

GLENDALE UNIFIED SCHOOL DISTRICT
223 North Jackson Street
Glendale, California 91206
(818) 241-3111

BOARD OF EDUCATION
AGENDA

December 15, 2020
Meeting No. 12
Regular Meeting

GLENDALE UNIFIED SCHOOL DISTRICT
223 North Jackson Street
Glendale, California 91206
(818) 241-3111

BOARD OF EDUCATION MEETING NO. 12
Administration Center

December 15, 2020

“Preparing our students for their future.”

*“Excelling Together with Endless
Pathways for Success.”*

Please Note Times	
4:30 P.M. -	Opening, Holiday Music Program Acknowledgements & Recognitions Presentations Public Hearings Student Board Member Report Public Communication
	Closed Session
7:00 P.M. -	Regular Meeting Superintendent’s Update Information, Action, Consent Calendar, Reports

Pursuant to Executive Order N-29-20 issued by Governor Gavin Newsom on March 17, 2020, Glendale Unified Board of Education meetings will be closed to the public until social distancing directives have been lifted.

In accordance with the Americans with Disabilities Act (ADA) the District will provide accommodations, with reasonable advanced notice, for any individual with a disability needing to participate in the Board Meeting and/or access the information herein. Please contact the Glendale Unified School District Public Information Office to request such accommodation. In accordance with the Brown Act revisions; public records relating to a Board meeting agenda item that are distributed to at least a majority of Board members less than 72 hours before a regular meeting, may be inspected by the public at the District administrative offices during regular business hours (8:00 a.m. to 4:00 p.m.).

AGENDA

ITEM

PAGE

A. OPENING – 4:30 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by Valentina Carral, a 5th grade student from Edison Elementary School**

A. OPENING - continued

3. Certification of Compliance

To accommodate the requirement of Government Code Section 54954.2 in accordance with the Brown Act revisions, the agenda for the meeting was posted on bulletin boards in the Administration Center and the Glendale Unified School District website 72 hours prior to this meeting.

4. Approval of Agenda Order

B. HOLIDAY MUSIC PROGRAM

1. Crescenta Valley Instrumental Music and Crescenta Valley Choir

C. ACKNOWLEDGEMENTS AND RECOGNITIONS

1. CSBA Golden Bell – One Glendale After School Youth Sports Program

The One Glendale After School Youth Sports Program is a collaboration between the City of Glendale Community Services & Parks Department and the Glendale Unified School District, with sponsorships from Dignity Health Glendale Memorial Hospital, and the Glendale Parks & Open Space Foundation. Additional services are provided by Adventist Health Glendale. The program is designed to provide free afterschool co-ed sports programming to youth in eight South Glendale schools in the fourth and fifth grades and is comprised of four sports over the course of four seasons: flag football, basket, soccer, and volleyball. Each season lasts 8 weeks with a championship game at the conclusion of each season.

D. PRESENTATIONS

1. HealthCare Partners Advisory

Glendale Unified School District has convened an advisory of trusted members of the healthcare community to counsel the Board of Education and superintendent on best practices to ensure student and employee health and safety during the COVID-19 pandemic.

2. Visual and Performing Arts (VAPA) Shines

A collaboration between the Glendale High School Jazz Band and the cinematography class. Teacher Amy Rangel's Jazz Band is proud to present "Cover Drive."

3. Superintendent's District Restorative Justice Practices Task Force Committee Update, Recommendations and Proclamation

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Members of the Superintendent's District Restorative Justice Practices Task Force Committee will update the Board of Education on their work over the last two years and provide final recommendations on implementation of practices and proclaiming Glendale Unified a Restorative Practices District.

E. PUBLIC HEARINGS

1. Public Hearing to Review a Report of Developer Fee Revenue and Expenditures Prepared Pursuant to the Requirements of SB 1693 and Government Code Sections 66001 and 66006 (Refer to Action Report No. 5)
2. Public Hearing to discuss the District's intent to reappoint Aram Ordubegian to the Personnel Commission as the Board of Education appointee for a new 3-year term, effective December 1, 2020 through November 30, 2023. (Refer to Action Report No. 10)

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F. STUDENT BOARD MEMBER REPORT

1. Student Board Member Kayla Rodriguez will report on activities and events happening at the schools around the District.

G. COMMUNICATIONS FROM THE PUBLIC

1. Public Communications – NOTE MODIFIED PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC

ADDRESSING THE BOARD OF EDUCATION – An individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction. Pursuant to Executive Order N-29-20 issued by Governor Gavin Newsom on March 17, 2020, Glendale Unified Board of Education meetings will be closed to the public until social distancing directives have been lifted. In order to facilitate public participation at meetings, the Board will accept public communications via teleconference until further notice. If you wish to make a public comment at an upcoming meeting, please follow the instructions below. Not more than five minutes may be allotted to each speaker and no more than 20 minutes to each subject, except by unanimous consent of the Board of Education. A speaker's allotted time cannot be deferred to another speaker. Board Members may question the speaker but there will be no debate or decision. The Superintendent may refer the matter to the proper department for review. A student's parent/guardian, or a student if age 18 or older, may request that the minutes exclude the student's directory information, as defined in Education Code 49061, or a parent/guardians' personal information, as defined in Education Code 49073.2. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. Glendale Unified School District will provide accommodations, with reasonable advanced notice, for any individual with a disability or any individual requiring translation needing to address the Board of Education during Public Communication. Please contact the Glendale Unified Public Information Office at (818) 241-3111 x1218 or publicinfo@gusd.net at least 24 hours before the start of the meeting to request accommodation.

G. COMMUNICATIONS FROM THE PUBLIC - continued

Instructions for public communications:

1. A survey “sign up” will be posted at www.gusd.net/communication for members of the public who wish to speak on items at 4:00 p.m. on the day of the meeting (30 minutes prior to the start of the public meeting).
2. Speakers should fill in their name and select which item they wish to address the board.
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link: <https://glendaleusd.zoom.us/j/82250399223>
4. Only those who have completed the speaker sign up survey will be allowed to enter the Zoom meeting.
5. When it is time for a speaker to address the Board, their name will be called and the microphone on their Zoom account will be activated. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board.
6. Speakers should rename their Zoom profile to their real name to expedite this process.
7. Speakers are requested to state their name prior to addressing the Board.
8. After a speaker completes their public comment or if the five minute time limit has been reached, the microphone for the speaker’s Zoom profile will be muted.
9. The speaker sign up survey and Zoom teleconference links will be closed following the Public Communications portion of the meeting.
10. If you wish to make a public comment and do not have access to the internet, please call the Glendale Unified Public Information Office at 818-241-3111 x1218 by 3:30 p.m. on the day of the meeting to make alternate arrangements.

H. CLOSED SESSION

1. **Conference with Labor Negotiators pursuant to Government Code § 54954.5**

Agency designated representative: Dr. Darneika Watson and Mr. David Greco
Employee organization: Glendale Teachers Association and California School Employees Association-Glendale Chapter No. 3

2. **Conference with Legal Counsel-Existing litigations pursuant to Government Code Code Section §54956.9 (d)(1)**
Case No. LA-CE-6595-E
Case No. LA-CE-6596-E
Case No. BC651816
Case No. LA-CO-1800-E
OAH Case No. 2020100063.

I. RETURN TO REGULAR MEETING – 7:00 P.M.

J. SUPERINTENDENT’S UPDATE

1. **COVID-19 Safety Update**

K. INFORMATION

1. **District Audit Reports for 2019-20 (Refer to Action Report No. 1)**

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Representatives from CliftonLarsonAllen LLP will present a brief summary of the District’s 2019-20 audit report and Proposition 39 audit report, and answer questions from members of the Board of Education.

K. INFORMATION – continued

2. First Interim Financial Report and Certification (Refer to Action Report No. 2) 16

This agenda item will provide an opportunity to review a presentation regarding the First Interim Financial Report, which includes a Fiscal Stabilization Plan for 2021-22.

3. Yellow Ribbon Week, January 18-22, 2021 18

Yellow Ribbon Week in the Glendale Unified School District is Violence Prevention Week. It takes place annually during the week beginning with Dr. Martin Luther King, Jr. holiday commemoration in January. This school year, it will be the week of January 18-21, 2021.

4. Proposal to Change the Name of the John Wayne Performing Arts Center at Glendale High School 20

This report will provide the Board of Education with background on the request to change the name of the John Wayne Performing Arts Center at Glendale High School and a proposed recommendation as a result of community request and parent, student, and staff input.

5. Proposed New and Revised Course of Study Outlines for Use in High Schools in the Area of Career Technical Education 25

The proposed course of study outlines (Design 1-2; Design 3-4; and Design 5-6 Honors) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

6. Proposed New Course of Study Outlines for Use in High Schools in the Area of Science 61

The proposed course of study outlines (Chemistry in the Earth System; Physics of the Universe; and The Living Earth) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Science Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

7. Proposed Revisions to Board Policies Relating to Personnel and Instruction 103

This report will provide the Board of Education with information on the need to revise existing Board Policies (BP) 4119.11/4219.11/4319.11 (Sexual Harassment); BP 4157/4257/5357 (Employee Safety); and 6161.1 (Selection and Evaluation of Instructional Materials) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

K. INFORMATION - continued

8. Update on Measure S and Facility Programs 114

There will be a presentation including an update on the Superintendent's Facility Advisory Committee meeting, a review of the action items on the agenda, as well as a discussion of future items that will be brought to the Board for consideration.

9. Acknowledgements of Service 117

The resignations and retirements of the following employees have been accepted by the Chief Human Resources and Operations Officer/Director of Classified Personnel, as effective and final per Board Policies 4117.1/4217.1/4317.1 and 4117.2/4217.2/4317.2, and are being reported to the Board of Education as information only no action required.

L. ACTION

1. District Audit Reports for 2019-20 118

The Superintendent recommends that the Board of Education accept the 2019-20 District Audit and Proposition 39 Audit as prepared by the auditing firm of CliftonLarsonAllen LLP.

2. First Interim Financial Report and Certification – AB 1200 119

The Superintendent recommends that the Board of Education approve the attached certification indicating that, based on the budgetary information available on October 31, 2020, the District will be able to meet its financial obligations for the current and two subsequent fiscal years (positive certification). The approval of this report will authorize the 2020-21 budget adjustments identified within this report.

3. Adoption of the Budget Overview Report for Parents 211

The Superintendent recommends that the Board of Education adopt the 2020-21 Budget Overview for Parents as presented. Due to the COVID-19 pandemic, Senate Bill 98 EC Section 43509 changed the adoption date for the 2020-21 Budget Overview for Parents from June 15, 2020 to December 15, 2020, in conjunction with the First Interim Report.

4. Resolution No. 6 Requesting the Issuance of 2020-2021 Tax and Revenue Anticipation Notes for the District by the Board of Supervisors of the County of Los Angeles 217

The Superintendent recommends that the Board of Education adopt Resolution No. 6 authorizing District administration to issue Tax and Revenue Anticipation Notes (TRANS) in an amount not to exceed \$35 million as part of the pooled issuance of Los Angeles County Schools Pooled Tax and Revenue Anticipation Notes 2020-21.

L. ACTION - continued

- 5. Developer Fee Report Prepared Pursuant to SB1693 and Government Code Sections 66001 and 66006 237**

The Superintendent recommends that, following a Public Hearing, the Board of Education approve a Developer Fee Report prepared pursuant to SB1693 and Government Code Sections 66001 and 66006.

- 6. Approval of Change Order No. 2 to Bid No. 182-18/19 with The Nazerian Group for the Cloud Preschool Portables Project and Notice of Completion 248**

The Superintendent recommends that the Board of Education approve Change Order No. 2 to Bid No. 182-18/19 with The Nazerian Group for the Cloud Preschool Portables Project in the amount of \$29,695.66, and a Notice of Completion, funded by Developer Fees funds.

- 7. Approval of Independent Contractor Agreement Numbers 587 through 598 with Convergent Technologies for the Purchase, Programming, and Installation of Security Surveillance Systems at Various District Sites Using the Sourcewell National Cooperative Purchasing Group Contract No. 031517-CTL 251**

The Superintendent recommends that the Board of Education approve Independent Contractor Agreement Numbers 587 through 598 with Convergent Technologies for the purchase, programming, and installation of security surveillance systems at various District sites using the Sourcewell National Cooperative Purchasing Group Contract No. 031517-TL for a cumulative cost of \$251,767.16, funded by Measure S funds.

- 8. Variable Term Waiver Request for Certificate of Completion of Staff Development (CCSD) for the 2020-2021 School Year 253**

The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for the hiring of teachers on waiver permits.

- 9. Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2020-2021 School Year 254**

The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for Audrey Tumoine on a waiver permit based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for the needed position.

- 10. Announcement of Intent to reappoint Aram Ordubegian to the District Personnel Commission as the Board of Education Appointee 255**

The Superintendent recommends the Board of Education approve the reappointment of Aram Ordubegian to the District Personnel Commission as the Board of Education appointee for a new term beginning December 1, 2020 through November 30, 2023.

- 11. Special Education Settlement Agreement**

The Superintendent recommends that the Board of Education approve the Special Education Settlement Agreement: Office of Administrative Hearing Case No. 2020100063.

M. CONSENT CALENDAR

All items under Consent Calendar are considered to be of a routine nature and are acted on with one motion. Any recommendation may be removed from the Consent Calendar at the request of any Board Member and placed under Action.

- 1. Minutes 256**

The Superintendent recommends that the Board of Education approve the Minutes, as listed:

 - a. Regular Meeting No. 11 November 17, 2020
- 2. Certificated Personnel Report No. 8 264**

The certificated report recommends approval of the following:

Maternity leaves of absence, change of maternity leaves of absence, extension of maternity leaves of absence, a parental leave of absence, a health leave of absence, extension of health leaves of absence, family & medical leaves of absence, a change of family & medical leave of absence, extension of family & medical leaves of absence, a voluntary increase in assignment, a certification authorization, elections, elections hourly/daily, additional compensation, transportation authorizations - management positions, transportation authorizations, revision to previous personnel reports, personal services agreements and a conference/workshop/meeting authorization.
- 3. Classified Personnel Report No. 8 286**

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; change of medical leave of absence; family & medical leave of absence; extension of family & leave of absence; maternity leave of absence; extension of maternity leave of absence; child care leave of absence; unpaid home responsibility leave of absence; election from eligibility list; reclassification; additional assignment temporary - at established rate of pay; additional compensation; change of assignments; revisions to previous board reports; election of classified hourly substitutes; and personal services agreements.
- 4. Warrants 305**

The Superintendent recommends that the Board of Education approve Warrants totaling \$22,288,513.57 for November 1, 2020 through December 10, 2020.
- 5. Purchase Orders 310**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,587,911.92 for the period of November 9, 2020 through December 4, 2020.
- 6. Appropriation Transfer and Budget Revision Report 332**

Budget revisions and transfers reflect changes to existing budget appropriations necessitated by increases or decreases to previously established income and expenditure accounts. The Education Code requires Board of Education approval of all budget.

M. CONSENT - continued

- 7. Cash Transfer of Funds from the Unrestricted General Fund to the Routine and Restricted Maintenance Program 343**
- The Superintendent recommends that the Board of Education approve the transfer of \$9,547,197 from the Unrestricted General Fund to the Routine and Restricted Maintenance Program for 2020-21 school year
- 8. Authorization for Utilization and Annual Renewal of the Services of the Super Co-Op, a California USDA Food Cooperative Group for the 2021-2022 School Year 344**
- The Superintendent recommends that the Board of Education authorize the utilization and annual renewal of the services of the Super Co-Op, a California USDA Food Cooperative Group for the 2021-22 school year.
- 9. Extension #3 of Agreement for Armored Transportation Services with Fortress Armored Services Company from January 1, 2021 through December 31, 2021 345**
- The Superintendent recommends that the Board of Education approve the extension of agreement with Fortress Armored Services Company for armored transportation services from January 1, 2021 through December 31, 2021. Funding for these services is made from Child Nutrition Services Fund (13.0).
- 10. Approval of Notice of Completion for Bid No. 197-19/20 with JB Bostick Company, Inc. for Asphalt and Concrete Replacement at Keppel Elementary School 357**
- The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 197-19/20 with JB Bostick Company, Inc. for asphalt and concrete replacement project at Keppel Elementary School, funded by Measure S funds
- 11. Authorization to Dispose of Surplus Property 359**
- The Superintendent recommends that the Board of Education declare a freezer located at Columbus Elementary School; and old textbooks located at Hoover High School and Rosemont Middle School as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.
- 12. Acceptance of Gifts 362**
- The Superintendent recommends that gifts to the District be accepted and that letters of appreciation be written to the donors.
- 13. Approval of Two Services Agreements Between Glendale Unified School District and The Southern California Learning Corporation, dba Sylvan Learning Centers 364**
- The Superintendent recommends that the Board of Education approve two Services Agreements between Glendale Unified School District and The Southern California Learning Corporation, dba Sylvan Learning Centers in the amount of \$39,366 (Agreement #1) and \$18,576 (Agreement #2) for tutoring and instructional support services for students at R.D. White Elementary School.

M. CONSENT - continued

14. Approval of Supplementary Textbooks for Use in Elementary Schools in the Area of Foreign Language for German and Japanese Instruction 396

The Superintendent recommends that the Board of Education approve supplementary textbooks Bücherwurm Fibel (Bookworm Primer); Gatan Goton, Zabun Zabun (Rocking Sounds); and Onigri (Rice Ball) for use in elementary schools in the area of Foreign Language for German and Japanese instruction.

15. Approval of Revisions to Board Policies Relating to Students - Chronic Absence and Truancy and Sexual Harassment 398

The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 5113.1 (Chronic Absence and Truancy) and 5145.7 (Sexual Harassment) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

16. Agreement with Arizona State University 405

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding for Spring 2021 Online Graduate Early Childhood Internship Placements with Arizona State University.

17. Dignity Health Cultural Trauma & Mental Health Resiliency Grant 411

The Superintendent recommends that the Board of Education approve renewal of the agreement between Glendale Unified School District and the Dignity Health for the Cultural Trauma and Mental Health Resiliency Grant Project.

N. REPORTS AND CORRESPONDENCE

1. Board

2. Superintendent

O. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

PRESENTATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Mary Mason, Executive Director, Educational Services

SUBJECT: **Superintendent's District Restorative Justice Practices Task Force Committee Update, Recommendations and Proclamation**

The Superintendent's District Restorative Justice Practices Task Force Committee was established in the spring of 2018. The mission and objectives of the Task Force were as follows:

- Develop short-term goals and a common mission and vision.
- Advise on the development of a multi-year strategic plan, including research and planning.
- Advocate for the work of Restorative Practices and seek out support and funding amongst community groups.

In order to have broad representation of stakeholders, members of the Task Force represented a cross section of District staff and included high school students, parents, classified and certificated staff, and community representatives. The commitment to serve on the committee was for two years. The Task Force members were required to have had previous training in Restorative Practices and were selected through an application process that yielded the following breakdown:

- Five (5) school administrators from all levels (elementary through high school)
- Five (5) certificated staff (teachers, counselors, etc.)
- Five (5) parent representatives and community members
- One (1) classified staff
- Two (2) high school students

There were limited applications received for classified staff and students; however, all those who applied and had background knowledge in Restorative Practices were accepted.

Dr. Chris Coulter, Director of Teaching and Learning; Dr. Mary Mason, Executive Director of Educational Services and Mrs. Neda Farid-Farhoumand served as co-facilitators.

Members of the Task Force worked extremely well together over the past two years and are extremely proud to share the following recommendations for the Board of Education's review and consideration:

1. Mission, Vision and Values Statement of Restorative Practices
2. A Long-Range Strategic Plan for Restorative Practices
3. A Site Messaging Document
4. Restorative Practices: A Practitioner's Guide
5. Board Proclamation

The above-referenced documents have been provided to the Board of Education under separate cover and are also available for review in the GUSD Educational Services Office at the Administration Center upon request.

The continued work of Restorative Practices now fits together with the work of the Culturally Relevant and Responsive Education (CRRE): Data and Restorative Practices Working Group. The group, also known as CRRE Working Group #3, works on analyzing student discipline data and the continued use of Restorative Practices to build community, strengthen school culture, and repair relationships. The Teaching and Learning Department will continue to coordinate and facilitate any further trainings.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

PUBLIC HEARING NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations Officer/
Director, Classified Personnel

SUBJECT: **Public Hearing on Reappointment of Aram Ordubegian to the
Personnel Commission as the Board of Education Appointee**

This Public Hearing is to provide an opportunity for discussion regarding the District's intent to reappoint Aram Ordubegian to the Personnel Commission as the Board of Education appointee for a new 3-year term, effective December 1, 2020 through November 30, 2023.

On November 5, 2020, Mr. Ordubegian submitted his formal request for reappointment to the Personnel Commission for a new 3-year term. Mr. Ordubegian was first appointed to the Personnel Commission on November 7, 2017 and his term ended November 30, 2020.

Mr. Ordubegian joined the Personnel Commission with experience as a past President of Crescenta Valley Chamber of Commerce and as an elected member of the Crescenta Valley Town Council. Mr. Ordubegian is currently a partner at a national law firm working as an attorney. Mr. Ordubegian has represented the interests of the Classified employees in a fair and just manner. His knowledge in Classified matters and his ability to resolve issues are invaluable.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: **District Audit Reports for 2019-20 (Refer to Action Report No. 1)**

Representatives from CliftonLarsonAllen LLP will present a brief summary of the District's 2019-20 audit report and Proposition 39 audit report, and answer questions from members of the Board of Education.

This item is included in the December 15, 2020 agenda for approval by the Board of Education as Action Report No. 1.

To Support Board Priority No. 4 – Maintain District Financial Responsibility – Ensure the fiscal health of the District, implement a fiscal plan to preserve the District resources, and plan for the District's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services
Craig Larimer, Financial Analyst

SUBJECT: **First Interim Financial Report and Certification (Refer to Action Report No. 2)**

During each fiscal year, two interim financial reports are required. In each of these reports, the Board of Education must determine if it will be able to meet its financial obligations for the current and two subsequent fiscal years. One of the following certifications must be made:

1. Positive – the district will be able to meet its financial obligations for the current and two subsequent fiscal years.
2. Qualified – the district may not be able to meet its financial obligations for the current and two subsequent fiscal years.
3. Negative – the district will be unable to meet its financial obligations for the current and two subsequent fiscal years.

Along with the Interim Financial Report, districts are required to furnish a narrative for each fund, a cash flow analysis, criteria and standards review, and a report of Average Daily Attendance (ADA). **The financial information and certification form, included with Action Report No. 2, indicates that the District will be able to meet its financial obligations through 2022-23.** The Local Control Formula Funding (LCFF) State Funding is projected at 0% COLA for 2020-21 and future years. It is prudent to remember that revenue assumptions may decrease if, legislative appropriation priorities shift, other unexpected state tax shortfalls occur, or the District student enrollment, ADA, or demographics change.

Due to the continuous increase in the CalSTRS and CalPERS rates, as well as, the continuing structural deficit, the District is now projecting out 4 years.

The District is recommending a “**positive**” certification for the First Interim Report. It is important to note that the 2019-20 full LCFF growth has been used, and an ongoing Fiscal Stabilization Plan has been implemented in the budget for 2020-21 of \$5 million and 2021-22 of \$12-\$15 million.

This agenda item will provide an opportunity to review a presentation regarding the First Interim Financial Report, which includes a Fiscal Stabilization Plan for 2021-22.

In addition, this presentation will provide information on the new “Budget Overview for Parents” requirement.

These items are included in the December 15, 2020 agenda for approval by the Board of Education as Action Reports Nos. 2 and 3.

To Support Board Priority No. 4 – Maintain District Financial Responsibility – Ensure the fiscal health of the District, implement a fiscal plan to preserve the District resources, and plan for the District’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Darneika Watson, Chief Human Resources & Operations Manager

PREPARED BY: Hagop Eulmessekian, Director, Student Support Services

SUBJECT: **Yellow Ribbon Week – January 18-22, 2021**

BACKGROUND

Yellow Ribbon Week in the Glendale Unified School District is Violence Prevention Week. It takes place annually during the week beginning with Dr. Martin Luther King, Jr. holiday commemoration in January. This school year, it will be the week of January 18-21, 2021. This annual recognition supports the Safe and Drug Free Schools' message that schools must be safe havens for our students to excel and develop skills for a successful future. Yellow Ribbon Week raises awareness about keeping California's schools safe, violence free, and honors the victims of school violence to ensure that these senseless tragedies never happen again.

Yellow Ribbon Week also raises awareness about how and where students can get help when experiencing ideations of self-harm. During this week, students and schools focus on strategies to stop violence towards others and self. Students are reassured and encouraged to trust and approach adults for help, on and off campus, when they or their friends are faced with such situations. GUSD encourages all students and staff to follow the *See Something, Say Something* campaign with fidelity.

In addition, middle school students will participate in The Great Kindness Challenge activities in partnership with Dignity Health/Glendale Memorial Hospital.

YELLOW RIBBON WEEK and THE GREAT KINDNESS CHALLENGE

The highlight and centerpiece of Yellow Ribbon Week is participation in The Great Kindness Challenge. GUSD is recognized as a Kindness Certified School District, proudly displaying the Kindness Certified School District seal on our website, as our own GUSD logo is placed on the Great Kindness Challenge website in recognition of our districtwide kindness campaign.

The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The Great Kindness Challenge is devoted to students performing as many acts of kindness as possible. Students accept the challenge and show the world that kindness matters. Students are encouraged to continue sharing their kindness at home, in their communities, and in our world.

The Great Kindness Challenge provides a powerful tool that actively engages students, teachers, administration, families, and community in creating a school culture of acceptance, tolerance, unity, and respect.

TO SUPPORT 2020-2021 BOARD PRIORITY No. 3: Ensure the Health and Safety of Students and Employees

“Strengthen mental health support and programs, develop proactive health and safety procedures, and support physical, social and emotional wellbeing.”

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

SUBJECT: **Proposal to Change the Name of the John Wayne Performing Arts Center at Glendale High School**

Background:

On September 1, 2020, Superintendent Ekchian, Board members, and District staff received a “community demand letter” from the GUSD Student Coalition Advocating for Black Lives that included amongst its demands a request to change the name of the John Wayne Performing Arts Center at Glendale High School:

“Rename the John Wayne Performing Arts Center at Glendale High School
GUSD cannot make a true commitment towards anti-racism and racial justice while upholding the legacy of racist leaders and famous people on our buildings. Throughout his lifetime, actor, director and producer John Wayne made countless derogatory and racist comments towards the Black, Indigenous, and LGBTQ+ communities. He is known for comments such as, “I believe in white supremacy until the Blacks are educated to a point of responsibility [...] I don't believe in giving authority and positions of leadership and judgment to irresponsible people.” Given John Wayne's racist past, the University of Southern California recently removed their John Wayne exhibit as the leadership of the university recognized the racist symbolism Wayne's name upholds. Hundreds of community members have already been organizing for GUSD to reconsider the name “John Wayne Performing Arts Center” at Glendale High School through petitions and community dialogue. GUSD must listen to the community and demonstrate a true commitment to racial equality by re-naming the auditorium.”

This petition was received at the same time that the Board of Education was considering revisions to Board Policy 7310 “Naming of Facilities.” The revised Board Policy was approved on September 15, 2020.

Board Policy 7310 states:

“Upon receiving a proper request to name or rename a building or facility, the Board shall wait at least 90 days before making a decision, allowing adequate time for public input on the proposal and investigation into the individuals’ or entities’ worthiness for recognition.”

The 90th day after receiving the request was November 29, 2020.

In order to seek public input, Glendale High School Principal, Dr. Ben Wolf, took the information from the petition and worked with his ASB President and Student Board member, Kayla Rodriguez, to design a student senate opportunity to share information about the request to change the name and give students a forum to engage in discussion about the request. Teachers were asked to recruit a student from every third period class to participate and to represent their peers in this discussion. On October 28, 2020, ASB Advisor Jon Livingston and Danielle Stafford, GHS’s Restorative Practices Coach, facilitated 48 students in a large zoom meeting. Students were divided into breakout sessions facilitated by ASB students. School administrators and teachers joined the breakout sessions as note-takers in order to capture all students’ thoughts and opinions. After the breakout session concluded, the whole group came back together to debrief as a large group. The discussion included relevant points both for and against changing the name.

Students then completed an online poll to privately share their opinion whether or not to change the name of the Performing Arts Center. The results of the poll were:

38	Yes
8	No
2	I Do Not Know

Some of the student comments included:

- I think we should keep the name, that is one interview out of his whole lifetime. I’m not saying that’s ok but if we cancel everyone who said something bad we wouldn’t have any monuments. We are just looking at the bad things instead of the good things.
- I do think it should be changed, it's not a little one time mistake, those are his beliefs for his entire life. The movies he made were racists against Native Americans. It's very discouraging to people of color to excuse what he said because he is famous. The discomfort of entire groups should not be excused because of his fame.
- I think the name needs to be changed. I don’t like walking by it because now I know better. This is not what I want our school to be represented by this, or our district. I don’t stand with this. The groups of people who JW discriminated against are people I care about.

Based on the strong support of the students to change the name, Dr. Wolf then met with parents/guardians during a PTA meeting on November 2, 2020, and teachers during a faculty meeting on November 4, 2020. Additionally, classified staff members were polled on November 5, 2020. A majority of all three groups were in agreement to change the name:

Teachers (58-Yes; 23-No; 8-I Do Not Know)

- I think there are a lot of mean spirited people who are trying to defame people in history. John Wayne is just one of the fatalities of that movement. Some people are trying to get rid of our flag as it exists today.
- Because John Wayne's name is being used to commemorate a performing arts center, his history as a performer is what matters. A plaque clarifying that we do not support his social views would be better.
- While Mr. Wayne was a very famous alum, we cannot be associated with an overt racist. Times have changed, Glendale needs to move forward and be in touch with the times.
- I do not want to honor anyone who has his racist views. I realize that many public buildings are named after people who may have had racist views. However, when given an opportunity, I feel that in 2020, we have to take it and make a positive change.

Parents/Guardians (9-Yes; 6-No; 2-Not Sure/No Opinion)

- You should not change the name because you can't change history because you don't agree with what was said.
- We do not need to change history. We need to learn from it. Not everyone is perfect. We all have good and bad.
- The Playboy article really opened my eyes. He was far from a hero.
- Given Glendale, CA being only the third city in the entire USA to admit to a racist past, I think it's a good move to change the name and enlist the students in this movement.

Classified Staff (3-Yes; 2-No; 1-No Opinion)

- GUSD should not honor racist public figures, considering the wide range of its diverse student/faculty population. It's disrespectful and irresponsible.

Based on these results, GUSD Legal Counsel, David Greco, reviewed the Memorandum of Understanding (MOU) with the John Wayne Foundation in order to determine the necessary steps to change the name at the direction of the Superintendent or Board.

Choosing a New Name:

Board Policy 7310 states:

“In the case that a decision is made to retire a name or if the process to retire a name is under review, the name of the school, building, ground, facility, or memorial will revert to a generic name such as a geographic name or “[name of school] Library” until a final decision is made and the abovementioned process for “Naming of School Facilities” is followed and completed to select a new name for school, building, ground, facility, or memorial.”

Based on the Board Policy, it is suggested that the name of the “John Wayne Performing Arts Center” be changed to the “Glendale Performing Arts Center” to recognize the geographical connection to the high school that benefits directly from the facility.

Rational for the Name:

The original auditorium on the Glendale High School campus was named the Adella M. Salstrom auditorium. The dedication plaque listed her as "Teacher, Counselor, Friend." It is unclear why that name was not retained when the replacement auditorium was completed. The other comprehensive high schools in GUSD have names for their auditoriums. The Hoover High School auditorium is known as Hayhurst Hall and was dedicated to Normal C. Hayhurst in 1940. Mr. Hayhurst was a principal at Hoover. The Crescenta Valley High School auditorium is known as MacDonald Auditorium. Both school and community groups have used these names to publicize events.

The current Glendale High School auditorium opened in 1969 and was built to support school and community use. Staff has been dedicated to meet the needs and expectations of both constituencies. According to Auditorium Facilities Supervisor, Greg Williams, the name 'High School' in the name of the facility had a stigma attached to it. The general public, especially those not directly affiliated with the high school, had a preconceived notion that the facility must be a poor location to attend a program.

As one potential client told Mr. Williams, “All things being equal, if I have a choice to attend a program in the Glendale High School Performing Arts Center or Barnum Hall, I would choose Barnum Hall. Why, because the name Barnum Hall does not imply a high school auditorium.”

Other public school districts that have highly successful auditorium rental programs have facility names that don't have 'high school' in them.

- Barnum Hall - barnumhall.org (Santa Monica High School campus)
- Highlander Auditorium - highlanderauditorium.com (Upland High School campus)
- Bonita Center for the Arts - bonitacenterforthearts.com (Bonita Unified School District facility adjacent to San Dimas High School)

Next Steps:

- Based on the Board's review, this request will be brought back for further discussion and/or approval at a future Board of Education meeting.
- Notify the John Wayne Foundation about intent to request name change as per the Memorandum of Understanding (MOU) and Board Policy.

TO SUPPORT BOARD PRIORITY No. 2: Create a Culture of Learning

“Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.”

TO SUPPORT BOARD PRIORITY No. 3: Increase Engagement

“Utilize and increase district capacities to increase engagement, relationships, and support with parents and the community that build public trust and involvement in GUSD schools.”

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

SUBJECT: **Proposed New and Revised Course of Study Outlines for Use in High Schools in the Area of Career Technical Education**

The proposed course of study outlines (Design 1-2; Design 3-4; and Design 5-6 Honors) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: Career Technical Education

Course Title: Design 1-2 (Revision)

Course Code: 2231/2232

Grade Level(s): 9-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Yes; F-Visual and Performing Arts

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook(s): Graphic Communications, 5th ed. Author: Z. A. Prust, 2010

The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: This course will introduce students to the media and techniques used in creating expressive two-dimensional designs using industry standard software such as Adobe Illustrator and Photoshop. Students will identify and use the fundamental principles and elements of visual communication. They will familiarize themselves with design concepts beginning with hands-on problem-solving exercises and abstract visual experimentation. Students will also show an understanding of historical contributions and cultural dimensions of Design/Art in addition to developing a portfolio.

Department: Career Technical Education

Course Title: Design 3-4 (Revision)

Course Code: 2233/2234

Grade Level(s): 9-12

**School(s)
Course Offered:** Clark Magnet High School

**UC/CSU Approved
(Y/N, Subject):** F-Visual and Performing Arts

Course Credits: 10

**Recommended
Prerequisite:** Design 1-2

**Recommended
Textbook:** Graphic Communications, 5th ed. Author: Z. A. Prust, 2010
The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: This course will continue expanding the student's knowledge of media and techniques used in creating expressive two-dimensional designs using industry standard software such as Adobe Illustrator

and Photoshop. Students will identify and use the fundamental principles and elements of visual communication. They will familiarize themselves with design concepts beginning with hands-on problem-solving exercises and abstract visual experimentation. Students will also show an understanding of historical contributions and cultural dimensions of Design/Art in addition to developing a portfolio.

Department:	Career Technical Education
Course Title:	Design 5-6 Honors (New Course)
Course Code:	<i>(Educational Services will assign course number <u>after</u> Board Approval)</i>
Grade Level(s):	11-12
School(s) Course Offered:	Clark Magnet High School
UC/CSU Approved (Y/N, Subject):	F-Visual and Performing Arts with honors designation
Course Credits:	10
Recommended Prerequisite:	Design 1-2 and Design 3-4
Recommended Textbook:	<u>Graphic Communications, 5th ed.</u> Author: Z. A. Prust, 2010 The Goodheart-Willcox Company, Inc. Fifth Edition
Course Overview:	Design 5-6 is the capstone course for the Arts, Media and Entertainment industry sector, Design, Visual & Media Arts Pathway. This course will cover the fundamental principles and elements of visual communication. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. Design 5-6 is intended for self-motivated students who wish to continue

their education in the Design field and who would like to contribute to the community through service projects using the students' design skills.

Students will familiarize themselves with design concepts beginning with hands-on problem-solving exercises and abstract visual experimentation. They will move on to interact with state-of-the-art graphic design tools, namely, Adobe CS6; Illustrator, Photoshop, and InDesign, and also gain a basic understanding of previous technology which has provided the foundation for current methods.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

Glendale Unified School District School

High School

Date

(Meeting date will be typed in **after** Board Approval)

Department: Career Technical Education

Course Title: Design 1-2 (Revision)

Course Code: 2231/2232

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

(Y/N, Subject): Yes; F-Visual and Performing Arts

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook(s): Graphic Communications, 5th ed. Author: Z. A. Prust, 2010
The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: This course will introduce students to the media and techniques used in creating expressive two-dimensional designs using industry standard software such as Adobe Illustrator and Photoshop. Students will identify and use the fundamental principles and elements of visual communication. They will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation. Students will also show an understanding of historical contributions and cultural dimensions of Design/Art in addition to developing a portfolio.

First Semester-Course Content

Unit 1: **Orientation**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

- A. Students will learn the class rules, expectations, studio procedures, vocabulary, and the use of materials and tools. It is important for students to learn these concepts in order to start the year with confidence.

Students will use critical thinking skills to brainstorm ideas, conceptualize, and create a composition for their first design project “Hand Drawing/Design Project”. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Student interviews, reflections, and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students work on the Hand Drawing/Design Project. Students create a self-expressive, transforming artwork in which they transform a drawing/design of their hand into a scenery of their choice based on their personality, likes, and interests. Students can complete this assignment using a digital or traditional medium of their choice. They get to express who they, share it with others, and get to know each other. Students learn to express themselves creatively as a form of introduction to the Design class.

Unit 2: **Adobe Illustrator Tutorials Part 1**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will learn how to use the Adobe Illustrator Software through step-by-step tutorials. It is important for students to be able to use the software in order to create

their designs. Students will learn the importance and function of the following tools: Selection tools, creating basic shapes, the pen tool, combining shapes, the pathfinder palette, layers, colors, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to compare and contrast the similarities and differences between Adobe Software (Illustrator and Photoshop) and why each software is being used by designers. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extensive practice exercises for frequently used tools such as the pen tool. This will help students become familiar with and use the tools effectively to create their designs.

Unit 3: **Character in a Scene**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A.
Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will use the tools they practiced using during tutorials to create their first Adobe Illustrator design project. They will begin identifying and incorporating the elements of art and principles of design in their composition. Students will use critical thinking skills to brainstorm ideas for the character, conceptualize the scene, and create a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students work on and turn in the Character in a Scene Project where they create their own character using their new knowledge of the Adobe Illustrator software. Students will also learn to emphasize and focus on shape and unity as part of the elements/principles of design.

Unit 4: **Adobe Illustrator Tutorials Part 2**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will continue learning how to use the Adobe Illustrator Software through step-by-step tutorials. It is important for students to be able to use the software in order to create their designs. Students will learn the importance and function of the following tools: Fill, stroke, swatches, gradient, zoom, eyedropper, pencil, scissors, rotate, reflect, effects, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to analyze how they can use the materials and techniques to enhance their artwork. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extra practice exercises for frequently used tools. This will help students become familiar with and use the tools effectively to create their designs.

Unit 5: **Phobia Poster**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will use the tools they practiced using during tutorials to create a Phobia Poster. They will strengthen their composition by applying the elements of art and principles of design. Students will use critical thinking skills to brainstorm ideas of the phobia, conceptualize the design, and create a strong composition for a Phobia Poster theme. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students choose a phobia of their choice and work on creating the Phobia Poster using their new knowledge of the Adobe Illustrator software. Students will also learn to create a focal point in the composition as part of their ongoing exploration of

elements/principles of design.

Unit 6: **Negative and Positive Space Designs**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will learn to identify, create, and balance the positive and negative space in a composition. Students will use critical thinking skills to brainstorm ideas on their overall theme, conceptualize each part of the design, and create an 8 square digital black and white composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will learn to identify the positive and negative space in a composition and create designs that demonstrate their knowledge. They will pick a theme of their choice, create 8 equally spaced squares, and each square will have detailed and original black and white design. Students will also learn to create pattern and unity throughout their composition as part of their ongoing exploration of elements/principles of design.

Unit 7: **Color Theory**

(4 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

- A. Students will learn the historical and current color theory and apply their knowledge to create meaningful designs. They will learn to identify the colors on the color wheel, meanings conveyed by colors, and the different color schemes. Students will use critical thinking skills to brainstorm ideas for digital painting, conceptualize the use of color to create meaning, and create a digital painting using a particular color scheme of their choice. Final design will be submitted digitally and an annotated rubric will

be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.

- B. Students will take notes, research, and participate in learning about historical and current color theory, cultural and psychological meanings conveyed through color, and the various color schemes seen in nature and created by artists. They will participate in an activity where they identify their feelings as they look at different colors, explore how artists and advertisers use psychology of color, and paint a creative color wheel they design. Students will also practice mixing colors using watercolor paint. As a final design, they will pick a color scheme and create a digital painting which displays the meaning and emotions they choose to convey through their design. Students will focus on color, texture and variety as part of their ongoing exploration of elements/principles of design.

Unit 8: **Portfolio Compilation and Final Exam**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

Identify and ask significant questions that clarify various points of view to solve problems.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

- A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

Second Semester-Course Content

Unit 1: Perspective

(4 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

- A. Students will learn how artists create an illusion of depth on a two-dimensional surface. They will learn to identify and create one and two-point perspective sketches and designs. Students will use critical thinking skills to brainstorm ideas for one-point perspective of a room, conceptualizing the entire picture, and creating a digital design using the perspective tool in Adobe Illustrator. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.

- B. Students will take notes, research, and participate in learning how artists create the illusion of depth on a two-dimensional surface. They will practice by sketching one and two-point perspective drawings. As a final design, students will create a room of their choice using the one-point perspective tool in Adobe Illustrator. Students will also learn to use lines, value, proportion, and balance throughout their composition as part of their ongoing exploration of elements/principles of design.

Unit 2: Low-Poly Design

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

- A. Students will learn how to create a Low-Poly Design using Adobe Illustrator. They will follow a step by step tutorial with the teacher, watch educational videos on the subject, and practice creating Low-Poly designs. Students will use critical thinking skills to strategically place each shape, color, and values to create a realistic portrait design using Adobe Illustrator. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques and classroom discussions will

also be used as part of a diagnostic assessment.

- B. Students will practice and create portraits using Low-Poly design technique on Adobe Illustrator. This technique is very challenging yet rewarding for many students as it helps them create stunning images and portraits. Students will focus on using shape, form, and proportion throughout their composition as part of their ongoing exploration of elements/principles of design.

Unit 3: **Adobe Photoshop Tutorials Part 1**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will learn how to use the Adobe Photoshop Software through step-by-step tutorials. It is important for students to be able to use the software in order to create their designs. Students will learn the importance and function of the following tools: Selection tools, move tool, rectangular marquee, lasso, quick selection, crop, frame, eyedropper, spot healing brush, brush, clone stamp, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to analyze the significance and functions of each tool and how they can be used together in the creative process. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extensive practice exercises for frequently used tools. This will help students become familiar with and use the tools effectively to create their designs.

Unit 4: **Music Poster**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media

and design applications.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.4 Use visual metaphors in creating an artistic product.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

- A. Students will use the tools they practiced using during the tutorials to create a Music Poster. They will use critical thinking skills to transform the lyrics of their favorite song into a visually powerful design by brainstorming ideas, conceptualizing, and creating a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students choose a song of their choice and work on creating the Music Poster using their new knowledge of the Adobe Photoshop software. Students will also learn to create a focal point in the composition as part of their ongoing exploration of elements/principles of design.

Unit 5: Adobe Photoshop Tutorials Part 2

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will learn how to use the Adobe Photoshop Software through step-by-step tutorials. It is important for students to be able to use the software in order to create their designs. Students will learn the importance and function of the following tools: History brush tool, eraser, gradient, blur, dodge, pen, type tool, path selection, shapes, rotate view, zoom, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to analyze the significance and functions of each tool and how they can be used together in the creative process. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions

will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extensive practice exercises for frequently used tools. This will help students become familiar with and use the tools effectively to create their designs.

Unit 6: **Double Exposure**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

- A. Students will use the tools they practiced using during the tutorials to create a design using Double Exposure effect. They will watch educational videos on how to create a double exposure effect. Students will use critical thinking skills to conceptualize and integrate two or more images into one creative and powerful composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students choose a two or more images to merge into one creative, visually appealing, and meaningful design. Students will focus on balance, unity, and movement as part of their ongoing exploration of elements/principles of design.

Unit 7: **Logo and Stationary Package Design**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology

skills.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

- A. Students will learn the best practices, elements, and guidelines of creating powerful logo designs. They will use critical thinking skills to analyze branding, sketch their ideas while brainstorming, and create a logo for a business of their choice. Final stationary package design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students create branding for a business of their choice. They will design a logo and create a stationary package using the logo design elements. Students will also learn to create unity within the entire branding package as part of their ongoing exploration of elements/principles of design.

Unit 8: **Advertising Design**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

- A. Students will learn the best practices, elements, and guidelines of creating powerful Advertising layouts and designs. They will use critical thinking skills to analyze layouts and compositions, sketch their ideas while brainstorming, and create an advertisement for the business they chose to design a logo. Final advertising layout and design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students create branding for a business of their choice. They will design a logo and create a stationary package using the logo design elements. Students will also learn to

create unity within the entire branding package as part of their ongoing exploration of elements/principles of design.

Unit 9: **Portfolio Compilation and Final Exam**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

Identify and ask significant questions that clarify various points of view to solve problems.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

- A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 8 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

Glendale Unified School District School

High School

Date

(Meeting date will be typed in **after** Board Approval)

Department: Career Technical Education

Course Title: Design 3-4 (Revision)

Course Code: 2233/2234

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

(Y/N, Subject): F-Visual and Performing Arts

Course Credits: 10

Recommended

Prerequisite: Design 1-2

Recommended

Textbook: Graphic Communications, 5th ed. Author: Z. A. Prust, 2010
The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: This course will continue expanding the student's knowledge of media and techniques used in creating expressive two-dimensional designs using industry standard software such as Adobe Illustrator and Photoshop. Students will identify and use the fundamental principles and elements of visual communication. They will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation. Students will also show an understanding of historical contributions and cultural dimensions of Design/ Art in addition to developing a portfolio.

First Semester-Course Content

Unit 1: Orientation and Review

(1 week)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

- A. Students will review the class rules, expectations, studio procedures, vocabulary, and the use of materials and tools. It is important for students to review these concepts in order to start the year with confidence. Students will use critical thinking skills to brainstorm, share, and sketch their ideas for their first design project “Connecting Through Art”. Student interviews and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students review the rules, expectations, and procedures of the class. Students share their personal experiences of the current world events and sketch their ideas. Students learn to express themselves creatively as a form of introduction to the Design class.

Unit 2: Connecting Through Art

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.

- A. Students will use the Adobe Illustrator software or other art mediums to create a composition for the Connecting Through Art Project. They will use critical thinking skills to brainstorm ideas, express their experiences, conceptualize the design, and create a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students work on and turn in the Connecting Through Art Project where they express their personal experiences during current world events and connect to others. Students will focus on creating a strong and balanced composition.

Unit 3: **PTA Reflections**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.

- A. Students will design an artwork for the Annual PTA Reflection Art Contest. They will start by brainstorming and sketching their ideas. Students will follow the rules and guidelines for the artwork set by the PTA. Students will use critical thinking skills to conceptualize the scene and create a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students work on the current theme of the PTA Reflections and participate in the competition. This unit is very exciting for students since they get to compete and showcase their artwork. Students who choose to enter the competition will also receive certificates and recognition for their participation.

Unit 4: **History of Graphic Design**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.

A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- A. Students will work in groups of 3-4 to research and prepare a slide presentation about the History of Graphic Design (1940's - 2000's). Each group will be given a decade and each student will pick a designer from that particular decade. Students will individually research their own designer's biography, artistic style and contributions to the field of Graphic Design. They will also collaborate to create a slide show presentation for the decade. Students will use critical thinking skills to compare and contrast the evolution of graphic design throughout the decades. They will present their slide show to the entire class as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will conduct research about a famous designer from the past. They will also collaborate with their classmates to create a slide show presentation about the History of Graphic Design and present it to the entire class.

Unit 5: **Emulate a Designer**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.

A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

- A. Students will create a design emulating the designer they chose to research in Unit 4. They will use critical thinking skills to brainstorm ideas for their design and conceptualize the layout, style, and color scheme of their design. Students will consider factors such as the artist's artistic style, genre, design trends of the decade, and color schemes used by the designer. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students create a design by emulating a famous designer of their choice. Their artwork will closely emulate the artistic style of the designer and reflect the designs created during that particular decade.

Unit 6: **Typography Portrait**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will follow a step-by-step tutorial and practice manipulating text using Adobe Illustrator. They will practice critical thinking skills to brainstorm ideas on their choice of the subject matter and conceptualize the techniques they will use to manipulate text. Students will also carefully consider the words and phrases that relate or describe their chosen individual and create a typography portrait. Final design of the portrait will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students will learn to manipulate text and create a unique Typography Portrait. Students will utilize and focus on shapes, patterns, and movement throughout the composition as part of their ongoing exploration of elements/principles of design.

Unit 7: **Aviation Design**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

- A. Students will create a design following the annual theme chosen by the Hollywood Burbank Airport. Students will use critical thinking skills to brainstorm ideas for the current theme, conceptualize the overall composition, and create a strong digital design. For this project, students will have the opportunity to participate in a real life design competition as part of the community. Students who win the competition will have their design displayed at the airport for one year. This is a great opportunity for students to compete and showcase their artwork on a larger scale.
- B. Students will participate in a real life Aviation Design project and submit their work to a competition. They will learn about aviation and get an exciting opportunity to have their work displayed at The Hollywood Burbank Airport.

Unit 8: **Portfolio Compilation and Final Exam**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

Identify and ask significant questions that clarify various points of view to solve problems.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

- A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

Second Semester-Course Content

Unit 1: **Future Goals**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

- A. Students will create a collage of their individual goals for the future. They will use critical thinking skills to brainstorm various aspects of their future goals, conceptualize the combination of images, and create a one-page digital design using Adobe Photoshop. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will create a collage of their future goals and dreams. This is a fun and creative project for students to start thinking about their goals in the beginning of a new year.

Unit 2: **Healthy Food Packaging Design**

(5 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.

A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

- A. Students will work with a partner to create a packaging design for a healthy food package of their choice. Students will use critical thinking skills to solve the problems and challenges they will encounter as they create an advanced level packaging design. This unit will start with a design brief asking students to research, identify, and write down all the different elements of food packaging and marketing. Students will also research healthy foods and organic/natural ingredients. They will create an ingredients label, a logo, and research various templates. The packaging needs to follow all the FDA guidelines and requirements. Final design will be submitted digitally and will be printed out and constructed by students. An annotated rubric will be used to assess student work. Critiques and classroom discussions will be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will create a Healthy Food Packaging Design using a template and design of their choice. This is a real life complex project where students get to experience the process of packaging design from conceptualization to construction.

Unit 3: **Advertising Design**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.

A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

- A. Students will review the best practices, vocabulary, elements, and guidelines of creating powerful advertising layouts and designs. They will use critical thinking skills to analyze layouts and compositions, sketch their ideas while brainstorming, and create an advertisement for the food packaging from unit 2. Final advertising layout and design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will create successful advertisement layouts. Advertising will help students think about how to attract the attention of their target market and audience through their designs.

Unit 4: **Childhood Memories Booklet**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will create a multi-page booklet of their childhood memories. They will use critical thinking skills to create an effective layout with an effortless visual flow of images and text. They will add their favorite memories, stories, photos, and experiences. Students will transform their favorite childhood memories into a visually powerful design by brainstorming ideas, conceptualizing, and creating a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students will create a booklet full of their best childhood memories. They will print, trim, staple, and put their booklet together as a professional piece of artwork.

Unit 5: **Movie Poster**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.

- A. Students will pick an upcoming movie of their choice and create a poster for that movie. They will watch tutorials and educational videos on creating a successful movie poster. They will also compile images and information critical to the movie poster design. Students will analyze current industry designs and the differences in image dominant and headline dominant designs. They will use this knowledge to create their composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students will create a successful and professional movie poster. They will combine images, text, and special effects using Adobe Photoshop and Illustrator.

Unit 6: **Careers in Art/Design**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A5.2 Explore the role of art and design across various industry sectors and content areas.

A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- A. Students will work in groups of 2-3 to research and prepare a slide presentation about Careers in Art/Design. Each student will be given a career to research with specific guidelines and instructions. Each group will also collaborate to create a slide show presentation. Students will use critical thinking skills to analyze, compare and contrast the requirements, education, and demands of the different career options.

They will present their slide show to the entire class as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.

- B. Students will conduct research about art/design career options. They will also collaborate with their classmates to create a slide show presentation and present it to the entire class.

Unit 7: **Career Poster**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.

- A. Students will create an informative poster for the career they researched in unit 6. They will analyze current industry poster designs, rules, and guidelines to create successful and visually appealing posters. The posters need to include important information such as skills, education, work environment, and salary information. Students will combine images and text in an organized, carefully aligned, and creative composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students will create successful and professional career posters. They will combine images and text using Adobe Photoshop and Illustrator. We can put up the posters in the classroom for all design students.

Unit 8: **Portfolio Compilation and Final Exam**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

5.2 Identify and ask significant questions that clarify various points of view to solve problems.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

- A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

Glendale Unified School District School

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Design 5-6 Honors (New Course)

Course Code: (Educational Services will assign course number after Board Approval)

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): F-Visual and Performing Arts with honors designation

Course Credits: 10

Recommended
Prerequisite: Design 1-2 and Design 3-4

Recommended
Textbook: Graphic Communications, 5th ed. Author: Z. A. Prust, 2010
The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: Design 5-6 is the capstone course for the Arts, Media and Entertainment industry sector, Design, Visual & Media Arts Pathway. This course will cover the fundamental principles and elements of visual communication. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. Design 5-6 is intended for self-motivated students who wish to continue their education in the Design field and who would like to contribute to the community through service projects using the students' design skills.

Students will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation.

They will move on to interact with state-of-the-art graphic design tools, namely, Adobe CS6; Illustrator, Photoshop, and InDesign, and also gain a basic understanding of previous technology which has provided the foundation for current methods.

First Semester-Course Content

Unit 1: Orientation and Review

(2 weeks)

STANDARDS

CA Standards for Career Practice

3. Develop an education and career plan aligned with personal goals

Industry Sector Anchor Standard:

2.6, 3.0, 3.1, 3.2, 3.3, 3.5, 3.9, 6.2 6.3,6.4, 6.6, 7.2, 8.3, 8.4, 8.7, 10.1, 10.2

Pathway Standard: A1.0, A1.1, A5.0, A5.2, A8.I

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies; 11-12.7 Writing Standards: 11-12.4 Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects: 11-12.5

- A. This unit of study is for reviewing the concepts learned the previous year and for students to focus the direction they want to pursue artistically. Students will review class procedures, Vocabulary, and the use of materials and tools. It is important for students to review these concepts in order to start the year with confidence. Students will review the following:
- Studio procedures and expectations
 - Elements of Art and Principles of Design
 - Audiences, markets, and concepts
- B. Upon completion of the unit students will feel more confident in their ability to use the computer and software. Students will demonstrate an understanding of vocabulary and invest in their future as a designer.

Unit 2: Social Issues Booklet

(6 weeks)

CA Standards for Career Practice

2. Communicate clearly, effectively, and with reason. 11, Employ valid and reliable research strategies. 12. Understand the environmental, social and economic impacts of decisions,

Industry Sector Anchor Standards: 2.4, 4.3, 4.4, 5.1,7.4, 7.8, 8,6,9,5

Pathway Standards: A1.0, A1.2, A2.0, A2.1, A2.6, A2.7, A3.0, A3.2, A3.4, A3.5, A3.6 A4.0 A4.2, A4.5, A8.1

Design 5-6 Page 3 Common Core State Standards

Language Standards: 11-12.2 Reading Standards for Literature: 11-12.1 Reading Standards for Informational Text: 11-12.1, 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.1, 11-12.7, 11-12.9 Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.2, 11-12.4, 11-12.5, 11-12.6

- A. In this unit students will select a social issue that they are passionate about and create a booklet to draw attention to that issue. Based on their research and learning from documentaries, students will create an 8 page informational booklet that includes the following:

Explanation of Issue History of the issue, Facts- can be statistic, charts, etc. Pros and cons points of view- can be interviews, etc, Solutions/ personal actions -- how can people get involved to solve the issue? Local links/Resources.

