

Budget Survey Definitions

To clarify the ranking scale. If you indicate a “1” that would mean this is something you feel should be reduced first, before anything else.

G.L.A.D: Guided Language Acquisition Design

Project G.L.A.D. is an instructional approach that incorporates a variety of strategies to support bilingual students in simultaneously learning content and acquiring the English language. Project G.L.A.D. is grounded in research related to second language acquisition, and sheltered instruction.

The district has been providing teachers with professional development to acquire G.L.A.D. teaching strategies. This reduction would eliminate professional development.

P.B.I.S.: Positive Behavioral Interventions and Supports

PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student behavior outcomes every day. PBIS creates schools where all students succeed because school systems and practices establish a foundation of regular, proactive support while preventing unwanted behaviors. Students are taught the behavior expectations. Schools provide these universal supports to all students schoolwide. Students who are more at-risk for developing more serious problem behaviors are supported and assessed in tier 2 and tier 3 levels with increased support.

The district has been receiving coaching and training from the Los Angeles County Office of Education to implement PBIS at all of our schools K – 12. This reduction would eliminate that support and we will do the work within the school district.

G.A.T.E.: Gifted and Talented Education

Gifted and Talented Education is provided for all identified students beginning in grade four. The GATE program is delivered by trained classroom teachers at all levels. There is a universal assessment of all students in grade three. Students identified as gifted and talented are clustered together to provide academic support. This reduction would maintain GATE classes and GATE identification, but would eliminate district supports.

Targeted Interventions Sections for the Secondary

Through the Local Control Accountability Plan (LCAP) Supplemental Grant, intervention sections have been provided to the secondary school in Burbank for students who were not performing well in the core academic areas. The intervention classes were used in place of an elective to give students additional academic support, particularly in math and English. These courses would be eliminated.

Graduation Requirement

Currently, our graduation requirement for high school students is 230 credits, with 70 credits specifically designated for electives. The option is to explore a reduction in the graduation

requirements to 210 credits, with 50 credits designated for electives. The reduction in elective credits will reduce staffing.

The 6/17/20 Board Meeting presentation also provides additional information about some of the positions that may be reduced https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/618309/06172020_budget_discussion_PP_v3_MH.pdf

To hear more about the line items, please watch the 5/26/20 Special Board Meeting: If you would like to watch the 5.26.20 Special Board Meeting https://burbankusd.granicus.com/MediaPlayer.php?view_id=4&clip_id=7926

The LCAP also provides information <https://www.burbankusd.org/lcap>