurse \$182.47/Day

Long-Term Substitute Pay

A day-to-day substitute who serves more than twenty (20) consecutive workdays on a continuous assignment may be reclassified as a long-term substitute on the twenty-first day of such assignment. If the services of a day-to-day substitute on the same assignment for twenty (20) consecutive work days are interrupted for other than illness, bereavement, or holidays, it is necessary for the substitute to serve twenty (20) consecutive work days again in order to qualify for long-term status.

Prior to being reclassified to long-term status, a substitute will be paid the day-to-day rate for a total of twenty (20) consecutive workdays, or until such time as definitive information is received in the Human Resources Services Office indicating that the regularly assigned employee will be absent for more than twenty (20) days. In this case, the substitute will be paid at a daily rate which corresponds to placement at Class I, Step 1 on the Salary Schedule for Certificated Bargaining Unit Members (A-1 if the substitute holds a valid California teaching credential or A-1-NC if the employee holds a Short-Term Staff Permit in multiple or single subject). Long-term substitutes who do not meet the aforementioned credentialing requirements shall be paid at a rate of \$250 per day beginning on the twenty-first day of such assignment.

Part-Time Employee's Pay for Substitute Service

Part-time employees who are assigned to substitute at the secondary level shall be compensated for each class taught at the rate of 16.7% of on the Salary Schedule for Certificated Bargaining Unit Members. (A-1 if the part-time employee holds a valid California teaching credential or A-1-NC if the employee holds a Short-Term Staff Permit in multiple or single subject.)

Part-time employees who are assigned to substitute at the elementary level shall be compensated for each hour worked at the rate of 16.7% of Class I, Step 1 on the Salary Schedule for Certificated Bargaining Unit Members. (A-1 if the part-time employee holds a valid California teaching credential or A-1-NC if the employee holds a Short-Term Staff Permit in multiple or single subject.)

Policy adopted: 6/5/84

Revised: 12/20/90, 10/1/92, 8/3/95, 8/17/95; 7/18/96; 4/17/97; 10/2/97; 12/10/98; 6/24/99;
9/7/00; 10/7/04; 2/17/05; 3/16/06; 5/17/07; 4/23/14; 7/1/15; 12/15/16; 11/15/18;
10/7/21; 5/19/22; 6/1/23; **9/19/24**

Burbank Unified School District

**Instructional Services
REPORT TO THE BOARD**

TO: Members of the Board of Education

FROM: Oscar Macias, Interim Assistant Superintendent, Instructional Services

PREPARED BY: Robyn Anders, Director of Instructional Technology

SUBMITTED BY: Laura Erisman, Administrative Secretary

DATE: September 19, 2024

SUBJECT: Approval of Agreement between the Burbank Unified School District and Khan Academy

Background:

BUSD has been looking for opportunities to innovate with Artificial Intelligence (AI) by providing teachers access and self-serve training on using AI for applicable teacher tasks. Additionally, research have been done to identify opportunities for students to use AI as a tool for learning. The district is recommending a product called Khanmigo by Khan Academy as the student facing tool we should investigate with a pilot.

Additionally, John Muir Middle School has a team of teachers that have actively researched AI in the classroom and they are asking for the ability to pilot a student facing AI tool and Khanmigo is the tool they want to utilize. They've also identified 7th grade as the grade level to pilot Khanmigo.

Discussion/Issues:

John Muir Middle School is contracting with Khan Academy and Khanmingo to accelerate learning and to provide high-quality instruction for 7th grade math students. Students will engage creativity and critical thinking exploratory activities help students hone arguments, practice writing skills, and ignite curiosity. Khan Academy will provide rostering support for schools and teachers, access to Khan Academy district administrator reports, implementation support and priority technical support for District teachers including professional learning and training.

Fiscal Impact:

Not to exceed \$8,000

- 50% (01.0-30100.0-11100-10000-5840-3229000) Title 1
- 50% (01.0-00000.0-11100-10000-5840-7421000) Instructional Services

Recommendation:

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Agreement between the Burbank Unified School District and Khan Academy and Khanmigo, to provide rostering support for schools and teachers, not to exceed \$8,000 (01.0-30100.0-

11100-10000-5840-3229000) and (01.0-00000.0-11100-10000-5840-7421000) effective September 20, 2024 through September 19, 2025 and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314, as presented.

SERVICE ORDER

Khan Academy, Inc.
P.O. Box 1630
Mountain View, CA 94042



CONTACT INFORMATION FOR BURBANK UNIFIED SCHOOL DISTRICT

CUSTOMER INFORMATION

Start Date:	July 1, 2024
Bill To:	Burbank Unified School District
End Date:	June 30, 2025
Address:	1900 W. Olive Ave
Billing Frequency:	Annual
City/State/Zip:	Burbank, CA 91506
Payment Term:	Net-30
Primary Contact:	Robyn Anders
Billing Contact	ar@khanacademy.org
Email:	robynanders@burbankusd.org
Phone:	818-729-4400
Primary Contact:	Chelsea Hatchard
Billing Contact Name:	Robyn Anders
Email:	Chelseahatchard@khanacademy.org
Billing Contact Email:	apinvoices@burbankusd.org
Phone:	714-277-9843

SERVICE ORDER INFORMATION

KHAN ACADEMY DISTRICTS					
Product	Quantity	Grades	Subjects*	Rostering Service	Fees**
Khan Academy Districts	500	7	Math	Clever	Included with Khanmigo for Districts
Professional Learning for Khan Academy Districts with Khanmigo	On-demand professional learning	Professional learning sessions will on-demand professional learning. These communal trainings will be offered to all school partners, and not exclusive to you as a Customer.			Included

KHANMIGO FOR DISTRICTS

Product	Quantity**	Allocation	Fees
Khanmigo for Districts - Student Tutor	500 students	Grades: 7	\$15 per student
Khanmigo for Districts - Teaching Assistant	20 teachers	Teachers associated with students that have Khanmigo	Included
Khanmigo for Districts - Administrator	2	Administrator account can be allocated to either school or district administrator at the election of Customer	Included
Total Contract Fees for Khan Academy Districts and Khanmigo for Districts: \$7,500			

TERMS AND CONDITIONS

The scope of services to be provided include Khan Academy District services and Khanmigo for Districts service. The services will be provided pursuant to Khan Academy's Terms of Service for the District Service, the Khanmigo Addendum, and the Khanmigo Teacher Tools Addendum, which are located at Attachments 1-3 respectively and incorporated herein by reference. This order, together with the Terms of Service and the Addenda, are referred to as the "**Agreement.**" In the event of conflict between the terms of this Order, the Terms of Service for the District Service and any Addenda, the terms of this Order shall control.

The Khan Academy District services consist of rostering support for schools and teachers, access to Khan Academy district administrator reports, implementation support and priority technical support for Customer's teachers, together with professional learning/training and other services set forth below.

Licenses: Services will be provided to the number of students set forth above, and their associated teachers.

***Subjects:** Subjects are identified for rostering and implementation support. Upon notice to (and approval by) Khan Academy, Customer may request a change to the indicated subjects.

Term: Services are provided for a term of one year, commencing on July 1, 2024, and ending on June 30, 2025. Under no circumstance shall the term of the contract extend beyond June 30, 2025 without a written amendment to this Agreement executed by the Parties in writing (including a renewal purchase order).

****Fees:** Total fees (excluding those for any additional professional learning) are calculated based on the number of student licenses. Except as agreed between the parties in writing, each party will bear its own expenses. Discounts or fee waivers are one-time only and apply only to the Term specified in this Order.

Khan Academy Districts Service Fees: The per-student amount of Khan Academy's standard subscription price (\$10.00 per student) is waived and included as part of the Khanmigo for Districts subscription price.

Khanmigo for Districts Fees: The per-student amount represents a 60% discount from the standard Khanmigo for Districts Student Tutor add-on subscription price (\$35 per student).

Khanmigo for Districts provides Customer a daily individual allocation of up to 40,000 tokens per user.

SIGNATURES

The parties may execute this Agreement in counterparts, each of which is an original, and the counterparts constitute one and the same Agreement. The parties may also deliver and accept facsimile or electronically scanned signatures, which bind a party as if the signature were an original.

By its signature below, each party confirms its acceptance of the proposal set forth herein. Each person signing this Agreement represents and warrants that such person is duly authorized and has legal capacity to execute and deliver this Agreement for its respective party. This proposal will become binding upon the signature of both parties, with the date of last signature (the “**Effective Date**”).

Khan Academy, Inc.

Customer: Burbank Unified School District

Signature:

Signature:

Name:

Name:

Title:

Title:

Date:

Date:

Attachment 1

Khan Academy Districts Terms of Service

Set forth below are the Terms of Service ("**TOS**") made between Khan Academy, Inc., a 501(c)(3) organization ("**Khan Academy**" or "**we**" or "**us**") and a school, school district or other local education agency entity (each, an "**LEA**") subscribing to Khan Academy Districts ("**Customer**" or "**you**"). This TOS governs the use of the Khan Academy Districts service (the "**District Service**").

The District Service is a premium, subscription-based service that is offered as a complement to Khan Academy's website located at <http://khanacademy.org> and related mobile applications and online services (the "**Website**").

Access to the Website and use of the standard features is provided free of charge. Through the District Service, Khan Academy provides (i) enhanced features to facilitate set-up, management, and use of Website accounts for use in the classroom; (ii) implementation assistance and training for Users registered as teachers, school leaders, aides, or other similar personnel ("**School Personnel**"); (iii) priority technical support for classroom use of the Website; and (iv) data insights on Website usage and performance through a district administrator reports.

Both parties acknowledge that the District Service is provided online, with services provided remotely. The District Service will be provided to Customer by Khan Academy personnel and through Khan Academy's educational website and content offerings ("**Platform**"). In the ordinary course of operating the Platform, Khan Academy engages vendors and service providers to provide services such as data storage, communications, and support services. Vendors are service providers to Khan Academy and not deemed subcontractors under the TOS.

As used herein, visitors and users of the Website (including students, teachers, and parents) are referred to individually as "**User**" and collectively as "**Users**" and accounts held by those persons are referred to as "**User Accounts**."

1. **Subscription Terms.**

1.1 Subscription Terms. The District Service is offered to Customer for a term and price subject to certain renewal, cancellation, and other terms and conditions specific to the account (the "**Account Terms**") set forth in the then-current quote or service agreement for the account. When using the District Service, you will also be subject to our Privacy Policy and any posted guidelines, policies or rules applicable to specific features of the District Service or use of the Website, which may be posted from time to time (collectively the "**Guidelines**"). The Account Terms, this TOS and the Guidelines form a legal contract between Customer and Khan Academy with respect to the District Service and are referred to collectively as the "**Agreement**". Your account terms specify the scope of services provided, including by reference to the number of accounts, students, subjects or grade levels included in your subscription. Student accounts will be counted upon activation, and may not be shared or transferred among Students.

1.2 Payment. All fees are set forth in the Customer order form. Except as expressly set forth in this

Agreement, all payment obligations are non-cancelable and fees are non-refundable. Customers may tender payment by wire transfer, check, or other methods at Khan Academy's discretion (contact us for details). Payment must be received by Khan Academy no later than thirty (30) days after Khan Academy issues an invoice. If Khan Academy does not receive payment within thirty (30) days, the invoice is past due and Khan Academy reserves the right to suspend access to the affected Customer account(s) and take collection action. Suspension of an account does not relieve the Customer of its obligation to pay for the District Service for the full term of the subscription. Customer is responsible for paying all fees and applicable taxes, if any, associated with the District Service, including any sales, use, or value added taxes. All questions relating to payments and fees should be sent to ar@khanacademy.org.

1.3 Financial Audit. Notwithstanding anything to the contrary in the Agreement, audit and inspection rights under these TOS and addenda hereto refer to a right to inspect financial information and supporting financial documentation relating to Services rendered. Khan Academy will assist Customer with providing any financial records required under applicable public records or open records statute that Customer does not directly have access to and will record such financial records as provided by law.

1.4 Licensed Students. The Services are provided on a per-license, subscription basis. The concurrent number of students receiving access cannot exceed the purchased number of licenses by more than 5% or 1,000 students (collectively, **"Overage"**). If Customer's rostered students exceed the purchased number of licenses by more than 5% or by more than 1,000 students, Customer is obligated to either pay for any licenses that surpass the purchased amount or reduce its number of rostered students. In the event Customer purchases additional licenses, Customer will be issued an invoice for such additional licenses. Additional licenses may be added mid-subscription term and such additional licenses will be for a term concurrent with Customer's then-current subscription term and will terminate on the same date. Additional licenses rostered prior to January 1 will be priced at the same rate as set forth in the current contract, and additional licenses rostered on or after January 1 will be priced at 50% of the rate as set forth in the current contract; in each case, the licenses will be valid only until the end of Customer's current term.

1.5 Implementation Calendar. The standard service term is one year, commencing on July 1, and ending on June 30. Programmatic support services will be provided during the regular, full school year (exclusive of any summer session). The District may elect to continue updating its roster via a Rostering Service (as defined in Section 3.3(c) **"Use of Clever Secure Sync or ClassLink"**) and working with students via Khan Academy accounts during the summer months after the end of the spring term, but that Khan Academy is not required to provide programmatic support for summer school programs.

1.6 Pilot Programs; User Experience Feedback. Khan Academy may offer pilot programs (each a **"Pilot"**) or beta features or products (collectively, **"Betas"**). Customer acknowledges that (a) participation in a Pilot or use of a Betas may allow Customer to access such Betas on a preview basis (including before it is made generally available on the Website or included in Khan Academy's general service offerings); (b) Betas are offered "as-is" solely for the purposes of Khan Academy testing, evaluating and improving Khan Academy features and applications, including by collecting customer feedback, or for customer evaluation; (c) participation in a Pilot or use of a Betas is subject to these TOS or any additional terms Khan Academy may specify; (d) the Betas are still under development, may be inoperable or incomplete and are likely to contain errors or bugs; (e) the Betas may never be made generally available; (f) Khan Academy may charge a fee for use of the Beta

Additions, with notice to Customer; (g) Khan Academy does not commit to maintaining any Betas and may charge or remove Betas at any time; and (h) Khan Academy is not obligated to provide support for Betas. Customer may stop use of Betas at any time. All information related to a Pilot or Beta constitutes Khan Academy's confidential information. NOTWITHSTANDING ANYTHING TO THE CONTRARY, KHAN ACADEMY IS PROVIDING BETAS "AS-IS" AND DISCLAIMS ANY AND ALL WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE, MERCHANTABILITY, AND STATUTORY WARRANTIES OF NON-INFRINGEMENT, LIABILITIES, AND INDEMNIFICATION OBLIGATIONS OF ANY KIND.

In connection with a Pilot or use of Betas, Customer, and Customer's participating School Personnel and Students (referred to as authorized Users) may participate in User testing activities led by members of Khan Academy's product design team, including but not limited to, by collecting Customer or User feedback (through surveys, interviews, or classroom visits), or for Customer or User evaluation ("**User Experience Feedback**").

2. District Admin Accounts.

2.1 Admin Accounts. In order to access the administrator report features of the District Service, Customer must register for one or more accounts for use by School Personnel who will administer the LEA's use of the District Service ("**Admin Accounts**"). Admin Accounts are provided for the sole purpose of oversight, administration, account management and access to District Service administrator features. Any use of an Admin Account for other purposes is not authorized.

2.2 Administrator reports. Admin Accounts provide access to district-level and school-level data insights via administrator reports. Usage and performance data will provide views of student account activation & usage as well as skill progress on Khan Academy. Admin Accounts assigned to principals and other school-site administrators will provide access to data for students and teachers in the relevant school, and Admin Accounts provided to district-wide administrators will provide access to Khan Academy data for all the students, teachers, and schools in the relevant district.

2.3 Account Access. Each authorized administrator will register for a separate account. Customer is solely responsible for maintaining the confidentiality of each Admin Account and access credentials for use of the accounts, and Customer accepts responsibility for all activities that occur under such accounts and access credentials. If you have reason to believe that any Admin Account or User Account is no longer secure (e.g., in the event of a loss, theft or unauthorized disclosure of use of the account ID, password or other access credential), then you will promptly notify your designated Khan Academy account representative. You may be liable for the losses incurred by Khan Academy or others due to any unauthorized use of Admin Accounts and/or User Accounts.

2.4 Limitations on Use. The District Service and Website are provided to you for educational purposes as part of the instructional program for schools in your LEA. You must use the District Service and the Website in compliance with all applicable laws, rules, regulations, and District policies. You will not reproduce, duplicate, copy, sell, resell or otherwise exploit for any commercial purpose, any portion of the District Service, the Website, or access to the District Service or Website.

3. User Accounts.

3.1 User Account Terms. User Accounts are provided free of charge to students, teachers, and other authorized School Personnel. User Accounts and use of the Website are governed exclusively by the Khan Academy Website Terms of Use ("**Website TOS**") and Privacy Policy.

3.2 Use of Student Data; Customer Responsibility for Parental Consents and Notices.

- (a) Customer is familiar with and will be responsible for compliance with the Family Educational Rights and Privacy Act and the US Department of Education's implementing regulations at 34 CFR Part 99 (collectively, "**FERPA**"); and all other laws, rules or regulations concerning the collection, use, and disclosure of personally identifiable information about Users in your LEA (collectively, "**Applicable Privacy Law**").
- (b) Customer assumes sole responsibility for providing appropriate disclosures to students using Khan Academy for classroom use ("**Students**") and their parents regarding Student use of the Website, our Website TOS, and our Privacy Policy, including any notices required by the Children's Online Privacy Protection Act of 1998 ("**COPPA**"), FERPA, or other Applicable Privacy Law. Customer is responsible for complying with all parental notice requirements and parental requests regarding collection, use and disclosure of Student personal information, except as provided in Section 3.7 (Access Requests).
- (c) Customer assumes sole responsibility for obtaining any consents required from parents or guardians, to the extent required under COPPA, FERPA or other Applicable Privacy Law, in connection with the District Service, use of the Website for classroom use (including use of Linked Accounts referred to in Section 3.5 (Personal Accounts)), and disclosure of personally identifiable information to Khan Academy in connection therewith. Customer represents and warrants to Khan Academy that, prior to the creation of accounts under Section 3.3 (School Accounts), either:
 - i. it has obtained all necessary parent or guardian consents, or
 - ii. it has complied and will continue to comply with all applicable requirements of an exemption from or exception to parental consent requirements, including:
 - under FERPA, Customer has complied and will comply with the "school official" exception, or the "directory information" exception thereunder; and
 - under COPPA, with respect to Students under the age of 13, Customer is acting as the agent of the parent and consenting on their behalf to the sharing of the Student's personal information.

3.3 School Accounts.

- (a) Account Set-up and Rostering. Each Student and School Personnel requiring access to the Website for classroom use will be registered with a Khan Academy account associated with your LEA. Khan Academy will facilitate the creation of individual accounts and assign Students to initially designated classes solely at Customer's direction and in accordance with its instructions. Customer is solely responsible for providing Khan Academy with access to complete and accurate information required to facilitate account set-up and fulfill rostering requirements, and for maintaining the accuracy of such data. Such information will include information necessary to

separately identify accounts to be held by Students under age 13 and age 13 or above (either, "**Student Accounts**"), and by School Personnel ("**Teacher Accounts**" and, together with Student Accounts, "**School Accounts**"). Khan Academy will attempt to identify and include in the LEA roster any pre-existing School Accounts that match the rostering data provided by Customer, rather than creating new accounts for those Users. Customer understands and agrees that Students are bound to the Website TOS.

- (b) Updates. Rosters will be updated regularly based on updated information provided by Customer. Upon termination of School Personnel employment with your LEA, such School Personnel must return and cease using all login details they have in their possession. If at any time Customer learns that a User claims to be affiliated with your LEA who is not, in fact, affiliated with your LEA, or that a parent has refused or rescinded any parental consent required for Student use of the Website, or otherwise become aware of any errors in roster information, Customer will notify Khan Academy and will take prompt action to correct the roster data.
- (c) Use of Clever Secure Sync or ClassLink. Support for rostering and account set-up will be provided through Clever Inc.'s Secure Sync service or ClassLink, Inc. Roster Server (each, a "**Rostering Service**"). Customer acknowledges that use of the District Service is contingent upon Customer rostering through the Rostering Service. Customer's use of the Rostering Service is subject to the terms and conditions of the agreement between Customer and the Rostering Service, and Khan Academy assumes no liability for claims or damages resulting from Customer's use of the Rostering Service. Subscriber confirms its instruction to roster students based on the data provided to Khan Academy via the Rostering Service. Customer may not change the Rostering Service during the subscription term.

3.4 Integrated Service. Khan Academy may enable you to interact with the Website through, or otherwise associate the LEA's accounts with, certain third party services, including third-party rostering, authentication or single sign-on services, such as Google Accounts, ClassLink or Clever, or other sites providing supplemental educational materials, programs or services (and of these, as "**Integrated Service**"). By registering for the Website using (or otherwise granting access to or approving use of) an Integrated Service, Customer agrees that Khan Academy may access, store and use data obtained through the Integrated Service consistent with our Privacy Policy, and may disclose data to the Integrated Service if you use the Integrated Service to receive data. Customer agrees to any and all terms and conditions of the Integrated Service regarding use of the Website and District Service via the Integrated Service. Khan Academy does not endorse any particular Integrated Service, and Customer and associated account holders are solely responsible for interactions with the Integrated Service that occur as a result of accessing the Website or District Service through the Integrated Service. Khan Academy does not control the practices of Integrated Services, and you are advised to read the privacy policy and terms and conditions of any Integrated Service that you use to understand their practices. ACCESS AND USE OF INTEGRATED SERVICES, INCLUDING THE INFORMATION, MATERIALS, PRODUCTS, AND SERVICES ON OR AVAILABLE THROUGH THOSE SERVICES, IS SOLELY AT YOUR OWN RISK.

3.5 Personal Accounts.

- (a) Linked Accounts. Students and other School Users may have personal accounts (i.e., accounts associated with an email address other than the applicable LEA account or School email address) in addition to School Accounts. Khan Academy may (but is not required to) permit a User to

associate a personal account with their School Account, by using the login credentials associated with a personal account to join a class or use the account for school-directed learning. If a User chooses to associate a personal account with their School Account, the two accounts will be deemed "Linked" Accounts, and the User's learning activity (information regarding use of the Website generated by the User through the use of the Website), whether generated during or outside of the school use, may be viewed by any person with access to either account. "Linked" Accounts are not separately functioning accounts; they permit access to a singular Khan Academy account using more than one account interface or set of access credentials. Linked Accounts may benefit Students who want to use the Website for both personal and School purposes, by allowing School Personnel to have a deeper understanding of Student progress, and by allowing Users to keep track of all of their Khan Academy learning activity on an aggregate basis. The User's election to enable Account Linking must be made, if at all, in connection with the initial account registration and rostering process for a given school year.

- (b) Khan Academy Activity in Linked Accounts. Upon any termination of the School Account by authorized School Personnel, the User's learning activity (including any learning activity from school use) will be retained in any Linked personal account.
- (c) User-Generated Content. Prior to termination of School Accounts, Khan Academy may invite Users, or parents or legal guardians of Students, to establish and maintain a personal account for purposes of retaining any content generated or provided and owned by Users under the Website TOS (including such User's learning activity). Any such personal accounts will be established under Khan Academy's standard account opening process, including parent consent for Users under the age of 13.

3.6 Student Records. In the course of providing the District Service, Customer may provide Khan Academy with access to certain Student Records. "**Student Records**" are information relating to a student which is personally identifiable, or which is linked to personally identifiable information in a manner that would allow a reasonable person to identify the student with reasonable certainty, and is (i) provided to Khan Academy by the Customer, Students or parents of Students, or (ii) collected by Khan Academy from Customer, Students or parents of Students, in each case, during the provision of the Service to Customer pursuant to this Agreement. Student Records may include "education records" as that term is defined under FERPA. Customer represents and warrants that it is authorized to provide such data to Khan Academy. Khan Academy confirms that Student Records will be maintained and used in accordance with Khan Academy's Privacy Policy and any separate Data Protection Agreement (a "**DPA**") entered into by and between Customer and Khan Academy. Student Records shall not include de-identified data or information that has been anonymized, including data regarding a Student's use of the Website.

3.7 Access Requests. Khan Academy shall cooperate and assist Customer in responding to requests made by a parent, legal guardian or eligible student for the review of personally identifiable information contained in the related Student Records and to correct erroneous information, consistent with the functionality of services. In the event that a parent/legal guardian of a student or eligible student contacts Khan Academy to review Student Records (other than information that may be accessed in a parent account that is associated with that Student), Khan Academy may refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information. Khan Academy may provide direct assistance to parent or guardian with respect to information that may be accessed in the parent account.

4. Programmatic Support Services. The Service includes technology-enabled online services and additional support services. We refer to additional support services provided by Khan Academy personnel described in Section 4.1 and 4.2 below as “Programmatic Support Services.”

4.1 Professional Learning. Training will be provided via an on-demand course available on Khan Academy’s Website. Any additional training will be identified in the customer order and will be provided remotely (unless otherwise agreed between the parties, with all training and consultation will be provided remotely, via webinar, conference call or similar online / remote format. To the extent that in-person training is offered, Khan Academy reserves the right to postpone or or substitute on-line/remote sessions as may be necessary or prudent for health and safety reasons (including but not limited to Covid risk conditions).

4.2 Relationship Manager. Relationship management is provided via email support and up to one scheduled meeting per month. The role of the relationship manager is to assist with implementation strategy and to act as a liaison to address district needs. Requests for technical support will be referred to the customer support team for resolution. Assistance with individual technical support will be provided by the customer support team via Khan Academy’s online help center. To help provide smooth implementation, the relationship manager will offer the opportunity for a meeting approximately one month after the launch of the District Service. Notwithstanding anything to the contrary, if the Customer is a school (and not school district), this section does not apply.

4.3 Technical Support. Technical support for teachers and staff is provided by the Khan Academy customer support team via our online help center. Users with support needs will be required to submit them via an online help center portal. All District teachers and staff will be tagged based on their district-provided email domain to receive top-tier priority technical support within the Khan Academy help center (this support tier is available to Khan Academy Districts customers but is not exclusive to any one district).

5. Course Content; Proprietary Materials

5.1 Course Content. Customer will select one or more primary subject areas for implementation and programmatic support, which will be specified in the customer order or contract. In addition, Customer will have access to other available Website content. The partnership manager can assist in providing guidance on how to align Khan Academy content for the primary subject area(s) to the scope and sequence of the Customer’s specific curriculum. Services do not include custom alignment or creation of custom content. Requests for custom course curation or new content will be handled by the relationship manager, and resolved in Khan Academy’s sole discretion; additional fees may apply.

5.2 Proprietary Materials; Licenses. The Website and District Service are owned and operated by Khan Academy. The visual interfaces, graphics, design, compilation, information, computer code (including source code or object code), software, services, content, educational videos and exercises, training materials, professional learning resources, and all other elements of the Website and District Service (the “**Services Materials**”) are protected by United States and international laws, international conventions, and other applicable laws governing intellectual property and proprietary rights. Except for any content provided and owned by Users under the Website TOS, all Services Materials, and all trademarks, service marks, and trade

names, contained on or available through the Website or District Service are owned by or licensed to Khan Academy, and Khan Academy reserves all rights therein and thereto not expressly granted to Users under the Website TOS. For clarity, both parties acknowledge that the Website and District Service do not include development of any materials specifically for Customer. Khan Academy's services are a commercial-off-the-shelf offering and no development of resulting work product is contemplated in the licensing of such services to Customer. In no instance shall the services be deemed a "Work Made for Hire" or otherwise performed under a "funding agreement." Services to be provided do not relate to real property, use of mechanics or laborers, or the provision of physical goods.

5.3 Permitted Use: Prohibited Conduct. Subject to this TOS and Customer's payment of all applicable fees for the District Service, School Personnel may access and use the District Service, solely through their School Accounts, and solely for Customer's educational purposes. You shall not, nor permit any of your authorized Users to, use, or permit the use of, the educational videos, exercises, and related supplementary materials that are owned by Khan Academy or its third-party licensors (the "**Licensed Educational Content**") made available on the Website, or any educational, user-readable source code in connection with the "Computer Science" modules or exercises available on the Website (the "**Licensed Educational Code**"), except as permitted under, and pursuant to, the Website TOS. You shall not, nor permit any of your authorized Users to, engage in any conduct using the Website that is "Prohibited Conduct" under the Website TOS.

6. Confidentiality. Except to the extent required to be disclosed under an applicable public records or open records statute, your Account Terms, any quotes or proposals relating to your account, and any product, security or compliance documentation provided to you, include information that is proprietary and confidential to Khan Academy. You will keep such terms, quotes or proposals confidential, and agree to not disclose such terms, quotes or proposals to any third party, to the fullest extent permitted by law. In the event Customer receives a public records or open records request, Customer shall promptly notify Khan Academy and provide the opportunity to redact the requested information as permitted under statute.

7. Indemnification.

7.1 Indemnity. To the extent permitted by applicable law, you will indemnify, defend, and hold harmless Khan Academy, its affiliated companies, contractors, employees, agents and its third-party suppliers, licensors, and partners ("**Khan Academy Parties**") from any judgments, settlements, losses, damages, liabilities, costs and expenses of any kind (including legal fees and expenses to the extent they are assessed by a court), from any claim or demand brought against Khan Academy by a third party relating to or arising from (i) your access to, use or misuse of the District Service; (ii) your violation of this Agreement, or any breach of the representations, warranties, and covenants made by you herein; (iii) your failure to comply with any international, federal, state or local law, statute, ordinance or regulation or which would render Company in violation of any applicable laws or regulations, including without limitation, COPPA, FERPA, or other Applicable Privacy Law, (including any failure to obtain or provide any necessary consent or notice), (iv) any use or misuse of the Website, violation of Website TOS or any other action related to School Users registered by you or at your direction; (v) the infringement by you or any third-party using your account of any intellectual property, privacy, or other right of any person or entity, or (vi) your breach or alleged breach of any interaction, agreement, or policy

between you and any individual User or parent or guardian of a Student.

- 7.2 Indemnification Process. All indemnification obligations under the Agreement are dependent upon the indemnified party providing the indemnifying party with: (a) prompt notice of an indemnifiable claim; (b) exclusive control over the defense and settlement of the indemnifiable claim (provided that a claim will not be settled without the prior written consent of the indemnified party, which consent will not be unreasonably withheld, conditioned or delayed); and (c) reasonably co-operation in the defense and settlement of such indemnifiable claim (collectively “**Indemnification Process**”).

8. **Disclaimers; No Warranties.**

8.1 No Warranties. EXCEPT FOR THE EXPRESS LIMITED WARRANTY SET FORTH IN SECTION 9 (LIMITED WARRANTY), THE SERVICE, THE WEBSITE, AND ANY ASSOCIATED CONTENT, THIRD-PARTY CONTENT, THIRD-PARTY WEBSITES, THIRD-PARTY APPLICATIONS, USER CONTENT, AND ALL DATA AND INFORMATION MADE AVAILABLE IN CONJUNCTION WITH THE SERVICE AND WEBSITE (“COLLECTIVELY, THE “KHAN ACADEMY OFFERINGS”), ARE PROVIDED ON AN “AS IS,” “AS AVAILABLE,” AND “WITH ALL FAULTS” BASIS. TO THE FULLEST EXTENT PERMISSIBLE PURSUANT TO APPLICABLE LAW, THE KHAN ACADEMY PARTIES DISCLAIM ANY AND ALL WARRANTIES AND CONDITIONS, WHETHER STATUTORY, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ALL IMPLIED WARRANTIES OF QUALITY, ACCURACY, PERFORMANCE, AVAILABILITY, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT.

IN PARTICULAR, KHAN ACADEMY AND THE KHAN ACADEMY PARTIES DO NOT WARRANT THAT THE KHAN ACADEMY OFFERINGS WILL MEET YOUR REQUIREMENTS OR EXPECTATIONS, BE TO YOUR LIKING, BE TIMELY, SECURE, ACCURATE, OR BE UNINTERRUPTED, OR FREE OF ERRORS, VIRUSES OR OTHER HARMFUL COMPONENTS, AND DO NOT WARRANT THAT ANY OF THE FOREGOING WILL BE CORRECTED. KHAN ACADEMY EXPRESSLY DISCLAIMS ALL LIABILITY AND RESPONSIBILITY ARISING FROM RELIANCE ON THE DATA THAT MAY BE ACCESSED IN THE ADMINISTRATOR REPORTS OR PRESENTED IN ANY USAGE REPORTS OR INSIGHTS THAT KHAN ACADEMY MAY SHARE REGARDING SCHOOL USE.

NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM KHAN ACADEMY OR THROUGH THE WEBSITE WILL CREATE ANY WARRANTY NOT EXPRESSLY STATED HEREIN.

8.2 Harm to Your Computer. YOU UNDERSTAND AND AGREE THAT YOUR USE, ACCESS, DOWNLOAD, OR OTHERWISE OBTAINING OF DATA, CONTENT, AND MATERIALS, IS AT YOUR OWN DISCRETION AND RISK, AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR PROPERTY (INCLUDING YOUR COMPUTER SYSTEM) OR LOSS OF DATA THAT RESULTS THEREFROM.