- B. Students will write a proposal for the book and include the problem, cause and effect, the audience, design elements, links/resources/references, and the social action they will personally take to create awareness or change.

Students will write the contents of their book with appropriate sub-headings in their own words. A bibliography of all sources must be provided when final book is completed.

Students will draw three completely different thumbnail sketches for the 8 pages. After choosing (with teacher) one final thumbnail design, they will design a color layout for the cover page.

Students will digitally design the booklet, print and turn it in. Weekly progress checks will be every week during the process.

Unit 3: Redesigning Currency

(6 weeks)

CA Standards for Career Practice

4. Apply technology to enhance productivity. 5. Utilize critical thinking to make sense of problems and persevere in solving them. 10. Demonstrate creativity and innovation. 11, Employ valid and reliable research strategies.

Industry Sector Anchor Standard: 2.6, 4.0, 4.1, 4.3,5,4,7,4,7,8,8,6

Pathway Standards: A1.0, A1.2, A2.0, A2.1, A2.4, A2.6A3.2, A4.2, A5.5, A8.1

Common Core State Standards

Reading Standards for Informational Text: 11-12.1, 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.7, 11-12.8

- A. In this unit students will research historical and cultural traditions including art/ design of another country of their choice and redesign the currency of that country.

Students will analyze the existing currency of their chosen country and decide what and why they would like to improve in their own version of the currency. They will research the culture of the county and collect important images to be used in their own design.

- B. Students will draw three different thumbnail sketches for four different bills. After choosing one final design, they will create 4 color layouts, one for each bill.

Students will digitally design the currency, print and turn it in. Weekly progress checks will be made every week during the process.

Unit 4: Food Packaging Design

(6 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge. 4. Apply technology to enhance productivity. 5. Utilize critical thinking to make sense of problems and persevere in solving them, 10. Demonstrate creativity and innovation. 11. Employ valid and reliable research strategies.

Industry Sector Anchor Standard: 2.6, 4.0, 4.1, 4.3, 4.4,5,4,6,3,6,7,8,6, 9.7, 10.2

Pathway Standard: A1.0, A1.2, A1.4, A2.0, A2.1, A2.6, A2.9, A4.0, A4.3, A5.3, A8.1

Common Core State Standards

Reading Standards for Informational Text; 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.7

- A. Students will create a design for a healthy food packaging. The following criteria will be considered as part of their design:

- Product
- Target audience
- Retail venue
- Price point
- Competition

B. Students will draw three different thumbnail sketches and choose one to create a color composition. They will decide what colors will appeal to their target audience. They will also decide what company and product name will attract the target audience. They will list all nutritional ingredients to be used and all mandatory information for packaging,

Students will also decide what kind of packaging shape/box and template they will use for their product. They will digitally design their packaging design on a template of their choice, print, construct and turn it in. Weekly progress checks will be made every week during the process.

Second Semester-Course Content

Unit 5: Special Edition DVD

(6 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 4. Apply technology to enhance productivity. 5. Utilize critical thinking to make sense of problems and persevere in solving them. 10. Demonstrate creativity and innovation. 11, Employ valid and reliable research strategies, 12. Understand the environmental, social, and economic impacts of decisions.

Industry Sector Anchor Standard

2.6, 4.0, 4.1, 4.3, 5.1,5.26.3, 7.5, 8.2, 8.6, 10.2

Pathway Standards

A1.0, A1.2, A1.4, A2.0, A2.1, A2.6, A2.7, A2.9, A4.0, A4.3, A4.6, A5.3, A8.1, A8.2, A8.4

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8, 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.4

A. Students will design a special edition DVD package for a movie of their choice. The design process will include the following:

- Research of the movie of their choice, collecting images
- Drawing three different thumbnail sketches of the packaging layout

- Designing the front and back cover and inside panels
- Designing the cover for the DVD insert
- Designing the DVD disc covers
- Designing the booklet that will go inside the package
- Designing any cutouts or pop up images that may be inside the package

B. After students finish designing each part of the DVD package, they will print, construct and turn in their final special edition package design. Weekly progress checks will be made every week during the process.

Unit 6: Board Game Design

(6 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 4. Apply technology to enhance productivity, 5. Utilize critical thinking to make sense of problems and persevere in solving them. 10. Demonstrate creativity and innovation, 11. Employ valid and reliable research strategies.

Industry Sector Anchor Standard

2.6, 4.0, 4.1, 4.3, 5.2, 5.3, 5.4, 6.3, 6.4, 6.6, 7.2, 7.4, 7.5, 8.2, 9.7, 10.2, 10.3

Pathway Standard

A1.0, A1.2, A2.0, A2.1, A2.6, A2.9, A4.0, A4.4, A5.7, A8.1, A8.2, A8.7

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.6, 11-12.8

A. Students will design a board game of their choice. The design process will include the following criteria:

- Board game designed using Adobe Illustrator
- Game pieces modeled with 3D software
- Accessories such as money, etc. .
- Instructions on how the game is played

Students will learn 3D modeling by following the tutorials on www.tinkercad.com. They will also do research Search board games, images online and read how each game is played, collect images of different board layouts, styles, themes, rules, instructions, game pieces, etc. The design process will include the following:

- Designing the layout
- Choosing colors
- Designing the players and creating the game rules.

B. Students will only use the graphics they create. They will focus on the quality of the graphics, aesthetics of their board and overall neatness and craftsmanship. After students finish designing each part of the board game, they will print the final design and paste it on a board. They will also design and create the accessories for the board game. Weekly progress checks will be made every week during the process.

Unit 7: Typography

(4 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 4. Apply technology to enhance productivity, 10. Demonstrate creativity and innovation.

Industry Sector Anchor Standard

2.4, 4.0, 4.1, 4.3,5.4, 7.4, 10.3

Pathway Standard

A1.0, A1.2, A1.5, A1.6, A1.8, A2.0, A2.1, A2.6, A2.7, A2.9, A4.0, A4.3, A4.6, A5.3, A8.1, A8.2

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8, 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.4

A. In this unit, students will be given the opportunity to expand their creative process by using letterforms and words to create an artwork. They will create a typographic portrait of an artist, an author, a scientist, or a notable figure. The design will include a quote or a passage of text he/she has written,

Students will create a 16x20 portrait focusing on the composition- no floating heads, extreme centering, etc. They will use varying size and layout of type for a clean look It is important to create a realistic representation of figure, Students will add details created with type and make sure the quote or passage integrated seamlessly.

This unit is also a refresher course to typography. Students will revisit the history of typography as well as all of the components of typography including:

- Type Anatomy: height, cap height, baseline, ascender, descender, bowl, serif, stem, ligature, terminal, spine. Type Identification: The ability to distinguish between font families and typefaces. Type Categories: Serif, Sans-Serif, Blackletter, Modern, Roman, Old Style, Transitional, Humanist Sans, Geometric Sans.
- Proper Usage: Display vs. Body copy, Uppercase vs. lowercase
- Typesetting: tracking, leading, kerning

B. Once the students have designed their artwork, students will share and discuss their outcomes. Why did they make the choices they made, why did they elect the font or color? What was their intention? Students will share out, demonstrating an understanding of vocabulary and speak to the successes of their work while also sharing ideas for improvement.

Unit 8: Self Promotional Design

(4 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 2. Communicate clearly, effectively, and with reason. 4. Apply technology to enhance productivity. 5. Utilize critical thinking to make sense of problems and persevere in solving them. 10. Demonstrate creativity and innovation. 11. Employ valid and reliable research strategies.

Industry Sector Anchor Standard

2.4, 3.0, 3.1, 3.2, 3.3, 3.8, 4.0, 4.1, 4.3, 5.4, 7.2, 7.4, 7.5, 7.8, 8.4, 9.5, 9.7, 10.2, 11.2, 11.5

Pathway Standards

A1.0, A1.2, A1.9, A2.0, A2.1, A2.6, A2.7, A2.9, A3.2, A4.0, A4.3, A4.6, A5.3, A5.6, A8.1, A8.4, A8.7

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8, 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.4, 11-12.5

- A. Students will create a design piece to promote themselves as a graphic designer. The following criteria will be considered as part of their design:
- Fun, interesting, humorous, eye catching idea
 - Includes their resume
 - Includes images of portfolio pieces
 - Can be 3D or 2D designing
 - Attention to detail and presentation

- B. Students will draw three different thumbnail sketches of different ideas and choose one to create a detailed sketch. They will also create a color composition. Students will decide what kind of 3D packaging shape or 2D template they will use for their self-promotional piece. They will finish designing digitally, construct and turn it in, Weekly progress checks will be made every week during the process.

Unit 9: Portfolio Compilation and Final Exam

(2 weeks)

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A.
Design, Visual, and Media Arts Pathway.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

- A. Students will put together a digital portfolio of their best design pieces. They will create a Google slide-show presentation of their portfolio to share with the class. Each piece will have the title, date, medium used and a short artist's statement. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

Students will create a Google slide-show presentation of their portfolio to share with the class. Each piece will have the title, date, medium used and a short artist's statement.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

SUBJECT: **Proposed New Course of Study Outlines for Use in High Schools in the Area of Science**

The proposed course of study outlines (Chemistry in the Earth System; Physics of the Universe; and The Living Earth) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Science Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: Science

Course Title: Chemistry in the Earth System

Course Code: 7110/7111

Grade Level(s): 9-12

School(s)
Course Offered: Crescenta Valley High School, Clark Magnet High School,
Glendale High School, Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, (D) Science

Course Credits: 10

Recommended
Prerequisite: Concurrent with Mathematics - Integrated I or higher

Recommended

Textbook: California HMH Science Dimensions – Chemistry in the Earth System (2020)

Course Overview: Chemistry in the Earth System is a lab science course based upon the California Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with physical science when applicable. The Disciplinary Core Ideas addressed are Matter and its Interactions; Waves and their Applications in Technologies for Information Transfer; Energy; Earth’s Systems; and Earth and Human Activity. Additionally, the course includes Engineering Design and Links Among Engineering, Technology, Science, and Society.

Department: Science

Course Title: Physics of the Universe

Course Code: 7163/7164

Grade Level(s): 9-12

School(s)

Course Offered: Crescenta Valley High School, Clark Magnet High School, Glendale High School, Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, (D) Science

Course Credits: 10

Recommended
Prerequisite: Concurrent with Mathematics - Integrated I or higher

Recommended
Textbook: McGraw-Hill: Inspire Physics w/ESS (2020)

Course Overview: Physics of the Universe is a lab science course based upon the California Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with

physical science when applicable. The Disciplinary Core Ideas addressed are Matter and Its Interactions; Motion and Stability; Energy; Waves and Their Applications in Technologies for Information; Earth's Place in the Universe; Earth's Systems; and Earth and Human Activity. Additionally, the course includes Engineering Design and Links Among Engineering, Technology, Science, and Society.

Department:	Science
Course Title:	The Living Earth
Course Code:	7173/7174
Grade Level(s):	9-12
School(s) Course Offered:	Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School
UC/CSU Approved (Y/N, Subject):	Yes, (D) Science
Course Credits:	10
Recommended Prerequisite:	None
Recommended Textbook:	California HMH Science Dimensions – The Living Earth (2020)
Course Overview:	The Living Earth is a lab science course based upon the California Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with life science when applicable. The Disciplinary Core Ideas addressed are From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity; Earth's Systems; Earth's Place in the Universe; and Earth and

Human Activity. Additionally, the course includes Engineering Design and Links Among Engineering, Technology, Science, and Society.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Science

Course Title: Chemistry in the Earth System

Course Code: 7110/7111

Grade Level(s): 9-12

School(s)
Course Offered: Crescenta Valley High School, Clark Magnet High School,
Glendale High School, Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, (D) Science

Course Credits: 10

Recommended
Prerequisite: Concurrent with Mathematics - Integrated I or higher

Recommended
Textbook: California HMH Science Dimensions – Chemistry in the Earth System
(2020)

Course Overview: Chemistry in the Earth System is a lab science course based upon the California Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with physical science when applicable. The Disciplinary Core Ideas addressed are Matter and its Interactions, Waves and their Applications in Technologies for Information Transfer, Energy, Earth’s Systems, and Earth and Human Activity. Additionally, the course includes Engineering Design and Links Among Engineering, Technology, Science, and Society.

First Semester-Course Content

Unit 1: **Measuring Matter and Energy***(5 weeks)*

- A. In this unit, students learn how to measure with precision, perform calculations, and determine the amount of energy contained in foods. They will plan and carry out an investigation to explore the properties of matter and analyze how chemical engineers optimize system processes. Based on their findings, they will construct explanations about how properties of materials influence the way the materials are used. The following are the guiding questions of the unit. What is energy, how is it measured, and how does it flow within a system? What mechanisms allow us to utilize the energy of our food and fuels?
- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
 - HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
 - HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
 - HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle 1: People Depend on Natural Systems
 - Principle 2: People Influence Natural Systems
 - Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence
 - Principle 5: Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors
- B. Lessons
- Lesson 1 – In this lesson, students explore energy in an everyday chemical process by performing an experiment in which they measure the changes in energy content of food samples and then analyze and interpret data (SEP **Developing and Using Models**, DCI PS3.A, CCC **Energy and Matter**). Students will use their knowledge of chemical properties of substances (DCI PS1.B) as well as dimensional analysis (SEP **Using Mathematical and Computational Thinking**) to analyze data using SI Units of measurement (CCC **Patterns**). Students use the

kinetic model to explore the transfer of energy in everyday processes and consider how energy and matter move in and out of systems (**SEP Developing and Using Models, DCI PS3.A**). Students end the lesson by performing calculations involving conversion factors and analyzing data using significant figures and scientific notation (**SEP Analyze and Interpret Data, DCI PS1.B, CCC Energy and Matter**).

- Lesson 2 – In this lesson, students will learn that the energy and matter of a system depends on the motion and interaction of matter within a system, and they will relate this concept to different states of matter (**DCI PS1.A, CCC Energy and Matter**). They will plan and conduct an investigation in which they explore different types of mixtures (**SEP Planning and Carrying Out Investigations**). They will look for patterns in the mixtures that enable them to identify ways of separating the parts (**CCC Patterns**). Students will use models to learn about systems and to predict the behavior of systems (**CCC Systems and System Models**). They will learn about the engineering design process by evaluating a solution to a complex real-world problem while considering criteria and constraints, including requirements set by society (**SEP Constructing Explanations and Designing Solutions, DCI ETS1.A, ETS1.B**).

Unit 2: Heat and Energy in the Earth System

(6 weeks)

A. In this unit, students will investigate heat and other forms of energy in the Earth system. They will investigate a phenomenon in which water exists in three different states in the same area and explore how energy flowing in systems causes changes in motion of the particles within those systems. They will use models to learn about the flow of energy through systems and gather evidence to develop a model of Earth's interior that explains how energy flows inside Earth. Then, they will construct an explanation for how energy is transferred inside Earth.

- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
 - HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
 - HS-PS3-4: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
 - HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
 - HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and

constraints on interactions within and between systems relevant to the problem.

- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lesson 1 – In this lesson, students will explore a working definition of energy that manifests itself as thermal energy (DCI PS3.A). They will plan and conduct an investigation to explore the properties of gases (SEP Planning and Carrying Out Investigations) and describe a system and its boundaries using models (CCC Systems and System Models). Students will develop models (SEP Developing and Using Models) to explain changes in state and to illustrate the relationships between systems and between components of a system. Finally, students will recognize that energy can move from one place to another or between systems (CCC Energy and Matter) and is a quantitative property of a system that depends on the motion and interactions of matter (DCI PS3.A).
- Lesson 2 – In this lesson, students ask questions and define problems to analyze the flow of energy in systems (SEP Asking Questions and Defining Problems). While analyzing the flow of energy in systems, students develop and use models and the boundaries of systems to illustrate and predict relationships (SEP Developing and Using Models, CCC Systems and System Models). Students investigate energy and how it is transformed and transferred in systems (DCI PS3.A, PS3.B, CCC Energy and Matter).
- Lesson 3 – In this lesson, students will develop and use models (SEP Developing and Using Models) to illustrate relationships between components of a system, using evidence from deep probes and seismic waves (DCI ESS2.A). Students show how empirical evidence and patterns of evidence explain motion of the mantle and plates through thermal convection (DCI ESS2.A) and how energy drives the cycling of matter within systems (CCC Energy and Matter). They develop an understanding of the physical and chemical processes that lead to a model of Earth with a hot but solid Inner core, a liquid outer core, and a solid mantle and crust (DCI ESS2.A). They learn how scientists develop and use models (SEP Developing and Using Models) that involve scientists and engineers. Students learn that motion of the plates occurs through thermal convection and gravitational movement (DCI ESS2.A). They develop a model to illustrate the relationships between components of a system and to explain how energy drives the cycling of matter within systems (CCC Energy and Matter).

Unit 3: Patterns in the Properties of Matter

(6 weeks)

- A. In this unit, students investigate the particles of matter more closely, exploring how x-rays are able to show differences between bones and soft tissues. They will also explore how atomic structure relates to the patterns in the properties of matter seen in

the periodic table and how they can use an understanding of atomic structure to make predictions about the behavior of elements. They will gather evidence about the properties of chemical compounds and explain how these properties are related to atomic structure.

- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
 - HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
 - HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
 - HS-PS4-3: Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle 1: People Depend on Natural Systems
 - Principle 2: People Influence Natural Systems

B. Lessons

- Lesson 1 – In this lesson, students learn about the development of models (**SEP Developing and Using Models**) that represent the structure of atoms on a comprehensible scale (**CCC Scale, Proportion, and Quantity**). Students learn that an atom has a charged substructure, consisting of a nucleus, which is made of protons and neutrons (**DCI PS1.A**). Students also learn to evaluate evidence and reasoning behind currently accepted explanations of observable phenomena related to atomic structures (**SEP Engaging in Argument from Evidence**).
- Lesson 2 – In this lesson, students explore patterns in the periodic table (**CCC Patterns**) and use them to make predictions about the properties of elements (**DCI PS1.A, DCI PS1.B**). Students construct explanations about how the periodic table orders elements and how the elements behave in chemical bonds (**SEP Constructing Explanations and Designing Solutions, DCI PS1.A, DCI PS1.B**). They model Mendeleev’s process for the development of the periodic table by arranging colored paint chip cards based on different patterns, using these patterns to find missing cards (**CCC Patterns**). Students examine the periodic table to learn how ionization energies, atomic radii, electronegativities, and number of outer electrons relate to an element’s position on the periodic table (**SEP Constructing Explanations and Designing Solutions, DCI PS1.A, CCC Patterns**). They construct explanations to explain how atomic structure influences these trends (**SEP Developing and Using Models, SEP Constructing Explanations and Designing Solutions, DCI PS1.A, DCI PS1.B**).

- In this lesson, students will carry out an investigation in which they relate the structures of compounds to their melting points (**SEP Planning and Carrying Out Investigations, DCI PS1.A**). Students will learn about electronegativity, which measures forces of attraction and repulsion between electric charges at the atomic scale, and will relate those forces to structure and interactions of matter at the bulk scale (**DCI PS1.A**). Then, students will use the concept of electronegativity to carry out an investigation of the periodic table and explore how it reveals patterns that provide evidence for causality in explanations of phenomena that they can observe in bulk materials (**SEP Planning and Carrying Out Investigations, CCC Patterns**). Students will use data on the periodic table to serve as the bases for evidence about patterns of phenomena (**CCC Patterns**). Students learn that these patterns demonstrate that the structure and forces within and between atoms (**DCI PS1.A**).

Second Semester-Course Content

Unit 4: Chemical Attractions

(6 weeks)

- A. In this unit, students construct explanations about how interactions between particles affect both the macroscopic properties of a material and how they interact with other particles. They will explore material properties and design. They will explore engineering with polymers and construct explanations about cycles of matter in chemical reactions and about how these reactions can be observed and quantified. They will also investigate how intermolecular forces influence the properties of solutions.
- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
 - HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
 - HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
 - HS-PS2-6: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*
 - HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle 1: People Depend on Natural Systems
 - Principle 2: People Influence Natural Systems

- Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lesson 1 – In this lesson, students will develop and use models based on evidence (**SEP Developing and Using Models**) to show that structure and interactions of matter at the bulk scale are determined by electric forces within and between atoms (**DCI PS1.A, CCC Structure and Function**). Students will use the knowledge of forces of attraction and repulsion between electric charges at the atomic scale (**DCI PS2.B**) to conduct investigations to produce data that serve as the basis for evidence (**SEP Planning and Carrying Out Investigations**). These investigations can provide evidence for causality in explanations of phenomena (**CCC Patterns**).
- Lesson 2 – In this lesson, students will use mathematical representations (**SEP Using Mathematical and Computational Thinking**) to show that atoms are conserved and their properties can be used to predict chemical reactions (**DCI PS1.B, CCC Energy and Matter**). Students will use the organization of atoms on the periodic table (**DCI PS1.A**) to construct explanations based on reliable evidence that supports the concept that theories and laws describe how the chemical reactions occur today as they would have in the past and will in the future (**SEP Constructing Explanations and Designing Solutions**). These explanations of chemical reactions can provide evidence for causality in explanations of phenomena (**CCC Patterns**).
- Lesson 3 – In this lesson, students will plan and conduct an investigation (**SEP Planning and Carrying Out Investigations**) to explore patterns of conductivity in solutions (**CCC Patterns**) and relate their observations to electrical forces within and between atoms (**DCI PS1.A**). Students will use mathematics and computational thinking (**SEP Mathematics and Computational Thinking**) to describe the concentration of solutions and relate patterns (**CCC Patterns**) in solubility to forces within and between atoms (**DCI PS1.A**). Finally, students will construct explanations (**SEP Constructing Explanations and Designing Solutions**) of how chemical properties of solutions (**DCI PS1.B**) are determined by patterns (**CCC Patterns**) of forces within and between atoms.

Unit 5: Reaction Energy

(4 weeks)

- A. In this unit, students learn of the changes in energy that accompany interactions between substances. They begin by asking questions about the source of energy in the chemical reaction that occurs when a sparkler is lighted. They analyze changes in energy during chemical reactions and use different types of models to describe the changes that occur. After predicting why changing the temperature of a light stick would affect the intensity of the light it emits, they gather evidence to explain the rates of reactions and the mechanisms by which the reactions occur.
- The learning experiences in this unit prepare students for mastery of the following performance expectations:

- HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle 2: People Influence Natural Systems
 - Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lesson 1 -- In this lesson, students use models in the form of chemical equations and graphs to explain changes of energy and matter that occur due to rearrangements of atoms during endothermic and exothermic reactions (**DCI PS1.B, CCC Stability and Change**). They also use models to describe how changes of energy and matter in chemical reactions can produce stable molecules (**DCI PS1.A**). Students then consider how the sum of all bond energies relates to changes in energy and matter during endothermic and exothermic reactions (**SEP Using Mathematical and Computational Thinking, DCI PS1.A**).
- Lesson 2 – In this lesson, students plan and carry out an investigation to observe how changing reactant type, concentration, surface area, and temperature influence the rate of reaction (**SEP Planning and Carrying Out Investigations, DCI PS1.B**). They construct explanations relating to reaction processes and reaction rates using collision theory and the kinetic energy of particles and apply what they learn to explain why glow sticks emit more light at warmer temperatures (**SEP Constructing Explanations and Designing Solutions, DCI PS1.B, CCC Energy and Matter, CCC Stability and Change**). Students use graphs to model energy changes during a chemical reaction and analyze these graphs to determine the activation energy required to initiate a chemical reaction and the energy absorbed or released in the process (**DCI PS1.B, CCC Energy and Matter**). Students learn how catalysts increase the rate of a reaction by lowering the activation energy required. Using concentration and reaction rate data, students determine the rate law equation for various reactions (**SEP Using Mathematic and Computation Thinking**) and compare patterns of change in first-order and second-order reactions (**CCC Patterns**).

Unit 6: Human Activity and Earth's Atmosphere*(5 weeks)*

- A. In this unit, students evaluate the benefits and costs of nonrenewable and renewable energy sources, including the impacts that energy extraction, transportations, and use have on the environment and human health. They will analyze data and develop models for energy flows and feedback in Earth's atmosphere, analyze human impacts on the Earth system, and evaluate possible solutions that involve acid-base chemistry.
- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
 - HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
 - HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*
 - HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
 - HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
 - HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principle's and Concepts:
 - Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence
 - Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems
 - Principle 5: Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors
- B. Lessons
- Lesson 1 – In this lesson, students will analyze data about human energy consumption and the environmental impacts related to energy provision and energy use (SEP Analyzing and Interpreting Data, DCI ESS3.C, CCC Cause and Effect, CCC Patterns). Students will compare tradeoffs associated with different energy sources (DCI ETS1.B) and discuss energy transformations that take place as primary sources of energy are converted into the electrical energy that powers devices (CCC Matter and Energy). Students will distinguish between renewable and nonrenewable energy sources. They will also calculate efficiency for different energy systems (SEP Using Mathematics and Computational Thinking) and identify ways in which humans can reduce their energy use or increase the efficiency of technologies that provide or use energy (DCI ETS1.B). Students will

use a model to investigate the relationship between carbon dioxide and temperature in the atmosphere (**SEP Developing and Using Models**) and learn how the state of California has taken steps to reduce vehicle emissions.

- Lesson 2 – In this lesson, students develop and use models that show how the relationship between energy and matter applies to Earth’s energy budget (**SEP Developing and Using Models, CCC Energy and Matter**). They consider effects on weather and climate (**DCI ESS2.D, CCC Cause and Effect**). Students analyze and interpret data (**SEP Analyzing and Interpreting Data**) to explore changes in Earth’s precipitation and temperature (**DCI ESS2.D**). They consider how various feedback systems are related to weather and climate (**DCI ESS2.A**).
- Lesson 3 – In this lesson, students will compare the properties of acids and bases (**DCI PS1.B**) and they will analyze data to classify different household substances as acidic or basic (**SEP Analyzing and Interpreting Data**). They will use mathematics to calculate pH, and they will learn that whole-number changes in pH indicate an exponential change in the concentration of hydronium ions in solution (**SEP Using Mathematics and Computational Thinking, CCC Scale, Proportion, and Quantity**). Students will identify how human activities release acidic and basic chemicals that cause environmental problems, such as acid precipitation (**DCI ESS2.C, CCC Cause and Effect, CCC Systems and System Models**). Students will evaluate advantages and tradeoffs related to different solutions for acid precipitation, including technologies that remove it from industrial wastes (**SEP Constructing Explanations and Designing Solutions, DCI ETS1.B, DCI ESS3.C**).

Unit 7: Chemical Equilibrium Systems

(6 weeks)

- A. In this unit, students will study similar types of feedback in chemical systems in a state of dynamic equilibrium. They begin by analyzing data for chemical reactions and developing a model of chemical equilibrium. They investigate chemical systems and construct explanations for how these systems go through cycles of stability and change. They learn how a change in conditions affects a system at equilibrium. They investigate and develop engineering solutions to environmental problems related to ocean acidification and global pollution.
- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
 - HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*
 - HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
- The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence
 - Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lesson 1 – In this lesson, students will analyze data to develop a model of chemical equilibrium. They will study the concept of equilibrium as a dynamic balance between a forward reaction and a reverse reaction (**DCI PS1.B**) while constructing an explanation of what stays the same and what changes at equilibrium (**SEP Constructing Explanations and Designing Solutions, CCC Stability and Change**).
- Lesson 2 – In this lesson, students will investigate chemical systems and construct explanations for how these systems go through cycles of stability and change (**SEP Constructing Explanations, DCI PS1.B, CCC Stability and Change**). Students will explore how equilibrium systems of acids and bases change and how they remain stable to build an understanding of the dynamic and condition-dependent balance between a forward reaction and the reverse reaction (**DCI PS1.B, CCC Stability and Change**). Students will use that understanding to construct explanations for how acid-base indicators function and how pH affects the ability of plants to grow in soil (**SEP Constructing Explanations**). Then, students will explore how the solubility product affects the behavior of an acid-base system, as applied to the dynamic and condition-dependent balance between a forward reaction and the reverse reaction (**DCI PS1.B, CCC Stability and Change**). Students use that understanding to construct explanations and refine solutions to real-world problems related to water quality (**SEP Constructing Explanations**).
- Lesson 3 – In this lesson, students will model pH changes in seawater to construct explanations of how these changes cause real-world problems. They explore how new technologies affect society and determine how scientists and engineers refine solutions to a complex problem using criteria and tradeoffs (**SEP Constructing Explanations and Designing Solutions**), the Haber-Bosch process serving as an example. Their explanation will consider lab observations regarding the balance between the forward and reverse reactions of the carbon dioxide-carbonate system in seawater (**DCI PS1.B**). Students use data and observations to construct explanation about stability of equilibrium systems (**CCC Stability and Change**) and about how the balance between a forward reaction and its reverse reaction determines the balance of molecules in the system (**DCI PS1.B**). They apply the concept of equilibrium as a solution to a real-world problem and develop criteria

(SEP Constructing Explanations and Designing Solutions) for a project to balance acidity in the ocean.

- Lesson 4 – Students learn how computer simulations and other studies lead to important discoveries about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities (DCI ESS3.D). They investigate how diverse methods and procedures are used to obtain data about the effects of new technologies and their impacts on society and the environment. Students learn that analysis of costs and benefits is a critical aspect of decisions about technology and that computer modeling and other new technologies can be used to advance scientific knowledge. By studying global solutions and how they are implemented, students learn that in solutions, it is important to take into account a range of constraints including cost, safety, reliability, and aesthetics and to consider social, cultural and environmental impacts (DCI ETS1.B). Through investigation of their proposed solutions, students confirm that science knowledge is based on empirical evidence obtained by analysis and modeling of system inputs and outputs (CCC Systems and System Models).

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Science

Course Title: Physics of the Universe

Course Code: 7163/7164

Grade Level(s): 9-12

School(s)

Course Offered: Crescenta Valley High School, Clark Magnet High School,
Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject): Yes, (D) Science

Course Credits: 10

Recommended

Prerequisite: Concurrent with Mathematics - Integrated I or higher

Recommended

Textbook: McGraw-Hill: Inspire Physics w/ESS (2020)

Course Overview: Physics of the Universe is a lab science course based upon the California Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with physical science when applicable. The Disciplinary Core Ideas addressed are Matter and Its Interactions, Motion and Stability, Energy, Waves and Their Applications in Technologies for Information, Earth's Place in the Universe, Earth's Systems, and Earth and Human Activity. Additionally, the course includes Engineering Design and Links Among Engineering, Technology, Science, and Society.

First Semester-Course Content

Unit 1: Mechanics in One Dimension*(5 weeks)*

- A. In this unit, students will seek to answer the questions “How can we model motion and forces?” Students will learn that motion can be modeled by motion diagrams, particle models, vectors, graphs, and mathematical equations. They will expand their knowledge of modeling motion to include accelerated motion. Then, students will learn that forces can be modeled using free-body diagram and that forces cause changes in motion, as described by Newton’s laws of motions.
- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS2-1 Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle
- B. Lessons
- Module 2: Representing Motion – In this module, students will seek to answer the questions “How does a GPS unit know where you are?” Students will explore how motion diagrams and particle models can be used to represent motion. This will lead them to understand the basic ways to model motion. Then, they will explore how coordinate systems, vectors, and scalars are used to describe motion, leading them to understand that GPS can provide locations because we all agreed to use the same coordinate system – latitude and longitude. Students will then explore how position-time graphs can be created and interpreted, leading them to understand that position-time graphs are another way to model motion. Finally, students will explore the differences between speed and velocity and how motion can be modeled using equations. This will lead them to understand how to describe how fast something is moving.
 - Module 3: Accelerated Motion – In this module, students will seek to answer the question “Why do sudden changes in the direction or speed of jet planes affect pilots?” Students will explore nonuniform motion diagrams, velocity-time graphs, average and instantaneous acceleration, and how to calculate acceleration. This will lead them to understand that changes in direction and speed are two ways jets can accelerate. Then, students will explore how equations can be used to describe the position and velocity of an object with a constant acceleration. This will lead them to understand the most basic cases of accelerated motion, which can be expanded to understand the more complex acceleration of jets. Finally, students will explore how objects accelerate in freefall, leading them to understand that when the acceleration of a pilot is given in multiples of g , g refers to the free-fall acceleration.

- **Module 4: Forces in One Dimension** – In this module, students will seek to answer the question “How do wing suits help BASE jumpers control their velocity?” Students will explore how forces cause changes in motion (including Newton’s 1st and 2nd laws of motion) and practice representing forces with free-body diagrams. This will lead them to understand that wing suits allow BASE jumpers to control the forces on themselves, and thus control changes in their velocity. Then, students will explore weight, apparent weight, and drag forces. This will lead them to understand that BASE jumpers use their wing suits to adjust the size of the drag force in order to control their motion. Finally, students will explore Newton’s 3rd law and apply it, along with Newton’s 2nd law, to situations involving tension and normal forces, leading them to understand that the force of the air on the wingsuit/BASE jumper system is equal in magnitude to the force of the wingsuit/BASE jumper system on the air.

Unit 2: Mechanics in Two Dimensions

(6 weeks)

- A. In this unit, students will seek to answer the question “How can forces cause so many different types of motion?” They will learn about the basics analyzing forces in two dimensions, friction, and motion on inclined planes. Then, they will learn that gravity and drag forces determines the path of a projectile, while centripetal forces result in circular motion. Students will then learn that the gravitational force is responsible for objects falling to the ground, as well as orbits. Finally, students will learn that forces can produce changes in rotation.
- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
 - HS-PS2-4 Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
 - HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
 - HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
 - Principle
- B. Lessons
- **Module 5: Displacement and Force in Two Dimensions** – In this module, students will seek to answer the questions “Why is this specialized train washing the train tracks?” Students will explore how to graphically and algebraically add vectors in two dimensions and how to resolve vectors into their components. This will provide them with the necessary tools to analyze the friction forces on a train.

Then, students will explore kinetic friction, static friction, and coefficients of friction between the tracks and the train's wheels in a range that allows for a safe stopping distance. Finally, students will explore motion on inclined planes and equilibrium in two dimensions. This will lead them to be able to analyze how the friction forces on a train would change if the train were going up or down a hill.

- Module 6: Motion in Two Dimensions – In this module, students will seek to answer the questions “Why do thrown basketballs travel in arcs?” Students will explore how the path of a project is determined by its launch conditions, gravity, and air resistance. This will lead them to understand why basketballs travel in arcs. Then, students will explore centripetal force, centripetal acceleration, and circular motion, and will use Newton's 2nd law for circular motion, leading them to understand the difference between projectile and circular motion, while recognizing that Newton's 2nd law applies in both cases. Finally, students will explore classical relative motion in one and two dimensions, leading them to understand that motion will appear in different reference frames.
- Earth and Space Science Module: Earth Tectonic Processes – Students will seek to understand Plate Tectonics, Volcanoes, and Mountain Building as it relates to displacement and force in two directions.
- Module 7: Gravitation – In this module students will seek to answer the question “How can gravity keep moons orbiting planets but also cause things to fall?” Students will explore Kepler's laws and Newton's law of universal gravitation, leading them to understand that Kepler's 2nd law and Newton's law of universal gravitation can be combined to describe the orbits of planets. Then, students will explore the orbits of planets and satellites and the concept of a gravitational field. They will also have a brief introduction to Einstein's theory of gravity. This will lead them to understand that the gravitational field explains why gravity causes both orbiting satellites and falling objects.
- Module 8: Rotational Motion – In this module, students will seek to answer the question “Why do all tropical cyclones in the northern hemisphere rotate the same direction?” Students will explore how rotational motion can be described in terms of angular displacement, angular velocity, angular acceleration, and angular frequency, providing them with the necessary tools to describe the rotation of a tropical cyclone. Then, students will explore Newton's 2nd law for rotational motion, leading them to understand how forces can change the rotation of a tropical cyclone. Finally, students will explore stability, static equilibrium, and rotating reference frames. This will lead them to understand that Earth's rotation determines which direction tropical cyclones rotate.

Unit 3: Momentum and Energy

(9 weeks)

- A. In this unit, students will seek to answer the questions “Why is energy important to humans and society?” Students will learn about impulse, momentum, and the conservation of momentum, which will help them analyze collisions. Then, students will learn that energy comes in many forms, can be transferred or transformed, and is conserved, and that these properties allow humans to manipulate and use energy.

Students will then learn about thermal energy, heat, heat capacity, changes of state, and the laws of thermodynamics, and the role that these concepts play in everyday life. Finally, students will learn that molecular-level structure and interactions of substances determine the properties and behaviors of substances determine how people use them.

- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
 - HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*
 - HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*
 - HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
 - HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
 - HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*
 - HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
 - HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
 - HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*
 - HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
 - HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*

B. Lessons

- Module 9: Momentum and Its Conservation – In this module, students will answer the question “How do rockets accelerate once they reach space?” They will explore impulse, momentum, and how they are related by the impulse-momentum theorem, leading them to understand applying a force to an object over time

changes its momentum. Additionally, students will explore the conservation of momentum in a variety of situations, including collisions, recoil, and gyroscopes, leading them to understand that rockets can move in space using recoil.

- **Module 10: Energy and Its Conservation** – In this module, students will answer the question “How can energy from power plants be stored in the power grid for later use?” They will explore work, energy, and power, and the relationships among them. This will lead them to understand that work, energy, and power have specific, precise meaning in physics that often differ from how they are used colloquially. Then, students will explore different forms of energy, with an emphasis on macroscopic kinetic energy and gravitational potential energy. This will lead students to understand that energy can be converted from one form to another during the power generation and distribution process. Students will then explore the law of conservation of energy and use it to analyze collisions, leading them to understand that while some forms of energy may not be as useful as others, energy is never lost. Finally, students will explore the benefits of simple and compound machines, leading them to understand that machines can change the size or direction of force but cannot create or destroy energy.
- **Earth and Space Science Module: Earth’s Resources** – Students will answer questions related to Earth’s resources (land, water, air, and energy) and their role in society.

Second Semester-Course Content

- **Module 11: Thermal Energy** – In this module, students will answer the question “Why do different parts of the pan appear to be different colors in this thermal image?” Students will explore thermal energy and how it is transferred. This will lead them to understand why different materials heat up at different rates. Then, students will explore changes of state and the first and second laws of thermodynamics, leading them to understand why thermal energy is spontaneously transferred in one direction.
- **Module 12: States of Matter** – In this module, students will answer the question “How will the fluid flow through this device?” They will explore fluids, pressure, the gas laws, thermal expansion, and plasma. This will lead them to understand basic properties of fluids. Then, students will explore cohesive and adhesive forces, evaporation, and condensation. This will lead them to understand that for thin tubes, like those in a microfluidic device, cohesive and adhesive forces play a major role in how fluids flow. Students will then explore Pascal’s principle, buoyancy, Archimedes’ principle, and Bernoulli’s. This will lead them to understand how liquids flow in larger tubes, such as hoses and household pipes. Finally, students will explore the molecular structure and thermal expansion of solids, leading them to understand solids behave differently than fluids.
- **Earth and Space Science Module: Earth Surface Processes** – Students will answer questions related to shoreline development, seafloor features, weathering, and erosion as they pertain to momentum and energy.

Unit 4: Waves and Light*(7 weeks)*

A. In this unit, students will answer the question “How do waves affect our everyday lives?” They will learn about periodic motion and develop an understanding of the basic properties and behaviors of waves. Then, students will learn about the generation, manipulations, detection, and applications of sound waves. They will learn that light allows us to see and that its wave properties are responsible for effects like color and polarization. Additionally, students will learn mirrors and lenses can be used to reflect and refract light in ways that are helpful to humans. Finally, students will learn that the interference and diffraction of light are responsible for optical effects such as thin-film interference, iridescence, and diffraction patterns.

- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
 - HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
 - HS-ESS2-3 Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection.

B. Lessons

- Module 13: Vibrations and Waves – In this module, students will answer the question “How can this pendulum save a building from earthquake damage?” Students will explore periodic motion, including the specific cases of masses on springs, pendulums, and resonance. This will lead them to understand that a pendulum can serve as a damper for a building’s earthquake-induced periodic motion. Then, students will explore the properties of mechanical waves, including amplitude, wavelength, frequency, wave speed, and period. This will lead them to understand how waves can be described and compared. Finally, students will explore the reflection, refraction, and interference of waves, leading them to understand how waves interact with each other and with various media.
- Earth and Space Science Module: Seismic Waves – Students will utilize their understanding of vibrations and waves to answer questions about seismic waves, Earthquakes, and Earth’s interior.
- Module 14: Sound – In this module, students will answer the questions “Why does a fire truck siren pitch change as it passes you?” Students will explore the properties of sound waves, how humans perceive them, and the Doppler effect. This will lead them to understand that the Doppler effect is responsible for the changing pitch of a passing fire truck. Then, students will explore how sound is created and how musical instruments work. This will lead them to understand how a variety of pitches and sounds can be produced.

- Module 15: Fundamentals of Light – In this module, students will seek to answer the question “What does the light from a distant star or supernova tell us about it?” Students will explore the ray model of how light travels, illumination, and the speed of light. This will lead them to understand how light travels from distant stars to Earth and how long that journey takes. Then, students will explore how the wave nature of light explains diffraction, color, polarization, and the Doppler shift of light. This will lead them to understand that the Doppler shift can be used to tell us how distant astronomical objects are moving.
- Module 16: Reflection and Refraction – In this module, students will answer the question “How does light transmit information through a communication network?” Students will explore the law of reflection and images formed by plane mirrors, leading them to understand that plane mirrors can be used to direct light. Then, students will explore how curved mirrors form a variety of images. This will lead them to understand that curved mirrors can be used to create both real and virtual images in everyday situations. Students will then explore Snell’s law of refraction, total internal reflection, and the dispersion of light. This will lead them to understand the fiber optic cables in communications networks use total internal reflection. Finally, students will explore how lenses, including those in the human eye and in optical equipment, are used to form images. This will lead them to understand lenses can be used in a variety of optical devices.
- Module 17: Interference – In this module, students will answer the questions “What makes this hummingbird’s feathers appear shiny and shimmery?” Students will explore double-slit interference and thin-film interference. This will lead them to understand that some iridescence is produced by thin-film interference. Then, students will explore single-slit diffraction and diffraction gratings, leading them to understand that diffraction can also cause iridescence.

Unit 5: **Electricity and Magnetism**

(6 weeks)

- A. In this unit, students will seek to answer the questions “What role do electricity and magnetism play in the technology we use every day?” Students will learn that electrically charged objects exert forces on each other and that this force can be used in various applications, including capacitors. Then, students will learn that electric currents allow for the transfer of energy, which can be transformed into other useful forms of energy. Students will then learn that both permanent magnets and electromagnets produce magnetic fields, which can be used in a variety of applications, including motors. Finally, students will learn that electricity and magnetism are part of the same force and that the interaction between electric and magnetic fields allows for a variety of technological applications, including generators and the use of electromagnetic waves.
- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS2-1 Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

- HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*
- HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
- HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*
- HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- HS-PS4-2 Evaluate questions about the advantages of using digital transmission and storage of information.
- HS-PS4-4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
- HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

B. Lessons

- Module 18: Electrostatics – In this module, students will answer the question “Why does the rod cause the water to bend?” Students will explore the evidence we have for electric charge and how some materials are electric conductors while others are electric insulators. This will lead them to understand charged objects can attract or repel each other. Then, students will explore how objects can be charged, as well as Coulomb's Law. This will lead them to understand that a charged rod will exert an electrostatic force on polar water molecules. Students will then explore electric fields and how they can be modeled. This will lead them to understand that electric fields explain why a charged rod doesn't need to touch water to exert a force on it. Finally, students will explore electrical potential energy, capacitors, and how the charge of an electron was determined. This will lead them to understand that energy can be stored in electric fields.

- Module 19: Electric Current and Circuits – In this module, students will answer the question “How does energy get from the power plant to the lights in your home?” Students will explore current, electrical energy, circuit diagrams and Ohm’s law. This will lead them to understand that the electric current allows for the transfer of energy from the power plant to consumers. Then, students will explore the relationships between electrical energy, power, potential difference, and resistance. This will lead them to understand that consumers often transform electrical energy into other, more useful forms of energy, such as thermal energy, light, or kinetic energy. Students will then explore series and parallel circuits and analyze them using Kirchhoff’s rules, leading them to understand how basic household circuits. Finally, students will explore electrical safety devices and combined circuits, including ammeters and voltmeters, leading them to understand how more complex circuits and electrical safety devices work.
- Module 20: Magnetism – In this module, students will seek to answer the questions “What makes this electromagnet stronger than a typical refrigerator magnet?” Students will explore properties of magnets, magnetic domains, magnetic fields, and electromagnets. This will lead them to understand refrigerator magnets are made of magnetized iron that contains magnetic domains, while electromagnets use electric currents to produce magnetic fields. Then, they will explore the effects of magnetic forces on current-carrying wires and moving charged particles, as well as related applications, such as galvanometers and motors. This will lead them to understand that magnetic fields affect not just magnets and magnetic materials but moving charged particles as well.
- Module 21: Electromagnetism – In this module, students will answer the question “What causes the Northern Lights?” They will explore how changing magnetic fields induce currents and how generators work. This will lead them to understand significant changes in Earth’s magnetic field can induce currents in wires, pipes, and even train tracks. Then, students will explore Lenz’s law, eddy currents, self-inductance, and transformers. This will lead them to understand that induced currents generate magnetic fields that oppose the original change in magnetic field that induced the current. Students will then explore Thomson’s experiments with cathode ray tubes and mass spectrometers, both of which demonstrate how charged particles behave in electric and magnetic fields. This will lead them to understand that the charged particles from the solar wind are affected by Earth’s magnetic field, leading to the aurora. Finally, students will explore the properties and technological applications of electromagnetic waves. This will lead them to understand that visible light is one type of electromagnetic radiation.

Unit 6: Subatomic Radiation

(6 weeks)

- A. In this unit, students will seek to answer the question “What is the universe made of?” They will learn about the development of the quantum mechanics and its influence on the current atomic model. Then, they will learn that the atomic structure of materials relates to their electrical conductivity and how that conductivity can be controlled.

Finally, students will learn that atoms are made up of even smaller particles and will be introduced to the Standard Model, which describes the fundamental building blocks of the universe.

- The learning experiences in this unit prepare students for mastery of the following performance expectations:
 - HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
 - HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*
 - HS-PS4-2 Evaluate questions about the advantages of using digital transmission and storage of information.
 - HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
 - HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*
 - HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
 - HS-ESS1-2 Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
 - HS-ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.
 - HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

B. Lessons

- Module 22: Quantum Theory and the Atom – In this module, students will answer the questions “How could the manipulations of individual atoms be useful in future computing?” Students will explore the basics of quantized energy, the photoelectric effect, and the Compton effect. This will lead them to understand light can be modeled as a particle known as a photon. Then, they will explore de Broglie waves and Heisenberg uncertainty principle. This will lead them to understand that particles can display wave properties. Students will then explore the experiments and evidence that led to the development atomic model from the plum pudding model to the nuclear model to Bohr's model. This will lead them to understand energy levels for electrons in atoms are quantized. Finally, students will explore how quantum mechanics include the current model of the atom and

how lasers work. This will lead them to understand that the current atomic model has a nucleus of protons and neutrons surrounded by an electron cloud.

- Module 23: Solid-State Electronics – In this module, students will answer the question “What innovations allowed computers to shrink from taking up a whole room to fitting in your pocket?” Students will explore how the band theory of solids explains the difference between conductors, semiconductors, and insulators, and that doping can change conductivity of a semiconductor. This will lead them to understand that doping allows for the production of materials with specific conductivity. Students will then explore the basic functions of diodes and transformers, and the development of the integrated circuit. This will lead them to understand that such devices have led to smaller computers.
- Module 24: Nuclear and Particle Physics – In this module, students will answer the questions “How does the Sun produce energy and how can we replicate it?” Students will explore the structure of the nucleus, the forces acting on the particles within it, and the energy binding its particles together. This will lead them to understand energy must be absorbed or released when an atomic nucleus gains or loses nucleons. Then, students will explore radioactive decay, fission, and fusion. This will lead them to understand that the Sun produces energy through nuclear fusion. Finally, students will explore how scientists use particle accelerators and detectors to determine the fundamental make-up of the universe, which is described by the Standard Model. This will lead them to understand research into the make-up of the universe is an ongoing endeavor.
- Earth and Space Science Module: Stars – Students will utilize their understanding of nuclear and particle physics to answer questions about the sun, properties of stars, and stellar evolution.
- Earth and Space Science Module: Cosmology – Students will answer questions about the formation of the universe and the formation of the solar system.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Science

Course Title: The Living Earth

Course Code: 7173/7174

Grade Level(s): 9-12

School(s)
Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, (D) Science

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook: California HMH Science Dimensions – The Living Earth (2020)

Course Overview: The Living Earth is a lab science course based upon the California Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with life science when applicable. The Disciplinary Core Ideas addressed are From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity; Earth's Systems; Earth's Place in the Universe; and Earth and Human Activity. Additionally, the course includes Engineering Design and Links Among Engineering, Technology, Science, and Society.

Course Content:

First Semester:

Unit 1: Living Systems

(5 weeks)

- A. In this unit about living systems, students use models to illustrate the relationship between components of living and nonliving systems. They use mathematical representations to explain how factors affect population density, distribution, and growth patterns; how limiting factors affect an ecosystem's carrying capacity; and how changes in ecosystems affect ecosystem stability. Students explore how environmental engineers design and evaluate solutions to environmental problems. The following are the guiding questions for the unit. How is the Earth system organized? When studying a population, what features or aspects might scientists focus on? How do changes in ecosystems affect ecosystem stability? How have advances in technology influenced the environment and society?
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
 - HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
 - HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
 - HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
 - HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
 - The learning experiences in this unit prepare students for mastery of the following Environmental Principles & Concepts:
 - Principle 1 – People Depend on Natural Systems
 - Principle 2 – People Influence Natural Systems
- B. Lessons
- Lesson 1 – In this lesson, students will explore properties of open and closed systems and learn how to use models to simulate systems and interactions (**SEP – Developing and Using Models, CCC – Systems and System Models**). They will learn that a system is made of parts, and that models are used to explain

interactions within and between systems at different scales (**DCI – LS1.A, CCC – Scale, Proportion, and Quantity**). Students will use models to explore the hierarchical organization of the Earth system and the biosphere, and the interactions of organisms in ecosystems (**SEP – Developing and Using Models, DCI – LS1.A, CCC – Systems and System Models**). They will learn that complex interdependent relationships within an ecosystem, such as predation and competition, contribute to its stability over time, even as the ecosystem remains dynamic (**DCI – LS2.A**). Students use and develop models and use mathematical representations to understand ecological relationships and analyze evidence to explain how these relationships contribute to ecosystem stability (**SEP – Using Mathematics and Computational Thinking**). Finally, students model a real-world system to design a solution (**SEP – Constructing Explanations and Designing Solutions**).

- Lesson 2 – In this lesson, students will use mathematical representations to examine populations at different scales. Students will learn that samples of individuals can be counted with various methods and the smaller sample can be extrapolated to the larger (**SEP – Using Mathematical and Computational Thinking, CCC – Scale, Proportion, and Quantity**). Students will learn that organisms would have the capacity to produce populations of great size if not limited in some way (**DCI – LS2.A, SEP – Using Mathematical and Computational Thinking, CCC – Scale, Proportion, and Quantity**). Students will use mathematical representations to explain how limiting factors affect populations and what an ecosystem can support. They learn how scientific understanding of ecosystem dynamics and populations is subject to change based on new evidence gathered from decades of research (**DCI – LS2.C, CCC – Scale, Proportion, and Quantity**).
- Lesson 3 – In this lesson, students will learn how natural and human-caused ecosystem disturbances affect organisms and biodiversity over time. They will use models and mathematical representations to explain resilience and resistance following an ecosystem disturbance (**CCC – Stability and Change, DCI LS2.C**). Students will demonstrate that mathematical and computational models can be used to simulate ecological succession and changes – including species biodiversity – within ecosystems over time (**SEP – Using Mathematics and Computational Thinking, CCC – Scale, Proportion, and Quantity, DCI – LS2.A**).
- Lesson 4 – In this lesson, students will analyze technologies that have been utilized to solve environmental problems and to define benefits and risks (**DCI – ETS2.B**).

Unit 2: Carbon in the Earth System

(3.5 weeks)

- A. In this unit, students use models to explain how living things break down and rearrange carbon-based molecules through biochemical processes such as photosynthesis and cellular respiration. They construct explanations about changes in matter and energy that occur during cellular respiration, and they use a physical model to show how the composition of gases in Earth's atmosphere has changed over time as life on Earth has evolved.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
 - HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
 - HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
 - HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
 - HS-ESS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Environmental Principles & Concepts
 - Principle 2 – People Influence Natural Systems
 - Principle 3 – Natural Systems Change in Ways that People Benefit From and Can Influence
 - Principle 4 - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems
- Lessons
 - Lesson 1 – In this lesson, students will develop and use models (**SEP Developing and Using Models**) to illustrate how solar energy is captured and stored through the process of photosynthesis (**DCI LS1.C**). Students begin to consider the role of photosynthesis in cycling matter and energy through the Earth System (**DCI LS2.B**). Students also use evidence to make a claim (**SEP Engaging in Argument from Evidence**) that photosynthetic organisms altered the chemical makeup of Earth's systems and therefore set the stage for the evolution of life as we know it (**DCI eSS2.D, DCI ESS2.E**). In addition, students relate chemical bonding to the stability of atoms, which depends on changes in energy within the system of atoms that bond (**CCC Stability and Change**). Students also use models to describe and explain (**SEP Constructing Explanations**) the changes of energy and matter in the photosynthesis system in terms of energy and matter flows into, out of, and within that system (**CCC Energy and Matter**).
 - Lesson 2 – In this lesson, students will construct explanations about changes in matter and energy during cellular respiration (**SEP Constructing Explanations and Designing Solutions, DCI LS1.C**). Students will illustrate the main inputs and outputs for cellular respiration and describe the flow of energy and matter between photosynthesis and cellular respirations (**CCC Energy and Matter, DCI LS1.C**). They will model the movement of matter through photosynthesis and cellular respiration and use models to draw

conclusions about matter and energy in cellular respiration (**CCC Energy and Matter, DCI LS1.C**). By the end of this lesson, students will be able to explain why anaerobic respiration is an important process, and will model the anaerobic and aerobic digestion processes used at wastewater treatment facilities (**SEP Constructing Explanations and Designing Solutions, CCC Systems and System Models, DCI LS2.B**).

Unit 3: **Ecosystem Interactions and Energy Flow**

(3.5 weeks)

- A. In this unit about ecosystem interactions and energy flow, students explain, analyze, and model the flow of matter and energy through trophic levels using food chains, food webs, and pyramid models. They model the flow of matter and energy through Earth's spheres and analyze the impacts of human activities on these cycles. Students create a self-sustaining ecosystem, collect data on the biotic and abiotic factors in the system, and use the data to explain how energy and matter flow through the system.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
 - HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
 - HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
 - HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
 - Environmental Principles & Concepts
 - Principle 2 – People Influence Natural Systems
 - Principle 3 – Natural Systems Change in Ways that People Benefit From and Can Influence
 - Principle 4 - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems
- B. Lessons
- Lesson 1 – In this lesson, students will apply evidence to construct an explanation of how energy and matter flow through an ecosystem (**SEP Constructing Explanations and Designing Solutions, CCC Energy and Matter, DCI LS2.B**). Students will learn concepts behind energy and matter flow models such as food chains, food webs, trophic pyramids, energy pyramids, biomass pyramids, and pyramids of numbers (**SEP Developing and Using Models**). They will learn that in an ecosystem, overall energy is conserved (**CCC Energy and Matter, DCI LS2.B**) as it flows through different organizational levels of living systems (**CCC Energy and Matter, DCI LS2.B**).
 - Lesson 2 – In this lesson, students will use a model based on evidence to show the flow of matter and energy through cycles of matter (**SEP Developing and Using Models, CCC Energy and Matter, DCI LS2.B.2**). Students will learn that as matter

and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products (DCI LS2.B.2). Students will construct explanations of how energy drives the cycling of matter within and between systems (CCC Energy and Matter). Students also will learn how new technologies can have deep impacts on society and the environment (DCI ESS2.D.3).

