

LCAP Q & A

LCAP Meeting 2-9-22 - Budget Overview (LCFF & Supplemental)

- Do we think it is not having meal applications or do we think it is changing demographics that affects that count and the decline?
 - Our decline in the national school lunch program is primarily due to a decline in applications. This is the result of the program currently being free to everyone and families no longer need to complete the application to qualify for free/reduced meals for the time being.
- Do we have the options to decline the lunch?
 - As a district we cannot decline. Students are able to decline meals at school. Our cafeteria staff runs projections to make the correct amount of meals each day. This program is solvent as it is paid for the federal funding and does not require base funding. We are fully-funded through the government to provide free meals to all students.
- Do you think the decline in enrollment is just because of Covid? Do you have info from previous years?
 - It is partially due to COVID. We are seeing families returning this past year but the overall all trend is still in decline across the County and State.
- Is PERS and STRS money you are paying people that have retired?
 - The district pays a percentage of our current employees salaries towards the State fund that provides retirement benefits to all retired teachers and classified staff in the State. (varies each year currently 17.1% for teachers and 22.92% for classified staff)
- What is current staffing class cap? If recommendation is to move to 30.5.
 - Grades TK-3 is 24 students to 1 teacher.
 - Grades 4-5 is 32 students to 1 teacher.
 - Grades 6-12 is 30.5 students to 1 teacher.
- What do the Covid rates need to be to introduce a la carte items at the elementary cafeterias?
 - There is no specific Covid rate that needs to met for a la carte items to be sold.
 - Additionally, the lack of a la carte items is due to supply chain issues and staffing issues. The a la carte items bring in revenues to our lunch program so as a district we are always looking to offer these items and would like to offer them again once the supply is available at a reasonable price and our staffing can support these additional items.
- Also - would it make a difference to allow students to pay for a la carte items at the other sites with their accounts and not cash?
 - We are a cashless lunch program. The issue is supply and staffing to provide these items.
- Can we save money if we have kids opt out of the free lunch?

- The lunch program is fully-funded by the federal government. The Food Services Department produces enough meals to meet the need to provide free meals to all students.
- What is planning for academy?
 - The academy that is in planning stages is geared towards increasing the enrollment at Luther Burbank Middle School. This program is still in the initial planning stages.
- Is there any further outreach we can do to help alert folks about the revised hours parents work in Burbank to allow for eligibility in the district?
 - BUSD will be providing more information and publicity for the interdistrict enrollment process a few weeks before the application window opens. More information can be found here: Permits <https://www.burbankusd.org/Page/3732>

LCAP Meeting 2-23-22 - Instructional Services

- Has the unduplicated rate gone down at a higher rate than the total student enrollment number has gone down?
 - The unduplicated rate has decreased at a greater rate than the general enrollment. There is a 6% drop in the unduplicated rate compared to a 3% drop in the general enrollment.
- What was the graduation rate in 2019?
 - 2019 was 92.3%
- Had we gotten up to 96% at one point?
 - In 2017 the graduation rate was 97%
- What page is the data for % of students with disabilities exceeding or meeting standards for math?
 - The percentage can be found on the power point from 2-23-22 which is posted on LCAP website. In 2020-21. The rate was 79.1%
- So are these numbers showing that there wasn't a learning loss during COVID?
 - Adjustments in Curriculum and Grading have mitigated learning loss when it comes to D & F rates
- If SBAC testing shows overall decrease in scores, is that some indication as to learning loss?
 - Yes, that would indicate learning loss. SBAC testing is resuming in April 2022 so there will be more current data.
- Can the data be separated into meets and exceeds as two separate categories to see if there might be learning loss because there are fewer exceed?
 - Yes, future data can be desegregated in that way. The data is posted with these two categories on the California Dashboard. And, if a student meets standards, there is no learning loss by definition.
- What % of the students took the SBAC tests last year?
 - Approximately 25% (Grade 4,5, & a portion of 11th) completed the SBAC test in March/April 2021.
- Sorry if I missed it, but what was the decrease in enrollment attributed to?