8.3 Limitations Under Applicable Law. SOME STATES OR OTHER JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES, SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO YOU. YOU MAY ALSO HAVE OTHER RIGHTS THAT VARY FROM STATE TO STATE AND JURISDICTION TO JURISDICTION.

9. **Limited Warranty**. Khan Academy warrants, during the Term, that the District Service delivered by Khan Academy, when used in accordance with the terms of this Agreement, will substantially perform in

accordance with the District Service Documentation made available to Customer by Khan Academy. "Documentation" means the description of services set forth in Customer's agreement, including technical specifications, but excludes any marketing materials or brochures. If the District Service is not provided as indicated in the Documentation, and Customer has provided written notice of the non-conformity to Khan Academy within thirty (30) days of discovery of such non-conformity, then Customer's sole and exclusive remedy is that Khan Academy shall at its option (i) rectify the non-conformity; (ii) replace the applicable product or service with a system of substantially the same functionality that conforms to the Documentation; or (iii) terminate this Agreement with respect to the non-conforming District Service and provide Customer a refund representing the portion of any fees previously paid by Customer for the unused portion of the terminated District Service measured from the effective date of termination. The foregoing warranty specifically excludes defects in or non-conformance of the District Service resulting from (a) use of the District Service or Website in a manner not in accordance with the Documentation, this TOS or the Website TOS; (b) faults or liabilities disclaimed pursuant to this TOS or the Website TOS; (c) improper or inadequate maintenance of Customer's own computers, computer networks, operating environment, security programs, and internet connections; or (d) abuse of the District Service or Website.

10. Limitation of Liability and Damages.

10.1 Limitation of Liability. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, UNDER NO CIRCUMSTANCES WILL KHAN ACADEMY OR THE KHAN ACADEMY PARTIES BE LIABLE FOR ANY SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR EXEMPLARY DAMAGES (INCLUDING WITHOUT LIMITATION LOST BUSINESS, LOST REVENUES OR PROFITS, LOSS OF DATA, OR ANY OTHER PECUNIARY OR NON-PECUNIARY LOSS OR DAMAGE OF ANY NATURE WHATSOEVER) ARISING OUT OF OR RELATING TO THE TOS, YOUR USE OF (OR INABILITY TO USE) THE KHAN ACADEMY OFFERINGS OR ANY OTHER INTERACTIONS WITH KHAN ACADEMY OR WITH THIRD PARTIES THROUGH OR IN CONNECTION WITH THE KHAN ACADEMY OFFERINGS, INCLUDING OTHER USERS, EVEN IF KHAN ACADEMY OR A KHAN ACADEMY PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. APPLICABLE LAW MAY NOT ALLOW THE LIMITATION OR EXCLUSION OF LIABILITY OR INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THE ABOVE LIMITATION OR EXCLUSION MAY NOT APPLY TO YOU. IN SUCH CASES, KHAN ACADEMY'S LIABILITY WILL BE LIMITED TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW.

10.2 Limitation of Damages. IN NO EVENT WILL KHAN ACADEMY'S OR ANY KHAN ACADEMY PARTY'S TOTAL LIABILITY TO YOU FOR ALL DAMAGES, LOSSES, AND CAUSES OF ACTION ARISING OUT OF OR RELATING TO THE TOS, YOUR USE OF THE WEBSITE OR ANY KHAN ACADEMY OFFERING, OR YOUR INTERACTION WITH OTHER WEBSITE USERS (WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE), WARRANTY, OR OTHERWISE), EXCEED THE GREATER OF THE ACTUAL AMOUNT PAID BY YOU, IF ANY, DURING THE TWELVE MONTHS IMMEDIATELY PRECEDING THE DATE OF THE FIRST CLAIM, OR ONE HUNDRED DOLLARS (\$100.00).

11. Modification of Terms.

11.1 Terms Subject to Change. Except as provided in Section 11.2 (Material Changes) below, Khan Academy reserves the right, at our discretion, to change, modify, add, or remove any portion of the Website TOS or this TOS at any time. Please check the Website TOS and any Guidelines periodically for changes to the Website TOS. Your continued use of the Website after the posting of changes constitutes your binding acceptance of

such changes. For any material changes to the Website TOS or this TOS, Khan Academy will provide notice to you of such amended terms, and such amended terms will be effective against you on the earlier of (i) your actual notice of such changes and (ii) thirty (30) days after Khan Academy makes a reasonable attempt to provide you such notice, including by posting amended terms on the Website. However, changes addressing new functions for a service or changes made for legal reasons will be effective immediately.

11.2 Material Changes. Khan Academy will not make any material change to this TOS, or change how personal Information contained in Student Records is used or shared under this TOS during the term of this Agreement, without notice to you. If a change with respect to how personal Information contained in Student Records is used or shared under the Website TOS or the TOS has a material adverse impact on Student Users or Customer, and Customer does not agree to the change, Customer must notify Khan Academy within thirty (30) days of receiving the notice of change as described under the "Miscellaneous - Notices" below. If Customer notifies Khan Academy as required, then the Customer will remain governed by the TOS in effect immediately prior to the change until the end of the then current term of the Agreement. If the Service is renewed, it will be renewed under Khan Academy's then current TOS and Website TOS. Disputes arising under the TOS ("Dispute") will be resolved in accordance with the version of the TOS in place at the time the dispute arose.

12. Termination.

12.1 Termination by Customer. Customer's only remedy with respect to any dissatisfaction with (i) the Website, (ii) any term of the TOS or the Website TOS, (iii) the District Service, (iv) any policy or practice of Khan Academy in operating the Website or District Service, or (v) any content or information transmitted through the Website, is to terminate the TOS and your account. You may terminate this Agreement at any time by providing written notice to your designated account representative, with any outstanding fees due upon the termination. Unless otherwise provided for herein, all cancellations requested before the end of the then-current term will be effective at the end of the current term. Unless Customer otherwise directs Khan Academy in writing, termination of District Service will not result in deletion of School Accounts or Student Records in such Accounts.

12.2 No Refunds. Customer understands and agrees that, except in the case of cessation of Website services, a termination at the option of Khan Academy pursuant to Section 8 (Disclaimers; No Warranties), or to the extent required by applicable law, fees will not be refunded in the event of Customer's early cancellation or notice of cancellation of the Agreement. In the event of an early cancellation due to cessation of Website services, or to the extent required by applicable law, Customer is responsible for all amounts due and payable before the date of early cancellation without proration or to the greatest extent permitted by law. The parties agree that Khan Academy's efforts in connection with account set-up, rostering and implementation are front-loaded and for that reason, proration of fees in the event of early cancellation is not necessary or appropriate. Any unused Relationship Management support and Professional Learning sessions expire on June 30th of each school year.

12.3 Termination by Khan Academy. Khan Academy reserves the right to terminate the District Service at any time if Customer does not comply with the TOS, including in the case of non-payment. Khan Academy may terminate any User Account (or any part thereof) in accordance with the Website TOS, and reserves the right at any time and from time to time to modify or temporarily discontinue the Website (or any part thereof)

with or without notice. These remedies are in addition to any other remedies Khan Academy may have at law or in equity.

12.4 Data Access. Admin Account access will be terminated at the end of the subscription term, unless the account has been renewed. Upon termination, Khan Academy may delete Admin Accounts and associated district-level administrator reports in accordance with this Agreement and the Privacy Policy. It is Customer's sole responsibility to request renewal of the Agreement to maintain continued access to the account and its associated data.

13. Miscellaneous.

13.1 Notices. Any notice required under this Agreement shall be in writing and effective when (i) delivered personally against receipt, (ii) deposited in the mail and registered or certified with return receipt requested, postage prepaid, (iii) shipped by a recognized courier service and addressed to either party as designated in this Agreement, (iv) delivered by email to the email address specified herein or in a Customer order, or (v) when delivered via any of the foregoing at such other address as may be provided by the recipient in accordance with this section.

Notices to Khan Academy:

Khan Academy, Inc.

P.O. Box 1630

Mountain View, CA 94042

Email: notices@khanacademy.org for the purposes of Khan Academy. If a physical notice is sent, a copy will be provided to such email address.

Notices to Customer will be sent to the email address and/or mailing address set forth in the "Contact Information" section of the Customer Order or Agreement, or if left blank, the address on file with Khan Academy.

13.2 Independent Contractor. No agency, partnership, joint venture, or employment is created as a result of this Agreement and neither party has any authority of any kind to bind the other in any respect whatsoever.

13.3 Waiver. The failure of Khan Academy to exercise or enforce any right or provision of the TOS will not constitute a waiver of such right or provision. Any waiver of any provision of the TOS will be effective only if in writing and signed by Khan Academy.

13.4 Force Majeure. Neither party shall be liable for any failure or delay in performing any duty, requirement, or obligation under these TOS or the Agreement (except for a failure to pay fees) that is due to events beyond its reasonable control, such as, explosions, wars, sabotage, acts of terrorism, riots,, acts of God, epidemics, pandemics, riots, civil commotions, acts of government authorities, changes in laws or regulations, strikes or other labor disputes, failure or diminishment or power or telecommunications or data networks or services, acts or omissions of Internet traffic carriers, or natural disasters (such as fires, hurricanes, severe storms, earthquakes, floods).

13.5 Governing Law and Venue. Unless the law of the jurisdiction where Subscriber is domiciled requires otherwise, the parties intend that this Agreement be construed and controlled by the laws of the State of California, without giving effect to principles of conflict of laws. Notwithstanding anything to the contrary, the Uniform Commercial Code, and Uniform Computer Information Transactions Act are specifically disclaimed and do not apply to this Agreement. Any litigation arising out of this Agreement must be conducted in courts located in Santa Clara County, California. Customer consents and submits to the personal and exclusive jurisdiction of such courts for the purposes of litigating any such action. Notwithstanding this, Khan Academy shall still be allowed to apply for injunctive or other equitable relief to protect or enforce its intellectual property rights in any court of competent jurisdiction.

13.6 Dispute Resolution. In the event of a Dispute, you or Khan Academy must give the other a written statement that sets forth the name, address, and contact information of the party giving it, the facts giving rise to the Dispute, and a proposed solution (a “**Notice of Dispute**”). Any Notice of Dispute must be sent as provided in Section 12.1 (Termination by Customer). You and Khan Academy will attempt in good faith to resolve any Dispute through informal negotiation within sixty (60) days from the date the Notice of Dispute is sent. After sixty (60) days, you or Khan Academy may commence legal proceedings.

13.7 Severability. If any provision of the TOS is held to be unlawful, void, or for any reason unenforceable, then that provision will be limited or eliminated from the TOS to the minimum extent necessary and will not affect the validity and enforceability of any remaining provisions.

13.8 Publicity. Customer consents to Khan Academy’s use of (and references to) Customer’s name in Khan Academy’s customer lists and marketing materials.

13.9 Assignment. Customer may not assign this Agreement to any third party without Khan Academy's prior written consent, which consent shall not be unreasonably withheld. This Agreement binds and inures to the benefit of each party and its respective successors and approved assigns, if any.

13.10 No Third-Party Beneficiaries. The parties do not intend to confer any right or remedy on any third party.

13.11 Representation of Signatories. Each person signing this Agreement and any purchase order or other contract for services associated herewith or governed hereby represents and warrants that such person is duly authorized and has legal capacity to execute and deliver such agreement for its respective party.

13.12 Counterparts. The parties may execute this Agreement in counterparts, each of which is an original, and the counterparts constitute one and the same Agreement. The parties may also deliver and accept facsimile or electronically scanned signatures, which bind a party as if the signature were an original.

13.13 Entire Agreement. This Agreement and any separate Data Protection Agreement entered into by and between Customer and Khan Academy contains the entire understanding of the parties regarding the subject matter of this Agreement and supersedes all prior and contemporaneous negotiations and agreements, whether written or oral, between the parties with respect to the subject matter of this Agreement. The terms of this Agreement apply to all subscriptions. If Customer issues a purchase order, then any such purchase order

is for its internal purposes only, and any purchase order terms that conflict with (or purport to add to the terms of this Agreement or any Customer order issued by Khan Academy) will have no effect.

13.14 Survival. Upon termination of the TOS, any provision which, by its nature or express terms should survive, will survive such termination or expiration, including, but not limited to, Sections 1.2 (Payment), 2.4 (Limitations on Use), 3.5 (Personal Accounts), 3.6 (Student Records), 5 (Course Content; Proprietary Materials), 6 (Confidentiality), 7 (Indemnification), 8 (Disclaimers; No Warranties), 10 (Limitation of Liability and Damages), 12.2 (No Refunds), 13 (Miscellaneous).

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Attachment 2 Khanmigo Addendum

Set forth below is the Khanmigo Addendum (“**Addendum**”) made between Khan Academy and Customer. This Addendum governs the use of certain new features, technologies, or services in development (“beta” previews or otherwise experimental prototypes) of Khan Academy’s AI enabled learning guide and AI enabled learning activities (“**Khanmigo**”). Terms used but not defined herein have the meanings assigned in the agreement currently in effect governing your subscription for the Khan Academy Districts Service (“**Customer Agreement**”).

1. Pilot Program.

1.1 Purpose. Customer understands and acknowledges that Khanmigo is offered as part of a pilot program (“**Pilot**”) that will allow Customer to access Khanmigo, a Beta. Customer acknowledges that access to Khanmigo is being offered on a pilot basis to enable Khan Academy to test, evaluate, modify and and improve AI-enabled features and their classroom applications, including by collecting Customer feedback on Khanmigo.

1.2 Customer Participation. In connection with the Pilot, Customer, and Customer’s participating School Personnel and Students (referred to as authorized Users) will participate in User testing activities led by members of Khan Academy’s product design team (“**User Experience Feedback**”). Customer will: (i) Identify specific school staff, teachers, and students for participation in the feedback program (“**Participants**”), and connect the Khan Academy Contact with these Participants; (ii) collaborate with Khan Academy to communicate with the Participants about the expectations and benefits of Khanmigo for Districts and User Experience Feedback, including interviews with Participants, classroom observations, surveys, and testing sessions for new features; (iii) identify a cohort of teachers to participate in monthly virtual conversations; (iv) participate in user experience surveys to be filled out by both students and teachers, at least two for students and four for teachers; and coordinate with Khan Academy classroom observations at least twice per academic year. Such classroom visits will be in person or virtual, depending upon the needs of the Customer and Khan Academy.

1.3 Feedback. We encourage and welcome your feedback on Khanmigo. As part of the Pilot, Customer, and Customer’s authorized Users, may identify errors or bugs, may provide feedback on the user experience, and provide other ideas, suggestions, guidance or other information related to Khanmigo (collectively, deemed “**Feedback**”). Khan Academy may solicit Feedback from you, and from participating School Personnel and Students via surveys, interviews, observations, or other interactions. You and your authorized Users may also provide Feedback to us by labeling Output with a thumbs up or thumbs down, or otherwise directly offering Feedback in the Pilot Feature itself or otherwise. By submitting suggestions or other Feedback, you agree that we (or our licensees) can (but do not have to) use, share, and otherwise exploit such Feedback for any purpose without compensation to you.

1.4 Token limits. Customer acknowledges that: (i) each User is subject to individual daily limits for tokens (“**Daily Individual Allocation**”); (ii) Khanmigo token usage (and access to Khanmigo) is subject to the Daily Individual Allocations; (iii) the Daily Individual Allocations expire daily; and (iv) Khan Academy may throttle usage of tokens if Customer or its Users to prevent depletion of Daily Individual Allocations, or as otherwise

needed to manage spikes (also referred to as bursts) or other events impacting performance, capacity, safety, or security.

2. School Access.

2.1 Eligible Accounts. Khanmigo will be enabled on certain accounts for School Personnel and, if eligible, Students that are included in current subscriptions for the Khan Academy Districts Service. Use of Khanmigo is governed by Customer Agreement and this Addendum.

2.2 Access to Khanmigo. Khan Academy will provide access to Khanmigo at Customer's direction and in accordance with its instructions. Customer shall specify the School Personnel (and, if Students are included, the Students and classes) who are authorized to access Khanmigo.

2.3 Incorporated Guidelines. When using Khanmigo, you will be subject to any additional posted Guidelines we provide. It is your obligation to educate participating School Personnel and, if eligible, Students on responsible use of AI in general and Khanmigo specifically. We strongly encourage that you require authorized Users to review any available guidance prior to accessing Khanmigo. For instance, authorized Users should be aware that Khanmigo may make mistakes and the authorized User needs to fact check the response provided (referred to as Output below).

2.4 Management of User Accounts. For the Khanmigo for Districts User Accounts, (1) You will first roster students and teachers for Khan Academy Districts through their Rostering Service to set up the School Accounts; (2) You will identify a specific individual responsible for Khanmigo for Districts implementation and overall rostering maintenance ("**Implementation Lead**"); (3) subject to the Khanmigo for Districts Order Information, You will then provide Khan Academy with a list of your Users eligible for Khanmigo for Districts, where any Student Account with Khanmigo for Districts enabled will also identify the corresponding teacher that has Khanmigo for Districts enabled ("**Identified Khanmigo Users**"); (4) Khan Academy will then activate those accounts by acting on your instructions for Identified Khanmigo Users; (5) you will timely validate proper activation; and (6) throughout the Term, you will ensure that all students with Khanmigo for Districts – Student Tutor have a teacher with Khanmigo for Districts - Teaching Assistant. For the allocation of administrator User Accounts, Customer may determine whether to allocate to a school administrator or district administrator. If Customer wishes to obtain additional seats for administrators, then such additional seats will need to be licensed Khanmigo for Districts - Teaching Assistant User Accounts.

3. Use of Khanmigo.

3.1 Permitted Use: Prohibited Conduct. Access to Khanmigo is provided solely for Customer's educational purposes, as an aid to classroom instruction and to guide learners in mastery learning. You must use the Khanmigo in compliance with all applicable laws, rules, and regulations. You shall not, nor permit any of your authorized Users to, engage in any conduct using the Website that is "Prohibited Conduct" under the Website TOS or otherwise prohibited under this Section 3.1 (Permitted Use; Prohibited Conduct). In addition, You shall not use Khanmigo in a manner that violates any OpenAI Policy, including their [Sharing and Publication Policy](#) and [Usage Policy](#). The following uses of Khanmigo are considered Prohibited Conduct:

- Use of Khanmigo to generate the following types of content: hate speech or hateful content; defamatory or discriminatory content, including references about religion, race, sexual orientation, gender, nationality, ethnic origin; unlawful or promoting unlawful activity; harassment; promotion or glorification of violence; promotion or depiction of self-harm or harm to individuals, organizations or society; sexually explicit content; misleading political speech; electoral or political campaign materials; false or misleading content; misinformation; malware or other software intended to cause harm; or any content that would infringe upon the intellectual property rights of others.
- Use of Khanmigo to commit any act of educational dishonesty, or to mislead any person that Output generated use of AI features included in Khanmigo is human-generated.
- Use of Khanmigo for assessment purposes or to make decisions about a student, teacher, principal, or other School Personnel.
- Participation in any prompt injection attack or other attempt to interfere with intended functionality of Khanmigo.

Khan Academy reserves the right, but does not have any obligation, to, in its sole discretion, determine whether any AI Content violates our Prohibited Conduct terms, and can refuse, remove, or edit such AI Content, and may remove access to Khanmigo at any time for non-compliance with these terms.

3.2 Privacy Guidance. Khanmigo enables users to interact with a “large language model,” an artificial intelligence tool developed and maintained by OpenAI. While Khanmigo places some constraints on use of the underlying model, such constraints are still in development and cannot be relied upon to screen user queries or filter responses that are returned to users. Khanmigo is not intended to be used to process personally identifiable information. YOU ARE ADVISED NOT TO, AND TO INSTRUCT YOUR AUTHORIZED USERS NOT TO, INCLUDE ANY PERSONALLY IDENTIFIABLE INFORMATION IN CHAT QUERIES SUBMITTED TO KHANMIGO.

3.3 Student Use. School Personnel whose Student Accounts include access to Khanmigo are responsible for educating their students on responsible use of Khanmigo, including Prohibited Conduct, refraining from submitting any personally identifiable information in Input submitted to Khanmigo, and avoidance of plagiarism. You have the obligation to monitor and approve the use of Khanmigo for Student Users, and we strongly recommend adult oversight. In all instances, you will ensure that all Student Accounts with access to Khanmigo have a teacher with Khanmigo for Districts - Teaching Assistant. In other words, Khanmigo for Districts - Teaching Assistant is a precondition for implementing Khanmigo for Districts - Student Tutor. In other words, Customers cannot have Khanmigo for Districts - Student Tutor without implementing Khanmigo for Districts - Teaching Assistant, and all students accessing Khanmigo need to have a teacher with Khanmigo for Districts - Teaching Assistant.

3.4 School Personnel Use. School Personnel should apply their judgment and discretion in use of all Khanmigo activities (including but limited to essay features) and should not rely solely (nor predominantly) on a feature for assessing a student’s performance. Khanmigo is a tool that assists School Personnel, and is not a replacement for the unique role of humans. As a part of Khanmigo for Districts, there is training for School Personnel on Khanmigo and use of AI within education. We also recommend School Personnel view our AI course on Khan Academy.

3.5 Features in Development: “As-Is” Terms; No Guarantees; No Representation or Warranties. Khanmigo includes new technologies and features that are at an early stage of development, often referred to as alphas, betas, previews, or prototypes. Some of the features are still being tested, are known to make errors and to provide incorrect information at times, and may have other bugs. Khanmigo may not become fully developed or generally available. Khan Academy does not commit to maintaining any Pilot Feature and may change or remove Khanmigo at any time. You understand that Khan Academy is not obligated to provide support for Khanmigo. YOU ACKNOWLEDGE AND AGREE THAT KHANMIGO MAY FUNCTION FOR A LIMITED PERIOD OF TIME, HAVE LIMITED FEATURES, MAY MAKE ERRORS (INCLUDING, WITHOUT LIMITATION, MATH ERRORS), MAY REFLECT BIASED, INCOMPLETE OR INCORRECT INFORMATION, MAY PROVIDE OBJECTIONABLE OR OFFENSIVE RESPONSES, MAY NOT ACCOUNT FOR EVENTS OR CHANGES TO UNDERLYING FACTS OCCURRING AFTER THE AI MODEL WAS TRAINED, AND HAVE OTHER LIMITATIONS. YOU SHOULD NOT RELY ON THE FACTUAL ASSERTIONS IN OUTPUT WITHOUT INDEPENDENTLY FACT CHECKING THEIR ACCURACY. OUTPUT MAY APPEAR ACCURATE DUE TO ITS DETAIL OR SPECIFICITY BUT CONTAIN MATERIAL INACCURACIES. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THE CUSTOMER AGREEMENT, KHAN ACADEMY IS PROVIDING KHANMIGO “AS IS”, AND KHAN ACADEMY DISCLAIMS ANY AND ALL WARRANTIES INCLUDING ANY IMPLIED WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE, MERCHANTABILITY, AND STATUTORY WARRANTIES OF NON-INFRINGEMENT, LIABILITIES, AND INDEMNIFICATION OBLIGATIONS OF ANY KIND. IN THE EVENT OF A CONFLICT BETWEEN THIS SECTION 3.5 AND ANY OTHER TERMS OF THE CUSTOMER AGREEMENT, THIS SECTION 3.5 WILL SUPERSEDE SUCH TERMS WITH RESPECT TO KHANMIGO.

4. AI Aided Content

4.1 User-Generated Content. You (and your authorized Users) may provide input to Khanmigo (“**Input**”), and receive output generated and returned by Khanmigo based on the Input (“**Output**”). Input and Output are collectively “**AI Content**.” AI Content is subject to the terms applicable to User Content set forth in Section 5 (User Content License Grant) of the [Website TOS](#). For clarity, AI Content is User Content. You acknowledge that due to the nature of machine learning and the technology powering certain Khanmigo, Output may not be unique and the same or similar output may be provided to other users. Without limiting the terms of the Website TOS, you are responsible for the AI Content that you and your authorized Users generate, including for ensuring that you have rights to submit the Input and that your use of Input does not infringe upon the intellectual property rights of others or violate any applicable law or this Agreement.

4.2 Personal Use and Sharing. Khanmigo are intended for personal use and not to generate content for broad-based publication. It is your responsibility to review Outputs and double check Outputs with reputable sources. You may choose to share AI Content you generate for any legal, personal, non-commercial purpose, under the following conditions: (i) the role of AI in formulating the content is clearly and prominently disclosed; (ii) the content is attributed to your name or organization; (iii) topics of the content do not violate our terms on Prohibited Conduct; and (iv) you directly review the AI Content to ensure compliance with this Agreement. We kindly ask that you refrain from sharing Outputs that may offend others.

4.3 Force Majeure. If Khan Academy is unable to provide Khanmigo by reason of being unable to obtain access to services required to operate Khanmigo, or by reason of any law, regulation or administrative order, or by reason of any other cause beyond its reasonable control, Khan Academy may modify, suspend or terminate access to Khanmigo for such time as is reasonably necessary to address the cause. If Khan Academy is unable

to restore access to Khanmigo within 30 days (“**Resolution Period**”), then Customer may notify Khan Academy after such Resolution Period of its intent to terminate its Khanmigo subscription. Customer’s sole and exclusive remedy to any such termination exercised under this Section 4.3 is to obtain a pro-rata refund representing the portion of any fees previously paid by Customer for the unused portion of Khanmigo measured from the effective date of termination.

Attachment 3 Khanmigo Teacher Tools Addendum

Khan Academy Inc., a 501(c)(3) organization (“**Khan Academy**” or “**we**” or “**us**”) is pleased to announce that as part of our latest feature release, we are introducing an expanded set of AI-enabled teacher tools (“**Khanmigo Teacher Tools**”) and will be including these as standard features on all teacher and administrator accounts included in the Khan Academy Districts Service. As a current Khan Academy Districts customer, we are pleased to provide your teachers and administrators with access to these new features beginning on or about April 2024 as an early preview prior to the 2024-2025 school year.

Set forth below is the Khanmigo Teacher Tools Addendum (“**Addendum**”) made between Khan Academy and Customer. Terms used but not defined herein have the meanings assigned in the Customer Agreement. Except as amended and supplemented by this Addendum, the terms of the current Customer Agreement remain the same. Terms used but not defined herein have the meanings assigned in the Customer Agreement. Except as amended and supplemented by this Addendum, the terms of the current Customer Agreement remain the same.

1. Khanmigo Teacher Tools. Khanmigo Teacher Tools includes tools specifically designed for teachers, and premium features available for Khan Academy District Service customers. Khanmigo Teacher Tools are solely for the teacher’s independent use. Beginning with the 2024-2025 school year, Khanmigo Teacher Tools will be included as standard features for all teacher and administrator accounts included in the Khan Academy Districts Service, including for any renewal of your Customer Agreement.

2. Account Access. School Personnel who have Khanmigo enabled pursuant to your Customer Agreement will continue to have access to their current Khanmigo experience, which will include improved teacher tools. School Personnel who are currently included in Customer’s Khan Academy Districts roster without Khanmigo enabled on their accounts will have the Khanmigo Teacher Tools automatically enabled on their accounts.

3. “As-Is” Terms

3.1 “As-Is” Terms. THE LIMITED WARRANTY PROVIDED FOR THE DISTRICT SERVICE DOES NOT APPLY TO KHANMIGO TEACHER TOOLS. KHAN ACADEMY IS PROVIDING KHANMIGO TEACHER TOOLS “AS IS”, AND KHAN ACADEMY DISCLAIMS ANY AND ALL WARRANTIES INCLUDING ANY IMPLIED WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE, MERCHANTABILITY, AND STATUTORY WARRANTIES OF NON-INFRINGEMENT, LIABILITIES, AND INDEMNIFICATION OBLIGATIONS OF ANY KIND. IN THE EVENT OF A CONFLICT BETWEEN THIS SECTION 3.1 AND ANY OTHER TERMS OF THE CUSTOMER AGREEMENT, THIS SECTION 3.1 WILL SUPERSEDE SUCH TERMS WITH RESPECT TO KHANMIGO TEACHER TOOLS.

3.2 Features Subject to Change. Khanmigo Teacher Tools include new technologies and features that are at an early stage of development, referred to as “beta” service, and are still being developed and tested. Khan Academy may change, add (or remove) specific tools and features at any time and does not commit to maintaining Khanmigo Teacher Tools, or any specific features thereof.

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PO Number	Vendor	Description	Site	Fund	Total Amount
25000498	MARIPOSA TREE MANAGEMENT INC	C/O 1: INCREASE BY \$800.00; TRIM IVY AT MUIR MIDDLE SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$3,400.00
25000539	HART DESIGN BUILD, INC.	C/O 1: REDUCE BY \$10,500.00; CARRYOVER PO 24004442; FC 2324-017, DISNEY ELEMENTARY BALL WALL INSTALLATION, CUPCCAA BID; BOND FUNDS; BOARD APPROVED 4/18/24	FACILITIES SERVICES	213	\$45,549.00
25000702	AMAZON CAPITAL SERVICES	C/O 1: REDUCE BY \$ FURNITURE AND CLASSROOM SUPPLIES	EDISON ELEMENTARY	250	\$4,564.52
25000776	NURTURING NESTS THERAPY CENTER	C/O 1: INCREASE BY \$180.00; CARRYOVER PO 24004845; PROFESSIONAL SERVICES AGREEMENT; FUNCTIONAL BEHAVIOR ASSESSMENT; SPECIAL EDUCATION FUNDS; BOARD APPROVED 7/25/24	SPECIAL EDUCATION	010	\$900.00
25000777	CURRICULUM ASSOCIATES INC	C/O 1: INCREASE BY \$4.39; CLASSROOM SUPPLIES	PROVIDENCIA ELEMENTARY	010	\$440.45
25000778	CURRICULUM ASSOCIATES INC	C/O 1: INCREASE BY \$5.73; CLASSROOM SUPPLIES	JEFFERSON ELEMENTARY	010	\$324.53
25000871	APPLE COMPUTER ED SALES	C/O 1: REVISE ACCOUNT STRING 1 AND AMOUNT OF TECHNOLOGY SURCHARGE; COMPUTER EQUIPMENT; PERKINS GRANT	JOHN BURROUGHS HIGH SCHOOL	010	\$507.17
25000901	PROFESSIONAL TURF SPECIALTIES, INC.	2425-002 REFURBISH SOFTBALL FIELDS AT MCCAMBRIDGE PARK; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$21,000.00
25000902	USI EDUCATION & GOVERNMENT SALES	CLASSROOM SUPPLIES	MILLER ELEMENTARY	010	\$402.04
25000903	US BANK NATIONAL ASSOCIATION	HEALTH SUPPLIES	Health Services	010	\$79.38
25000904	SCHOOL SPECIALTY, INC	CLASSROOM SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	MILLER ELEMENTARY	010	\$402.92
25000905	NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPA	STUDENT AWARDS	DOLORES HUERTA MIDDLE SCHOOL	010	\$1,041.17
25000906	ULINE - Attn: ACCOUNTS RECEIVABLES	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$664.12
25000907	PROFESSIONAL TURF SPECIALTIES, INC.	2425-010 REFURBISH SOFTBALL FIELDS 3 & 4 AT OLIVE PARK; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$23,400.00
25000908	SCHOOL SERVICES OF CALIFORNIA INC	CONSULTANT AGREEMENT; RECRUITMENT SERVICES; BOARD APPROVED 10/19/23	BUSINESS OFFICE	010	\$4,500.00
25000909	ULINE - Attn: ACCOUNTS RECEIVABLES	GROUPS SUPPLIES; UNRESTRICTED MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$1,880.02
25000910	PAPER DIRECT INC	CLASSROOM SUPPLIES; ADULT EDUCATION - BLOCK GRANT	BURBANK ADULT SCHOOL	110	\$278.32
25000911	WESTERN ALLIED CORPORATION	HVAC REPAIR AT MUIR MIDDLE SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$9,363.63
25000912	ACE PAPER COMPANY	WAREHOUSE STOCK; PENCIL BOXES	WAREHOUSE	010	\$3,572.10