Unit 4: Evidence for Evolution

(4 weeks)

- A. In this unit on the evidence for evolution, students describe the changes to Earth's surface over time, relate the fossil record to the theory of evolution, and characterize different eras based on their major events and abundant organisms. Students construct explanations about the evidence that supports common ancestry and evolution in living organisms. They explore how Charles Darwin developed the theory of natural selection and how this theory explains changes in species over time.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-ESS1-5: Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
 - HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
 - HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
 - HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
 - HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
 - HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
 - HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
 - Environmental Principles & Concepts
 - Principle 1 – People Depend on Natural Systems
 - Principle 2 – People Influence Natural Systems
 - Principle 4 - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lesson 1 – In this lesson, students use models and mathematical representations (CCC Cause and Effect, CCC Patterns) to show how fossils and other pieces of geological evidence are used to understand the vastness of geologic time (DCI ESS2.E, DCI ESS2.B, DCI ESS1.C). Students will demonstrate that mathematical models can be used to express time – including timescales, radiometric dating, and stratigraphy (DCI PS1.C, DCI LS4.C, DCI ESS2.B).
- Lesson 2 – In this lesson, students will apply lines of evidence that support evolution from developmental, anatomical, molecular, and genetic evidence (DCI LS4.A). Students will use these lines of evidence to create a substantiated explanation for evolution based on the idea that natural laws have always and will always operate as they do today. Students will identify patterns in the development and structure of organisms and in the inheritance of DNA (CCC Patterns). Students will explore the relationship between molecular and fossil data and learn how scientist use this relationship to determine mutation rates (CCC Cause and Effect).
- Lesson 3 – In this lesson, students will construct explanations to questions that arise from examining models of natural selection (SEP Constructing Explanations and Designing Solutions). Students will apply concepts of statistics and probability to support explanations that organisms with an advantageous trait tend to increase in proportion to organisms lacking this trait (SEP Analyzing and Interpreting Data). In analyzing the data, different patterns may be observed and can provide evidence for causality in explanations of the phenomena (CCC Patterns). Students learn that natural selection results when variation occurs in a populations and that variants positively affecting survival are passed the next generation (CCC Cause and Effect). They learn that adaptation is a consequence of four factors that influence natural selection (DCI LS4.B, LS4.C).

Second Semester-Course Content

Unit 5: Mechanisms of Inheritance

(6 weeks)

- A. In this unit about mechanisms of inheritance, students observe patterns and use models to explain how meiosis produces genetically unique cells. They construct explanations about how sexual reproduction, independent assortment, and crossing over increase genetic variation; how traits are passed from parents to offspring; how DNA is the molecule of inheritance; and how the language of DNA is translated into the language of proteins. Students use evidence to explain that gene expression is a regulated process that results in differentiated and specialized cells, and recognize that gene expression occurs differently in prokaryotic and eukaryotic cells.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

- HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
- Environmental Principles & Concepts
 - Principle 1 – People Depend on Natural Systems
 - Principle 3 - Natural Systems Change in Ways that People Benefit From and Can Influence
 - Principle 4 - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lesson 1 – In this lesson, students will ask questions when examining models of the processes of meiosis (**SEP Asking Questions and Defining Problems**). They will examine the cause-and-effect relationship between the events of meiosis, including crossing over and independent assortment of chromosomes, and increase in genetic variation (**CCC Cause and Effect**). Students learn how the instructions for traits are passed from one generation to another in gametes. They differentiate between the cause of variation due to random arrangement of chromosomes and its effect on offspring. Students will learn that sexual reproduction leads to the formation of new gene combinations and increases genetic variation (**DCI LS3.B**).
- Lesson 2 – In this lesson, students will ask questions to clarify relationships (**SEP Asking Questions and Defining Problems**) about the role of genes in coding for traits passed to offspring (**DCI LS3.A**), using terms such as *allele*, *genotype*, *phenotype*, *dominant*, and *recessive* in explanations of this process. Students also will examine how traits are influenced by complex interactions among genes (**CCC Cause and Effect**).
- Lesson 3 – In this lesson, students ask questions about theories and models of DNA to learn how DNA was determined to be the molecule of inheritance based on historical research evidence (**SEP Asking Questions and Defining Problems**). They examine the structure of DNA and recognize that its properties reveal its function (**CCC Cause and Effect**). Students learn that all cells contain genetic information in the form of DNA molecules and that the unique structure of DNA provides the means for replicating the molecule (**DCI LS1.A**).
- Lesson 4 – In this lesson, students will examine and compare the structures of cellular components and connect the structures to their functions (**CCC Structure and Function**) as they explore the transcription and translation stages of protein synthesis. Students will learn that regions in DNA called genes contain instructions for coding for the formation of proteins (**DCI LS1.A**). They will construct an explanation based on evidence for how DNA is transcribed into

RNA and how RNA is translated to form proteins (**SEP Constructing Explanations and Designing Solutions**). Students will also construct an explanation about the effects of gene mutations on the structure of a protein (**CCC Cause and Effect**). Students will conclude that a change in protein structure can affect the traits of an organism (**DCI LS3.A**).

- Lesson 5 – In this lesson, students will review the concept that all cells contain genetic information and that genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of the cell (**DCI LS1.A**). Students construct explanations (**Constructing Explanations and Designing Solutions**) for how the difference in structure of prokaryotic and eukaryotic cells relates to differences in the way gene expression and protein synthesis are regulated in these cell types (**CCC Structure and Function**). They will learn about the specialized systems within cells that regulate gene expression in prokaryotic and eukaryotic organisms (**DCI LS1.A**). Students will construct explanations about internal and external factors that influence the expression of particular traits (**SEP Constructing Explanations and Designing Solutions**). They will consider the impacts of technologies that are used in genetic testing. Students will learn how genetic engineering can affect the probability of occurrences of traits in a population (**DCI LS3.B**), and use evidence to understand the effects (**CCC Cause and Effect**) of genetic engineering and analyze its potential threats and benefits.

Unit 6: **Genetic Variation and Evolution**

(4 weeks)

A. In this unit about genetic variation and evolution, students explain how mutations can increase genetic diversity. They explain the different mechanisms that cause populations to evolve, and construct explanations about the evolution of group behavior. Students analyze information about the unique water-collecting adaptations certain organisms have and research how engineers are applying their knowledge of these adaptations to address water shortages in desert environments.

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-LS2-8: Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
 - HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
 - HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
 - HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- Environmental Principles & Concepts
 - Principle 1 – People Depend on Natural Systems

- Principle 3 - Natural Systems Change in Ways that People Benefit From and Can Influence
- Principle 4 - There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

B. Lessons

- Lesson 1 – In this lesson, students will explore how mutagens can result in mutations and analyze changes in DNA to make a cause-and-effect claim about DNA changes on protein structure (**DCI LS3.B, CCC Cause and Effect**). They will apply concepts of probability to predict the effects of a mutation (**SEP Analyzing and Interpreting Data**). Students will describe causes and effects of chromosomal mutations (**CCC Cause and Effect**). They consider how genetic factors can cause mutations (**DCI LS3.B**), and use evidence to explain how mutations can increase genetic diversity (**SP Engaging in Argument from Evidence**). Students will make a claim (**SEP Engaging in Argument from Evidence**) for why only mutations in germ cells (**DCI LS#.B**) are passed to offspring and why some mutations affect an organism's phenotype while others do not (**CCC Cause and Effect**). Students also make a claim for the effect that both genetic and environmental factors (**DCI LS2.B**) have on genetic diversity.
- Lesson 2 – In this lesson, students will consider how existing genetic variation in a population (**DCI LS4.B**) leads to differential survival and reproduction under selective pressure (**DCI LS4.C**). Students understand that natural selection leads to adaptation (**DCI LS4.C, CCC Patterns**). Students observe patterns in populations, calculate gene frequencies and probabilities (**SEP Analyzing and Interpreting Data**), and form explanations (**SEP Constructing Explanations**) about why populations evolve (**CCC Cause and Effect**). Students consider how environmental changes can contribute to the emergence, expansion, and decline of species (**DCI LS4.C**) and how species can become extinct if they cannot adapt to the altered environment (**DCI LS4.C**). Students evaluate the merit of explanations for examples of speciation and extinction (**SEP Engaging in Argument from Evidence**).
- Lesson 3 – In this lesson, students will evaluate evidence for the cause-and-effect relationships that allowed behaviors to evolve through natural selection (**SEP Engaging in Argument from Evidence, DCI LS2.D, CCC Cause and Effect**). Students evaluate the costs and benefits of individual behavior in terms of energy, risks, and opportunities (**DCI LS2.D**). Students will apply these scientific principles to group behavior and the chances that an individual and species will survive and reproduce if they perform a behavior (**DCI LS2.D**). Students will apply these scientific principles to group behavior and the chances that an individual and species will survive and reproduce if they perform a behavior (**Engaging in Argument from Evidence, DCI LS2.D, CCC Cause and Effect**). Students will also evaluate the ways scientific understanding of animal behavior has changed over time (**DCI LS2.D**).

Unit 7: Structure and Function in Living Things

(5 weeks)

- A. In this unit on structure and function in living things, students use a model to illustrate the roles of the cell cycle and cell division in the development and maintenance of multicellular organisms. They also use models to explain how systems within an organism interact at different levels to carry out functions necessary for life. Students explain how positive and negative feedback loops help an organism maintain homeostasis.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
 - HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
 - HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
 - HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
 - Environmental Principles & Concepts
 - Principle 1 – People Depend on Natural Systems
 - Principle 2 – People Influence Natural Systems
 - Principle 3 – Natural Systems Change in Ways that People Benefit From and Can Influence
 - Lessons
 - Lesson 1 – In this lesson, students will develop and use models (**SEP Developing and Using Models**), to illustrate how the cells of multicellular organisms undergo a controlled cell cycle. Students will learn how individual cells grow and then divide via mitosis, thereby allowing the organisms to grow. Students will develop a model to simulate how mitosis results in two genetically identical cells and why this process is important. Cellular division and differentiation produce and maintain a complex organism (**DCI LS1.B**). Students will use system models (**CCC Systems and System Models**) to illustrate factors that control the cell cycle. Students use a system model based on mathematic to determine why cells must remain small in size. By comparing ratios of surface area to volume of different-sized cells, students describe the relationship between two quantities. They will learn that the regulation of growth and development sometimes fails, resulting in cancer and other problems. Students are introduced to the three major principles of the cell theory. Using a timeline for the development of the cell theory, students will recognize that a scientific theory is a substantiated explanation of some aspect of the natural world that is based on a body of facts that have been repeatedly confirmed and validated.

- Lesson 2 -- In this lesson, students will learn that cells are made of **numerous** parts that interact to perform specific functions. They will use system models (**CCC Systems and System Models**) to explain cellular interactions (**SEP Constructing Explanations and Designing Solutions**). Students will construct explanations (**SEP Constructing Explanations and Designing Solutions**) about how matter flows through the cell membrane. They develop a model based on evidence to illustrate how matter flows into and out of cells. Students will learn that multicellular organisms have a hierarchical structural organizations (**DCI LS1.A**). They will develop and use models (**SEP Developing and Using Models**) to illustrate the ways the body systems interact to perform different functions. Students will draw system models (**CCC Systems and System Models**) to illustrate interactions within and among systems at different scales. They will use models to study the processes of cell division and cell differentiation that produce and maintain multicellular organisms (**DCI LS1.B**) to explain how different structures can function together to meet the needs of the whole organisms (**CCC Structure and Function**).
- Lesson 3 – In this lesson, students will analyze how feedback mechanisms help organisms maintain homeostasis to show how feedback can stabilize or destabilize a system (**CCC Stability and Change**). Students will carry out investigations to understand how the human body responds to disruptions in homeostasis (**SEP Planning and Carrying Out Investigations**). They will analyze data to determine how feedback can change a system (**CCC Stability and Change**). Students consider how feedback mechanisms maintain internal conditions in organisms other than humans. They will use a model to examine how feedback mechanisms stabilize plants affected by drought, and they design and conduct an investigation to measure the effects of exercise on the human body (**SEP Planning and Carrying Out Investigations**).

Unit 8: Ecosystem Stability and the Response to Climate Change*(5 weeks)*

- A. In this unit about ecosystem stability and their response to climate change, students explore Earth's energy budget, the global distribution of solar energy, and causes and effects of climate change. They consider the impacts of human activity on biodiversity. Students learn about human population growth, habitat destruction, invasive species, and overexploitation of natural resources. They evaluate various solutions, including engineering solutions, for reducing human impacts on the environment.
- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
 - HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
 - HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

- HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
- Environmental Principles & Concepts
 - Principle 2 – People Influence Natural Systems
 - Principle 4 – There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems
 - Principle 5 – Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

B. Lessons

- Lesson 1 – In this lesson, students will learn about Earth’s energy budget and how it is consistent with the concept that the total amount of energy and matter in closed systems is conserved. Students also explore how the foundation for Earth’s global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and re-radiation into space (DCI ESS2.D, CCC Systems and System Models). Students will learn about the factors that influence climate and analyze climate data to explain trends and changes in Earth’s climate over time (SEP Analyzing and Interpreting Data, CCC Stability and Change). Students will analyze and develop models to explore the effects of global climate change on Earth’s systems (DCI ESS2.D, CCC System and System Models). They obtain, evaluate, and communicate information regarding the role of humans in global climate change and explore engineering strategies involved in designing solutions to deal with those changes (DCI ESS3.D, CCC Cause and Effect).
- Lesson 2 – In this lesson, students will analyze evidence about interdependent relationships as shown by Earth’s carrying capacity (DCI LS2.C). They will learn that human population growth leads to global challenges that can be addressed by engineering solutions (SEP Constructing Explanations and Designing Solutions). Students will learn how human activities can lead to loss of biodiversity through habitat destruction and fragmentation (DCI LS2.C, DCI LS4.D, CCC Cause and Effect). They will identify the positive impact that sustainable solutions can have on ecosystems and the environment (CCC Cause and Effect). They will identify the positive impact that sustainable solutions can have on ecosystems and the environment (CCC Cause and Effect). They will learn about disruptions in ecosystem dynamics (DCI LS4.C, LS4.D). They will use a simulation to observe a pattern in the expansion of an invasive species over time and examine potential solutions for the management of invasive species (SEP Using Mathematics and Computational Thinking, Constructing Explanations

and Designing Solutions, CCC Patterns). Students will examine the effect of overharvesting and learn that overexploitation of natural resources can upset the stability of natural populations and ecosystems (**CCC Stability and Change**). They will analyze the factors that contribute to the problem (**SEP Engaging in Argument from Evidence**). Students will consider how environmental changes have contributed to the expansion and extinction of species (**DCI LS4.C, DCI LS4.D**).

- Lesson 3 – In this lesson, students will evaluate solutions to world energy consumption based on evidence, criteria, and tradeoff considerations. They will make decisions about the priority of certain criteria while analyzing the causes and effects of wastes generated from the production of electricity (**SEP Asking Questions and Defining Problems, DCI ETS1.B**). Students will design a green roof prototype to mitigate problems associated with urbanization and consider the social, cultural, and environmental impacts (**SEP Constructing Explanations and Designing Solutions**). Students will analyze the problem of water pollution and the need for clean water. They will design and evaluate a rainwater harvesting system and produce a graph to model and optimize the system (**DCI ETS1.C**).

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services
Dr. Darneika Watson, Chief Human Resources and Operations Officer

SUBJECT: **Proposed Revisions to Board Policies Relating to Personnel and Instruction**

This report provides the Board of Education with information on the need to revise existing Board Policies (BP) 4119.11/4219.11/4319.11 (Sexual Harassment); BP (4157/4257/4357) (Employee Safety); and 6161.1 (Selection and Evaluation of Instructional Materials) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 4119.11/4219.11/4319.11 – Sexual Harassment

CSBA Update: October 2020
Last GUSD Update: November 2020

This policy is being updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the District's procedure reflecting state law, as described in AR 4030 - Nondiscrimination in Employment, in order to meet the applicable timelines. The policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

BP 4157/4257/4357 – Employee Safety

CSBA Update: October 2020
Last GUSD Update: N/A

This policy is updated to reflect new state regulation (Register 2020, No. 10), which requires districts to provide employees with access to the district's injury and illness prevention program, and to add the prohibition against discharging or discriminating against an employee for exercising any right protected by the Occupational Safety and Health Act.

BP 6161.1 – Selection and Evaluation of Instructional Materials

CSBA Update October 2020
Last GUSD Update: November 2019

Board Policy 6161.1 is updated to reflect a new law (SB 820, 2020), which revises the definition of "technology-based materials" to include the electronic equipment required to make use of those materials, making such equipment subject to the determination of sufficiency. The policy deletes unnecessary legal citations related to the State Board of Education's (SBE) adoption of academic standards and deletes section on "Review Process," which is moving to the Administrative Regulation (AR).

The proposed revised policies are presented for first reading. Should the consensus of the Board be to move forward, the policies will be placed on the agenda for approval at the January 19, 2021 Board meeting. Upon approval of the BPs, revisions will be made to the accompanying Administrative Regulations (ARs), as needed, following the normal District process.

Copies of the proposed revised BPs are attached to this report.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

Personnel

Sexual Harassment

The following policy shall apply to all District employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the District.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against District employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the District's sexual harassment policy to employees and others to whom the policy may apply.
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

The Superintendent or designee shall periodically evaluate the effectiveness of the District's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the District's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their District responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a

Personnel

Sexual Harassment

District administrator or the District's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through ~~either~~ AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures ~~for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.~~ Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any District employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Legal Reference: Education Code, Sections 200-262.4
 Government Code, Sections 12900-12996; 12940; 12950; 12950.1
 Labor Code, Sections 1101; 1102.1
 Code of Regulations, Title 2, Sections 11009; 11021; 11023; 11024;
 11034
 Code of Regulations, Title 5, Sections 4900-4965
 United States Code, Title 20, Sections 1681-1688
 United States Code, Title 42, Sections 2000e-2000e-17
 Code of Federal Regulations, Title 34, Sections 106.1-106.9; 106.51-
 106.82

Policy Adopted: 07/17/1990

Policy Amended: 03/02/1993; 10/18/1994; 01/21/1997; 02/03/2004; 11/16/2010;

Personnel

Sexual Harassment

09/01/2015; 01/17/2017; 01/15/2019; 11/02/2020; --/--/2021

Formerly BP 4012

Personnel

Employee Safety

The Governing Board is committed to maximizing employee safety and believes that workplace safety is ~~every employee's~~ the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

~~The Board expects~~ All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, ~~he/she~~ the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall establish and implement a written injury and illness prevention program, and provide employees with access to such program, in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

The Superintendent or designee shall ~~ensure the ready availability of~~ make first aid materials readily available at District workplaces and shall make effective provisions, ~~in advance, for to~~ prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including: making complaints, instituting proceedings, or testifying with regard to employee safety or health or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (~~Labor Code 6310~~)

1. Making a report or complaint.
2. Instituting proceedings or causing proceedings to be instituted.
3. Testifying with regard to employee safety or health.
4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7.

Personnel

Employee Safety

5. Requesting access to injury or illness reports and records.
6. Exercising any other right protected by the Occupational Safety and Health Act.

Legal Reference: Education Code, Sections 32030-32034; 32225-32226; 32280-32289.5;
44984
Government Code, Section 3543.2
Labor Code, Sections 132; 3300; 6305; 6310; 6400-6413.5; 6401.7
Code of Regulations, Title 8, Sections 3203; 3204; 3400; 5095-5100;
5193; 14000-14316
Code of Federal Regulations, Title 17, Section 2508
Code of Federal Regulations, Title 29, Sections 651-678; 1910.95;
1910.1030
Management Resources:
Department of Industrial Relations Publications
Guide to Developing Your Workplace Injury and Illness Prevention
Program, rev. August 2005
Web Sites
California Department of Industrial Relations, Occupational Safety and
Health: http://www.dir.ca.gov/occupational_safety.html
Centers for Disease Control and Prevention: <http://www.cdc.gov>
National Hearing Conservation Association:
<http://www.hearingconservation.org>
National Institute for Occupational Safety and Health:
<http://www.cdc.gov/niosh>
U.S. Department of Labor, Occupational Safety and Health
Administration: <http://www.osha.gov>

Policy Adopted: 08/15/2017

Policy Amended: --/--/2021

Instruction

Selection and Evaluation of Instructional Materials

The Board of Education desires that District instructional materials, as a whole, present a broad spectrum of knowledge and viewpoint, reflect society's diversity, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the District's curriculum to ensure that they effectively support the District's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) ~~or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 or that have, during the District's review process, been determined to be aligned with the state academic content standards adopted by SBE.~~ (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

A. ~~Review Process~~

~~The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.~~

~~The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)~~

~~In addition, the instructional materials review committee may include administrators, other staff who have subject matter expertise, and students as appropriate.~~

~~If the District chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the District's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)~~

Instruction

Selection and Evaluation of Instructional Materials

~~Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.~~

~~The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.~~

~~All recommended instructional materials shall be available for public inspection at the District office.~~

~~The District may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the District's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.~~

~~B.~~ Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the ~~District's textbooks and other~~ instructional materials including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the District containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials ~~which~~ that are aligned to the state content standards adopted ~~pursuant to~~

Instruction

Selection and Evaluation of Instructional Materials

~~Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8 and which are by SBE and consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined~~ adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-Social Science
4. English Language Arts, including the English language development component of an adopted program
5. World/Foreign Language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. ~~However, this~~ This does not require that each student have two sets of materials. ~~The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the District and has the ability to use and access them at home.~~ However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the District, and has the ability to use and access them at home. (Education Code 60119)

~~The Board shall also make a determination that all students within the District who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3 and 60119.~~

Instruction

Selection and Evaluation of Instructional Materials

If the Board determines that there are insufficient textbooks or instructional materials, ~~it~~ the District shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action, ~~except an action that would require reimbursement by the Commission of State Mandates,~~ to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the District's local control and accountability plan. (Education Code 52060)

~~€.~~ Complaints

Complaints concerning instructional materials shall be handled in accordance with ~~law, Board Policy and Administrative Regulation~~ BP/AR 1312.2 - Complaints Concerning Instructional Materials or AR 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Legal Reference: Education Code, Sections 220; 1240; 33050-33053; 33126; 35272; 44805; 49415; 51501; 52060-52077; 60000-60005; 60010; 60040-60052; 60060-~~60062.5~~ 60063.5; 60070-60076; 60110-60115; 60119; 60200-60210; 60226; ~~60252~~; 60350-60352; 60400-60411; 60510-60511; 60605; 60605.8; 60605.86-60605.88
Code of Regulations, Title 5, Sections 9505-9530

Policy Adopted: 06/01/1976

Policy Amended: 07/02/1985; 12/06/1994; 01/31/1995; 10/15/2002; 09/20/2016; 11/05/2019; --/--/2021

(Formerly BP 6162)

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities

SUBJECT: **Update on Measure S and Facility Programs**

Staff will make a presentation, which will include an update on the following items:

1. Superintendent's Facility Advisory Committee (SFAC)
 - Review of Measure S Agenda Items via video conference.
2. Items on this Agenda
 - **Approval of Change Order No. 2 to Bid No. 182-18/19 with The Nazerian Group for the Cloud Preschool Portables Project, and Notice of Completion**

On March 12, 2019, the Board approved the award of Bid No. 182-18/19 to The Nazerian Group for the Cloud Portables Project in the amount of \$1,094,123. On December 17, 2019, the Board approved Change Order No. 1 in the amount of \$71,585.26.

During the course of construction, several changes were required in order for the project to continue through completion. These changes included the following:

- Installation of temporary power to three (3) newly installed portable buildings due to delays resulting from providing new electrical service through Southern California Edison
- Removal of existing uneven asphalt walkways
- Installation of a new fire water backflow assembly
- Installation of new windows in portable buildings
- Credits for reduced scope of work, including interior wall framing and building design

Change Order No. 2 in the amount of \$29,695.66 accounts for these required changes to the project. This Change Order results in a cumulative increase of 9.26% to the

original contract and is included in the previously allocated 10% project contingency. This increases the original contract total to \$1,195,403.92.

This project was completed in a satisfactory manner as of October 1, 2020 for a total contract cost of \$1,095,403.92 and was funded by Developer Fees funds.

- **Approval of Independent Contractor Agreement Nos. 587 through 598 with Convergent Technologies for the Purchase, Programming, and Installation of Security Surveillance Systems at Various District Sites Using the Sourcewell National Cooperative Purchasing Group Contract No. 031517-CTL**

Glendale Unified School District is a member of Sourcewell (formerly National Joint Powers Alliance, NJPA) which is a national cooperative purchasing group. Sourcewell awarded the contract for the purchase, programming, and installation of security surveillance systems to Convergent Technologies.

On December 17, 2019, the Board approved a project and budget allocation of \$8,000,000 in Measure S funds for Phase 2 of Districtwide security and safety improvements. A portion of this allocation, totaling \$2,250,000, was earmarked for security alarm systems and cameras throughout the District. In support of this project, staff is recommending the approval to use the Sourcewell contract #031517-CTL awarded to Convergent Technologies for the purchase, programming, and installation of security surveillance systems. Pursuant to California Public Contract Code 10298, a school district or public agency can use a cooperative purchasing agreement for the purchase and installation of equipment without further competitive bidding if it is in the district’s best interest. Convergent Technologies uses only certified installers for the installation of the cameras, which will ensure warranty of the equipment.

Staff is recommending that the Board approve ICA Nos. 587 through 598 with Convergent Technologies for the installation of cameras at 12 sites, as listed on the following page, for a cumulative total of \$251,767.16.

This project is funded by Measure S – Districtwide Safety and Security Improvements, Phase 2 funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

ICA No.	School Site	No. of Cameras	Cost
587	Glendale High School	28	\$73,985.42
588	Hoover High School	6	\$14,680.28
589	Keppel Elementary School	23	\$54,954.98
590	Marshall Elementary School	2	\$5,052.84
591	Mountain Avenue Elementary School	7	\$17,473.63

592	Pacific Avenue Education Center	1	\$2,681.00
593	Columbus Elementary School	4	\$9,711.96
594	Crescenta Valley High School	14	\$33,366.96
595	Valley View Elementary School	7	\$17,361.28
596	Administration Building	3	\$7,537.13
597	Balboa Elementary School	4	\$9,487.33
598	Cloud Preschool	2	\$5,474.35
	Cumulative Total	101	\$251,767.16

- **Approval of Notice of Completion for Bid No. 197-19/20 with JB Bostick Company, Inc. for Asphalt and Concrete Replacement at Keppel Elementary School**

On May 5, 2020, the Board approved the award of Bid No. 197-19/20 to JB Bostick Company, Inc. for the asphalt and concrete replacement project at Keppel Elementary School in the amount of \$390,000.

There were no Change Orders on this project and it was completed in a satisfactory manner as of November 14, 2020, for a total cost of \$390,000.

This project was funded by Measure S – Summer Projects funds.

3. Project Updates

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

INFORMATION REPORT NO. 9

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations
Officer/Director of Classified Personnel
SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

The resignations and retirements of the following employees have been accepted by the Chief Human Resources and Operations Officer/Director of Classified Personnel, as effective and final per Board Policies 4117.1/4217.1/4317.1 and 4117.2/4217.2/4317.2, and are being reported to the Board of Education as information only - no action required:

Resignations:

1. Allen, Maurice Tyrone Effective 12/18/20
Counselor
Hoover High School
2. Ramos Martinez, Diana Effective 12/18/20
Behavior Intervention Assistant
Special Education Department

Retirements:

1. Holmquist, Dan Effective 12/30/20
Facilities Project Manager 8 years of service
Planning, Development and Facilities
2. McReynolds, Linda Effective 12/31/20
Clerk III 36 years, 3 months of service
Glendale High School

Revision to Previous Retirement:

Hernandez Silva, Jose Luis Effective 12/31/20
Elevator Technician 18 years, 10 months of service
Facilities & Support Operation Department

Change Date to read: Effective 7/06/21

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: District Audit Reports for 2019-2020

The Superintendent recommends that the Board of Education accept the 2019-2020 District Audit and Proposition 39 Audit as prepared by the auditing firm of CliftonLarsonAllen LLP.

The auditing firm of CliftonLarsonAllen LLP, (CLA), has completed the District's audit for the 2019-2020 fiscal year, as well as, the Proposition 39 audit. Subsequent to its review and acceptance by the Board of Education, the audit report will be submitted to the Office of the State Controller and other designated agencies. The Board has received the audit report under separate cover.

The annual audit report provides a number of positive recommendations in an effort to improve accountability and operational procedures. These are outlined in the "Summary of Findings and Recommendations" section of the audit.

Representatives from CliftonLarsonAllen LLP will attend the Board of Education meeting to present a brief summary of the audit and to answer questions.

The District audit report is available for public review and is posted on the District's website under the Financial Services Department.

To Support Board Priority No. 4 – Maintain District Financial Responsibility – Ensure the fiscal health of the District, implement a fiscal plan to preserve the District resources, and plan for the District's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services
Craig Larimer, Financial Analyst

SUBJECT: **First Interim Financial Report and Certification – AB 1200**

The Superintendent recommends that the Board of Education approve the attached certification indicating that, based on the budgetary information available on October 31, 2020, the District will be able to meet its financial obligations for the current and two subsequent fiscal years (positive certification). The approval of this report will authorize the 2020-21 budget adjustments identified within this report.

The requirement for districts to prepare Interim Financial Reports is outlined in AB 1200 (Chapter 1213/1991) and AB 1708 (Chapter 924/1994). These statutes require county offices and the California Department of Education to closely monitor and review district budget and financial reports. Additionally, those agencies have been provided authority to intervene in district budget and financial matters and, as necessary, in other areas of school district operations.

During each fiscal year, two interim financial reports are required. In each of these reports, the Board of Education must determine if it will be able to meet its financial obligations for the current and two subsequent fiscal years. One of the following certifications must be made:

1. Positive – the district will be able to meet its financial obligations for the current and two subsequent fiscal years.
2. Qualified – the district may not be able to meet its financial obligations for the current and two subsequent fiscal years.
3. Negative – the district will be unable to meet its financial obligations for the current and two subsequent fiscal years.

Along with the Interim Financial Report, districts are required to furnish a narrative for each fund, a cash flow analysis, criteria and standards review, and a report of Average Daily Attendance (ADA). **The financial information and certification form included with this report indicates that the District will be able to meet its financial obligations through 2022-23.** The Local Control Formula Funding (LCFF) State Funding is projected at 0% COLA for 2020-21 and future years. It is prudent to remember that revenue assumptions may decrease if other unexpected state tax shortfalls occur, or the District student enrollment, ADA, or demographics change.

Due to the continuous increase in the CalSTRS and CalPERS rates, as well as, the continuing structural deficit, the District is now projecting out 4 years.

The District is recommending a “**positive**” certification for the First Interim Report. It is important to note that the 2019-20 full LCFF growth has been used, and an ongoing Fiscal Stabilization Plan has been implemented in the budget for 2020-21 of \$5 million and 2021-22 of \$12-\$15 million, which is recommended for approval as part of this First Interim Report.

UNRESTRICTED GENERAL FUND NARRATIVE

The Interim Financial Report is submitted in the format prescribed by the State Office of Fiscal Management and Accountability, and approved by the California Department of Education. The Interim Financial Report is a result of a coordinated effort by the accounting staff, the Financial Analyst, and various departments and staff across the District.

The information in this report represents the actual and projected financial position of the General Fund as of October 31, 2020. Column A (Original Budget) represents summarized income or expenditure figures as approved in the adopted budget. Column B (Board-Approved Operating Budget) represents the revised budget as changed by budget revisions and appropriation transfers through October 31, 2020. Column C (Actuals to Date) shows the funds actually received or spent through October 31, 2020. Column D (Projected Year Totals) provides projections for the income or expenditure figures through June 30, 2021. Column E (Difference) reflects the difference between Column B and Column D, which represents positive or negative variances in projected balances. A positive difference in a revenue item indicates that actual income is projected to exceed budgeted income. A positive difference in an expenditure item indicates that actual expenditures will be less than budgeted expenditures.

General and Other Fund Highlights

Multi-Year Budget Assumptions

The LCFF establishes base grants for four grade spans with supplemental and concentration add-on for English Learners (EL), free and reduced-price meal eligible students and foster youth students, and provides additional funding for K-3 CSR, Grades 9-12, Home-to-School Transportation and the Targeted Instructional Improvement Grant (TIIG). Please see “Attachments A and B” for comparison of projection changes and assumptions. As it is noted below due to 0% COLA in 2020-21, the total base grant for 2020-21 is the same as 2019-20.

The Base Grant rates for 2020-21 are:

<u>Grade Level</u>	<u>Base Grant Amount per ADA</u>	<u>COLA 0 Percent</u>	<u>Augmentation</u>	<u>Base Grant</u>
K-3	\$7,702	\$0	\$801	\$8,503
4-6	\$7,818	\$0	\$0	\$7,818
7-8	\$8,050	\$0	\$0	\$8,050
9-12	\$9,329	\$0	\$243	\$9,572

The First Interim budget adjustments in Attachment B include several important items to highlight. The following are adjustments to the 2020-21 Adopted Budget:

- CalSTRS and CalPERS Adjustments
- Decrease in Special Education Funding
- Revised LCFF Funding Variables
- Budgeted Prior Year Carry-Over (2020-21 only)
- Projected Fiscal Stabilization Plan (2021-22)
- One-time savings due to shift of expenditures to COVID-19 Funds (2020-21 only)

The multi-year plan also reflects adjustments to the LCFF revenue projection. The COLA/ADA assumptions are listed in Attachment A. In 2020-21, cash deferrals of the LCFF revenues were reintroduced. The District cash flow projection incorporates significant deferrals of approximately \$45 million beginning in February 2021. Due to this large amount of cash deferral, the District is considering doing the Tax Revenue Anticipation Note (TRANs). Fiscal year 2020-21, is the second year that has been impacted by the pandemic-induced recession. The length, and curve, of the recession varies depending upon the source, but nearly everyone concurs that the recession is here, and the recovery back to pre-pandemic levels is not imminent. The LCFF factors for cost-of-living adjustments (COLA) and funded COLA are not likely to grow in 2021-22. The January State Budget Proposal will give the first glimpse at the Governor’s projections for the rest of 2020-21 and 2021-22. Attachment B summarizes the impact of the expenditure and revenue changes.

Enrollment Projections

The Adopted Budget assumed a decrease of 246 students in 2020-21, based on agreed upon assumption of 1% decrease, and flat in 2021-22. These assumptions have now been modified based on CALPADS to an additional decrease of 348 in 2020-21, and an additional decrease of 1.5% for 2021-22, and flat for 2022-23 and beyond. The revenue impact is included in this revision. Enrollment projections will be continuously monitored and adjusted. See attachments C and D.

Local Control Funding Formula Income (LCFF)

The 2020-21 LCFF calculation results in a 0% net funding increase which reflects a 0% COLA. This is a net decrease of \$17 per ADA and a total grade span average of \$9,605 per ADA. Current year funded ADA is projected to be 24,710. In the State Budget Act, it was anticipated that there would be a COLA increase of 0% in 2021-22 and 2022-23. Attachment B highlights the fiscal impact of the change in LCFF funding.

Other State Revenue

The State Budget reflects categorical COLAs at 0% for 2021-22 and 2022-23.

Lottery

Lottery income for years 2020-21 through 2022-23 is based on estimates provided by the California Department of Education, the Los Angeles County Office of Education (LACOE), and School Services of California. The District's estimate of \$150 per ADA in the Unrestricted General Fund and \$49 in the Restricted General Fund is based on the recommendation from LACOE for the First Interim budget.

Analysis of Ending Fund Balance – Governmental Funds

To ensure compliance with the California Education Code, the financial resources of the District are divided into separate funds for which separate accounts are maintained for recording cash, other resources and all related liabilities, obligations and equities.

The chart below is a reconciliation of 2019-2020 Ending Fund Balance per the Unaudited Actuals Report filed with the State and Ending Fund Balance in the District Auditor's audit report.

Glendale Unified School District Analysis of Ending Fund Balance - Governmental Funds June 30, 2020		
Ending Fund Balance per Unaudited Actuals reported to the Board		
General Fund	\$ 55,041,771	}
Deferred Maintenance Fund (14.0)	5,406,761	
Building Fund (21.1)	63,007,181	
Clean Renewable Energy Bond Fund (21.2)	74,008	
Special Reserve for Capital Outlay (40.1) & (40.2)	20,034,452	}
Child Development Fund (12.0)	327,094	
Cafeteria Fund (13.0)	2,274,369	
Capital Facilities Fund (25.0)	10,603,576	
State School Building Fund (35.0)	5,177	
Bond Interest and Redemption Fund (51.0)	16,873,771	
Debt Service Fund (56.0)*	<u>91,982,129</u>	
Summary - Ending Fund Balance	<u>\$ 265,630,289</u>	
Ending Fund Balance per Audit		
General Fund	\$ 60,448,532	
Building Fund (21.1)	63,007,181	
Clean Renewable Energy Bond Fund (21.2)	74,008	
Debt Service Fund (56.0)*	91,982,129	
Other Governmental Fund	<u>50,118,439</u>	
Summary - Ending Fund Balance	<u>\$ 265,630,289</u>	
*Note: Included in the Debt Service Fund (56.0) is \$85,038,935 held in escrow for future General Obligation Bond refunding related to the 2016 GO Crossover Bonds. The remaining \$6,934,194 are funds earmarked for future year textbook adoptions.		

General Fund - the general operating fund of the District is used to account for all financial resources except those required to be accounted for in another fund. Due to the reporting

requirements of GASB 54, the Deferred Maintenance Fund no longer meets the definition of a special revenue fund, as it is no longer primarily composed of restricted or committed revenue sources. Therefore, all activities of this fund are reported in the General Fund in the amount of \$60,448,532.

Debt Service Fund (56.0) – used for large expenditures that are “one-time” in nature. Included in this fund is \$85,038,935 held in escrow for future General Obligation Bond refunding related to the 2016 GO Crossover Bonds. The remaining \$6,934,194 are funds earmarked for future year textbook adoptions.

Building Fund (21.1) – used to account for Measure S Bond projects. The ending balance is \$63,007,181.

Clean Renewable Energy Bonds (CREBs) Fund (21.2) – used to account for solar projects. The ending balance is \$74,008.

Non-Major Governmental Funds Includes:

- Special Reserve Fund for Capital Outlay Projects (40.1) and (40.2) – used to account for funds designated by the Board and/or restricted for capital outlay, major deferred maintenance, major equipment replacement needs and the modernization of cafeteria facilities.
- Special Revenue Funds – used to account for the proceeds of specific revenue sources that are restricted or committed to expenditures for specific purposes other than debt service or capital projects. Included are the Child Development Fund (12.0) and the Nutritional Services Fund (13.0).
- Capital Projects Funds – used to account for the financial resources that are restricted, committed or assigned for the acquisition and/or construction of major governmental general fixed assets. Included are the Capital Facilities Fund (25.0), State School Building Fund (35.0), and the Bond Interest and Redemption Fund (51.0).

The combined ending balance is \$50,118,439.

2019-20 Ending Fund Balance

The Unrestricted General Fund Balance at the end of 2019-20 was \$45.7 million. It is comprised of various Reserves and Assignments. When the year-end closing process takes place, a number of items are reviewed to determine if there are obligations that need to carry forward into the next fiscal year. If the items have not been received but there is an obligation/commitment that is still outstanding, then that commitment is listed in the section titled “Assigned Funds” as one of the components of the Ending Fund Balance.

The State requires that the District maintain a minimum of 3% of the total expenditures in the Unrestricted and Restricted General Fund in a designated reserve titled Economic Uncertainties for the current year and two subsequent years. At the close of 2019-20, that 3% requirement totaled \$9.7 million and the District had sufficient reserves.

The District has had a structural deficit spending pattern since 2008. This will continue into 2020-21, 2021-22, and 2022-23. Structural deficits occur when current year expenditures exceed current year revenues after short term strategies are removed.

The 2019-20 Unrestricted General Fund Ending Balance was comprised of the following reserves and designations:

2019-20 Unrestricted General Fund Balance		
Unrestricted General Fund	Projected June 16, 2020	Final
Designated for Economic Uncertainty	\$ 9,372,116	\$ 9,665,367
Revolving Cash, Warehouse	109,272	210,012
Reserve for School Site & Program Carryovers, Supplemental Program, MAA, LACOE System Charges	10,209,669	15,366,715
Reserve for One-Time 2017-18 Discretionary Funding	489,767	751,851
Unassigned Reserve	17,804,865	19,749,913
Total Unrestricted General Fund Balance	\$ 37,985,689	\$ 45,743,858

It is important to note that the change in the “Unassigned Reserve” was approximately \$1.9 million. This is the only change that will affect the multi-year projection. The balance of the other designations is assigned to specific purposes and is budgeted to 2020-21.

Interest

The current projection for General Fund interest income is \$969,300. In 2019-20 the General Fund received \$1,012,382 in interest income.

Employee Compensation Adjustments

Certificated and classified salaries have been adjusted to reflect step and column salary adjustments, as applicable, for certificated and classified employees and corresponding salary savings due to attrition and retirements. The 2021-22 and 2022-23 projections also reflect an annual increase in health and welfare costs of \$2.5 million each. Both CalSTRS and CalPERS reflect multi-year rate increases as recommended by the State.

BUDGET ADJUSTMENTS

In response to the State Budget Act and estimated actuals, the Board of Education is being asked to approve “Attachment B” budget adjustments. These adjustments are reflected in the attached interim report projections. Other adjustments will be considered in future months as details unfold from the State and through the budget development process.

Fiscal Stabilization Plan

In the 2020-21 June Budget Adoption, there were expenditure reductions implemented for Fiscal Stabilization Plan projected at \$5.0 million. Due to a higher than projected ending balance in 2019-20, revised LCFF funding variables, and STRS and PERS adjustments, there will be future budget adjustments in 2020-21 to the multiyear projected budget. A Board approved fiscal stabilization plan was submitted to Los Angeles County Office of Education (LACOE) with the 2020-21 Proposed Budget. In the fiscal stabilization plan, the Board of Education identified the specific areas to reduce, up to the \$5.0 million of ongoing expenditures and increased revenues. At the First Interim, another Fiscal Stabilization Plan of approximately \$12-\$15 million for 2021-22 will be submitted to LACOE. See Attachment E.

A continuous analysis of the Fiscal Stabilization Plan will be done to monitor the actual savings and to modify, change, or increase savings as needed.

Historical Budget Reductions

The following is a listing through 2013-14 of programs and other reductions the District previously implemented as a result of the State fiscal crisis.

HISTORICAL BUDGET REDUCTIONS

	Total
2007-08 Reductions	
Freeze Vacancies (one-time)	2,200,000
Freeze Supplies & Services (one-time)	500,000
Reallocate 20 positions to Categorical	763,000
Sub-total	3,463,000
2008-09 Reductions	
Savings from 5 FTE	358,282
Savings from Special Education	800,000
Workers Compensation Savings	2,891,400
Maintenance Workers 2 FTE	91,000
End-Of-Year Tier III Sweeps (one-time)	5,423,553
CPI Adjustment On Supplies and Services	383,000
Sub-total	9,947,235
2009-10 Reductions	
Admin. & Cont. HS Restructure (9.2 FTE)	670,000
Teacher Staffing Ratio Changes (one-time)	2,000,000
On-going Tier III Sweeps - Includes some staff reductions and Counseling reductions.	4,922,478
Sub-total	7,592,478
2010-11 Reductions	
Administration Reorganization 10 FTE	1,100,000
FASO Staff 7 FTE	450,000
Special Education 7.4 FTE	500,000
School Safety Grants Sweep (one-time)	1,200,000
Restricted Lottery Utilization	500,000
Charge Food Service Indirect Cost	350,000
MS reduce 1 FTE per 1,000 students (3 FTE)	300,000
HS reduce 1 FTE per 1,000 students (9 FTE)	900,000
Clark MHS adjust to 6 periods (4 FTE)	400,000
Daily HS reduce counseling 1 FTE	100,000
Summer School Cost Reduction	700,000
Class Size K-3 to 24.9:1 Ratio	3,400,000
Sub-total	9,900,000
2011-12 Reductions/Savings	
Measure S Savings	517,000
ReConnectEd Savings	80,000
Consolidated EEELP/Categoricals	150,000
Sub-total	747,000
2012-13 Reductions/Savings	
PIO Position (1 FTE)	112,000
Energy Manager Position (1 FTE)	120,000
ES and MS Assistant Principals (2 FTE)	255,000
Shift Dental to ASCIG / Blue Shield Plan Changes	240,000
Sub-total	727,000
2013-14 Reductions/Savings	
Elementary School Reduction of 1 FTE Assistant Principal	120,000
PARS savings comprised of 5 FTE Elementary School Teachers, 3 FTE Middle School Teachers, 14 FTE High School Teachers, 1 FTE FASO Assistant Director, 1 FTE Duplicating Center, and 16 FTE Classified Staff.	3,506,561
Sub-total	3,626,561
Grand Total	\$36,003,274

Note: PARS early retirement offered in 2009-10 and 2012-13.
 Ret. Plans effective 7/1/10 & 7/1/13 respectively

Due to ongoing Budget challenges and 0% COLA for 2020-21 and the foreseeable future, the District's multi-year deficit is estimated for at least \$25 million. Even with the revenues, the 2022-23 Fiscal Stabilization Plan will likely include the need for ongoing budget reduction of at least \$12-\$15 million. Funding allocated through the LCFF is largely unrestricted, but they are subject to comprehensive accountability requirements called the Local Control and Accountability Plan (LCAP). Under these rules, districts are required to disclose how funds will be spent to provide high-quality educational programs. Districts that do not meet the goals stated in their plans and fail to improve educational outcomes receive assistance through support and intervention.

Local Control and Accountability Plan (LCAP)

For 2020-21, the requirement to adopt a Local Control and Accountability Plan (LCAP) was replaced with the requirement to adopt a Learning Continuity and Attendance Plan in September. The LCFF Budget Overview for Parents (BOP) has been revised, for this year only, to require reporting of both expenditures connected to the 2019-20 LCAP and expenditures connected to the 2020-21 Learning Continuity and Attendance Plan. The District's 2020-21 LCFF (BOP) will be adopted with the First Interim Report on December 15, 2020.

OTHER FUNDS NARRATIVE

Special Education Pass-Through Fund (10.0)

The California Department of Education has required a special revenue fund for use by the Administrative Unit (AU) of a Special Education Local Area Plan (SELPA) to account for Special Education inter-district pass-through revenues outside the General Fund. As of October 31, 2020, the cash balance in Fund (10.0) was \$0.

Child Development Fund (12.0)

General Child Care and Development Programs, and State Preschool Programs. This fund operates on an independent basis and does not encroach on the Unrestricted General Fund. The Child Development Fund began the fiscal year with a balance of \$327,091.

Nutrition Service Fund (13.0)

The source of revenue for this fund is based solely on meal sales. The revenue is received on a per meal basis from the State and Federal programs as well as student payments. The State funding for this program was reduced in 2007-08, 2008-09, 2009-10, and remains relatively flat for 2012-13 to 2020-21. This budget includes indirect cost charges of approximately \$290,000 that will be transferred to the Unrestricted General Fund for services performed by several administrative staff. In 2020-21, due to COVID-19, the District has been providing free meals to all students. As of October 31, 2020, the fund had a cash balance of \$1,257,318.

Deferred Maintenance Fund (14.0)

The Deferred Maintenance Program is considered a part of the 2008-09 through 2013-14 flexibility options provided in the State Budget Act. The State revenue for this fund was reduced from \$1,291,090 to \$967,000 in 2008-09 ongoing. In 2013-14 this funding was eliminated and is now part of the LCFF.

All projects previously listed as Deferred Maintenance have been charged to the Capital Projects Fund (40.1), and the Measure S Bond Fund (21.1). The fund balance has been earmarked for future year textbook purchases. As of October 31, 2020, the fund has a cash balance of \$5,392,792.

Building Fund (21.1)

This is the Measure S Bond Fund and is utilized to track expenditures related to the bond projects. The first issuance of the bond series in the amount of \$54 million occurred in August 2011. Another \$70 million was issued in August 2014, \$6.5 million of the proceeds from the sale of the bonds was utilized in 2014-15 to pay off the remaining balance of Certificates of Participation (COPs). Funds for capital projects are also transferred to the fund from the Developer Fee Fund (25.0), Capital Projects Fund (40.1), and the State Building Fund (35.0). Another series of GO Bonds, 2011 Election Series C, for \$70 million, was issued in August 2016. In 2015-16, \$35.6 million was transferred to this fund from State Building Fund (35.0), \$7.7 million for Fremont, \$6.8 million for Jefferson, \$4.7 million for La Crescenta, \$2.2 million for Lincoln, \$3.7 million for Muir, \$5.9 million for Glendale, and \$4.6 million for Hoover ORG Projects. In 2017-18, \$1.7 million was transferred to this fund from Developer Fee Fund (25.0) for the Dunsmore ORG Project. In 2019-20, \$2.3 million was transferred to this fund from the Capital Projects Fund (40.1) for the GHS Pool Project. In 2020-21, \$735 thousand was transferred to this fund from the Capital Projects Fund (40.1) for the GHS Chiller Replacement Project. A \$38 million GO Bonds Series D was issued in September 2018. The final Series E of GO Bonds of \$38 million was issued in October 2020. As of October 31, 2020, the cash balance in Fund (21.1) is \$95,755,916.

Clean Renewable Energy Bonds (CREBs) Fund (21.2)

Clean Renewable Energy Bonds (CREBs) are federal bonds used to finance photovoltaic and water heating installations at rates lower than most tax-exempt municipal bonds. The federal government subsidized the financing by lowering the borrowed interest rate (Net Effective Rate) in the form of federal tax credits.

CREBs Fund (21.2) was established to account for \$5.38 million in the second series of CREBs issued in October 2012. Due to the nature of tax-exempt bonds, the proceeds are held with a banking entity serving as the "Custodian" and the funds are disbursed to the "District" upon a reimbursement request. Deutsche Bank National Trust Company serves as the "Custodian" for Glendale Unified School District.

These bonds will mature in 11 years and are expected to be repaid using redevelopment agency proceeds. The annual payment is estimated at \$320,000 with a Net Effective Rate of 1.24%. This payment will be made from the Capital Projects Fund (40.1). Glendale High School, Roosevelt Middle School, Marshall Elementary, Fremont Elementary, Balboa Elementary, and Franklin Elementary solar projects were financed with this second series of CREBs. In October 2016 we received \$10.7 million for Clean Renewable Energy Bonds. These bonds will mature in 17 years and are expected to be repaid using redevelopment agency proceeds. The annual payment is estimated at \$357,000 with a Net Effective Rate of 3.43%. This payment will be made from the Capital Project Fund (40.1). Cerritos Elementary, Toll Middle School, Mann Elementary, Muir Elementary, R.D. White Elementary, Jefferson Elementary, Wilson Middle School, Glendale High School, and Hoover High School solar projects were financed with this series of CREBs. As of October 31, 2020, the cash balance in Fund (21.2) is \$73,813.

Developer Fee Fund (25.0)

Developer Fee income is designated for the rental or purchase of modular classrooms, the purchase of property, and for other classroom facility needs, as approved by the Board of Education. In December 2009, the District utilized this Fund to purchase three properties that are contiguous to the District Administration building. In 2012-13 \$4.3 million was transferred to the Measure S Fund for the Keppel Project, and in 2013-14 \$4.0 million was transferred to the Measure S Fund for general support. In 2016-17 \$1.2 million was transferred from Fund (25.0) to the Measure S Project Fund, (21.1) for RD White ORG support. In 2015-16 the District transferred \$1 million to Measure S Project Fund (21.1) for Muir ORG project and \$650,000 to Capital Projects Fund (40.1) for the installation of portable buildings at Cloud Preschool. In 2016-17, \$1.25 million was transferred to the Measure S Project Fund (21.1) for R.D. White, \$1.0 million for Glendale, and \$0.7 million for Dunsmore ORG Projects. In 2017-18, \$1.7 million was transferred to Measure S Project Fund (21.1) for Dunsmore ORG Project. In 2018-19, \$850,000 was transferred to the Capital Projects Fund (40.1) for the Cloud Preschool Portables Project. In 2019-20, an additional \$500 thousand was transferred to Fund (40.1) for the Cloud Preschool Portables Project. The fund began the current year with a balance of \$10,603,575 and has received income of \$8,279 through October 31, 2020. It is projected that income for the fiscal year will be approximately \$1 million.

State Building Fund (35.0)

This fund was established to account for revenue and expenditures associated with those renovations, modernization, and new construction projects partially funded from State bond funds. In 2009-10 and 2010-11, the State Allocation Board approved the disbursement of funds for Glendale High School project and Crescenta Valley High School appeal, Columbus Elementary School Project, Hoover High School Project, and Roosevelt Middle School Project. These funds were transferred to Fund (40.1). In 2012-13 \$4.3 million was received and transferred to the Measure S Fund for the Keppel ORG Project. In 2015-16, \$35.6 million was transferred to Measure S Project Fund (21.1) for Fremont, Jefferson, La Crescenta, Lincoln, and Muir Elementary Schools, and Glendale and Hoover High Schools. In 2016-17, \$145,179 from this fund was transferred to Fund (21.1). In 2018-19, \$2.5 million was transferred from this fund to Fund (40.1) as a refund from state ORG funds for the Roosevelt ORG Project. As of October 31, 2020, this fund had a cash balance of \$5,164.

Capital Projects Fund (40.1)

In 2009-10 and 2010-11, funds were received from the State Allocation Board and deposited into Fund (35.0) and then transferred to Fund (40.1). In 2009-10, 2010-11, and 2011-12 this fund was utilized to assist with the construction payments for the Roosevelt Middle School, Glendale High School, and other projects. This is the fund that was utilized for Measure S construction projects in 2011-12, as a bridge until G.O. bond funds became available. In 2012-13 \$4.4 million was transferred to the Measure S Fund for the Hoover Project, and in 2013-14 \$11.5 million was transferred to the Measure S Fund for general support. In 2015-16 \$0.65 million was transferred from the Developer Fees Fund (25.0) for Cloud Preschool Capital Projects and \$1.25 million from Unrestricted General Fund. In 2016-17 Proposition 39 funds was spent on energy efficiency projects in the District. In 2018-19, \$850,000 was transferred from the Developer Fee Fund (25.0) to Fund (40.1) for the Cloud Preschool Portables Project, and \$2.5 million was transferred from State Building Fund (35.0) to Fund (40.1) as a refund of ORG funds for Roosevelt ORG Project. In 2019-20, \$2.3 million was transferred to the Measure S Projects Fund (21.1) for GHS Pool Project. In 2019-20, \$500 thousand was transferred to this fund from the Developer Fee Fund (25.0) for the Cloud Preschool Portables Project. In 2020-21, \$735 thousand was transferred to the Measure S Projects Fund (21.1) for the GHS Chiller Replacement Project. As of October 31, 2020, the fund's cash balance is \$18,574,599.

Nutrition Service Capital Outlay Fund (40.2)

In prior years, the Nutrition Service Program has transferred monies into this fund for capital projects. As of October 31, 2020, the fund's cash balance is \$1,097,394.

Debt Service Fund (56.0)

The only revenue source in this fund is interest income. This fund was to be utilized to repay the Certificates of Participation (COPs). The annual payment was approximately \$1.3 million. Given Measure S paid off this loan, this reserve can now be utilized by the District for major "one-time" expenditures, i.e. new textbook adoptions. In 2015-16 and 2016-17 a solvency transfer of \$1.4 million and \$1.5 million, respectively, was utilized to continue funding the Common Core State Standards with curriculum development. In 2017-18, a transfer of \$1.2 million to the General Fund was made to support textbook adoption purchases. In 2018-19, a transfer of \$600,000 to the General Fund was made to support textbook adoption purchases. In 2019-20, a solvency transfer of \$4.5 million was utilized for textbook adoption. As of October 31, 2020, this fund has a current cash balance of \$6,914,080.