- Housing costs, pandemic related movement of population, alternative education during pandemic, general economic conditions including job availability
- What is the reason for the \$40K difference in the Elementary ELD Instructional Assistants between Budgeted and Actual?
 - Staffing vacancies impact salary/benefits resulting in a cost savings.
- Is there data to determine how effective the Teacher PD is?
 - Surveys and other data will be collected at completion of PD process
- For the item where it was covered by another funding source, how will you spend the \$64K that is now available?
 - These funds will be included in carry over funds and will be available for budgeting in an upcoming LCAP Meeting as long as the other funding source continues.
- Does the response need to be given in this meeting? If someone can not be in the meeting, can they watch the meeting and respond later?
 - Responses can be collected at LCAP meetings or by completing the LCAP survey on the BUSD LCAP website. Communication on LCAP can always be sent to District staff.
- For the elimination of existing sped positions (sorry, I don't recall those positions), could part of the available carryover be used to keep them on?
 - The need for a position depends on the role of the position and the position's impact on unduplicated students. This could be discussed as part of carry over funds.
- What is the deadline for responses?
 - The deadline for LCAP input would be prior to Board adoption in mid-June.
- Does the District have ideas that they would like us to consider (carryover funds)?
 - Yes, ideas will be shared in our upcoming LCAP Meetings.
- Are there dollar amounts for these actions?
 - Yes, ideas and estimated dollar amounts will be shared in LCAP meeting #4 after we have second interim budget numbers.
- What about extra curricular activities for the students to embrace their skills, talents and abilities or like dance or sports or tutoring for students who are behind?
 - An action like this would have to be geared towards unduplicated students and address the learning needs of students.
- I would really support an increase in funding for summer school (expand options). For grade improvement classes, currently, there is a cost associated with grade improvement classes not available at BUSD sites for those students wanting to maintain a-g grades.
 - The A-G Grant and Plan was developed and approved by the Board that specifically is designed towards addressing A-G completion which can be accomplished through summer school programs free of cost.
- Could the funding be used to augment elementary music? Also, another consideration is how one-time will affect programming once the funds are used.
 - LCAP Supplemental funds are available to assist unduplicated students primarily to address learning needs and learning gaps.

- Could funding be used to purchase ukuleles for schools that don't have them so that those schools could have them for their district music programs?
 - LCAP Supplemental funds are available to assist unduplicated students primarily to address learning needs and learning gaps.
- Can this money be used to bring teachers in for an extra day of PD?
 - Yes, if the PD is geared towards supporting the learning needs of unduplicated students.

LCAP Meeting 3-9-22 - Educational Services

- Do you have data on the number of English Learners students who have tested out of the category?
 - Yes, data has been provided on the powerpoint slides that were presented at the LCAP meeting held on 3-9-22.
- For special education students who are not taking all A-G classes, how do you classify them? e.g., not taking a foreign language or not taking Geometry or Algebra 2.
 - Many of the courses that Special Education students take contribute towards the College and Career metrics and subsequent Graduation rate.
- If Ds and Fs are not significantly different, was there a negative impact from distance learning or not?
 - Adjustments in Curriculum and Grading have mitigated learning loss when it comes to D & F rates.
- What is equity in grading?
 - Teachers met to discuss grading practices and talked about the difference between mastery, late-work, and unit assessment scores and how a teacher uses these items to determine a final grade. A further explanation was provided in the meeting.
- How many students annually use the counseling services provided by BFS?
 - There are more requests and applications than we can provide services for. Group therapy has been implemented to address need and identify students who need more intensive counseling performed individually.
- Does staff have any recommendations for how this carryover might be spent?
 - Yes, ideas and estimated dollar amounts will be shared in LCAP meeting #4 after we have second interim budget numbers.
- Can the carryover be used to offer more grade improvement courses where it's free to parents?
 - Yes, this will be occurring this summer with the monies received from the A-G Grant.
- Can you put together a presentation on equity in grading? I don't think parents know much about that.
 - This request will be responded to outside of the LCAP process.
- For parent education, can you include something about equity in grading?
 - We will respond to the request outside of the LCAP process.
- What would new immigrant student support look like?

- Support to new immigrant students will include increased staffing and services in classrooms in which these students attend.

LCAP Meeting 3-30-22 - Carry Over Funds

- Would you be adding those classes (intervention) for the end of this year or for next year?
 - All new actions would be for the 2022-23 school year.
- FAFSA question. If you cannot pay for ongoing items, how can you use LCAP funds for this?
 - This item is extra-hourly, not a new position, if the carryover funds stopped we would use different funding in future years.
- We had asked about funding ukuleles for all of the schools that don't have them. It was on the list at one point. Why did it come off the list?
 - This action item does not fit the requirements for providing increased/improved services to unduplicated students.
- What does new immigrant support look like or what resources are going to be used to support them?
 - One example would be increased hourly for instructional aides to provide support during or after school directly to new immigrant students. Another option is more support in summer school.
- I have concerns about intervention costs using "partial apex". Would that be available for special ed students? And the funding for cyber high? Is that through these funds?
 - Apex can be available to SPED students but most SPED students will use Cyber High and it is funded through a different source.
- Will any of these items address credit improvement?
 - The LCAP addresses credit recovery, but, A-G grant monies will be used to directly address grade improvement this summer and in future years.
- Will the grade improvement classes offered have a cost?
 - No cost to students or families because of the A-G grant.
- How long is the A-G grant funds available? And when will they be applied?
 - A-G grant funds will be used in the summer of 2022 as the A-G Plan will start being implemented. The district has until 2026 to expend the funds, but it is a finite, one-time grant.