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25000913	WILLIAM V MACGILL & COMPANY	HEALTH SUPPLIES	MILLER ELEMENTARY	010	\$324.16
25000914	RENAISSANCE LEARNING	ANNUAL STAR READING, ACCELERATED READER & MAINTENANCE FEE RENEWAL FOR MCKINLEY, DISNEY, WASHINGTON, PROVIDENCIA & JEFFERSON; TITLE I AND GIFT FUNDS; BOARD APPROVED 6/15/23	INSTRUCTIONAL SERVICES	010	\$37,529.71
25000915	GRIMSHAW, DENA	REIMBURSEMENT TO TEACHER FOR FOOD FOR EVENT	DOLORES HUERTA MIDDLE SCHOOL	010	\$58.30
25000916	FRED SCHAFER	PROFESSIONAL SERVICES AGREEMENT; PROFESSIONAL DEVELOPMENT; CHILD NUTRITION PROGRAM FUNDS; BOARD APPROVED 7/25/24	FOOD SERVICES	130	\$4,750.00
25000917	GRENE, JULIE ANN	2024-25 BLANKET; RETIREE MEDICAL REIMBURSEMENT	FISCAL SERVICES	670	\$5,654.52
25000918	DAVIES, SHELLEY J.	2024-25 BLANKET; RETIREE MEDICAL REIMBURSEMENT	FISCAL SERVICES	670	\$1,510.11
25000919	CHIN, TIMMY	2024-25 BLANKET; RETIREE MEDICAL REIMBURSEMENT	FISCAL SERVICES	670	\$10,719.17
25000920	DINAPOLI, KATHY	2024-25 BLANKET; RETIREE MEDICAL REIMBURSEMENT	FISCAL SERVICES	670	\$2,356.80
25000921	AMERICAN CHEF SUPPLY	KITCHEN EQUIPMENT; CHILD NUTRITION SCHOOL PROGRAM FUNDS	FOOD SERVICES	130	\$1,849.99
25000922	FRONTLINE TECHNOLOGIES	ANNUAL SUBSCRIPTION; ABSENCE & SUBSTITUTE MANAGEMENT SERVICES; BOARD APPROVED 6/20/24	PERSONNEL SERVICES	010	\$33,212.00
25000923	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	PROVIDENCIA ELEMENTARY	010	\$137.39
25000924	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	JEFFERSON ELEMENTARY	010	\$454.20
25000925	EDPUZZLE, INC.	SOFTWARE LICENSE; TITLE I FUNDS; BOARD APPROVED 6/20/24	LUTHER BURBANK MIDDLE SCHOOL	010	\$2,940.00
25000926	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; AMS FUNDS	LUTHER BURBANK MIDDLE SCHOOL	010	\$131.67
25000927	AMAZON CAPITAL SERVICES	BOOKS; LOTTERY FUNDS	EDISON ELEMENTARY	010	\$460.64
25000928	AMAZON CAPITAL SERVICES	PLAYGROUND SUPPLIES; CONTINUATION EDUCATION FUNDS	MONTEREY HIGH SCHOOL	010	\$184.26
25000929	AMAZON CAPITAL SERVICES	HEALTH SUPPLIES	LUTHER BURBANK MIDDLE SCHOOL	010	\$339.08
25000930	AMAZON CAPITAL SERVICES	PLAYGROUND SUPPLIES	ROOSEVELT ELEMENTARY	010	\$678.57
25000931	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	MILLER ELEMENTARY	010	\$83.17
25000932	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; GIFT FUNDS	MILLER ELEMENTARY	010	\$222.77
25000933	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES	EDISON ELEMENTARY	010	\$138.10
25000934	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	EDISON ELEMENTARY	010	\$122.07

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25000935	AMAZON CAPITAL SERVICES	CLASSROOM EQUIPMENT; STEM GRANT	BRET HARTE ELEMENTARY	010	\$253.55
25000936	CALIFORNIA PAVING & GRADING CO INC	2425-011 ASPHALT REPAIR AT EDISON ELEMENTARY; BOND FUNDS; PENDING BOARD APPROVAL 9/5/24	FACILITIES SERVICES	213	\$58,265.00
25000937	AMAZON CAPITAL SERVICES	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$614.82
25000938	AMAZON CAPITAL SERVICES	BOOKS; LOTTERY FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	\$112.57
25000939	AMAZON CAPITAL SERVICES	TECHNOLOGY AND MAINTENANCE SUPPLIES	LUTHER BURBANK MIDDLE SCHOOL	010	\$302.60
25000940	AMAZON CAPITAL SERVICES	PLAYGROUND SUPPLIES	EMERSON ELEMENTARY	010	\$260.29
25000941	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; PERKINS GRANT	MUIR MIDDLE SCHOOL	010	\$522.08
25000942	CHARLES TAYLOR ENVIRONMENTAL TECHNICAL SERVICES	ENVIRONMENTAL SERVICES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$890.00
25000943	AMAZON CAPITAL SERVICES	FURNITURE; K12 STRONG WORKFORCE GRANT	INSTRUCTIONAL SERVICES	010	\$115.16
25000944	AMAZON CAPITAL SERVICES	2024-25 BLANKET ORDER; CLASSROOM AND OFFICE SUPPLIES	BRET HARTE ELEMENTARY	010	\$500.00
25000945	PARALLAX INC	INSTRUCTIONAL MATERIALS; PERKINS GRANT	JOHN BURROUGHS HIGH SCHOOL	010	\$512.24
25000946	AREY JONES EDUCATIONAL SOLUTIONS	COMPUTER EQUIPMENT; SPECIAL EDUCATION FUNDS	SPECIAL EDUCATION	010	\$8,198.97
25000947	SCHOOL SPECIALTY, INC	PLAYGROUND SUPPLIES	MILLER ELEMENTARY	010	\$208.73
25000948	PITSCO EDUCATION	CLASSROOM SUPPLIES; PERKINS GRANT	LUTHER BURBANK MIDDLE SCHOOL	010	\$3,599.80
25000949	GRAYBAR	TECHNOLOGY SUPPLY; ADULT EDUCATION-BLOCK GRANT	BURBANK ADULT SCHOOL	110	\$98.13
25000950	LIGHTSPEED TECHNOLOGIES	AUDIO EQUIPMENT	LUTHER BURBANK MIDDLE SCHOOL	010	\$2,773.25
25000951	BEST CAFE ENTERPRISE, LLC	FOOD FOR EVENT; GIFT FUNDS	JEFFERSON ELEMENTARY	010	\$1,126.25
25000952	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	FISCAL SERVICES	010	\$321.40
25000953	AMERICAN SAFETY COUNCIL, INC.	SOFTWARE LICENSES; K12 STRONG WORKFORCE GRANT; BOARD APPROVED 6/20/24	ELECTRONIC DISTRIBUTION	010	\$1,995.00
25000954	SCHOOL NURSE SUPPLY	HEALTH SUPPLIES	ROOSEVELT ELEMENTARY	010	\$232.83
25000955	MAXWELL, DENNIS	REIMBURSEMENT TO DIRECTOR OF FACILITIES FOR LOCATING SERVICES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$860.00
25000956	MAXWELL, DENNIS	REIMBURSEMENT TO FACILITIES DIRECTOR FOR FACILITY SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$180.96

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25000957	MAXWELL, DENNIS	REIMBURSEMENT TO DIRECTOR OF FACILITIES FOR FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$194.55
25000958	PACINO, LORI	REIMBURSEMENT TO ASSISTANT PRINCIPAL FOR FOOD FOR EVENT	MUIR MIDDLE SCHOOL	010	\$127.89
25000959	HUIZAR, ELLEN	REIMBURSEMENT TO COUNSELOR FOR FOOD FOR EVENT; FILM LA FUNDS	MUIR MIDDLE SCHOOL	010	\$226.03
25000960	CENGAGE LEARNING	BOOKS; TITLE III - LEP FUNDS	INSTRUCTIONAL SERVICES	010	\$20,216.74
25000961	ZSPACE INC	SOFTWARE LICENSES; CTEIG FUNDS & K12 STRONGWORKFORCE FUNDS	ELECTRONIC DISTRIBUTION	010	\$45,970.00
25000962	NEXTDAY DELIVERY SERVICE, LLC	2024-25 BLANKET ORDER; DISTRICT MAIL PICKUP SERVICE	PERSONNEL SERVICES	010	\$6,000.00
25000963	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	2024-25 BLANKET ORDER; OFFICE SUPPLIES; CONTINUATION EDUCATION FUNDS	MONTEREY HIGH SCHOOL	010	\$1,000.00
25000964	QUADIENT LEASING USA INC	2024-25 BLANKET ORDER; LEASE OF DIGITAL MAILING SYSTEM; PB NASPO #ADSPO 16-169901	PERSONNEL SERVICES	010	\$3,495.00
25000965	ISELA SILVA - GIEDT	CONSULTANT AGREEMENT; SCHOOL ASSEMBLY; GIFT FUNDS; BOARD APPROVED 6/20/24	DOLORES HUERTA MIDDLE SCHOOL	010	\$500.00
25000966	HATCH, ROBIN	REIMBURSEMENT TO PRINCIPAL FOR FOOD	DOLORES HUERTA MIDDLE SCHOOL	010	\$140.20
25000967	DEPARTMENT OF INDUSTRIAL RELATIONS	CONVEYANCE PERMIT FEES AND PENALTY FOR STEVENSON ES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$250.00
25000968	COUNTY OF LOS ANGELES	TRANSPORTATION FOR FOSTER YOUTH; TITLE I FUNDS; BOARD APPROVED 7/25/24	Student Services	010	\$3,000.00
25000969	NASCO WEST	CAFETERIA SUPPLIES; PERKINS GRANT	MUIR MIDDLE SCHOOL	010	\$1,964.04
25000970	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	CLASSROOM SUPPLIES; AMS FUNDS	EMERSON ELEMENTARY	010	\$70.12
25000971	US BANK NATIONAL ASSOCIATION	CLASSROOM RUG	JEFFERSON ELEMENTARY	010	\$220.06
25000972	LEGO EDUCATION US	CLASSROOM SUPPLIES; STEM GRANT	DOLORES HUERTA MIDDLE SCHOOL	010	\$1,653.20
25000973	SCHOOL SPECIALTY, INC	CLASSROOM SUPPLIES; AMS AND GENERAL FUNDS	EMERSON ELEMENTARY	010	\$85.02
25000974	WESTERN FENCE & SUPPLY CO.	INSTALL NEW SECTION OF CHAIN LINK FENCE AT ROOSEVELT ELEMENTARY; ON-GOING AND MAJOR MAINTENENCE FUNDS	FACILITIES SERVICES	010	\$1,585.00
25000975	HANOVER RESEARCH COUNCIL LLC	CONSULTANT AGREEMENT; SURVEY RESEARCH; BOARD APPROVED 7/25/24	INSTRUCTIONAL SERVICES	010	\$69,385.00
25000976	UNIFIRST CORPORATION	2024-25 BLANKET ORDER; SOFTGOODS FOR FOOD SERVICES; CHILD NUTRITION SCHOOL PROGRAM FUNDS; BOARD APPROVED 6/20/24	FOOD SERVICES	130	\$11,500.00
25000977	DR. DONATINA R. KUNZ	CPR TRAINING	Health Services	010	\$360.00

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25000978	AMAZON CAPITAL SERVICES	PLAYGROUND SUPPLIES; SPECIAL EDUCATION FUNDS	LUTHER BURBANK MIDDLE SCHOOL	010	\$246.86
25000979	AMAZON CAPITAL SERVICES	PLAYGROUND SUPPLIES; SPECIAL EDUCATION FUNDS	LUTHER BURBANK MIDDLE SCHOOL	010	\$241.35
25000980	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATIONF UNDS	HORACE MANN CHILDREN'S CENTER	010	\$461.11
25000981	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	INSTRUCTIONAL SERVICES	010	\$114.92
25000982	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	DOLORES HUERTA MIDDLE SCHOOL	010	\$1,334.79
25000983	AMAZON CAPITAL SERVICES	HEALTH SUPPLIES; STEM GRANT	DOLORES HUERTA MIDDLE SCHOOL	010	\$105.94
25000984	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	STEVENSON ELEMENTARY	010	\$88.67
25000985	AMAZON CAPITAL SERVICES	CLASSROOM AND OFFICE SUPPLIES; STEM GRANT	DOLORES HUERTA MIDDLE SCHOOL	010	\$2,561.21
25000986	AMAZON CAPITAL SERVICES	FACILITY REPAIR MATERIALS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$210.51
25000987	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	LUTHER BURBANK MIDDLE SCHOOL	010	\$194.43
25000988	AMAZON CAPITAL SERVICES	BOOKS AND CLASSROOM SUPPLIES; STEM GRANT	DOLORES HUERTA MIDDLE SCHOOL	010	\$471.01
25000989	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; STEM GRANT	DOLORES HUERTA MIDDLE SCHOOL	010	\$1,095.44
25000990	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; STEM GRANT	LUTHER BURBANK MIDDLE SCHOOL	010	\$751.44
25000991	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES, EQUIPMENT, AND FURNITURE; GIFT FUNDS	STEVENSON ELEMENTARY	010	\$2,522.38
25000992	SCHOOL OUTFITTERS	CLASSROOM SUPPLIES; STEM GRANT	DOLORES HUERTA MIDDLE SCHOOL	010	\$752.44
25000993	WILLIAM V MACGILL & COMPANY	FURNITURE	DISNEY ELEMENTARY	010	\$726.55
25000994	WILLIAM V MACGILL & COMPANY	HEALTH SUPPLIES	DISNEY ELEMENTARY	010	\$194.08
25000995	SIGN UP INTERPRETING SERVICES, LLC	CONSULTANT AGREEMENT; INTERPRETING SERVICES; BOARD APPROVED 8/1/24	PERSONNEL SERVICES	010	\$200,000.00
25000996	PAPER RECYCLING & SHREDDING SPECIALISTS, INC	2024-25 BLANKET ORDER; DOCUMENT DESTRUCTION SERVICES	FISCAL SERVICES	010	\$2,165.00
25000997	ULINE - Attn: ACCOUNTS RECEIVABLES	WAREHOUSE MATERIALS AND SUPPLIES; UNRESTRICTED MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$987.01
25000998	GOPHER SPORT	CLASSROOM SUPPLIES; STEM GRANT	BRET HARTE ELEMENTARY	010	\$6,923.52
25000999	U S POSTAL SERVICE	2024-25 BLANKET ORDER; POSTAGE BY PHONE	PERSONNEL SERVICES	010	\$100,000.00
25001000	SOUTHWEST SCHOOL & OFFICE SUPPLY	2024-25 BLANKET ORDER; OFFICE SUPPLIES; CONTINUATION EDUCATION FUNDS	MONTEREY HIGH SCHOOL	010	\$2,500.00
25001001	CHALK SPINNER LLC	CLASSROOM SUPPLIES; STEM GRANT	BRET HARTE ELEMENTARY	010	\$882.00

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25001002	RAPTOR TECHNOLOGIES LLC	OFFICE SUPPLIES AND EQUIPMENT	LUTHER BURBANK MIDDLE SCHOOL	010	\$2,064.50
25001003	KAHOOT! AS	SOFTWARE LICENSE; TITLE I FUNDS; BOARD APPROVED 6/20/24	LUTHER BURBANK MIDDLE SCHOOL	010	\$2,750.00
25001004	MAXWELL, DENNIS	TECHNOLOGY SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$241.00
25001005	US BANK NATIONAL ASSOCIATION	FURNITURE AND OFFICE SUPPLIES	STEVENSON ELEMENTARY	010	\$450.97
25001006	SHARP BUSINESS SYSTEMS	CARRYOVER PO 24001353; 2023-24 BLANKET ORDER; DISTRICT-WIDE COPIER MANAGED PRINT SERVICES; BOARD APPROVED 8/1/19	FISCAL SERVICES	010	\$54,008.42
25001007	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES; ADULT EDUCATION - BLOCK GRANT AND GENERAL APPORTIONMENT FUNDS	BURBANK ADULT SCHOOL	110	\$1,169.73
25001008	AMAZON CAPITAL SERVICES	BOOKS; ADULT EDUCATION - BLOCK GRANT	BURBANK ADULT SCHOOL	110	\$160.58
25001009	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES	MUIR MIDDLE SCHOOL	010	\$739.81
25001010	AMAZON CAPITAL SERVICES	CLASSROOM EQUIPMENT	MC KINLEY ELEMENTARY	010	\$228.20
25001011	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	MC KINLEY ELEMENTARY	010	\$88.10
25001012	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	MUIR MIDDLE SCHOOL	010	\$110.14
25001013	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	DOLORES HUERTA MIDDLE SCHOOL	010	\$111.95
25001014	AZTEC SOFTWARE, LLC	BOOKS; ADULT ED GENERAL APPORTIONMENT FUNDS	BURBANK ADULT SCHOOL	110	\$1,544.19
25001015	REFRIGERATION SUPPLIES DIST	HVAC EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$1,799.13
25001016	WEAVER, APRIL EVANS	REIMBURSEMENT TO PRINCIPAL FOR OFFICE SUPPLIES; GIFT FUNDS	MONTEREY HIGH SCHOOL	010	\$191.44
25001017	RUBACK, SHARYL	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	BURBANK ADULT SCHOOL	010	\$225.65
25001018	DEVIRGILIS, TED	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES	MUIR MIDDLE SCHOOL	010	\$33.08
25001019	WEAVER, APRIL EVANS	REIMBURSEMENT TO PRINCIPAL FOR FOOD FOR EVENT; GIFT FUNDS	MONTEREY HIGH SCHOOL	010	\$33.06
25001020	DEMCO INC	CLASSROOM SUPPLIES; TITLE I FUNDS	DISNEY ELEMENTARY	010	\$32.17
25001021	MARIPOSA TREE MANAGEMENT INC	REMOVE 4 TREES AT BURBANK HIGH; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$6,000.00
25001022	LACOE	EVENT REGISTRATION	PERSONNEL SERVICES	010	\$364.00
25001023	LIGHTSPEED TECHNOLOGIES	TECHNOLOGY SUPPLIES; TITLE I FUNDS	DISNEY ELEMENTARY	010	\$108.41
25001024	REFRIGERATION SUPPLIES DIST	HVAC EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$2,264.83

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25001025	360 DEGREE CUSTOMER INC	CARRYOVER PO 23002951; PROFESSIONAL SERVICES AGREEMENT; CREDENTIALLED TEACHER; SPECIAL EDUCATION FUNDS; BOARD APPROVED 12/15/22	SPECIAL EDUCATION	010	\$16,020.00
25001026	DeSOTO SALES, INC.	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$46.11
25001027	LACOE	FIELD TRIP ADMISSION DEPOSIT; OSS; GIFT FUNDS; BOARD APPROVED 7/25/24	JEFFERSON ELEMENTARY	010	\$3,450.00
25001028	KULI IMAGE, INC.	CUSTOM CLOTHING; GIFT FUNDS	WASHINGTON ELEMENTARY	010	\$1,149.36
25001029	PERMA-BOUND A DIV OF HERTZBERG-NEW METHOD	BOOKS AND CLASSROOM SUPPLIES; ACCOUNTS RECEIVABLE AND GENERAL FUNDS	LUTHER BURBANK MIDDLE SCHOOL	010	\$981.84
25001030	TRULITE	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$166.06
25001031	FAMILY SERVICE AGENCY OF BURBANK	CARRYOVER PO 24000642; PROFESSIONAL SERVICES AGREEMENT; STUDENT CARE CENTERS AT BHS AND JBHS; STATE MENTAL HEALTH RELATED SVS FUNDS; BOARD APPROVED 7/20/23	SPECIAL EDUCATION	010	\$71,000.00
25001032	US BANK NATIONAL ASSOCIATION	FURNITURE; ELOP FUNDS	DISNEY ELEMENTARY	010	\$143.72
25001033	CPM EDUCATIONAL PROGRAM	TEXTBOOKS - ADOPTED; LOTTERY FUNDS; BOARD ADOPTED 4/20/2016	INSTRUCTIONAL SERVICES	010	\$56,800.00
25001034	NINYO AND MOORE	CARRYOVER PO 24004388; PROFESSIONAL SERVICES AGREEMENT; MATERIALS TESTING AND SPECIAL INSPECTION SERVICES FOR FC 2324-018, DISNEY BALL WALL PROJECT; BOND FUNDS; BOARD APPROVED 4/4/24	FACILITIES SERVICES	213	\$8,423.50
25001035	T.B.F. INVESTMENTS, INC	BID 2425-005 SMALL WARES AND EQUIPMENT (SECTION 4); CHILD NUTRITION SCHOOL PROGRAM FUNDS; BOARD APPROVED 7/25/24	FOOD SERVICES	130	\$9,434.45
25001036	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES; GENERAL AND SPEICAL EDUCATION FUNDS	JEFFERSON ELEMENTARY	010	\$256.49
25001037	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; TITLE I FUNDS	MILLER ELEMENTARY	010	\$154.24
25001038	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	EDISON ELEMENTARY	010	\$236.18
25001039	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; GIFT FUNDS	EDISON ELEMENTARY	010	\$198.33
25001040	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES AND FURNITURE; STEM GRANT	DISNEY ELEMENTARY	010	\$4,693.78
25001041	AMAZON CAPITAL SERVICES	CLASSROOM AND TECHNOLOGY SUPPLIES; GENERAL AND GIFT FUNDS	MILLER ELEMENTARY	010	\$423.36
25001042	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	MILLER ELEMENTARY	010	\$203.38

Fiscal Year: 2025

BOARD DETAIL REPORT

Printed between 08/13/2024 & 08/26/2024					
PO Number	Vendor	Description	Site	Fund	Total Amount
25001043	AMAZON CAPITAL SERVICES	FURNITURE	INSTRUCTIONAL SERVICES	010	\$551.04
25001044	UME FEDERAL CREDIT UNION	SOFTWARE LICENSE; BOARD APPROVED 6/20/24	TECHNOLOGY SERVICES	010	\$1,246.44
25001045	LA CITY CAB LLC	TRANSPORTATION SERVICES AGREEMENT; SPECIAL EDUCATION TRANSPORTATION FUNDS; BOARD APPROVED 8/1/24	SPECIAL EDUCATION	010	\$250,000.00
25001046	LAKESHORE CURRICULUM MATERIAL	CLASSROOM SUPPLIES; STEM GRANT	DISNEY ELEMENTARY	010	\$31.08
25001047	OSMOND, MATTHEW	REIMBURSEMENT TO PRINCIPAL FOR CLASSROOM SUPPLIES	ROOSEVELT ELEMENTARY	010	\$102.90
25001048	PURPLE COMMUNICATIONS INC	CONSULTANT AGREEMENT; INTERPRETING SERVICES; ADULT ED - GENERAL APPROTIONMENT FUNDS; BOARD APPROVED 7/25/24	BURBANK ADULT SCHOOL	110	\$3,000.00
25001049	SEDGWICK CLAIMS MANAGEMENT SERVICES INC	2024-25 BLANKET ORDER; WORKERS' COMP CLAIMS; BOARD APPROVED 10/5/27	BUSINESS OFFICE	010	\$155,000.00
25001050	JAYME EVE ADELSON-GOLDSTEIN	CONSULTANT AGREEMENT; ENGLISH LANGUAGE INSTRUCTORS' WORKSHOP; ADULT EDUCATION - BLOCK GRANT; BOARD APPROVED 7/25/24	BURBANK ADULT SCHOOL	110	\$2,700.00
25001051	HILLEGART, SANDY	2024-25 BLANKET ORDER; CLASSROOM SUPPLIES	MUIR MIDDLE SCHOOL	010	\$5,000.00
25001052	ULINE - Attn: ACCOUNTS RECEIVABLES	FURNITURE; STEM GRANT	DISNEY ELEMENTARY	010	\$1,515.73
25001053	PRO-ED	TESTING MATERIALS; K12 STRONG WORKFORCE GRANT	SPECIAL EDUCATION	010	\$274.17
25001054	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	2024-25 BLANKET ORDER; OFFICE SUPPLIES	INSTRUCTIONAL SERVICES	010	\$3,000.00
25001055	HILLYARD FLOOR CARE SUPPLY	WET DRY VACUUM; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$3,760.85
25001056	SCHOLASTIC INC.	MAGAZINES; STEM GRANT	LUTHER BURBANK MIDDLE SCHOOL	010	\$439.56
25001057	CALIFORNIA COMMISSION ON TEACHER CREDENTIALING	ANNUAL ACCREDITATION FEES	INSTRUCTIONAL SERVICES	010	\$1,320.00
25001058	US AIR CONDITIONING DISTRIBUTORS	HVAC EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$1,205.51
25001059	COUNTY OF LOS ANGELES PUBLIC HEALTH	ENVIRONMENTAL HEALTH PERMIT AND PENALTY; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$840.00
25001060	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT; MAA FUNDS	SPECIAL EDUCATION	010	\$15,042.30
25001061	WAYSIDE PUBLISHING	TEXTBOOKS - ADOPTED; LOTTERY FUNDS; BOARD ADOPTED 6/20/24	JOHN BURROUGHS HIGH SCHOOL	010	\$4,307.22
25001062	WILLIAM V MACGILL & COMPANY	HEALTH SUPPLIES	STEVENSON ELEMENTARY	010	\$433.79
25001063	INTEGRATED DEMOLITION AND REMEDIATION, INC,	2324-035-03 SAWCUT AND REMOVE CONCRETE TRENCH AT LUTHER MIDDLE SCHOOL; KIT FUNDS; BOARD APPROVED 6/20/24	FOOD SERVICES	010	\$20,500.00

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BOARD DETAIL REPORT

Printed between 08/13/2024 & 08/26/2024					
PO Number	Vendor	Description	Site	Fund	Total Amount
25001064	SPECIAL EDUCATION PARENTS	CARRYOVER PO 240002497; REIMBURSEMENT TO PARENT FOR TRAVEL; SPECIAL EDUCATION FUNDS; BOARD APPROVED 11/16/23	SPECIAL EDUCATION	010	\$4,018.73
25001065	HOLUBEK, CAROL	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; CONTINUATION EDUCATION FUNDS	MONTEREY HIGH SCHOOL	010	\$30.85
25001066	CURRICULUM ASSOCIATES INC	CLASSROOM SUPPLIES; TITLE I FUNDS	WASHINGTON ELEMENTARY	010	\$451.01
25001067	LAURA VINYARD - IMPREST ACCT	REIMBURSEMENT TO PRINCIPAL FOR FOOD FOR EVENT; FILM LA FUNDS	WASHINGTON ELEMENTARY	010	\$351.94
25001068	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT; FILM LA FUNDS	INSTRUCTIONAL SERVICES	010	\$1,014.35
25001069	TEVAULT, VANESSA	REIMBURSEMENT TO PTA FOR FOOD FOR EVENT; GIFT FUNDS	EDISON ELEMENTARY	010	\$207.00
25001070	HESS-WITUCKI, MAGGIE	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES AND FIELD TRIPS; SPECIAL EDUCATION FUNDS	MAGNOLIA PARK	010	\$395.92
25001071	MISLANG, CHARMAINE	REIMBURSEMENT TO INTERVENTION SPECIALIST FOR SUPPLIES; TITLE I FUNDS	MILLER ELEMENTARY	010	\$59.62
25001072	REINOSO, PATRICIA	REIMBURSEMENT TO OFFICE ASSISTANT FOR CLASSROOM SUPPLIES	PROVIDENCIA ELEMENTARY	010	\$209.48
25001073	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	BRET HARTE ELEMENTARY	010	\$493.07
25001074	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	PROVIDENCIA ELEMENTARY	010	\$426.94
25001075	REALLY GOOD STUFF LLC	CLASSROOM SUPPLIES	STEVENSON ELEMENTARY	010	\$93.66
25001076	TEACHER SYNERGY LLC	CLASSROOM SUPPLIES; TITLE I FUNDS	MILLER ELEMENTARY	010	\$135.00
25001077	SOUTHWEST SCHOOL & OFFICE SUPPLY	OFFICE SUPPLIES	MILLER ELEMENTARY	010	\$74.30
25001078	THE SIGN STUDIO	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$137.81
25001079	SMARTETOOLS, INC.	LICENSE AND MAINTENANCE FEE FOR SMARTE FINANCE; BOARD APPROVED 6/20/24	BUSINESS OFFICE	010	\$60,900.00
25001080	PERFECTION PAINTING CORP	CARRYOVER PO 24004746; 2324-019 DEFERRED MAINTENANCE PAINTING AT JOHN BURROUGHS HIGH SCHOOL; BOND FUNDS; BOARD APPROVED 5/16/24	FACILITIES SERVICES	140	\$16,550.00
25001082	COMMERCIAL DOOR OF LOS ANGELES COUNTY	CARRYOVER PO 24003698; 2324-034 REPLACE MESH ALUMINUM PARKING GATE AT MILLER ELEMENTARY; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$18,485.00
25001083	SOUTHWEST SCHOOL & OFFICE SUPPLY	FURNITURE AND CUBICLES	INSTRUCTIONAL SERVICES	010	\$6,212.95

Fiscal Year: 2025

BOARD DETAIL REPORT

Printed between 08/13/2024 & 08/26/2024					
PO Number	Vendor	Description	Site	Fund	Total Amount
25001084	HESS AND ASSOCIATES, INC.	PROFESSIONAL SERVICES AGREEMENT; ELECTRONIC TIME AND ATTENDANCE REPORTING; BOARD APPROVED 3/18/2021	FISCAL SERVICES	010	\$17,500.00
25001085	HESS AND ASSOCIATES, INC.	PROFESSIONAL SERVICES AGREEMENT; SICK BALANCES REPORTING; BOARD APPROVED 8/6/2015	FISCAL SERVICES	010	\$7,500.00
25001086	GOPHER SPORT	ELECTRONIC REFERENCE MATERIALS; LOTTERY FUNDS	INSTRUCTIONAL SERVICES	010	\$5,313.66
25001087	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	MUIR MIDDLE SCHOOL	010	\$95.88
25001088	RUSSELL SIGLER INC	HVAC EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$5,988.78
25001089	GOPHER SPORT	PLAYGROUND SUPPLIES; GIFT FUNDS	EDISON ELEMENTARY	010	\$326.44
25001090	SOUTH COAST AQMD	ANNUAL GENERATOR OPERATIONS FEE; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$707.00
25001091	LRA INTERPRETERS, INC.	CONSULTANT AGREEMENT; INTERPRETING SERVICES; BOARD APPROVED 8/15/24	Student Services	010	\$3,000.00
25001092	BURBANK COMMUNITY YMCA	AGREEMENT TO PROVIDE SERVICES FOR THE 2024-25 DISTRICT WIDE PROGRAM; ELOP FUNDS; BOARD APPROVED 8/15/24	INSTRUCTIONAL SERVICES	010	\$300,000.00
25001093	AYA HEALTHCARE, INC.	PROFESSIONAL SERVICES AGREEMENT; CREDENTIALLED SPED TEACHER; SPECIAL EDUCATION FUNDS; BOARD APPROVED 8/1/24	SPECIAL EDUCATION	010	\$407,925.00
25001094	SIGN UP INTERPRETING SERVICES, LLC	CONSULTANT AGREEMENT; INTERPRETING SERVICES; BOARD APPROVED 8/15/24	Student Services	010	\$2,000.00
25001095	REFRIGERATION SUPPLIES DIST	HVAC EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$4,760.45
25001096	MAXIM HEALTHCARE SERVICES HOLDINGS, INC.	CONSULTANT AGREEMENT; HEALTHCARE SERVICES; BOARD APPROVED 8/15/24	Student Services	010	\$30,000.00
25001097	THE STEPPING STONES GROUP LLC	PROFESSIONAL SERVICES AGREEMENT; CREDENTIALLED SPED TEACHER; SPECIAL EDUCATION FUNDS; BOARD APPROVED 8/15/24	SPECIAL EDUCATION	010	\$115,878.00
25001098	RK PHYSICAL THERAPY SERVICES PC	PROFESSIONAL SERVICES AGREEMENT; PHYSICAL THERAPY; SPECIAL EDUCATION FUNDS; BOARD APPROVED 8/15/24	SPECIAL EDUCATION	010	\$74,880.00
25001099	SPECIAL EDUCATION PARENTS	REIMBURSEMENT TO PARENTS FOR CAPDOTS PROGRAM; SPECIAL EDUCATION FUNDS; BOARD APPROVED 8/15/24	SPECIAL EDUCATION	010	\$895.00
25001100	SPECIAL EDUCATION PARENT	REIMBURSEMENT TO PARENT FOR TRAVEL EXPENSES ; SPECIAL EDUCATION FUNDS; BOARD APPROVED 8/15/24	SPECIAL EDUCATION	010	\$6,000.00

Fiscal Year: 2025

BOARD DETAIL REPORT

Printed between 08/13/2024 & 08/26/2024					
PO Number	Vendor	Description	Site	Fund	Total Amount
25001101	RUSSELL SIGLER INC	HVAC EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$8,745.03
25001102	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; STEM GRANT	DISNEY ELEMENTARY	010	\$242.33
25001103	AMAZON CAPITAL SERVICES	CLASSROOM AND PLAYGROUND SUPPLIES	ROOSEVELT ELEMENTARY	010	\$755.09
25001104	THE POCKETLAB	INSTRUCTIONAL MATERIALS; CHUCK LORRE FAMILY GRANT	DOLORES HUERTA MIDDLE SCHOOL	010	\$1,561.04
25001105	PALI INSTITUTE	OSS ADMISSION FEES; GIFT FUNDS; BOARD APPROVED 6/20/24	EDISON ELEMENTARY	010	\$1,500.00
25001106	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES; ADULT EDUCATION - BLOCK GRANT	BURBANK ADULT SCHOOL	110	\$156.63
25001107	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	WASHINGTON ELEMENTARY	010	\$487.65
25001108	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	WASHINGTON ELEMENTARY	010	\$217.12
25001109	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	BURBANK HIGH SCHOOL	010	\$532.04
25001110	J.W. PEPPER & SONS, INC	2024-25 BLANKET ORDER; SHEET MUSIC	JOHN BURROUGHS HIGH SCHOOL	010	\$500.00
25001111	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; PERKINS GRANT	MONTEREY HIGH SCHOOL	010	\$876.32
25001112	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	\$315.92
25001113	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	LUTHER BURBANK MIDDLE SCHOOL	010	\$484.49
25001114	AMAZON CAPITAL SERVICES	PLAYGROUND SUPPLIES	EDISON ELEMENTARY	010	\$704.11
25001115	AMAZON CAPITAL SERVICES	HEALTH SUPPLIES	MUIR MIDDLE SCHOOL	010	\$383.24
25001116	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; STEM GRANT	EDISON ELEMENTARY	010	\$1,897.82
25001117	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; STEM GRANT	EDISON ELEMENTARY	010	\$187.93
25001118	WESTERN ALLIED CORPORATION	CARRYOVER PO 24002187; HVAC REPAIRS AT JOHN BURROUGHS HIGH SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	\$4,484.00
25001119	CENGAGE LEARNING	BOOKS; TITLE III IMMIGRANT EDUCATION FUNDS	MUIR MIDDLE SCHOOL	010	\$1,367.84
25001120	PAES PRODUCTIONS, LLC	SOFTWARE LICENSE; SPED - IDEA MENTAL HEALTH FUNDS	SPECIAL EDUCATION	010	\$47,441.24
25001121	US BANK NATIONAL ASSOCIATION	BUS TRANSPORTATION FOR FAMILIES IN TRANSIT; AMER. RESCUE PLAN - HOMELESS CHILD & YOUTH	Student Services	010	\$5,280.00
25001122	TOYS FOR SPECIAL CHILDREN, INC.	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	SPECIAL EDUCATION	010	\$470.94
25001123	OZO EDU, INC.	CLASSROOM SUPPLIES; STEM GRANT	EDISON ELEMENTARY	010	\$1,598.63
25001124	EDMENTUM, INC.	SOFTWARE LICENSE	INSTRUCTIONAL SERVICES	010	\$5,200.00
25001125	BURBANK PRINTING	WAREHOUSE STOCK; OFFICE SUPPLIES	WAREHOUSE	010	\$2,338.48
25001126	LEARNING A-Z	SOFTWARE LICENSE; BOARD APPROVED 6/20/24	STEVENSON ELEMENTARY	010	\$2,892.00

BOARD DETAIL REPORT

Printed between 08/13/2024 & 08/26/2024					
PO Number	Vendor	Description	Site	Fund	Total Amount
PO Count:					232
Total:					\$2,703,951.67

BURBANK UNIFIED SCHOOL DISTRICT
BOARD DETAIL REPORT

Printed between 08/13/2024 & 08/26/2024

BOARD FUND SUMMARY

Fund	Description	PO Count	Total Fund Amount
010	General Fund - Unrestricted	211	\$2,513,717.03
110	Adult Education Fund	8	\$9,107.58
130	Cafeteria Fund	4	\$27,534.44
140	Deferred Maintenance Fund	1	\$16,550.00
213	Building Fund - 3rd Issuance	3	\$112,237.50
250	Capital Facilities Fund	1	\$4,564.52
670	Self Insurance Fund	4	\$20,240.60
		Total:	\$2,703,951.67

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM : Andrew Cantwell, Assistant Superintendent, Administrative Services

PREPARED BY: Dennis Maxwell, Director of Facilities

SUBMITTED BY: Alexi Buliavac, Facilities Operations and Construction Technician

DATE: September 19, 2024

SUBJECT: Approval of Award of Contract, California Marquee Inc, Furnish and Install Marquee Sign, Walt Disney Elementary (Gift Fund)

Background:

Due to the old marquee sign being outdated, the Disney PTA Committee purchased a digital marquee sign for the school.