Self Insured Health Insurance (67.0)

The only revenues are the premiums for the dental and vision insurance plans that are offered to employees and interest earnings. The payroll system allocates the expense for the coverage to the

various programs in all the funds. Then an offsetting transfer is made to the revenue account in self-insured fund. In 2012-13, the District transferred from the ASCIP JPA to ASCIG JPA for dental insurance. Due to GUSD leaving the ASCIP JPA the District received an equity distribution from ASCIP of \$1.18 million. The cost of the claims and transfers to the third party administrator are the only expense in this fund. Additionally, for the 2017-18 school year, the District “carved-out” the pharmaceutical services from the incumbent healthcare provider and is now self-funded, based on the decision and recommendation of the District’s Benefits Committee. Pharmaceutical services are administered by MedImpact. Expenses and revenues of this program are allocated the same way as the vision and dental insurance plans. As of October 31, 2020, this fund had a cash balance of \$6,948,197.

Workers Compensation Fund (67.1)

This fund was established solely for the purpose of accounting for expenditures related to the workers compensation program. The ASCIP rate for “dollar one” coverage in 2020-21 is 1.693% of salaries.

The expenditures will include the payment to ASCIP for 2020-21 coverage, expenditures related to claims that occurred prior to 2005-06, consultant expenses for claims management, and other related expenses. As of October 31, 2020, the fund had a cash balance of \$3,418,641.

Early Retirement Benefits Fund (67.2)

This fund was established to set aside funds for the GASB 45 liability. In 2014-15 the calculated rate was 1.684%. However, to effectively transfer reserves from Fund (67.2) to the Unrestricted General Fund, the rate was lowered, resulting in a transfer of \$1.6 million in 2013-14 and \$2.4 million in 2014-15 of the fund reserves. The rates were decreased to 0.909% and 0.094%, respectively. In 2016-17, the rate is 1.298% with no decrease. In 2017-18 and 2018-19, the rate remained the same at 1.298%. In 2019-20, the rate of 1.357% was applied to payroll, and funds were used to pay premium costs. As of October 31, 2020, this fund had a cash balance of \$408,606.

McLennan Trust and Other Scholarships (73.0)

This fund’s primary source funding is interest earnings and an occasional donation for a scholarship. Typically, the scholarship donations are managed through the ASB accounts at the high schools. However, if there is a donation that is not directly linked to a school site, it may be deposited into this fund. The only expenditures out of this fund are for student scholarships. As of October 31, 2020, this fund had a cash balance of \$336,274.

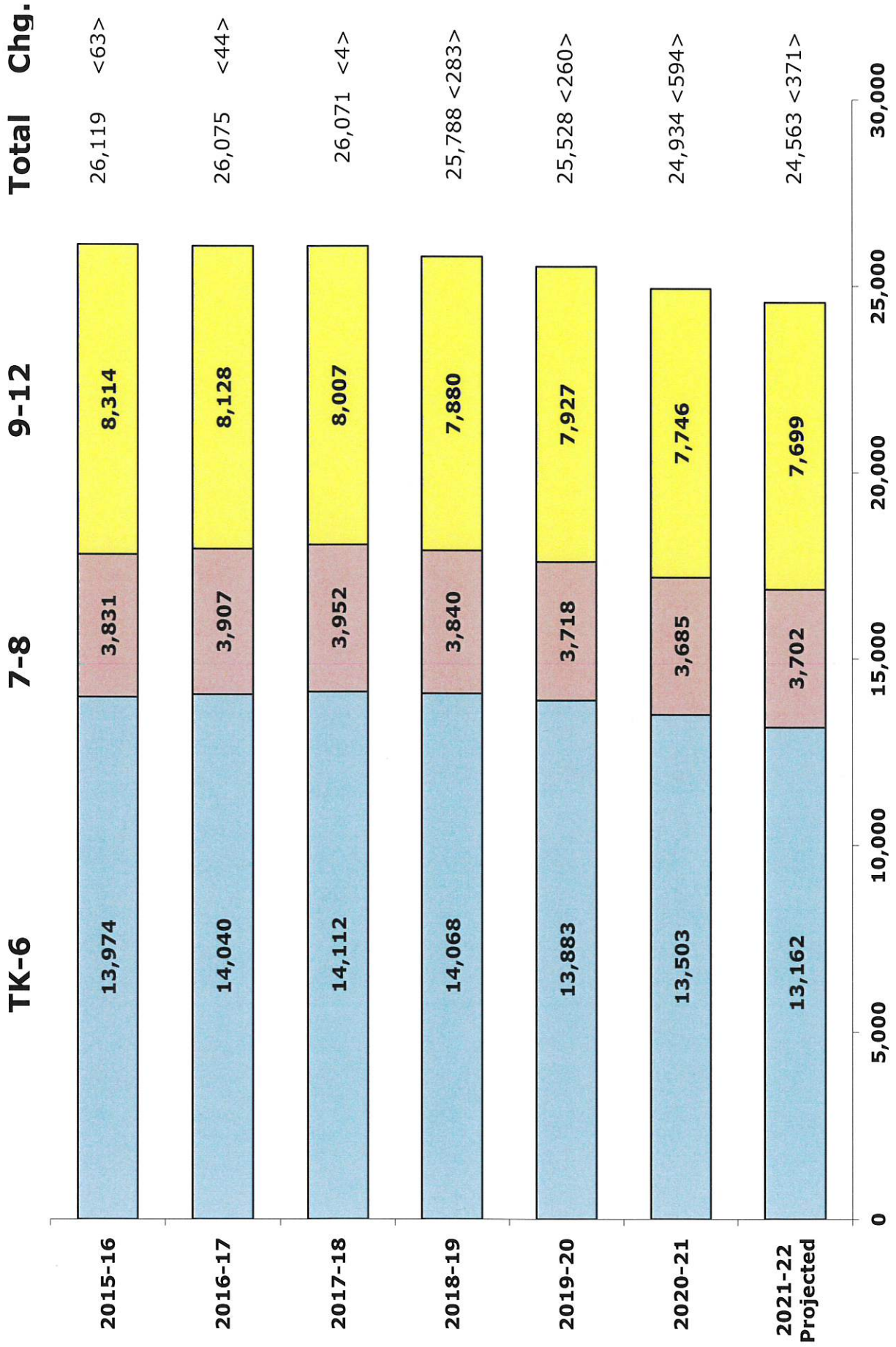
**2020-21 First Interim
Multi-Year Budget Assumptions 12/15/2020**

Attachment A

Category	2019-20	2020-21	2021-22	2022-23	2023-24
<u>Local Control Funding Formula</u>					
- Projected Net District LCFF Revenue Increase	\$5,120,328				
Adopted Budget 2020-21 (June 2020)		(\$20,663,661)	(\$1,800,307)	(\$46,916)	(\$407,311)
State Budget Adoption		(\$1,504,890)	(\$2,223,286)	(\$53,492)	(\$442,547)
First Interim		(\$2,239,831)	\$363,573	(\$8,551,221)	(\$174,312)
- Revenue Net Percentage Increase	3.25%	0.00%	0.00%	0.00%	0.00%
- Projected Increase In Funding Per ADA	\$303	-\$17	\$15	\$11	-\$5
- Total LCFF Funding Per ADA	\$9,622	\$9,605	\$9,620	\$9,631	\$9,626
- Factors Utilized In Revenue Calculations					
Unduplicated Percentage	54.69%				
Adopted Budget 2020-21 (June 2020)		54.35%	54.70%	54.92%	54.92%
State Budget Adoption		54.68%	54.70%	54.92%	54.92%
First Interim		53.30%	54.14%	54.85%	54.85%
Cost of Living Adjustment (COLA)	3.26%				
Adopted Budget 2020-21 (June 2020)		-7.92%	0.00%	0.00%	0.00%
State Budget Adoption		0.00%	0.00%	0.00%	0.00%
First Interim		0.00%	0.00%	0.00%	0.00%
Gap Funding	100.00%				
Adopted Budget 2020-21 (June 2020)		100.00%	100.00%	100.00%	100.00%
State Budget Adoption		100.00%	100.00%	100.00%	100.00%
First Interim		100.00%	100.00%	100.00%	100.00%
Revenue ADA (Funded, includes cnty ada)	24,899				
Adopted Budget 2020-21 (June 2020)		24,710	24,489	24,481	24,432
State Budget Adoption		24,723	24,489	24,481	24,432
First Interim		24,710	24,710	23,794	23,788
Enrollment	25,528				
Adopted Budget 2020-21 (June 2020)		25,282	25,273	25,223	25,139
State Budget Adoption		25,282	25,273	25,223	25,139
First Interim		24,934	24,563	24,557	24,553
Unduplicated Count - Enrollment	13,872				
Adopted Budget 2020-21 (June 2020)		13,872	13,872	13,872	13,872
State Budget Adoption		13,872	13,872	13,872	13,872
First Interim		12,873	13,872	13,872	13,872
<u>EMPLOYEE BENEFITS</u>					
- STRS Rates	17.100%	16.150%	16.000%	18.100%	18.100%
- PERS Rates	19.721%	20.700%	23.000%	26.300%	27.300%
- Workers Compensation	1.940%	1.693%	1.693%	1.693%	1.693%
- Retiree Benefits	1.357%	1.357%	1.357%	1.357%	1.357%
Utilizing Fund #67.1 Balance	---	---	---	---	---
- Health & Welfare Insurance Increase (District-wide)	\$420,000	\$2,482,948	\$2,482,948	\$2,482,948	\$2,482,948

Budget Adjustment Impact on Unrestricted General Fund Ending Balance						
2020-21 First Interim Adjustments						
12/15/2020						
Major Changes	2018-19	2019-20	2020-21	2021-22	2022-23	
Adopted Budget 2020-21 Ending Balance	\$ 43,834,842	\$ 37,985,689	\$ 17,835,601	\$ 16,905,101	\$ 22,543,337	
Adjustment For Unaudited Actual 2019-20 Ending Balance	\$ -	\$ 7,758,168	\$ 7,758,168	\$ 7,758,168	\$ 7,758,168	
Revised 2020-21 Ending Balance Reflecting Above Adjustment	\$ 43,834,842	\$ 45,743,857	\$ 25,593,769	\$ 24,663,269	\$ 30,301,505	
Initial Adjustments (After Governor Signed State Budget) --- (Part Of First Interim Adjustments)						
Revised LCFF Funding Variables (2020-21 -7.92% cola changed to 0% cola)	\$ -	\$ -	\$ 19,149,174	\$ 18,726,195	\$ 18,719,619	
Revised - 2020-21 Est. Decrease In SPED Funding By State Adopted Budget (\$645 to \$625 per ADA)	\$ -	\$ -	\$ (490,000)	\$ (490,000)	\$ (490,000)	
STRS Adjustment Resulting From State Budget Adoption	\$ -	\$ -	\$ -	\$ 128,071	\$ (388,055)	
PERS Adjustment Resulting From State Budget Adoption	\$ -	\$ -	\$ -	\$ (66,549)	\$ (294,492)	
Reversal Of Adopted Budget Fiscal Stabilization Plan Placeholders	\$ -	\$ -	\$ (13,046,400)	\$ (39,953,600)	\$ (53,000,000)	
"REVISED" 2021-22 Fiscal Stabilization Plan "Placeholder" (ongoing reductions)	\$ -	\$ -	\$ -	\$ 16,800,000	\$ 16,800,000	
"REVISED" 2022-23 Fiscal Stabilization Plan "Placeholder" (ongoing reductions)	\$ -	\$ -	\$ -	\$ -	\$ 12,800,000	
First Interim Adjustments (continued)						
2021-22 PROJECTED FISCAL STABILIZATION PLAN (AS OF 11/15/2020)						
Reversal Of 2021-22 Fiscal Stabilization Plan "Placeholder"	\$ -	\$ -	\$ -	\$ (16,800,000)	\$ (16,800,000)	
6.67% reduction in non-site department budgets (supply, services, conferences, etc.)	\$ -	\$ -	\$ -	\$ 3,000,000	\$ 3,000,000	
Reduce annual increase in projected H&W rates from +8% (May 2021); 1%=\$300,000)	\$ -	\$ -	\$ -	TBD	TBD	
Elementary Teacher FTE reduction due to declining enrollment (20/21 -2.3% & 21/22 -1.5%)	\$ -	\$ -	\$ -	\$ 3,000,000	\$ 3,000,000	
Middle School Teacher FTE reduction due to declining enrollment (20/21 -2.3% & 21/22 -1.5%)	\$ -	\$ -	\$ -	\$ 600,000	\$ 600,000	
High School Teacher FTE reduction due to declining enrollment (20/21 -2.3% & 21/22 -1.5%)	\$ -	\$ -	\$ -	\$ 400,000	\$ 400,000	
Adjust Classified Staffing due to delining enrollment from 2020-21 to 2021-22	\$ -	\$ -	\$ -	\$ 720,000	\$ 720,000	
Adjust Management Staffing due to delining enrollment from 2020-21 to 2021-22	\$ -	\$ -	\$ -	\$ 250,000	\$ 250,000	
Districtwide Negotiated Budget Savings -- 3 Furlough Days -- 21/22 & 22/23 only	\$ -	\$ -	\$ -	\$ 3,000,000	\$ 3,000,000	
Districtwide Negotiated Staffing Considerations--TK-3 from 24:1 to 26:1 in 21/22 & 22/23	\$ -	\$ -	\$ -	\$ 2,000,000	\$ 2,000,000	
2022-23 PROJECTED FISCAL STABILIZATION PLAN (AS OF 11/15/2020)						
Reversal Of 2022-23 Fiscal Stabilization Plan "Placeholder"	\$ -	\$ -	\$ -	\$ -	\$ (12,800,000)	
"REVISED" 2022-23 Fiscal Stabilization Plan "Placeholder"	\$ -	\$ -	\$ -	\$ -	\$ 20,000,000	
Revised LCFF Funding Variables --- Enrollment Decline & 2021-22 Hold Harmless	\$ -	\$ -	\$ (734,941)	\$ 1,851,918	\$ (6,645,811)	
Carry-Over From Prior Year	\$ -	\$ -	\$ (11,492,851)	\$ -	\$ -	
2019-20 Expenditures Transferred Retroactive To COVID-19 Funds	\$ -	\$ -	\$ 750,000	\$ -	\$ -	
2020-21 Expenditures Transferred To COVID-19 Funds (excluding PODs)	\$ -	\$ -	\$ 400,000	\$ -	\$ -	
2020-21 Expenditures Transferred TO COVID-19 POD Costs (primarily non-sub EA's impacteing Unrest. GF)	\$ -	\$ -	\$ 350,000	\$ -	\$ -	
STRS Adjustment	\$ -	\$ -	\$ -	\$ (102,457)	\$ 388,055	
PERS Adjustment	\$ -	\$ -	\$ -	\$ (85)	\$ (23,878)	
2020-21 Estimated "One-Time" Projected Unassigned Salary Savings	\$ -	\$ -	\$ 2,000,000	\$ -	\$ -	
2020-21 Estimated "One-Time" Projected Utilities/Transportation/Teacher Subs/Travel & Conference	\$ -	\$ -	\$ 3,150,000	\$ -	\$ -	
Special Education Disproportionality Program Costs	\$ -	\$ -	\$ (350,000)	\$ (350,000)	\$ (350,000)	
Misc. Adjustments	\$ -	\$ -	\$ 151,669	\$ -	\$ -	
2020-21 Estimated RRM Contribution Increase (primarily due to covid expenditure increases)	\$ -	\$ -	\$ (735,000)	\$ -	\$ -	
Current Year Impact	\$ -	\$ -	\$ (898,349)	\$ (7,286,507)	\$ (9,114,562)	
Cumulative Impact to Ending Balance	\$ -	\$ -	\$ (898,349)	\$ (8,184,856)	\$ (17,299,418)	
Adjusted Ending Balance Projection	\$ 43,834,842	\$ 45,743,857	\$ 24,695,420	\$ 16,478,413	\$ 13,002,087	
Assigned and Restricted Balances:						
Revolving Cash	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	
Stores	\$ 39,272	\$ 140,012	\$ 140,012	\$ 140,012	\$ 140,012	
Prepaid Expenditures	\$ 17,500	\$ -	\$ -	\$ -	\$ -	
3% Mandated Reserve for Economic Uncertainties	\$ 9,475,059	\$ 9,665,367	\$ 10,281,101	\$ 9,090,283	\$ 8,690,168	
Reserve For Future LACOE System Charges	\$ 840,000	\$ 560,000	\$ 280,000	\$ -	\$ -	
Reserve for 2019-20 Carry-Overs & MAA	\$ 8,582,176	\$ 14,806,715	\$ 4,065,715	\$ 4,065,715	\$ 4,065,715	
Reserve For Projected Future Year 2020-21 Carry-over	\$ -	\$ -	\$ -	\$ -	\$ -	
Reserve for One-Time 2017-18 Discretionary Funding Carry-Over	\$ 1,712,663	\$ 751,851	\$ -	\$ -	\$ -	
Reserve for 2018-19 FASO Wall Costs	\$ 154,724	\$ -	\$ -	\$ -	\$ -	
Unassigned Balance	\$ 22,943,448	\$ 19,749,912	\$ 9,858,592	\$ 3,112,403	\$ 36,192	

Historical Enrollment (CALPADS Data)



**GLENDALE UNIFIED SCHOOL DISTRICT
CALPADS BASED ENROLLMENT HISTORY**

ATTACHMENT D

TOTAL ENROLLMENT BY GRADE LEVEL

GRADE	2009-10 Actual Enrollment	2010-11 Actual Enrollment	2011-12 Actual Enrollment	2012-13 Actual Enrollment	2014-15 Actual Enrollment	2015-16 Actual Enrollment	2016-17 Actual Enrollment	2017-18 Actual Enrollment	2018-19 Actual Enrollment	2019-20 Actual Enrollment	2020-21 Actual Enrollment	2021-22 Standard Progression	2021-22 Hist. Trend Projections	2022-23 Hist. Trend Projections	2023-24 Hist. Trend Projections	2024-25 Hist. Trend Projections
TK	---	---	---	90	313	317	305	330	307	300	246	246	246	247	248	249
K	1,631	1,749	1,764	1,798	1,778	1,916	1,922	1,882	1,866	1,815	1,629	1,629	1,629	1,656	1,687	1,712
1	1,648	1,774	1,869	1,837	1,867	1,874	1,944	1,980	1,970	1,922	1,832	1,629	1,629	1,656	1,687	1,712
2	1,735	1,671	1,811	1,899	1,926	1,891	1,884	1,975	1,962	1,961	1,871	1,832	1,779	1,621	1,656	1,679
3	1,658	1,754	1,723	1,917	1,830	1,883	1,937	1,898	1,970	1,934	1,933	1,871	1,851	1,791	1,628	1,656
Gr TK-3 Total	6,672	6,948	7,167	7,454	7,767	7,935	7,953	8,084	8,075	7,932	7,511	7,207	7,134	6,971	6,906	7,008
4	1,791	1,682	1,782	1,752	1,980	1,870	1,977	1,910	1,906	1,955	1,901	1,933	1,881	1,828	1,772	1,598
5	1,795	1,850	1,720	1,813	1,913	1,969	1,877	1,988	1,891	1,901	1,916	1,901	1,897	1,906	1,859	1,796
6	1,958	1,877	1,943	1,762	1,805	1,941	1,976	1,876	1,944	1,849	1,876	1,916	1,951	1,952	1,961	1,907
Gr 4-6 Total	5,544	5,409	5,445	5,327	5,698	5,780	5,830	5,774	5,741	5,705	5,693	5,750	5,729	5,686	5,592	5,301
TOTAL ELEMENTARY	12,216	12,357	12,612	12,781	13,465	13,715	13,783	13,858	13,816	13,637	13,204	12,957	12,863	12,657	12,498	12,309
7	2,123	2,022	1,896	1,920	1,846	1,820	1,921	1,929	1,820	1,827	1,751	1,877	1,832	1,940	1,943	1,950
8	2,085	2,136	2,063	1,922	1,811	1,869	1,855	1,929	1,928	1,799	1,825	1,751	1,761	1,873	1,988	1,984
Gr 7-8 Total	4,208	4,158	3,959	3,842	3,657	3,689	3,776	3,858	3,748	3,626	3,576	3,628	3,593	3,813	3,931	3,934
TOTAL K-8	16,424	16,515	16,571	16,623	17,122	17,404	17,559	17,716	17,564	17,263	16,780	16,585	16,456	16,470	16,429	16,243
9	2,282	2,167	2,168	2,090	1,987	1,886	1,933	1,878	1,894	1,898	1,772	1,825	1,750	1,719	1,833	1,939
10	2,246	2,317	2,180	2,187	1,953	1,984	1,876	1,930	1,879	1,865	1,855	1,772	1,765	1,770	1,742	1,852
11	2,218	2,168	2,202	2,096	1,976	1,883	1,892	1,822	1,843	1,820	1,796	1,855	1,832	1,772	1,780	1,746
12	2,269	2,123	2,082	2,117	2,021	1,897	1,842	1,830	1,715	1,746	1,759	1,796	1,788	1,854	1,797	1,799
Gr 9-12 Total	9,015	8,775	8,632	8,490	7,937	7,650	7,543	7,460	7,331	7,329	7,182	7,248	7,135	7,115	7,152	7,336
<i>Continuation Programs</i>	426	401	358	355	335	305	301	273	273	296	286	286	286	286	286	286
TOTAL SECONDARY	13,649	13,334	12,949	12,687	11,929	11,644	11,620	11,591	11,352	11,251	11,044	11,162	11,014	11,214	11,369	11,556
Elem and Sec. Subtotal	25,865	25,691	25,561	25,468	25,394	25,359	25,403	25,449	25,168	24,888	24,248	24,119	23,877	23,871	23,867	23,865
<i>Special Education</i>	794	702	689	726	788	760	672	622	620	640	686	686	686	686	686	686
DISTRICT TOTAL	26,659	26,393	26,250	26,194	26,182	26,119	26,075	26,071	25,788	25,528	24,934	24,805	24,563	24,557	24,553	24,551
Increase/Decrease	-85	-266	-143	-56	98	-63	-44	-4	-283	-260	-594	-129	-371	-6	-4	-2
Percent	-0.32%	-1.00%	-0.54%	-0.21%	0.38%	-0.24%	-0.17%	-0.02%	-1.09%	-1.01%	-2.33%	-0.52%	-1.49%	-0.02%	-0.02%	-0.01%

City of Glendale Population and Housing Trends	
Population *	--- 191,719 192,916 194,119 197,010 199,953 200,889 201,705 205,536 --- --- --- --- --- --- ---
Housing Units *	--- 76,269 76,355 76,360 76,815 77,782 78,256 78,726 80,176 --- --- --- --- --- --- ---
Vacancy Rate *	--- 5.2% 5.0% 5.0% 4.9% 4.9% 4.9% 5.1% 5.1% --- --- --- --- --- --- ---
* Source is City of Glendale	

GLENDALE UNIFIED SCHOOL DISTRICT 2021-22 Fiscal Stabilization Plan \$12,000,000+ (Year 1 of multi-year plan to address total estimated ongoing deficit of up to \$30m)		
Dept	Program	Est. Savings/Rev
1. LCFF Funding	Increased revenue from Prop 15 (11/3/20 ballot; est revenue would start 2022-23)	\$ 0
2. LCFF Funding	2021-22 LCFF above current COLA projection of 0%; 1% = \$2.2m (Governor's January Proposal)	\$ 0
3. State/Federal	One-time funding that can be used to offset reductions	\$ 0
4. Other Sources	One-time and/or ongoing funding that can be used to offset reductions	\$ 0
5. Non-personnel	6.67% reduction in all non-site department budgets – supplies, consulting services, conferences, etc.	\$ 3,000,000
6. Benefits budget	Reduce annual increase in projected H&W rates from +8% (May 2021); 1% = \$300,000	\$ 0
7. Elementary	Adjust Teaching FTE by approx. 30 due to enrollment: 2020-21 (-2.3%) and est. for 2021-22 (-1.5%)	\$ 3,000,000
8. Middle School	Adjust Teaching FTE by approx. 3 due to enrollment: 2020-21 (-2.3%) and est. for 2021-22 (-1.5%)	\$ 300,000
9. High School	Adjust Teaching FTE by approx. 2 due to enrollment: 2020-21 (-2.3%) and est. for 2021-22 (-1.5%)	\$ 200,000
10. Classified	Adjust Classified staffing due to declining enrollment from 2020-21 and est. for 2021-22	\$ 720,000
11. Management	Adjust Management staffing due to declining enrollment from 2020-21 and est. for 2021-22	\$ 250,000
12. Districtwide	TBD – Negotiated budget savings and staffing considerations	\$ 5,000,000
13.		\$ 0
14.		\$ 0
15.		\$ 0
	AS OF 12/15/20	\$ 0
	Total Needed = \$12,000,000+	Current Total = \$ 12,470,000

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 15, 2020 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

_____ QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

_____ NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Craig Larimer Telephone: (818)241-3111 ext. 1349
Title: Financial Analyst E-mail: CLarimer@gusd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2019-20) annual payment?	X	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		X
		• Certificated? (Section S8A, Line 1b)		X
		• Classified? (Section S8B, Line 1b)		X
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	237,346,968.00	0.15%	237,710,541.00	-3.60%	229,159,320.00
2. Federal Revenues	8100-8299	200,000.00	0.00%	200,000.00	0.00%	200,000.00
3. Other State Revenues	8300-8599	4,988,436.00	-0.04%	4,986,641.00	-0.15%	4,979,076.00
4. Other Local Revenues	8600-8799	4,140,651.00	-0.82%	4,106,791.00	0.00%	4,106,791.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(41,547,720.00)	0.50%	(41,753,818.00)	0.00%	(41,753,818.00)
6. Total (Sum lines A1 thru A5c)		205,128,335.00	0.06%	205,250,155.00	-4.17%	196,691,369.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				106,268,819.00		102,688,350.00
b. Step & Column Adjustment				1,100,000.00		1,100,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,680,469.00)		(1,059,103.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	106,268,819.00	-3.37%	102,688,350.00	0.04%	102,729,247.00
2. Classified Salaries						
a. Base Salaries				28,055,691.00		27,670,718.00
b. Step & Column Adjustment				180,000.00		180,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(564,973.00)		(180,000.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	28,055,691.00	-1.37%	27,670,718.00	0.00%	27,670,718.00
3. Employee Benefits	3000-3999	61,868,118.00	2.54%	63,437,022.00	10.08%	69,828,881.00
4. Books and Supplies	4000-4999	12,861,060.00	-77.60%	2,880,386.00	-0.30%	2,871,720.00
5. Services and Other Operating Expenditures	5000-5999	16,893,645.00	-1.27%	16,679,895.00	1.66%	16,956,338.00
6. Capital Outlay	6000-6999	1,214,120.00	-18.56%	988,834.00	0.00%	988,868.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	220,000.00	0.00%	220,000.00	0.00%	220,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,204,682.00)	-8.85%	(1,098,042.00)	0.00%	(1,098,077.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		(20,000,000.00)
11. Total (Sum lines B1 thru B10)		226,176,771.00	-5.62%	213,467,163.00	-6.23%	200,167,695.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(21,048,436.00)		(8,217,008.00)		(3,476,326.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		45,743,857.02		24,695,421.02		16,478,413.02
2. Ending Fund Balance (Sum lines C and D1)		24,695,421.02		16,478,413.02		13,002,087.02
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	210,012.00		210,012.00		210,012.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	4,345,715.00		4,065,715.00		4,065,715.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	10,281,101.00		9,090,283.00		8,690,168.00
2. Unassigned/Unappropriated	9790	9,858,593.02		3,112,403.02		36,192.02
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		24,695,421.02		16,478,413.02		13,002,087.02

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	10,281,101.00		9,090,283.00		8,690,168.00
c. Unassigned/Unappropriated	9790	9,858,593.02		3,112,403.02		36,192.02
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		20,139,694.02		12,202,686.02		8,726,360.02

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

A1 is based on the State Budget factors for LCFF; B1d reflects projected salary savings, enrollment changes, retiree savings, attrition savings, cost of SPED disproportionality. 2020-21 reflects carry-over, out years do not. B2d reflects projected salary savings and BIA/EALS staff increases. 2021-22 salaries, benes, supplies, services reflect solvency plan reductions that have been reviewed by the Board of Education. 2022-23 reflects a \$20 million solvency placeholder. STRS, PERS, HW reflect increases in all years.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCPF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	35,106,634.00	-60.69%	13,800,058.00	-0.07%	13,790,716.00
3. Other State Revenues	8300-8599	25,900,522.00	-18.28%	21,165,096.00	-0.15%	21,134,317.00
4. Other Local Revenues	8600-8799	13,486,064.00	-4.89%	12,826,574.00	0.00%	12,826,574.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	41,547,720.00	0.50%	41,753,818.00	0.00%	41,753,818.00
6. Total (Sum lines A1 thru A5c)		116,040,940.00	-22.83%	89,545,546.00	-0.04%	89,505,425.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				29,481,465.00		25,976,102.00
b. Step & Column Adjustment				250,000.00		250,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(3,755,363.00)		(263,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	29,481,465.00	-11.89%	25,976,102.00	-0.05%	25,963,102.00
2. Classified Salaries						
a. Base Salaries				22,179,936.00		17,550,222.00
b. Step & Column Adjustment				150,000.00		150,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,779,714.00)		(157,057.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	22,179,936.00	-20.87%	17,550,222.00	-0.04%	17,543,165.00
3. Employee Benefits	3000-3999	22,186,499.00	-10.23%	19,916,769.00	-0.05%	19,907,610.00
4. Books and Supplies	4000-4999	17,791,592.00	-74.76%	4,491,333.00	0.00%	4,491,387.00
5. Services and Other Operating Expenditures	5000-5999	19,110,638.00	-14.91%	16,261,388.00	-0.05%	16,252,869.00
6. Capital Outlay	6000-6999	381,997.00	-85.23%	56,405.00	-0.03%	56,389.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	788,000.00	-0.01%	787,895.00	-0.05%	787,517.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	763,682.00	-13.96%	657,042.00	0.01%	657,077.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	3,842,773.00	0.06%	3,845,097.00	0.01%	3,845,447.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		116,526,582.00	-23.16%	89,542,253.00	-0.04%	89,504,563.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(485,642.00)		3,293.00		862.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		9,297,918.23		8,812,276.23		8,815,569.23
2. Ending Fund Balance (Sum lines C and D1)		8,812,276.23		8,815,569.23		8,816,431.23
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	8,812,276.23		8,815,569.23		8,816,431.23
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,812,276.23		8,815,569.23		8,816,431.23

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. B-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d and B2d reflect attrition. 2020-21 reflects carry-overs, out years do not. 2020-21 reflects ESSR, GEER, GENFND AND CR CARES grant ontime COVID relief funds.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	237,346,968.00	0.15%	237,710,541.00	-3.60%	229,159,320.00
2. Federal Revenues	8100-8299	35,306,634.00	-60.35%	14,000,058.00	-0.07%	13,990,716.00
3. Other State Revenues	8300-8599	30,888,958.00	-15.34%	26,151,737.00	-0.15%	26,113,393.00
4. Other Local Revenues	8600-8799	17,626,715.00	-3.93%	16,933,365.00	0.00%	16,933,365.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		321,169,275.00	-8.21%	294,795,701.00	-2.92%	286,196,794.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				135,750,284.00		128,664,452.00
b. Step & Column Adjustment				1,350,000.00		1,350,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(8,435,832.00)		(1,322,103.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	135,750,284.00	-5.22%	128,664,452.00	0.02%	128,692,349.00
2. Classified Salaries						
a. Base Salaries				50,235,627.00		45,220,940.00
b. Step & Column Adjustment				330,000.00		330,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(5,344,687.00)		(337,057.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	50,235,627.00	-9.98%	45,220,940.00	-0.02%	45,213,883.00
3. Employee Benefits	3000-3999	84,054,617.00	-0.83%	83,353,791.00	7.66%	89,736,491.00
4. Books and Supplies	4000-4999	30,652,652.00	-75.95%	7,371,719.00	-0.12%	7,363,107.00
5. Services and Other Operating Expenditures	5000-5999	36,004,283.00	-8.51%	32,941,283.00	0.81%	33,209,207.00
6. Capital Outlay	6000-6999	1,596,117.00	-34.51%	1,045,239.00	0.00%	1,045,257.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,008,000.00	-0.01%	1,007,895.00	-0.04%	1,007,517.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(441,000.00)	0.00%	(441,000.00)	0.00%	(441,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	3,842,773.00	0.06%	3,845,097.00	0.01%	3,845,447.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		(20,000,000.00)
11. Total (Sum lines B1 thru B10)		342,703,353.00	-11.58%	303,009,416.00	-4.40%	289,672,258.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(21,534,078.00)		(8,213,715.00)		(3,475,464.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		55,041,775.25		33,507,697.25		25,293,982.25
2. Ending Fund Balance (Sum lines C and D1)		33,507,697.25		25,293,982.25		21,818,518.25
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	210,012.00		210,012.00		210,012.00
b. Restricted	9740	8,812,276.23		8,815,569.23		8,816,431.23
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	4,345,715.00		4,065,715.00		4,065,715.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	10,281,101.00		9,090,283.00		8,690,168.00
2. Unassigned/Unappropriated	9790	9,858,593.02		3,112,403.02		36,192.02
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		33,507,697.25		25,293,982.25		21,818,518.25

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	10,281,101.00		9,090,283.00		8,690,168.00
c. Unassigned/Unappropriated	9790	9,858,593.02		3,112,403.02		36,192.02
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		20,139,694.02		12,202,686.02		8,726,360.02
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.88%		4.03%		3.01%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? <u>Yes</u>						
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s): <u>Foothill SELPA</u>						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		5,720,861.00		5,720,861.00		5,720,861.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		24,135.00		23,776.00		23,770.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		342,703,353.00		303,009,416.00		289,672,258.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		342,703,353.00		303,009,416.00		289,672,258.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		10,281,100.59		9,090,282.48		8,690,167.74
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		10,281,100.59		9,090,282.48		8,690,167.74
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	218,932,735.00	238,081,909.00	43,771,103.17	237,846,968.00	(734,941.00)	-0.3%
2) Federal Revenue		8100-8299	200,000.00	200,000.00	161,947.20	200,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,987,876.00	4,988,436.00	(89,411.78)	4,988,436.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,106,791.00	4,140,651.00	680,533.70	4,140,651.00	0.00	0.0%
5) TOTAL, REVENUES			228,227,402.00	247,410,996.00	44,524,172.29	246,676,055.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	107,472,228.00	108,628,595.00	19,253,457.52	106,268,819.00	2,359,776.00	2.2%
2) Classified Salaries		2000-2999	28,058,807.00	28,321,952.00	5,680,535.64	28,055,691.00	266,261.00	0.9%
3) Employee Benefits		3000-3999	62,407,982.00	62,392,083.00	8,592,761.26	61,868,118.00	523,965.00	0.8%
4) Books and Supplies		4000-4999	4,381,946.00	12,861,060.00	4,618,117.74	12,861,060.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	17,916,616.00	19,186,318.00	6,359,404.65	16,893,645.00	2,292,673.00	11.9%
6) Capital Outlay		6000-6999	988,969.00	1,214,120.00	18,322.48	1,214,120.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	220,000.00	220,000.00	92,232.00	220,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,097,355.00)	(1,097,355.00)	0.00	(1,204,682.00)	107,327.00	-9.8%
9) TOTAL, EXPENDITURES			220,349,191.00	231,726,773.00	44,614,831.29	226,176,771.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,878,211.00	15,684,223.00	(90,659.00)	20,499,284.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	13,046,399.95	(0.05)	0.00	0.00	0.05	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(41,074,698.86)	(41,562,719.86)	732,724.64	(41,547,720.00)	14,999.86	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(28,028,298.91)	(41,562,719.91)	732,724.64	(41,547,720.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(20,150,087.91)	(25,878,496.91)	642,065.64	(21,048,436.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	45,743,857.02	45,743,857.02		45,743,857.02	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,743,857.02	45,743,857.02		45,743,857.02		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,743,857.02	45,743,857.02		45,743,857.02		
2) Ending Balance, June 30 (E + F1e)			25,593,769.11	19,865,360.11		24,695,421.02		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	70,000.00	70,000.00		70,000.00		
Stores		9712	140,012.00	140,012.00		140,012.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	15,838,568.00	4,345,715.00		4,345,715.00		
Reserve for LACOE System	0000	9780	280,000.00					
Assigned Regular Carry-Overs	0000	9780	8,890,688.00					
Assigned MAA	0000	9780	3,995,715.00					
LCAP Carry-Over (excl. 01000.0)	0000	9780	1,920,312.00					
One Time Discretionary from 17/18	0000	9780	751,851.00					
Reserve for LACOE System	0000	9780		280,000.00				
Assigned Regular Carry-Overs	0000	9780		70,000.00				
Assigned MAA	0000	9780		3,995,715.00				
Reserve for LACOE System	0000	9780				280,000.00		
Assigned Regular Carry-Overs	0000	9780				70,000.00		
Assigned MAA	0000	9780				3,995,715.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	9,296,660.00	9,929,408.00		10,281,101.00		
Unassigned/Unappropriated Amount		9790	248,531.11	5,380,225.11		9,858,593.02		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LGFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,899,882.00	4,899,882.00	3,675,410.48	4,899,882.00	0.00	0.0%
3) Other State Revenue		8300-8599	820,979.00	820,979.00	0.00	820,979.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL REVENUES			5,720,861.00	5,720,861.00	3,675,410.48	5,720,861.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	5,720,861.00	5,720,861.00	3,675,410.48	5,720,861.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			5,720,861.00	5,720,861.00	3,675,410.48	5,720,861.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	0.00	0.00	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.00	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	869,402.00	869,402.00	0.00	869,402.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,946,904.00	2,946,904.00	889,599.00	2,946,904.00	0.00	0.0%
4) Other Local Revenue		8600-8799	330,045.00	330,045.00	0.00	330,045.00	0.00	0.0%
5) TOTAL, REVENUES			4,146,351.00	4,146,351.00	889,599.00	4,146,351.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	1,924,919.00	1,924,919.00	392,047.20	1,924,919.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,193,604.00	1,193,604.00	139,370.82	1,193,604.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,490,813.00	1,490,813.00	191,591.73	1,490,813.00	0.00	0.0%
4) Books and Supplies		4000-4999	153,305.00	153,305.00	4,979.87	153,305.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	131,483.00	131,483.00	20,754.95	131,483.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	111,000.00	111,000.00	0.00	111,000.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,005,124.00	5,005,124.00	749,744.57	5,005,124.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(858,773.00)	(858,773.00)	140,854.43	(858,773.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	858,773.00	858,773.00	0.00	858,773.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			858,773.00	858,773.00	0.00	858,773.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	140,854.43	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	327,091.63	327,091.63		327,091.63	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			327,091.63	327,091.63		327,091.63		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			327,091.63	327,091.63		327,091.63		
2) Ending Balance, June 30 (E + F1e)			327,091.63	327,091.63		327,091.63		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			295,081.81	295,081.81		295,081.81		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	32,009.82	32,009.82		32,009.82		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,850,000.00	6,850,000.00	655,501.02	6,850,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	800,000.00	800,000.00	54,723.88	800,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,189,900.00	2,189,900.00	1,159.10	2,189,900.00	0.00	0.0%
5) TOTAL REVENUES			9,619,900.00	9,619,900.00	711,384.10	9,619,900.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,471,504.00	3,471,504.00	503,102.22	3,471,504.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,999,604.00	1,999,604.00	222,759.88	1,999,604.00	0.00	0.0%
4) Books and Supplies		4000-4999	3,951,680.00	3,951,680.00	338,331.81	3,951,680.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	286,650.00	286,650.00	108,722.77	286,650.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	29,210.26	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	330,000.00	330,000.00	0.00	330,000.00	0.00	0.0%
9) TOTAL EXPENDITURES			10,039,418.00	10,039,418.00	1,198,127.04	10,039,418.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(419,518.00)	(419,518.00)	(486,742.94)	(419,518.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(419,518.00)	(419,518.00)	(486,742.94)	(419,518.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,274,368.97	2,274,368.97		2,274,368.97	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,274,368.97	2,274,368.97		2,274,368.97		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,274,368.97	2,274,368.97		2,274,368.97		
2) Ending Balance, June 30 (E + F1e)			1,854,850.97	1,854,850.97		1,854,850.97		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	700.00	700.00		700.00		
Stores		9712	128,537.20	128,537.20		128,537.20		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			673,755.82	673,755.82		673,755.82		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,051,857.95	1,051,857.95		1,051,857.95		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LGFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	90,000.00	90,000.00	0.00	90,000.00	0.00	0.0%
5) TOTAL REVENUES			90,000.00	90,000.00	0.00	90,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			90,000.00	90,000.00	0.00	90,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			90,000.00	90,000.00	0.00	90,000.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,406,760.86	5,406,760.86		5,406,760.86	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,406,760.86	5,406,760.86		5,406,760.86		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,406,760.86	5,406,760.86		5,406,760.86		
2) Ending Balance, June 30 (E + F1e)			5,496,760.86	5,496,760.86		5,496,760.86		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	5,496,760.86	5,496,760.86		5,496,760.86		
d) Assigned								
Other Assignments		9760	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LOFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	900,000.00	900,000.00	9,421.06	900,000.00	0.00	0.0%
5) TOTAL REVENUES			900,000.00	900,000.00	9,421.06	900,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,184,582.00	1,184,582.00	289,058.79	1,184,582.00	0.00	0.0%
3) Employee Benefits		3000-3999	589,727.00	589,727.00	118,139.14	589,727.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	4,275.94	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	(32,108.14)	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	23,502,049.00	24,237,049.00	5,392,611.75	24,237,049.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			25,276,358.00	26,011,358.00	5,709,977.48	26,011,358.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(24,376,358.00)	(25,111,358.00)	(5,700,556.42)	(25,111,358.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	735,000.00	735,000.00	735,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	218,954.00	216,953.91	216,954.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	37,790,000.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	518,046.00	38,308,046.09	518,046.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(24,376,358.00)	(24,593,312.00)	32,607,489.67	(24,593,312.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	63,081,189.99	63,081,189.99		63,081,189.99	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			63,081,189.99	63,081,189.99		63,081,189.99		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,081,189.99	63,081,189.99		63,081,189.99		
2) Ending Balance, June 30 (E + F1e)			38,704,831.99	38,487,877.99		38,487,877.99		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance			18,105,412.23	17,888,458.23		17,888,458.23		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	20,599,419.76	20,599,419.76		20,599,419.76		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCOFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,100,000.00	1,100,000.00	8,278.92	1,100,000.00	0.00	0.0%
5) TOTAL REVENUES			1,100,000.00	1,100,000.00	8,278.92	1,100,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	35,830.00	35,830.00	8,857.32	35,830.00	0.00	0.0%
3) Employee Benefits		3000-3999	21,182.00	21,182.00	3,826.96	21,182.00	0.00	0.0%
4) Books and Supplies		4000-4999	500.00	500.00	0.00	500.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	363,000.00	363,000.00	0.00	363,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	100,000.00	1,426,470.00	425,853.36	1,426,470.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			520,512.00	1,846,982.00	438,337.64	1,846,982.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			579,488.00	(746,982.00)	(430,059.72)	(746,982.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			579,488.00	(746,992.00)	(430,056.72)	(746,992.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	10,603,574.97	10,603,574.97		10,603,574.97	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,603,574.97	10,603,574.97		10,603,574.97		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,603,574.97	10,603,574.97		10,603,574.97		
2) Ending Balance, June 30 (E + F1e)			11,183,062.97	9,856,592.97		9,856,592.97		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	1,954,519.39	1,954,519.39		1,954,519.39		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	9,228,543.58	7,902,073.58		7,902,073.58		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFE Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.00	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES. (A5 - B9)			0.00	0.00	0.00	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.00	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,177.21	5,177.21		5,177.21	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,177.21	5,177.21		5,177.21		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,177.21	5,177.21		5,177.21		
2) Ending Balance, June 30 (E + F1e)			5,177.21	5,177.21		5,177.21		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed								
Stabilization Arrangements		9760	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	5,177.21	5,177.21		5,177.21		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		9010-9099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	130,504.81	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	705,612.00	705,612.00	25,496.50	705,612.00	0.00	0.0%
5) TOTAL, REVENUES			705,612.00	705,612.00	156,001.31	705,612.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	(34.92)	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	719,500.00	719,500.00	0.00	719,500.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	429,481.00	429,481.00	(363,509.24)	429,481.00	0.00	0.0%
6) Capital Outlay		6000-6999	6,694,000.00	6,694,000.00	100,617.04	6,694,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,317,113.00	1,317,113.00	662,063.13	1,317,113.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,160,094.00	9,160,094.00	399,135.01	9,160,094.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,454,482.00)	(8,454,482.00)	(243,134.70)	(8,454,482.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	2,984,000.00	3,200,954.00	218,953.91	3,200,954.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	735,000.00	735,000.00	735,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,984,000.00	2,465,954.00	(518,046.09)	2,465,954.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,470,482.00)	(5,988,528.00)	(761,180.79)	(5,988,528.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	20,034,452.08	20,034,452.08		20,034,452.08	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,034,452.08	20,034,452.08		20,034,452.08		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,034,452.08	20,034,452.08		20,034,452.08		
2) Ending Balance, June 30 (E + F1e)			14,563,970.08	14,045,924.08		14,045,924.08		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	2,621,121.16	2,838,075.16		2,838,075.16		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	11,942,848.92	11,207,848.92		11,207,848.92		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	17,062,365.00	17,062,365.00	0.00	17,062,365.00	0.00	0.0%
5) TOTAL REVENUES			17,062,365.00	17,062,365.00	0.00	17,062,365.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	19,040,456.00	19,040,456.00	0.00	19,040,456.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			19,040,456.00	19,040,456.00	0.00	19,040,456.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,978,091.00)	(1,978,091.00)	0.00	(1,978,091.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8989	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,978,091.00)	(1,978,091.00)	0.00	(1,978,091.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	16,873,771.00	16,873,771.00		16,873,771.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,873,771.00	16,873,771.00		16,873,771.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,873,771.00	16,873,771.00		16,873,771.00		
2) Ending Balance, June 30 (E + F1e)			14,895,680.00	14,895,680.00		14,895,680.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	14,895,680.00	14,895,680.00		14,895,680.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	150,000.00	150,000.00	0.00	150,000.00	0.00	0.0%
5) TOTAL REVENUES			150,000.00	150,000.00	0.00	150,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			150,000.00	150,000.00	0.00	150,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			150,000.00	150,000.00	0.00	150,000.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	91,982,128.92	91,982,128.92		91,982,128.92	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			91,982,128.92	91,982,128.92		91,982,128.92		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			91,982,128.92	91,982,128.92		91,982,128.92		
2) Ending Balance, June 30 (E + F1e)			92,132,128.92	92,132,128.92		92,132,128.92		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	92,132,128.92	92,132,128.92		92,132,128.92		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9769	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,067,272.00	15,647,453.00	2,595,007.73	15,647,453.00	0.00	0.0%
5) TOTAL, REVENUES			15,067,272.00	15,647,453.00	2,595,007.73	15,647,453.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	10,000.00	10,000.00	1,089.27	10,000.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	14,988,272.00	14,968,272.00	4,932,172.61	14,988,272.00	0.00	0.0%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			14,978,272.00	14,978,272.00	4,933,261.88	14,978,272.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			89,000.00	669,181.00	(2,338,254.15)	669,181.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			89,000.00	669,181.00	(2,338,254.15)	669,181.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	11,345,150.63	11,345,150.63		11,345,150.63	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,345,150.63	11,345,150.63		11,345,150.63		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			11,345,150.63	11,345,150.63		11,345,150.63		
2) Ending Net Position, June 30 (E + F1e)			11,434,150.63	12,014,331.63		12,014,331.63		
Components of Ending Net Position								
a) Net Investment In Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position			11,434,150.63	12,014,331.63		12,014,331.63		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LOFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,600.00	9,600.00	0.00	9,600.00	0.00	0.0%
5) TOTAL REVENUES			9,600.00	9,600.00	0.00	9,600.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENSES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,600.00	9,600.00	0.00	9,600.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	9,600.00	9,600.00	0.00	9,600.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(9,600.00)	(9,600.00)	0.00	(9,600.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	0.00	0.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	334,805.71	334,805.71		334,805.71	0.00	0.0%
b) Audt Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			334,805.71	334,805.71		334,805.71		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			334,805.71	334,805.71		334,805.71		
2) Ending Net Position, June 30 (E + F1e)			334,805.71	334,805.71		334,805.71		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	331,821.24	331,821.24		331,821.24		
c) Unrestricted Net Position		9790	2,984.47	2,984.47		2,984.47		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2020-21)				
District Regular	24,692.00	24,692.00		
Charter School		0.00		
Total ADA	24,692.00	24,692.00	0.0%	Met
1st Subsequent Year (2021-22)				
District Regular	24,471.00	24,692.00		
Charter School				
Total ADA	24,471.00	24,692.00	0.9%	Met
2nd Subsequent Year (2022-23)				
District Regular	24,463.00	23,776.00		
Charter School				
Total ADA	24,463.00	23,776.00	-2.8%	Not Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - The projected change since budget adoption for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

2022-23 "not met" caused by declining enrollment and 2021-22 generous hold harmless rules expiring.

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2020-21)				
District Regular	25,282	24,934		
Charter School				
Total Enrollment	25,282	24,934	-1.4%	Met
1st Subsequent Year (2021-22)				
District Regular	25,273	24,563		
Charter School				
Total Enrollment	25,273	24,563	-2.8%	Not Met
2nd Subsequent Year (2022-23)				
District Regular	25,223	24,557		
Charter School				
Total Enrollment	25,223	24,557	-2.6%	Not Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment projections have changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Standard not met is caused by actual and projected larger than anticipated drop in enrollment.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2017-18)			
District Regular	25,134	26,071	
Charter School			
Total ADA/Enrollment	25,134	26,071	96.4%
Second Prior Year (2018-19)			
District Regular	24,883	25,789	
Charter School			
Total ADA/Enrollment	24,883	25,789	96.5%
First Prior Year (2019-20)			
District Regular	24,691	25,528	
Charter School	0		
Total ADA/Enrollment	24,691	25,528	96.7%
		Historical Average Ratio:	96.5%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	97.0%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2020-21)				
District Regular	24,135	24,934		
Charter School	0			
Total ADA/Enrollment	24,135	24,934	96.8%	Met
1st Subsequent Year (2021-22)				
District Regular	23,776	24,563		
Charter School				
Total ADA/Enrollment	23,776	24,563	96.8%	Met
2nd Subsequent Year (2022-23)				
District Regular	23,770	24,557		
Charter School				
Total ADA/Enrollment	23,770	24,557	96.8%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption (Form 01CS, Item 4B)	First Interim Projected Year Totals		
	Current Year (2020-21)	218,932,735.00		
1st Subsequent Year (2021-22)	217,132,478.00	237,710,541.00	9.5%	Not Met
2nd Subsequent Year (2022-23)	217,085,512.00	229,159,320.00	5.6%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected LCFF revenue has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Primarily caused by the "negative cola" in the budget adoption. First Interim utilizes a zero cola.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2017-18)	179,615,876.52	202,598,486.96	89.7%
Second Prior Year (2018-19)	182,921,698.79	204,462,729.52	89.5%
First Prior Year (2019-20)	190,492,254.68	208,010,148.57	91.6%
	Historical Average Ratio:		89.9%

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	86.9% to 92.9%	86.9% to 92.9%	86.9% to 92.9%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2020-21)	196,192,628.00	226,176,771.00	86.7%	Not Met
1st Subsequent Year (2021-22)	193,796,090.00	213,467,163.00	90.8%	Met
2nd Subsequent Year (2022-23)	200,228,846.00	200,167,695.00	100.0%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:
(required if NOT met)

2020-21 includes one-time appropriations for CARES Programs and carry-over. 2022-23 includes \$20 million solvency reduction on line B.10.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form OICSI, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2020-21)	14,001,740.00	35,306,634.00	152.2%	Yes
1st Subsequent Year (2021-22)	14,000,058.00	14,000,058.00	0.0%	No
2nd Subsequent Year (2022-23)	13,990,716.00	13,990,716.00	0.0%	No

Explanation:
(required if Yes)

First Interim 2020-21 includes one-time CARES appropriations and carry-over.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2020-21)	26,648,512.00	30,888,958.00	15.9%	Yes
1st Subsequent Year (2021-22)	26,641,791.00	26,151,737.00	-1.8%	No
2nd Subsequent Year (2022-23)	26,603,393.00	26,113,393.00	-1.8%	No

Explanation:
(required if Yes)

First Interim 2020-21 includes one-time CARES appropriations and carry-over.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2020-21)	16,933,365.00	17,626,715.00	4.1%	No
1st Subsequent Year (2021-22)	16,933,365.00	16,933,365.00	0.0%	No
2nd Subsequent Year (2022-23)	16,933,365.00	16,933,365.00	0.0%	No

Explanation:
(required if Yes)

First Interim 2020-21 includes one-time carry-over.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2020-21)	8,871,389.00	30,652,652.00	245.5%	Yes
1st Subsequent Year (2021-22)	8,871,719.00	7,371,719.00	-16.9%	Yes
2nd Subsequent Year (2022-23)	8,863,107.00	7,363,107.00	-16.9%	Yes

Explanation:
(required if Yes)

First Interim 2020-21 include one-time CARES appropriations and carry-over. First Interim 2021-22 and 2022-23 include solvency plan reductions.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2020-21)	34,176,674.00	36,004,283.00	5.3%	Yes
1st Subsequent Year (2021-22)	34,441,283.00	32,941,283.00	-4.4%	No
2nd Subsequent Year (2022-23)	34,709,207.00	33,209,207.00	-4.3%	No

Explanation:
(required if Yes)

First Interim 2020-21 includes one-time CARES appropriations and carry-over, and one time projected actuals projected savings. First Interim 2021-22 and 2022-23 include solvency plan reductions.

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2020-21)	57,583,617.00	83,822,307.00	45.6%	Not Met
1st Subsequent Year (2021-22)	57,575,154.00	57,085,160.00	-0.9%	Met
2nd Subsequent Year (2022-23)	57,527,474.00	57,037,474.00	-0.9%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2020-21)	43,048,083.00	66,656,835.00	54.8%	Not Met
1st Subsequent Year (2021-22)	43,313,002.00	40,313,002.00	-6.9%	Not Met
2nd Subsequent Year (2022-23)	43,572,314.00	40,572,314.00	-6.9%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6A
if NOT met)

First Interim 2020-21 includes one-time CARES appropriations and carry-over.

Explanation:
Other State Revenue
(linked from 6A
if NOT met)

First Interim 2020-21 includes one-time CARES appropriations and carry-over.

Explanation:
Other Local Revenue
(linked from 6A
if NOT met)

First Interim 2020-21 includes one-time carry-over.

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6A
if NOT met)

First Interim 2020-21 include one-time CARES appropriations and carry-over. First Interim 2021-22 and 2022-23 include solvency plan reductions.

Explanation:
Services and Other Exps
(linked from 6A
if NOT met)

First Interim 2020-21 includes one-time CARES appropriations and carry-over, and one time projected actuals projected savings. First Interim 2021-22 and 2022-23 include solvency plan reductions.

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution if Budget data does not exist. Budget data that exist will be extracted; otherwise, enter budget data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	10,282,197.00	10,282,197.00	Met
2. Budget Adoption Contribution (Information only) (Form 01CS, Criterion 7)		9,747,196.86	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Available Reserve Percentages (Criterion 10C, Line 9)	5.9%	4.0%	3.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	2.0%	1.3%	1.0%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change In Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2020-21)	(21,048,436.00)	226,176,771.00	9.3%	Not Met
1st Subsequent Year (2021-22)	(8,217,008.00)	213,467,163.00	3.8%	Not Met
2nd Subsequent Year (2022-23)	(3,476,326.00)	200,167,695.00	1.7%	Not Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

The District's deficit spending pattern is primarily caused by increases in STRS, PERS, Special Education, Health and Welfare increases, zero COLA, increased expenditures caused by COVID-19.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYP1 exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01, Line F2) (Form MYP1, Line D2)	Status
Current Year (2020-21)	33,607,697.25	Met
1st Subsequent Year (2021-22)	25,293,982.25	Met
2nd Subsequent Year (2022-23)	21,818,518.25	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2020-21)	1,277,995.54	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Current Year, Form A1, Lines A4 and C4, Subsequent Years, Form MYPI, Line F2, if available.)	24,135	23,776	23,770
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): Foothill SELPA

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	5,720,861.00	5,720,861.00	5,720,861.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	342,703,353.00	303,009,416.00	289,672,258.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	342,703,353.00	303,009,416.00	289,672,258.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	10,281,100.59	9,090,282.48	8,690,167.74
6. Reserve Standard - by Amount (\$71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	10,281,100.59	9,090,282.48	8,690,167.74

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	10,281,101.00	9,090,283.00	8,690,168.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	9,858,593.02	3,112,403.02	36,192.02
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. District's Available Reserve Amount (Lines C1 thru C7)	20,139,694.02	12,202,686.02	8,726,360.02
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.88%	4.03%	3.01%
District's Reserve Standard (Section 10B, Line 7):	10,281,100.59	9,090,282.48	8,690,167.74
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for Items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the First Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the First Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist; enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2020-21)	(41,074,696.00)	(41,549,269.00)	1.2%	474,571.00	Met
1st Subsequent Year (2021-22)	(41,263,818.00)	(41,753,818.00)	1.2%	490,000.00	Met
2nd Subsequent Year (2022-23)	(41,263,818.00)	(41,753,818.00)	1.2%	490,000.00	Met
1b. Transfers In, General Fund *					
Current Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2020-21)	3,842,773.00	3,842,773.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	3,845,097.00	3,845,097.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	3,845,447.00	3,845,447.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1e. MET - Projected contributions have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

--

1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C)

Yes

b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption?

No

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2020
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	21	Property Tax	Measure K & Measure S	410,092,990
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

City of Glendale Loan	4	Central RDA Funds	7439	790,980
CREBS	15	Fund 40.1 (RDA Funds)	7439	12,863,875
TOTAL:				423,747,845

Type of Commitment (continued)	Prior Year (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	21,728,953	21,133,983	19,836,664	20,030,295
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
City of Glendale Loan	237,000	258,000	279,000	301,000
CREBS	1,323,563	1,317,113	1,309,821	1,301,684
Total Annual Payments:	23,289,516	22,709,096	21,225,485	21,632,979
Has total annual payment increased over prior year (2019-20)?		No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

Explanation:
(Required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

57A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?
- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

2. OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	84,836,448.00	117,621,020.00
b. OPEB plan(s) fiduciary net position (if applicable)	84,836,448.00	117,621,020.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	0.00	0.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial	Actuarial
Jun 30, 2019	Jun 30, 2020

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

3. OPEB Contributions

a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

	Budget Adoption (Form 01CS, Item S7A)	First Interim
Current Year (2020-21)	3,682,923.00	3,875,172.00
1st Subsequent Year (2021-22)	3,682,923.00	3,875,172.00
2nd Subsequent Year (2022-23)	3,682,923.00	3,878,172.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2020-21)	2,536,342.00	2,568,939.00
1st Subsequent Year (2021-22)	2,536,342.00	2,568,939.00
2nd Subsequent Year (2022-23)	2,536,342.00	2,568,939.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2020-21)	2,536,342.00	2,264,297.00
1st Subsequent Year (2021-22)	2,536,342.00	2,264,297.00
2nd Subsequent Year (2022-23)	2,536,342.00	2,264,297.00

d. Number of retirees receiving OPEB benefits

Current Year (2020-21)	168	99
1st Subsequent Year (2021-22)	168	99
2nd Subsequent Year (2022-23)	168	99

4. Comments:

There is a prior Superintendent who receives lifetime benefits past age 65. Refer to GASB 75 study for details.

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip Items 1b-4)

No

b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

n/a

c. If Yes to Item 1a, have there been changes since budget adoption in self-insurance contributions?

n/a

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

Budget Adoption (Form 01CS, Item S7B)	First Interim

3. Self-Insurance Contributions

- e. Required contribution (funding) for self-insurance programs
 - Current Year (2020-21)
 - 1st Subsequent Year (2021-22)
 - 2nd Subsequent Year (2022-23)
- b. Amount contributed (funded) for self-insurance programs
 - Current Year (2020-21)
 - 1st Subsequent Year (2021-22)
 - 2nd Subsequent Year (2022-23)

Budget Adoption (Form 01CS, Item S7B)	First Interim

4. Comments:

Health and welfare is fully insured. Workers Comp is currently "dollar-one" coverage. Pre 2005 workers comp are self insured (minor programs).

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

No

If Yes, complete number of FTEs, then skip to section S8B.
If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	1,279.0	1,285.0	1,285.0	1,285.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

Yes

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
--	---------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year or

--	--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

1,411,000

7. Amount included for any tentative salary schedule increases

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the Interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
26,160,000	28,250,000	30,510,000
Varies	Varies	Varies
8.0%	8.0%	8.0%

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the Interim?

No

If Yes, amount of new costs included in the Interim and MYPs
If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
1,350,000	1,350,000	1,350,000
1.0%	1.0%	1.0%

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?
 If Yes, complete number of FTEs, then skip to section S8C.
 If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	935.0	972.0	976.0	976.0

1a. Have any salary and benefit negotiations been settled since budget adoption?
 If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
 If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
 If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?
 If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?
 If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?
 If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

One Year Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year or	<input type="text"/>	<input type="text"/>

Multiyear Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the Interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
13,080,000	14,130,000	15,260,000
Varies	Varies	Varies
8.0%	8.0%	8.0%

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the Interim?

No	
----	--

If Yes, amount of new costs included in the Interim and MYPs
If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the Interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
330,000	330,000	330,000
1.0%	1.0%	1.0%

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the Interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the Interim and MYPs?

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption?
If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	198.0	198.0	198.0	198.0

- 1a. Have any salary and benefit negotiations been settled since budget adoption?
If Yes, complete question 2.
If No, complete questions 3 and 4.
- 1b. Are any salary and benefit negotiations still unsettled?
If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the Interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the Interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	4,360,000	4,710,000	5,090,000
3. Percent of H&W cost paid by employer	Varies	Varies	Varies
4. Percent projected change in H&W cost over prior year	8.0%	8.0%	8.0%

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	100,000	100,000	100,000
3. Percent change in step and column over prior year	1.0%	1.0%	1.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of other benefits included in the interim and MYPs?	No	No	No
2. Total cost of other benefits	0	0	0
3. Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior and current fiscal years?
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?
- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District First Interim Criteria and Standards Review

First Interim
2020-21 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	(121,174.00)	0.00	(441,000.00)				
Other Sources/Uses Detail					0.00	3,842,773.00		
Fund Reconciliation								
098 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	58,083.00	0.00	111,000.00	0.00				
Other Sources/Uses Detail					858,773.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	63,091.00	0.00	330,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					735,000.00	216,954.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
351 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					3,200,954.00	735,000.00		
Fund Reconciliation								
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
511 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
531 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
561 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
571 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

First Interim
2020-21 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
611 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	(21,174.00)	(121,174.00)	441,000.00	(441,000.00)	4,794,727.00	4,794,727.00		

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
UNDUPLICATED PUPIL COUNT									
TOTAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	3,397,945.00	111,984.00	491,572.00	188,123.00	1,016,948.00	15,592,944.00		20,799,516.00
2000-2999	Classified Salaries	923,862.00	92,442.00	0.00	0.00	69,504.00	13,690,514.00		14,776,322.00
3000-3999	Employee Benefits	1,810,416.00	87,895.00	176,917.00	68,474.00	448,862.00	13,793,049.00		16,325,633.00
4000-4999	Books and Supplies	48,306.00	62,000.00	970.00	250.00	28,612.00	1,785,186.00		1,925,324.00
5000-5999	Services and Other Operating Expenditures	4,488,410.00	168,450.00	2,425.00	104,447.00	31,696.00	12,338,030.00		17,133,458.00
6000-6999	Capital Outlay	1,940.00	0.00	0.00	0.00	2,000.00	17,000.00		20,940.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	10,670,879.00	522,771.00	671,884.00	361,294.00	1,597,642.00	57,156,723.00	0.00	70,981,193.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	7,380.00	2,321.00	24,449.00		34,150.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	7,380.00	2,321.00	24,449.00	0.00	34,150.00
	TOTAL COSTS	10,670,879.00	522,771.00	671,884.00	368,674.00	1,599,963.00	57,181,172.00	0.00	71,015,343.00
STATE AND LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	3,179,113.00	111,984.00	491,572.00	188,123.00	505,951.00	15,538,206.00		20,014,949.00
2000-2999	Classified Salaries	879,966.00	92,442.00	0.00	0.00	38,486.00	11,174,679.00		12,185,523.00
3000-3999	Employee Benefits	1,692,615.00	87,895.00	176,917.00	68,474.00	231,178.00	12,169,482.00		14,426,561.00
4000-4999	Books and Supplies	48,306.00	62,000.00	970.00	250.00	19,137.00	1,752,986.00		1,883,649.00
5000-5999	Services and Other Operating Expenditures	4,484,410.00	168,450.00	2,425.00	104,447.00	27,905.00	11,632,823.00		16,620,460.00
6000-6999	Capital Outlay	1,940.00	0.00	0.00	0.00	2,000.00	17,000.00		20,940.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	10,286,350.00	522,771.00	671,884.00	361,294.00	824,607.00	52,485,176.00	0.00	65,152,082.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	7,380.00	0.00	18,056.00		25,436.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	7,380.00	0.00	18,056.00	0.00	25,436.00
	TOTAL BEFORE OBJECT 8980	10,286,350.00	522,771.00	671,884.00	368,674.00	824,607.00	52,503,232.00	0.00	65,177,518.00
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								(41,667.00)
	TOTAL COSTS								65,135,851.00

First Interim
Special Education Maintenance of Effort
2020-21 Projected Expenditures vs. Actual Comparison Year
2020-21 Projected Expenditures by LEA (LP-I)

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	1,460,155.00		1,460,155.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	4,480,222.00		4,480,222.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	2,924,025.00		2,924,025.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	11,832.00	1,468,656.00		1,480,488.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	80,000.00	1,195.00	4,417,223.00		4,498,382.00
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	2,000.00	0.00		2,000.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	80,000.00	14,991.00	14,750,281.00	0.00	14,845,272.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	5,681.00		5,681.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	5,681.00		5,681.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	80,000.00	14,991.00	14,755,962.00	0.00	14,850,953.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From State and Local Projected Expenditures section)								(41,667.00)
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)								31,322,711.00
	TOTAL COSTS								46,131,997.00

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Severely Disabled (Goal 5750)	Spec. Education, Nonseverely Disabled (Goal 5770)	Adjustments*	Total
UNDUPLICATED PUPIL COUNT										
TOTAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)										
1000-1999	Certificated Salaries	3,328,681.91	112,217.31	492,592.15	188,229.81	1,402,980.42	1,682,573.34	12,188,241.66		19,395,516.60
2000-2999	Classified Salaries	1,135,500.74	88,579.12	0.00	0.00	31,966.78	486,920.13	9,824,759.89		11,577,726.66
3000-3999	Employee Benefits	2,251,122.36	101,085.45	243,778.09	93,971.66	621,302.62	1,138,923.89	12,353,347.98		16,803,532.05
4000-4999	Books and Supplies	17,612.15	15,699.72	0.00	0.00	57,120.61	143,601.08	51,286.63		285,320.19
5000-5999	Services and Other Operating Expenditures	5,727,189.33	98,329.72	202.84	9,692.48	58,050.07	14,968,806.45	140,736.97		21,003,007.86
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	42,656.26	0.00		42,656.26
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	12,460,106.49	415,911.32	736,573.08	291,893.95	2,171,420.50	18,473,481.15	34,558,973.13	0.00	69,107,759.62
7910	Transfers of Indirect Costs	0.00	0.00	0.00	7,380.37	4,664.09	12,803.56	10,984.51		35,832.53
7950	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	7,380.37	4,664.09	12,803.56	10,984.51	0.00	35,832.53
	TOTAL COSTS	12,460,106.49	415,911.32	736,573.08	299,274.32	2,176,084.59	18,486,284.71	34,569,957.64	0.00	69,143,592.15
FEDERAL ACTUAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)										
1000-1999	Certificated Salaries	219,279.68	0.00	0.00	0.00	905,141.63	0.00	48,153.75		1,172,575.06
2000-2999	Classified Salaries	48,191.63	0.00	0.00	0.00	31,966.78	0.00	2,185,681.36		2,265,839.77
3000-3999	Employee Benefits	121,671.29	0.00	0.00	0.00	301,975.50	0.00	1,427,049.49		1,850,696.28
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	49,874.06	0.00	40,299.47		90,173.53
5000-5999	Services and Other Operating Expenditures	7,475.84	0.00	0.00	0.00	23,465.14	270,258.60	119,421.85		420,621.43
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	396,618.44	0.00	0.00	0.00	1,312,423.11	270,258.60	3,820,605.92	0.00	5,799,906.07
7910	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	4,664.09	12,803.56	319.82		17,787.47
7950	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	4,664.09	12,803.56	319.82	0.00	17,787.47
	TOTAL BEFORE OBJECT 8980	396,618.44	0.00	0.00	0.00	1,317,087.20	283,062.16	3,820,925.74	0.00	5,817,693.54
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5910, goals 5000-5999)									0.00
	TOTAL COSTS									5,817,693.54

First Interim
Special Education Maintenance of Effort
2020-21 Projected Expenditures vs. Actual Comparison Year
2019-20 Actual Expenditures by LEA (LA-I)

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Severely Disabled (Goal 5750)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
STATE AND LOCAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)										
1000-1999	Certificated Salaries	3,109,402.23	112,217.31	492,592.15	188,229.81	497,838.79	1,682,573.34	12,140,087.91		18,222,941.54
2000-2999	Classified Salaries	1,087,309.11	88,579.12	0.00	0.00	0.00	496,920.13	7,639,078.53		9,311,886.89
3000-3999	Employee Benefits	2,129,451.07	101,085.45	243,778.09	93,971.66	319,327.12	1,138,923.89	10,326,298.49		14,952,835.77
4000-4999	Books and Supplies	17,612.15	15,689.72	0.00	0.00	7,246.55	143,601.08	10,987.16		195,146.66
5000-5999	Services and Other Operating Expenditures	5,719,713.49	98,329.72	202.84	9,692.48	34,584.93	14,698,547.85	21,315.12		20,582,386.43
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	42,656.26	0.00		42,656.26
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	12,063,488.05	415,911.32	736,573.08	291,893.95	858,997.39	18,203,222.55	30,737,767.21	0.00	63,307,853.55
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	10,664.69		18,045.06
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	7,403,121.68								7,403,121.68
	Total Indirect Costs	7,403,121.68						10,664.69	0.00	18,045.06
	TOTAL BEFORE OBJECT 8980	12,063,488.05	415,911.32	736,573.08	291,893.95	858,997.39	18,203,222.55	30,748,431.90	0.00	63,325,898.61
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)									0.00
LOCAL ACTUAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	82,992.81	0.00	0.00	0.00		82,992.81
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00	2,044,037.84		2,044,037.84
3000-3999	Employee Benefits	0.00	0.00	0.00	18,172.94	0.00	0.00	1,203,892.92		1,221,865.86
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	5,304.68	0.00	3,429.16		8,733.84
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	4,810.00	0.00	3,678,111.46	304.51		3,683,225.97
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	105,975.75	5,304.68	3,678,111.46	3,251,464.43	0.00	7,040,856.32
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	105,975.75	5,304.68	3,678,111.46	3,251,464.43	0.00	7,040,856.32
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)									0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)									36,013,356.08
TOTAL COSTS										
										43,054,212.40

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

SELPA: Foothill (DJ)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-I worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2020-21 projected expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods.

SECTION 1 Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
2. A decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - a. Has left the jurisdiction of the agency;
 - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
 - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	<u>State and Local</u>	<u>Local Only</u>
High Cost Students Exited from NPS	407,371.84	274,120.51
Cost Savings from Retiree/Resignations	317,329.00	213,530.68
Total exempt reductions	<u>724,700.84</u>	<u>487,651.19</u>

SELPA: Foothill (DJ)

SECTION 2 Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

	<u>State and Local</u>	<u>Local Only</u>
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)	_____	
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)	_____	
Increase in funding (if difference is positive)	_____ 0.00	
Maximum available for MOE reduction (50% of increase in funding)	_____ 0.00 (a)	
Current year funding (IDEA Section 619 - Resource 3315)	_____	
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	_____ 0.00 (b)	

If (b) is greater than (a).		
Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)	_____	(c)
Available for MOE reduction. (line (a) minus line (c), zero if negative)	_____ 0.00	(d)
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).	_____	_____

If (b) is less than (a).		
Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).	_____	(e) _____
Available to set aside for EIS (line (b) minus line (e), zero if negative)	_____ 0.00	(f)

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

SELPA: Foothill (DJ)
SECTION 3

	Column A	Column B	Column C
	Projected Exps. (LP-I Worksheet) FY 2020-21	Actual Expenditures Comparison Year 2019-20	Difference A - B
A. COMBINED STATE AND LOCAL EXPENDITURES METHOD			
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
a. Total special education expenditures	71,015,343.00		
b. Less: Expenditures paid from federal sources	5,879,492.00		
c. Expenditures paid from state and local sources	65,135,851.00	63,307,853.55	
Add/Less: Adjustments and/or PCRA required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		63,307,853.55	
Less: Exempt reduction(s) from SECTION 1		724,700.84	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	65,135,851.00	62,583,152.71	2,552,698.29

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE eligibility requirement is met based on the combination of state and local expenditures.

	Projected Exps. FY 2020-21	Comparison Year 2019-20	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures.			
a. Total special education expenditures	71,015,343.00		
b. Less: Expenditures paid from federal sources	5,879,492.00		
c. Expenditures paid from state and local sources	65,135,851.00	63,307,853.55	
Add/Less: Adjustments and/or PCRA required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		63,307,853.55	
Less: Exempt reduction(s) from SECTION 1		724,700.84	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	65,135,851.00	62,583,152.71	
d. Special education unduplicated pupil count	2,617.00	2,617.00	
e. Per capita state and local expenditures (A2c/A2d)	24,889.51	23,914.08	975.43

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

SELPA: Foothill (DJ)

B. LOCAL EXPENDITURES ONLY METHOD

	Projected Exps. FY 2020-21	Comparison Year 2019-20	Difference
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
a. Expenditures paid from local sources		43,054,212.40	
Add/Less: Adjustments required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		43,054,212.40	
Less: Exempt reduction(s) from SECTION 1		487,651.19	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	46,131,997.00	42,566,561.21	3,565,435.79

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE eligibility requirement is met based on the local expenditures.

	Projected Exps.	Comparison Year	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
a. Expenditures paid from local sources		43,054,212.40	
Add/Less: Adjustments required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		43,054,212.40	
Less: Exempt reduction(s) from SECTION 1		487,651.19	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	46,131,997.00	42,566,561.21	
b. Special education unduplicated pupil count	2,617	2,617	
c. Per capita local expenditures (B2a/B2b)	17,627.82	16,265.40	1,362.42

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

Amounts must be entered in Column B for both sections 3.A and 3.B; if no costs, enter 0.

Craig Larimer
Contact Name

(818)241-3111 ext. 1349
Telephone Number

Financial Analyst
Title

CLarimer@gusd.net
Email Address

SELPA: Foothill (DJ)

Object Code	Description	Glendale Unified (DJ00)	Burbank Unified (DJ01)	La Canada Unified (DJ02)	Adjustments*	Total
TOTAL PROJECTED EXPENDITURES - All Sources						
1000-1999	Certificated Salaries	20,799,516.00	11,374,597.00	2,709,468.00		34,883,581.00
2000-2999	Classified Salaries	14,776,322.00	8,494,776.00	2,563,771.00		25,834,869.00
3000-3999	Employee Benefits	16,325,633.00	7,583,253.00	1,550,120.00		25,459,006.00
4000-4999	Books and Supplies	1,925,324.00	1,665,349.00	90,443.00		3,681,116.00
5000-5999	Services and Other Operating Expenditures	17,133,458.00	10,023,348.00	1,744,727.00		28,901,533.00
6000-6999	Capital Outlay	20,940.00	0.00	0.00		20,940.00
7130	State Special Schools	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00		0.00
	Total Direct Costs	70,981,193.00	39,141,323.00	8,658,529.00	0.00	118,781,045.00
7310	Transfers of Indirect Costs	34,150.00	0.00	819,560.00		853,710.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00		0.00
	Total Indirect Costs	34,150.00	0.00	819,560.00	0.00	853,710.00
	TOTAL COSTS	71,015,343.00	39,141,323.00	9,478,089.00	0.00	119,634,755.00
PROJECTED EXPENDITURES - State and Local Sources						
1000-1999	Certificated Salaries	20,014,949.00	10,665,009.00	2,670,498.00		33,350,456.00
2000-2999	Classified Salaries	12,185,523.00	6,418,414.00	2,027,003.00		20,630,940.00
3000-3999	Employee Benefits	14,426,561.00	6,393,592.00	1,399,590.00		22,219,743.00
4000-4999	Books and Supplies	1,883,649.00	182,754.00	89,443.00		2,155,846.00
5000-5999	Services and Other Operating Expenditures	16,820,460.00	8,837,401.00	1,676,313.00		27,134,174.00
6000-6999	Capital Outlay	20,940.00	0.00	0.00		20,940.00
7130	State Special Schools	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00		0.00
	Total Direct Costs	65,152,082.00	32,497,170.00	7,862,847.00	0.00	105,512,099.00
7310	Transfers of Indirect Costs	25,436.00	0.00	746,706.00		772,142.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00		0.00
	Total Indirect Costs	25,436.00	0.00	746,706.00	0.00	772,142.00
	TOTAL BEFORE OBJECT 8980	65,177,518.00	32,497,170.00	8,609,553.00	0.00	106,284,241.00
8980	Contributions from Unrestricted Revenues to Federal Resources	(41,667.00)	0.00	542.00		(41,125.00)
	TOTAL COSTS	65,135,851.00	32,497,170.00	8,610,095.00	0.00	106,243,116.00

SELPA: Foothill (DJ)

Object Code	Description	Glendale Unified (DJ00)	Burbank Unified (DJ01)	La Canada Unified (DJ02)	Adjustments*	Total
PROJECTED EXPENDITURES - Local Sources						
1000-1999	Certificated Salaries	1,460,155.00	37,254.00	0.00		1,497,409.00
2000-2999	Classified Salaries	4,480,222.00	4,872.00	0.00		4,485,094.00
3000-3999	Employee Benefits	2,924,025.00	8,958.00	0.00		2,932,983.00
4000-4999	Books and Supplies	1,480,488.00	120,079.00	0.00		1,600,567.00
5000-5999	Services and Other Operating Expenditures	4,498,382.00	1,607,910.00	150,000.00		6,256,292.00
6000-6999	Capital Outlay	2,000.00	0.00	0.00		2,000.00
7130	State Special Schools	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00		0.00
	Total Direct Costs	14,845,272.00	1,779,073.00	150,000.00	0.00	16,774,345.00
7310	Transfers of Indirect Costs	5,681.00	0.00	0.00		5,681.00
7350	Transfers of Indirect Costs - Intertund	0.00	0.00	0.00		0.00
	Total Indirect Costs	5,681.00	0.00	0.00	0.00	5,681.00
	TOTAL BEFORE OBJECT 8980	14,850,953.00	1,779,073.00	150,000.00	0.00	16,780,026.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From PROJECTED EXPENDITURES - State and Local Sources section)	(41,667.00)	0.00	542.00		(41,125.00)
8980	Contributions from Unrestricted Revenues to State Resources	31,322,711.00	20,241,279.00	5,605,446.00		57,169,436.00
	TOTAL COSTS	46,131,997.00	22,020,352.00	5,755,988.00	0.00	73,908,337.00
	UNDUPLICATED PUPIL COUNT	2,617	1,991	392		5,000

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY; Craig Larimer, Financial Analyst

SUBJECT: Adoption of the Budget Overview Report for Parents

The Superintendent recommends that the Board of Education adopt the 2020-21 Budget Overview for Parents as presented. Due to the COVID-19 pandemic, Senate Bill 98 EC Section 43509 changed the adoption date for the 2020-21 Budget Overview for Parents from June 15, 2020 to December 15, 2020, in conjunction with the First Interim Report.

Since June 2019, local educational agencies (LEAs) have been required to adopt a Budget Overview for Parents with the adoption of the Local Control and Accountability Plan (LCAP) and Annual Update. Senate Bill 98 eliminated the requirement for submission of the LCAP for the 2020-21 school year and instead required submission of a learning continuity and attendance plan. Senate Bill 98 also required submission of the Budget Overview for Parents by December 15, 2020 in conjunction with the first interim report required pursuant to Sections 1240, 42131 (school districts) and 47604 (charter schools). SB 820 required the California Department of Education, in consultation with the executive director of the state board, to revise the template for the Budget Overview for Parents, for this year only, to require reporting of both expenditures connected to the 2019-20 LCAP and budgeted expenditures connected to the 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan). SB 820 also required that the Budget Overview for Parents specify the amount of funds allocated through the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

The 2020-21 Budget Overview for Parents provides the projected revenue for the current school year, which separately identifies the CARES funds. In addition, the Budget Overview provides the amount of the general fund budget included in the 2020-21 Learning Continuity Plan and the amount budgeted for increased or improved services for low-income students, English learners and foster youth (referred to as “high need” students in the Budget Overview template). The LEA must include a brief description of any general fund budget expenditures not included in the Learning Continuity Plan. A description of additional actions to increase or improve services for unduplicated pupils will also be provided.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 3

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Additionally, the 2020-21 Budget Overview for Parents provides information on budgeted and actual expenditures from the 2019-20 LCAP for increased or improved services for low-income students, English learners and foster youth (referred to as “high need” students in the Budget Overview template), as compared to services for all students. If the amount expended in the prior year to meet the increased or improved services requirement is less than what was budgeted, the LEA must include a description of how the difference impacted the actions and services for high need students.

Attached is the 2020-21 Budget Overview for Parents for adoption by the Board of Education.

In support of Board Priority #4 – Maintain District Financial Responsibility – Ensure the fiscal health of the district; Implement a fiscal plan to preserve the district resources; Plan for the district’s future educational and facility needs.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Glendale Unified School District

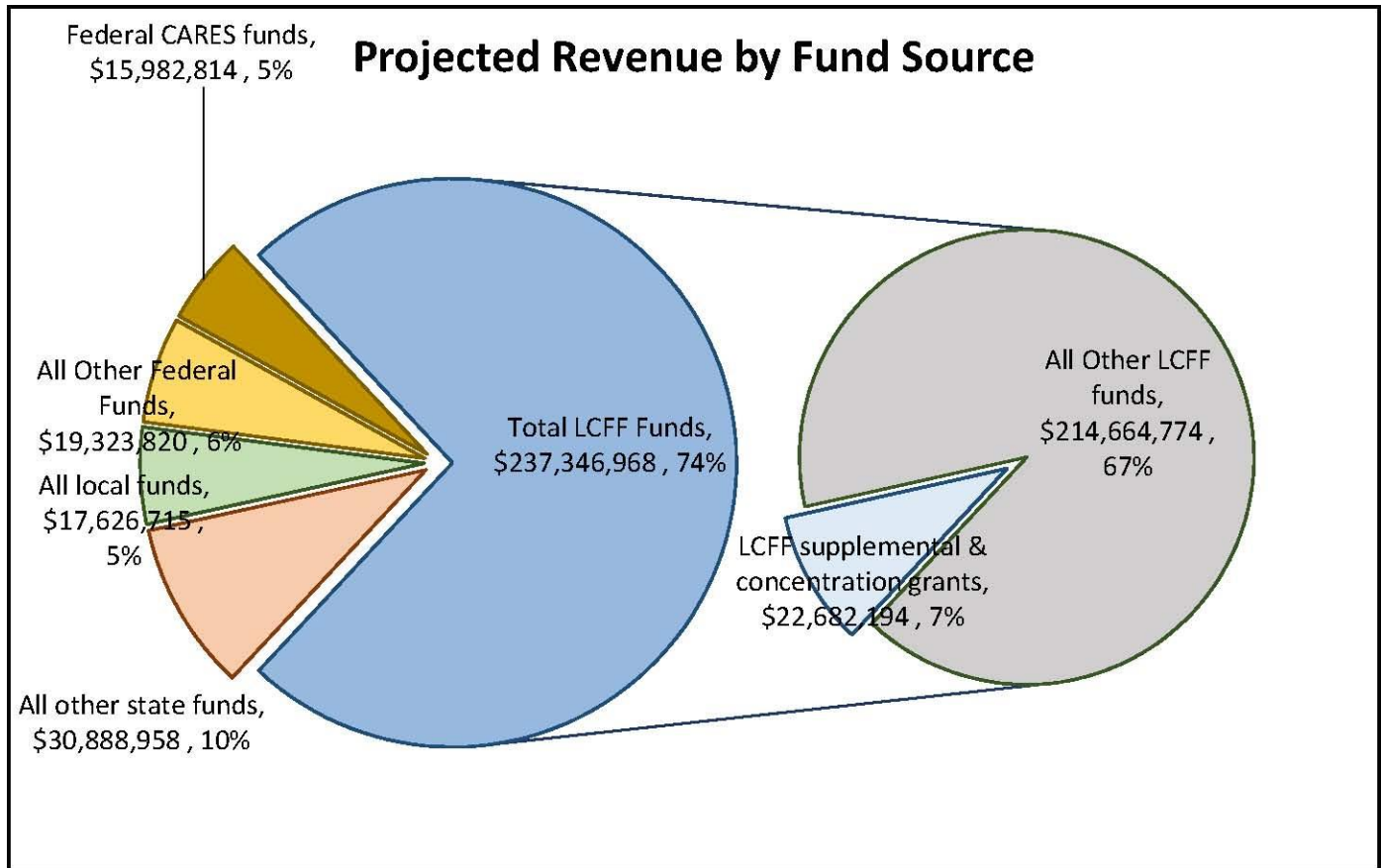
CDS Code: 19-64568

School Year: 2020-2021

LEA contact information: Mary Mason & Craig Larimer

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding -called "supplemental and concentration" grants -to LEAs based on the enrollment of high needs students (foster youth, English learners, homeless, and low-income students).

Budget Overview for the 2020-2021 School Year

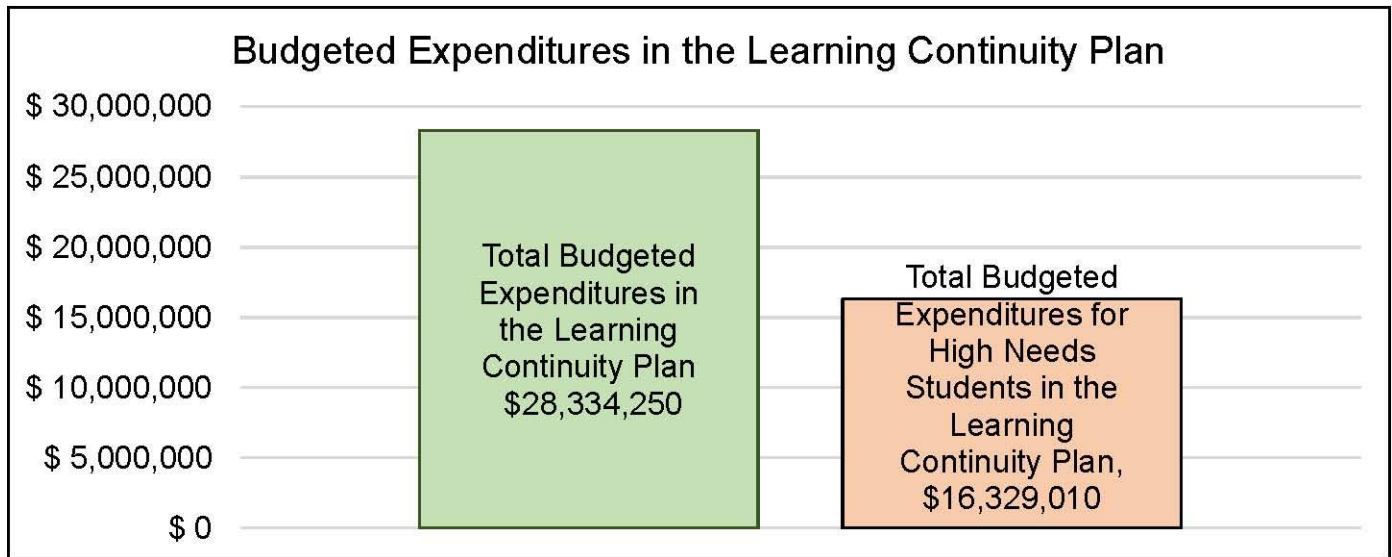


This chart shows the total general purpose revenue Glendale Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Glendale Unified School District is \$321,169,275, of which 237,346,968 is Local Control Funding Formula (LCFF) funds, \$30,888,958 is other state funds, \$17,626,715 is local funds, and \$35,306,634 is federal funds. Of the \$35,306,634 in federal funds, \$15,982,814 are federal CARES Act funds. Of the \$237,346,968 in LCFF Funds, \$22,682,194 is generated based on the enrollment of high needs students (foster youth, English learner, homeless, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). Senate Bill 98 established that the Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Glendale Unified School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Glendale Unified School District plans to spend \$342,703,353 for the 2020-2021 school year. Of that amount, \$28,334,250 is tied to actions/services in the Learning Continuity Plan and \$314,369,103 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Program expenditures not included in the Learning Continuity Plan are Title I, Title II, Title III, IDEA, CTE Programs, Medi-CAL, Restricted Lottery Materials, Early Education, Restricted Local Programs, Administration, Medical Administrative Activities Programs, General Education Instruction, Special Education Contribution, Advanced Placement Support, Security Guards, Guidance Counseling, Alternative Education, Facility and Support Operations.

LCFF Budget Overview for Parents

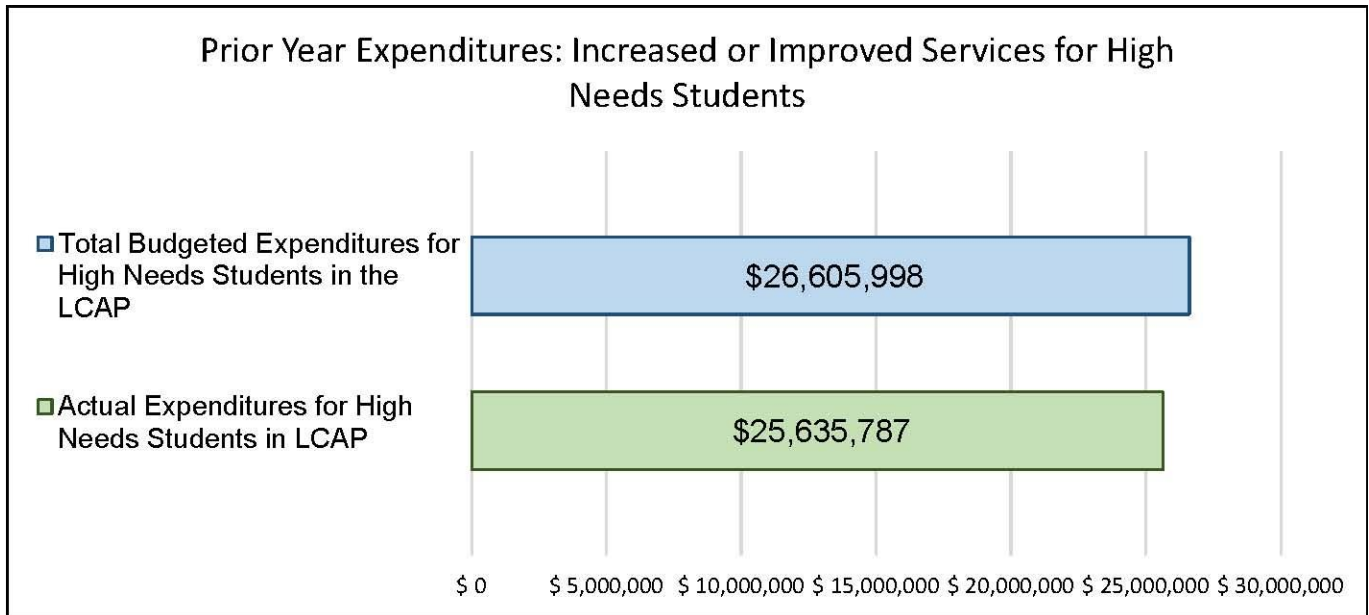
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Glendale Unified School District is projecting it will receive \$22,682,194.00 based on the enrollment of foster youth, English learner, and low-income students. Glendale Unified School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Glendale Unified School District plans to spend \$16,329,010.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

GUSD additional actions to support improved services for high need students include: teacher specialists to support intervention programs, additional psychologists for mental health/social emotional support, education assistants for small group interventions, additional foster/homeless counselor for support of foster/homeless students & families, intervention programs to prevent learning loss, summer school, panorama student survey, translation services to provide direct support to families, additional teachers for reduced class sizes, additional library/multimedia tech support, professional development in ELA/ELD, support for psychological service providers, career technical education, alternative education programs, Clark transportation, elementary academic coaching, FLAG English language support, healthy start, AP exam for income eligible students, program support (previously EIA).

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Glendale Unified School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Glendale Unified School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Glendale Unified School District's LCAP budgeted \$26,605,998 for planned actions to increase or improve services for high needs students. Glendale Unified School District actually spent \$25,635,787 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$970,211 had the following impact on Glendale Unified School District's ability to increase or improve services for high needs students:

2019-20 Actual Expenditures for high need students were lower than Budget primarily due to position attrition and vacancies occurring during the year for alternative education programs, Teacher Specialists, Educational Assistants, Library/Multi-Media Techs, summer school and intervention support allocations to school sites. However, during these temporary staffing adjustments there were no reductions to actions and services, nor to the overall increased or improved services provided to high need students, given duties are temporarily spread over fellow staff members to maintain quality standards.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Resolution No. 6 Requesting the Issuance of 2020-2021 Tax and Revenue Anticipation Notes for the District by the Board of Supervisors of the County of Los Angeles**

The Superintendent recommends that the Board of Education adopt Resolution No. 6 authorizing District administration to issue Tax and Revenue Anticipation Notes (TRANS) in an amount not to exceed \$35 million as part of the pooled issuance of Los Angeles County Schools Pooled Tax and Revenue Anticipation Notes 2020-21.

For the past thirty-one years, the Los Angeles County Office of Education and the Los Angeles County Treasurer and Tax Collector have made funds available to school districts in Southern California through the issuance of Tax and Revenue Anticipation Notes (TRANS). The program utilizes the experience, expertise, reputation and resources of the Los Angeles County Office of Education, the Los Angeles County Treasurer and Tax Collector and the Los Angeles County Counsel.

Tax and Revenue Anticipation Notes (TRANS) are short-term, tax-exempt debt instruments issued by school and community college districts to assist cash flow during a single fiscal year. Generally, funds are received in July and repaid at the end of the school year.

The rationale for the issuance of TRANS is that this year, the District will not be receiving approximately 35% of its State Principal Apportionment until next fiscal year. A portion of the State's payments from February through May 2021 will be deferred or delayed. All of the June State apportionment will be delayed. The State has created a repayment schedule for these deferrals such that the June 2021 payment will be made in July, the May payment in August, the April payment in September, the May payment in October and the February payment in November. The TRANS will mature in December following the receipt in November of that final deferred payment. Since the TRANS will provide the monies to the District at the time of closing in February 2021 before the deferrals begin, this will help to eliminate cash flow deficiencies that are due to the State cash deferrals.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 4

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Attached Resolution No. 6 requests the issuance of the Tax Anticipation Notes for the district by the Board of Supervisors of the County of Los Angeles.

This, along with specified financial information (audit statement; adopted budget; cash flows) is all that is needed in order to participate in the pooled issuance in February 2021.

In support of Board Priority #4 – Maintain District Financial Responsibility – Ensure the fiscal health of the District; Implement a fiscal plan to preserve the district resources; and plan for the District’s future educational and facility needs.

RESOLUTION NO. 6

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
GLENDALE UNIFIED SCHOOL DISTRICT
REQUESTING THE ISSUANCE OF
2020-2021 TAX AND REVENUE ANTICIPATION NOTES
FOR THE DISTRICT BY THE BOARD OF SUPERVISORS
OF THE COUNTY OF LOS ANGELES**

WHEREAS, pursuant to Sections 53850 *et seq.*, of the Government Code of the State of California (the “Code”) contained in Title 5, Division 2, Part 1, Chapter 4, Article 7.6 thereof, on or after the first day of any fiscal year, the Glendale Unified School District (the “District”) may borrow money by issuing notes to be designated “Glendale Unified School District 2020-2021 Tax and Revenue Anticipation Notes” (the “Notes”) in anticipation of the receipt of taxes, income, revenue, cash receipts and other moneys to be received by the District attributable to its fiscal year ending June 30, 2021 (the “Repayment Fiscal Year”) for any purpose for which the District is authorized to expend moneys, including but not limited to current expenses, capital expenditures and the discharge of any obligation or indebtedness of the District; and

WHEREAS, Section 53853 of the Code provides that such notes may be issued by the board of supervisors of the county, the county superintendent of which has jurisdiction over the school or community college district on behalf of the school or community college district upon the authority of a resolution of the governing board of the school or community college district; and

WHEREAS, this Board of Education (the “Board of Education”), being the governing board of the District, desires the assistance of the Board of Supervisors of the County of Los Angeles (the “County Board”) in connection with the issuance of the Notes; and

WHEREAS, pursuant to the Code, the Notes shall be payable no more than 13 months after the date of issue and the Notes shall be payable only from revenue received or accrued during the fiscal year in which the Notes were issued; and

WHEREAS, pursuant to Section 53856 of the Code, the District may pledge any taxes, income, revenue, cash receipts or other moneys deposited in inactive or term deposits, excepting funds of the District otherwise restricted, to the repayment of the Notes, which shall be issued as a general obligation of the District, and to the extent not paid from the taxes, income, revenue, cash receipts and other moneys of the District pledged for the payment thereof, shall be paid with interest thereon from any other moneys of the District lawfully available therefor, as required by Section 53857 of the Code; and

WHEREAS, the Notes to be issued hereunder in Fiscal Year 2020-2021 when added to the interest payable thereon, may not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including but not limited to revenue from state and federal governments), cash receipts and other moneys of the District which will be

available for the payment of principal of the Notes and the interest thereon, as required by Section 53858 of the Code; and

WHEREAS, it may be in the best interests of the District to participate in a Los Angeles County Schools Pooled Financing 2020-2021 Tax and Revenue Anticipation Notes Program (the “Pooled Program”) in order to achieve the highest possible rating, the lowest possible interest rate for the Notes and savings in costs of issuance and to improve the marketability of the Notes, and, accordingly, for the Treasurer and Tax Collector of the County of Los Angeles (the “Treasurer and Tax Collector”) to provide for the execution and delivery of participation certificates (“Participation Certificates”), evidencing proportionate interests in the Notes for sale to the general public on a pooled basis with the tax and revenue anticipation notes of other school districts and/or community college districts located within the County of Los Angeles (the “County”); and

WHEREAS, the Los Angeles County Office of Education has approved the selection of underwriters who will purchase any Notes issued under the Pooled Program (the “Pooled Program Notes”) and the selection of Bond Counsel who will provide the approving opinion on the Notes, and the Board of Education desires to have any Pooled Program Notes or, in the alternative, to have its individual Notes purchased by such underwriters upon such terms as may be approved by an Authorized Officer (as defined in Section 7 below) of the District;

NOW, THEREFORE, this Board of Education hereby determines and resolves as follows:

Section 1. Findings and Determinations. All of the recitals set forth herein are true and correct and this Board of Education so finds and determines.

Section 2. Authorization of Issuance of Notes; Terms of the Notes. This Board of Education hereby authorizes the issuance of its Notes in a principal amount not to exceed \$35,000,000 under Section 53850, *et seq.*, of the Code to be designated “Glendale Unified School District, 2020-2021 Tax and Revenue Anticipation Notes,” the principal amount to be set forth in the Purchase Contract (hereinafter defined) and the Notes. The Notes are to be numbered from one consecutively upward in order of issuance, to be in denominations of \$5,000 or any integral multiples thereof, to be dated the date of delivery thereof; to mature (without option of prior redemption) not more than 13 months after their date of issue and to bear interest, payable on the date of maturity (the “Maturity Date”) and, if the Maturity Date for such Notes is more than 12 months from the date of issuance, on a date not more than 12 months after their date issuance and on the Maturity Date, all as determined by the Treasurer and Tax Collector and provided for in the Notes, computed on the basis of a 360-day year consisting of twelve 30-day months, at the interest rate or rates determined at the time of sale thereof but not in excess of the maximum rate permitted by law. The Notes may be issued for purchase by the Pooled Program whereby the District and certain other school districts and community college districts (collectively, with respect to any one series of Participation Certificates, the “Participants”) located within the County will simultaneously issue tax and revenue anticipation notes to secure Participation Certificates evidencing proportionate and undivided interests in the Notes and the tax and revenue anticipation notes of the other Participants as provided in Section 7 below.

The principal of and interest on the Notes shall be payable in lawful money of the United States of America at the office of the Treasurer and Tax Collector if such Notes are issued for purchase by the Pooled Program. The Treasurer and Tax Collector is hereby requested to act as a trustee, fiscal agent, dissemination agent and/or presentation agent (the "Fiscal Agent") in connection with the Notes and the Participation Certificates related thereto, and the County may appoint an agent or other third party to perform any or all of such duties.

If the Notes are not issued for purchase by the Pooled Program, the principal of and interest on the Notes shall be payable to the registered owner thereof upon surrender of the Note at the principal office of The Bank of New York Mellon Trust Company, N.A., as certificate agent (the "Certificate Agent") as provided in the Trust Agreement (the "Trust Agreement") to be entered into by and between the County and the Certificate Agent.

Section 3. Form of Notes. The Notes shall be issued in fully registered form, and shall be substantially in the form attached hereto as Exhibit A and by this reference incorporated herein or with appropriate modifications to such form as the Treasurer and Tax Collector may determine and approve. There shall be delivered with the Notes a legal opinion of Hawkins Delafield & Wood LLP, or such other counsel as the Los Angeles County Office of Education may appoint, as bond counsel ("Bond Counsel") respecting the validity of said Notes and the exclusion from gross income of the interest thereon for federal income tax purposes and the exemption of interest thereon from present State of California personal income taxes.

Section 4. Deposit of Note Proceeds; No Arbitrage. The proceeds of sale of the Notes (net of costs of issuance) shall be deposited in or to the credit of the general fund of the District or otherwise as directed by the Authorized Officer to be withdrawn and expended for any lawful purpose for which the District is authorized to expend moneys, including, but not limited to, current expenses, capital expenditures and the discharge of any obligations or indebtedness of the District. The District hereby covenants that it will comply with the requirements of the Tax Certificate to be executed by the District with respect to the Notes and any other instructions requested by or otherwise provided by Bond Counsel.

Section 5. Payment of Notes.

(A) Source of Payment. The principal amount of the Notes, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received by the District during, or are attributable to, the Repayment Fiscal Year and which are lawfully available therefor. The Notes shall be a general obligation of the District, and to the extent the Notes are not paid from the Pledged Revenues defined below, the Notes shall be paid with interest thereon from any other moneys of the District lawfully available therefor, as provided herein and by law.

(B) Pledged Revenues. As security for the payment of the principal of and interest on the Notes, the District hereby pledges from the first unrestricted revenues received by the District (such pledged amounts being hereinafter called the "Pledged Revenues"), the amounts as fully described in the Purchase Contract and Notes. The term "unrestricted revenues" shall mean taxes, income, revenue, cash receipts, and other money of the District as provided in Section 53856 of the Code, which are intended as receipts for the general fund of the

District and which are generally available for the payment of current expenses and other obligations of the District. The principal of the Notes and the interest thereon shall be a first lien and charge against and shall be payable from the moneys received by the District from such Pledged Revenues, as provided by law. Any tax and revenue anticipation notes issued subsequent to the Notes (the "Subordinated Notes") shall be payable from and secured by a lien on unrestricted revenues received or attributable to Fiscal Year 2020-2021 on a basis junior and subordinate in all respects to the lien on the unrestricted revenues received or attributable to Fiscal Year 2020-2021 of the Notes authorized under Section 2 of this District Resolution. The Subordinated Notes shall not mature prior to the Notes or be subject to redemption prior to the maturity of the Notes. No deposit to any account established for the payment of principal of and interest on the Subordinated Notes shall be permitted prior to the deposit in full of each monthly set-aside requirement in the Repayment Fund for the Notes pursuant to Section 5 hereof.

In order to effect the pledge referred to in the preceding paragraph, the District agrees to the establishment of the Repayment Fund (hereinafter defined) and the District agrees to cause to be deposited, and shall request specific amounts from the District's funds on deposit with the Treasurer and Tax Collector for such purpose, directly therein the first unrestricted revenues received by the District in the amounts and on the dates set forth in the Trust Agreement if such Notes are issued for purchase by the Pooled Program or in the Notes if such Notes are issued on a stand-alone basis (each individual month a "Repayment Month" and collectively, the "Repayment Months") and any amount thereafter attributable to the Repayment Fiscal Year, until the amount on deposit in such fund, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date (as specified in the Purchase Contract and Notes) is equal to the principal of and interest due on the Notes at maturity as specified in the Purchase Contract and the Notes; provided, however, that nothing herein shall prohibit or restrict the District from depositing moneys into the Repayment Fund in advance of a Repayment Month.

The District shall and does hereby authorize and instruct that, in the event that there have been insufficient Pledged Revenues received by the District by the third Business Day prior to the last Business Day (as defined in the Trust Agreement) of any Repayment Month (the "Pledge Date") to permit the deposit into the Repayment Fund of the full amount of the Pledged Revenues required to be deposited with respect to such Pledge Date, the Auditor-Controller shall collect the amount of any deficiency for deposit in the Repayment Fund in such amount as may be directed by the Treasurer and Tax Collector from any other unrestricted moneys of the District lawfully available for the payment of the principal of the Notes and the interest thereon on such Pledge Date or thereafter on a daily basis when and as such Pledged Revenues and unrestricted moneys are received by the District or for the account of the District and shall deposit said moneys with the Treasurer and Tax Collector for credit directly to the Repayment Fund.

None of the Pledged Revenues shall be available for the payment of principal of and interest due on any tax and revenue anticipation notes attributable to any Participant other than the District, and the District acknowledges and agrees that by participation in the Pooled Program or by issuing its Notes on a stand-alone basis, it shall not be entitled to any payment of principal of and interest on the Notes from the moneys of any Participant other than the District.

(C) Intercept Procedure. In accordance with Section 5(B) hereof and to effect the pledge contained in this resolution (the “District Resolution”), the District shall and does hereby authorize and instruct the Los Angeles County Auditor-Controller (the “Auditor-Controller”) to intercept Pledged Revenues as set forth in Notes and the Trust Agreement, and place such amounts on deposit each Repayment Month with the Treasurer and Tax Collector directly in the Repayment Fund held by the Fiscal Agent with a designation to the Certificate Agent of the amounts to be credited for the District. Upon such deposit, such funds will not be available to the District.

(D) Deposit of Pledged Revenues in Repayment Fund. The Pledged Revenues shall be held by the County in a separate and special fund designated as the “Glendale Unified School District, 2020-2021 Tax and Revenue Anticipation Notes Repayment Fund” (herein called the “Repayment Fund”) and the County will administer the Pledged Revenues through and including the Maturity Date of the Notes and apply such funds as directed in this District Resolution. Any moneys deposited in the Repayment Fund shall be for the sole benefit of the owners of the Notes and until the Notes and all interest thereon are paid, or until provision has been made for the payment of the principal of the Notes and all interest thereon in accordance with their terms, the moneys in the Repayment Fund shall be applied only for the purposes for which the Repayment Fund is created. The Treasurer and Tax Collector is directed to deposit all Pledged Revenues subject to deposit as provided in this Section 5(D) when and as received directly into the Repayment Fund, without further instruction by the District. From the dates of receipt by the Treasurer and Tax Collector of any of the Pledged Revenues subject to such deposit, the District shall have no right, title or interest therein.

(E) Disbursement and Investment of Moneys in Repayment Fund. All Pledged Revenues shall be deposited into the Repayment Fund upon receipt. After such date as the amount of Pledged Revenues on deposit in the Repayment Fund shall be sufficient to pay in full the principal of and interest on the Notes, when due, any moneys in excess of such amount remaining in or accruing to the Repayment Fund shall be transferred to the general fund of the District or otherwise as directed by the Authorized Officer. On the Maturity Date of the Notes, the moneys in the Repayment Fund shall be used, to the extent necessary, to pay the principal of and interest on the Notes.

Moneys in the Repayment Fund, to the greatest extent possible, shall be invested in Permitted Investments (as defined in the Trust Agreement) as directed by the Treasurer and Tax Collector or by the Authorized Officer in consultation with the Los Angeles County Office of Education. The Treasurer and Tax Collector (who is hereby designated as agent of the District for these purposes) is hereby requested to invest and/or to direct the investment of the proceeds of the Notes and the Participation Certificates and any other funds held under the Trust Agreement in accordance with the Trust Agreement and County policy governing the investment of such funds.

(F) Defaults in the Repayment of the Notes. If the Notes are not paid when due or are paid in whole or in part by a draw under or claim upon a form of credit support for the Notes or a series of Participation Certificates (“Credit Enhancement”) which draw or claim is not fully reimbursed on such date, they shall become Defaulted Notes (as defined in the Trust Agreement), and the unpaid portion thereof (or the portion thereof with respect to which Credit

Enhancement applies for which reimbursement on a draw or claim has not been fully made) shall be deemed outstanding and shall continue to bear interest at the default rate specified in the Trust Agreement (the “Default Rate”). If the Notes are not secured by Credit Enhancement in whole or in part and are not fully paid at maturity, the unpaid portion thereof (or the portion thereof to which no Credit Enhancement applies which is unpaid), including the respective series of Participation Certificates, shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate. In each case set forth in the preceding two sentences, the obligation of the District with respect to such Defaulted Notes or unpaid Notes shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of any available revenues attributable to the Repayment Fiscal Year as provided in Section 5(B) above.

Section 6. Execution of Notes. The District hereby requests the Treasurer and Tax Collector, or his designated deputy, and the appropriate officers of the County Board to execute the Notes by their manual or facsimile signatures and to affix a facsimile of the seal of the County thereon. Said officers shall be authorized to cause the blank spaces thereof to be filled in prior to initial delivery as may be appropriate. The District’s approval of the information set forth therein shall be conclusively evidenced by the execution of the District’s Note by the Treasurer and Tax Collector.

Section 7. Approval of Sale of Notes. This Board of Education hereby delegates to the President and Vice President of the Board of Education, and to the Superintendent and Chief Business and Financial Officer of the District, as the case may be, or such other authorized person (each, an “Authorized Officer”), the right, on behalf of the District, to elect to have the District participate in the Pooled Program or to have the Notes issued on a stand-alone basis. Such election shall be conclusively evidenced by the execution of the District’s Note by the Treasurer and Tax Collector. In case any officer whose signature shall appear on any Notes shall cease to be such officer before the delivery of such Note, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. The Treasurer and Tax Collector shall, within the limitations set forth below, be authorized and directed, on behalf of the District, to enter into a contract of purchase (the “Purchase Contract”) with the Underwriters (hereinafter defined) for the purchase of the Notes and the respective series of Participation Certificates. In connection with the Pooled Program, the Los Angeles County Office of Education, with the concurrence of this District, has appointed RBC Capital Markets, LLC, as representative of itself and any co-underwriter the Los Angeles County Office of Education may appoint as underwriters (collectively, the “Underwriters”).

The tax and revenue anticipation notes of the Pooled Program shall be deposited into a trust to be established under and pursuant to the Trust Agreement, creating a trust estate, which shall contain the Notes and the tax and revenue anticipation notes of the other Participants in such series, if any. The Notes, if such Notes are issued on a stand-alone basis, shall be deposited into a trust to be established under and pursuant to the Trust Agreement, creating a trust estate, which shall contain the Notes. It is hereby recognized, acknowledged and agreed that the Certificate Agent appointed pursuant to the Trust Agreement may execute and deliver a Series of Participation Certificates on behalf of the District and the other Participants of such Series, each representing the proportional, undivided ownership interest of the registered owner

thereof in the Notes of the Pooled Program related to such Series of Participation Certificates. The District agrees to recognize each registered owner of the related Series of Participation Certificates as the beneficial owner of its Notes to the extent of such registered owner's proportional, undivided interest in the Notes. The Authorized Officer is hereby authorized to execute and deliver any documents and to take such other action as may be necessary or proper to carry out the interest of the provisions hereof. The participation by the District in the Pooled Program and the execution and delivery of a Series of Participation Certificates under the Trust Agreement shall not cause the District to be liable for payments of principal of or interest on the tax and revenue anticipation notes attributable to any other Participant.