District-Wide Goals for 2022-2023:

- 4.1 Work with the Superintendent's Budget Advisory Committee to identify efficiencies, identify cost-saving opportunities, and develop a system or process to provide increased transparency about the District's financial ad budget information
- 4.3 Develop a long-term facilities maintenance plan to ensure our school facilities are and will be cared for appropriately.

Discussion/Issues:

The old marquee sign required a person to physically change the letters each time the notifications needed to be updated. The new digital sign will allow the school to change the marquee sign from the office, at any given notice as well as display a custom logo.

Fiscal Impact:

\$24,928.00 (Gift Fund)

Recommendation:

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an award of contract between Burbank Unified School District and California Marquee Inc., to Furnish and Install Marquee Sign at Disney Elementary, effective September 20, 2024 to September 19, 2025, not to exceed \$24,928.00 (010-90201-0-00000-27000-6510-201-8200-0000) Gift Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM : Andrew Cantwell, Assistant Superintendent, Administrative Services

PREPARED BY: Dennis Maxwell, Director of Facilities

SUBMITTED BY: Alexi Buliavac, Facilities Operations and Construction Technician

DATE: September 19, 2024

SUBJECT: Acceptance of Notice of Completion, Forma Engineering and Construction, Bid 2324-023, New Restroom, ADA Alterations and Related Site Work, Teddy Bear Park Project, Theodore Roosevelt Elementary School (Bond Fund)

Background:

Burbank Unified School District issued a Notice Inviting Bids for Bid 2324-019, Bid 2324-023, New Restroom, ADA Alterations and Related Site Work, Teddy Bear Park Project. There were three (3) bid packages in total. The District received and opened the bids on Tuesday, May 21, 2024.

Qualifying Bids for New Restroom, ADA Alterations and Related Site Work received were as follows:

Urban Professional Builders	\$974,000
Williamson Construction Company	\$869,000
Forma Engineering and Construction	\$866,590

District-Wide Goals for 2022-2023:

- 4.1 Work with the Superintendent's Budget Advisory Committee to identify efficiencies, identify cost-saving opportunities, and develop a system or process to provide increased transparency about the District's financial ad budget information
- 4.2 Continue construction/ modernization projects according to the General Obligation Bond Implementation Plan (Measure S).
- 4.3 Develop a long-term facilities maintenance plan to ensure our school facilities are and will be cared for appropriately.

Discussion/Issues:

The District is planning to complete general alterations to existing playground and ADA upgrades with Associated Site Work at Theodore Roosevelt Elementary School. Such work shall include:

1. The grinding down and repaving of existing asphalt paving at the playground and the intermediary area between the playground and Classroom Building 8 & 22A.
2. Restriping of playground markings.
3. One (1) ADA compliant concrete ramp.
4. One (1) set of concrete stairs with seating area.
5. One (1) ADA compliant hi-lo drinking fountain and one (1) hydration station with electrical power connection at existing playground area.
6. ADA upgrades to two (2) existing restrooms near classroom 24.
7. Alterations to existing flatwork along the path of travel.
8. Installation of two (2) accessible pedestrian gates at existing parking lot.

9. Installation of one (1) pedestrian gate at southeast corner of existing parking lot.
10. Installation of site accessibility signage along the path of travel.
11. Relocation of two (2) existing storage containers at playground area.
12. Modify two (2) storage containers into multi-functional handball walls.
13. Optional Bid Alternative that includes the grinding down and repaving of existing asphalt paving located at the exterior courtyard between Classroom Building 7 & 8. There is an option for this area to repaved in concrete.
14. Assistance with providing required documentation with the previously DSA approved plans for work that was completed.
15. Installation of one new restroom inside TK room 26.

This work was completed on August 14, 2024.

Financial Impact:

\$866,590 (Bond Fund)

Recommendation:

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept the following as completed: Forma Engineering and Construction for Bid 2324-023, new restroom, ADA alterations and related site work for the Teddy Bear Park project at Theodore Roosevelt Elementary School, PO #25000560, not to exceed \$866,590 (213-00000-0-91008-85000-6250-214-0000) Bond Fund, and that the authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM : Andrew Cantwell, Assistant Superintendent, Administrative Services

PREPARED BY: Dennis Maxwell, Director of Facilities

SUBMITTED BY: Alexi Buliavac, Facilities, Operations and Construction Technician

DATE: September 19, 2024

SUBJECT: Acceptance of Notice of Completion, Reliable Floor Covering Inc., Furnish and Install Flooring in Three (3) Rooms, Burbank Adult School (Routine Restricted Maintenance)

Background:

Due to the safety concern of old carpet, the District sought out proposals to replace the carpet in three (3) rooms at Burbank Adult School.

District-Wide Goals for 2022-2023:

- 4.1 Work with the Superintendent's Budget Advisory Committee to identify efficiencies, identify cost-saving opportunities, and develop a system or process to provide increased transparency about the District's financial and budget information
- 4.3 Develop a long-term facilities maintenance plan to ensure our school facilities are and will be cared for appropriately.

Discussion/Issues:

The District received a proposal dated May 31, 2024, from Reliable Floor Covering Inc., to furnish and install new flooring in rooms C-301, C-302 and H-800 at Burbank Adult School to repair the existing damaged floor.

This work was completed on July 20, 2024.

Fiscal Impact:

\$26,257.00 (Routine Restricted Maintenance)

Recommendation:

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept the following as completed: Furnish and Install Flooring in Three (3) Rooms, PO# 25000125, not to exceed \$26,257.00 (1.10-63910-0-41101-85000-6250-533-0000, 1.10-63910-0-41102-85000-6250-533-0000, 1.10-63910-0-41106-85000-6250-533-0000) Routine Restricted Maintenance, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

TO: Board of Education / Superintendent

Consent 9/19/2024

SUBMITTED BY: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

SUBJECT: Certificated Personnel - Report Number 24-25-05. 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.

<u>RESIGNATION</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
CO TING KEH, ROWENA Emerson Elementary School	Special Ed Teacher	01.0-65000.0-57602-11100-1110-2030000	100		Began Service 1/3/2022	8/27/2024
BURM, STEPHEN Human Resources	Sub Tchr/spec Ed Sub Tchr	01.0-00000.0-11100-10000-1160-7550000	100		Began Service 10/3/22	8/27/2024
GLENN, DANIEL Human Resources	Sub Tchr/spec Ed Sub Tchr	01.0-00000.0-11100-10000-1160-7550000	100		Began Service 8/13/2012	8/27/2024
<u>ELECTION: PROBATIONARY</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
LEDESMA, VENECIA Mc Kinley Elementary School	Elementary Spec Ed Teacher RSP Elementary - FTE:100%	01.0-65000.0-57602-11200-1110-2090000	100	RA:004 - ST:02		8/7/2024
KESHISHYAN, DIANNA Health Services	School Nurse School Nurse - FTE:100%	01.0-74350.0-00000-31400-1216-7729000	100	RA:I - ST:04		8/21/2024
<u>ELECTION: PROB IE OR ZERO</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
MULLIGAN, KATE Emerson Elementary School	Special Ed Teacher Special Ed - FTE:100%	01.0-65000.0-57602-11100-1160-7440000	100			8/16/2024
<u>CHANGE OF ASSIGNMENT</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
LEGASPI, ARLENE Special Education	Special Ed Itinerant Itinerant Special Ed	01.0-65000.0-57602-11200-1110-7440000	100	RA:006 - ST:22		8/5/2024

CERTIFICATED PERSONNEL

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<u>CHANGE OF SALARY</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
GILLEARN, JASON Community Day School	Continuation High School Teacher Math & Elective - FTE:100%	01.0-02430.0-35500-10000-1110-5260000	100	Salary Rate: \$7336.73		8/5/2019
<u>TO END ASSIGNMENT</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
LEDESMA, VENECIA Mc Kinley Elementary School	Elementary Spec Ed Teacher RSP Elementary - FTE:100%	01.0-65000.0-57602-11200-1110-2090000	100		End Intern assignment upon receiving preliminary credential	8/5/2024 8/6/2024
<u>LEAVE OF ABSENCE</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
BELL, CATHERINE Harte Elementary School	Elementary Teacher Leave of Absence - FTE:100%	01.0-00000.0-11100-10000-1110-2050000	100	RA:006 - ST:13 STP: \$1582		9/9/2024 11/29/2024
KESHISHIAN, NARINEH Jefferson Elementary School	Elementary Teacher Leave of Absence - FTE:100%	01.0-00000.0-11100-10000-1110-2060000	100	RA:006 - ST:14 STP: \$3164		9/3/2024 11/22/2024
<u>ELECTION: SUBSTITUTE</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
DOLLIVE, MONICA Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$200/210		8/28/2024
MARKSON, HARRIS Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$200/210		8/27/2024
O'GUIN, JOLENE Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$200/210		8/28/2024
RAMIREZ, ANDREA Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$200/210		8/26/2024
STOFFERS, MARTHA Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$200/210		8/26/2024
TOLEDO, TONY Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$200/210		8/28/2024
<u>ELECTION: ADULT SCHOOL</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
NAHAPETYAN, KARINE Adult School	Teacher: Adult School ESL I @ BHS	11.0-39050.0-41102-10000-1130-5330000 11.0-39260.0-41102-10000-1130-5330000 11.0-63910.0-41102-10000-1130-5330000	25 5 70	RA:003 - ST:03		
<u>ELECTION: LONG TERM SUBS</u>	<u>ASSIGNMENT</u>	<u>APPROPRIATION NUMBER</u>	<u>PCT</u>	<u>RATE OF PAY</u>	<u>REMARKS</u>	<u>EFFECTIVE DATE</u> <u>ENDING DATE</u>
BENTON, NATHANIEL Burbank High School	Long Term Sub Teacher DANCE	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$250.00		8/5/2024 9/30/2024

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CHRISTENSEN, SAMANTHA Burbank High School	Long Term Sub Teacher ASL	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$250.00	8/22/2024 9/19/2024
KIM, ALEXANDER Burbank High School	Long Term Sub Teacher Chemistry	01.0-65000.0-57602-11100-1160-7440000	100	Salary Rate: \$327.71	8/23/2024 10/31/2024
SEGAL, KATHY Jefferson Elementary School	Long Term Sub Teacher 2nd Grade	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$327.71	9/3/2024 11/22/2024
ADAIR, NATHAN Luther Middle School	Long Term Sub Teacher SDC	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: \$250.00	8/5/2024 9/13/2024

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Adams, Kelly	Huerta	Intervention	Hourly	\$53.46	25	August - December
Adams-Mubiru, Katrice	Adult School	Other Hourly	Hourly	\$31.03	70	August - December
Adams-Mubiru, Katrice	Adult School	Add'l Hours	Hourly	\$60.43	25	August - December
Adams-Mubiru, Katrice	Adult School	CTE Teacher	Hourly	\$60.43	336	August - December
Adelman, Bianca	Adult School	Other Hourly	Hourly	\$31.03	30	August - December
Adelman, Bianca	Adult School	Parent Ed Teacher	Hourly	\$53.82	117	August - December
Aguilera, Lenora	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Ahn, Devika	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Ahn, Devika	Adult School	Add'l Hours	Hourly	\$60.52	40	August - December
Ahn, Devika	Adult School	ESL Teacher	Hourly	\$60.52	170	August - December
Aleman, Richere	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Argot, Maria	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Armes, Deborah	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Assali, Hayat	Adult School	Other Hourly	Hourly	\$31.03	70	August - December
Assali, Hayat	Adult School	Add'l Hours	Hourly	\$60.43	25	August - December
Assali, Hayat	Adult School	CTE Teacher	Hourly	\$60.43	168	August - December
Auerbach, Stephanie	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Auerbach, Stephanie	Adult School	ABE Teacher	Hourly	\$55.91	111	August - December
Auerbach, Stephanie	Adult School	Add'l Hours	Hourly	\$55.91	30	August - December
Avanesian, Ellin	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Aviles, Johanna	Huerta	Saturday	Daily	\$169.90	2	September - May
Bagdasarian, Susanna	Adult School	ESL Teacher	Hourly	\$60.26	170	August - December
Bagdasarian, Susanna	Adult School	Add'l Hours	Hourly	\$60.26	20	August - December
Bagdasarian, Susanna	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Bagramyan, Agavni	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Baird, Debra	Miller	Other Hourly	Hourly	\$39.67	18	August
Baldwin, Jacob	Adult School	Other Hourly	Hourly	\$31.03	125	August - December
Baldwin, Jacob	Adult School	Add'l Hours	Hourly	\$53.82	40	August - December
Baldwin, Jacob	Adult School	ESL Teacher	Hourly	\$53.82	64	August - December
Baldwin, Jacob	Adult School	ESL Teacher	Hourly	\$53.82	340	August - December

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Balian, Shake	Burroughs	ASB Advisor Stipend	Stipend	\$1,427.00	1	Nov, Feb, Apr, Jun
Benjelloun, Anas	Burbank	Add'l .2 FTE	Monthly	\$1,972.56	1	Aug- Dec
Bennett, Edward	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Bennett, Edward	Adult School	Add'l Hours	Hourly	\$65.46	20	August - December
Bennett, Edward	Adult School	ESL Teacher	Hourly	\$65.46	170	August - December
Bercini, Tamorah	Emerson	Other Hourly	Hourly	\$39.67	52.75	June – July
Bercini, Tamorah	Emerson	Intervention	Hourly	\$53.46	106	June – July
Bertole, Gianna	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Bezaire Lewis, Naomi	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Bezaire Lewis, Naomi	Adult School	Add'l Hours	Hourly	\$58.13	25	August - December
Bezaire Lewis, Naomi	Adult School	CTE Teacher	Hourly	\$58.13	141	August - December
Birnbaum, Courtney	Adult School	Other Hourly	Hourly	\$31.03	50	August - December
Birnbaum, Courtney	Adult School	Add'l Hours	Hourly	\$53.69	25	August – December
Birnbaum, Courtney	Adult School	CTE Teacher	Hourly	\$53.69	78	August - December
Bowne, Shelby	Roosevelt	Intervention	Hourly	\$53.46	42	July – June 2025
Branson, Marissa	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Branson, Marissa	Adult School	ABE Teacher	Hourly	\$53.82	87.5	August - December
Branson, Marissa	Adult School	Add'l Hours	Hourly	\$53.82	30	August - December
Brinton, Joel	Burroughs	Intervention	Hourly	\$53.46	40	Nov Jan Mar May
Burish, Shelly	Muir	Add'l .2 FTE	Monthly	\$1,608.25	1	Aug- Dec
Canas, Danielle	Adult School	ESL Teacher	Hourly	\$55.91	170	August - December
Canas, Danielle	Adult School	ESL Teacher	Hourly	\$55.91	120	August - December
Canas, Danielle	Adult School	Add'l Hours	Hourly	\$55.91	40	August - December
Canas, Danielle	Adult School	Other Hourly	Hourly	\$31.03	100	August - December
Carrillo Jiselh	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Carter, Eric	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Carter, Eric	Adult School	ASE Teacher	Hourly	\$62.91	111	August - December
Carter, Eric	Adult School	Add'l Hours	Hourly	\$62.91	30	August - December
Casper, Jennifer	Muir	Add'l .2 FTE	Monthly	\$2,089.31	1	Aug- Dec
Cheong, Tina	Adult School	Other Hourly	Hourly	\$31.03	30	August - December

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Cheong, Tina	Adult School	Counselors	Hourly	\$55.91	554	August - December
Choi, Woore	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Chiu, Grata	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Clark, Kara	Burroughs	Yearbook Stipend	Stipend	\$1,081.00	1	Nov, Feb, Apr, Jun
Clark, Kara	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Clark, Kelli	Emerson	Other Hourly	Hourly	\$39.67	52.75	June – July
Clark, Kelli	Emerson	Intervention	Hourly	\$53.46	106	June – July
Cohen, David	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Collazos, Reynaldo Martin	Burbank	Add '1.2 FTE	Monthly	\$2,118.07	1	Aug- Dec
Collins, Chandra	Instructional Services	Intervention	Hourly	\$53.46	325	August – December
Concidine, Michael	Luther	Stipend – ASB	Monthly	\$664.00	1	Nov, Feb, Apr, May
Cooney, Margaret	Adult School	ESL Teacher	Hourly	\$65.46	170	August - December
Cooney, Margaret	Adult School	Add '1 Hours	Hourly	\$65.46	40	August - December
Cooney, Margaret	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Conahan, Kari	Emerson	Other Hourly	Hourly	\$39.67	52.75	June – July
Conahan, Kari	Emerson	Intervention	Hourly	\$53.46	106	June – July
Conicdine, Christina	Luther	Intervention	Hourly	\$53.46	17	August - December
Cornejo, Cara	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Coyle, James	Adult School	ESL Teacher	Hourly	\$55.91	230	August - December
Coyle, James	Adult School	Add '1 Hours	Hourly	\$55.91	40	August - December
Coyle, James	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Davis, Sandra	Emerson	Other Hourly	Hourly	\$39.67	15.6	July – June 2025
Davis, Sandra	Emerson	Other Hourly	Hourly	\$39.67	3.9	July – June 2025
Davis, Sandra	Emerson	Intervention	Hourly	\$53.46	224	July – June 2025
Davis, Sandra	Emerson	Intervention	Hourly	\$53.46	56	July – June 2025
De La Torre, Malia	Burroughs	Department Chair	Stipend	\$867.50	1	Dec and May
DeLaurie, Jamie	Huerta	Add '1.2 FTE	Monthly	\$2,118.07	1	Aug- Dec
Desai, Rekha	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Desai, Rekha	Adult School	ABE Teacher	Hourly	\$65.46	105	August - December
Desai, Rekha	Adult School	Add'l Hours	Hourly	\$65.46	30	August - December

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Dixon, Joann Michelle	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Dorsey, Erin	Muir	Add'l .2 FTE	Monthly	\$1,256.16	1	Aug- Dec
Dorsey, Erin	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Dorsey, Erin	Adult School	ABE Teacher	Hourly	\$51.56	111	August - December
Dorsey, Erin	Adult School	Add'l Hours	Hourly	\$51.56	30	August - December
Doyle, Zach	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Dysthe, Diana	Instructional Services	Other Hourly	Hourly	\$39.67	60	July - September
Ellingsworth, Brandy	Instructional Services	Intervention	Hourly	\$53.46	325	August – December
Enokian, Stephanie	Luther	Other Hourly	Hourly	\$39.67	2	August
Enokian, Stephanie	Luther	Stipend – Yearbook	Monthly	\$503.00	1	Nov, Feb, Apr, May
Enokian, Stephanie	Luther	Stipend – CJSF Sponsor	Monthly	\$207.50	1	Nov, Feb, Apr, May
Ermino, Aileen	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Espana, David	Burroughs	IMA Stipend	Stipend	\$1,427.00	1	Nov, Feb, Apr, Jun
Ewan, Wendy	Adult School	Add'l Hours	Hourly	\$62.91	60	August - December
Ewan, Wendy	Adult School	ESL Teacher	Hourly	\$62.91	42	August - December
Ewan, Wendy	Adult School	ESL Teacher	Hourly	\$62.91	170	August - December
Ewan, Wendy	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Fitzgerald, Kyle	Burroughs	Newspaper Stipend	Stipend	\$1,081.00	1	Nov, Feb, Apr, Jun
Flores, Jennifer	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Franco, Mary	Burroughs	Add'l .2 FTE	Monthly	\$1,114.36	1	Aug- Dec
Fuhr, Amy	Huerta	Saturday	Daily	\$169.90	2	September - May
Gamboa, Patricia	Adult School	Add'l Hours	Hourly	\$65.46	60	August - December
Gamboa, Patricia	Adult School	ESL Teacher	Hourly	\$65.46	170	August - December
Gamboa, Patricia	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Garcia, Eusebio	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Garcia, Eusebio	Adult School	ASE Teacher	Hourly	\$51.56	64	August - December
Garcia, Eusebio	Adult School	Add'l Hours	Hourly	\$51.56	30	August - December
Gattuso, Lucas	Luther	Stipend – Newspaper	Monthly	\$503.00	1	Nov, Feb, Apr, May
Given, Sara	Burbank	Add'l .2 FTE	Monthly	\$1,825.84	1	Aug- Dec
Gonzalez, Amanda	Huerta	Add'l .2 FTE	Monthly	\$1,911.47	1	Aug- Dec

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Gonzalez, Izabelle	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Griffith, Jennifer	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Griffin, Jaime	Huerta	Add'l .2 FTE	Monthly	\$1,901.02	1	Aug- Dec
Grimshaw, Dena	Huerta	Intervention	Hourly	\$53.46	100	July - December
Grogan-Collazos, Tracy	Burbank	Add'l .2 FTE	Monthly	\$1,972.56	1	Aug- Dec
Grote, Laura Lyman	Muir	Other Hourly	Hourly	\$39.67	35	August
Guba, Aniko	Adult School	ESL Teacher	Hourly	\$53.82	230	August - December
Guba, Aniko	Adult School	Add'l Hours	Hourly	\$53.82	60	August - December
Guba, Aniko	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Gutierrez- Zavala, Francisco	Huerta	Intervention	Hourly	\$53.46	25	August - December
Hacek, Brittney	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Hakobian, Tina	Adult School	ESL Teacher	Hourly	\$55.91	170	August - December
Hakobian, Tina	Adult School	Add'l Hours	Hourly	\$55.91	60	August - December
Hakobian, Tina	Adult School	Other Hourly	Hourly	\$31.03	70	August - December
Hakobyan, Olga	Adult School	ESL Teacher	Hourly	\$65.46	357	August - December
Hakobyan, Olga	Adult School	ESL Teacher	Hourly	\$65.46	96	August - December
Hakobyan, Olga	Adult School	Add'l Hours	Hourly	\$65.46	60	August - December
Hakopyan, Olga	Adult School	Other Hourly	Hourly	\$31.03	100	August - December
Hamden, Rush	Burbank	Add'l .2 FTE	Monthly	\$1,169.09	1	Aug- Dec
Hatch, Scott	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Hedin-Abreu, David	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Hedin-Abreu, David	Burroughs	Add'l .2 FTE	Monthly	\$2,003.80	1	Aug- Dec
Hernandez Jr., Joel	Luther	Stipend – IMA	Monthly	\$664.00	1	Nov, Feb, Apr, May
Hernandez, Dorothy	Instructional Services	Intervention	Hourly	\$53.46	325	August – December
Hernandez, Jorge	Adult School	Other Hourly	Hourly	\$31.03	100	August - December
Hernandez, Jorge	Adult School	Add'l Hours	Hourly	\$60.43	25	August - December
Hernandez, Jorge	Adult School	CTE Teacher	Hourly	\$60.43	241	August - December
House, Dorothy	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
House, Dorothy	Adult School	Add'l Hours	Hourly	\$65.46	25	August - December
House, Dorothy	Adult School	CTE Teacher	Hourly	\$65.46	159	August - December

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Huang, Yenwen	Muir	Add'l .2 FTE	Monthly	\$1,493.15	1	Aug- Dec
Hutchings, Lusine	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Hutchings, Lusine	Adult School	Add'l Hours	Hourly	\$55.91	60	August - December
Hutchings, Lusine	Adult School	ESL Teacher	Hourly	\$55.91	170	August - December
Jackson, Anna	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
James, Stephen	Muir	Add'l .2 FTE	Monthly	\$2,089.31	1	Aug- Dec
Jamison, Mozdeh	Huerta	Intervention	Hourly	\$53.46	10	August - December
Jennings, Deanna	Adult School	Other Hourly	Hourly	\$31.03	30	August - December
Jennings, Deanna	Adult School	Parent Ed Teacher	Hourly	\$60.26	112.5	August - December
Jennings, Brendan	Burroughs	VMA Stipend	Stipend	\$1,427.00	1	Nov, Feb, Apr, Jun
Jennings, Brendan	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Jensen, Amy	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Jones, Ana	Muir	Add'l .2 FTE	Monthly	\$1,972.56	1	Aug- Dec
Kaur, Harjot	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Kepski, Erica	Huerta	Add'l .2 FTE	Monthly	\$1,386.60	1	Aug- Dec
Keshishi, Yvette	Adult School	ESL Teacher	Hourly	\$65.46	170	August - December
Keshishi, Yvette	Adult School	ESL Teacher	Hourly	\$65.46	61.25	August - December
Keshishi, Yvette	Adult School	ESL Teacher	Hourly	\$65.46	60	August - December
Keshishi, Yvette	Adult School	Add'l Hours	Hourly	\$65.46	60	August - December
Keshishi, Yvette	Adult School	Other Hourly	Hourly	\$31.03	85	August - December
Keshishyan, Dianna	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
King, Jennifer	Special Ed	Home Hospital	Hourly	\$42.39	70	August - October
King, Jennifer	Special Ed	Home Hospital	Hourly	\$42.39	113	August - October
King, Jennifer	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
King, Jennifer	Adult School	ASE Teacher	Hourly	\$55.91	70	August - December
King, Jennifer	Adult School	Add'l Hours	Hourly	\$55.91	30	August - December
Klauder, Lindsey	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Knight, Cari	Luther	Add'l .2 FTE	Monthly	\$2089.31	1	August - December
Knoop, Julie	Burroughs	Department Chair	Stipend	\$867.50	1	Dec and May
Knoop, Keith	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May

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<u>Name</u>	<u>Program/Site</u>	<u>Task/Project</u>	<u>Type</u>	<u>Rate</u>	<u>Hour Cap</u>	<u>Applicable Payrolls</u>
Koontz, James	Muir	Add'l .2 FTE	Monthly	\$2,118.07	1	Aug- Dec
Koverschy, Dras	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Kuester, Danielle	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Landin-White, Theresa	Instructional Services	Intervention	Hourly	\$53.46	325	August – December
Lane, Stephen	Muir	Add'l .2 FTE	Monthly	\$1,214.36	1	Aug- Dec
Lee, Frank	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Lee, Frank	Adult School	Add'l Hours	Hourly	\$58.12	20	August - December
Lee, Frank	Adult School	ESL Teacher	Hourly	\$58.12	170	August - December
Lee, Robert	Muir	Add'l .2 FTE	Monthly	\$1,972.56	1	Aug- Dec
Levy, Jodi	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May
Leyco, Eliza	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Lor, My	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Lorenz, Linda	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Machado, Michael	Burbank	Other Hourly	Hourly	\$39.67	20.03	August
Magallon, Matthew	Burroughs	Other Hourly	Hourly	\$39.67	16.38	August - May
Magallon, Matthew	ILA	Add'l .2 FTE	Monthly	\$1,449.63	1	August - May
Magallon, Michael	Burroughs	Other Hourly	Hourly	\$39.67	18.90	August - May
Mahoney, Gerald	Huerta	Intervention	Hourly	\$53.46	25	August - December
Manoukian, Mariam	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Manoukian, Zare	Burroughs	Add'l .2 FTE	Monthly	\$1,608.25	1	Aug- Dec
Marcus, Turner	Burbank	Add'l .2 FTE	Monthly	\$1,973.56	1	Aug- Dec
Martinez, Lisa	Luther	Stipend – Culinary	Monthly	\$503.00	1	Nov, Feb, Apr, May
Matlock, Colleen	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Matlock, Colleen	Adult School	ASE Teacher	Hourly	\$55.76	117	August - December
Matlock, Colleen	Adult School	Add'l Hours	Hourly	\$55.76	30	August - December
Matson-Fennell, Sandra	Adult School	Other Hourly	Hourly	\$31.03	35	August - December
Matson-Fennell, Sandra	Adult School	Add'l Hours	Hourly	\$60.43	25	August - December
Matson-Fennell, Sandra	Adult School	CTE Teacher	Hourly	\$60.43	42	August - December
Matsumoto, Linda	Adult School	Other Hourly	Hourly	\$31.03	30	August - December
Matsumoto, Linda	Adult School	Parent Ed Teacher	Hourly	\$57.76	40.5	August - December

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Matsumoto, Linda	Adult School	Parent Ed Teacher	Hourly	\$57.76	76.5	August - December
Meberg, Elizabeth	Burroughs	Drama Stipend	Stipend	\$1,197.00	1	Nov, Feb, Apr, Jun
McKain, Allison	Burbank	Athletic Coordinator	Stipend	\$855.27	1	Aug - June
McNutt, Kelly	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Miller, Wendy	Burbank	Add'l .2 FTE	Monthly	\$2,089.31	1	Aug- Dec
Minasyan, Maria	Burbank	Add'l .2 FTE	Monthly	\$1,943.80	1	Aug- Dec
Miranda, Denisse	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Miranda, Denisse	Adult School	ASE Teacher	Hourly	\$53.82	64	August – December
Miranda, Denisse	Adult School	Add'l Hours	Hourly	\$53.82	30	August – December
Moses, Jennifer	Muir	Add'l .2 FTE	Monthly	\$2,188.07	1	Aug- Dec
Murray, Katie	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Nahapetyan, Karine	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Nahapetyan, Karine	Adult School	Add'l Hours	Hourly	\$55.91	60	August - December
Nahapetyan, Karine	Adult School	ESL Teacher	Hourly	\$55.91	170	August - December
Nittis, Pascal	Adult School	Other Hourly	Hourly	\$39.67	30	August - December
Noss, Marianne	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Noss, Marianne	Adult School	Other Hourly	Hourly	\$31.03	35	August - December
Noss, Marianne	Adult School	Add'l Hours	Hourly	\$65.46	25	August - December
Noss, Marianne	Adult School	Add'l Hours	Hourly	\$65.46	60	August - December
Noss, Marianne	Adult School	ESL Teacher	Hourly	\$65.46	340	August - December
Noss, Marianne	Adult School	CTE Teacher	Hourly	\$65.46	36	August - December
Obregon, Gabriel	Huerta	Intervention	Hourly	\$53.46	25	August - December
Oganyan, Victoria	Burroughs	Add'l .2 FTE	Monthly	\$2,032.58	1	Aug- Dec
Oldroyd, Jennifer	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Page, Anna	Special Education	Add'l Duties	Hourly	\$85.08	26.39	August - December
Page, Anna	Special Education	Add'l Duties	Hourly	\$85.08	26.39	January - May
Paguaia, Raymond	Adult School	Other Hourly	Hourly	\$31.03	50	August - December
Paguaia, Raymond	Adult School	Add'l Hours	Hourly	\$55.84	25	August - December
Paguaia, Raymond	Adult School	CTE Teacher	Hourly	\$55.84	48	August - December
Pamilar, Carina	Adult School	CTE Teacher	Hourly	\$60.43	250	August - December