Section 8. Authorization and Approval of Preliminary Official Statement and Official Statement. The Underwriters are hereby authorized to prepare a Preliminary Official Statement and an Official Statement relating to the Notes and the Pooled Program. Each Authorized Officer is hereby authorized and directed to provide to the Underwriters such information relating to the District as the Underwriters shall reasonably request in connection with the preparation of and for inclusion in the Preliminary Official Statement and the Official Statement. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement, except for certain omissions permitted by Rule 15c2-12 of the Securities and Exchange Commission (the "SEC") promulgated under the Securities Exchange Act of 1934, as amended (the "Rule"), is hereby deemed "final" within the meaning of the Rule; provided that no representation is made by the District as to the information contained in the Preliminary Official Statement relating to the other Participants or any municipal bond insurer.

If, at any time prior to the execution of the Purchase Contract by the County, any event occurs as a result of which the information contained in the Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriters. If, at any time subsequent to the execution of the Purchase Contract by the County and prior to the "end of the underwriting period" (as defined in the Rule), any event occurs as a result of which the information contained in the Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriters. If, in the opinion of the Underwriters, such event requires the preparation and distribution of a supplement or amendment to the Preliminary Official Statement or Official Statement, the District shall prepare and furnish to the Underwriters, at the expense of the District, such number of copies of the supplement or amendment to the Preliminary Official Statement or Official Statement, as applicable, in form and substance mutually agreed upon by the District and the Underwriters, as the Underwriters may reasonably request.

Section 9. Representations and Warranties.

(A) The District is a validly existing school district or community college district under the Constitution and laws of the State, with the right and power to execute, deliver and perform its obligations under this District Resolution.

(B) The performance of the District's obligations under this District Resolution and compliance with the provisions hereof by the District do not and will not conflict with or constitute on the part of the District a breach of, or a default under, the Constitution of the State, any existing law, charter, ordinance, regulation, decree, order or resolution, or any agreement, indenture, mortgage, lease or other instrument, to which the District is subject or by which it is bound.

(C) No action, suit, proceeding or investigation is pending or threatened against the District in any court or before any governmental authority seeking to restrain or enjoin the execution or delivery of or in any way contesting or affecting the validity of this District Resolution or the receipt or application of the Pledged Revenues pledged to pay the Notes or contesting the powers of the District to participate in the financing represented by the Participation Certificates.

(D) The maximum aggregate principal amount of the Notes, when added to the interest payable thereon, shall not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including but not limited to revenue from the State and federal governments), cash receipts and other moneys of the District which will be available for the payment of the Notes and interest thereon as required by Section 53858 of the Act.

(E) The District, for the purpose of evidencing compliance with the provisions of Section 42133 of the California Education Code, has not filed its Fiscal Year 2019-2020 interim financial reports with a qualified or negative certification pursuant to Education Code Section 42131(a)(1) and the Superintendent of Schools has not classified the District's interim financial reports for such fiscal year to be qualified or negative pursuant to Education Code Section 42131(a)(2); provided, however, that if the District has a qualified or negative certification with respect to an interim financial report for Fiscal Year 2019-2020, the District shall provide to Bond Counsel the written determination by the County Superintendent of Schools that the repayment of the Note is probable pursuant to Section 42133 of the Education Code prior to the issuance of the Notes.

(F) The District has funded its Reserve for Economic Uncertainties for Fiscal Year 2019-2020 and shall fund its Reserve for Economic Uncertainties for Fiscal Year 2020-2021 in at least the minimum amount recommended by the State Superintendent of Public Instruction and Los Angeles County Office of Education.

Section 10. Continuing Disclosure.

(A) As required by the Rule, the District covenants with the beneficial owners of the Notes and the related Series of Participation Certificates that it will, and hereby authorizes its appropriate officers and employees to provide or cause to be provided, in a timely manner not in excess of ten (10) Business Days after the occurrence of such Listed Event (hereinafter defined), for the benefit of the beneficial owners of the Notes and the related Series of Participation Certificates, notice of any of the following Listed Events to the MSRB through its EMMA System with respect to its Notes:

- (1) principal and interest payment delinquencies.

- (2) non-payment related defaults, if material.
- (3) modifications to rights of holders, if material.
- (4) Bond calls, if material and tender offers.
- (5) defeasances.
- (6) rating changes with respect to the related Series of Participation Certificates.
- (7) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (Internal Revenue Service Form 5701-TEB) or other material notices of determinations with respect to the tax status of the Notes and the related Series of Participation Certificates, or other material events affecting the tax status of the Notes and the related Series of Participation Certificates.
- (8) unscheduled draws on the debt service reserves reflecting financial difficulties.
- (9) unscheduled draws on the credit enhancements reflecting financial difficulties.
- (10) release, substitution or sale of property securing repayment of the Notes and the related Series of Participation Certificates, if material.
- (11) bankruptcy, insolvency, receivership or similar event of the District (such event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under State or federal law in which a court or government authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District);
- (12) substitution of credit or liquidity providers, or their failure to perform with respect to its Note and the related Series of Participation Certificates;
- (13) the consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive

agreement relating to any such actions, other than pursuant to its terms, if material;

- (14) appointment of a successor or additional Certificate Agent or the change of name of a Certificate Agent, if material;
- (15) incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect Note holders, if material; and
- (16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

Unless otherwise required by the MSRB or the SEC, all notices, documents and information provided to the MSRB shall be provided to the EMMA System (hereinafter defined), the current internet address of which is <http://emma.msrb.org>. All notices, documents and information provided to the MSRB shall be provided in an electronic format as prescribed by the MSRB and shall be accompanied by identifying information as prescribed by the MSRB.

Notwithstanding any other provision herein, failure of the District to perform in accordance with this Section 10(A) shall not constitute a default under this District Resolution and may be enforced only as provided in this Section 10.

(B) Each Listed Event Notice shall be so captioned and shall prominently state the title, date and CUSIP numbers of the affected Participation Certificates and the Participant or Participants for which such Listed Event is applicable.

(C) Except as otherwise described in the Official Statement, the District represents that in the last five years, it has not failed to comply in any material respect with any previous undertaking in a written contract or agreement specified in paragraph (b)(5)(i) of the Rule.

(D) This Section 10 may be amended by the District without the consent of the holders of the Notes and the related Series of Participation Certificates (except to the extent required under clause (d)(ii) below), if all of the following conditions are satisfied: (a) such amendment is made in connection with a change in circumstances that arises from a change in legal (including regulatory) requirements, a change in law (including rules or regulations) or in interpretations thereof, or a change in the identity, nature or status of the District or the type of business conducted thereby; (b) this Section 10 as so amended would have complied with the requirements of the Rule as of the date of this District Resolution, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; (c) the District shall have delivered to the County and the Certificate Agent an opinion of Bond Counsel, addressed to the District, the County and the Certificate Agent, to the same effect as set forth in clause (b) above; (d) either (i) the District shall have delivered to the County and the Certificate Agent an opinion of Bond Counsel or a determination by an entity, in each case unaffiliated with the District (such as Bond Counsel, the County or the Certificate

Agent), addressed to the District, the County and the Certificate Agent, to the effect that the amendment does not materially impair the interests of the holders of the Notes and the related Series of Participation Certificates or (ii) the holders of the Notes and the related Series of Participation Certificates consent to the amendment to this Section 10 pursuant to the same procedures as are otherwise required for amendments to this District Resolution with consent of holders of the Notes and the related Series of Participation Certificates pursuant to this District Resolution as in effect at the time of the amendment, and (e) the District shall have delivered copies of such opinion(s) and amendment to the EMMA System.

(1) This Section 10 may be amended and any provision of this Section 10 may be waived, by written agreement of the parties, without the consent of the holders of the Notes and the related Series of Participation Certificates, if all of the following conditions are satisfied: (a) an amendment to the Rule is adopted, or a new or modified official interpretation of the Rule is issued, after the effective date of this District Resolution which is applicable to Section 10 of this District Resolution, (b) the District shall have delivered to the County and the Certificate Agent an opinion of Bond Counsel, addressed to the District, the County and the Certificate Agent, to the effect that performance by the District, the County and the Certificate Agent under this Section as so amended will not result in a violation of the Rule and (c) the District shall have delivered copies of such opinion and amendment to the EMMA System.

(2) This Section 10 may be amended, without the consent of the holders of the Notes and the related Series of Participation Certificates, if each of the following conditions are satisfied: (a) the District shall have delivered to the Certificate Agent an opinion of Bond Counsel, addressed to the District and the Certificate Agent, to the effect that the amendment is permitted by rule, order or other official pronouncement, or is consistent with any interpretive advice or no-action positions of staff of the SEC, and (b) the Certificate Agent shall have delivered copies of such opinion and amendment to the EMMA System.

(E) The provisions of this Section 10 shall inure solely to the benefit of the holders from time to time of the Notes and the related Series of Participation Certificates, except that beneficial owners of the Notes and the related Series of Participation Certificates shall be third-party beneficiaries of this Section 10.

(1) Except as provided in this Section 10(E)(2), the provisions of this Section 10 shall create no rights in any person or entity. The obligations of the District to comply with the provisions of this Section 10 shall be enforceable in the case of enforcement of obligations to provide notices, by any Registered Owner of outstanding Participation Certificates, or by the Fiscal Agent and Certificate Agent on behalf of the Registered Owners of outstanding Participation Certificates; *provided, however*, that the Fiscal Agent and Certificate Agent shall not be required to take any enforcement action except at the direction of the Registered Owners of not less than a majority in aggregate principal amount of the related Series of Participation Certificates at the time outstanding who shall have provided the Certificate Agent with adequate security and indemnity. The Registered Owners', Fiscal Agent's and Certificate Agent's rights to enforce the provisions of this Section 10 shall be limited solely to a right, by action in mandamus or for specific performance, to compel performance of the District's obligations under this Section. In consideration of the third-party beneficiary status of

beneficial owners of Participation Certificates pursuant to Section 10(E)(1) of this Section, beneficial owners shall be deemed to be Registered Owners of Participation Certificates for purposes of this Section 10(E).

(F) For the purposes of this District Resolution, unless the context otherwise requires, the terms defined in this Section 10(F) shall, for all purposes of this District Resolution, have the meanings specified herein:

“Bond Counsel” means an attorney or firm of attorneys of nationally recognized standing in matters pertaining to the validity of, and tax-exempt nature of interest on, obligations issued by states and their political subdivisions.

“Business Day” means any day of the year other than Saturday or Sunday or any day on which banks in New York, New York or Los Angeles, California are not authorized or obligated by law or executive order to close and on which the New York Stock Exchange is not closed.

“EMMA System” means the MSRB’s Electronic Municipal Market Access system or any other repository so designated by the MSRB or the SEC.

“Financial Obligation” means “financial obligation” as such term is defined in the Rule.

“Listed Event” means any of the events with respect to the Notes, set forth in Section 10(A) above.

“Listed Event Notice” means a notice of a Listed Event.

“MSRB” means the Municipal Securities Rulemaking Board established pursuant to Section 15B(b)(1) of the Securities Exchange Act of 1934, or any successor thereto or to the functions of the MSRB contemplated herein.

“Register” means the book or book of registration kept by the Registrar in which are maintained the names and addresses and principal amounts registered to each Registered Owner.

“Registered Owner” means the Person in whose name a Participation Certificate is registered on the Register.

“Registrar” means the Certificate Agent, or a substitute Registrar.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

“SEC” means the Securities and Exchange Commission of the United States of America.

Section 11. Delivery of Notes. The proper officers of the County Board are hereby requested to deliver the Notes to the Treasurer and Tax Collector upon payment therefor in accordance herewith and in accordance with the terms of the Purchase Contract executed in connection with the Notes or the Participation Certificates, as appropriate, and the Trust Agreement. All actions heretofore taken by the officers and agents of the District and the County Board with respect to the Notes are hereby approved, confirmed and ratified, and the officers of the District and the County Board are hereby authorized and directed to do any and all things and take any and all actions including but not limited to those described herein, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with this District Resolution and any resolutions hereafter adopted by this Board of Education.

Section 12. Non-Negotiability of Notes. In the event that the Authorized Officer shall elect to issue the District's Notes within the Pooled Program, such Notes shall be deposited with the Certificate Agent and maintained in trust until their scheduled maturity and payment in full. The Notes shall not be transferable or assignable by the Certificate Agent. Notwithstanding the foregoing, in the event that the Notes should be lost, stolen, destroyed or mutilated prior to their stated maturity, the District shall cause to be issued a new Note or Notes of the same tenor, term and maturity as the original to replace the same upon such reasonable terms and conditions, including the payment of costs and the posting of a surety bond, as may from time to time be determined and prescribed by the Authorized Officer in consultation with the Los Angeles County Office of Education.

Section 13. Authorization for Credit Enhancement. This Board of Education acknowledges and agrees that the District shall be obligated to pay the District's *pro rata* share of the cost or the cost, respectively, of any Credit Enhancement required for the Pooled Program or the District in the event the District issues its Notes on a stand-alone basis, respectively, and this Board of Education specifically finds and determines that the acquisition of such Credit Enhancement will benefit the District by reducing the interest cost associated with the Notes. The Authorized Officer is hereby authorized and directed to execute such reimbursement or other financing agreement as may be necessary in order to obtain said Credit Enhancement for the District's participation in the Pooled Program or for the District if the Notes are issued on a stand-alone basis, and the District agrees to perform its obligations pursuant to such reimbursement or other financing agreement.

Section 14. Authorization to Attest. Any Authorized Officer or the Clerk of the Board of Education, or designee thereof, is hereby authorized and directed to attest to the signature of any other Authorized Officer, whenever required or advisable for the transactions contemplated by this District Resolution. Each Authorized Officer is authorized and directed to execute and attest such further documents, instruments and certificates as may be deemed necessary or advisable by Bond Counsel in order to accomplish the purposes of this District Resolution.

Section 15. Further Actions Authorized. It is hereby covenanted that the District, and its appropriate officials, have duly taken all proceedings necessary to be taken by them, and will take any additional proceedings necessary to be taken by them, for the levy, collection and enforcement of the taxes and other revenues pledged under this District

Resolution in accordance with the law and for carrying out the provisions of this District Resolution. The Authorized Officers, and other officers and staff of the District are hereby directed to take such further action as may be necessary to carry out the intent and purpose of this District Resolution and to execute and deliver any and all agreements, certificates and other documents that they or Bond Counsel may deem necessary or advisable to effectuate the purposes of this District Resolution without further approval of this Board of Education.

Section 16. Costs and Expenses. The District covenants and agrees to pay its *pro rata* share of the costs and expenses incurred in connection with the execution and delivery of the Notes, the Participation Certificates and the administration of the Pooled Program, in the event that its Authorized Officer should elect to issue the Notes.

Section 17. Indemnification of Certificate Agent. The District shall indemnify, to the extent permitted by law, the Certificate Agent and its officers, directors, agents and employees for losses, costs, expenses (including, without limitation, legal fees and expenses), suits, damages, judgments and liabilities incurred by the Certificate Agent under this District Resolution and the Trust Agreement not resulting from the Certificate Agent's own gross negligence or willful misconduct.

Section 18. Limited Liability. Notwithstanding anything to the contrary contained herein or in the Notes or in any other document mentioned herein, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 5 hereof and the County is not liable for payment on the Notes or any other obligation of the District hereunder.

Section 19. Effective Date. This Resolution shall become effective upon its adoption by the Board of Education.

PASSED AND ADOPTED by the Board of Education of the Glendale Unified School District on December 15, 2020, by the following vote:

AYES:

NOES:

ABSENT:

President of the Board of Education of the
Glendale Unified School District

ATTEST:

Clerk of the Board of Education of the
Glendale Unified School District

EXHIBIT A

FORM OF 2020-2021 TAX AND REVENUE ANTICIPATION NOTE

GLENDALE UNIFIED SCHOOL DISTRICT
COUNTY OF LOS ANGELES
STATE OF CALIFORNIA
2020-2021 TAX AND REVENUE ANTICIPATION NOTE

No. R-__

Maturity Date: _____, 2021

Principal Amount: \$_____

Interest Rate: ____%

FOR VALUE RECEIVED, the GLENDALE UNIFIED SCHOOL DISTRICT (the "District"), County of Los Angeles, State of California, acknowledges itself indebted to and promises to pay to the [TREASURER AND TAX COLLECTOR OF THE COUNTY OF LOS ANGELES][Registered Owner] the Principal Amount stated above in lawful money of the United States of America, on the Maturity Date stated above, together with interest thereon at the Interest Rate stated above, calculated on the basis of a 360-day year of twelve 30-day months, in like lawful money of the United States of America from the date hereof until maturity. The principal of and interest due at maturity on this Note shall be payable only upon surrender of this Note as the Note shall fall due.

It is hereby certified, recited and declared that this Note is made, executed and given pursuant to and by authority of a resolution duly passed and adopted by the Board of Education of the District, and of a resolution duly passed and adopted by the Board of Supervisors of the County of Los Angeles, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5, of the California Government Code, and that all acts, conditions and things required to exist, happen and be performed precedent to and in the issuance of this Note have existed, happened and been performed in regular and due time, form and manner as required by law, and that this Note, together with all other indebtedness and obligations of the District, does not exceed any limit prescribed by the Constitution or laws of the State of California.

The Principal Amount of the Note, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received by the District during, or are attributable to, Fiscal Year 2020-2021 and which are lawfully available therefor. The District has pledged certain unrestricted revenues the ("Pledged Revenues") to the payment of principal of the Notes and interest thereon on the dates and in the amounts set forth in the Trust Agreement, dated as of _____ 1, 202_ by and between the County of Los Angeles and The Bank of New York Mellon Trust Company, N.A., as Certificate Agent, as security for the Notes. The Notes shall be a general obligation of the District, and to the extent the Notes are not paid from the Pledged Revenues, the Notes shall be paid with interest thereon from any other moneys of the District lawfully available therefor, as provided herein and by law.

In the event of the nonpayment of this Note on the Maturity Date hereof, the balance due shall accrue interest at a default rate of one and one-half percent (1.5%) per annum above the next Business Day, 1-Year Treasury Constant Maturities yield in Federal Reserve Statistical Release H-15 (or successor publication) and the first Business Day of each month thereafter until paid in full. Such interest to be calculated based on a 360-day year of twelve 30-day months.

IN WITNESS WHEREOF, the Board of Supervisors of the County of Los Angeles has caused this Note to be executed by its Chair and by the Treasurer and Tax Collector of the County of Los Angeles and countersigned by the Executive Officer-Clerk of the Board of Supervisors, or their duly designated deputies, which signatures may be facsimile signatures (provided that one of such signatures must be manually affixed) and has caused a facsimile of its official seal to be printed hereon this ____ day of _____, 202_.

By:
Chair

By:
Treasurer and Tax Collector

Countersigned:

By:
Executive Officer-Clerk of
the Board of Supervisors

ASSIGNMENT

For value received, the undersigned do(es) hereby sell, assign and transfer unto The Bank of New York Mellon Trust Company, N.A., acting as Certificate Agent, the within Note and do(es) hereby irrevocably constitute and appoint _____ as the undersigned's attorney to transfer such Note on the registration books of the Certificate Agent, with full power of substitution in the premises.

TREASURER AND TAX COLLECTOR OF THE
COUNTY OF LOS ANGELES

Dated: _____, 202_

Note: The signature(s) to this Assignment must correspond with the name(s) as written on the face of the within Certificate in every particular, without alteration or enlargement or any change whatsoever.

Social Security Number,
Taxpayer Identification Number
or other Identifying Number of Assignee:

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Developer Fee Report Prepared Pursuant to SB1693 and Government Code Sections 66001 and 66006**

The Superintendent recommends that, following a Public Hearing, the Board of Education approve a Developer Fee Report prepared pursuant to SB1693 and Government Code Sections 66001 and 66006.

Introduction

Effective January 1, 1997, Senate Bill 1693 amended Government Code Sections 66001 and 66006 to impose more detailed reporting requirements for developer fees. The local agency must account for funds collected, whether committed or uncommitted, and are required to review this information at a regularly scheduled public meeting not less than 15 days after the information is made available for public review.

The attached report provides information on developer fees and interest income collected and expended during 2019-20. Summarized information for fiscal years 2014-15 through 2019-20 is also included.

The fees and interest reported were used to purchase property, upgrade, reconstruct and modernize our school facilities. The fees have been justified, and a reasonable relationship established between the fees and the purpose for which they are charged, in the District's 2016 Developer Fee Study. Developer Fees, General Obligation Bond funds, and State School Construction Bond funds are the primary funding sources used to address various school facility needs of the District. During 2019-20, no refunds were made pursuant to subdivision (e) of Section 66001 and no allocations were made pursuant to subdivision (f) of Section 66001.

Outline of Reporting Requirement

Section 66006(b)(1) of the Government Code states that for each separate account established for Reportable Fees (Developer Fees), received for additional school facilities ("School Facilities") for students from new development, the local educational agency shall, within one hundred eighty (180) days after the last day of each fiscal year, make available to the public the following information:

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 5

Page 2

- (1) A brief description of the type of fees collected in the account.
- (2) The amount of the fees collected and interest earned.
- (3) The beginning and ending balance of the account.
- (4) An identification of each project (“Project”) on which fees were expended and the amount of the expenditures on each project.
- (5) An identification of an approximate date by which the construction of a project will commence.
- (6) As applicable, a description of each interfund transfer or loan made from the account, including the Project on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account will receive on the loan.
- (7) As applicable, the amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001; and

Section 66001(d) of the Government Code also requires that the District make the following findings with respect to that portion of the account remaining unexpended, whether committed or uncommitted, at the time it makes the foregoing information available to the public:

- (1) Identification of the purpose to which the Reportable Fees are to be allocated.
- (2) Demonstration of a reasonable relationship between the Reportable Fees and the purpose for which they are charged.
- (3) Identification of all sources and amounts of funding anticipated to complete financing of the Projects of the District.
- (4) Designation of the approximate dates on which the funding referred to in paragraph (3) is expected to be deposited into the appropriate account.

Attachment A to this report constitutes the District’s report of Developer Fees pursuant to SB 1693 and Government Code Sections 66001 and 66006. A notice of the opportunity for public comment on the information contained in this report was published in the Glendale News Press on November 28, 2020.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

REPORT OF SCHOOL FACILITY FEES INCLUDING ALTERNATIVE SCHOOL FACILITY FEES (“REPORTABLE FEES”) REPORT FOR FISCAL YEAR 2019-20 IN COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001

Government Code Sections 66006 and 66001 provide that the District shall make available to the public certain information and adopt described findings relative to statutory school facility fees adopted pursuant to Education Code Section 17620 and Government Code Sections 65995, 65995.5, 65995.6 and 65995.7 (“Level 1 Fees”, “Level 2 Fees” and “Level 3 Fees”, collectively, “Statutory School Facility Fees” and as to Level 2 and Level 3 Fees, “Alternative School Facility Fees”). The foregoing for this purpose is also referred to as reportable fees (“Reportable Fees”). The described information and findings relate to Reportable Fees received, expended or to be expended in connection with school facilities (“School facilities”) for the District to accommodate additional students from new development if funded or partially funded with Reportable Fees. The Reportable Fees do not include letters of credit, bonds, or other instruments to secure payment of Reportable Fees at a future date. The Reportable Fees have not been levied, collected, or imposed for general revenue purposes.

The following is the information and proposed findings the District proposes to review and adopt in accordance with Government Code Sections 66006 and 66001.

I. INFORMATION MADE AVAILABLE PURSUANT TO GOVERNMENT CODE SECTION 66006 FOR FISCAL YEAR 2019-20:

In accordance with Government Code Section 66006(b)(1) and (2), the District provides the following information for fiscal year 2019-20:

A. DESCRIPTION OF THE TYPE OF REPORTABLE FEES IN THE ACCOUNT OR SUB-ACCOUNT(S) OF THE DISTRICT:

The Reportable Fees consist of Statutory School Facility Fees including Alternative School Facility Fees.

B. AMOUNT OF THE REPORTABLE FEES:

The Reportable Fee amounts for fiscal year 2019-20 are set forth in the Schedule “A”. These fee amounts were approved by the Board of Education on May 3, 2016. Developer Fee amounts only partially mitigate the impact to the District caused by residential development.

C. BEGINNING AND ENDING BALANCE OF ACCOUNT AND SUB-ACCOUNT(S):

	Reportable Fees
Beginning Balance (7-1-19)	\$10,867,407
Ending Balance (6-30-20)	\$10,603,575*

* Currently designated for various Measure S and Capital Facility and Improvement Fund projects.

D. AMOUNT OF THE REPORTABLE FEES COLLECTED AND INTEREST EARNED:

Amount of Reportable Fees Collected Per Account or Sub-Account(s)	Amount of Interest Earned Per Account or Sub-Account(s)
Residential \$944,779	\$174,076
Commercial \$9,740	\$1,812
TOTAL \$954,519	\$175,888

E. IDENTIFICATION OF EACH PROJECT DURING 2019-20 ON WHICH DEVELOPER FEES WERE EXPENDED

This information is provided in Schedule “B”.

F. IDENTIFICATION OF AN APPROXIMATE DATE BY WHICH VARIOUS CONSTRUCTION PROJECTS OF THE DISTRICT WILL COMMENCE

The District has determined that for fiscal year 2019-20, Reportable Fees and other sources of funding were not sufficient to complete the financing of all currently identified school facility (renovation, modernization and new construction) projects.

G. DESCRIPTION OF EACH INTERFUND TRANSFER OR LOAN MADE FROM THE ACCOUNT OR SUB-ACCOUNT(S), INCLUDING PROJECT(S) OF THE DISTRICT ON WHICH THE TRANSFERRED OR LOANED REPORTABLE FEES WILL BE EXPENDED, AND, IN THE CASE OF AN INTERFUND LOAN, THE DATE ON WHICH THE LOAN WILL BE REPAYED, AND THE RATE OF INTEREST THAT THE ACCOUNT OR SUB-ACCOUNT(S) WILL RECEIVE ON THE LOAN:

Description of Interfund Transfer or Loan	Funds to Which Reportable Fees Are Loaned	Amount	Date Loan Repaid	Rate of Interest
N/A	N/A	N/A	N/A	N/A

H. THE AMOUNT OF REFUNDS MADE OR REVENUES ALLOCATED FOR OTHER PURPOSES IF THE ADMINISTRATIVE COSTS OF REFUNDING UNEXPENDED REVENUES EXCEED THE AMOUNT TO BE REFUNDED:

None.

II. PROPOSED FIVE (5) YEAR FINDINGS WITH RESPECT TO THAT PORTION OF THE ACCOUNT OR SUB-ACCOUNT(S) REMAINING UNEXPENDED, WHETHER COMMITTED OR UNCOMMITTED IN ACCORDANCE WITH GOVERNMENT CODE SECTION 66001:

A. IDENTIFICATION OF THE PURPOSE TO WHICH THE REPORTABLE FEES ARE TO BE EXPENDED:

The purpose of Developer Fees imposed and collected on new residential, commercial and industrial development within the District is to fund additional school facilities required to serve the students of the District generated by its new development within the District. Specifically, the Reportable Fees will be used for the construction and/or acquisition of additional school facilities, remodeling existing school facilities to add additional classrooms and technology, as well as acquiring and installing additional modular classrooms.

B. DEMONSTRATION OF A REASONABLE RELATIONSHIP BETWEEN THE REPORTABLE FEES AND THE PURPOSES FOR WHICH THEY ARE CHARGED:

There is a proportional/reasonable relationship between the new development upon which the Developer Fees are charged and the need for additional school facilities by reason of the fact that additional students will be generated by additional development within the District and the District does not have student capacity in the existing school facilities to accommodate these new students.

Special Note: The District's "School Facility Fee Handbook (Revised in July 5, 2016) provides the justification documentation for the assessment of fees (Developer Fees) on new residential and commercial/industrial construction.

C. DEVELOPER FEE COLLECTIONS AND EXPENDITURES FOR FISCAL YEARS 2014-15 THROUGH 2019-20

In accordance with Government Code Section 66006(b)(2), information, including the proposed five (5) year findings presented in Schedule C, were made available to the public at least fifteen (15) days prior to consideration of the Reportable Fees Report. The Board of Education is asked to formally consider (certify) such annual information and proposed five (5) year findings at its meeting on December 15, 2020.

D. IDENTIFICATION OF ESTIMATED FUNDING SOURCES AND AMOUNTS ANTICIPATED TO COMPLETE VARIOUS PROJECTS IDENTIFIED IN THE DISTRICT'S MEASURE S AND OTHER FACILITY RELATED REPORTS:

Source of Funding	Amount of Funding Received/Anticipated to be Received to Complete Financing of School Facilities
1. State School Building Program	\$82,876,216*
2. Community Facilities Districts	\$0
3. General Obligation Bond Proceeds	\$270,000,000**
4. Redevelopment Pass-Through Agreements	\$19,664,150***
5. Statutory School Facility Fees (Developer Fees)	\$27,052,348****
6. Mitigation Payments	N/A
7. Certificates of Participation	N/A
8. SB-201 Fees (Government Code Section 65970 <i>et seq.</i>)	N/A
9. Total Funding (Lines 1 - 8 above)	\$399,592,714
10. Total Costs of All Projects (est.)	\$553,931,795
11. Minus Total of All Funding Sources (Enter from Line 9 above).	\$399,592,714*****
12. Unfunded Balance (Line 10, minus Line 11)	\$154,339,081*****

* Reflects State School Construction Bond funding available as of June 30, 2020 and the total amount of funding received (\$82,876,216).

** Reflects Measure S Bonds.

*** Reflects San Fernando Corridor and Central Redevelopment tax increment funds available as of June 30, 2020.

**** Developer Fee Fund balance as of June 30, 2020, designated for various capital facility projects.

***** Includes Measure S \$270,000,000; received and projected State Bond funds, and funds from other sources.

***** The "Unfunded Balance" is only in relation to the funding sources listed on lines 1 to 8 and does not reflect Measure S interest earnings (to date/projected), previous and future funding from the District's Capital Project, and Deferred Maintenance.

E. DESIGNATION OF THE APPROXIMATE DATE ON WHICH THE FUNDING REFERRED TO IN SECTION D ABOVE IS EXPECTED TO BE DEPOSITED IN THE APPROPRIATE ACCOUNT OR SUB-ACCOUNT(S).

Sources	Approximate Date Expected to Be Deposited
State School Building Program	N/A
Community Facilities Districts	N/A
General Obligation Bond Proceeds	2020-21 \$38 million
Redevelopment Pass-Through Agreements	CURRENTLY ON DEPOSIT
Statutory School Facility Fees	CURRENTLY ON DEPOSIT
Mitigation Payments	N/A
Certificates of Participation	N/A
S.B. No. 201 Fees (Government Code Section 65970 <i>et seq.</i>)	N/A

SCHEDULE A

GLENDALE UNIFIED SCHOOL DISTRICT
STATUTORY SCHOOL FACILITY FEES
INCLUDING ALTERNATIVE SCHOOL FACILITY FEE AMOUNTS
2019-20

Residential	
Level 1	<u>\$3.48</u> per square foot
Level 2	<u>N/A</u> per square foot
Level 3	<u>N/A</u> per square foot
Commercial/Industrial	<u>\$ 0.56</u> per square foot

Note: On July 5, 2016, the Level 1 Residential Fee was increased to \$3.48 per square foot and the Commercial/Industrial Fee to \$.56 per square foot.

SCHEDULE B
FUND 25 - Income and Expenditures
as of 06/30/20

Fund Balance, July 1, 2019	\$	10,867,407.06
Net Change During Fiscal Year	\$	<u>(263,832.09)</u>
Fund Balance, June 30, 2020	\$	<u><u>10,603,574.97</u></u>

INCOME

Developer Fee Collections	\$	954,519.39
Interest Income		<u>175,888.27</u>
Total Actual Income	\$	1,130,407.66

EXPENDITURES

Salaries & Benefits	\$	55,191.26
Interfund Transfer To Fund 40.1 Cloud Portables Project		500,000.00
Balboa Portables		508,053.52
Monte Vista Restrooms		327,968.35
Toll Portables		3,026.62
Total Expenditures	\$	<u>1,394,239.75</u>

NET CHANGE IN FUND BALANCE **(\$263,832.09)**

Cash Balance, July 1, 2019	\$	9,961,517.14
Add: 19/20 net collections (exc. receivables)	\$	724,378.03
19/20 interest collected (exc. receivables)		144,775.12
18/19 collections receivable		867,381.92
18/19 deposits in transit		0.00
18/19 interest receivable		<u>55,427.64</u>
	\$	<u>1,791,962.71</u>
Total cash available	\$	11,753,479.85
Less: 19/20 expenditures (exc. payables)	\$	1,283,044.29
18/19 net due to other funds		0.00
18/19 accounts payable		<u>16,919.64</u>
		<u>1,299,963.93</u>
Cash Balance, June 30, 2020	\$	<u><u>10,453,515.92</u></u>

SCHEDULE B
FUND 25 - Income and Expenditure Report Details
July 2019 - June 2020

INCOME

Developer Fees collected	\$ 954,519.39	
Interest	175,888.27	
TOTAL INCOME		\$ 1,130,407.66

EXPENDITURES - 100% from developer fee collections

Salaries & Benefits	\$ 55,191.26	
Interfund Transfer To Fund 40.1	500,000.00	
Cloud Portables Project		
Balboa Portables	508,053.52	
Monte Vista Restrooms	327,968.35	
Toll Portable	3,026.62	
TOTAL EXPENDITURES		\$ 1,394,239.75
NET CHANGE IN FUND BALANCE		<u><u>(\$263,832.09)</u></u>

SCHEDULE C

GLENDALE UNIFIED SCHOOL DISTRICT

Developer Fee Collections and Expenditures for
Fiscal Years 2014-15 to 2019-20
Fund 25 in SACS

Year	Fees Collected/ Interest/Other Income	Expenditures
2014-15	\$4,527,198.02	\$55,955.58
2015-16	\$3,927,665.24	\$1,705,225.50
2016-17	\$1,653,367.20	\$3,015,236.54
2017-18	\$1,570,662.89	\$1,830,500.05
2018-19	\$1,863,500.15	\$921,511.63
2019-20	\$1,130,407.66	\$1,394,239.75

Note: The information in Schedule C above reflects only annual income and expenditures. It does not reflect the net beginning or ending balance of Fund 25 (SACS).

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 6

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities
SUBJECT: **Approval of Change Order No. 2 to Bid No. 182-18/19 with The Nazerian Group for the Cloud Preschool Portables Project, and Notice of Completion**

The Superintendent recommends that the Board of Education approve Change Order No. 2 for Bid No. 182-18/19 with The Nazerian Group for the Cloud Preschool Portables Project in the amount of \$29,695.66 and a Notice of Completion, funded by Developer Fees funds.

On March 12, 2019, the Board approved the award of Bid No. 182-18/19 to The Nazerian Group for the Cloud Portables Project in the amount of \$1,094,123. On December 17, 2019, the Board approved Change Order No. 1 in the amount of \$71,585.26.

During the course of construction, several changes were required in order for the project to continue through completion. These changes included the following:

- Installation of temporary power to three (3) newly installed portable buildings due to delays resulting from providing new electrical service through Southern California Edison
- Removal of existing uneven asphalt walkways
- Installation of a new fire water backflow assembly
- Installation of new windows in portable buildings
- Credits for reduced scope of work, including interior wall framing and building design

Change Order No. 2 in the amount of \$29,695.66 accounts for these required changes to the project. This Change Order results in a cumulative increase of 9.26% to the original contract and is included in the previously allocated 10% project contingency. This increases the original contract total to \$1,195,403.92.

This project was completed in a satisfactory manner as of October 1, 2020 for a total contract cost of \$1,095,403.92 and was funded by Developer Fees funds.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.



Planning, Development & Facilities
 349 Magnolia Avenue
 Glendale, California 91204
 Tel: 818.507.0201 Fax: 818.507.4911

Project Name: *Cloud Portables Project*
 DSA No: *03-119149*

District PO No: *0001026698*
 District Contract No: *182-18/19*

CHANGE ORDER (CO)

To: Nazerian Group
 16218 Ventura Blvd #10, Encino CA 91436

CO No. *2*
 Date: *December 1, 2020*

The following modifications have been made to your basic contract for the reasons listed below:

<u>Item</u>	<u>Responsibility Code</u>	<u>Days</u>	<u>Change Amount</u>
PCO #6	04	0	(\$500.00)
PCO #7	04	0	(\$6,413.00)
PCO #8	04	0	\$5,883.51
PCO #9	07	0	\$7,759.20
PCO #11	07	0	\$4,069.34
PCO #12	07	0	\$18,896.61

Contractor agrees to furnish all labor and materials and perform all of the above described work indicated in each item attached in compliance with the applicable sections of the Contract Documents. The amount of the charges under the Change Order is limited to the charges allowed under Article 17 of the General Conditions. The adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in the Change Order shall constitute the entire compensation and/or adjustment in the contract time and contract sum due to the Contractor arising out of the change in the work covered by this Change Order, unless otherwise provided in the Change Order. It is understood that this Change Order shall be effective when approved by the Governing Board of the District.

The Original Contract Sum and Calendar Days	\$	<i>1,094,123.00</i>	
Net Change by Previously Authorized Requests and Changes	\$	<i>71,585.26</i>	<i>28</i>
The Contract Sum and Days prior to this Change Order were.....	\$	<i>1,165,708.26</i>	<i>0</i>
The Contract Sum and Days will be Increased/(decreased) by	\$	<i>29,695.66</i>	<i>0</i>
The New Contract Sum and Days including this Change Order.....	\$	<i>1,195,403.92</i>	<i>0</i>
The Date of Contract Completion as of this Change Order is therefore		<i>10/01/2020</i>	
Cumulative Percentage of Original Contract	%		<i>9.2%</i>

Authorized	Signature	Date
Owner		
Contractor	<i>[Signature]</i>	<i>12-03-20</i>
Architect	<i>[Signature]</i>	<i>12-01-20</i>
Project Manager	<i>[Signature]</i>	<i>12-3-20</i>
Inspector of Record	<i>[Signature]</i>	<i>12/03/2</i>

- Responsibility Code
- | | | |
|-------------------------|------------------------|-------------------------|
| 1. Differing Conditions | 4. Value Enhancement | 7. Required Extra Scope |
| 2. Design Error | 5. Settlement | 8. Optional Extra Scope |
| 3. Design Omission | 6. Resolution of Claim | 9. Other (explain) |

It is further understood and agreed that this adjustment constitutes compensation in full for all costs and markup directly or indirectly attributable to this change, or for all delays related thereto, including but not limited to all extended overhead and loss of productivity costs and for performance for this change within the time frame stated and Contractor expressly waives any claims for any additional compensations, damages or time extensions, in connection with the above referenced change(s). We the undersigned Contractor have given careful consideration to the change proposed and hereby agree if this proposal is approved that we will accept as full payment the price shown above. All other items and conditions of the Contract Documents shall remain in effect.

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

**Attn: Business Services
Glendale Unified School Dist.
223 N. Jackson Street
Glendale, CA 91206**

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Cloud Preschool
ADDRESS: 4444 Cloud Avenue
La Crescenta, California 91214

OWNER: Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206

IMPROVEMENT: Portable Project
DATE OF COMPLETION: October 1, 2020
CONTRACTOR: The Nazerian Group
BOARD APPROVAL: March 12, 2019
CONTRACT DATE: March 13, 2019
BID No.: 182-18/19
PURCHASE ORDER No.: 0001026698

VERIFICATION

I, the undersigned, say: I am the Glendale Unified School District Official, the declarant of the foregoing notice of completion. I have read the Notice of Completion and know the contents thereof: the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on December 16, 2020 at Glendale, California

Hagop Kassabian
Glendale Unified School District
Administrator, Planning, Development and Facilities

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities

SUBJECT: **Approval of Independent Contractor Agreement Numbers 587 through 598 with Convergent Technologies for the Purchase, Programming, and Installation of Security Surveillance Systems at Various District Sites Using the Sourcewell National Cooperative Purchasing Group Contract No. 031517-CTL**

The Superintendent recommends that the Board of Education approve Independent Contractor Agreement Numbers 587 through 598 with Convergent Technologies for the purchase, programming, and installation of security surveillance systems at various District sites using the Sourcewell National Cooperative Purchasing Group Contract No. 031517-TL for a cumulative cost of \$251,767.16, funded by Measure S funds.

Glendale Unified School District is a member of Sourcewell (formerly National Joint Powers Alliance, NJPA) which is a national cooperative purchasing group. Sourcewell awarded the contract for the purchase, programming, and installation of security surveillance systems to Convergent Technologies.

On December 17, 2019, the Board approved a project and budget allocation of \$8,000,000 in Measure S funds for Phase 2 of Districtwide security and safety improvements. A portion of this allocation, totaling \$2,250,000, was earmarked for security alarm systems and cameras throughout the District. In support of this project, staff is recommending the approval to use the Sourcewell contract #031517-CTL awarded to Convergent Technologies for the purchase, programming, and installation of security surveillance systems. Pursuant to California Public Contract Code 10298, a school district or public agency can use a cooperative purchasing agreement for the purchase and installation of equipment without further competitive bidding if it is in the district's best interest. Convergent Technologies uses only certified installers for the installation of the cameras, which will ensure warranty of the equipment.

Staff is recommending that the Board approve ICA Nos. 587 through 598 with Convergent Technologies for the installation of cameras at 12 sites, as listed on the following page, for a cumulative total of \$251,767.16.

This project is funded by Measure S – Districtwide Safety and Security Improvements, Phase 2 funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

ICA No.	School Site	No. of Cameras	Cost
587	Glendale High School	28	\$73,985.42
588	Hoover High School	6	\$14,680.28
589	Keppel Elementary School	23	\$54,954.98
590	Marshall Elementary School	2	\$5,052.84
591	Mountain Avenue Elementary School	7	\$17,473.63
592	Pacific Avenue Education Center	1	\$2,681.00
593	Columbus Elementary School	4	\$9,711.96
594	Crescenta Valley High School	14	\$33,366.96
595	Valley View Elementary School	7	\$17,361.28
596	Administration Building	3	\$7,537.13
597	Balboa Elementary School	4	\$9,487.33
598	Cloud Preschool	2	\$5,474.35
	Cumulative Total	101	\$251,767.16

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer

SUBJECT: **Variable Term Waiver Request for Certificate of Completion of Staff Development (CCSD) for the 2020-2021 School Year**

The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for the hiring of teachers on waiver permits.

Upon approval, applications will be submitted to the Commission on Teacher Credentialing for the following waiver requests:

- Thomas, Samia E.
- Manooki, Nareh
- Bishop, Joshua

In the meantime, the candidates will be issued a Temporary County Certificate from the Los Angeles County Office of Education to serve in their assignments. Notwithstanding, Glendale Unified School District will hire waiver permit teachers only when qualified, capable, fully certified teachers are unavailable.

This Waiver Request will remain in force until June 30, 2021. Submission of the Waiver Request by the local education agency is a prerequisite to the issuance of any waiver permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80120 requires that the request for the waiver be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The waiver will provide teachers additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment, and staffing allocations for the 2020-2021 school year.

Our continued District Priority is to recruit and hire fully credentialed and qualified teachers, but where that may not be possible, this will help ensure that the District has the correct people in each position, and appropriate professional development, time, and support to be successful in their jobs.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer

SUBJECT: **Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2020-2021 School Year**

The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for Audrey Tumoine on a waiver permit based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for the needed position.

Audrey Tumoine is currently assigned to the position of Teacher, Franklin Elementary School, Dual Immersion French. An application will be submitted to the Commission on Teacher Credentialing for the above waiver request. In the meantime, she has been issued a Temporary County Certificate from the Los Angeles County Office of Education to serve in this position. Notwithstanding, Glendale Unified School District will hire waiver permit teachers only when qualified, capable, fully certified teachers are unavailable.

This Waiver Request will remain in force until June 30, 2021. Submission of the Waiver request by the local education agency is a prerequisite to the issuance of any waiver permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80120 requires that the request for the waiver be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The waiver will provide teachers additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment and staffing allocations for the 2020-2021 school year.

Our continued District Priority is to recruit and hire fully credentialed and qualified teachers, but where that may not be possible, this will help ensure that the District has the correct people in each position, and appropriate professional development, time, and support to be successful in their jobs.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

ACTION REPORT NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations Officer/
Director, Classified Personnel

SUBJECT: **Announcement of Intent to Reappoint Aram Ordubegian to the
Personnel Commission as the Board of Education Appointee**

The Superintendent recommends the Board of Education approve the reappointment of Aram Ordubegian to the District Personnel Commission as the Board of Education appointee for a new term beginning December 1, 2020 through November 30, 2023.

The Personnel Commission is a non-partisan public body responsible for the administration of a “merit system” for the selection, retention, and promotion of classified (non-teaching) employees in the Glendale Unified School District. The Commission is composed of three members – one member appointed by the Board of Education, one member nominated by the classified employees (CSEA) and appointed by the Board, and the third member appointed by the other two members (Board of Education and CSEA). Commissioners are appointed for three-year terms, with the term of one member expiring each year.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 1

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED IN: Office of the Superintendent
SUBJECT: **Minutes**

The Superintendent recommends that the Board of Education approve the Minutes, as listed:

- a) Regular Meeting No. 11, November 17, 2020

GLENDALE UNIFIED SCHOOL DISTRICT
223 N. Jackson Street
Glendale, California 91206-4380

BOARD OF EDUCATION MEETING NO. 11
UNADOPTED MINUTES
REGULAR MEETING, November 17, 2020

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Dr. Armina Gharpetian, president of the Board of Education, at 4:35 p.m., on Tuesday, November 17, 2020, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Dr. Armina Gharpetian.

The following administrators were present: Dr. Vivian Ekchian, Dr. Kelly King, Mr. Stephen Dickinson, Mr. David Greco, Dr. Mary Mason, Dr. Deb Rinder, and Dr. Darneika Watson.

PLEDGE OF ALLEGIANCE

Grace Petrossians, an 8th grade student from Wilson Middle School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

Dr. Gharpetian read the following statement: "To accommodate the requirements of Government Code §54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for this meeting was posted on the bulletin boards in the lobby of the Administration Center and the GUSD website 72 hours prior to this meeting."

APPROVAL OF AGENDA ORDER

A motion was made by Mrs. Freemon and seconded by Ms. Nahabedian to approve the agenda, as presented. Motion approved unanimously: AYES — Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

PRESENTATIONS

1. Visual and Performing Arts (VAPA) Shines

Instrumental music presentation by Mr. Graziani's class at Wilson Middle School. The wind ensemble presented, "Dia De Los Muertos."

PRESENTATIONS (Continued)

2. Glendale High School Art Gallery

Glendale High School art students shared their beautiful pieces of work virtually. The GHS art gallery allows students the opportunity to continue to create art during distance learning. Staff and students hope the community, families, and friends will visit the online gallery. There will be another virtual show on December 1, 2020.

PUBLIC COMMUNICATIONS

1. Taline Arsenian, GTA president, said since March 2020, GTA's foremost priority is the safety of their members, students, and school community. Labor unions have been working for safer and healthier working conditions since its inception. Labor unions organized to help pass the Occupational Safety Health Act (OSHA) of 1970. When workers are safe, the people they work with are safe. In the case of teachers, those people are children. Currently, COVID-19 rates are spiking. GTA will not compromise on the highest safety standards for our Glendale school community. GUSD has received \$21 million to spend on COVID-19 related expenses. Their top priority has been safety. Tomorrow is another bargaining session with the district. Please consider the following requests in order to make schools safer: 1) surveillance testing for all at the district's expense; 2) consistent self-screening procedures; 3) evidence of sufficient PPE; 4) evidence of fresh and clean air in classrooms, full functioning HVAC; and 5) updated Injury and Illness Prevention Plan (IIPP). Their safety requests are reasonable and other districts have implemented similar safety measures.

CLOSED SESSION

The Board recessed to Closed Session at 5:00 p.m. to discuss the following:

- I. Conference with GUSD Labor Negotiators pursuant to Government Code Section 54957.6:
Agency designated representatives: Dr. Darneika Watson and Mr. David Greco
Employee organization: Glendale Teachers Association and California School Employees Association-Glendale Chapter No. 3.
2. Conference with Legal Counsel-Existing litigations pursuant to Government Code Code §54956.9 (d)(1)
Case No. LA-CE-6595-E
Case No. 20-CV-5878(CM)
Case No. LA-CE-6596-E
Case No. 20-STCV39618

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 6:33 p.m.

REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

SUPERINTENDENT’S UPDATE

1. School Year Update

The Superintendent and staff presented an update on the school year. Topics covered included: GUSD Healthcare Partners Advisory; Partnering with LA County Public Health; TK-2 Reopening Waivers; Facilitated Learning Centers for English Learners; Specialized Services for Students with Special Needs-Transportation; Athletic Conditioning Update; Outdoor Teaching Stations; County Best Practices; Parent/Guardian Return to School Survey and Notification; and Thanksgiving Meal Kit Distribution Event.

INFORMATION

1. FLAG Program Updates
2. Announcement of Board of Education's Intent to Reappoint Aram Ordubegian to the District Personnel Commission
3. Superintendent's District Restorative Justice Practices Task Force Committee Update and Recommendations
4. Proposed Supplementary Textbooks for Use in Elementary Schools in the Area of Foreign Language for German and Japanese Instruction
5. Proposed Revisions to Board Policies Relating to Students - Chronic Absence and Truancy and Sexual Harassment
6. Acknowledgements of Service
(Note: Correction to Item 4 on page 29- Richard Carroll is not retiring)
7. Update on Measure S and Facility Programs

The above reports were presented for information only; no action was taken.

ACTION REPORTS

1. California School Boards Association’s (CSBA) Delegate Assembly – Call for Nominations

It was moved by Ms. Nahabedian and seconded by Mr. Sahakian to nominate Jennifer Freemon for the 2021 CSBA Delegate Assembly representing Subregion 23-A. Motion approved by the following roll-call vote: AYES— Freemon, Krikorian Nahabedian, Sahakian, and Gharpetian.

ACTION REPORTS (Continued)

2. Award of Bid No. 206-20/21 for Window Replacement Project at Lincoln Elementary School

It was moved by Ms. Nahabedian and seconded by Mr. Krikorian to approve Action Report No. 2 as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian Nahabedian, Sahakian, and Gharpetian.

3. Approval to Piggyback on the Reef-Sunset Unified School District Facility Supply Services Contract Awarded to American Modular Systems (AMS) for the Purchase of Modular Buildings for the Glenoaks and Monte Vista Elementary Schools' New Building Projects

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve the Action Report No. 3, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

4. Approval of Change Order No. 4 to Lease-Leaseback Contract with Balfour Beatty Construction for the Glendale High School Aquatic Center Project

It was moved by Mrs. Freemon and seconded by Ms. Nahabedian to approve Action Report No. 4, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

5. Approval of Change Order No. 1 to Contract No. 13282-20/21 with Jack Cardani Construction for Plumbing Site work, Fencing, Gutter and Downspouts at Balboa Elementary School and Notice of Completion

It was moved by Ms. Nahabedian and seconded by Mr. Krikorian to approve Action Report No. 5, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

6. Approval of Change Order No. 1 to Bid No. 199-19/20 with Golden Gate Construction for Site Improvements and Portable Project at Balboa Elementary School and Notice of Completion

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve Action Report No. 6 as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

CONSENT CALENDAR

1. Minutes
 - a. Regular Meeting No. 10, November 2, 2020
2. Certificated Personnel Report No. 7
3. Classified Personnel Report No. 7

MINUTES: November 17, 2020– Regular Board Meeting

CONSENT CALENDAR (Continued)

4. Warrants totaling \$545,937.84 for the period of October 26, 2020 through November 6, 2020
5. Purchase Orders totaling \$545,937.84 for the period of October 26, 2020 through November 6, 2020
6. Appropriation Transfer and Budget Revision Report
7. Extension #4 of Contract Renewal and Fee Increase for Security Guard Services at Various Sites from January 1, 2021 June 30, 2022
8. Agreement with Grant Thornton to Provide GASB 75 Actuarial Valuation Services for 2020-21
9. Approval of Notice of Completion for Bid No. 201-20/21 with 2A Construction Company for Glendale High School 5000 Building Restroom Remodel
10. Approval of School Plan for Student Achievement (SPSAs)
11. Agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 20-23939-64568-EZ to be used for the After School Education and Safety Program (ASES) in Glendale Unified School District for the 2020-2021 School Year
12. Approval of Supplementary Textbooks for Use in Middle and High Schools in the Area of World Languages and Cultures
13. Acceptance of Memorandum of Understanding with CRY-ROP
14. Acceptance of Gene Haas Foundation Grant
15. Acceptance of Grant Funds from the Jeanne Ward Foundation for Clark Magnet, Crescenta Valley, Glendale, and Hoover High Schools
16. Approval of Revisions to Board Policies Relating to Instruction - Special Education
17. Agreement with University of California, Santa Barbara
18. Agreement with Azusa Pacific University
19. Agreement with University of Redlands
20. Acceptance of Gifts

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve the Consent Calendar, as presented. Motion approved unanimously. AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

REPORTS FROM THE BOARD

Mr. Krikorian spoke about Business Life Magazine's 31st Annual Women Achievers celebration. He also spoke about the conflict between Armenia and Azerbaijan. It is disheartening that U.S. has turned a blind eye on the crisis. There is a lot of chaos and many displaced Armenians. Hye Hopes is an organization that will help displaced students. He has been in communication with Ghapan, our sister city in Armenia. His call is for everyone to know the facts. The war is not over. He feels for those who lost family members in Artsakh.

Mrs. Freemon said the YMCA Quarterback Club is still going strong. The YMCA Quarterback Club Board continues to meet to determine what the football season will look like. Fans of football in the area will start hearing from them very soon for membership. Please continue to make those difficult choices that will make us all safe. We will have a great Thanksgiving break.

Ms. Nahabedian announced the CV Chamber of Commerce will be honoring Mrs. Freemon with the Educator of the Year award on December 3. This Saturday, November 21, Adelante Latinos will continue its strategic planning meeting at 11 a.m. The injustices that are happening in Armenia and Artsakh have caused great suffering. There are things people can do such as contacting your congressional representative. Friday is Native American Heritage Day. She wished everyone a Happy Thanksgiving. Be safe and follow the safety protocols from the Department of Public Health. Joe Biden is our president-elect. It was a very historic election.

Mr. Sahakian reported that last week he tested positive for COVID-19. He is asymptomatic. He is grateful that his wife, son, and daughter have tested negative. He has been in isolation. This serves as a reminder to follow the precautions and the public health guidelines. He is grateful to Dr. Ekchian and Michelle Green for contact tracing. Everyone has tested negative. It speaks to the importance of wearing a mask. With Thanksgivings coming up, he shares this to remind everyone to have a happy and safe Thanksgiving. Be cautious in the decisions you make in the weeks to come. He looks forward to continuing to meet the needs of our students and looks forward to rejoining the Board in the very near future.

Dr. Gharpetian participated in a meeting with our Healthcare Partners Advisory Committee yesterday. Members will be introduced at the next Board meeting. With the defeat of Prop 15, the pandemic, and huge state cuts, all school districts in California will have crucial conversations about their budgets. We have been able to stabilize our budget with the guidance of the Board and staff. The CSBA Golden Bell Award and the Blue Ribbon School Award were among the many awards the district received despite the COVID situation. She wished everyone a very happy and safe Thanksgiving. When posting on social media, she always uses *#stronger together*. She would like to adjourn the meeting in honor of the fallen soldiers of Artsakh and our U.S. veterans. Because of our veterans, we have our freedoms.

MINUTES: November 17, 2020-- Regular Board Meeting

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian said we recognize more than ever the relationships we built. Thanksgiving is around the corner and we have many opportunities to connect. Let us recognize the importance of using our self-regulatory skills to remain safe. On November 23, from 9 – 1 p.m., we are distributing gift baskets to our foster and homeless students. All items were donated by our PTAs. She had the opportunity to visit some classrooms for virtual instructions: Jennifer Junge from Glenoaks, Kelly Schroeder from Mountain Avenue, Marilyn Hande from Columbus, and Narine Yapunkjian from Balboa. They reminded her again about the joy of serving our students. We are continuing to work on outdoor teaching and learning stations. She visited several schools for that purpose. She is grateful to be the Superintendent of this school district.