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Pamperin, Melissa	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Park, Saelom	Burroughs	Other Hourly	Hourly	\$39.67	63	August - October
Pascal, Nittis	Adult School	Other Hourly	Hourly	\$39.67	30	August - December
Perez-De Loera, Adam	Adult School	Other Hourly	Hourly	\$31.03	60	August - December
Perez-De Loera, Adam	Adult School	ASE Teacher	Hourly	\$58.12	159	August - December
Perez-De Loera, Adam	Adult School	Add'l Hours	Hourly	\$58.12	30	August - December
Platner, Rebecca	Burbank	Add'l .2 FTE	Monthly	\$1,664.27	1	Aug- Dec
Pozos, Adriana	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Pullen, Tawanda	Special Education	Add'l Duties	Hourly	\$86.54	25.94	August - December
Pullen, Tawanda	Special Education	Add'l Duties	Hourly	\$86.54	25.94	January - May
Pumilia, Amanda	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Redman, Anthony	Luther	Stipend – Drama	Monthly	\$556.00	1	Nov, Feb, Apr, May
Redman, Anthony	Luther	Stipend – Vocal Music	Monthly	\$664.00	1	Nov, Feb, Apr, May
Redman, Anthony	Luther	Stipend – CJSF Sponsor	Monthly	\$207.50	1	Nov, Feb, Apr, May
Rios, Martha	Huerta	Saturday	Daily	\$169.90	4	September - May
Rios, Martha	Huerta	Intervention	Hourly	\$53.46	25	August - December
Rios, Martha	Huerta	Add'l .2 FTE	Monthly	\$1,972.56	1	Aug- Dec
Rivas, Fred	Adult School	Other Hourly	Hourly	\$31.03	100	August - December
Rivas, Fred	Adult School	Add'l Hours	Hourly	\$60.43	25	August - December
Rivas, Fred	Adult School	CTE Teacher	Hourly	\$60.43	630	August - December
Rivas, Fred	Adult School	ASE Teacher	Hourly	\$60.43	64	August - December
Rodriguez, Sabrina	Adult School	Other Hourly	Hourly	\$31.03	30	August - December
Rodriguez, Sabrina	Adult School	Counselor	Hourly	\$51.56	377	August - December
Romero, Michelle	Huerta	Other Hourly	Hourly	\$39.67	12	August
Rubyan Abrahamian, Shake	Adult School	Parent Ed Teacher	Hourly	\$53.82	153	August - December
Rubyan Abrahamian, Shake	Adult School	CTE Teacher	Hourly	\$53.82	51	August - December
Rubyan Abrahamian, Shake	Adult School	Add'l Hours	Hourly	\$53.82	25	August - December
Rubyan Abrahamian, Shake	Adult School	Other Hourly	Hourly	\$31.03	35	August - December
Rubyan Abrahamian, Shake	Adult School	Other Hourly	Hourly	\$31.03	30	August - December
Russon, Robyn	Burroughs	Department Chair	Stipend	\$1,735.00	1	Dec and May

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Saldana, Reginald	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Saldana, Reginald	Adult School	Add'l Hours	Hourly	\$55.84	25	August - December
Saldana, Reginald	Adult School	CTE Teacher	Hourly	\$55.84	249.75	August - December
Sanchez, Patricia	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Sanchez, Patricia	Adult School	ESL Teacher	Hourly	\$62.91	170	August - December
Sanchez, Patricia	Adult School	Add'l Hours	Hourly	\$62.91	40	August - December
Sardarian, Astghik	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Sardarian, Astghik	Adult School	Add'l Hours	Hourly	\$65.46	60	August - December
Sardarian, Astghik	Adult School	ESL Teacher	Hourly	\$65.46	170	August - December
Saunders, Richard Kelly	Burbank	Add'l .2 FTE	Monthly	\$1,769.38	1	Aug- Dec
Savala, Cynthia	Adult School	Other Hourly	Hourly	\$31.03	100	August - December
Savala, Cynthia	Adult School	Add'l Hours	Hourly	\$60.43	25	August - December
Savala, Cynthia	Adult School	CTE Teacher	Hourly	\$60.43	291	August - December
Schackne, Jessica	Luther	Add'l .2 FTE	Monthly	\$1,972.56	1	Aug- Dec
Sevic, Branko	Muir	Add'l .2 FTE	Monthly	\$2,089.31	1	August - December
Setaghatian, Natalie	Burbank	Other Hourly	Hourly	\$39.67	13	July
Sharaga, Gabrielle	Monterey	ASB Advisor	Stipend	\$521.00	1	Nov, Feb, Apr, Jun
Shazarian, Arpine	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Sheetz, Carol	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Sheetz, Carol	Adult School	Add'l Hours	Hourly	\$60.43	25	August - December
Sheetz, Carol	Adult School	CTE Teacher	Hourly	\$60.43	120	August - December
Sherman, Tara	Muir	Add'l .2 FTE	Monthly	\$1,493.15	1	August - December
Silverstone-Moran, Rachel	Huerta	Intervention	Hourly	\$53.46	25	August - December
Smith, Donna	Muir	Add'l .2 FTE	Monthly	\$2,118.07	1	August - December
Smith, Samantha	Luther	Intervention	Hourly	\$53.46	34	August - December
Snowden-Frost, Dawn	Burroughs	CSF Stipend	Stipend	\$521.00	1	Nov, Feb, Apr, Jun
Solorzano, Carlos	Luther	Add'l .2 FTE	Monthly	\$1,637.02	1	Aug- Dec
Spargur, Conrad	Burroughs	Add'l .2 FTE	Monthly	\$1,316.89	1	Aug- Dec
Stewart, Jenna	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Stewart, Jenna	Adult School	Add'l Hours	Hourly	\$55.91	40	August - December

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Stewart, Jenna	Adult School	ESL Teacher	Hourly	\$55.91	170	August - December
Stinson, James	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Swartz, Daniel	Muir	Other Hourly	Hourly	\$39.67	20	August - December
Swartz, Daniel	Muir	Add'l .2 FTE	Monthly	\$2032.58	1	August - December
Takou, Eddy	Burroughs	Add'l .2 FTE	Monthly	\$1,613.33	1	Aug- Dec
Taub, Lauren	Adult School	Other Hourly	Hourly	\$31.03	30	August - December
Taub, Lauren	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Taub, Lauren	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Taub, Lauren	Adult School	Add'l Hours	Hourly	\$53.82	60	August - December
Taub, Lauren	Adult School	Add'l Hours	Hourly	\$53.82	30	August - December
Taub, Lauren	Adult School	Add'l Hours	Hourly	\$53.82	30	August - December
Taub, Lauren	Adult School	ESL Teacher	Hourly	\$53.82	170	August - December
Taub, Lauren	Adult School	ASE Teacher	Hourly	\$53.82	36	August - December
Taub, Lauren	Adult School	ABE Teacher	Hourly	\$53.82	74	August - December
Tesoro, Andryanna	Adult School	Other Hourly	Hourly	\$31.03	35	August - December
Tesoro, Andryanna	Adult School	Add'l Hours	Hourly	\$53.69	25	August - December
Tesoro, Andryanna	Adult School	CTE Teacher	Hourly	\$53.69	512	August - December
Timoney, Jennifer	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Tobias, Michelle	Special Education	Add'l Duties	Hourly	\$83.09	13.51	August - December
Tobias, Michelle	Special Education	Add'l Duties	Hourly	\$83.09	13.51	January - May
Topalian, Talar	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Topalian, Talar	Providencia	Other Hourly	Hourly	\$39.67	3.5	August
Tubbs, Margarita	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Vanegas, Jennifer	Adult School	Other Hourly	Hourly	\$31.03	100	August - December
Vanegas, Jennifer	Adult School	Add'l Hours	Hourly	\$55.91	40	August - December
Vanegas, Jennifer	Adult School	ESL Teacher	Hourly	\$55.91	170	August - December
Vanegas, Jennifer	Adult School	ESL Teacher	Hourly	\$55.91	96	August - December
Varma, Arti	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Vargas, Teresa Ann	Huerta	Add'l .2 FTE	Monthly	\$1,467.53	1	August - December
Vargas, Teresa Ann	Huerta	Intervention	Hourly	\$53.46	25	August - December

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Vargas, Teresa Ann	Huerta	Other Hourly	Hourly	\$39.67	14	July
Vasquez, Jonathan	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Vasquez, Jonathan	Adult School	Counselor	Hourly	\$65.46	760	August - December
Vasquez, Jose	Burbank	CTE Stage Craft	Hourly	\$60.43	85	August - May
Vehuni, Lilit	Adult School	Other Hourly	Hourly	\$31.03	20	August - December
Vehuni, Lilit	Adult School	Other Hourly	Hourly	\$31.03	60	August - December
Vehuni, Lilit	Adult School	ASE Teacher	Hourly	\$65.46	641.75	August - December
Vehuni, Lilit	Adult School	ABE Teacher	Hourly	\$65.46	73	August - December
Vehuni, Lilit	Adult School	Add'l Hours	Hourly	\$65.46	30	August - December
Vo, Katelyn	Luther	Intervention	Hourly	\$53.46	17	August - December
Vorachak, Madison	Huerta	Intervention	Hourly	\$53.46	25	August - December
Vournas, Anastasia	Muir	Add'l .2 FTE	Monthly	\$2,089.31	1	August - December
Wahe, Debra	Luther	Intervention	Hourly	\$53.46	34	August - December
Warren, William	Huerta	Saturday	Daily	\$169.90	2	September - May
Warren, William	Huerta	Intervention	Hourly	\$53.46	25	August - December
Washausen, Dylan	Muir	Add'l .2 FTE	Monthly	\$2,089.31	1	August - December
Weber, Rebecca	Health Services	Other Hourly	Hourly	\$39.67	15	August - May
Wenzel, Heidi	Roosevelt	Intervention	Hourly	\$53.46	42	July – June 2025
Westcott, Cherie	Luther	Add'l .2 FTE	Monthly	\$2,118.07	1	Aug- Dec
Woo, Misik	Burbank	Add'l .2 FTE	Monthly	\$2,118.07	1	Aug- Dec
Wright, Rhonda	Instructional Services	Other Hourly	Hourly	\$39.67	3.5	August
Zaeimi Nikoo, Monrieh	Adult School	Other Hourly	Hourly	\$31.03	80	August - December
Zaeimi Nikoo, Monrieh	Adult School	Add'l Hours	Hourly	\$58.12	40	August - December
Zaeimi Nikoo, Monrieh	Adult School	ESL Teacher	Hourly	\$58.12	230	August - December
Zardaryan, Edgar	Adult School	Other Hourly	Hourly	\$31.03	40	August - December
Zardaryan, Edgar	Adult School	Add'l Hours	Hourly	\$55.91	40	August - December
Zardaryan, Edgar	Adult School	ESL Teacher	Hourly	\$55.91	60	August - December
Zecena-Rubio, Debora	Huerta	Intervention	Hourly	\$53.46	25	August - December
Zimny, Pamela	Adult School	Other Hourly	Hourly	\$31.03	20	August - December
Zimny, Pamela	Adult School	Other Hourly	Hourly	\$31.03	40	August - December

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Zimny, Pamela	Adult School	ASE Teacher	Hourly	\$62.91	74	August - December

<u>Name</u>	<u>Position</u>	<u>Program/Site</u>	<u>%Time FTE</u>	<u>Range & Step</u>	<u>Basis</u>	<u>Effective Date</u>	<u>Ending Date</u>	<u>Remarks</u>
<u>Retirement</u>								
ASSESSOR, Christine	Paraeducator – Severely Impaired	13.0-53100.0-00000-37000-2240-3210000	.75	41-VI	D	09-02-24		Roosevelt Elementary (Began service 09-07-93)
ZARGARYAN, Nazeli	Paraeducator – English Language Learner	01.0-01501.0-47600-10000-2110-2030000 01.0-01500.0-47600-10000-2110-2030000	.6667 .3330	37-VI	D	08-30-24		Emerson Elementary (Began service 10-01-07)
<u>Resignation</u>								
AMEZCUA, Elizabeth	Paraeducator – Children’s Center 9.5	12.0-90602.0-11100-10000-2110-2030000	.375	37-VI	D	08-26-24		Emerson Around the Bell
BOOTCHK, Erica	Elementary Arts Instructor	01.0-67700.0-11100-10000-2170-2059000		\$50.00	F	08-23-24		Bret Harte Elementary
MORRIS, Elaine	Paraeducator – Special Education	01.0-65000.0-57602-11100-2110-2090000	.75	38-IV	D	08-20-24		McKinley Elementary
<u>Leave</u>								
CL-0065-24	Human Resources	01.0-65000.0-57601-11100-2110-4320000		41-VI	D	08-23-24	09-30-24	Human Resources
<u>Additional Compensation for Bilingual Translation</u>								
MORAN, Maria	Paraeducator – Severe Behavior II	01.0-33100.0-57602-11200-2110-2020000	.8125	47-VI	D	08-12-24	05-23-25	Burbank Adult School Oral & written - \$118/month (revised appropriation & site)
<u>Additional Compensation for Health Care</u>								
GUZZETTI, Stephany	Paraeducator – Special Education	01.0-65000.0-57602-11100-2110-2090000	.75	38-III	D	08-26-24	05-22-25	McKinley Elementary Severely Impaired - \$181/month
POSTELL, Cristelle	Paraeducator – Deaf & Hard of Hearing	01.0-65000.0-57602-11104-2110-2160000	.75	39-IV	D	08-12-24	10-31-24	Washington Elementary Severely Impaired - \$181/month
<u>Change of Assignment – Classification/Location/FTE</u>								
ANDERSON, Elvira	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2910-2012000 01.0-67620.0-11100-10009-2910-2019000	.5833 .4167	35-II	D	08-12-24		Disney Elementary

Basis: A= 12 months, B= 11 months, C= 10 months, D= 9 months, E= Adult School employee working less than 10 months, F= Short-term employees, assigned to provide services which will not be needed on a continuing basis, G= Substitute, H= Long term substitute, I= Temporary reclassification.

<u>Name</u>	<u>Position</u>	<u>Program/Site</u>	<u>%Time FTE</u>	<u>Range & Step</u>	<u>Basis</u>	<u>Effective Date</u>	<u>Ending Date</u>	<u>Remarks</u>
<u>Change of Assignment – Classification/Location/FTE</u> (Continued)								
BISER, Kristen	Campus Supervisor – Elementary	01.0-67620.0-11100-10009-2910-2029000 01.0-00000.0-11100-10009-2910-2022000	.1456 .8544	35-II	D	08-26-24		Edison Elementary
COBLENTZ, Kristin	Health Services Assistant-LVN/RN	01.0-00000.0-00000-31400-2210-7720000 01.0-00000.0-00000-31400-2210-7720000	.75 .25	56-VI	D	07-01-24		Health Services (Due to Reclass)
COBLENTZ, Kristin	Health Services Assistant-LVN/RN	01.0-00000.0-00000-31400-2210-7720000	.375	56-VI	D	07-01-24		Health Services (Due to Reclass)
DE JESUS, Sindee	Campus Supervisor – Elementary	01.0-67620.0-11100-10009-2910-2029000 01.0-00000.0-11100-10009-2910-2020000	.5176 .4824	35-VI	D	08-26-24		Edison Elementary
DIAZ, ESPERANZA	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2910-2012000 01.0-67620.0-11100-10009-2910-2019000	.75 .25	35-VI	D	08-12-24		Disney Elementary
HANNA, Mariam	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2910-2032000 01.0-67620.0-11100-10009-2910-2039000	.7533 .2467	35-IV	D	08-12-24		Emerson Elementary
MEDINA, Marisol	Health Services Assistant-LVN/RN	01.0-00000.0-00000-31400-2210-7720000	1.00	56-VI	D	07-01-24		Health Services (Due to Reclass)
PETRI, Jon	Plasterer/Cement Finisher	01.0-81500.0-00000-81100-2210-7523000	1.00	53-VI	A	07-01-24		Facilities Services (Due to Reclass)
SOLIS, Sandra	Health Services Assistant-LVN/RN	01.0-00000.0-00000-31400-2210-7720000 01.0-95640.0-00000-31400-2210-7728000	.8571 .1420	56-VI	D	07-01-24		Health Services (Due to Reclass)
YBARRA, Amanda	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2910-2012000 01.0-67620.0-11100-10009-2910-2019000	.6190 .3810	35-VI	D	08-12-24		Disney Elementary
<u>Election – Monthly</u>								
FRAIRE, Jose Eduardo	Food Service Utility Driver - 10	13.0-53100.0-00000-37000-2210-7490002	.6250	42-I	C	08-28-24		Food Services
MUNOZ, Diana	Behavior Intervention Assistant	01.0-65000.0-57601-11905-2110-7440000	.8125	45-IV	D	08-12-24		Special Education

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<u>Name</u>	<u>Position</u>	<u>Program/Site</u>	<u>%Time FTE</u>	<u>Range & Step</u>	<u>Basis</u>	<u>Effective Date</u>	<u>Ending Date</u>	<u>Remarks</u>
<u>Election – Hourly</u>								
ACKELSON-WRIGHT, Tekla	Paraeducator – Parent Education	11.0-00639.0-41103-10000-2130-5330000		36-VI	E	08-05-24	12-21-24	Burbank Adult School
ALCARAZ, Bertha	Campus Supervisor - Elementary	01.0-90201.0-00000-24950-2930-2138200		35-I	D	08-20-24	08-20-24	Providencia Elementary
ANDERSON, Elvira	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2930-2011000		35-II	D	08-22-24	08-22-24	Disney Elementary
ARELLANO, Celina	English Language Learner Office Specialist I	11.0-63910.0-41102-27000-2430-5330000		35-VI	D	08-05-24	12-21-24	Burbank Adult School
ARELLANO, Celina	English Language Learner Office Specialist I	11.0-63910.0-41102-27000-2440-5330000		35-VI	D	08-05-24	12-21-24	Burbank Adult School
ARMİYANTS, Rima	School Office Manager – High School	01.0-00000.0-00000-72000-2430-7421000		43-V	C	07-01-22	07-31-23	Burbank High School
ARZUMANYAN, Anahit	Bilingual Translator	01.0-01500.0-0000-27000-2950-74220000		\$25.00	G	07-01-24	06-30-25	Emerson Elementary
BAER, Allison	Paraeducator – Parent Education	11.0-00639.0-41103-10000-2130-5330000		36-VI	D	08-05-24	12-21-24	Burbank Adult School
BAGHDASIAN, Violet	Paraeducator – Adult Ed/Learning Center	11.0-63910.0-41106-10000-2140-5330000		36-VI	D	08-05-24	12-21-24	Burbank Adult School
BAGHUMYAN, Narine	Campus Supervisor – Elementary	01.0-30100.0-11100-10009-2930-2109000		35-II	D	08-01-24	08-31-24	Miller Elementary
BESVOLD, Elke	Food Service Cook Central Kitchen	13.0-53100.0-00000-37000-2240-3210000		41-II	D	08-21-24	06-01-25	Huerta Middle School
BLOCKER, Beth	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2930-2151000		35-III	D	08-12-24	05-31-25	Stevenson Elementary
CASTILLO, Socorro	Instructional Resources	01.0-30100.0-00000-24200-2230-2139000		\$26.22	D	08-07-24	08-09-24	Providencia Elementary
COLSON, Mary	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2058200		35-VI	D	08-15-24	08-15-24	Bret Harte Elementary

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<u>Name</u>	<u>Position</u>	<u>Program/Site</u>	<u>%Time FTE</u>	<u>Range & Step</u>	<u>Basis</u>	<u>Effective Date</u>	<u>Ending Date</u>	<u>Remarks</u>
<u>Election – Hourly</u> (Continued)								
COLSON, Mary	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2240-2058200		35-VI	D	08-15-24	08-15-24	Bret Harte Elementary
CONTRERAS, Francisca	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2930-2131000		35-VI	D	08-15-24	08-19-24	Providencia Elementary
CONTRERAS, Francisca	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2138200		35-VI	D	08-20-24	08-20-24	Providencia Elementary
CRUZ, Adriana	Food Service Assistant	13.0-53100.0-00000-37000-2230-3210000		37-II	D	08-19-24	06-01-25	Huerta Middle School
DEHBASHIAN, Sasoon	English Language Office Specialist I	11.0-63910.0-41101-27000-2430-5330000	.10	35-V	E	08-05-24	12-21-24	Burbank Adult School
		11.0-63910.0-41102-27000-2430-5330000	.30					
		11.0-63910.0-41104-27000-2430-5330000	.20					
		11.0-63910.0-41106-27000-2430-5330000	.30					
		11.0-00639.0-41100-27000-2430-5330000	.10					
DIAZ, Esperanza	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2930-2011000		35-VI	D	08-22-24	08-22-24	Disney Elementary
DONADO-HUGHES, Leonela	Campus Supervisor - Elementary	01.0-00000.0-00000-24200-2230-7421000		35-IV	D	08-05-24	08-09-24	Jefferson Elementary
DONADO-HUGHES, Leonela	Campus Supervisor - Elementary	01.0-90201.0-11100-10009-2930-2068400		35-IV	D	08-09-24	08-09-24	Jefferson Elementary
EKLUND, Debra	Campus Supervisor – Elementary	01.0-30100.0-11100-10009-2930-2109000		35-VI	D	08-01-24	08-31-24	Miller Elementary
ESTRELLA-COVA, Irma	Adult Education Office Assistant	11.0-63910.0-41102-27000-2430-5330000		37-IV	E	08-05-24	12-21-24	Burbank Adult School
FRAIRE, Jose Eduardo	Food Service Utility Driver 10	13.0-53100.0-00000-27000-2230-7490002		42-I	C	08-28-24	06-01-25	Luther Middle School
FREED, Evy	Campus Supervisor – Elementary	01.0-90201.0-11100-10009-2930-2068400		35-II	D	08-09-24	08-09-24	Jefferson Elementary
GONZALEZ, Maria C	Campus Supervisor - Elementary	01.0-90201.0-00000-24950-2930-2018200		35-VI	D	08-12-24	05-22-25	Disney Elementary

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<u>Election – Hourly (Continued)</u>								
GONZALEZ, Maria C	Campus Supervisor - Elementary	01.0-00000.0-11100-10009-2930-2011000		35-VI	D	08-22-24	08-22-25	Disney Elementary
GRAIR, Nivine	Campus Supervisor – Elementary	01.0-90201.0-11100-10009-2930-2068400		35-VI	D	08-12-24	05-22-25	Jefferson Elementary
GIUMELLI, Silvia	Adult Learning Center Technician	11.0-63910.0-41106-10000-2140-5330000		35-VI	E	08-05-24	12-21-24	Burbank Adult School
GUEFFROY, Katherine	Educational Interpreter I – DHH	01.0-65000.0-57602-11104-2130-7440000		55-VI	D	07-31-24	07-31-24	Special Education
GUEFFROY, Katherine	Educational Interpreter I – DHH	01.0-65000.0-57602-11104-2130-7440000		55-VI	D	08-12-24	05-23-25	Special Education
HERNANDEZ, Reece	Technology Support Specialist I	11.0-63910.0-41101-27000-2440-5330000 11.0-63910.0-41102-27000-2440-5330000 11.0-63910.0-41104-27000-2440-5330000 11.0-63910.0-41106-27000-2440-5330000 11.0-00639.0-41100-27000-2440-5330000	.22 .28 .22 .22 .06	49-II	A	08-01-24	12-21-24	Burbank Adult School
HERNANDEZ TORRES, Saul	Food Services Utility Driver 10	13.0-53100.0-00000-37000-2230-7490002		42-VI	C	08-19-24	06-01-25	Huerta Middle School
HILTERMANN, Catherine	Educational Interpreter I – DHH	01.0-65000.0-57602-11104-2130-7440000		55-III	D	08-01-24	08-11-24	Special Education
HOVASAPIAN, Nareg	Technology Support Specialist I	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 11.0-00639.0-41100-27000-2430-5330000	.22 .28 .22 .22 .06	49-II	A	08-01-24	12-21-24	Burbank Adult School
KAJIMOTO, Vilma	Campus Supervisor - Elementary	01.0-00000.0-11100-10009-2930-2161000		35-VI	D	08-22-24	08-22-24	Washington Elementary
KREISBERG, Robyn	Visual & Performing Arts Instructor – Elementary Music	01.0-67700.0-11100-10000-2170-2029000		\$50.00	F	10-24-24	05-22-25	Edison Elementary

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<u>Election – Hourly</u> (Continued)								
LEVINA, Tatyana	Bilingual Translator	01.0-30100.0-11100-10000-2950-3209000		\$25.00	G	07-01-24	08-31-24	Luther Middle School
LEWIS, Lesley	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2148200		35-VI	D	08-12-24	05-24-25	Roosevelt Elementary
LUKIC, Aleksia	At Risk Intervention Specialist	01.0-30100.0-11100-31100-2230-2019000		53-VI	D	08-01-24	08-31-24	Disney Elementary
MISLANG, Charmaine	At Risk Intervention Specialist	01.0-30100.0-11100-21100-2230-2109000		53-III	D	07-01-24	08-10-24	Miller Elementary
OCAMPO, Zachary	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2058200		35-III	D	08-15-24	08-15-24	Bret Harte Elementary
OCAMPO, Zachary	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2940-2058200		35-III	D	08-15-24	08-15-24	Bret Harte Elementary
PARKER, Joshua	Campus Supervisor – Elementary	01.0-30100.0-11100-10009-2930-2109000		35-I	D	08-01-24	08-31-24	Miller Elementary
PATEL, Hemlatabahen	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2038200 01.0-90201.0-00000-24950-2930-2038700	.19 .81	35-VI	D	07-01-24	06-30-25	Emerson Elementary
PAUL, Michael	Visual & Performing Arts Instructor – Elementary Music	01.0-67700.0-11100-10000-2170-2169000		\$50.00	F	09-05-24	05-22-25	Washington Elementary
RAPATTONI, JoAnn	Campus Supervisor – Elementary	01.0-90201.0-11100-10009-2930-2068400		35-IV	D	08-09-24	08-09-24	Jefferson Elementary
ROJAS, Raquel	Food Service Assistant	13.0-53100.0-00000-37000-2230-4320000		37-III	D	08-19-24	06-01-25	Burroughs High School
SARGSYAN, Hermine	Campus Supervisor – Elementary	01.0-30100.0-11100-10009-2930-2109000		35-VI	D	08-01-24	08-31-24	Miller Elementary
SEHTA, Nahla	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2038200 01.0-90201.0-00000-24950-2930-2038700	.19 .81	35-V	D	07-01-24	06-30-25	Emerson Elementary
SHAHOOMIAN, Talin	Instructional Technology Media Specialist - Elementary	01.0-00000.0-00000-24200-2230-7421000		42-IV	D	08-08-24	08-08-24	Miller Elementary

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<u>Election – Hourly</u> (Continued)								
TAGMAZYAN, Anna	Community Resource Assistant	01.0-00000.0-00000-27000-2430-7421000		37-VI	D	08-08-24	08-09-24	Miller Elementary
THURSTON, Bryce	Campus Supervisor - Elementary	01.0-30100.0-11100-10009-2930-2109000		35-II	D	08-01-24	08-31-24	Miller Elementary
TORRES, Veronica	Food Service Cook	13.0-53100.0-00000-37000-2230-3200000		38-VI	D	08-21-24	06-01-25	Luther Middle School
TRAINOR, Sandy	Campus Supervisor – Elementary	01.0-90201.0-11100-10009-2930-2068400		35-III	D	08-09-24	08-09-24	Jefferson Elementary
<u>Election – Student Helpers</u>								
BALDWIN, Emma	Student Worker	13.0-53100.0-00000-37000-2933-4320000		\$16.00	F	08-19-24	05-29-25	Burroughs High School
BIN, Jonathan	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
CAMPOS, Devin	Student Worker	13.0-53100.0-00000-37000-2933-4320000		\$16.00	F	08-12-24	05-29-25	Burroughs High School
CASHION, Giselle	Student Worker	13.0-53100.0-00000-37000-2933-4320000		\$16.00	F	08-19-24	05-29-25	Burroughs High School
CHANG, Noah	Student Worker	13.0-53100.0-00000-37000-2933-4320000		\$16.00	F	08-12-24	05-29-25	Burroughs High School
DAGESTINO, Stella	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
DUANE, Maya	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
EGURROLA, Natalie	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
GARCIA, Nicole	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
GOLDENBERG, Zachary	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
GUILLERMO, Otto	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
GUZMAN, Robert	Student Worker	13.0-53100.0-00000-37000-2933-4320000		\$16.00	F	08-12-24	05-29-25	Burroughs High School
JONES, Kaden	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education

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<u>Election – Student Helpers</u> (Continued)								
KOTTAKOTA, Sriharsha	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
MARTINEZ COLORADO, Reina	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
ORLANDO, August	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
SHAHBAZIAN, Sarah	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
WILLIAMS, Dayshawn	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
ZURABYAN, David	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
ZURABYAN, Samvel	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		\$16.00	F	08-26-24	06-30-25	Special Education
<u>Election – Walk on Coach</u>								
BISHOP, Gina	Short Term Performing Arts	01.0-90904.0-17007-41001-2171-3228100		\$16.00	F	08-12-24	08-30-24	Muir Middle School
BROWN, Oharjee	Short Term Athletic	01.0-00000.0-15001-42000-1171-4310000		\$16.00	F	08-01-24	10-31-24	Burbank High School
CICCONE, Anthony	Short Term Athletic	01.0-90201.0-15001-42000-2171-4318702		\$16.00	F	08-01-24	08-30-24	Burbank High School
CICCONE, Anthony	Short Term Athletic	01.0-90201.0-15001-42000-2171-4318702		\$16.00	F	09-01-24	09-30-24	Burbank High School
CICCONE, Anthony	Short Term Athletic	01.0-90201.0-15001-42000-2171-4318702		\$16.00	F	10-01-24	10-31-24	Burbank High School
DIEGO, Revin	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		\$16.00	F	08-01-24	05-31-25	Burroughs High School
HART, Robert	Short Term Athletic	01.0-90201.0-15001-42000-2171-4318702		\$16.00	F	08-01-24	08-30-24	Burbank High School
HART, Robert	Short Term Athletic	01.0-90201.0-15001-42000-2171-4318702		\$16.00	F	09-01-24	09-30-24	Burbank High School
HART, Robert	Short Term Athletic	01.0-90201.0-15001-42000-2171-4318702		\$16.00	F	10-01-24	10-31-24	Burbank High School
MACIAS, Giovanni	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		\$16.00	F	08-01-24	05-31-25	Burroughs High School

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<u>Name</u>	<u>Position</u>	<u>Program/Site</u>	<u>%Time FTE</u>	<u>Range & Step</u>	<u>Basis</u>	<u>Effective Date</u>	<u>Ending Date</u>	<u>Remarks</u>
<u>Election – Walk on Coach</u> (Continued)								
MINTZ-KREYNS, Emily	Short Term Performing Arts	01.0-90904.0-17007-41001-2171-3228100		\$16.00	F	08-12-24	08-30-24	Muir Middle School
ORTEGA-JENNISON, Martin	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		\$16.00	F	08-12-24	10-31-24	Burroughs High School
RIZZO, Jenny	Short Term Performing Arts	01.0-90904.0-17007-41001-2171-3228100		\$16.00	F	08-12-24	08-30-24	Muir Middle School
TAORMINA, Frank	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		\$16.00	F	08-01-24	05-31-25	Burroughs High School

Signature



Title: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

**Burbank Unified School District
Administrative Services**

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Andrew Cantwell, Assistant Superintendent, Administrative Services

PREPARED BY: Terri Ramirez-Adams, Senior Administrative Secretary

SUBMITTED BY: Terri Ramirez-Adams, Senior Administrative Secretary

DATE: September 19, 2024

SUBJECT: Approval of Amended Authorization of Signatures

Background:

Education Code Sections 35143, 42632, and 42633 provide for authorized officers of the Burbank Unified School District to sign notices of employment, contracts and orders drawn on the funds of the District.

Discussion/Issues:

In order to conduct the daily business of the District, individual officers, as named by formal board of Education action, must be authorized to sign warrants, checks, contracts, notices or other legal documents. If persons authorized to sign such documents are unable for any reason to do so, the law requires that a majority of the Board members sign in their place for the particular document.

The attached “Certification of Signatures” form is the form required by the Los Angeles County Office of Education to be used to process the District’s paper work associated with warrants, checks, contracts, notices or other legal documents. This form indicates which persons have been approved by the Board of Education to sign the documents indicated.

****Please note: Changes in bold and with an asterisk.***

Fiscal Impact:

None.

Recommendation:

Andrew Cantwell, Assistant Superintendent, Administrative Services recommends that the Board of Education approve the amended authorization of signatures, for the period of September 20, 2024 through June 30, 2025, as presented.

Document and/or Transaction	Name Approved/Authorized by	Title
authorized to sign any or all checks, contracts, notices, County People Soft System transactions, revolving cash, all District imprest accounts, adult clearing account documents, District purchase orders, and other legal documents	Andrew Cantwell	Assistant Superintendent, Administrative Services
authorized to sign any or all warrants, checks, contracts, notices or other legal documents of the District;	John Paramo	Superintendent
authorized to sign human resource services related contracts and invoices	Sarah Rudchenko	Assistant Superintendent, Human Resources
authorized to sign instructional services related contracts and invoices	Linda Junge	Assistant Superintendent, Instructional Services
authorized to sign instructional services related contracts and invoices	Peter Knapik	Assistant Superintendent, Educational Services
authorized to sign instructional services related contracts and invoices	Oscar Macias	Interim Assistant Superintendent, Administrative Services
authorized to sign instructional services related contracts and invoices	Rebecca Roundtree Harris	Director, Elementary Education, Diversity Equity and Inclusion
authorized to sign facilities-related contracts, notices, invoices and purchase orders	Dennis Maxwell	Director, Facilities
authorized to sign District purchase orders and alternate signatory for all District imprest accounts	Mariam Abdelhamid	Director, Fiscal Services
authorized to sign facilities-related contracts, notices, invoices and purchase orders	David Gerharter	Director Purchasing, Warehouse and Reprographics
authorized to sign County People Soft System transactions, revolving cash, adult clearing account documents, District purchase orders, alternate signatory for all District imprest accounts	Harmony Trax	Supervisor, Budget and Finance
authorized to sign County People Soft System transactions, revolving cash, adult clearing account documents, District purchase orders, alternate signatory for all District imprest accounts	*Lisa Sahagun	Supervisor, Budget and Finance
authorized to sign documentation pertaining to the Accumulation Program for Part-Time and Limited – Services Employees (APPLE Plan) and payroll taxes	Tiffany Maxwell	Payroll Supervisor

All of the following are approved to sign invoices as “approved for payment.”

Department Heads

Julie Markussen
Jennifer Nicholson
Rick Vonk
Carrie Bogdanovich
Laura Flosi
Stephanie Fields
Randy Ogawa

Title

Director, Student Services
Director, Special Education
Director, Technology Services
Director, Food Services
Director, Child Care Programs
Children’s Center Coordinator
Facilities Manager

Principals

Michelle Green
Nicole Cody
Jennifer Almer
Martha Walter
Ron Young
Liz Costella
Judy Hession
Kennelyn Celeste
Matthew Osmond
Jill Johnson
Laura Vinyard

School Site

Disney Elementary
Edison Elementary
Emerson Elementary
Harte Elementary
Jefferson Elementary
McKinley Elementary
Miller Elementary
Providencia Elementary
Roosevelt Elementary
Stevenson Elementary
Washington Elementary

Principals

Robin Hatch
Steven Hubbell
Greg Miller
Narineh Barzegar
Kenneth Knoop
April Weaver
Juan Noguera

School Site

Huerta M.S.
Luther M.S.
Muir M.S.
Burbank H.S.
John Burroughs HS
Monterey H.S.
Adult School

Burbank Unified School District

SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: September 20, 2024 to June 30, 2025

In accordance with governing board approval dated September 19, , 20 24.

Signature _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
Lisa Sahagun
TITLE Supervisor, Budget and Finance
SIGNATURE
TYPED NAME
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
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TYPED NAME
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TYPED NAME
TITLE

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

Burbank Unified School District
Instructional Services
REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Oscar Macias, Interim Assistant Superintendent, Instructional Services

PREPARED BY: Oscar Macias, Interim Assistant Superintendent, Instructional Services

SUBMITTED BY: Stephanie Beauregard, Administrative Secretary II

DATE: September 19, 2024

SUBJECT: Approval of Instructional Consultant Services

Background:

The purpose of the Instructional Consultant Services is to enrich student learning. Consultants are selected based on their qualifications regarding specific subject areas. When a consultant is selected, the consultant, company/organization must complete the required paperwork by the District to ensure that District students receive the services they require. All consultant requests must be approved by the Board of Education prior to services being rendered.

Discussion and Issues:

Sites submit the required paperwork to Instructional Services. Work must not begin until the site receives a confirmation of Board approval from Instructional Services. If the Consultant assignment requires unsupervised contact with student(s) during the contract period, the Consultant will be required to provide Department of Justice fingerprint clearance through the District's Human Resources Services.

Fiscal Impact:

See Attached

Recommendation:

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the instructional consultant services for the purpose of on-site student learning support, and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

**BURBANK UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
APPROVAL OF INSTRUCTIONAL CONSULTANT SERVICES**

Board Meeting Date: September 19, 2024

Site	Name	Purpose	Dates	Cost	Appropriation Number
Burbank Adult School	Dee Niedringhaus	Curriculum writing guidance & assistance with the CA state application process and implementation of the LVN program as outlined in the "Consulting Services Agreement."	9/20/24 – 6/30/25	\$25,740	11.0-63910.0-41104-10000-5810-5330000
Child Development	Mb Dance Inc / Garri Dance Studio	Provide dance classes to Luther, Disney, Washington, and Providencia ASES program	9/23/24 – 5/14/25	\$27,000	01.0-26000.0-11100-10000-5810-7549000
Emerson Elementary	Burbank Music Academy	Burbank Music Academy will provide Emerson students with five weeks of music and performance education.	10/4/24 – 11/9/24	\$0	
Emerson Elementary	Rhyan Michele Adams	Expose 4 th and 5th-grade students to the choir in hopes to peak their interest in singing.	9/26/24 – 5/15/25	\$4500	01.0-90201.0-17007-41001-5810-2038700
Magnolia Park School	Susan Dalian	Susan Dalian will teach theatre arts to the students of Magnolia Park School	10/29/24 – 12/17/24	\$2040	01.0-65000.0-57601-11100-5810-5171000
Miller Elementary	APEX Leadership Co	Provide a two-week leadership and fitness program to help raise money for Miller Elementary School.	9/30/24 – 10/11/24	TBD	01.0-90201.0-11100-10000-5810-2108700
Miller Elementary	FunFlicks of So Cal	Provide and set up a blockbuster movie screen for a family movie night in Miller Park.	9/20/24 – 9/20/24	\$1172.62	010-90201.0-11100-10000-5850-2108200
Stevenson Elementary	Andrew Grueschow	Provide music workshops to 5th-grade students at Stevenson in the area of musical scoring	3/26/25 – 5/16/25	\$3550	01.0-90201.0-17000-10000-5810-2158700
Stevenson Elementary	Off the Beaten Tracker Productions	Expose 4 th grade students to the process of film making.	1/10/25 – 3/14/25	\$4500	01.0-90201.0-17000-1000-5810-2158700

BURBANK UNIFIED SCHOOL DISTRICT
1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 20 of September, 20 24 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and DOLORES (DEE) NIEDRINGHAUS hereinafter referred to as "Consultant."

Payee's Name Dee Niedringhaus

Daytime Phone Number [REDACTED]

Email Address [REDACTED]

Mailing Address [REDACTED]

Sponsoring Administrator Dr. Oscar Macias

Board Approval Date September 19, 2024

Account String 11.0-63910.0-41104-10000-5810-5330000

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 June, 2013

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 THEREFORE, 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 ☒ / per day ☐ / per session ☐ for a total not to exceed \$ 25,740 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on September 20, 2024 and terminating on June 30, 2025.
3. Payment Terms: Monthly invoices, net 20 days of receipt
4. Consultant will provide the following services:

curriculum writing, guidance & assistance with CA state application process and implementation of LVN program as outlined in "Consulting Services Agreement" (see rate sheet with agreement)
5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date

Consultant

Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

Dolores (Dee) Niedringhaus BSN, RN

EXPERIENCE

Competitive Event Director, Cal-HOSA, PO Box 12259, Bakersfield, CA 93389
2009-present
Manages and supervises all Cal-HOSA Competitive Events. Recruits advisors to assist in the running of events. Works with tabulations, judges coordinator and workshops to bring a positive experience for students. Lead for the first virtual Fall Leadership Conference, Regional Conference and State Leadership Conference related to competitive events. Event Manager for HOSA's International Leadership Conference. Prevention, Early Intervention for Suicide Awareness grant / Coordinator Southern California Kaiser Grant. Cal-HOSA
2019-present

Health Curriculum Specialist, Self employed , 9052 Five Harbors Drive, HB, CA 92646
2013- present
Nursing and Allied Health curriculum and program development for career technical Education programs in the public and private sector. Provided Faculty and staff with support and training in curriculum and lesson planning. Development of inservice, programs, staff development and CEU for licensed and unlicensed health facilities staff. Project Coordinator for HWI, Golden West College.

Instructor, Orange County Department of Education, 200 Kalmus Drive, CM, CA 92626
2012- 2023
CTE 101,102, CORE credential class online Part Time
Health Education for Educators, online Part Time
ACCESS- Introduction to Allied Health- Part Time
2015-2018

Director of NA Program, Coastline ROP, 1001 Presidio Square, CM, CA 92626
2012-2022
Manages Nurse Assistant programs, maintains renewals for all NA programs. Does Teacher evaluations for class and clinical. Responsible for signing documents related to each class. Keeps programs in compliance with CDPH regulations. Collaborates with Coastline administration for programmatic changes. Assists in developing new programs related to NA.

Author, Prentice Hall, Inc. 1, Lake Street, Upper Saddle River, New Jersey 07458
2000 to 2017
Development of Vocational Nursing *Fundamentals* Textbook; Development of Vocational Nursing *Comprehensive Medical Surgical* Textbook. Revision of Vocational Nursing *Fundamentals* Textbook 2007.

Instructional Administrator, North Orange County Regional Occupation Program, 385 N. Muller St., Anaheim, 92801
2001 to 2013
Supervise 76 instructors and classified personnel for vocational and medical programs. Oversaw 3 million dollar instructional budget. Develop classes to meet the need of the community. Maintain facility, visit classes, initiate marketing strategies and promote vocational careers. Co-chair of Curriculum and Instruction Council. Assist with Teacher Training. Initiated Fee based classes 2008. Introduced Savanna Medical Careers Academy 2007, opened Esperanza Medical Sciences Academy 2009.

Vocational Nursing Instructor 1986 to 2001
Develop and revision of system modules and theory classes as well as clinical instruction; Schedule management of student clinical placement; class and HOSA

advisor: Lead instructor. CEU development and curriculum contributor, Tech Prep scenario writer.

Administrative Intern

2000 to 2001

Scheduled home and focus group meetings. Provided technical assistance to Curriculum Chairs; Leadership and writing team member, assist with Teacher Training Institute. Awarded 6 year WASC Accreditation.

Health Careers Consultant, California State Department of Vocational Education, Cal Poly Pomona, CA., 91768 1993 to 2007

Development and revision of Curriculum for Health Careers Teacher Preparation and Practice; Coordinator for Year III. Health Occupation Students of America (HOSA) advisor to State Officers, Director of Cal-HOSA Competitive Events, Member of National HOSA Competitive Events Committee. Committee participation in Health Career Activities. Writer for *Science for Health Care*, 1991.

Clinical Nurse, La Habra Convalescent Hospital, 1233 W La Habra Blvd
La Habra, CA 90631

1985 to 1986

Supervision, instructional duties and direct patient care.

Clinical Nurse III, UCI Medical Center, 101 City Drive, Orange, CA., 92668

1973 to 1985

Staff Nurse in the medical surgical area. General Surgery, Thoracic, Plastic and Reconstructive Surgery, GYN., Orthopedic, EENT, Neurosurgery and Radiation Therapy. In my final year I was instrumental in the development of the first Out Patient Services Department, where I served as the surgical specialist.

EDUCATION

Excelsior College, 7 Columbia Circle, New York
Major: Bachelors of Nursing

9/2001

Coastline Community College, 11460 Warner Ave., Fountain Valley, CA., 92708-2597
General Education

6/1992

Cal Poly Pomona, 3801 West Temple Ave., Pomona, CA 91768-4005
Health Careers Part I
Health Careers Part II
Health Careers, Coordination and Supervision Year III

6/1992

USC/LACMC School of Nursing, 1200 N. State Street, Los Angeles, CA., 90033-1084
Major: Nursing

1/1973

**LICENSES/
CERTIFICATES**

CPR Instructor Certified, 1990 - 2022
Supervision and Coordination Credential, May 1995 – present
Clear Designated Subjects Vocation Education Teaching Credential (Nursing Occupations) Oct. 1988 – present
Registered Nurse, 2/1973 – present

AFFILIATIONS

Cal-HOSA, Grant Coordinator Kaiser South Grant 2020-22
HOSA, National Competitive Events, 2007 - 2011
NOCROP, WASC Self Study Member 1999, 2001, 2006, 2007
NOCROP, SCSEBA, Committee Member, 1999, 2001
NOCROP, Superintendents Advisory Council, 1999, 2001, 2007
NOCROP, Health and Safety Committee, 2001 – 2013
CAROCP, member 2000 -2013
NOCROP, Rubrics Committee, 2000
NOCROP, Professional Growth Committee, 1986
California Association for Health Career Educators (CAHCE), Conference Chair 2000, 2001

CAHCE, Treasurer, Executive Council, 1999, 2000, 2001
CAHCE, Member, 1986 – 2002
CAHCE, Ways and Means Chair, 1995 -1997
Health Occupations Students of America (HOSA), advisor, 1987 – 2001
HOSA, Director of Competitive Events, 1999 to 2007, 2009-present
HOSA, Chairman, Cal-HOSA INC., 1999-2000
HOSA, Executive Committee Member, 1989-2001
Model Practices, Field Reviewer, 2001
Tech Prep Consortium, Grant Reader, 2000
Carl Perkins Field Review Committee, 1999-2000, appointment by Delaine Easton
National Board for Professional Teaching Standards, Validation Committee, Assessor, 2000

AWARDS

Hall of Fame, International HOSA- 2022
Lifetime Achievement Award, Cal-HOSA- 2022
Model Program, Vocation Nursing 2000 – 2013
HOSA, National Judge Recruitment 2007,2011, 2015
Orange County Teacher of the Year, nominee, 2000
CAHCE, Teacher of the Year 1999
Outstanding HOSA Advisor, 1998
Outstanding Contributions to Education Award, 1993-1994
Outstanding HOSA Advisor, 1988

REFERENCES Available upon request

5/6/2023DN

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 5 of Sept, 2024 by and between the Burbank Unified School District, hereinafter referred to as "District", and Garri Dance Studio hereinafter referred to as "Consultant."

Payee's Name Mb Dance Inc/Garri Dance Studio Daytime Phone Number [REDACTED]

Email Address [REDACTED]

Mailing Address 3 [REDACTED]

Sponsoring Administrator Laura Flasi

Board Approval Date ~~September 5, 2024~~ September 19, 2024

Account String 01.0-26000.0-11100-10000-5810-7549000

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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 150.00 per hour ☒ / per day ☐ / per session ☐ for a total not to exceed \$27,000 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on ~~Sept 6 2024~~ 9/23/24 and terminating on 5/14/25
3. Payment Terms: Half to be paid in January 2025 and the other half to be paid after 5/15/25
4. Consultant will provide the following services:

Garri Dance Studio will provide classes to Luther, Disney, Washington and Providencia ASES program.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date

Consultant

Garri Dance Studio

Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

Garri Dance Studio - Bio

Garri Dance Studio, located in Burbank, was founded in 1958 by Peg Garri. Peg was a talented, well-rounded dancer who worked as an MGM Stock Dancer alongside popular entertainers such as Shirley Temple and Donald O'Connor. Now in their seventh decade, Garri Dance Studio has provided opportunities for students of all ages to participate in quality performing arts classes. GDS has earned the Burbank's "Best Dance Studio" Award continuously since 2007 according to the Burbank Leader Reader's Choice Poll.

GDS is an enrollment studio, running on an academic calendar with a year end, fully costumed stage performance every June. Dance, music and musical theatre lessons are offered for all ages and levels, toddler through adult, beginners to advanced students. Dance classes include ballet, tap, jazz, hip hop, musical theatre, hip hop, contemporary & mommy and me. Piano, voice and guitar lessons are also offered. Teaching staff is made up of a diverse group of choreographers and dance educators with a wide range of experience from professional dance company members to industry professionals.

In 2002, under the artistic direction of Megan Baade (also voted "Best Dance Teacher" by the Burbank Leader Reader's Choice Poll), the curriculum was expanded to incorporate the Visual & Performing Arts Standards for off-site dance programs. For over a decade, Garri Dance Studio has partnered with many Burbank Unified Schools offering customized After School Programs, Artist In Residencies both in person and virtual, as well as Professional Development Workshops for BUSD Staff. Through its BUSD partnerships, Garri Dance Studio has continually sponsored Burbank Unified Students each year, currently providing almost \$15,000 per year, and growing.

Garri Dance Studio is conveniently located in the heart of the beautiful Magnolia Park District in Burbank. Thoughtfully designed and renovated to better suit the needs of its growing student base, the studio offers three dance rooms with sprung wood dance floors, exposed brick, natural light, high beam ceilings, ballet barres and mirrors.

To learn more about Garri Dance Studio or schedule a free trial lesson, please contact 818-846-4390 or email officestaff@GarriDance.com

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 30 of August, 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Burbank Music Academy hereinafter referred to as "Consultant."

Payee's Name Burbank Music Academy Daytime Phone Number (818) 845-7625

Email Address info@burbankmusicacademy.com

Mailing Address 4107 W Burbank Blvd Burbank CA 91505

Sponsoring Administrator Jennifer Armer

Board Approval Date 9/19/24

Account String _____

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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 0 per hour ☒ per day ☐ per session ☐ for a total not to exceed \$ 0 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on 10/4/24 and terminating on 11/9/24.
3. Payment Terms: N/A
4. Consultant will provide the following services:

Music and performance education to students.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date

Consultant

Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19



BURBANK MUSIC ACADEMY
INFO@BURBANKMUSICACADEMY.COM

ROCK & ROLL SUMMER CAMP

12 Seperate 1 week Sessions
Mon-Fri 9am-3pm
Ages 6 and up
Sibling Discount

2022

**\$350
PER WEEK**

**CAMP RUNS
5/31 THRU 8/19**

**NO EXPERIENCE
NECESSARY**



Sign Up Now!

818-845-7625 ➔

WWW.BURBANKMUSICACADEMY.COM

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[Social Media](#)

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[Group Classes](#)

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LESSONS

The private lesson program at Burbank Music Academy is designed to fit the needs of every student. Whether you are a beginner with minimal time to practice or a dedicated professional who practices everyday, BMA will give you the tools you need to succeed.

THE THEORY

Our "Theory" behind music education is that it should be fun to learn. At Burbank Music Academy, our goal is to keep our students inspired and enthusiastic about the process of learning. By integrating current music with a formal music theory curriculum, our students stay excited about learning to read, understand and play music. By keeping them interested in what they are playing, they learn songs quickly and experience a sense of accomplishment while staying inspired to improve.

THE STAFF

Burbank Music Academy's staff is made up of a qualified and diverse group of hand picked, prescreened musicians and educators. All our instructors are Live Scanned. The Burbank Music Academy curriculum is guided by music teachers and industry professionals with music educations from such fine institutions as: The Berklee School Of Music (Boston), The Manhattan School Of Music (NY), North Texas State, The Musicians Institute (Hollywood), CSUN and USC.

THE TIMING

Timing really is everything. The younger we are, the faster we learn and the more information we are able to retain. While it's never to late to pick up an instrument, learning the language of music early in life guarantees it's fluency as a child develops. The gift of music and it's comprehension is invaluable and the earlier the learning begins the better. We at Burbank Music Academy are delighted that you are interested in sharing the gift of music. If you would like information about our private lesson programs or our teachers

please drop us an e-mail or give us a call at 818-845-ROCK(7625)

THE INSTRUMENTS

Most of our students are studying Piano, Guitar, Voice, Bass, Drums, Violin, Saxophone, Flute, Clarinet, Trumpet and Trombone. However, BMA will teach almost any instrument that you want to learn, if we don't have a teacher on staff that meets your needs we will be happy to help you find one. Please contact us if you would like information about our private lesson program or our teachers, you can e-mail or give us a call at 818-845-ROCK(7625)



BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 3 of September, 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Rhyan Michele Adams hereinafter referred to as "Consultant."

Payee's Name Rhyan Michele Adams Daytime Phone Number [REDACTED]

Email Address [REDACTED]

Mailing Address [REDACTED]

Sponsoring Administrator Jennifer Almer

Board Approval Date 9/19/24

Account String 010-90201-0-17007-41001-5810-203-8700

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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 150.00 per hour ☐ / per day ☐ / per session ☒ for a total not to exceed \$ 4,500.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on 9/26/24 and terminating on 5/15/25.
3. Payment Terms: 10/30/24 & 12/19/24 - \$900.00 3/28/25 & 5/15/25 - \$450.00 1/30/25 & 2/27/25 & 4/30/25 - \$600.00
4. Consultant will provide the following services:

4th/5th GRADE CHOIR

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date

Consultant

Rhyan Michele Adams

09.03.24

Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19



RHYAN MICHELE ADAMS

STAGE, FILM + VOICE ACTOR; SINGER; IMPROVISER

Height: 5'1" | Weight: 105lbs. | Eyes: Dark Brown | Hair: Dark Brown

(803) 917.1093 | www.rhyanmichele.com | @RhyanMichele



FILM & TELEVISION

Lonesome Town	JaneLee/Anastazia	New Picture Studio
Zoe's Possession	Zoe Brown	Leimert Park Productions
Meant to Be	Shay Hoover	A to the Z Show
Duchess the Xmas Killer	Detective Jude	Glitterdrop Production
Dykefoot	Heather	a touch too much productions
Survivor's Remorse	Chineka	Starz
Blood Moon	Margo	Rob Lauter Productions
Porcelain Dolls	Lead	Perri Stout
Flat	April Reed	Broken TV Productions

STAGE

Performing Artist in Residency	Singer	The Art Room DTLA
Rockin' Awesome Improv Show	Improvise	Youth Academy of Dramatic Arts
Little Grow Shop of Horrors	Trimmer Diva	A Dream Awake Productions
Die Hard: the musical parody	Argyle/Theo	Funhouse Lounge
Whatever Happened to Baby Jane	Elvira Stitt	a touch too much productions
The Ultimate Thriller	Lead Female Vocalist	The Ultimate Entertainment Group
Motown in Motion	12yr old Michael Jackson	Penguin Entertainment
Godspell	"Learn Your Lessons Well"	The VINE Theatre
Joyful! A Gospel Celebration of the Season	Singer	Walt Disney World
Ron Seggi: A Night in Vegas	Singer	StarBrite Productions
Blood Sisters the Musical	Precious	Queen Mother Productions
Bobby Lee Blood	Teacher/Tabetha/Henrietta	Sparkyl Entertainment
Sweet Evalina	Bernice	Sparkyl Entertainment
The Rocky Horror Show	Magenta/Usherette	TRUSTUS Theatre
Crumbs from the Table of Joy	Ermina Crump	Theatre South Carolina
Oh! What a Lovely War	Showgirl	Theatre South Carolina
Cats: the Musical	Etcetera	Town Theatre

SPECIAL SKILLS

Dialects:	British, American Southern
Singing:	Soprano, Alto, Tenor, Vocal Arranger
Instruments:	Piano, Bass, Guitar (basic)
Dance:	Jazz, Hip Hop, Contemporary, Modern
Sports:	Basketball, Roller Skate, Roller Blade, Swimming, Track & Field, Softball, Volleyball, Biking, Hiking, Yoga

TRAINING/EDUCATION

THE SECOND CITY CHICAGO
Improv and Sketch Comedy
Summer Minority Intensive Certificate

MASTER OF SCIENCE IN
ENTERTAINMENT BUSINESS
Full Sail University

BACHELOR OF ARTS IN THEATRE
University of South Carolina


COMMERCIALS

Available Upon Request

RHYAN ADAMS

Educator/Instructor

 adams.rhyan@gmail.com

 (803) 917-1093

 www.cinemanshots.com

 @CINEMANSHOTS

SUMMARY

Highly empathetic and critical-thinking educator with exceptional communication and creative problem-solving skills. Specializes in crafting tailored educational plans that foster student success and build trust within The Arts. Experienced in guiding teams through fun learning processes, utilizing expertise in and performance and visual design to enhance the educational experience.

SKILLS

Graphic Design
Brand Development
Art Direction
Photography
Video Production
Copywriting
Digital Marketing
Social Media Management
Project Management
Presentation Skills
Web Design +
Development
UX Design (Figma)
Adobe Creative Suite
Music

Creativity
Leadership
Communication
Collaboration
Adaptability
Problem-solving
Time Management
Emotional Intelligence
Critical Thinking

EDUCATION + CREDENTIALS

MASTER OF SCIENCE IN
ENTERTAINMENT BUSINESS
Full Sail University 2010

BACHELOR OF ARTS IN
THEATRE
University of South Carolina 2008

FOUNDATIONS OF USER
EXPERIENCE (UX) DESIGN
Coursera April 2023
Credential ID UKVDH49J38VX

EXPERIENCE

IMPROV TEACHER *Youth Academy of Dramatic Arts | 2024 - current*

- Develops and implements engaging lesson plans focused on creativity, spontaneity, and teamwork to instill a comprehensive understanding of improv techniques and game play.
- Cultivates a positive and inclusive learning environment to empower student involvement and nurture a strong sense of community.
- Orchestrates and supervises a culminating theater performance, showcasing students' development and skills to a live audience.
- Collaborates with colleagues to exchange ideas and enhance the improv curriculum continually.
- Leads multiple student groups through progressive skill development, consistently receiving praise from students and parents.
- Fosters a vibrant classroom setting that encourages creative risk-taking, resulting in high levels of engagement and retention.

PRIVATE TUTOR *Independent Contractor, Virtual/Worldwide | 2011 to 2016*

- Provided a fun way of learning school subjects that may not already have sparked interests
- Built self-confidence in learning and excelling both in and out of the classroom
- Offered private sessions in various subjects for grade improvement, comprehension, and retention both in-person and virtually via various online company platforms
- Increased the skills of children via instructional drawing and sculpting and the use of various art mediums
- Enhanced children's self-expression through varying, creative art projects
- Strengthened children's self-confidence and sense of artistic excellence and mastery

CERTIFIED ART INSTRUCTOR *Kidz Art | 2012 to 2013*

- Implemented innovative art projects that enhanced creativity and critical thinking skills in elementary school students.
- Organized and led interactive art workshops that promoted teamwork and collaboration among students.
- Developed personalized learning plans to cater to the individual needs and learning styles of each student.
- Facilitated art exhibitions and showcases to celebrate students' achievements and boost their confidence.
- Fostered a supportive and inclusive classroom environment that nurtured students' social-emotional skills and self-expression through art.

TEACHER/INSTRUCTOR *Gibbes Middle School | 2008 to 2009*

- Spearheaded a 17-week Project ACT program to instill positive health behaviors in 6th-grade students through the promotion of physical activity
- Educated students on the significance of personal responsibility and making beneficial life choices, while underscoring the value of exemplary student conduct and citizenship
- Engaged actively with students in dynamic health and physical activities
- Led interactive small group sessions aimed at fostering behavioral skills conducive to healthy living

Rhyan Michele, originally from Columbia, SC, is a multi-talented international artist known for her work as a performer, writer, creative director, and producer. She earned a BA in Theatre from the University of South Carolina and an MS in Entertainment Business from Full Sail University. Her journey in improv and comedy started with specialized training at The Second City in Chicago, where she developed her skills in sketch, improvisation, and comedic writing.

Rhyan's musical expertise ranges from musical improv and theater to songwriting and composing, including creating songs and vocal arrangements for film and television. Currently, she is working on her debut album and can be found showcasing her vocal talents throughout her first musical residency.

Beyond her music endeavors, Rhyan is the Founder and CEO of Cineman Shots, a creative direction and photography agency, and works as a forensic actor for Kaufmann's Forensic Actors, LLC. Her performance highlights include appearances with Joyful at Disney's EPCOT and The Ultimate Thriller: THE Michael Jackson Tribute Tour.

You can catch Rhyan in action at the Rockin' Awesome Improv Show at YADA, performing with A Tribe Called Melanin, and dazzling audiences at The Art Room DTLA with her dynamic energy and creative spark.

Thanks for considering me. I look forward to connecting soon.

Rhyan Michele

Performing Artist

Phone: 803.917.1093

Email: rhyanmichele@me.com

LinkedIn: <https://linkedin.com/in/rhyanmichele>

Instagram & Twitter: @RhyanMichele

Facebook: www.facebook.com/rhyanmichele

Website: www.cinemanshots.com

Want to Collaborate?

LET'S CREATE

Rhyan M. Adams

Emphatic Paradigm Shifter

Phone: 803.917.1093

Email: adams.rhyan@gmail.com

LinkedIn: <https://linkedin.com/in/rhyanmichele>

Instagram & Twitter: @RhyanMichele

Facebook: www.facebook.com/rhyanmichele

Website: www.cinemanshots.com

Want to Collaborate?

LET'S CREATE

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 30 of August, 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Susan Dalian hereinafter referred to as "Consultant."

Payee's Name Susan Dalian Daytime Phone Number [REDACTED]

Email Address [REDACTED]

Mailing Address [REDACTED]

Sponsoring Administrator April Weaver

Board Approval Date September 19th 2024

Account String 010-65000-0-57601-11100-5810-517-1000

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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 2040 per hour ☐/ per day ☐/ per session ☒ for a total not to exceed \$2040 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on October 29th 2024 and terminating on December 17th 2024.
3. Payment Terms: Payment upon completion
4. Consultant will provide the following services:

Susan Dalian will teach theatre arts to the students of Magnolia Park

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.

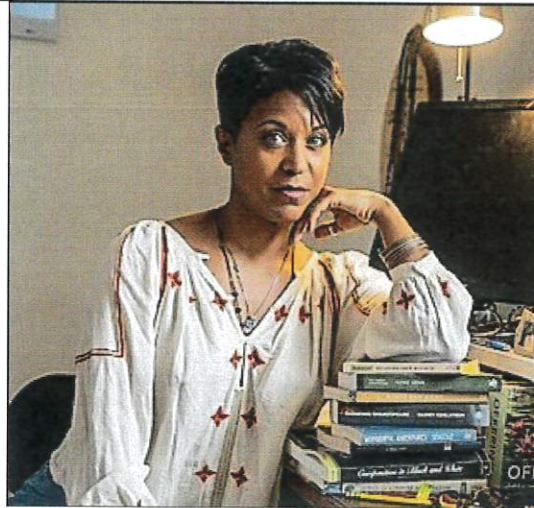
[Signature] 9/3/24
BUSD Authorized Signature/Title Date

[Signature] 8.30.24
Consultant Susan Dalian Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

Susan Dalian – actress, director, writer, instructor



SUSAN DALIAN has over 30 years of experience in theater, film and television. She started her studies in theater arts at Baltimore School for the Arts graduating in 1986. Upon graduating she attended Boston University's Acting Training Program and graduated in 1990 with a BFA. She spent three years acting in San Francisco in stage plays with such companies as *San Francisco Shakespeare Festival*, *CA Shakespeare Festival*, *Marin Theater Company*, and *American Conservatory Theater*. In 1994 she moved to Los Angeles where for 17 years she acted in several films and television shows, some of which include *The Brothers*, *Undisputed*, *The Kid*, *90210*, *What I Like About You*, *The Hughleys*, *Star Trek: Voyager* and the as the voice of "Haku" in the popular anime series *Naruto*. Susan has also performed on stage at such prestigious regional theaters as *South Coast Repertory*, *Indiana Repertory Theatre* (in West Coast premiere plays by Pulitzer Prize winning playwrights Lynn Nottage and Tracy Letts), *American Conservatory Theater*, *Berkeley Repertory Theatre*, *CA Shakespeare Festival*, *Shakespeare Santa Cruz*, *The Actors' Gang* (directed in a play by Academy Award winning actor Tim Robbins), and *Los Angeles Women's Shakespeare Company*. In 2005, she co-wrote and starred in the play *Ambrosia* at the 2005 New York Fringe Festival. From 2014 -2019 she was Resident Director of Sierra Classic Theater in Mammoth Lakes, CA where she directed: *Macbeth*, *As You Like It*, *Outside Mullingar*, *The Merchant of Venice*, *The Two Gentlemen of Verona*, *A Midsummer Night's Dream*, *The Real Housewives of Tuskatown* (an original script that she co-wrote) and a staged reading of *Rapture*, *Blister*, *Burn*. With Mammoth Lakes Repertory Theatre she directed *The Importance of Being Earnest*, and *Art Dog* and appeared in the plays *Blithe Spirit* and *The Crucible*. In the past three years she has directed several plays and staged readings at Santa Cruz Shakespeare, La Mama Experimental (NY), The Hollywood Fringe, MeetCute, The Inkwell Theater, AMMO Theatre Company, IAMA Theatre Company, and LA Writer's Center and currently with Echo Theater Company.

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 2nd of September, 2024 by and between the Burbank Unified School District, hereinafter referred to as "District", and APEX Leadership Co. hereinafter referred to as "Consultant."

Payee's Name APEX Leadership Co Daytime Phone Number 310-403-9951

Email Address trevorp@apexleadershipco.com

Mailing Address 3435 E. Thousand Oaks Blvd #6325, Thousand Oaks, CA 91362

Sponsoring Administrator Judy Hession, Principal at Miller Elementary School

Board Approval Date Thursday, September 19, 2024

Account String 010-90201.0-11100-10000-5810-2108700 (Team Jaguar Fundraising Committee)

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 THEREFORE, 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 \$ TBD **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on September 30, 2024 and terminating on October 11, 2024.
3. Payment Terms: Upon completion of the APEX Fun Run Program.
4. Consultant will provide the following services:

APEX Leadership Co. will provide a two week leadership and fitness program to help raise money for Miller Elementary School.

Students in TK-Grade 5 will receive daily SEL lessons and get pledges for each lap they run around at the APEX Fun Run activity.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date

Chad Evans
Consultant

9-3-24
APEX Leadership Co.

Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

ABOUT US

OUR METHOD

Our Method is to collaborate with school PTO/As and faculty to build student leaders through a meaningful, "hassle-free" and financially successful school fun run.

We believe:

- Every child can change their school, and the world, in a profound way
- Serving others brings the greatest joy and contributes to the greatest good
- Learning by doing and exercise are both undervalued and underutilized in fundraising today
- Encouragement and enthusiasm build others up—we will help build leaders
- Raising money for your child's school can also serve as a positive learning experience
- Many people giving a little reduces the individual burden on the typical givers and donors

Teachers Have Skin in the Game

and that makes for highly-motivated and excited coaches. Your teachers will coach their classroom teams to greater heights knowing that in the end, a portion of what the classroom raises goes straight back to the teacher for their classroom.

INTRODUCING OUR 2024-2025 THEME

APEX FUTURE

FUTURE LEADERS

ARE
GRATEFUL

WE SHOW APPRECIATION FOR ALL WE
HAVE IN OUR LIVES.

SHOW
RESPECT

WE TREAT PEOPLE IN WAYS THAT
SHOW WE CARE.

PRACTICE
KINDNESS

WE DO THINGS FOR THOSE AROUND
US WITHOUT EXPECTING ANYTHING IN
RETURN.

DO WHAT'S
RIGHT

WE ARE HONEST AND DO THE RIGHT
THING EVEN WHEN NO ONE IS
LOOKING.

STICK
WITH IT

WE KEEP TRYING EVEN WHEN THINGS
GET DIFFICULT.

START
TODAY

WE DON'T HAVE TO WAIT TO CHANGE
THE WORLD.

THE FUTURE IS OURS, THE FUTURE IS NOW!

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 2nd of September, 20 24 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and FunFlicks of So. Cal hereinafter referred to as "Consultant."

Payee's Name FunFlicks of So. Cal Daytime Phone Number 818-263-4916

Email Address movie-events@funflicks.com

Mailing Address PO Box 1656, Topanga, CA 90290

Sponsoring Administrator Judy Hession, Principal at Miller Elementary School

Board Approval Date Thursday, September 19, 2024

Account String 010-90201.0-11100-10000-5850-2108200 (PTA Funds)

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 THEREFORE, 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 \$ 1,172.62 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on September 20, 2024 and terminating on September 20, 2024.
3. Payment Terms: 50% deposit of \$586.31 and balance of \$586.31 at 14 days prior to event
4. Consultant will provide the following services:

FunFlicks So. Cal will provide and set up blockbuster movie screen for a family movie night in the Miller Park.

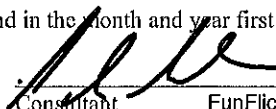
5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date

 Nick Collura 9/4/2024

Consultant FunFlicks of So. Cal Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

FUNFLICKS

About Us

Learn about FunFlicks' roots and why we do what we do.
We're focused on bringing generations together in local communities by creating extraordinary experiences, one event at a time.

All FunFlicks® locations are family-owned and operated. Our owners all emphasize the FunFlicks® philosophy of business management with premium customer service and cutting-edge audiovisual technology. We've modernized a piece of outdoor movie history for people across the United States to enjoy today. The goal is to provide you with fun, friendly, and professional service at a price that is fair and affordable for everyone.

At FunFlicks®, we offer projector and screen rental services across the United States for indoor & outdoor events. But, we do not only show movies. Live sports, video games, advertisements, or anything you wish to show off on the big screen can be made possible through us! If you have an idea on what you want to see on the big screen, let us know and we'll try our best to make it happen.

All FunFlicks® locations are family-owned and operated. Our owners all emphasize the FunFlicks® philosophy of business management with premium customer service and cutting-edge audiovisual technology. We've modernized a piece of outdoor movie history for people across the United States to enjoy today. The goal is to provide you with fun, friendly, and professional service at a price that is fair and affordable for everyone.

Also, FunFlicks® provides customers with the most helpful technicians who set-up our state-of-the-art equipment while you sit back and relax. Watch the FunFlicks® magic happen before your eyes. Our event hosts are tech-savvy, responsible, and are locally employed! Be sure to ask your event technician or contact our office if you have any screen and projector rental questions.

Contact our Rental Office: 877-263-0480

BURBANK UNIFIED SCHOOL DISTRICT
1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 18th of September, 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Andrew Grueschow hereinafter referred to as "Consultant."

Payee's Name Andrew Grueschow Daytime Phone Number [REDACTED]

Email Address [REDACTED]

Mailing Address [REDACTED]

Sponsoring Administrator Jill Johnson

Board Approval Date 9/19/24

Account String 010-90201-0-17000-10000-5810-215-8700

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 CALSTRS 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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 355.00 per hour ☐ per day ☒ per session ☐ for a total not to exceed \$ 9650.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on 3/26/2025 and terminating on 5/16/2025.
3. Payment Terms: Upon completion of the program
4. Consultant will provide the following services:

music scoring workshops for 5th grade at Stevenson-10 sessions

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 WHEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date

Consultant

Andrew Grueschow

Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

School of Music

[Home](#)
[Programs/Specialization](#)
[Visiting Artists](#)
[Alumni](#)
[Facilities](#)
[Resources](#)
[Faculty and Staff](#)

[Portfolio](#)
[Departments](#)

Faculty and Staff

EVERYONE

FACULTY

ADMINISTRATION AND STAFF

Andrew Grueschow

Co-Director, World Music Performance Specialization

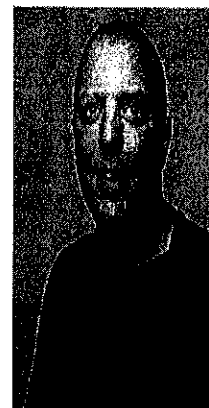
Email: agruesch@calarts.edu

Phone: 661-253-7816

Fax: 661-255-0938

Room: B200 and B248

Andrew Grueschow is an LA-based percussionist with an interest in music the world over. He has traveled to Ghana, West Africa several times, studying the music of the Ewe and the Dagombas, and recording traditional drumming for Zedonu Records. In addition to the Hands On/Samble, an award winning percussion ensemble, Andrew is a member of the Zedonu African Music and Dance Company, featured on the "ALI" soundtrack. He has also performed with Adam Rudolph's "Go: Organic Orchestra," Lian Ensemble, and Vinny Golia's "Large Ensemble." Andrew also teaches with the Music Center-Performing Arts Center of Los Angeles County, Los Angeles Philharmonic and the Orange County Performing Arts Center. He is currently involved with work in the LSSN Network (Music-In-Education National Consortium), affiliated with the New England Conservatory. Andrew has performed in Germany, Brazil, Ghana, Taiwan and throughout the US.



TAGGED IN: [Music Faculty](#) • [World Music Performance](#) • [African Music & Dance](#) • [World Percussion](#)

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 19th of September, 20 24 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Off the Beaten Track Production hereinafter referred to as "Consultant."

Payee's Name Off the Beaten Tracks Production S Daytime Phone Number [REDACTED]

Email Address info@offthebeatentrack.biz

Mailing Address [REDACTED]

Sponsoring Administrator Jill Johnson

Board Approval Date September 19th, 2024

Account String 010-90201-0-17000-10000-5810-215-8700

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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 225.00 per hour ☐/ per day ☒/ per session ☒ for a total not to exceed \$ 4500.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on January 10th 2025 and terminating on March 14th, 2025.
3. Payment Terms: Payment upon completion of service
4. Consultant will provide the following services:

4th grade Film instruction

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.

O. Simons

08/28/

BUSD Authorized Signature/Title

Date

08/28/2
Consultant Off the Beaten Track Production Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

Olivia Simone, Founding Director

Founder and Principal Director of 'Off The Beaten Track Productions', Olivia Simone, studied at NIDA and has a successful career in theatre, TV and film in Australia. She developed OTBT in Australia 10 years ago, to provide work opportunities for starting-out actors, with a vision to deliver an innovative and uncommon acting experience to her students. Her professional acting credits include: Australia-wide tour with the Bell Shakespeare Company in lead roles, Viola in Twelfth Night, Hermia in A Midsummer Night's Dream, and TV roles on; All Saints, Dance Academy, Winners and Losers and Love My Way. She produced and starred in "The Girl Who Loved the Beatles", which toured from Sydney to LA. Most recently she performed in the production of "Ruben Guthrie" at the Matrix theatre in West Hollywood, where she was nominated for 'Best Actress.'

She is currently living in Los Angeles. Her most recent short film Azzurro, that she wrote, produced and starred in, has been touring festivals world wide and awarded Best International Short Film at The Santa Monica Film Festival. She is currently planning to film feature film 'Rosa', in Australia and Southern Italy, in homage to her Italian Heritage. Her other projects are in the FILM/TV section.

Burbank Unified School District
Instructional Services
REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Oscar Macias, Interim Assistant Superintendent, Instructional Services

PREPARED BY: Oscar Macias, Interim Assistant Superintendent, Instructional Services

SUBMITTED BY: Stephanie Beauregard, Administrative Secretary II

DATE: September 19, 2024

SUBJECT: Ratification of Agreement for Instructional Consultant Services

Background:

The purpose of the Instructional Consultant Services is to enrich student learning. Consultants are selected based on their qualifications regarding specific subject areas. When a consultant is selected, the consultant company/organization must complete the required paperwork for the district to ensure that district students receive the services they require. All consultant requests must be approved by the Board of Education prior to services being rendered.

Discussion and Issues:

Sites submit the required paperwork to Instructional Services. Work must not begin until the site receives a confirmation of Board approval from Instructional Services. Due to delays out of their control the site was unable to submit their consultant agreement before the September 4, 2024 agenda deadline. Therefore, the agreement below is being presented as a ratification. If the Consultant assignment requires unsupervised contact with student(s) during the contract period, the Consultant will be required to provide Department of Justice fingerprint clearance through the District's Human Resources Services.

Fiscal Impact:

See attached.

Recommendation:

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education ratify the instructional consultant services for the purpose of on-site student learning support and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

**BURBANK UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
RATIFICATION OF INSTRUCTIONAL CONSULTANT SERVICES**

Board Meeting Date: September 19, 2024

Site	Name	Purpose	Dates	Cost	Appropriation Number
Instructional Services	The Performing Arts Center	The Music Center will provide theatre and playwriting workshops for EL students in grades 6-12. The session will be at Huerta, Luther, Muir, BHS, and JBHS.	9/18/24 – 6/30/25	\$63,593.75	01.0-42030.0-47600-10000-5810-7429000

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 29th of August, 20 24 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and The Performing Arts Center of LA County ("Music Center") hereinafter referred to as "Consultant."

Payee's Name The Performing Arts Center of Los Angeles County Daytime Phone Number (213) 972-3397

Email Address PCantarelli@MusicCenter.org

Mailing Address P. O. Box 846999, Los Angeles, CA 90084-6999

Sponsoring Administrator Dr. Peter Knapik

Board Approval Date September 19, 2024

Account String 01.0-42030.0-47600-10000-5810-7429000

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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 125 per hour ☒/ per day ☐/ per session ☐ for a total not to exceed \$ 63,593.75 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on September 18, 2024 and terminating on June 30, 2025.
3. Payment Terms: to be paid upon completion
4. Consultant will provide the following services:

The Music Center will be providing theatre and play writing workshops for EL students in grades 6-12. Sessions will be held at Huerta, Luther, Muir, BHS and JBHS. These workshops will help students develop their communication skills.

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 08 / 29 / 2024

BUSD Authorized Signature/Title

Date

Consultant

Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

275



135 NORTH GRAND AVENUE
LOS ANGELES, CA 90012

CONTRACT FOR SERVICES

Burbank Unified School District
1900 W. Olive Ave.
Burbank, CA 91506
(818) 729-4400

August 23, 2024
CONTRACT # 25AP1964337
Jennifer Goldenberg, TOSA,
Coordinator of EL Services, TK-12

SERVICES TO BE PROVIDED
SCHOOL YEAR 2024-2025

Program Description – In-Person ELD Theatre Integration:

A. Pre-Planning Session (In-Person) with Teaching Artists and ELD Teachers - September 18, 2024 (1pm-3pm)		
1.	One 2-hour day @ \$125/hour x two artists	\$500.00
2.	One hour of preparation per artist @ \$125/hour x two artists	\$250.00
B. Classroom Support Visits		
1.	10 In-person classroom sessions x 25 teachers @ \$125/hour	\$31,250.00
2.	4 hours of curriculum development x 25 teachers @ \$125/hour	\$12,500.00
3.	5 hours of Artist/Teacher on-going planning x 25 teachers @ \$125/hour	\$15,625.00
4.	Debriefing/Evaluation Meeting @ \$125/hour x two artists	\$250.00
SUBTOTAL:		\$60,375.00
Administrative Planning Cost @ 5% (not including materials)		\$3,018.75
Materials and Resources		\$200.00

NOT TO EXCEED PROJECT TOTAL = \$63,593.75

Burbank Unified School District
This agreement shall be in effect from September 18, 2024 through June 30, 2025 (“Term”), unless otherwise terminated by: (i) mutual agreement or (ii) a party, with or without cause, by giving the other party 30 days’ prior written notice of termination. Should this agreement require modifications during this period, it will be amended by mutual agreement of all parties, and shall be in writing in the form of an addendum to this agreement.
An invoice will be provided at the completion of services in this agreement, no later than June 30, 2025. Terms are net 30 days.

SCHEDULE: September 18, 2024 through June 30, 2025

TERMS AND CONDITIONS:

- 1. The Performing Arts Center of Los Angeles County (“Music Center”) has agreed to supply and the above-named School Partner has agreed to purchase the arts program(s) and/or workshop(s) described in SERVICES TO BE PROVIDED above (“Program”), for the total fee amount shown above.
- 2. Events may be rescheduled by the School Partner with at least two business days’ advance notice to Music Center’s School Programs without penalty. The School Partner may cancel the event(s), but must give at least 30 days’ advance notice to The Music Center’s School Programs of the cancellation in order to avoid any fee associated with the canceled event. The School Partner will be charged for any event cancelled with less than 30 business days’ advance notice.
- 3. If a program or workshop is canceled for any reason by the artist or by the Music Center, it is understood and agreed that the program or workshop will be rescheduled at a mutually convenient time and that the Performing Arts Center of Los Angeles County will not be liable for any financial consequences that the School partner may incur as a result of such cancellation and/or rescheduling.
- 4. NO FILMING, TAPING OR VIDEOTAPING OF ANY PROGRAM IS PERMITTED, DUE TO CONTRACTUAL AND UNION RESTRICTIONS.
- 5. Workshop and performance space, program equipment and/or materials are the responsibility of the School partner. Material charges referenced above refer only to additional material to be provided by the artist and/or the Music Center.
- 6. School partner acknowledges that all right, title, and interest in and to the Program, as well as any modifications or improvements made thereto by or on behalf of School partner are owned and/or controlled by Music Center.
- 7. This Agreement, including and any related attachments, constitutes the sole and entire agreement of the parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings and agreements, both written and oral, with respect to such subject matter. In no event shall Music Center’s liability under this agreement exceed an amount greater than the total fee set forth above.

Please sign, date and return one copy to Music Center School Programs, attention: Patrice Cantarelli, by September 13, 2024.
08 / 27 / 2024

Josephine Ramirez, Executive Vice President, The Music Center Arts
Performing Arts Center of Los Angeles County

Date

Burbank Unified School District

Date

Burbank Unified School District
Instructional Services
REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Oscar Macias, Interim Assistant Superintendent, Instructional Services

PREPARED BY: Oscar Macias, Interim Assistant Superintendent, Instructional Services

SUBMITTED BY: Stephanie Beauregard, Administrative Secretary II

DATE: September 19, 2024

SUBJECT: Approval of Agreement for Restorative Practices Consultant

Background:

Pursuant to Board Policy 3312, the Board of Education's designee may contract with consultants to provide specific services on a temporary basis.

Discussion/Issues:

The district has contracted with Karen Junger to provide restorative practices training emphasizing equity and dignity to cabinet-level administrators, directors, and administrative staff. She will introduce key school site staff to restorative practice fundamentals and help them understand how these approaches can benefit their respective sites.

Fiscal Impact:

The amount of the agreement is not to exceed \$50,000 (01.0-00000.0-11100-10000-5810-7422000).

Recommendation:

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Agreement between the Burbank Unified School District and Karen Junger to provide training in restorative practices, not to exceed \$50,000 (01.0-00000.0-11100-10000-5810-7422000), effective September 20, 2024 through June 30, 2025 and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314,

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 2nd of September, 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Karen Junker hereinafter referred to as "Consultant."

Payee's Name Karen Junker Daytime Phone Number: 818-279-1234

Email Address restorativebestpractices@gmail.com

Mailing Address 1000 W. Olive Avenue, Suite 100, Burbank, CA 91506

Sponsoring Administrator Dr. Oscar Macias

Board Approval Date September 19, 2024

Account String 01.0-00000.0-11100-10000-5810-7422000

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 THEREFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$ 3590.00 per hour ☐ per day ☒ per session ☐ for a total not to exceed \$50,000 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on Sept 20, 2024 and terminating on June 30, 2025
3. Payment Terms: invoices will be submitted for services rendered. Payment due within 30 days of invoice submission.
4. Consultant will provide the following services:

Please see attached MOU for services to be provided.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title

Date


Consultant

Karen Junker

9/12/24
Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

MEET KAREN

Karen Junker is a passionate professional whose work emphasizes equity and dignity for students and teachers. Karen Junker's philosophy of culture and climate is that every school community member be valued, respected and contributing; her work prioritizes inclusion and participation. She has broad experience working with school sites to cultivate capacities for implementing and sustaining restorative approaches to classroom culture, academic success and school discipline.

Ms. Junker is a mathematics teacher with ten years of experience in middle school and ten years in high school, including one year of substituting. She is a published author with broad expertise in using restorative practices to build classroom community, manage classroom behavior and deliver academic curriculum.

Additionally, Ms. Junker served as Restorative Practices Coordinator for a large urban middle school where she, working with the school's leaders, produced noteworthy results in terms of discipline reduction, suspension diversion, and school-wide academic achievement.

(See Junker, K., & MacLean, H. (2016). Using restorative principles to redesign a middle school for the common good. In A. H. Normore & A. I. Lahera (Eds.), Restorative practice meets social justice: un-silencing the voices of "at-promise" student populations (pp.). Dominguez Hills, CA: Information Age Publishing.)

She works collaboratively with stakeholders to craft and implement site-sustaining school-wide restorative practices including community building circles, conflict de-escalation and suspension diversion using student panels.



Start where you are.

As little as 10% can tip the scale of a culture. With coordinated and focused action, and by adding people who add value, a minority view of what's possible can quickly become the majority view of what's possible.

practices inclusion and works with state leaders to craft school discipline policies that include using restorative circles for students who are chronically disruptive in the classroom; she works with schools to offer restorative consequences rather than rote punishment.



Contact Us

© 2024-2025 RESTORATIVE BEST PRACTICES



**Burbank Unified School District
Instructional Services
REPORT TO THE BOARD**

TO: Members of the Board of Education

FROM : Peter Knapik, Assistant Superintendent, Educational Services

PREPARED BY: Peggy Flynn, Coordinator, Arts and Career Technical Education

SUBMITTED BY: Stephanie Beauregard, Administrative Assistant II

DATE: September 19, 2024

SUBJECT: Approval of 2023-2024 Arts & Music in Schools, Prop 28 Annual Report

Background: On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. (Section 8820 et seq.). Funding is determined by each school’s share of statewide total enrollment and enrollment of economically disadvantaged pupils in the prior year. The funding requires at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining 20% of funds may be discretionary to improve student access to a standards-based arts education. Use of AMS Funds for administrative costs may not exceed 1% of the annual allocation. AMS funds must be used to supplement District-funded arts education programs. AMS funds may not be used to replace District funding previously used for arts education.

Implementation guidelines, protocols, a waiver application, and reporting processes for the legal use of AMS funds were released between April and July 2024. Therefore, the District was not afforded sufficient time to fully plan and implement programs at every school. Funding allocated in 2023-24 will be carried forward into the 2024-25 school year to support AMS programs. Principals work with teachers and engage community stakeholders in developing spending plans based on their existing arts plan goals that are aligned with the BUSD Strategic Arts for All Plan.

District Wide Goals for 2022-2023:

- 1.2. Increase the number of high school students who have completed a-g requirements for college eligibility by 2%.
- 1.7 Maintain access to visual and performing arts education and implement the BUSD Arts for All Plan.

Discussion/ Issues: To meet the compliance requirements of the AMS funding, the District must present the Board with a report of full-time equivalents for teachers, classified personnel, and teaching aides, the number of pupils serviced, and the number of school sites providing arts education programs.

The District reports the following data for the 2023-24 school year:

Full-Time Equivalents for teachers: 2

Classified personnel and teaching aides: 6

Number of pupils serviced: 14,220

Number of sites providing AMS programs: 14

Fiscal Implications: Burbank Unified schools received over \$1.9 million in AMS funds for the 2023-2024 school year. These funds may be used through the 2025-2026 school year to improve students' access to quality, standards-based, sequential arts education. The state will allocate AMS funds annually based on school enrollment data.

Recommendation:

Peter Knapik, Assistant Superintendent, Educational Services, in collaboration with Peggy Flynn, Coordinator for Arts and CTE programs, recommends approval of the 2023-2024 Arts and Music in Schools Funding Annual Report, as presented.



Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Burbank Unified
CDS Code: 1964337-0000000
Allocation Year: 2023-24
Allocation Amount: \$1,950,497

1. Narrative

Burbank Unified schools received more than \$1.9 million in Arts and Music in Schools Funding (AMS) in 2023-2024 as a result of Proposition 28. Burbank Unified AMS total expenditures for the 2023-2024 school year totaled \$516,987.97. 17.5% of the District's total allocation was used towards staffing and 9% was used for arts materials, supplies, equipment, and arts consultants. Principals were encouraged to spend conservatively as the California Department of Education developed and finalized criteria and protocols for spending and annual reporting. Schools have until June 2026 to spend the balance of their 2023-2024 allocation.

The addition of two itinerant credentialed elementary music teachers (\$201,801.16), and 14 classified arts instructors (\$64,538.88) specializing in music, has expanded student access to music instruction in every elementary school. The number of students receiving year long, weekly music instruction has increased from 1,948 to 3,827 with an additional 1551 transitional kindergarteners, kindergarteners, and first grade students receiving weekly music instruction for part of the school year.

Secondary schools applied \$97,400.57 to staffing including extra hourly pay for credentialed arts teachers and a CTE stage craft instructor to expand instructional opportunities for students including extended day arts instruction, arts planning time, and adding sections of visual and performing arts to master schedules. Secondary discretionary AMS funding was used to purchase new audio and lighting equipment for auditoriums (\$176,390.40.).

Principals are working closely with District leadership, staff, parents, and community partners to develop three year spending plans that are aligned with the District strategic arts plan goals, meet funding requirements, prioritize increased students access to a standards-based arts education, improve the quality visual and performing arts curriculum and frequency of arts instruction, with a focus on long term sustainability as we anticipate each new school year AMS allocation.

2.	Number of full-time equivalent teachers (certificated)	3
3.	Number of full-time equivalent personnel (classified)	14
4.	Number of full-time equivalent teaching aides (classified)	0
5.	Number of students served	9582
6.	Number of school sites providing arts education	19

Date of Approval by Governing Board/Body: 09/19/2024

Annual Report Data URL:

[https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/2817139/Unaudited Actuals 2023-2024 090524.pdf](https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/2817139/Unaudited_Actuals_2023-2024_090524.pdf)

**Burbank Unified School District
Special Education Department**

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Jennifer Nicholson, Director of Special Education and Psychological Services

PREPARED BY: Jennifer Nicholson, Director of Special Education and Psychological Services

SUBMITTED BY: Sandra Shearer, Administrative Secretary II

DATE: September 19, 2024

SUBJECT: Amended Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to amend an agreement to hire an additional credentialed special education teacher, for a total of four special education teachers, through an agency because the District is unable to secure a full time, temporary or substitute teacher for an elementary classroom.

Discussion/Issues:

The District is obligated to provide specialized academic instruction and assessments and to implement Individualized Education Plans (IEPs) for students who attend our schools. The District does not have current staff able to support the current caseload and is, therefore, contracting with an agency to remain in compliance with IEP and Ed Code regulations.

Fiscal Impact:

Not to exceed \$526,260.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between Burbank Unified School District and Aya Healthcare, Inc. to provide up to four credentialed special education teachers, not to exceed \$526,260.00 (01.0-65000.0-57601-11804-5810-7440000), effective August 5, 2024 through May 23, 2025 and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was August 1, 2024 for a total not to exceed \$407,925. This amendment adds one additional special education teacher, for a total of four special education teachers, with an increase of \$118,335. The new not to exceed amount is \$526,260.



Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

AMENDED CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 3rd day of September 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Aya Healthcare, Inc. hereinafter referred to as "Consultant."

Payee's Name: Aya Healthcare, Inc. Daytime Phone Number: 858-666-0294 X10439

Mailing Address: 5930 Cornerstone Ct. W. Suite 300 San Diego, CA 92121

Email Address: Christina.Akhass@ayahealthcare.com and Grant.Vellucci@ayahealthcare.com

Sponsoring Administrator:	<u>Peter Knapik</u>	<u>Assistant Superintendent</u>	<u>Special Education</u>
	Print Name	Title	Signature Location

Board Approval: 08/01/2024 9/19/2024 Account Code: 01.0-65000.0-57601-11804-5810-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of \$105 per hour, up to 7 hours per day. For **three teachers** the total not to exceed ~~\$407,925.00~~ **\$526,260.00**
2. The term of the Agreement shall be the period commencing 08/05/2024 and terminating 05/23/2025.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Aya Healthcare, Inc. will provide ~~three~~ **four** credentialed special education teachers, Philip Akogu (McKinley), Neal Tracey (Emerson), Will Perryman (Roosevelt) and Mel Leroy (Luther).
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.
11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.
12. Communicate within twenty-four hours to Aya Healthcare, Inc. the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.
13. The District agrees to indemnify, defend and hold harmless Aya Healthcare, Inc. from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.
14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.
15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Aya Healthcare, Inc. shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Aya Healthcare, Inc. or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Aya Healthcare, Inc., its agents, subcontractors, employees or other representatives referred to in this Agreement, Aya Healthcare, Inc. shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Aya Healthcare, Inc. fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Aya Healthcare, Inc. demand.

District shall save and hold Aya Healthcare, Inc. harmless from and against and shall indemnify Aya Healthcare, Inc. for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Aya Healthcare, Inc. is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Aya Healthcare, Inc. may defend the same and any expenses, including reasonable attorney's fees, which Aya Healthcare, Inc. may pay or incur in defending said action and the amount of any judgment which Aya Healthcare, Inc. may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District

District/Company Name

Jennifer Nicholson

Director, Special Education

Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Aya Healthcare, Inc.

Consultant/Company

Print Representative Name

Title

Signature

Date

**Burbank Unified School District
Special Education Department**

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Jennifer Nicholson, Director of Special Education and Psychological Services

PREPARED BY: Jennifer Nicholson, Director of Special Education and Psychological Services

SUBMITTED BY: Sandra Shearer, Administrative Secretary II

DATE: September 19, 2024

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 provide interpreters and translators for deaf and hard of hearing students, pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

The District is currently obligated to provide services for students who are Burbank residents. If the District does not have qualified staff to perform specific services, it is obligated to contract outside the District for such services. This agency is used as a back-up, emergency service when District employees are unable to provide the services required.

Fiscal Impact:

Not to exceed \$50,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services recommends that the Board of Education ratify an agreement between the Burbank Unified School District and Sorenson Communications, LLC, to provide interpreting and translation for Burbank students, not to exceed \$50,000 (01.0-65000.0-57602-11901-5850-7440000), effective September 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.



Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

RATIFIED CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 3rd day of September 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Sorenson Communications, LLC hereinafter referred to as "Consultant."

Payee's Name: Sorenson Communications, LLC Daytime Phone Number: 916-230-9013

Mailing Address: 4192 S. Riverboat Road Salt Lake City, UT 84123

Email Address: jcollins3@sorenson.com

Sponsoring Administrator:	<u>Peter Knapik</u>	<u>Assistant Superintendent</u>	<u>Special Education</u>
	Print Name	Title	Signature Location

Board Approval: 09/19/2024 Account Code: 01.0-65000.0-57602-11901-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a total not to exceed **\$50,000**
2. The term of the Agreement shall be the period commencing on: 09/01/2024 and terminating on: 06/30/2025.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Sorenson Communications, LLC will provide interpreters/translators for DHH special education students. There will not be services needed on the following dates: September 2, November 11, 28 and 29, December 23 through January 3, January 20, February 10, March 17-21 and May 26
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.
11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.
12. Communicate within twenty-four hours to Sorenson Communications, LLC the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.
13. The District agrees to indemnify, defend and hold harmless Sorenson Communications, LLC from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.
14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.
15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Sorenson Communications, LLC shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Sorenson Communications, LLC or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Sorenson Communications, LLC, its agents, subcontractors, employees or other representatives referred to in this Agreement, Sorenson Communications, LLC shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Sorenson Communications, LLC fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Sorenson Communications, LLC demand.

District shall save and hold Sorenson Communications, LLC, harmless from and against and shall indemnify Sorenson Communications, LLC for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Sorenson Communications, LLC is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Sorenson Communications, LLC may defend the same and any expenses, including reasonable attorney's fees, which Sorenson Communications, LLC may pay or incur in defending said action and the amount of any judgment which Sorenson Communications, LLC may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District

District/Company Name

Jennifer Nicholson

Print Representative Name

Director, Special Education

Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Sorenson Communications, LLC

Consultant/Company

Print Representative Name

Title

Signature

Date

**Burbank Unified School District
Special Education Department**

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Jennifer Nicholson, Director of Special Education and Psychological Services

PREPARED BY: Jennifer Nicholson, Director of Special Education and Psychological Services

SUBMITTED BY: Sandra Shearer, Administrative Secretary II

DATE: September 19, 2024

SUBJECT: Ratification of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to ratify an agreement to hire a school psychologist through an agency because the District is unable to secure a full time, temporary or substitute to support special education students.

Discussion/Issues:

The District is obligated to provide specialized academic instruction and assessments and to implement Individualized Education Plans (IEPs) for students who attend our schools. The District does not have current staff able to support the current caseload and is, therefore, contracting with an agency to remain in compliance with IEP and Ed Code regulations.

Fiscal Impact:

Not to exceed \$73,040.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education ratify an agreement between Burbank Unified School District and New Mediscan II, LLC dba Cross Country Education, to provide a school psychologist to support individualized education plan mandated counseling services and assessment, not to exceed \$73,040 (01.0-65000.0-57602-11900-5850-7440000), effective August 20, 2024 through December 22, 2024 and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.



Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

RATIFIED CONSULTANT AGREEMENT
SCHOOL PSYCHOLOGIST

TERM OF AGREEMENT

This Agreement, made and entered into this 27th day of August 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and, New Mediscan II, LLC dba Cross Country Education hereinafter referred to as "Consultant."

Payee's Name: New Mediscan II, LLC dba Cross Country Education Daytime Phone Number: 818-444-8556

Mailing Address: 6551 Park of Commerce Blvd. Boca Raton, FL 33487

Email Address: nkazanian@crosscountry.com

Sponsoring Administrator:	<u>Peter Knapik</u>	<u>Assistant Superintendent</u>	<u>Special Education</u>
	Print Name	Title	Signature Location

Board Approval: 09/19/2024

Account Code: 01.0-65000.0-57602-11900-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of **\$110 per hour** for a total not to exceed **\$73,040**
2. The term of the Agreement shall be the period commencing on: 08/20/2024 and terminating on: 12/22/2024.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which New Mediscan II, LLC dba Cross Country Education will provide a school psychologist, 8 hours per day for 83 days except holidays. District will give New Mediscan II, LLC dba Cross Country Education one (1) week notice should services be terminated.
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.

7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.
11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.
12. Communicate within twenty-four hours to New Mediscan II, LLC dba Cross Country Education the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.
13. The District agrees to indemnify, defend and hold harmless New Mediscan II, LLC dba Cross Country Education from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.
14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.
15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

New Mediscan II, LLC dba Cross Country Education shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of New Mediscan II, LLC dba Cross Country Education or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of New Mediscan II, LLC dba Cross Country Education its agents, subcontractors, employees or other representatives referred to in this Agreement, New Mediscan II, LLC dba Cross Country Education shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action.

District shall save and hold New Mediscan II, LLC dba Cross Country Education harmless from and against and shall indemnify New Mediscan II, LLC dba Cross Country Education for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If New Mediscan II, LLC dba Cross Country Education is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, New Mediscan II, LLC dba Cross Country Education may defend the same and any expenses, including reasonable attorney's fees, which New Mediscan II, LLC dba Cross Country Education may pay or incur in defending said action and the amount of any judgment which New Mediscan II, LLC dba Cross Country Education may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District

District/Company Name

Jennifer Nicholson

Print Representative Name

Director, Special Education

Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

New Mediscan II, LLC dba Cross Country Education

Consultant/Company

Kelly Hourigan

Print Representative Name

VP Education

Title

Signature

Kelly Hourigan

Date 8/28/2024

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

PREPARED BY: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

SUBMITTED BY: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

DATE: September 19, 2024

SUBJECT: Ratification of University Agreement– Point Loma Nazarene University School of Education

Background

The purpose of the University Agreement with Point Loma Nazarene University School of Education is to provide student teachers with field experience through practice in schools and classes. Student counselors and psychologists will assume responsibility for their classroom or office.

Pursuant to the provisions of Section 44227 of Education Code, the governing board is authorized to enter into agreements with any university or college accredited by the State Board of Education as an educational institution.

Discussion/Issues

This program builds a relationship with Point Loma Nazarene University School of Education which expands the pool of qualified school counselors and psychologists. The District will provide support through field experience in schools and classes of the District for students of the University who are qualified for such assignments.

Fiscal Impact

None

Recommendation

Sarah Rudchenko, Assistant Superintendent, Human Resource Services, recommends that the Board of Education ratify the University Agreement between the Burbank Unified School District and Point Loma Nazarene University School of Education to provide educational field experience, effective August 6, 2024 through August 31, 2027, and may be extended for successive one academic year by mutual written consent of the parties, and that authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

**POINT LOMA NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

Fieldwork Placement Agreement with Cooperating School District

This Fieldwork Placement Agreement (“Agreement”) is entered into between Point Loma Nazarene University (“PLNU” or “University”) and the **Burbank Unified School District** (the “District”).

Whereas, the University's curriculum requires its Pupil Personnel Services (PPS)/ Counseling Credential candidates to complete a fieldwork experience working under the supervision of a University site supervisor (“collectively, “Fieldwork Candidates””);

Whereas, the District wishes to aid in the educational development of the University’s Fieldwork Candidates and is willing to make its premises, faculty, staff, and students available for fieldwork practice; and

Whereas, the parties wish to document the guidelines, policies, and procedures for the placement of the University Fieldwork Candidates completing fieldwork experiences within the District;

Now, therefore, the parties agree as follows:

I. General Terms

- A. The District will accept Fieldwork Candidates for fieldwork practice for the times and durations set forth by the University and agreed to by the District. The District reserves the right to accept only the number of Fieldwork Candidates it deems to be feasible in light of available District staff at any given time.
- B. The Fieldwork Candidate’s duties may include, but are not limited to, development, planning, implementation, and evaluation of school counseling and guidance programs that include academic, career, personal, social and emotional development. Assisting in advocacy for the high academic achievement and social development of all students. Assisting in the development of schoolwide prevention and intervention strategies and counseling services. Assisting in the provision of consultation, training, and staff development to teachers and parents regarding students’ needs. Assisting in the implementation of a district-approved advisory program as described in California Assembly Bill 2508.
- C. Fieldwork Candidates are required to follow the academic calendar of the District.
- D. The District shall appoint a credentialed Counselor to supervise each Fieldwork Candidate (“District Site Supervisor”). District Site Supervisors shall meet the following criteria:
 - 1. The District Site Supervisor shall be a full-time member of the District.
 - 2. The District Site Supervisor must have a minimum of 3 years counseling experience and have been employed by the District for at least one year.
 - 3. The District Site Supervisor must hold a valid PPS credential.

4. The District Site Supervisor must approve of having a Fieldwork Candidate assigned to them.
 5. The District Site Supervisor must meet all requirements of applicable credentialing agencies, including the California Commission on Teacher Credentialing (“CTC”).
- E. The University’s Dean of the School of Education shall also designate an appropriate person to supervise the Fieldwork Candidate (the “PLNU Site Supervisor”) in accordance with all CTC requirements. The PLNU Site Supervisor will guide, counsel, instruct, and supervise Fieldwork Candidates. The PLNU Site Supervisor’s major responsibilities include, but are not limited to:
1. Conferencing with District Site Supervisors to whom the Fieldwork Candidates are assigned about the expectations of the University and District.
 2. Providing the District Site Supervisor with University resources for supervising a Fieldwork Candidate.
 3. Serving as the first point of contact for the University.
 4. Monitoring the Fieldwork Candidate’s progress.
 5. Observing, critiquing, and conferencing with the Fieldwork Candidate at least three times during the Fieldwork placement.
 6. Providing frequent feedback to the Fieldwork Candidate and District Site Supervisor regarding progress, problems, and recommendations.
 7. Being available to address the needs of both the Fieldwork Candidate and the District Site Supervisor.
 8. Following consultation with the District Site Supervisor, issuing a final grade to the Fieldwork Candidate.
- F. To the extent permitted by Federal, State, and local laws and regulations, and in a manner consistent with the District’s confidentiality requirements and policies, the District shall allow the Fieldwork Candidate access to information, including relevant documentation and reports.
- G. Fieldwork Candidates shall not be considered employees of the District and are not covered by any District compensation program or other insurance.

II. Removal of Fieldwork Candidates

The District will notify the University in writing, prior to taking any action against a Fieldwork Candidate regarding any concerns or complaints about a Fieldwork Candidate’s performance or unsatisfactory conduct in the field placement. In such cases, the District will cooperate with the University to address the issues, including without limitation steps to further train the Fieldwork Candidate and remediate the concerns. Except in circumstances where a Fieldwork Candidate presents an immediate threat to the health and safety of the District’s students or personnel, the

District shall not remove a Fieldwork Candidate from its facilities or fieldwork without engaging in the process described above.

III. FERPA

Prior to the start of their placement, the University shall provide training to Fieldwork Candidates concerning the Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) and its implementing regulations. As part of this training, the University shall instruct Fieldwork Candidates about their legal obligation to comply with FERPA and its implementing regulations with respect to confidential information the Fieldwork Candidate encounters during his/her fieldwork placement.

IV. Background Checks

For each Fieldwork Candidate, the University shall cause to be performed a criminal background check that complies with the minimum requirements set by the State of California. Prior to a Fieldwork Candidate beginning their field experience, the University shall review the results and exclude from participation any candidate whose background check would preclude the candidate from serving in the planned field experience. Additionally, all Fieldwork Candidates will be required to obtain and maintain a valid and current Certificate of Clearance from the CTC before beginning their field experience and for the duration of their field experience.

V. Non-Discrimination

The parties agree that neither will unlawfully discriminate in the selection of, or acceptance or participation by, any Fieldwork Candidate pursuant to this Agreement on the basis of race, creed, color, national origin, religion, sex, disability, age, veterans’ status, marital status, citizenship, or any other characteristic protected by law.

VI. Compliance with Other Laws

The University and District shall comply with all Federal, State, and local laws and regulations that are applicable to the subject matter of this Agreement.

VII. General Liability Insurance

Both parties shall maintain in force during the term of this Agreement, bodily injury, property damage, and professional liability insurance, with coverage of at least \$1,000,000 per occurrence and an annual aggregate of \$3,000,000 per occurrence, insuring itself and its agents and employees for their acts, failures to act, or negligence rising out of, or caused by, the activity which is the subject of this Agreement. Each party will provide the other proof of such insurance upon request.

VIII. Mutual Indemnification

Each party shall indemnify, defend and hold harmless the other party, the other party’s affiliates, and their respective trustees, directors, officers, employees, students, faculty, agents, representatives, successors and assigns (collectively “Indemnified Parties”) against all damages, claims, actions, liabilities, losses and other expenses, including without limitation reasonable attorney's fees, expert witness fees, consultant fees and other costs, incurred by or asserted against Indemnified Parties, whether or not a lawsuit or other proceeding is filed (“Claims”), that in any way arise out of or relate to (a) the indemnifying party’s acts, omissions, negligence or willful

misconduct with respect to its performance under this Agreement; and/or (b) the indemnifying party's non-compliance with any applicable Federal, State or local laws, rules or regulations with respect to its performance under this Agreement; provided, however, that an indemnifying party's indemnity hereunder shall not apply or extend to any acts or omissions of the other party or its representatives.

IX. Applicable Law

This Agreement shall be governed by and construed in accordance with the law of the State of California.

X. Severability

In the event any provision of this Agreement is held by a court to be illegal, void, or otherwise unenforceable, all other provisions of this Agreement shall continue in full force and effect to the maximum extent permitted by law.

XI. Term/Termination

The initial term of this Agreement will be for three (3) academic years and shall extend from **August 6, 2024 through August 31, 2027**. This Agreement may be extended for successive one (year) academic year periods by mutual written consent of the parties.

Either party may terminate this Agreement, with or without cause, by providing 60 days' written notice to the other party. However, in the event either party terminates the Agreement, Fieldwork Candidates that have already been placed shall be permitted to complete their placement unless the Fieldwork Candidate is otherwise removed pursuant to Section II of this Agreement.

XII. Additional Terms

- A. This Agreement is not intended to create any rights or interests for any other person or entity other than the University or District.
- B. Neither party may assign this Agreement, nor the duties and responsibilities contained herein, without the prior written consent of the other party.
- C. The University and District are independent entities and neither shall have, nor exercise, any control over the means, manner, or method by which the other performs its obligations under this Agreement. Nothing in this Agreement is intended or shall be construed to create an agency relationship, employment relationship, or joint venture between the parties. Neither party may use the other's name in a manner that is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party. Furthermore, neither party intends for this Agreement to alter in any way their respective rights or their legal obligations.
- D. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous communications, negotiations, and agreements, written or oral, regarding the subject matter hereto. No modification of or amendment or waiver to this Agreement will be effective unless in writing and signed by each of the parties.

- E. Failure by either party at any time to require strict performance of any provision of this Agreement shall not constitute a waiver of that provision nor in any way limit enforcement of the provision. [signatures on following page]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates set forth below.

For Point Loma Nazarene University:

Name: Kerry D. Fulcher, Ph.D.
Title: Provost and Chief Academic Officer
Address: Point Loma Nazarene University
3900 Lomaland Dr.
San Diego, CA 92106

Authorized Signature Date: _____

PLNU Contact:

Name: Deborah E. Erickson, Ed.D.
Title: Dean, School of Education
Address: Point Loma Nazarene University
4007 Camino Del Rio South, Suite 400
San Diego, CA 92108

For the District:

Name (Print): _____

Address (Print): _____

Title: _____

Authorized Signature Date: _____

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

PREPARED BY: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

SUBMITTED BY: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

DATE: September 19, 2024

SUBJECT: Approval of University Agreement– Concordia University, Irvine

Background

The purpose of the University Agreement with Concordia University Irvine is to provide student teachers with field experience through practice in schools and classes. Student counselors and psychologists will assume responsibility for their classroom or office.

Pursuant to the provisions of Section 44227 of Education Code, the governing board is authorized to enter into agreements with any university or college accredited by the State Board of Education as an educational institution.

Discussion/Issues

This program builds a relationship with Concordia University, Irvine which expands the pool of qualified school counselors and psychologists. The District will provide support through field experience in schools and classes of the District for students of the University who are qualified for such assignments.

Fiscal Impact

None

Recommendation

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the University Agreement between the Burbank Unified School District and Concordia University, Irvine to provide educational field experience, effective September 19, 2024 through September 19, 2029, unless renewed with the consent of both parties, and that authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.



MEMORANDUM OF UNDERSTANDING

This Agreement is made and entered into as of the execution of the Agreement by both parties by and between Burbank Unified School District ("District") located in Burbank, California, and Concordia University Irvine ("University") a non-profit religious corporation located in Irvine, California.

WITNESSETH

WHEREAS, the governing board of a school district may enter into agreements with a college or university approved by the Commission on Teacher Credentialing (CTC) as a teacher education institution (Ed. Code Section 44227), to provide educational field experiences as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, the University operates fully accredited educational programs for its students; and

WHEREAS, it is to the mutual benefit of the University and the District to make a program of educational fieldwork experiences available to the University's students at the District's facilities.

NOW, THEREFORE, it is mutually agreed upon between the parties as follows:

GENERAL TERMS AND CONDITIONS

- 1. Term.** The term of this agreement shall commence on _____ and terminate on _____. **(Five year agreement – May be renewed with consent of both parties)**
- 2. Termination.** Notwithstanding anything herein contained to the contrary, either party may terminate this agreement with thirty (30) days written notice to the undersigned. In the event of early termination of this agreement, students who have not yet completed their K-12 Educational field experience assignment in the District may complete their assignment at the discretion of the University. Nothing in this agreement shall limit the right of the University, acting in its sole discretion, to remove a student from the K-12 setting at any time.

3. Insurance.

a. University shall maintain professional liability insurance coverage at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, University agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. University shall ensure that such policies provide for notification to District at least thirty (30) days in advance of any material modification or cancellation of such coverage. University also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of University working at District pursuant to this Agreement at all times during the course of this Agreement. University shall provide certificates evidencing all coverage referred to in this section upon request of District.

b. District shall maintain professional liability insurance coverage at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, District agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. District shall ensure that such policies provide for notification to University at least thirty (30) days in advance of any material modification or cancellation of such coverage. District also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of District working at District at all times during the course of this Agreement. District shall provide certificates evidencing all coverage referred to in this section upon request of University.

4. Employment Status of Students. Except in the specific situations described below, University students shall not be considered to be employees of the District.

a. Students Participating in Unpaid K-12 Educational Field Experience not at Student's Place of Employment: If the students are participating in an unpaid K-12 educational field experience not at the student's place of employment, it is understood that the University's students are fulfilling specific requirements for field experiences as part of a degree or credential program requirement, and therefore, the University's students do not thereby become employees of the District by virtue of their field experience.

b. Students Participating in Unpaid K-12 Educational Field Experience at Student's Place of Employment: If the students are participating in an unpaid internship or field experience at the student's place of employment, it is understood by the University and the District that the field experience and work duties of the students shall be kept strictly separate.

c. Students Participating in Paid K-12 Educational Field Experience: If the students are provided with a nominal payment from the District intended to reimburse them for estimated

expenses related to their field experience, the students do not thereby become employees of the District. If, however, the students are paid wages by the District for their service, then they become employees of the District, and the District is responsible for all employee obligations.

5. Confidentiality.

a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District shall remain strictly confidential and shall not be disclosed without consent of the District. The University agrees to notify students that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District.

b. The University and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited to ensuring that (a) no identification of students or their parent(s)/guardian(s) by persons other than representatives of the University and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (b) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (c) no access to individual student data shall be granted by the University to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except for sharing with other persons within the District or representatives of the University, so long as those persons have a legitimate interest in the information; (d) the District will not disclose the student records of the University's students except to University and District officials who have a legitimate need for the information consistent with their official responsibilities.

6. **Non-Discrimination.** Neither party shall unlawfully discriminate against any student on the basis of disability, age, race, color, gender, gender identity, sexual orientation, national and ethnic origin, or any other protected class in administration of the programs subject to this agreement.

7. **Transportation of Students.** Neither the University nor the District will provide transportation for students between the University and the District school. Each student shall be responsible for his or her transportation.

8. **Scope of Authority.** The District shall exercise exclusive control over the administration, operation, maintenance and management of the District and its schools, and the University's

students while they are in residence at the District. Subject thereto, the University shall exercise control and supervision over the operation, curriculum, faculty and students of the University within the prescribed framework.

9. Indemnification. Except as otherwise may be provided in this Agreement, each party shall indemnify, hold harmless and defend the other party from any and all loss, liability, claim, lawsuit, injury, expense or damage whatsoever including but not limited to attorneys' fees and court costs, arising out of, incident to or in any manner occasioned by the performance or nonperformance by such indemnifying party, its agents, employees, servants, students, or subcontractors, of any covenant or condition of this Agreement or by the negligence, improper conduct or intentional acts or omissions of such indemnifying parties, its agents, employees, servants, students, or subcontractors.

10. Scope of Work.

SCHOOL COUNSELING/PSYCHOLOGY PRACTICUM

“Practicum” as used herein refers to the hours that a student, enrolled in practicum-embedded course(s) in the University program, develops skills learned in previous and current courses under the supervision of a site supervisor working in a K-12 setting.

Practicum is to be completed under the direct supervision of a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school counseling and has a minimum of three years full time experience as a School Counselor/Psychologist.

For School Counseling students, it is the expectation that students are required to meet one-on-one with a client for six 30-minute sessions to gain experience developing counseling relationships through the application of counseling skills. Additionally, students should complete direct, as well as, indirect counseling experience in clinical settings working with other clients.

The University will ensure students who participate in practicum have met the requirements of a valid CTC document, which includes a fingerprint and background check. Students will be informed that a District has the authorization to require additional documentation before beginning their practicum assignment.

The District recognizes the importance of facilitating Practicum placements that will enhance the students' confidence as a professional counselor/psychologist. Settings for School Counselors/Psychologists should build basic counseling skills which include body language, listening, and development of trust with clients.

The University agrees to appoint a faculty member as a University Supervisor to administer the University's responsibilities related to the Program and oversee the students' Practicum experience at the District. The University Supervisor shall be responsible for ongoing communication with the District.

The District agrees to assume ultimate responsibility for the counseling services provided to students and the psycho-educational assessments administered to students, as well as, the delivery of results through reports and IEP meetings.

SCHOOL COUNSELING/SCHOOL PSYCHOLOGY FIELDWORK

"Fieldwork" as used herein refers to the hours that a student, enrolled in fieldwork course(s) in the University program, develops and practices skills learned in previous and current courses under the supervision of a university supervisor and a site supervisor working in a K-12 setting.

The District agrees to appoint a District employee as a District Representative to administer the District's responsibilities related to the Program and collaborate with the Fieldwork and Internship Coordinator for School Counseling or School Psychology and implement the student's fieldwork at the District.

The District Representative shall be responsible for on-going communication with the University, as well as the designation of District employees to serve as site supervisors responsible for direct supervision of assigned students. District employees designated as site supervisors shall meet the CTC criteria for supervising students. School Counseling/School Psychology site supervisors must have a current PPS credential with an authorization in school counseling/school psychology and a minimum of three years full-time experience as a school counselor or school psychologist. In the absence of the site supervisors so designated, suitable alternate persons will be designated and available.

The District Representative and site supervisors shall be granted with sufficient time to supervise, plan and implement the fieldwork including, when feasible, time to attend relevant meetings and conferences.

The District shall (a) support continuing education and professional growth and development of those staff members of the District responsible for supervision of assigned students; (b) provide the physical facilities and equipment necessary to conduct the fieldwork; (c) provide assigned students, whenever possible, with the use of library facilities, reasonable study and storage space; (d) make efforts to assist student in meeting course objectives; (e) advise the University of any changes in its personnel, operations or policies which may affect the fieldwork; (f) permit inspection by the University of the facilities, services available for learning experiences, student records, and other items pertaining to the fieldwork; (g) determine the number of students which the District can accommodate during a given period of time and accept only the number of students which the District can accommodate; and (h) provide access to the

University and its students the applicable District rules and regulations with which they are expected to comply.

The University will provide a valid and reliable assessment that the District will use to assess the student's competence, a minimum of twice, at the mid-point and at the conclusion of fieldwork. The completed assessment will be forwarded to the University after each administration of the assessment and upon the conclusion of each student's fieldwork. Notice will be provided to the University, as soon as practical and at least by mid-term of a student's fieldwork, of any serious deficiency noted in the ability of the student to progress toward achievement of the stated objectives of the field experience. The District shall otherwise have the right to terminate any student whose health or performance is a detriment to any student's well-being or to achievement of the stated objectives of the student's field experience. Prior to such termination, the District shall notify the University's Fieldwork and Internship Coordinator.

The University agrees to appoint a faculty member as Fieldwork and Internship Coordinator to administer the University's responsibilities related to the Program and oversee the students' fieldwork at the District. The Fieldwork and Internship Coordinator shall be responsible for ongoing communication with the District.

The University agrees to assume responsibility for assuring compliance with applicable educational standards established by the California Commission on Teacher Credentialing (CTC), Council for the Accreditation of Educator Preparation (CAEP), and National Association of School Psychologists (NASP).

The University agrees to notify the District, at a time mutually agreed upon, of its planned schedule of student assignments, including each student's name, level of academic preparation, and length and date of the fieldwork. The University shall refer to the District only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

The University agrees to advise assigned students regarding appropriate health and professional liability insurance. All students will be covered by the University's group professional liability insurance as required by the terms of this agreement. The University agrees to require assigned students to comply with existing pertinent rules and regulations of the District and all reasonable directions given by qualified District personnel during periods of fieldwork assignment and while on District premises.

The University and the District agree to establish the educational objectives for the Program, devise methods for their implementation, and continually evaluate the Program to determine its effectiveness.

SCHOOL COUNSELING/SCHOOL PSYCHOLOGY INTERN

The Intern School Counselor or Psychologist is approved to assume the functions

authorized by the Pupil Personnel Services School Counseling Intern Credential provided that the Intern's services meet the needs of the participating district, the Intern does not displace other certificated employees in the participating district, and this agreement meets with the District's contractual specifications with certificated employees.

The University shall ensure students in the Intern Program hold a Baccalaureate degree or higher from a regionally accredited institution of higher education and have satisfied the additional requirement of meeting the California Basic Skills requirement, most commonly met by the passage of the CBEST assessment and are enrolled in internship courses in the University program.

The University shall provide a University supervisor to work cooperatively with the Intern School Counselor or Psychologist and site supervisor.

The University will provide a valid and reliable assessment that the District will use to assess the Intern's competence, a minimum of twice, at the mid-point and at the conclusion of the Internship. The completed assessment will be forwarded to the University after each administration of the assessment and upon completion of the Internship. Notice will be provided by the District to the University, as soon as practical and at least by mid-term of a student's Internship, of any serious deficiency noted in the ability of the Intern to progress toward achievement of the stated objectives of the Internship.

The District shall authorize a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school counseling and has a minimum of three years full time experience as a School Counselor or School Psychologist to supervise the Intern student. The site supervisor shall be granted with sufficient time to supervise, plan, and implement the Internship, including, when feasible, time to attend relevant meetings and conferences.

The District shall (a) support continuing education and professional growth and development of staff members of the District responsible for supervision of assigned Interns; (b) provide the physical facilities and equipment necessary to conduct the Internship; (c) advise the University of any changes in its personnel, operations, or policies which may affect the Internship; (d) permit inspection by the University of the facilities, services available for learning experiences, student records, and other items pertaining to the Internship; and (e) provide access to the University and its students the applicable District rules and regulations with which they are expected to comply.

The District shall ensure no Intern School Counselor or Intern School Psychologist will have his/her salary reduced by more than one-eighth of the total contracted pay to cover costs of site supervision. The salary of the Intern School Counselor or Intern School Psychologist shall not be less than the minimum base salary paid regularly certificated personnel in similar positions.

The District agrees that the Intern School Counselor or Intern School Psychologist will

remain an employee of the District for the term of the issued Intern Credential or completion of the program, whichever occurs first.

The District shall ensure that the Intern School Counselor or Intern School Psychologist does not displace other certificated Pupil Personnel Services employees in the District.

11. General Provisions.

- a. Entire Agreement; Amendment. This Agreement including the attachments and exhibits hereto contains the complete and full agreement between the parties with respect to the subject matter hereof and shall supersede all other agreements relative to the subject matter hereof by and between the parties. This Agreement may be amended but only by an instrument in writing signed by both parties to the Agreement.
- b. Assignment. University shall not subcontract, assign its rights or delegate its duties under this Agreement without the prior written consent of District. This Agreement shall be binding on and inure to the benefit of successors and permitted assigns of each party.
- c. Governing Law. This Agreement shall be governed by and interpreted in accordance with the laws of the State of California. Any action arising out of this Agreement shall be instituted and prosecuted only in a court of proper jurisdiction in Orange County, California.
- d. Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the parties.
- e. Waiver. Any waiver of any terms, covenants and/or conditions hereof must be in writing and signed by the parties hereto. A waiver of any of the terms, covenants and/or conditions hereof shall not be construed as a waiver of any other terms, covenants and/or conditions hereof nor shall any waiver constitute a continuing waiver.
- f. Execution. This Agreement may be executed in one or more counterparts, all of which shall constitute one and the same document. Counterparts may be exchanged by facsimile or email. Each counterpart, whether an original signature or a facsimile copy, shall be deemed an original as against any party who signed it.

The following signatures hereby indicate approval of this agreement:

Concordia University Irvine

By: _____

Name: Rev. Dr. Scott Ashmon

Title: Senior Vice President and Provost

Date: _____

Address:

Concordia University Irvine

Attn: Dr. Charlie Rodrigues

1530 Concordia West

Irvine, CA 92612

Copy to:

General Counsel (ronald.vanblarcom@cui.edu)

MOU Coordinator (charlie.rodrigues@cui.edu)

DISTRICT

Signature: _____

Printed Name: Sarah Rudchenko

Title: Asst. Superintendent of Human Resources

Date: _____ \

Burbank Unified School District

Attn: Sarah Rudchenko, Ed.D.

1900 W. Olive Avenue

Burbank, CA 91506-2460

Copy to:

Executive Assistant HR: laurenttrammell@burbankusd.org

**Burbank Unified School District
Administrative Services**

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Oscar Macias, Interim Assistant Superintendent, Instructional Services

PREPARED BY: Juan Noguera, Director, Burbank Adult School/FACTS Program

SUBMITTED BY: Laura Erisman, Administrative Secretary

DATE: September 19, 2024

SUBJECT: Approval of Agreement between the Burbank Adult School and Northstar Digital Literacy

Background:

Burbank Adult School (BAS) offers multiple computer courses to empower adult learners with the skills to apply for jobs that are in demand. However, as adult learners register in the English as a Second Language (ESL) program, counselors have noticed that they are lacking or need to improve basic literacy skills. To elevate students' computer skills, BAS has researched for a learning software that provides curricula online that is designed for English learners. As a result, BAS has found in Northstar a software learning platform that responds to the needs of job seekers who may lack the digital literacy skills needed to seek, obtain, and retain employment, as well as to perform other tasks in daily life.

Discussion/Issues:

To ensure that adult learners are supported academically to achieve their goals, Burbank Adult School plans to acquire the rights to use Essential Computer Skills curriculum through Northstar Digital Literacy for one year. In a competitive labor market, every employee needs basic computer skills to perform even most entry level jobs. Therefore, it is imperative that BAS acquire the curricula to enhance learning in the classroom. Computer teachers at BAS will use Northstar Digital Literacy to help job seekers demonstrate to employers that they have mastered basic skills so that they can obtain and retain employment. Teachers can find lessons that can be adapted to the students' needs in a setting where adult learners have access to computers, projector, and internet to ensure that every student successfully complete their training.

Northstar Digital Literacy:

- Directs learners to work on areas needing improvement.
- Include explanation, demonstration videos and interacting practice to support learners.
- Can be used either by learners working independently, or as a resource to support in-class instruction.

Fiscal Impact:

Not to exceed \$500.00 paid from California Adult Education Program (CAEP) per year.

Recommendation:

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Northstar Digital Literacy to provide an online platform that focuses on instruction for English learners, effective September 20, 2024, not to exceed \$500.00 per year (11.0-63910.0-41104-10000-5840-5330000) and the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

Literacy Minnesota



700 Raymond Ave
St. Paul, MN 55114
www.literacymn.org

INVOICE #: INV1045
TERMS: NET 30
DATE: 08/22/2024
DUE DATE: 09/21/2024

INVOICE

BILL TO: Burbank Adult School
3811 W Allan Ave
Burbank, CA 91505

SHIP TO: Burbank Adult School
3811 W Allan Ave
Burbank, CA 91505

ITEM	DESCRIPTION	QTY	RATE	AMOUNT
7094-Northstar Subscriptions	08/01/2024 to 07/31/2025	1	\$500.00	\$500.00
SUBTOTAL				\$500.00
TOTAL				\$500.00

Northstar Digital Literacy is a program of Literacy Minnesota Payment of this invoice constitutes acceptance of our updated Privacy Policy (<https://www.digitalliteracyassessment.org/privacy>), Terms of Service (<https://www.digitalliteracyassessment.org/terms>), and Testing Location Agreement (<https://www.digitalliteracyassessment.org/testing-location-agreement>).

Each annual site subscription covers up to 500 users and/or 3,500 assessments over a one-year period. If usage exceeds these limits, upon renewal you will be invoiced at the rate of an additional \$500 per each 500 users and/or 3,500 assessments, or portions thereof.

Prepaid training funds must be used during the period that ends one full calendar year from the date the funds are received, or from when the agreement is signed by the client, whichever is later. An exception to that rule would be for any organization that requests multi-year contract agreements, that clearly identify when the funds are to be used.

For multi-year contract agreements, the funds are divided evenly into the number of years and must be used during each year of the multi-year agreement, e.g., a three-year agreement with \$3,000 prepaid, should use \$1,000 of training each year. This rule will stand unless a different agreement is clearly identified within a contract 1 1,000.00 1,000.00 Northstar Digital Literacy is a Literacy Minnesota program. Specific accounting questions relating to Northstar Digital Literacy should be directed to: accounting@digitalliteracyassessment.org Any funds not used as designated above will be retained by Literacy Minnesota, even if training has not occurred.

Questions about this invoice? Please contact...

Literacy Minnesota (general questions):
PREFERRED METHOD OF PAYMENT IS BY CHECK. PLEASE MAKE CHECKS PAYABLE TO LITERACY MINNESOTA.

To pay by credit card use this url:

<https://www.digitalliteracyassessment.org/payments>

651-251-9076 | accounting@digitalliteracyassessment.org

**Burbank Unified School District
Administrative Services**

REPORT TO THE BOARD

TO: Members of the Board of Education

FROM: Oscar Macias, Interim Assistant Superintendent, Instructional Services

PREPARED BY: Juan Noguera, Director, Burbank Adult School/FACTS Program

SUBMITTED BY: Laura Erisman, Administrative Secretary

DATE: September 19, 2024

SUBJECT: Approval of Agreement between the Burbank Adult School and Ellii (formerly ESL Library)

Background:

Burbank Adult School (BAS) has expanded its English as a Second Language (ESL) program up to thirty-seven (37) classes. In order to continue providing high-quality instruction and preparing students with the language skills to pursue higher education or to enter the job market, BAS has researched for online learning platforms where teachers and students can find resources to enhance teaching and learning in the classroom and at home. At BAS, teachers focus on helping students develop 21st Century Skills to ensure students' future success in the job market and also in their personal lives. To reach those goals, BAS is committed to providing online resources that support instruction and student learning in the classroom as well as home.

In order to choose a platform that would serve as an online resource center, ESL teachers suggested Ellii, formerly known as ESL Library. A survey was sent to all the ESL teachers of which seventeen (17) of them decided that they wanted to use Ellii as the online platform to have as the main resource to support instruction with extra learning material for students.

Discussion/Issues:

With the purpose of continuing supporting teaching and learning in the classroom as well as home, BAS is recommending to acquire the rights to use Ellii for three years. Ellii, formerly ESL Library, is an innovative online platform for English language educators. Ellii provides English language teachers with meaningful and engaging lessons, customizable flashcards, and assignable digital tasks for students of all adult learners and English levels. Further, teachers can monitor student progress and provide feedback in real time. BAS teachers are committed to keeping students engaged at all time, creating a teaching and learning environment where everyone learns at their own pace.

Ellii is widely used in the United States by adult schools because it offers many options for teachers as well as students.

- Discussion Starters
- Easy Readers
- Pronunciation

- Grammar Practice Worksheets
- Grammar Stories
- Phonics
- World Bank
- Picture Stories
- Pronunciation

BAS currently has the money to purchase the rights to access this online learning software for three years with the EnglishApp for School Addon. This feature will allow teachers monitor students' progress and hours of participation by student.

Fiscal Impact:

Not to exceed \$20,272.02 per three years to be paid from California Adult Education Program (CAEP) funds.

Recommendation:

Oscar Macias, Interim Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Ellii (formerly ESL Library) to provide support for English learners and resources to enhance instruction in the classrooms, effective September 20, 2024, not to exceed \$20,272.02 per three years (11.0-63910.0-41102-10000-5840-5330000) and the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

Quote # 28707

Juan Noguera
juannoguera@burbankusd.org
Burbank Adult School
California, ,



Ellii (formerly ESL Library)
Red River Press Inc.
PO Box 69052 Tuxedo Park
Winnipeg, Manitoba
R3P 2G9
Canada

Details

Created: 09.06.24
Sent from: hello@ellii.com
Sent to: juannoguera@burbankusd.org
Due: 30 days from invoice date
Amount: \$20,272.02
Purchase Order:

Products

Description	Qty	Unit price	Disc	Tax	Price
Ellii Organizational Per-Teacher Plan (Annual) USD <i>Price based on \$220/teacher/year. 10% discount applied for years 2 and 3.</i>	3	\$3,740.00	\$249.33	--	\$10,472.01
EnglishApp for Schools Addon <i>Price based on \$3,500/organization/year. 10% discount applied for years 2 and 3.</i>	3	\$3,500.00	\$233.33	--	\$9,800.01

Payment terms

Net-30 Days. Refunds must be requested within 14 days of account activations.

If submitting a purchase order, please email it to hello@ellii.com as an attached PDF file.

Make checks payable to Red River Press Inc., or pay online from the link on the digital invoice, using Visa or Mastercard.

Discounts:	-\$1,447.98
Subtotal:	\$20,272.02
Total:	\$20,272.02 (USD)

Details

GST/HST No. 868359316

Thanks for choosing Ellii (formerly ESL Library)!