ADJOURNMENT

There being no further business, President Gharpetian adjourned the meeting at 9:05 p.m. in memory of the fallen soldiers of Armenia and Artsakh and in honor of our U.S. veterans.

Dr. Armina Gharpetian
President, Board of Education

Nayiri Nahabedian
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, November 17, 2020

Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations Officer/Director of Classified Personnel

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 8

It is recommended that the following report be approved as presented:

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Maternity Leave of Absence</u>		
1.	Alva, Vanessa Teacher, Special Education SAI Core English Crescenta Valley HS	10/26/20 through 1/29/21
2.	De Bruijn, Janejira Teacher, Temp Contract Kindergarten – FLAG R.D. White Elementary	11/13/20 through 1/11/21
3.	Dersaroian, Taleen Teacher, Temp Contract 3 rd Grade R.D. White Elementary	12/03/20 through 2/02/21
4.	Giatti, Susan Teacher, Regular Math Wilson Middle School	3/29/21 through 6/11/21
5.	Tarverdians, Christina Teacher, Regular Kindergarten La Crescenta Elementary	11/13/20 through 1/19/21
<u>Change of Maternity Leave of Absence</u>		
1.	Kim, Jisoo Teacher, Regular 4 th Grade Keppel Elementary	11/21/20 through 1/06/21

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Change of Maternity Leave of Absence (Cont.)</u>		
2.	Moradi, Tamik Teacher, Early Education Verdugo Woodlands Elementary EEELP	8/25/20 through 11/19/20

Extension of Maternity Leave of Absence

1.	DeBellis, Theresa Teacher, Regular 2 nd Grade Glenoaks Elementary	8/16/20 through 1/05/21
2.	Goulas, Evangeline Teacher, Special Education Rosemont Middle School	3/30/20 through 4/01/21

Parental Leave of Absence

1.	Dersaroian, Taleen Teacher, Temp Contract 3 rd Grade R.D. White Elementary	2/03/21 through 4/09/21
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Health Leave of Absence

1.	Anderle, Scott T. Principal, Middle School Rosemont Middle School	11/09/20 through 1/08/21
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Extension of Health Leave of Absence

1.	Huerta, Maria Teacher, Special Education SAI Muir Elementary	10/20/20 through 12/02/20
2.	Jacobs, Mairena Teacher, Regular Kindergarten R.D. White Elementary	8/01/20 through 4/04/21

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Health Leave of Absence (Cont.)</u>		
3.	Mann, Shelby Teacher, Regular 4 th Grade Glenoaks Elementary	10/21/20 through 12/02/20

Family & Medical Leave of Absence

1.	Alva, Vanessa Teacher, Special Education SAI Core English Crescenta Valley HS	10/26/20 through 1/29/21
2.	Anderle, Scott T. Principal, Middle School Rosemont Middle School	11/09/20 through 1/08/21
3.	De Bruijn, Janejira Teacher, Temp Contract Kindergarten – FLAG R.D. White Elementary	11/13/20 through 1/11/21
4.	Dersaroian, Taleen Teacher, Temp Contract 3 rd Grade R.D. White Elementary	12/03/20 through 3/25/21
5.	Giatti, Susan Teacher, Regular Math Wilson Middle School	3/29/21 through 6/11/21
6.	Tarverdians, Christina Teacher, Regular Kindergarten La Crescenta Elementary	11/13/20 through 1/19/21

Change of Family & Medical Leave of Absence

1.	Kim, Jisoo Teacher, Regular 4 th Grade Keppel Elementary	11/21/20 through 1/06/21
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	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Family & Medical Leave of Absence</u>		
1.	Huerta, Maria Teacher, Special Education SAI Muir Elementary	10/20/20 through 12/02/20
2.	Mann, Shelby Teacher, Regular 4 th Grade Glenoaks Elementary	10/21/20 through 12/02/20

Voluntary Increase in Assignment

1.	Sergile, Kara Nurse Student Services	12/16/20 through 6/11/21 From 60% to 100%
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Certification Authorization

1. Pursuant to Education Code Section 44263 authorization is requested for the following certificated employee to teach in another area through the completion of eighteen semester hours of coursework, or nine semester hours of upper division/graduate work in the subject area to be taught.

<u>NAME</u>	<u>SUBJECT</u>	<u>SCHOOL</u>
Sukazian, Greta	Integrated Math III	Glendale High School

Election

1.	Avagyan, Marine Director, Probationary, 1 st year Equity, Access and Family Engagement	Effective 12/16/20 225 days
2.	Medina, Rocio Teacher, Temp Contract Edison Elementary	1/07/21 through 3/31/21

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
1.	Belou, Natasha Benkovich, Joseph Castaneda, Sydnee Gao, Hezhu Hakobyan, Nare Hayrikian, Lilit Khalatyan, Gohar MacLeod, Robert Marcheque, Chester Murphy, Molly Reyes, Michelle Sarhadian, Julie Tumanyan, Meri Venier, Daniel Villegas, Vanessa Watter, Michael Weisman, Brandon Whithorne, Marcus	Teachers, as needed, to participate in 3 hours of Professional Development on SAMR strategies to benefit English Learners in core content classes at Glendale High School 12/18/20 through 6/10/21 \$31.00 per hour Not to exceed 63 hours total Title I 01.0 30100.0 11100 10000 1130 0200000
2.	Abisaab, Bassam Angers, Kathy Arakelyan, Garegin Asatryan, Arpi Avetyan, Zhenik Balmanoukian, Shakeh Bitetti, Mark Boykin, Byron Brownstein, Gina Calvario, N. Graham Capehart, Jennifer Caplinger, Vickie Chan, Cynthia Clemons, Christopher Cohen, Debra Contreras, Andrea Cooper, Martha Corpuz, Kimberly Demirchyan, Armen Derian, Nelli	Teachers, Teacher Specialists, and other staff members, as needed, to participate in professional training sessions, collaboration, curriculum development, student support needed to organize, supervise and tutor, teacher/parent guardian meetings at Hoover High School 7/01/20 through 6/30/21 \$31.00 per hour for planning \$34.00 per hour for teaching Not to exceed \$5,000.00 total Supplemental 01.0 01000.0 11100 10000 1130 0300000

Position

Election Hourly/Daily (Cont.)

2. Duncan, Yeato
- Dworkin, David
- Emmett, RaeEtta
- Estep, Amy
- Herabidian, Azad
- Hong, Christian
- Huber, David
- Javidan, Homa
- Jilizian, Vigen
- Joelson, DeAnna
- Kasmanian, Janna
- Kaufman, Sharon
- Kevorkian, Talin
- Kim, Christine
- Lackey, Bryan
- LeClear, William
- Lim, Jessie
- Lopez, Laura
- Lowe, Kristine
- Luna, Javier
- Lundin, Dale
- Manin, Jerome
- Mejia, Victor
- Melikian, Melany
- Minasvand, Sevana
- Miranda, Argelia
- Myles, Robbie
- Oei, Cynthia
- Olvera, Evelyn
- Otten, Caitlin
- Ovesepyan, Arpine
- Parker, Derek
- Peterson, Anthony
- Pinsker, Jason
- Policky, Naeiri
- Ponziano, Domenico
- Rogers, Emily
- Rojas, Rosendo
- Scates, David

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
2.	Shagoulian, Haik Sood, Vandana Sparling, Benjamin Stepanyan, Edgar Stewart, Allison Umansky, Jason Van Ackeren, Carrie Van Patten, John Vargas, Kari Wilke-Lewis, Monica	
3.	Akobian, Allie Allen, Tyrone Barrientos, Melvin Brown, Allison Carlson, Karen Castagnari, Laura Castaldo, Carmine Cerde, Lusine Evans, Allison Gillespie, Paul Gonzales, Karla Gonzalez, Mayra Grabowski, Monica Haghpanah, Mahtab Hairapetian, Anet Horton, Chadman Hovannesian, Arsine Iraheta, Olga Irvine, Claire Maksoudian, Lilit Margaryan, Anna Marsh, Walter Sheridan, Lois Tabor, Jacqueline Turdjian, Karine Widaman, Jennifer	Counselors to provide College and Career Workshops to students and families CTE
		7/01/20 through 6/30/21 Daily rate of pay Not to exceed 3 days each LCFF 01.0 09635.0 38000 31100 1232 0000684

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>			
4.	Perez-Santamaria, Jennifer Cheon, Yunseong	Teachers, as needed, to assist in contacting parents in home language regarding student achievement and/or well-being Rosemont Middle School	12/18/20 through 6/11/21 \$31.00 per hour to plan Not to exceed 20 hours total Supplemental 01.0 01000.0 11100 10000 1130 0600000
5.	Adamian, Arthur Aguilar, Christina Andrade, Melissa Barakezyan, Armenuhi Darmanian, Leona Turner, Jarvis	Substitute teachers, as needed	10/26/20 through 7/15/21 \$165.00 per day 01.0 00000.0 19004 10000 1160 0004615
6.	Buyer, Michele Danlag, Melinda Del Aguila, Nelly Jones, Linda Lau, Myrna Mirmojarabian, Sadat Porter, Virginia Sergile, Kara Shammaa, Randa Treling, Antoinette Winter, Judy	Nurses, as needed, to work additional hours due to pandemic Health Services	7/01/20 through 6/30/21 Hourly rate of pay Not to exceed \$30,000 Health Services 01.0 00000.0 00000 31401 1234 0000681

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
7.	Extra-Curricular Assignments	First Semester 2020-2021
<u>COLUMBUS ELEMENTARY</u>		
Khodagulyan, Tatevik Sasse, Collin Sparks, Ashley Zimmerman, Anders J.	Student Council Advisor Tech Advisor Homework Club – TK-5 Student Council Advisor	
<u>FREMONT ELEMENTARY</u>		
Taylor, Traci Ziraki, Diana	Tutoring Tutoring	
<u>MONTE VISTA ELEMENTARY</u>		
Blessinger, Michelle Harvey, Rebecca Pardo, Kristin	Homework Club – Math Homework Club – Writing Homework Club – Reading	
<u>VERDUGO WOODLANDS ELEMENTARY</u>		
Cruce, Kimberly Jaffe, Michael Kingsbury, Jennifer Sablan, Dianeh	Academic Coaching Academic Coaching Academic Coaching Academic Coaching	

Effective Dates
 And Salary Rate

Position

Election Hourly/Daily (Cont.)

8. Extra-Curricular Assignments Fall Semester 2020-2021

ROSEMONT MIDDLE SCHOOL

Avery, Elizabeth	CJSF
Cole, Jessica	Builders Club
	Drill Team Sponsor
DiCarlo, Nicola	Newspaper Sponsor 1
	Yearbook Sponsor 1
Gillespie, Paul	Head Counselor 2
Kracker, Shannon	CJSF
Zimmer, Jennifer	Builders Club
	Drill Team Sponsor

TOLL MIDDLE SCHOOL

Bond, Emily	Academic Coaching
Browne, Nicole	Electives
	PBIS Coach
Bryan, Marie	MESA
Capdevila, Maria	Foreign Language
Castagnari, Laura	Head Counselor 3
Dearn, Sarah	Physical Education
De La Garza, Brad	Electives
	Band/Orchestra
	Stage Director
Estep, Amy	Choral Director
Fabanish, Katherine	Student Body Advisor
	National Honor Society
Hernandez, Lizette	Drama Director
	MESA
Hoppe, Julie	Special Education
Lisiewicz, Danica	Science
Neel, Cristina	Drill Team Sponsor
Pakradouni, Aghavni	English
	Yearbook Sponsor 2
	Academic Coaching

Position

Election Hourly/Daily (Cont.)

8.	Panikowski, Michael	Social Studies
	Perez, Rebecca	Academic Coaching
	Pittman, Isabel	Yearbook Sponsor 1
	Tashchian, Ani	ESL
	Tcharkhoutian, Vahe	English
	Trinidad, Ryan	National Honor Society
	Witt, Kevin	Math
		Newspaper Sponsor 1
		Audio-Visual Coordinator
		Physical Education

WILSON MIDDLE SCHOOL

De Bruijn, Rens	Student Body Advisor
Faieta, April	Audio-Visual Coordinator
Galfayan, Gagik	Yearbook Sponsor 2
Gharibian, Lilia	Academic Coaching (PBIS)
Graziani, Daniel	Band/Orchestra
Grigori, Virginia	Stage Director
	Drama Director
Jackson, Paula	Academic Coaching (Mesa)
Marsh, Walter	Head Counselor 2
Mlady, Kelly	Drill Team Sponsor
Nam, Joan	Academic Coaching (Mesa)
O'Neal, Rebecca	Choral Director
Orris, Christina	Academic Coaching (PBIS)
Ortiz, Gerald	Audio-Visual Coordinator
Taylor, Gina	Academic Coaching (PBIS)
Wilson, Morgan	Academic Coaching (PBIS)

CLARK MAGNET HIGH SCHOOL

Davis, Christopher	Newspaper Sponsor 1
	Yearbook Sponsor 2
Isayan, Sevada	Skills USA
Mikayelyan, Vardan	Scholastic Bowl
O'Gara, Melissa	Mock Trial
Ohanian, Erebuni	CSF
Turdjian, Karine	Head Counselor 3

Position

Election Hourly/Daily (Cont.)

8.

CRESCENTA VALLEY HIGH SCHOOL

Demonbrum, Dan	Football – Boys
Evans, Robert	Cross Country (Head) – Boys
Gossard, Dennis	Football (JV/Asst.) – Boys
Gossard, Hudson	Football (Head) – Boys
Harting, Griffin	Water Polo (JV/Asst.) – Boys
Hughes, Dennis	Football – Boys
Leon, Nicholas	Football (Soph) – Boys
Mendoza, David	Athletic Coordinator – Boys
Merlo, Reid	Football (Frosh) – Boys
Sakonju, Jan	Water Polo (Head) – Boys
Schilling, Paul	Football (JV/Asst.) – Boys
Silverman, Joshua	Football – Boys
Taix, Martin	Football (Asst. Soph) – Boys

HOOVER HIGH SCHOOL

Andrade, Claudio	Cross Country (Head) – Girls
Chavez, Moises	Football (Asst. Soph) – Boys
Davis, Michael	Football (Soph.) – Boys
Galang, Milo	Volleyball (JV/Asst.) – Girls
	Volleyball (JV/Asst.) – Boys
Grigoryan, Armen	Football (Frosh) – Boys
Herabidian, Azad	Football (Head) – Boys
Lopez, Laura	Water Polo (Head) – Girls
Ornelas, Alfredo	Football (JV/Asst.) – Boys
Sallakian, Jack	Cross Country (Head) – Boys
Seranian, Daniel	Volleyball (Head) – Girls
	Volleyball (Head) – Boys
Simon, Antoine	Football (JV/Asst.) – Boys
Van Patten, John	Athletic Coordinator – Girls
	Athletic Coordinator – Boys
Widop, Henry	Water Polo (JV/Asst.) – Girls
	Water Polo (JV/Asst.) – Boys
Witt, Kevin	Water Polo (Head) – Boys

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Balabanyan, Nvart Burt, Christina Nazarian, Tania Tam, Ana	Teachers from Mann Elementary School, as needed, to attend after school meetings to complete PBIS planning and preparation for the 20-21 school year Student Support Services
		1/01/21 through 6/30/21 \$31.00 per hour Not to exceed 12 hours 01.0 00000.0 00000 21010 1130 0000618
10.	Agazaryan, Marine Augustine, Natalie Doctorian, Nora Hambarsumian, Melineh Hartonian, Narineh Jaeger, Anita Medina, Valerie Satchyan, Adrineh Seaton, Kori Simonian, Hasmig Traber, Allister Yegiyants, Anna	Teachers from Marshall Elementary School, as needed, to attend after school meetings to complete PBIS planning and preparation for the 20-21 school year Student Support Services
		1/01/21 through 6/30/21 \$31.00 per hour Not to exceed 12 hours 01.0 00000.0 00000 21010 1130 0000618
11.	Dionisio, Benedict Margaryan, Asmik McDonnell, Suzanne Meyer, Monica Sosikian, Houry Tiber, Tammy West, Regina	Teachers from Jefferson Elementary School, as needed, to attend after school meetings to complete PBIS planning and preparation for the 20-21 school year Student Support Services
		1/01/21 through 6/30/21 \$31.00 per hour Not to exceed 12 hours 01.0 00000.0 00000 21010 1130 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
12.	Aguilar, Alejandro Escobar, Marylou Huleis, Lana Ortiz, Rafael Ramos, Luz Reyes, Paola Rodriguez, Analilia	Teachers, as needed, to receive professional development on Blended Learning and the SAMR Model: A Practical Guide for EdTech Integration after school hours Muir Elementary
		12/02/20 \$31.00 per hour Not to exceed 1.25 hours each Supplemental 01.0 01000.0 11100 10000 1130 4000000
13.	Allen, Maurice T.	Verdugo Academy Home Hospital Teacher, as needed Health Services
		11/26/20 through 12/18/20 \$34.00 per hour Not to exceed 6 hours per week 01.0 00000.0 19029 10000 1130 00005682
14.	Gonzalez, Jose A.	Teacher, Regular Comprehensive Support & Improvement Daily High School
		10/19/20 through 6/10/21 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 31821.0 11100 10000 1110 0400000
15.	Hacker, Elaine	Retired teacher, as needed, for intervention to support students learning below grade level at Verdugo Woodlands Elementary
		8/19/20 through 6/11/20 \$34.00 per hour Not to exceed \$9,648.00/ 283 hours Title III EL 01.0 42030.0 11100 10000 1130 4200673
16.	Manalo, Michelle	Teacher, to deliver professional development on Blended Learning and the SAMR model: A Practical Guide for EdTech Integration after school hours Muir Elementary
		12/02/20 \$37.00 per hour Not to exceed 1.25 hours Supplemental 01.0 01000.0 11100 10000 1130 4000000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
17.	Villa, Nicki Substitute teacher, as needed, for Intervention three days a week with use of IDEA Kit and Benchmark ELD component Muir Elementary	11/02/20 through 6/10/21 \$34.00 per hour Not to exceed \$20,300.00 Title III – EL 01.0 42030.0 11100 10000 1130 4000673

Additional Compensation

1.	All GUSD Substitute Teachers Substitute Teachers, as needed, to attend Distance Learning Professional Development Training Teaching & Learning	6/01/20 through 6/30/21 Substitute rate of pay Not to exceed 100 hours 01.0 07405.0 11100 10000 1160 0000618
2.	Galstians, Pamela Teacher, as needed, to attend and participate in professional development training of the “Leader in Me” schoolwide program on social emotional learning for students at R.D. White Elementary School	10/01/20 through 6/10/21 Hourly rate of pay Not to exceed 13 hours 01.0 00000.0 11301 10000 2930 4300000
3.	Pozo-Jones, Nancy Teacher, as needed, to change classrooms Columbus Elementary	8/19/20 through 6/11/21 Substitute rate of pay \$165.00 per day Not to exceed 2 days Not to exceed \$330.00 total General 01.0 00000.0 11301 10000 1160 2300000

Position Effective Dates
And Salary Rate

Transportation Authorization – Management Positions

1. It is recommended that persons in the following management positions be authorized to receive reimbursements for transportation expenses at the rate of 57.5¢ per mile, effective December 16, 2020 – June 30, 2021.

225 Day Employees

Director, Child Development and Child Care Programs
 Director, Equity, Access, & Family Engagement

Transportation Authorization

- | | | | |
|----|--|---|---|
| 1. | Ghaman, Krista
Knight, Jacqueline | Assistive Technology, as needed, for Special Education students | 8/17/20 through 6/11/21
57.5 cents per mile
Mileage Reimbursement
Special Education – Support Services
01.0 65000.0 50011 21000 5210
0000600 |
| 2. | Albin, Deborah
Belfi, Kelly Ann
Kramer, Mieke
Markarian, Jessica | Teacher Specialists, as needed, for Special Education students | 8/17/20 through 6/11/21
57.5 cents per mile
Mileage Reimbursement
Special Education – Support Services
01.0 65000.0 50011 21000 5210
0000600 |
| 3. | Hickman-Tcheng, Heather
Machado, Claudette M.
Stopek, Jonathan W.
Szeto, Betty Wing Yan | Special Education Teachers, as needed, for Special Education students | 8/17/20 through 6/11/21
57.5 cents per mile
Mileage Reimbursement
Special Education – Support Services
01.0 65000.0 50011 21000 5210
0000600 |

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report</u>		
1.	Revision to Board Report No. 6, November 2, 2020	
	<u>Page 18, Item 18</u>	
	Various names	Teachers and Teacher Specialists, as needed, to attend the Leader In Me workshop at Horace Mann Elementary
		9/30/20 through 6/11/21 \$31.00 per hour Not to exceed 2 hours each Supplemental 01.0 01000.0 11100 10000 1130 3500000
	Add the following name: Boyadjian, Grigor	
2.	Revision to Board Report No. 5, October 6, 2020	
	<u>Page 5, Item 2</u>	
	Various names	Teachers, as needed, to provide after school intervention to students and or attend after school P.D. Meeting at Edison Elementary School
		8/19/20 through 6/30/21 \$34.00 per hour for working with students \$31.00 per hour for planning Not to exceed \$10,000.00 total Title I 01.0 30100.0 11100 10000 1130 2500000
	Add the following names: Halawi, Zeinab Soghomoniantz, Yeghisabet Sondergaard, Roger	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
3.	Revision to Board Report No. 4, September 15, 2020	
	<u>Page 4, Item 5</u>	
	Various names	7/01/20 through 6/30/21 \$31.00 per hour to plan \$34.00 per hour to present Not to exceed 20 hours combined per teacher 01.0 07405.0 11100 10000 1130 0000618
	Teachers, as needed, to share best practices for distance learning with a focus on different technology platforms or curriculum Teaching & Learning	
	Add the following name: Oh, Junnie	
4.	Revision to Board Report No. 6, November 2, 2020	
	<u>Page 8, Item 7</u>	
	Various names	7/01/20 through 6/30/21 \$31.00 per hour Not to exceed 30 hours each 01.0 07405.0 11100 10000 1130 0000618
	Curriculum Review Committee members will be reviewing and rating new History/ Social Science curriculum in order to make a recommendation to the Elementary Education Council Teaching & Learning	
	Add the following names: Malone, Margaret Sahakian, Azniv	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
5.	Revision to Board Report No. 7, November 17, 2020	
	<u>Page 11, Item 9</u>	
	Porter, Virginia	Nurse, as needed, to work during PSAT testing at Glendale High School
		10/17/20 Extra hourly rate of pay Not to exceed \$150.00 01.0 00000.0 00000 31400 1234 007616
	Change rate of pay to read:	\$34.00 per hour
6.	Revision to Board Report No. 7, November 17, 2020	
	<u>Page 4, Item 2</u>	
	Bedrousi, Soseh Driffill, Carol Henriquez, Bryan	Teachers, as needed, to proctor PSAT testing at Glendale High School
		10/17/20 Extra hourly rate of pay Not to exceed \$1,700 total 01.0 00000.0 11303 10000 1130 005616
	Change rate of pay to read:	\$34.00 per hour
7.	Revision to Board Report No. 5, October 6, 2020	
	<u>Page 6, Item 3</u>	
	Various names	Teachers, as needed, to provide after school intervention (ELA & Math) at Muir Elementary School
		9/01/20 through 6/11/21 \$34.00 per hour to teach Not to exceed \$5,000 total Title I 01.0 30100.0 11100 10000 1130 4000000
	Add the following pay rate:	\$31.00 per hour to plan

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
8.	Revision to Board Report No. 6, November 2, 2020	
	<u>Page 8, Item 6</u>	
	Khodagulyan, Armond	Teachers, as needed, to
	Kursinski, Eric	provide after school
	Lockhart, Anthony	intervention tutoring
	Mikayelyan, Vardan	to students at Clark
		Magnet High School
		10/01/20 through 6/10/21
		\$34.00 per hour
		Not to exceed \$9,900.00
		01.0 30100.0 11100 10000 1130
		0900865

Add the following name:
 Snyder, Oralia

Personal Services Agreement

1.	Acitelli, Lucia	Consultant to record 8 music videos to be accessed by students district-wide for distance learning in 2020-2021 Mark Keppel VAPA	11/16/20 through 6/10/21 No to exceed \$1,600.00 01.0 00000.0 11301 10000 5811 0005616
2.	Gilbert, Cathy	Consultant to record 8 theater videos to be accessed by students district-wide for distance learning in 2020-2021 Mark Keppel VAPA	11/16/20 through 6/10/21 No to exceed \$1,600.00 01.0 00000.0 11301 10000 5811 0005616
3.	Guriagossian, Talia	GCC Counselor, as needed, to proctor the Saturday PSAT Hoover High School	10/17/20 \$34.00 per hour Not to exceed 6 hours 01.0 00000.0 11303 10000 5811 0005616

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement (Cont.)</u>		
4.	Neel, Cristina Consultant to record 4 dance videos to be accessed by students district-wide for distance learning in 2020-2021 Mark Keppel VAPA	11/16/20 through 6/10/21 No to exceed \$800.00 01.0 00000.0 11301 10000 5811 0005616
5.	Neel, Linda Consultant to record 4 dance videos to be accessed by students district-wide for distance learning in 2020-2021 Mark Keppel VAPA	11/16/20 through 6/10/21 No to exceed \$800.00 01.0 00000.0 11301 10000 5811 0005616
6.	Tom, Heather Consultant, as needed, to provide speech assessment and IEP services to Special Education students	11/01/20 through 6/30/21 \$100 per hour Not to exceed \$6,000.00 01.0 65000.0 50011 21000 5811 0000600
7.	Yeh, Wendy O.D. Consultant, as needed, to provide vision therapy and developmental vision evaluation services to Special Education students	8/15/20 through 6/30/21 \$ 125.00 per hour Not to exceed \$20,000.00 Special Education 01.0 65000.0 50011 21000 5811 0000600
8.	Zierhut, Joan Consultant to record 8 visual arts videos to be accessed by students district-wide for distance learning in 2020-2021 Mark Keppel VAPA	11/16/20 through 6/10/21 No to exceed \$1,600.00 01.0 00000.0 11301 10000 5811 0005616

Position

Effective Dates
And Salary Rate

Conference/Workshop/Meeting Authorization

In accordance with Board of Education Policy 4011 pertaining to conference and workshop attendance, approval has been given to the following person to attend the conference as designated, with reimbursement for actual and necessary expenses in accordance with Board Policy:

A. The following workshop authorizations are not paid from District General Funds:

1. It is recommended that approval be given to reimburse Justine Bote, Holy Family Grade school teacher, for completion of courses as part of the consultation with Title II program, Equitable Services for the private schools, not to exceed \$2,000.

Title II – Supporting Effective Instruction
01.0 40352.0 11100 10000 5815 0000673

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CLASSIFIED PERSONNEL REPORT NO. 8

CONSENT CALENDAR NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Dr. Darneika Watson, Chief Human Resources and Operations Officer/
Director of Classified Personnel

SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 8

It is recommended that the following report be approved as presented:

	<u>Location</u>	<u>Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Education Assistant I</u> Pogosian, Elena	Edison	11/17/20 through 12/15/20
Stoker, Rebecca	Fremont	12/02/20 through 01/12/21
2. <u>Groundsworker</u> Gomez, Carlos	FASO	10/29/20 through 12/21/20
<u>Extension of Medical Leave of Absence</u>		
1. <u>Custodian II</u> Campos, Raul	Toll	08/28/20 through 12/07/20
2. <u>Education Assistant Intensive Support</u> Valerio, Judith	Special Education	09/01/20 through 01/17/21
3. <u>Education Assistant I</u> Snkhchyan, Naira	Cerritos	07/15/20 through 01/01/21
4. <u>Senior Administrative Secretary</u> Toy, Stacy	Hoover	08/21/20 through 12/01/20

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Change of Medical Leave of Absence

- | | | |
|---|-------|---------------------------|
| 1. <u>Typist Clerk III</u>
Campos, Ricardo | EEELP | 11/05/20 through 11/24/20 |
|---|-------|---------------------------|

Family & Medical Leave of Absence

- | | | |
|---|------|---------------------------|
| 1. <u>Groundswoker</u>
Gomez, Carlos | FASO | 10/29/20 through 12/21/20 |
|---|------|---------------------------|

Extension of Family & Medical Leave of Absence

- | | | |
|---|--------|---------------------------|
| 1. <u>Senior Administrative Secretary</u>
Toy, Stacy | Hoover | 08/21/20 through 11/16/20 |
|---|--------|---------------------------|

Maternity Leave of Absence

- | | | |
|---|-------------------|---------------------------|
| 1. <u>Behavior Intervention Assistant</u>
Hovhannisyan, Nare | Special Education | 02/21/21 through 04/16/21 |
| 2. <u>Education Assistant I</u>
Fawaz, Helen | Cerritos | 11/13/20 through 03/16/21 |

Extension of Maternity Leave of Absence

- | | | |
|---------------------------------------|------------------|---------------------------|
| 1. <u>Cook/Baker</u>
Ibarra, Digna | Crescenta Valley | 08/25/20 through 12/03/20 |
|---------------------------------------|------------------|---------------------------|

Child Care Leave of Absence

- | | | |
|---------------------------------------|------------------|---------------------------|
| 1. <u>Cook/Baker</u>
Ibarra, Digna | Crescenta Valley | 12/04/20 through 03/01/21 |
|---------------------------------------|------------------|---------------------------|

Unpaid Home Responsibility Leave of Absence

- | | | |
|---|-------|---------------------------|
| 1. <u>Education Assistant I</u>
Ataian, Aida | Cloud | 12/01/20 through 03/01/21 |
|---|-------|---------------------------|

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Election from Eligibility List</u>		
1. <u>Account Clerk II</u> Arevalo, Maura	Financial Services	12/07/20; 12/8; 17-1 01.0 00000.0 00000 72007 2410 0000669
2. <u>Account Clerk III</u> Kielpinski, Birgit	Financial Services	11/16/20; 12/8; 21-2 01.0 00000.0 00000 72007 2410 0000669
Meymaryan, Akop	Financial Services	11/16/20; 12/8; 21-9 01.0 00000.0 00000 72007 2410 0000669
3. <u>Education Assistant I</u> Cortes, Nancy	Franklin	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
Shahriari, Kiana	Verdugo Woodlands	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
Torosyan, Tatevik	R.D. White	08/17/20; 9.25/6; 3-1 01.0 32200.0 11100 10000 2110 0001615
4. <u>Human Resources Specialist</u> Toy, Stacy	Human Resources	01/01/21; 12/8; 29-8 01.0 00000.0 00000 72002 2410 0001615
5. <u>Lead Custodian</u> Salcido, Robert	Glendale	11/16/20; 12/8; 20-6 (Night) 01.0 00000.0 00000 81006 2211 0200000
6. <u>Regional Maintenance Supervisor</u> Green, Timothy	FASO	12/16/20; 12/8; M47-2 01.0 81500.0 00000 81000 2310 0000640
7. <u>Risk Manager/Workers' Compensation Coordinator</u> Pouncy, Sylvia	Human Resources	01/01/21; 12/8; M48-7 01.0 00000.0 00000 72002 2410 0001615

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Election from Eligibility List - Continued

8. Yard Duty Assistants

	Location	
Loder, Erika	Lincoln	12/16/20; 9.25/6; 1-2 01.0 32200.0 11100 10000 2110 0001615
Nelson, Deborah	Lincoln	12/16/20; 9.25/6; 1-2 01.0 32200.0 11100 10000 2110 0001615
Rendo, Melanie	Lincoln	12/16/20; 9.25/6; 1-2 01.0 32200.0 11100 10000 2110 0001615
Toktalian, Celine	Lincoln	12/16/20; 9.25/6; 1-2 01.0 32200.0 11100 10000 2110 0001615

9. Occupational Therapist

Araiza, Alexis	Special Education	12/10/20; 10/8; M64-4 01.0 65000.0 57607 11100 2910 0000600
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Reclassification

1. Typist Clerk III

Markarian, Hilda	Student Wellness From Typist Clerk II, 12/8; 12-5	12/09/20; 12/8; 16-4 01.0 05641.0 00000 21000 2410 0000617
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	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Assistant Physically Handicapped</u> Boyadzhyan, Diana	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total Supplemental 01.0 01000.0 11100 10000 2130 4300000
2. <u>Behavior Intervention Assistant</u> Aguayo, Margarita	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total Supplemental 01.0 01000.0 11100 10000 2130 4300000
3. <u>Cafeteria Worker I</u> Aghamal, Ledik	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total 01.0 00000.0 11301 10000 2930 4300000
4. <u>Cafeteria Worker II</u> Garabedian, Vartouhi	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total 01.0 00000.0 11301 10000 2930 4300000
5. <u>Custodian I</u> Lepe, Jessica Rodriguez, Yzaac	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours, each 01.0 00000.0 11301 10000 2930 4300000
6. <u>Custodian II</u> Millan, Juvenal	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total 01.0 00000.0 11301 10000 2930 4300000
7. <u>Education Assistant Intensive Support</u> Grigoryan, Areknaz Hernando, Maribel Sargsyan, Naira	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours, each Supplemental 01.0 01000.0 11100 10000 2130 4300000

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
8. <u>Education Assistant II</u> Bouniatian, Alvard	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total Supplemental 01.0 01000.0 11100 10000 2130 4300000
Khalafian, Ezabella	Franklin	08/01/20 through 06/20/20 01.0 32200.0 11100 10000 2930 0001615
Olmedo, Norma	Edison	08/01/20 through 08/31/20 01.0 32200.0 11100 10000 2960 0001615
9. <u>Education Assistant ASES/RAP Site Leader</u> Ayvazian, Ramella	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total 01.0 00000.0 11301 10000 2930 4300000
10. <u>Education Assistant I</u> Eshoei, Mariam Igoumnova, Viktoriia Tadevosyan, Hasmik Zazyan, Gayane	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours, each 01.0 00000.0 11301 10000 2930 4300000
11. <u>Health Assistant LVN/RN</u> Hairapedian, Anita	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total 01.0 00000.0 11301 10000 2930 4300000
12. <u>Library Assistant</u> Coleman, Andulela	Marshall	10/01/20 through 06/22/21 Not to exceed 18 hours total Supplemental 01.0 01000.0 11100 10000 2930 3600000
Vanda, Kari	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total Supplemental 01.0 01000.0 11100 10000 2930 4300000

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
13. <u>Multimedia Technology Assistant</u> Chang, Yuan	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total Supplemental 01.0 01000.0 11100 10000 2930 4300000
14. <u>Physical Education Assistant</u> Nunez, Christian	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total Supplemental 01.0 01000.0 11100 10000 2130 4300000
15. <u>Speech Language Pathologist Assistant</u> Hambarchian, Hanryet	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours total Supplemental 01.0 01000.0 11100 10000 2130 4300000

Additional Compensation

1. The following Facilities Project Manager qualifies to receive the Doctoral Degree stipend of \$200.00 per month effective 07/01/19:

Holmquist, Dan Lee

Planning, Development and Facilities

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Change of Assignment

1. Change of Location

a. Cafeteria Worker I

Stockton, Michele

Crescenta Valley
 From Cerritos

12/04/20
 13.0 53100.0 00000 37000 2212 0100000

b. Education Assistant I

Matteossian, Violet

Verdugo
 From Fremont

08/28/20
 01.0 91100.0 85000 10000 2110 0000671

Vartanos, Diana

Dunsmore
 From Lincoln

08/17/20
 01.0 91100.0 85000 10000 2110 0000671

2. Change of Location/Decrease in Hours

a. Education Assistant I

Balazadeh, Katrin

Fremont
 From Cloud
 12/6

08/17/20; 12/3.5
 01.0 32200.0 11100 10000 2110 0001615

Khechoumian, Annette

Keppel
 From Verdugo
 12/6

11/30/20; 12/3.5
 01.0 91100.0 11100 10000 2110 0000671

3. Change of Location/Increase in Hours

a. Education Assistant I

Pulido, Paula

Marshall
 From PAEC
 12/3

08/28/20; 12/3.5
 01.0 32200.0 11100 10000 2110 0001615

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Change of Assignment - Continued

4. Decrease in Hours

a. Education Assistant I

Galvan, Aristeo	Muir 9.25/6	08/17/20; 9.25/3.5 01.0 60100.0 11100 10000 2110 4000000
Khodabakhshi, Arlet	Franklin From 9.25/6	08/17/20; 9.25/3.5 01.0 32200.0 11100 10000 2110 00001615
Valenti, Maria	Franklin From 9.25/6	08/17/20; 9.25/3.5 01.0 32200.0 11100 10000 2110 00001615

5. Increase in Hours

a. Education Assistant I

Manolova, Iskra	Glenoaks From 12/3.5	08/17/20; 12/6 01.0 32200.0 11100 10000 2110 00001615
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6. Provisional Assignment

a. Account Clerk III

Meymaryan, Akop	Financial Services From Account Clerk II, 17-9	11/01/20 through 11/13/20 8 hours a day 21-9 01.0 00000.0 00000 72007 2410 0000669
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a. Buyer

Amirkhani, Hermik	Procurement & Contract Services From Typist Clerk III, 16-9	11/01/20 through 11/16/20 8 hours a day 32-2 01.0 00000.0 00000 72006 2410 0000685
Sievert, Maria	Procurement & Contract Services From Typist Clerk III, 16-9	11/01/20 through 011/16/20 8 hours a day 32-2 01.0 00000.0 00000 72006 2410 0000685

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Change of Assignment - Continued

6. Provisional Assignment - Continued

a. Cafeteria Worker II

Dennis, Laura	Various From Cafeteria Worker I, 1-9	11/12/20 through 11/20/20 4.5 hours a day 4-9 13.0 53100.0 00000 37000 2212 0300000
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Gonzalez, Ruth	Muir From Cafeteria Worker I, 1-5	11/09/20 through 11/10/2020 11/12/20 11/16/20 through 11/20/20 5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0100000
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Manukyan, Manushak	Various From Cafeteria Worker I, 1-4	11/02/20 through 11/06/20 3.5 hours a day 4-4 13.0 53100.0 00000 37000 2212 0200000
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b. Cook/Baker

Babakhani, Armineh	Rosemont From Cafeteria Worker I, 1-9	12/01/20 through 12/18/20 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0600000
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Jarian, Shakeh	Crescenta Valley From Cafeteria Worker I, 1-9	12/01/20 through 12/18/20 6.5 hours a day 9-7 13.0 53100.0 00000 37000 2212 0100000
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Rostamians, Armineh	Glendale From Cafeteria Worker I, 1-9	12/01/20 through 12/18/20 6.5 hours a day 9-7 13.0 53100.0 00000 37000 2212 0600000
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Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Change of Assignment - Continued

3. Provisional Assignment - Continued

c. Manager, Cafeteria, Secondary School Non-Transport

Tarverdians, Laris	Various	12/01/20 through 12/18/20
	From Cook/Baker	8 hours a day
	9-7	M4-2
		13.0 53100.0 00000 37005 2310 0000662

d. Manager, Cafeteria, Secondary School Transport

Issagoolian, Berzwik	Various	12/01/20 through 12/18/20
	From Cook/Baker	8 hours a day
	9-9	M12-1
		13.0 53100.0 00000 37005 2310 0000662

Effective Dates,
Months/Hours, and
Salary Rating_____

Location
Revisions to Previous Board Reports

1. Revision to Board Report #6, November 2, 2020

Page 5, Item 1

Additional Assignment Temporary – At Established Rate of Pay

Assistant Physically Handicapped

Kim, Julie Columbus
Michel, Ramza
Phillips, Patricia

10/02/20 through 06/11/21
Not to exceed \$2,900.00 total
Supplemental
01.0 01000.0 11100 10000 2130 2300000

Change amount to read:

Not to exceed \$6,574.00 total

2. Revision to Board Report #6, November 2, 2020

Page 7, Item 2

Additional Assignment Temporary – At Established Rate of Pay

Behavior Intervention Assistant

Abramyan, Kristine Columbus
Chairoj, Pamela
Chura, Kristine
Dervishian, Christina
Sagolili, Donnah
Taylor, Andrea

10/02/20 through 06/11/21
Not to exceed \$2,900.00 total
Supplemental
01.0 01000.0 11100 10000 2130 2300000

Change amount to read:

Not to exceed \$6,574.00 total

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

3. Revision to Board Report #6, November 2, 2020

Page 13, Item 8

Additional Assignment Temporary – At Established Rate of Pay

Education Assistant Intensive Support

Mazmanyar, Lilit	Columbus	10/02/20 through 06/11/21
Minasian, Lena		Not to exceed \$2,900.00 total
Tellez, Pedro	Columbus	Supplemental
Terteryan, Mariam		01.0 01000.0 11100 10000 2130 2300000

Change amount to read:

Not to exceed \$6,574.00 total

4. Revision to Board Report #6, November 2, 2020

Pag10, Item 6

Additional Assignment Temporary – At Established Rate of Pay

Education Assistant I

Kegeyan, Ermine	Columbus	10/02/20 through 06/11/21
Mandani, Rejina		Not to exceed \$2,900.00 total
		Supplemental
		01.0 01000.0 11100 10000 2130 2300000

Change amount to read:

Not to exceed \$6,574.00 total

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

5. Revision to Board Report #6, November 2, 2020

Page 10, Item 7

Additional Assignment Temporary – At Established Rate of Pay

Education Assistant II

Arzumanyan, Anzhel	Columbus
Bagramyan, Anahit	
Ohanian, Sosseh	
Petrosyan, Frida	
Pilichos, Efrossini	
Sosa, Suzanna	
Stepanian, Hasmik	

10/02/20 through 06/11/21
 Not to exceed \$2,900.00 total
 Supplemental
 01.0 01000.0 11100 10000 2130 2300000

Change amount to read:

Not to exceed \$6,574.00 total

6. Revision to Board Report #6, November 2, 2020

Page 17, Item 12

Additional Assignment Temporary – At Established Rate of Pay

Physical Education Assistant

Martin-Center, Dawn	Columbus
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10/02/20 through 06/11/21
 Not to exceed \$2,900.00 total
 Supplemental
 01.0 01000.0 11100 10000 2130 2300000

Change amount to read:

Not to exceed \$6,574.00 total

Effective Dates,
Months/Hours, and
Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

7. Revision to Board Report #6, November 2, 2020

Page 4, Item 6

Election from Eligibility List

Multimedia Technology Assistant

Griffin, Angela Lincoln

10/01/20; 9.25/6; 8-1
01.0 32200.0 11100 10000 2910 0001615

Change step to read:

8-2

8. Revision to Board Report #4, September 15, 2020

Page 3, Item 2b

Provisional Assignment

Lead Custodian

De La Torre, Edgar Glendale
From Custodian I,
11-9

07/01/20 through 12/31/20
8 hours a day
20-6
01.0 00000.0 00000 81006 2211 0200000

Change dates to read:

07/01/20 through 11/13/20

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Election of Classified Hourly Substitutes (Custodian I) through 06/30/21</u>		
Arikian, Victor	FASO	11/17/20 through 06/30/21
Carroll, Ashley		01.0 00000.0 00000 81006 2211 0000640
Posada, Iris		
Vallera, Francesco		
<u>Election of Classified Hourly Substitutes through 06/30/21</u>		
Cate, Helen		11/01/20 through 06/30/21
La Brada, Darlene		
Mikirdichian, Lucy		
Moukhalyan, Tamara		
Munoz, Juan		
Sayamyan, Elen		
Victoria, Valentina		
Armian Pouri, Seda	R.D. White	10/01/20 through 06/10/21 Not to exceed 15 hours total Supplemental 01.0 01000.0 11100 10000 2930 4300000
Guevara Solis, Mariah	R.D. White	10/01/20 through 06/10/21 Not to exceed 13 hours, each Supplemental 01.0 01000.0 11100 10000 2130 4300000
Koshkerian, Carolin		
Mesropian, Meghedi		
Muradyan, Laura		
Pistoia, Paola		
Zakaryan, Lina		
<u>BBS Associate RS Counselor</u>		
Goss, Jennifer	Special Education	10/19/20 through 06/11/21 \$25.00 per hour Not to exceed 2 hours/day, each Special Ed-Mental Health Services 01.0 65120.0 50011 21000 2930 0000600
Khadr, Tara		
Michaelian, Stephanie		
Ramirez, Melissa		

	Location	Effective Dates, Months/Hours, and Salary Rating_____
<u>Election of Classified Hourly Substitutes through 06/30/21 - Continued</u>		
<u>Yard Duty Assistants</u>		
Baghdasarian, Alis	Cerritos	08/19/20 through 06/10/21
Cano, Iliana		\$13.00 per hour
Harutyunyan, Alina		Not to exceed \$500.00 total
Hernandez, Ana		Supplemental
		01.0 01000.0 11100 10000 2930 2200000
Ordubegian, Marita	Jefferson	08/12/20 through 08/14/20
Patel, Priti		\$13.00 per hour
		01.0 32200.0 11100 10000 2960 0001615

<u>Personal Services Agreement</u>	Location	Effective Dates, Months/Hours, and Salary Rating____
1. Lammers, John	Consultant, as needed to maintain upkeep and maintenance of the landscaping provided by the Urban Greening Grant at Franklin Magnet School during the 2020-2021 school year	09/28/20 through 06/09/21 Not to exceed \$1,650.00 total General Fund Donation Account 01.0 95100.0 11100 10000 5811 2700000
2. Teafatiller, Trevor	Consultant, as needed to translate instructional materials to German	11/01/20 through 06/30/21 \$31.00 per hour Not to exceed 400 hours 01.0 07405.0 11100 10000 5811 0000618

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location
Personal Services Agreement - Continued

3. Yeon Kyung Pyon	Consultant, as needed to provide Korean culture education for students in the Korean FLAG and World Language Programs at Monte Vista and Keppel Elementary Schools, Rosemont and Toll Middle Schools, and Hoover High School, on lessons in the integration of Korean traditional arts and craft in the curriculum.	11/17/20 through 06/11/21 Not to exceed \$5,200.00 total Monte Vista Korean Donation 01.0 94374.0 11100 10000 5811 0000611=\$800.00 Keppel Korean Donation 01.0 94376.0 11100 10000 5811 0000611=\$800.00 Hoover Korean Donation 01.0 94384.0 11100 10000 5811 0000611=\$800.00 Rosemont Korean Donation 01.0 94370.0 11100 10000 5811 0000611=\$2,000.00 Toll Korean Donation 01.0 94382.0 11100 10000 5811 0000611=\$800.00
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GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 4

TO: Board of Education
 FROM: Dr. Vivian Ekchian, Superintendent
 SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
 PREPARED BY: Karineh Savarani, Director, Financial Services
 SUBJECT: **Warrants – District Funds**

The Superintendent recommends that “A” Form (Payroll Warrants) issued November 13, 2020 – December 10, 2020 as shown below totaling \$10,845,348.59, and “B” Form (Other than Payroll Warrants) issued November 1 – 30, 2020, totaling \$11,443,164.98 be approved. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, and 25.0 Capital Facilities Fund.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
315-N	678275 - 6782755	Classified	\$ 1,018.66
317-C	678406 - 6784066	Certificated	658.86
317-N	678406 - 6784068	Classified	627.16
318-N	678617 - 6786179	Classified	(1,351.88)
321-N	678729 - 6787293	Classified	2,940.08
322-N	678745 - 6787459	Classified	1,434.21
323-C	678769 - 6787693	Certificated	2,457.62
323-N	678769 - 6787694	Classified	432.19
E4I-N	678871 - 6788793	Classified	1,239,184.80
324-N	678991 - 6789915	Classified	1,761.93
CIE-C	679550 - 6795550	Certificated	7,326,580.47
329-C	679628 - 6796287	Certificated	244.96
329-N	679628 - 6796291	Classified	5,519.83
336-N	679656 - 6796560	Classified	268.06
C5E-C	679750 - 6797546	Certificated	595,466.06
C5E-N	679754 - 6797547	Classified	600.21
339-C	679877 - 6798772	Certificated	3,017.02
E4J-C	240850 - 2408504	Certificated	150.75
E4J-N	679960 - 6799690	Classified	1,405,316.72
342-C	680274 - 6802746	Certificated	897.32
C3E-N	680387 - 6803925	Classified	258,123.56
TOTAL			\$ 10,845,348.59

To Support Board Priority No. 4 – Maintain District Financial Responsibility – Ensure the fiscal health of the District, implement a fiscal plan to preserve the District resources, and plan for the District’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 NOVEMBER 1 THRU NOVEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
1.0 GENERAL FUND			
3932	OTHER DISTRICT PAID BENEFITS	2	2,012.51
4110	TEXTBOOKS	29	16,844.38
4210	BOOKS & OTHER REFERENCE MATERIAL	60	11,067.43
4310	INST. MATERIALS & SUPPLIES	426	196,612.07
4312	INST. PERIODICALS & MAGAZINES	6	1,197.84
4317	COMMENCEMENT	1	3,914.91
4340	INSTRUCTIONAL SOFTWARE/LICENSES	47	137,116.20
4350	OFFICE & OTHER SUPPLIES	139	10,488.94
4351	PRINTING & REPRODUCTION	6	2,363.25
4353	EDIBLE SUPPLIES	31	2,711.77
4360	TIRES, FUEL AND OIL	11	10,376.78
4370	CUSTODIAL/OPERATION SUPPLIES	79	9,783.74
4371	GROUND SUPPLIES	28	5,952.41
4372	POOL SUPPLIES	5	2,618.37
4380	MAINTENANCE SUPPLIES	34	12,203.99
4381	REPAIR SUPPLY & MATERIALS	135	101,610.13
4410	NON-CAP AV/COMPUTER EQUIP UNTAGGED	17	12,471.50
4420	NON-CAP EQUIP -UNTAGGED	152	41,961.99
4430	NON-CAP EQUIP - TAGGED NON-COMPUTER	39	178,033.27
4440	NON-CAP COMPUTER EQUIP - TAGGED	14	36,676.32
5210	MILEAGE & CAR ALLOWANCES	5	335.91
5220	TRAVEL AND CONFERENCES	19	7,438.65
5310	DUES AND MEMEBERSHIPS	2	250.00
5510	NATURAL GAS SERVICES	8	7,769.47
5520	ELECTRICITY SERVICES	56	213,060.77
5530	WATER	49	30,831.18
5561	TRASH DISPOSAL	4	23,086.61
5562	SEWER CHARGES	54	11,922.61
5610	RENTALS, LEASES AND REPAIRS	39	37,816.76
5611	ETIS COPIER LEASES	1	4,922.62
5630	REPAIRS	75	59,435.16
5631	ETIS COPIER MAINTENANCE	5	1,093.18
5632	ETIS PRINTER MAINTENANCE	1	5,885.70
5802	NON-INSTRUCT. SOFTWARE LICENSE	4	5,605.00
5804	NON-PUBLIC SCHOOL	87	440,733.53
5811	PERSONAL SERVICES	49	65,389.22
5812	NON-PSA SERVICE AGREEMENT	67	288,669.99
5813	UNIFORM SERVICES	1	3,116.98
5815	OPERATING SERVICES	88	1,076,887.95
5816	NON-PUBLIC SCHOOL SERVICES	78	208,940.58
5821	LEGAL FEES	5	23,072.15
5823	SPED OTHER LEGAL SETTLEMENTS	2	9,800.00
5828	SPED PARENT ATTORNEY FEES	1	12,200.00
5830	ADVERTISEMENT	4	5,740.00

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 NOVEMBER 1 THRU NOVEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5852	NON-INSTRUCTIONAL, CONSULTANTS	2	11,916.00
5853	CONTRACTUAL SERVICES	3	7,093.00
5862	PHYSICALS FOR EMPLOYEES	3	913.00
5911	POSTAGE/UPS/FEDEX	7	588.32
5912	TELEPHONE	10	1,721.12
5914	DATA LINE	1	59.47
5916	OTHER PHONES	4	8,664.54
6228	FEES-OTHER AGENCIES	1	2,608.00
6250	BUILDING CONSTRUCTION/IMPROV	1	69,058.35
6252	OTHER CONSTRUCTION	4	31,488.62
6282	MOVING-STORAGE	1	511.35
8311	OTH ST. APPTNTS-CRNT YR & ROC/P	2	653,439.00
9320	STORES	8	14,556.09
9530	FRINGE BENEFITS SUBS - H&W	3	3,228,832.42
9552	USE TAX PAYABLE	119	4,545.27
		-----	-----
		2,134	7,376,016.37
12.0 CHILD DEVELOPMENT FUND			
4350	OFFICE & OTHER SUPPLIES	11	277.18
4420	NON-CAP EQUIP -UNTAGGED	4	309.75
5220	TRAVEL AND CONFERENCES	3	990.00
5630	REPAIRS	5	18.24
5812	NON-PSA SERVICE AGREEMENT	1	123.80
5916	OTHER PHONES	1	0.23
		-----	-----
		25	1,719.20
13.0 CAFETERIA FUND			
4350	OFFICE & OTHER SUPPLIES	11	580.21
4360	TIRES, FUEL AND OIL	2	1,007.44
4380	MAINTENANCE SUPPLIES	19	1,823.04
4395	NON-FOOD SUPPLIES	2	7,563.57
4710	FOOD	52	184,587.06
5610	RENTALS, LEASES AND REPAIRS	3	5,837.94
5813	UNIFORM SERVICES	4	140.16
5916	OTHER PHONES	1	143.18
8634	FOOD SERVICE SALES	3	284.15
9552	USE TAX PAYABLE	10	87.37
		-----	-----
		107	202,054.12

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 NOVEMBER 1 THRU NOVEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
21.1 MEASURE S PROJECTS FUND			
4350	OFFICE & OTHER SUPPLIES	3	106.05
5590	OPERATIONS & OTH HOUSEKEEPING	1	173.81
5610	RENTALS, LEASES AND REPAIRS	3	628.74
6150	SITE SURVEY/STUDIES	3	29,700.00
6210	ARCHITECT FEES ON BUILDINGS	5	23,826.50
6224	FEES-HEALTH DEPARTMENT	1	354.00
6227	FEES-FIRE DEPT.	2	1,768.00
6250	BUILDING CONSTRUCTION/IMPROV	2	1,037,466.50
6252	OTHER CONSTRUCTION	4	118,181.50
6275	CONST TSTNG ON BLDNGS & IMPROV	1	2,068.00
6280	BUILDING INSPECTIONS	1	4,800.00
		----- 26	----- 1,219,073.10
25.0 CAPITAL FACILITIES FUND			
6210	ARCHITECT FEES ON BUILDINGS	2	2,473.50
6252	OTHER CONSTRUCTION	1	55,860.00
6280	BUILDING INSPECTIONS	2	1,690.00
6282	MOVING-STORAGE	2	10,116.15
8681	MITIGATION/DEVELOPERS FEES	2	4,015.92
9552	USE TAX PAYABLE	1	1.76
		----- 10	----- 74,157.33
40.1 SPEC RESERVE - CAPITAL PROJECTS			
5520	ELECTRICITY SERVICES	4	566.92
5530	WATER	3	494.99
5562	SEWER CHARGES	4	349.05
5610	RENTALS, LEASES AND REPAIRS	2	5,569.00
6210	ARCHITECT FEES ON BUILDINGS	2	8,141.25
6250	BUILDING CONSTRUCTION/IMPROV	1	19,554.80
6275	CONST TSTNG ON BLDNGS & IMPROV	3	85,174.50
6280	BUILDING INSPECTIONS	1	14,300.00
		----- 20	----- 134,150.51
67.0 SELF-INSURANCE FUND			
5872	DELTA ADMINISTRATIVE FEES	2	14,227.80
5873	VSP CLAIMS	7	31,686.56
5874	VSP ADMINISTRATIVE FEES	1	3,987.22

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 NOVEMBER 1 THRU NOVEMBER 30, 2020

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5875	DELTA PAYMENTS	1	217,972.55
5877	MEDIMPACT CLAIMS	2	16,270.64
5878	MEDIMPACT PAYMENTS	2	737,745.96
		-----	-----
		15	1,021,890.73
	67.1 WORKERS' COMPENSATION FUND		
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	11,814.92
		-----	-----
		1	11,814.92
	67.2 EARLY RETIREMENT BENEFITS FUND		
5815	OPERATING SERVICES	1	156,816.86
		-----	-----
		1	156,816.86
	76.0 WARRANT PASS-THROUGH FUND		
9517	VOLUNTARY DEDUCTIONS	20	865,550.84
9518	TAX SHELTER ANNUITY	1	352,594.00
9588	ROTH IRA-LACOE USED ONLY	1	27,327.00
		-----	-----
		22	1,245,471.84
	TOTALS	<u>2,361</u>	<u>\$ 11,443,164.98</u>

GLENDALE UNIFIED SCHOOL DISTRICT

DECEMBER 15, 2020

CONSENT CALENDAR NO. 5

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Christine J. Ward, Director, Procurement & Contract Services
SUBJECT: **PURCHASE ORDER LISTING**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,587,911.92 for the period of November 9, 2020 to December 4, 2020 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM NOVEMBER 9, 2020 THROUGH DECEMBER 4, 2020

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	148	280,124.52
FEDERAL RESTRICTED RESOURCES	62	649,249.97
STATE RESTRICTED RESOURCES	110	443,595.27
LOCAL RESTRICTED RESOURCES	59	143,952.03
CHILD DEVELOPMENT FUND	3	700.00
FOOD SERVICES FUND	4	763.14
MEASURE S PROJECTS FUND	8	69,252.71
CAPITAL PROJECTS & IMPROVEMENT FUND	1	274.28
TOTAL	305	\$1,587,911.92

In support of Board Priority #4 – Maintain District Solvency & Financial Responsibility – Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.

PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0021000020	CITY OF GLENDALE	911.92
0021000021	SCHOOL SERVICES OF CALIFORNIA	390.00
0021002986	OFFICE DEPOT SUPPLIES RELATED TO RETURN TO SCHOOL COVID 19 - FACILITY & SUPPORT OPERATIONS	27,088.66
0021002987	OFFICE DEPOT	932.72
0021002995	APPLE COMPUTER	360.65
0021002996	THE HOME DEPOT PRO (SUPPLYWORKS)	372.60
0021002998	FLYWHEEL BRANDS, INC SUPPLIES RELATED TO RETURN TO SCHOOL COVID 19 - FACILITY & SUPPORT OPERATIONS	23,973.87
0021003008	LA OPINION FLAG ENROLLMENTADVERTISEMENT - PUBLIC INFORMATION	1,900.00
0021003010	LISA TEJADA PROVIDE VIRTUAL ASSISTANCE AND LANGUAGE SUPPORT FOR THE GERMAN DUAL LANGUAGE PROGRAM AT FRANKLIN ELEMENTARY SCHOOL DURING 2020-2021 SCHOOL YEAR, BOARD APPROVED 11/2/2020 - STUDENT SUPPORT SERVICES	5,625.00
0021003011	NORA HESCHL PROVIDE VIRTUAL ASSISTANCE AND LANGUAGE SUPPORT FOR THE GERMAN DUAL LANGUAGE PROGRAM AT FRANKLIN ELEMENTARY SCHOOL DURING 2020-2021 SCHOOL YEAR, BOARD APPROVED 11/2/2020 - STUDENT SUPPORT SERVICES	3,375.00
0021003013	AUBREE CHAVARRIGA PARENT REIMBURSEMENT - SPECIAL EDUCATION	2,000.00
0021003016	THE HOME DEPOT PRO (SUPPLYWORKS)	67.09
0021003018	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - PUBLIC INFORMATION	107.37
0021003021	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - TOLL MIDDLE SCHOOL	170.10
0021003022	OFFICE DEPOT	144.69
0021003026	CALIFORNIA ASSOCIATION OF WORK	400.00
0021003030	SHARP BUSINESS SYSTEMS	500.00
0021003031	SHARP BUSINESS SYSTEMS	200.00
0021003035	EDUCATION WEEK	89.00
0021003038	CALSPRA TREASURER	150.00
0021003039	U.S. BANK 2009 GENERAL OBLIGATION REFUNDING BONDS AND ELECTION OF 2011 SERIES A ESCROW FUND - FINANCIAL	1,000.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003040	SHARP BUSINESS SYSTEMS	500.00
0021003041	SHARP BUSINESS SYSTEMS	500.00
0021003046	DICK BLICK ART MATERIALS	47.60
0021003048	THE HOME DEPOT PRO (SUPPLYWORKS)	980.29
0021003051	THE HOME DEPOT PRO (SUPPLYWORKS)	195.85
0021003055	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	437.19
0021003056	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	73.83
0021003065	SOUTHWEST SCHOOL & OFFICE SUPPLY	217.61
0021003067	THE HOME DEPOT PRO (SUPPLYWORKS)	186.32
0021003071	GRAINGER	86.00
0021003073	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL	29.72
0021003074	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - PUBLIC INFORMATION	30.40
0021003076	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	58.41
0021003077	AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - DUNSMORE ELEMENTARY SCHOOL	101.13
0021003078	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	34.14
0021003079	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL	97.01
0021003080	OFFICE DEPOT	460.49
0021003082	OFFICE DEPOT SUPPLIES RELATED TO RETURN TO SCHOOL COVID 19 - FACILITY & SUPPORT OPERATIONS	13,505.63
0021003083	CLEAN SWEEP SUPPLY CO INC SUPPLIES RELATED TO RETURN TO SCHOOL COVID 19 - FACILITY & SUPPORT OPERATIONS	5,271.05
0021003084	CARAHSOFT TECHNOLOGY CORPORATION SOFTWARE LICENSE - GLENDALE HIGH SCHOOL	3,093.50
0021003089	ASSOCIATION OF TWO-WAY & DUAL LANGUAGE ED.	325.00
0021003091	CDW GOVERNMENT	434.39
0021003093	ZOHO CORPORATION ONLINE SUBSCRIPTION - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	3,345.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003094	GREEN NINJA	340.55
0021003095	SCHOOL SPECIALTY INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL	1,725.00
0021003096	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	300.00
0021003100	OFFICE DEPOT	49.60
0021003117	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	271.20
0021003121	THE HOME DEPOT PRO (SUPPLYWORKS)	49.51
0021003122	THE HOME DEPOT PRO (SUPPLYWORKS)	63.84
0021003123	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - KEPPEL ELEMENTARY SCHOOL	286.54
0021003125	THE HOME DEPOT PRO (SUPPLYWORKS)	195.80
0021003128	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL	33.89
0021003130	STATE OF CA DEPT OF INDUSTRIAL RELATIONS	450.00
0021003132	OUTLOOK NEWSPAPER ADVERTISING SERVICES - PUBLIC INFORMATION	2,900.00
0021003134	BRYAN VICK & ASSOCIATES, INC PROFESSIONAL SERVICES - BUSINESS SERVICES	2,500.00
0021003135	RAFU SHIMPO	540.00
0021003137	THE KOREA DAILY	400.00
0021003138	PACIFIC FLOOR COMPANY REMOVE & REPLACE DAMAGED FLOOR BOARDS IN GYM AT CRESCENTA VALLEY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,200.00
0021003141	FASTENAL COMPANY CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	5,994.34
0021003142	GRAINGER	367.43
0021003146	CLEAN SWEEP SUPPLY CO INC	724.56
0021003147	LOWE'S	395.89
0021003149	GLENDAL BUILDER'S SUPPLIES	55.08
0021003151	DECKER EQUIPMENT/SCHOOL FIX MARKER BOARDS - CRESCENTA VALLEY HIGH SCHOOL	1,979.37
0021003156	NICK'S NURSERY	31.76
0021003157	HOME DEPOT CREDIT SERVICES	644.19
0021003163	THE HOME DEPOT PRO (SUPPLYWORKS)	514.87

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003165	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - MUIR ELEMENTARY SCHOOL	265.92
0021003168	PAUL BUTLER, DBA:NEW LEAF CALIFORNIA LLC PROVIDE TRAINING & PROFESSIONAL DEVELOPMENT TO SECONDARY SCHOOL COUNSELORS - EDUCATIONAL SERVICES	4,725.00
0021003171	CHILD AND FAMILY POLICY INSTITUTE OF CA	50.00
0021003181	APPLE COMPUTER COMPUTER EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	6,370.64
0021003183	OFFICE DEPOT	163.25
0021003184	OFFICE DEPOT	128.97
0021003187	HUSCH BLACKWELL LLP PROFESSIONAL SERVICES - HUMAN RESOURCES	2,365.82
0021003189	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - HUMAN RESOURCES	36.37
0021003190	DOUG FREGOLLE PROMOTIONS OFFICE SUPPLIES - EDUCATIONAL SERVICES	1,808.66
0021003191	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - SUPERINTENDENT'S OFFICE	77.98
0021003192	OUTLOOK NEWSPAPER	322.92
0021003193	CARTY WED STRATEGIES, INC SUBSCRIPTIONS - EDUCATIONAL SERVICES	1,080.00
0021003194	SCHOOL EMPLOYERS ASSOCIATION CONFERENCE EXPENSES - HUMAN RESOURCES	3,100.00
0021003195	UPS	100.00
0021003197	BALLARD & TIGHE, INC. INSTRUCTIONAL SUPPLIES - VERDUTO WOODLANDS ELEMENTARY SCHOOL	1,501.53
0021003200	CALIFORNIA CONTINUATION EDUCATION ASSOC PLUS	520.00
0021003202	AA1 GRAPHICS & SIGNS SUPPLIES RELATED TO RETURN TO SCHOOL COVID 19 - FACILITY & SUPPORT OPERATIONS	93,759.36
0021003203	AMERICAN EXPRESS CPS CANVA - SOFTWARE - PUBLIC INFORMATION	119.40
0021003206	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,751.58

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003207	THE HOME DEPOT PRO (SUPPLYWORKS)	155.45
0021003208	GRAINGER	396.07
0021003209	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	77.12
0021003210	PROMOTE MARKETING CONCEPTS, INC.	210.44
0021003211	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	120.55
0021003212	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,066.70
0021003214	THE HOME DEPOT PRO (SUPPLYWORKS)	947.52
0021003218	OFFICE DEPOT	300.00
0021003220	OFFICE DEPOT	400.00
0021003225	ACCO BRANDS USA LLC.	562.93
0021003226	LACOE JET MAIL SERVICES - FINANCIAL SERVICES	3,400.00
0021003229	OFFICE DEPOT	550.15
0021003230	OFFICE DEPOT PRINTING SERVICES - CRESCENTA VALLEY HIGH SCHOOL	1,115.43
0021003234	TEXTBOOK WAREHOUSE	42.98
0021003235	COMMUSA	110.25
0021003236	COMMUSA RADIOS - HOOVER HIGH SCHOOL	1,752.98
0021003237	THE HOME DEPOT PRO (SUPPLYWORKS)	258.52
0021003238	THE HOME DEPOT PRO (SUPPLYWORKS)	33.01
0021003239	THE HOME DEPOT PRO (SUPPLYWORKS)	198.85
0021003240	ULINE SHIPPING SUPPLY	404.03
0021003245	ULINE SHIPPING SUPPLY CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	3,802.18
0021003248	HOME DEPOT CREDIT SERVICES	190.04
0021003256	OFFICE DEPOT	99.17
0021003260	THE HOME DEPOT PRO (SUPPLYWORKS)	34.11
0021003263	OFFICE DEPOT	86.92
0021003264	OFFICE DEPOT	175.19
0021003265	BURBANK IRRIGATION SUPPLY	567.73
0021003277	SOUTHWEST SCHOOL & OFFICE SUPPLY	63.03
0021003281	RANCHO JANITORIAL	410.75
0021003282	NASCO	821.78
0021003283	GALE SUPPLY COMPANY	262.03

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003289	CSUN, CENTER FOR TEACHING & LEARNING PROVIDE TWO PROFESSIONAL DEVELOPMENT SESSIONS TO THE INCLUSION AND INTERVENTIONS COMMITTEE IN 2020- 2021 - EDUCATIONAL SERVICES	1,200.00
0021003292	SCHOLASTIC INC SUBSCRIPTIONS - DUNSMORE ELEMENTARY SCHOOL	2,867.60
0021003303	LAWN & CONSTRUCTION EQUIPMENT DEPOT INC	384.77
0021003308	OFFICE DEPOT	788.29
0021003309	JOURNEYED.COM INC	690.00
0021003312	SKILLPATH INC	199.00
0021003315	SCHOOL HEALTH CORP. MEDICAL SUPPLIES - HEALTH SERVICES	1,335.71
0021003316	SCHOOL HEALTH CORP.	599.58
0021003317	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	152.10
0021003318	SAGE PUBLICATIONS INC	553.05
0021003319	THE HOME DEPOT PRO (SUPPLYWORKS)	847.05
0021003320	FOLLETT SCHOOL SOLUTIONS, INC.	320.00
0021003322	ULINE SHIPPING SUPPLY	175.97
0021003327	GALE SUPPLY COMPANY	218.74
0021003330	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA RESTAURANTWARE - INSTRUCTIONAL SUPPLIES - KEPPEL ELEMENTARY SCHOOL	102.23
0021003331	AMAZON CAPITAL SERVICES, INC. STORAGE SHED KIT - EDISON ELEMENTARY SCHOOL	439.90
0021003335	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - CERRITOS ELEMENTARY SCHOOL	163.13
0021003338	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - HUMAN RESOURCES	213.28
0021003340	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	121.87
0021003341	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FREMONT ELEMENTARY SCHOOL	11.01
0021003346	KAREN JUNKER	356.25
0021003347	WILLIAM V. MACGILL & CO.	50.52
0021003362	OFFICE DEPOT	192.93
0021003366	BISHOP COMPANY	70.09

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003368	CALIFORNIA ARBOR CARE APPLY AND OBTAIN INDIGENOUS TREE PERMIT AND REMOVE THE LARGE DYING OAK TREE AT FRANKLIN MAGNET SCHOOL - FACILITY & SUPPORT OPERATIONS	7,090.00
0021003372	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - EDUCATIONAL SERVICES	176.29
0021003374	OFFICE DEPOT	183.67
0021003375	SRE PINS OFFICE SUPPLIES - TOLL MIDDLE SCHOOL	1,736.43
0021003379	ASCD	239.00
	TOTAL	280,124.52
FEDERAL RESTRICTED RESOURCES		
0021003007	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - SPECIAL EDUCATION	2,500.00
0021003009	ARAXI DERTAVITIAN PROVIDE MENTAL HEALTH COUNSELING SERVICES TO STUDENTS, BOARD APPROVED 11/2/2020 - BALBOA ELEMENTARY SCHOOL.	18,000.00
0021003014	BOUND TO STAY BOUND BOOKS, INC. BLANKET PURCHASE ORDER FOR BOOKS - KEPPEL ELEMENTARY SCHOOL	2,000.00
0021003024	AREY JONES EDUCATIONAL SOLUTIONS COMPUTER EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	1,381.74
0021003034	SHARP BUSINESS SYSTEMS	480.00
0021003045	LIMINEX, INC	517.94
0021003047	RIVERSIDE ASSESSMENTS LLC INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,198.02
0021003057	WESTERN PSYCHOLOGICAL SERVICES	266.81
0021003058	WESTERN PSYCHOLOGICAL SERVICES	121.28
0021003062	NCS PEARSON INC. INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,244.92
0021003086	SCHOLASTIC INC. SUBSCRIPTIONS - MANN ELEMENTARY SCHOOL	8,495.00
0021003087	TUMBLEWEED PRESS INC.	719.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003102	NCS PEARSON INC.	65.05
0021003118	OFFICE DEPOT	121.00
0021003126	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MANN ELEMENTARY SCHOOL	55.07
0021003133	FLINN SCIENTIFIC INC	450.00
0021003136	JUSTINE BOTE PROFESSIONAL SERVICES - CATEGORICAL PROGRAMS	2,000.00
0021003162	NCS PEARSON INC.	93.72
0021003164	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - DUNSMORE ELEMENTARY SCHOOL	43.88
0021003167	BOUNDLESS ASSISTIVE TECHNOLOGY, LLC	567.54
0021003169	RIVERSIDE COUNTY OFFICE OF ED.	95.00
0021003174	RIVERSIDE ASSESSMENTS LLC INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,132.84
0021003176	PRO-ED	87.78
0021003177	WESTERN PSYCHOLOGICAL SERVICES	125.00
0021003178	WESTERN PSYCHOLOGICAL SERVICES	121.28
0021003179	NCS PEARSON INC.	113.01
0021003180	PAR INC	208.49
0021003196	GAGGLE.NET, INC SOFTWARE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	27,000.00
0021003198	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	120.26
0021003199	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	211.02
0021003204	APPLE COMPUTER	25.00
0021003213	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	588.26
0021003216	KEVIN MASSIN PROVIDE SUPPORT DURING CLASS AND HOMEWORK LAB, BOARD APPROVED 11/17/2020 - ROOSEVELT MIDDLE SCHOOL	4,000.00
0021003217	KAREN JUNKER PROVIDE WORKSHOPS FOR TEACHERS & STAFF AT LINCOLN ELEMENTARY SCHOOL, BOARD APPROVED 11/17/2020 - CATEGORICAL PROGRAMS	2,850.00
0021003219	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	5,000.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003231	GOLDEN STAR TECHNOLOGY INC. COMPUTER EQUIPMENT NEEDED DUE TO COVID 19 - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	197,886.42
0021003232	GOLDEN STAR TECHNOLOGY INC. COMPUTER EQUIPMENT NEEDED DUE TO COVID 19 - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	342,134.00
0021003241	AMAZON CAPITAL SERVICES, INC.	58.38
0021003243	JOURNEYED.COM INC SOFTWARE LICENSES - HOOVER HIGH SCHOOL	1,725.00
0021003253	FORWARD SQUARE SOFTWARE SOLUTI	375.00
0021003284	OFFICE DEPOT	171.99
0021003294	MASCOT JUNCTION, INC BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	2,500.00
0021003295	BURSCHE, BRADLEY, M.D.	600.00
0021003297	TUMBLEWEED PRESS INC.	799.00
0021003298	RENAISSANCE LEARNING INC LICENSES - MUIR ELEMENTARY SCHOOL	6,470.00
0021003310	CULVER-NEWLIN, INC OUTDOOR FURNITURE - WILSON MIDDLE SCHOOL	6,619.08
0021003321	PRO-ED	438.00
0021003326	AMAZON CAPITAL SERVICES, INC. BULLETTIN BOARD - VALLEY VIEW ELEMENTARY SCHOOL	525.88
0021003328	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA SCENICANDLIGHTING.COM - SUBSCRIPTIONS - GLENDALE HIGH SCHOOL	400.00
0021003333	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BRIGHTLINESPAPER.COM - INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	39.86
0021003334	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - COLUMBUS ELEMENTARY SCHOOL	439.46
0021003336	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CLARK MAGNET HIGH SCHOOL	44.09
0021003342	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	162.01
0021003343	AMAZON CAPITAL SERVICES, INC. MUSIC INSTRUMENT - WILSON MIDDLE SCHOOL	286.43

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003346	KAREN JUNKER CONDUCT RESTORATIVE PRACTICES FOR GLENOAKS, LINCOLN & VERDUGO WOODLANDS ELEMENTARY SCHOOLS, BOARD APPROVED 11/17/2020 - EDUCATIONAL SERVICES	1,068.75
0021003351	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BOOKOUTLET.COM - BOOKS - CLARK MAGNET HIGH SCHOOL	752.51
0021003352	LIMINEX, INC SOFTWARE - LA CRESCENTA ELEMENTARY SCHOOL	1,117.86
0021003353	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL	1,000.00
0021003354	COMMUSA	628.43
0021003355	GUITAR CENTER	393.60
0021003357	WESTERN PSYCHOLOGICAL SERVICES	85.31
0021003374	OFFICE DEPOT	530.00
	TOTAL	649,249.97

STATE RESTRICTED RESOURCES

0021002988	THE HOME DEPOT PRO (SUPPLYWORKS)	290.60
0021002989	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - CLARK MAGNET HIGH SCHOOL	579.03
0021002990	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - CLARK MAGNET HIGH SCHOOL	820.15
0021002991	APPLE COMPUTER	715.27
0021002992	B & H PHOTO VIDEO	825.11
0021002993	OFFICE DEPOT COMPUTER SUPPLIES - WILSON MIDDLE SCHOOL	1,322.56
0021002997	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FOOTHILL SELPA	39.66
0021002999	KIVUTO	300.00
0021003000	LAGUNA CLAY CO CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	2,014.48
0021003001	DICK BLICK ART MATERIALS CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	2,451.92
0021003002	LAGUNA CLAY CO CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	3,805.32

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003003	DICK BLICK ART MATERIALS CLASSROOM EQUIPMENT - HOOVER HIGH SCHOOL	3,677.87
0021003004	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CRICUT.COM - CLASSROOM EQUIPMENT - ROSEMONT MIDDLE SCHOOL	893.98
0021003005	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CRICUT.COM - CLASSROOM EQUIPMENT - WILSON MIDDLE SCHOOL	452.99
0021003006	LAGUNA CLAY CO	858.65
0021003012	PAUL LUELMO PROVIDE ONGOING SUPPORT TO THE DISTRICT IN THEIR DEVELOPMENT AND IMPLEMENTATION OF COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES, BOARD APPROVED 11/2/2020 - SPECIAL EDUCATION	5,000.00
0021003019	ENABLING DEVICES, INC.	74.42
0021003020	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	81.47
0021003025	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDALÉ HIGH SCHOOL	2,000.00
0021003027	CORWIN PRESS	199.00
0021003028	EBS HEALTHCARE, INC. PROVIDE SPEECH, OCCUPATIONAL THERAPY, ASSESSMENTS AND IEP SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	160,000.00
0021003029	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - GLENDALÉ HIGH SCHOOL	1,500.00
0021003032	THE SOUTHERN CA LEARNING CORP. PROVIDE ONLINE TUTORING TO GUSD STUDENTS - CATEGORICAL PROGRAMS	30,025.00
0021003033	TINA DEMIRDJIAN PROVIDE ONLINE POETRY WORKSHOPS, BOARD APPROVED 11/2/2020 - CATEGORICAL PROGRAMS	6,000.00
0021003036	HOME DEPOT CREDIT SERVICES BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDALÉ HIGH SCHOOL	8,000.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003037	GRAINGER BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDAL HIGH SCHOOL	3,000.00
0021003042	SWANER HARDWOOD BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDAL HIGH SCHOOL	8,000.00
0021003043	SYNERGY PSYCHOLOGICAL INC. PROVIDE PSYCHOEDUCATIONAL EVALUATIONS AND IEP SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	14,900.00
0021003049	ABLENET, INC COMPUTER SUPPLIES - FOOTHILL SELPA	1,504.91
0021003050	MAXI AIDS	29.24
0021003052	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA NEWEGG.COM - CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	104.42
0021003053	B & H PHOTO VIDEO	882.80
0021003054	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CLARK MAGNET HIGH SCHOOL	100.48
0021003059	VEX ROBOTICS, INC.	175.28
0021003060	AMAZING MAGNETS	28.33
0021003061	POWERWERX	595.96
0021003063	MAXI AIDS	739.97
0021003064	MOUSER ELECTRONICS INC	828.38
0021003066	EVOLLVE INC. DBA: OZOBOT INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	4,410.00
0021003068	GRAINGER	154.49
0021003069	VEX ROBOTICS, INC.	172.53
0021003070	WESTCOAST PRODUCTS & DESIGN LLC	223.95
0021003075	APPLE COMPUTER	529.03
0021003081	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	81.56
0021003090	AVID TECHNOLOGY INC. SOFTWARE LICENSES - SECONDARY SERVICES	2,243.84
0021003097	WOODSMALL LAW GROUP CLIENT TRUST ACCOUNT PARENT REIMBURSEMENT - SPECIAL EDUCATION	12,200.00
0021003099	THE KOREA TIMES L.A., INC.	846.00
0021003101	PATON GROUP	378.94

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003103	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA HARBORFREIGHT.COM - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	73.12
0021003104	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ZORO.COM - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	626.20
0021003105	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ZORO.COM - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	67.92
0021003106	SHARS TOOL COMPANY	63.28
0021003107	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA HARBORFREIGHT.COM - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	29.56
0021003108	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ENGRAVERSNETWORK.COM INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	369.46
0021003109	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ROBOTSHOP.COM - CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	472.97
0021003110	CDW GOVERNMENT	133.40
0021003111	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA PROJECTORLAMPS.COM - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	146.19
0021003112	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA MONSTERJAWS - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	100.59
0021003113	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA MARITOO.COM - CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	284.81
0021003114	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA LITTLE MACHINE SHOP - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	130.62
0021003115	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA THETRIFTYBOT - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	281.38
0021003116	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CYBERWELD - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	164.94

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003119	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - GLENDALE HIGH SCHOOL	33.85
0021003120	MSC INDUSTRIAL SUPPLY CO INC CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	2,855.67
0021003124	OFFICE DEPOT	171.27
0021003127	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	54.01
0021003160	PLASMACAM, INC.	360.15
0021003161	MSC INDUSTRIAL SUPPLY CO INC	568.33
0021003166	CENTER FOR EXCELLENCE IN EDUCATION	95.00
0021003172	CAREERSAFE, LLC	500.00
0021003175	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - CRESCENTA VALLEY HIGH SCHOOL	317.75
0021003182	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - HOOVER HIGH SCHOOL	137.65
0021003186	JAMES & EVELYN LEE PARENT REIMBURSEMENT - SPECIAL EDUCATION	2,000.00
0021003188	SHAPER TOOLS, INC. CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	5,196.00
0021003205	OFFICE DEPOT	330.74
0021003221	SKILLS USA CALIFORNIA NATIONAL REGISTRATION FEE - CRESCENTA VALLEY HIGH SCHOOL	1,200.00
0021003222	SKILLS USA CALIFORNIA MEMBERSHIP FEES - CRESCENTA VALLEY HIGH SCHOOL	1,010.00
0021003223	SKILLS USA CALIFORNIA	620.00
0021003224	IPEVO INC.	285.55
0021003227	PROCTORU, INC. ONLINE SERVICES - WILSON MIDDLE SCHOOL	4,699.00
0021003228	PROCTORU, INC.	999.00
0021003233	OFFICE DEPOT	230.41
0021003242	FULL COMPASS SYSTEMS CLASSROOM EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	10,273.97
0021003244	CRESTLINE	466.14
0021003252	LA OPINION	640.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003254	HOSA-FUTURE HEALTH PROFESSIONALS AFFILIATION FEE FOR SPORTS MEDICINE CLASS - CRESCENTA VALLEY HIGH SCHOOL	2,225.00
0021003257	AVID TECHNOLOGY INC. EBOOKS - CRESCENTA VALLEY HIGH SCHOOL	1,080.00
0021003258	AVID TECHNOLOGY INC. EBOOKS - CLARK MAGNET HIGH SCHOOL	3,960.00
0021003259	AVID TECHNOLOGY INC.	990.00
0021003276	KEY CODE MEDIA, INC. SOFTWARE - SECONDARY SERVICES	5,000.00
0021003278	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	25.40
0021003280	GRAINGER	83.79
0021003290	CERTIPORT LICENSES - SECONDARY SERVICES	4,899.00
0021003291	AREY JONES EDUCATIONAL SOLUTIONS COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	3,274.46
0021003293	FAMILY, CAREER AND COMMUNITY LEADERS	150.00
0021003296	ARMENIAN MEDIA NETWORK	438.00
0021003311	CDW GOVERNMENT	234.22
0021003314	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA JEVOIS - CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	209.42
0021003329	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA LEVOSTORE.COM - COMPUTER SUPPLIES - FOOTHILL SELPA	209.46
0021003332	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA WEBSTAUANTSTORE - CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	699.12
0021003348	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	25.88
0021003349	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	163.70
0021003350	UT AUSTIN	300.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003358	THE CODING SCHOOL ELEMENTARY & MIDDLE SCHOOLS CODE ACADEMY - SECONDARY SERVICES	24,000.00
0021003360	BURBANK UNIFIED SCHOOL DISTRICT REIMBURSEMENT FOR SALARIES & BENEFITS - FOOTHILL SELPA	3,724.72
0021003361	BURBANK UNIFIED SCHOOL DISTRICT	58.10
0021003363	JOELLE & FADI BEYROUTHY PARENT REIMBURSEMENT - SPECIAL EDUCATION	54,862.05
0021003364	WEST SHIELD ADOLESCENT SERVICES SPECIAL EDUCATION STUDENT TRANSPORTATION SERVICES - SPECIAL EDUCATION	1,184.93
0021003365	VEX ROBOTICS, INC. INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	5,033.74
0021003378	WINSOR LEARNING, INC INSTRUCTIONAL MATERIALS - SPECIAL EDUCATION	10,717.76
	TOTAL	443,595.27

LOCAL RESTRICTED RESOURCES

0021003015	UNITED REFRIGERATION, INC.	175.98
0021003017	ADVANCED CHEMICAL TECHNOLOGY, INC	375.00
0021003023	FOOTHILLS MUSIC ACADEMY PROVIDE PRIMARY MUSICAL EDUCATION - DUNSMORE ELEMENTARY SCHOOL	8,415.00
0021003044	JAMF HOLDINGS, INC. & SUBSIDIARIES LICENSES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	19,125.00
0021003072	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	286.64
0021003088	TECHNICAL AIR CORPORATION INSTALL A VARIABLE FREQUENCY DRIVE AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,280.00
0021003092	SAFE SIDEWALKS INCORPORATED REMOVE TRIP HAZARDS AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	4,394.00

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003129	CITY OF GLENDALE FIRE DEPARTMENT ANNUAL CERTIFIED UNIFIED PERMIT FOR VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	5,848.00
0021003139	BLUE BOX AIR LLC, DBA: BLUE BOX MAINTENANCE OF THE HVAC SYSTEMS IN ADMINISTRATION BUILDING - FACILITY & SUPPORT OPERATIONS	5,000.00
0021003140	REFRIGERATION SUPPLIES DISTRIBUTOR REPAIR SUPPLIES AND MATERIALS - FACILITY & SUPPORT OPERATIONS	4,813.82
0021003143	DACO TRUCK & VAN	191.63
0021003144	CENTRAL SCREEN COMPANY	818.72
0021003145	HARDWOODS SPECIALTY PRODUCTS	835.76
0021003147	LOWE'S	99.42
0021003148	TOOL SHACK	290.56
0021003150	HEARTLAND CUSTOMER SOLUTIONS, LLC	373.00
0021003152	VIRGIL'S GLENDALE HARDWARE CENTER	39.44
0021003153	PC FURNITURE STORE, LLC	370.44
0021003154	REFRIGERATION HARDWARE SUPPLY CORP.	677.33
0021003155	PLASTIC DEPOT	392.07
0021003158	AREY JONES EDUCATIONAL SOLUTIONS	889.79
0021003173	SAFE SIDEWALKS INCORPORATED REPAIR SERVICES IN PATHWAY TO THE NEW POOL AREA AT GLENDALÉ HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,920.00
0021003201	CREATIVE LEADERSHIP SOLUTIONS	796.00
0021003215	SCHOOL PORTRAITS BY ADAMS PHOTOGRAPHY	54.02
0021003246	MC MASTER-CARR SUPPLY COMPANY	221.42
0021003247	SUNBELT RENTALS, INC	409.19
0021003251	FOLLETT SCHOOL SOLUTIONS, INC. BOOKS - MANN ELEMENTARY SCHOOL	1,987.60
0021003255	LOS ANGELES COUNTY DEPARTMENT	352.00
0021003266	SMARDAN HATCHER CO.	84.37
0021003267	STUMBAUGH & ASSOCIATES, INC.	232.63
0021003268	SUNBELT RENTALS, INC EQUIPMENT RENTALS - FACILITY & SUPPORT OPERATIONS	1,279.66
0021003269	EMEDCO INC.	318.19
0021003270	BIG O TIRES GLENDALE	438.31
0021003271	STAR FORD	446.51
0021003272	SCOTTY'S INDUSTRIAL PRODUCTS	167.14
0021003273	BUILDERS FENCE CO INC	182.27
0021003274	NORTHERN TOOL & EQUIPMENT CO.	61.42
0021003275	INK THE WEST	46.00
0021003279	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - COLLEGE VIEW SCHOOL	164.53

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003285	CHALMERS CONSTRUCTION SERVICES, INC INSTALL HAND WASHING STATIONS AT VARIOUS SITES RELATED TO COVID 19 - PLANNING, DEVELOPMENT & FACILITIES	43,554.00
0021003286	DASH CONSTRUCTION COMPANY INC. PROVIDE PARTS AND LABOR TO PAINT CONCESSION STAND, WALLS, CEILINGS AND CABINETS AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	5,400.00
0021003299	UNITED REFRIGERATION, INC.	3.73
0021003300	AA1 GRAPHICS & SIGNS SIGNAGE FOR VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	1,096.99
0021003301	U.S. BLINDS WINDOW TREATMENTS - FACILITY & SUPPORT OPERATIONS	3,264.48
0021003302	CASTERS & INDUSTRIAL SUPPLIES OUTDOOR FURNITURE - FACILITY & SUPPORT OPERATIONS	1,069.82
0021003304	GMS ELEVATOR SERVICES, INC ELEVATOR MAINTENANCE AT VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	1,480.00
0021003305	GMS ELEVATOR SERVICES, INC ELEVATOR MAINTENANCE AT VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	4,025.00
0021003306	GMS ELEVATOR SERVICES, INC ELEVATOR MAINTENANCE AT VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	6,000.00
0021003307	COUNTY OF LOS ANGELES ANNUAL BACKFLOW ASSEMBLY - FACILITY & SUPPORT OPERATIONS	1,813.00
0021003323	SILKLETTER	202.58
0021003325	JAMES T. STEPHENS, DBA: STEWART SIGNS	204.78
0021003337	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS	76.23
0021003344	BIG ASS FANS BUILDING MAINTENANCE - ROOSEVELT MIDDLE SCHOOL	3,818.25
0021003345	BIG ASS FANS BUILDING MAINTENANCE - TOLL MIDDLE SCHOOL	3,818.25

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003359	ADVANCED CHEMICAL TECHNOLOGY, INC	825.00
0021003367	GARCIA'S FENCE CORP. REPAIR GATES AT KEPPEL ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	2,300.00
0021003371	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	770.98
0021003376	J.W. PEPPER & SON, INC.	367.27
0021003377	CHARLES MUSIC	8.81
	TOTAL	143,952.03

CHILD DEVELOPMENT FUND

0021003185	SMART & FINAL IRIS COMPANY	500.00
0021003369	EVERYCHILD CALIFORNIA	150.00
0021003370	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CHILD CALIFORNIA - CONFERENCE EXPENSES - EEELP	50.00
	TOTAL	700.00

FOOD SERVICES FUND

0021003015	UNITED REFRIGERATION, INC.	128.24
0021003249	VIRGIL'S GLENDALE HARDWARE CENTER	21.20
0021003250	PLUMBING AND INDUSTRIAL SUPPLY	43.45
0021003299	UNITED REFRIGERATION, INC.	570.25
	TOTAL	763.14

MEASURE S PROJECTS FUND

0021003085	PARAGON SYSTEMS INC COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	20,000.00
0021003131	INTERMOUNTAIN LOCK & SECURITY SUPPLY	205.40
0021003159	JAMES REZA, DBA: GUARD FIRE PROTECTION	850.00
0021003170	iBP/ARCHITECTURE	354.00
0021003262	ARC (AMERICAN REPROGRAPHICS COMPANY,LLC) BLUEPRINTING SERVICES - CLARK MAGNET HIGH SCHOOL	2,000.00

PO NUMBER	MEASURE S PROJECTS FUND (CONTINUATION) VENDOR	AMOUNT
0021003287	AMS.NET AUDIOVISUAL EQUIPMENT - GLENDALE HIGH SCHOOL	16,546.31
0021003288	PARAGON SYSTEMS INC PROVIDE LABOR AND MATERIALS FOR INSTALLATION OF DATA DROPS FOR SECURITY CAMERAS AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	23,297.00
0021003313	SCHOOL FACILITY CONSULTANTS PROFESSIONAL SERVICES - CLARK MAGNET HIGH SCHOOL	6,000.00
	TOTAL	69,252.71

CAPITAL PROJECTS & IMPROVEMENT FUND

0021003261	INTERMOUNTAIN LOCK & SECURITY SUPPLY	274.28
	TOTAL	274.28

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD OF 11/9/2020 THROUGH 12/4/2020
CONSENT CALENDAR NO. 5 DECEMBER 15, 2020**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
11/17/2020	0021002355	OFFICE DEPOT	INCREASED PO FOR ADDITIONAL PURCHASES	\$500.00	\$1,000.00	\$1,500.00
11/19/2020	0021002042	CHILDCARE CAREERS, LLC	INCREASED PO FOR ADDITIONAL SERVICES AS NEEDED	\$30,000.00	\$20,000.00	\$50,000.00
11/19/2020	0021000787	IMAGECUBE	INCREASED PO FOR ADDITIONAL PURCHASES	\$9,464.19	\$6,215.33	\$15,679.52
11/30/2020	0020106959	GOLDEN GATE STEEL, INC	DECREASED PO AS PORTION OF THE WORK WAS SELF PERFORMED BY THE DISTRICT	\$426,742.00	(\$67,989.81)	\$358,752.19
11/30/2020	0021001598	JACK CARDANI CONSTRUCTION INC	INCREASED PO DUE TO UNFORSEEN ITEMS THAT HAD TO BE ADDRESSED	\$58,800.00	\$5,876.97	\$64,676.97
12/4/2020	0021001160	OFFICE DEPOT	INCREASED PO FOR ADDITIONAL PURCHASES	\$5,000.00	\$5,000.00	\$10,000.00

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 6

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Craig Larimer, Financial Analyst
SUBJECT: **Appropriation Transfer and Budget Revision Report**

The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted and Restricted, Fund 21.1, Fund 67.0 and Fund 67.1.

In support of Board Priority #4 – Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT
 December 15, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	(\$734,941)
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$2,394
8910-8999 Transfers In/Contributions	\$0	\$750,000
TOTAL REVENUES	\$0	\$17,453

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	(\$81,400)
2000 Classified Salaries	\$3,674	(\$266,260)
3000 Employee Benefits	\$1,156	(\$52,340)
4000 Instructional Supplies	(\$6,330)	\$224
5000 Contract Services	\$1,500	\$1,350
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	(\$398,426)

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$415,879
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December 15, 2020
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Transfer provides funds for:
		\$0	\$3,674	\$1,156	(\$6,330)	\$1,500	\$0	\$0	\$0	\$0	
FASO	General	0	0	0	0	0	0	0	0	\$0	Classified salaries and Benefits
VARIOUS	Supplemental Program	0	3,674	1,156	(4,830)	0	0	0	0	\$0	Classified salaries and Benefits
Rosemont	General	0	0	0	(1,500)	1,500	0	0	0	\$0	Services
Lincoln	General	0	0	0	0	0	0	0	0	\$0	Supplies

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Adjustment appropriates funds for:
		(\$81,400)	(266,260)	(52,340)	0	0	0	0	415,059	\$15,059	Unrestricted General Fund First Interim Budget Adjustments
		0	0	0	0	0	0	0	0	\$0	
		(\$81,400)	(\$266,260)	(\$52,340)	\$224	\$1,350	\$0	\$0	\$415,879	\$17,453	
CVHS	Athletics Support Program	0	0	0	0	1,350	0	0	0	\$1,350	Cheer Stipend
IHS	General Fund	0	0	0	224	0	0	0	0	\$224	Textbooks sale
District	General Fund	0	0	0	0	0	0	0	171	\$171	Recycling
District	District	0	0	0	0	0	0	0	499	\$499	Refund AP Exams
District	District	0	0	0	0	0	0	0	150	\$150	Smart & Final Charitable Foundation
District	Unrestricted General Fund First Int	(81,400)	(266,260)	(52,340)	0	0	0	0	415,059	\$15,059	Unrestricted General Fund First Interim Budget Adjustments

- Object Codes
- 1000 Certificated Salaries
 - 2000 Classified Salaries
 - 3000 Employee Benefits
 - 4000 Books & Supplies
 - 5000 Services & Other Operating Supplies
 - 6000 Capital Outlay
 - 7000 Other Outgo
 - 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 December 15, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	\$0
8100-8299 Federal	\$0	\$15,458,082
8300-8599 Other State	\$0	\$2,040,287
8600-8799 Local	\$0	\$67,262
8910-8999 Transfers In/Contributions	\$0	(\$750,000)
TOTAL REVENUES	\$0	\$16,815,631

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$2,054,808
2000 Classified Salaries	\$0	\$4,146,553
3000 Employee Benefits	\$0	\$1,707,515
4000 Instructional Supplies	\$0	\$7,554,469
5000 Contract Services	\$0	\$1,197,840
6000 Capital Outlay	\$0	\$187,943
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$16,849,128

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$33,497)
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GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND, RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

BUDGET TRANSFERS	Program Description	Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
Total Budget Trsfers	XX	XX										
VARIOUS	TITLE I	30100.0	0	0	0	0	0	0	0	0	\$0	Supplies
			0	0	0	0	0	0	0	0	\$0	
			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS		Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
District	Donation from Glendale Rotary Club Foundation	95101.0	0	0	0	0	5,000	0	0	0	\$5,000	To allocate income
Educational Services	Donation from FACE Foundation	94379.0	0	0	0	4,800	1,906	0	0	(4,206)	\$2,500	To allocate income
Dunsmore	School Site Donations	95100.0	0	0	0	0	8,159	0	0	0	\$8,159	To allocate income (Music program)
Jefferson	School Site Donations	95100.0	0	0	0	98	0	0	0	0	\$98	To allocate income
Mann	Donation from San Diego State University	95100.0	0	0	0	5,000	0	0	0	0	\$5,000	To allocate income
Monte Vista	School Site Donations	95100.0	0	0	0	14	0	0	0	0	\$14	To allocate income
Monte Vista	School Site Donations	95100.0	0	0	0	0	5,000	0	0	0	\$5,000	To allocate income
Cerritos	Donation from Assistance League of Glendale	95100.0	0	0	0	2,000	0	0	0	0	\$2,000	To allocate income
Public Information	Pegs Fees	94236.0	0	0	0	28,431	0	0	0	0	\$28,431	To allocate income (Pegs fees)
Mountain Avenue	School Site Donations	95100.0	0	0	0	2,500	0	0	0	0	\$2,500	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	50	0	0	0	0	\$50	To allocate income
Educational Services	Donation from Capital Group	94377.0	0	0	0	8,767	0	0	0	(8,367)	\$400	To allocate income
Educational Services	Donation from the JBA Foundation	94377.0	0	0	0	445	0	0	0	0	\$445	To allocate income
Educational Services	Donation from the JBA Foundation	94386.0	0	0	0	23,634	0	0	0	(20,924)	\$2,610	To allocate income
Educational Services	Donation from the JBA Foundation	94369.0	0	0	0	1,770	0	0	0	0	\$1,770	To allocate income
Educational Services	Donation from CBS Foundation	94230.0	0	0	0	1,000	0	0	0	0	\$1,000	To allocate income
Fremont	Donation from Assistance League of Glendale	95100.0	0	0	0	2,000	0	0	0	0	\$2,000	To allocate income
District	ESSR CARES Appropriation	32100.0	573,255	1,155,328	476,242	0	0	0	0	0	\$2,204,825	ESSR CARES Appropriation
District	GEER CARES Appropriation	32150.0	324,602	654,198	269,670	0	0	0	0	0	\$1,248,470	GEER CARES Appropriation
District	CR CARES Appropriation	32200.0	626,476	1,278,011	526,239	7,473,775	1,177,775	187,943	0	0	\$11,270,219	CR CARES Appropriation
District	GF CARES Appropriation	74200.0	530,475	1,069,110	440,702	0	0	0	0	0	\$2,040,287	GF CARES Appropriation
CTE	Perkins	35500.0	0	(10,094)	(5,338)	0	0	0	0	0	(\$15,432)	Adjustment to correct amount available
Balboa	School Site Donations	95100.0	0	0	0	285	0	0	0	0	\$285	To allocate income
		0	0	0	0	0	0	0	0	0	\$0	To allocate income
			0	0	0	0	0	0	0	0	\$0	
			\$2,054,808	\$4,146,553	\$1,707,515	\$7,554,469	\$1,197,840	\$187,943	\$0	(\$33,497)	\$16,815,631	

Total Budget Adjustments
 Object Codes
 1000 Certificated Salaries
 2000 Classified Salaries
 3000 Employee Benefits
 4000 Books & Supplies
 5000 Services & Other Operating Expenses
 6000 Capital Outlay
 7000 Other Outgo
 8000 Income
 9000 Designated Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 December 15, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Measure S Project Fund (21.1)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$0
8910-8999 Transfers In/Contributions	\$0	\$38,000,000
TOTAL REVENUES	\$0	\$38,000,000

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$0	\$0
5000 Contract Services	\$0	\$210,000
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$210,000

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$37,790,000
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GLENDALE UNIFIED SCHOOL DISTRICT
 December 15, 2020
CONSENT CALENDAR NO. 6
BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
MEASURE S PROJECT FUND (21.1)

BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
0		0	0	0	0	0	0	0	0	\$0	

Total Budget Transfers \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0

BUDGET ADJUSTMENTS

Dept./Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
District	Building Fund Proceeds from Sale of Bonds	0	0	0	0	210,000	0	0	37,790,000	\$38,000,000	Building Fund Proceeds from Sale of bonds

Total Budget Adjustments \$0 \$0 \$0 \$0 \$210,000 \$0 \$0 \$0 \$37,790,000 \$38,000,000

- Object Codes
- 1000 Certificated Salaries
 - 2000 Classified Salaries
 - 3000 Employee Benefits
 - 4000 Books & Supplies
 - 5000 Services & Other Operating Supplies
 - 6000 Capital Outlay
 - 7000 Other Outgo
 - 8000 Income
 - 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 December 15, 2020
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Self Insurance Fund (67.0)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$0

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$0	\$0
5000 Contract Services	\$0	\$1,000,000
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$1,000,000

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$1,000,000)
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GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 6

Self Insurance Fund (67.0)

BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
		0	0	0	0	0	0	0	0	0	
Total Budget Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

BUDGET ADJUSTMENTS

Object	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Revision appropriates funds for:
District	Self-Insurance Fund	0	0	0	0	1,000,000	0	0	(1,000,000)	0	Self-Insurance Fund Appropriation

Total Budget Adjustments

\$0 \$0 \$0 \$0 \$0 \$1,000,000 \$0 \$0 \$0 (\$1,000,000) \$0

- Object Codes
- 1000 Certificated Salaries
- 2000 Classified Salaries
- 3000 Employee Benefits
- 4000 Books & Supplies
- 5000 Services & Other Operating Supplies
- 6000 Capital Outlay
- 7000 Other Outgo
- 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 December 15, 2020
CONSENT CALENDAR NO. 6
BUDGET TRANSFER AND ADJUSTMENT REPORT

Workers' Compensation Fund (67.1)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$0

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$0	\$0
5000 Contract Services	\$0	\$500,000
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$500,000

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$500,000)
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GLENDALE UNIFIED SCHOOL DISTRICT
 December 15, 2020
 CONSENT CALENDAR NO. 6
 Workers' Compensation Fund (67.1)

BUDGET TRANSFERS												
Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:	
		0	0	0	0	0	0	0	0	0		
	Total Budget Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0

BUDGET ADJUSTMENTS												
Object	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Revision appropriates funds for:	
District	Workers Comp Fund Approp	0	0	0	0	500,000	0	0	(500,000)	0		Workers Comp Fund Appropriation

Total Budget Adjustments \$0 \$0 \$0 \$0 \$0 \$500,000 \$0 \$0 (\$500,000) \$0

Object Codes
 1000 Certificated Salaries
 2000 Classified Salaries
 3000 Employee Benefits
 4000 Books & Supplies
 5000 Services & Other Operating Supplies
 6000 Capital Outlay
 7000 Other Outgo
 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Craig Larimer, Financial Analyst

SUBJECT: **Cash Transfer of Funds from the Unrestricted General Fund to the Routine and Restricted Maintenance Program**

The Superintendent recommends that the Board of Education approve the transfer of \$9,547,197 from the Unrestricted General Fund to the Routine and Restricted Maintenance Program for 2020-21 school year.

To ensure that all school districts participating in the State School Facility program make necessary repairs, renewals and replacements, Education Code Section 17070.75 requires the establishment of a restricted account within the district's general fund for the exclusive purpose of providing moneys for ongoing and major maintenance of school buildings. Under this code section (and beginning with the 2000-01 fiscal year), a minimum deposit of at least three percent of a district's total general fund actual expenditure to be placed into a separate account. This is a routine annual transfer and was reflected in the District's adopted budget.

The Routine and Restricted Maintenance transfer for 2020-21 is \$9,547,197, which represents the annual expenditure budget for the Facility and Support Operations Program. At end-of-year closing, any true-up adjustments will be performed as necessary based on Unaudited Actual expenditure.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Jennifer Chin Gonzales, Director, Nutrition Services

SUBJECT: **Authorization for Utilization and Annual Renewal of the Services of the Super Co-Op, a California USDA Food Cooperative Group for the 2021-2022 School Year**

The Superintendent recommends that the Board of Education authorize the utilization and annual renewal of the services of the Super Co-Op, a California USDA Food Cooperative Group for the 2021-22 school year.

The Super Co-Op is a USDA Foods cooperative operating in California since 2001. It is the largest USDA Foods group in the nation.

The Glendale Unified School District Nutrition Services would like to renew its contract with the Super Co-Op Purchasing Group for the 2021-2022 school year.

The San Mateo-Foster School District is the lead agency of the Super Co-Op and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts for the 2021-22 school year.

GUSD Nutrition Services had been a member of the Super Co-Op for many years before joining the Cooperative Purchasing Cooperative (CPC) in 2017-2018. When the expected benefits of joining the CPC did not come to fruition, staff decided to rejoin the Super Co-Op in the 2018-2019 school year.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 9

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Christine J. Ward, Director, Procurement & Contract Services
SUBJECT: **Extension #3 of Agreement for Armored Transportation Services with Fortress Armored Services Company from January 1, 2021 through December 31, 2021**

The Superintendent recommends that the Board of Education approve the extension of agreement with Fortress Armored Services Company for armored transportation services from January 1, 2021 through December 31, 2021 for an estimated annual amount of \$17,434, funded by the Child Nutrition Services Fund (13.0).

Pursuant to California Education Code Section 17596, service contracts may be renewed by mutual consent for up to five (5) years. The Board of Education, at its meeting on January 11, 2018, approved the award of contract to Fortress Armored Services Company in response to RFP No. P-54A-17/18. This is the third renewal; contract term for this renewal is January 1, 2021 through December 31, 2021.

Fortress Armored Services Company provides services for daily pickup and transport of funds to the bank for nine (9) school sites. The vendor has performed effectively, providing secure and timely services. There will be no increase to the current fee schedule, as Fortress has agreed to keep their fees the same during the 2021 calendar year.

It is recommended the the Board of Education approve the extension of the attached service agreement with Fortress Armored Services Company from January 1, 2021 through December 31, 2021.

Funding for these services is made from Child Nutrition Services Fund (13.0).

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

Agreement

THIS AGREEMENT, made and entered into this 16th day of December, 2020, by and between the Glendale Unified School District (hereinafter called the **District**) and Fortress Armored Services Company (hereinafter called the **Service Provider**) , which may also be referred to individually as “**Party**” or collectively as “**Parties.**”

This agreement is comprised of all of the documents related to the RFQ #P-54A-17/18 – Armored Transportation Services. Delivery of services is of the essence in this Agreement as set form in the terms of the Request for Proposals. The District reserves the right to refuse any services and to cancel all or any part of the descriptions or services that do not conform to the prescribed statement of work.

1. **Governing Law and Venue:** This Contract has been negotiated and executed in the state of California and shall be governed by and construed under the laws of the state of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the District in which the District’s administrative offices are located.
2. **Entire Contract:** This Contract, when accepted by the Service Provider either in writing or by the shipment of any article or other commencement of performance hereunder, contains the entire Contract between the parties with respect to the matters herein, and there are no restrictions, promises, warranties or undertakings other than those set forth herein or referred to herein. No exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing. Electronic acceptance of any additional terms, conditions or supplemental contracts by any District employee or agent, shall not be valid or binding on District unless accepted in writing by District’s Board of Trustee.
3. **Pricing - Contract Term:** The contract term shall be **January 1, 2021, through December 31, 2021**, and quoted prices must stay in effect in this period. Thereafter, the contract may be extended upon mutual consent of the District and Contractor annually for up to five (5) years in accordance with provisions contained in the Education Code, Sections 17596 (K-12).
4. **Payment:** A monthly statement shall be sent in duplicate to the District address. The Service Provider shall only be compensated for services provided in accordance with the Scope of Work. The District shall have no obligation to pay any sum in excess of total Contract amount specified herein unless authorized by amendment in accordance with Contract Terms and Conditions.
5. **Amendments:** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
6. **Safety:** Service Provider shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Service Provider shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of employees appropriate to the nature of the work and the conditions under which the work is to be performed. Safety precautions as applicable shall include, but shall not be limited to: (A) adequate life

protection and lifesaving equipment and procedures; (B) instructions in accident prevention for all employees and subcontractors, such as safe walkways, scaffolds, fall protection ladders, bridges, gang planks, confined space procedures, trenching and shoring, equipment and other safety devices, equipment and wearing apparel as are necessary or lawfully required to prevent accidents or injuries; and (C) adequate facilities for the proper inspection and maintenance of all safety measures. Acceptance of this agreement shall constitute an agreement upon Service Provider's part to indemnify, defend and hold District and its indemnities harmless from liability, loss, damage and expense, including reasonable counsel fees, incurred or sustained by District by reason of the failure of the services to conform to such faulty work performance, negligent or unlawful acts, and noncompliance with any applicable state or federal codes, ordinances, orders, or statutes, including the Occupational Safety and Health Act (OSHA) and the California Industrial Safety Act. Such remedies shall be in addition to any other remedies provided by law.

7. **Assignment or Sub-Contracting:** The terms, covenants, and conditions contained herein shall apply to and bind the heirs, successors, executors, administrators and assigns of the parties. Furthermore, neither the performance of this Contract nor any portion thereof may be assigned or subcontracted by Service Provider without the express written consent of District. Any attempt by Service Provider to assign or subcontract the performance or any portion thereof of this Contract without the express written consent of District shall be invalid and shall constitute a breach of this Contract.
8. **Anti-Discrimination:** Pursuant to Board Policy 4030, Glendale Unified School District prohibits discrimination and/or harassment of any person based on race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex or sexual orientation. Therefore, the Contractor agrees to comply with the applicable Federal and California Laws, including, but not limited to, the California Fair Employment Practice Act, beginning with Labor Code, Section 1410 and Labor Code, Section 1735. In addition, the Contractor agrees to require such compliance by all subcontractors employed on the Contract by the Contractor.
9. **Termination:** In addition to any other remedies or rights it may have by law, District has the right to terminate this Contract without penalty immediately with cause or after 30 days' written notice without cause, unless otherwise specified. Cause shall be defined as any breach of contract, any misrepresentation or fraud on the part of the Service Provider. Exercise by District of its right to terminate the Contract shall relieve District of all further obligations.
10. **Consent to Breach Not Waiver:** No term or provision of this Contract shall be deemed waived and no breach excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. Any consent by any party to, or waiver of, a breach by the other, whether express or implied, shall not constitute consent to, waiver of, or excuse for any other different or subsequent breach.
11. **Remedies Not Exclusive:** The remedies for breach set forth in this Contract are cumulative as to one another and as to any other provided by law, rather than exclusive; and the expression of certain remedies in this Contract does not preclude resort by either party to any other remedies provided by law.
12. **Independent Contractor:** Service Provider shall be considered an independent contractor and neither the Service Provider, its employees, nor anyone working under Service Provider shall be considered an agent or an employee of the District. Neither Service Provider, its employees nor anyone working under Service Provider shall qualify for workers' compensation or other fringe benefits of any kind through District.
13. **Performance:** Service Provider shall perform all work under this Contract, taking necessary steps and precautions to perform the work to District's satisfaction. Service Provider shall be responsible for the professional quality, technical assurance, timely completion and coordination of all documentation and other

goods/services furnished by the Service Provider under this Contract. Service Provider shall perform all work diligently, carefully, and in a good and workman-like manner; shall furnish all labor, supervision, machinery, equipment, materials, and supplies necessary therefore; shall at its sole expense obtain and maintain all permits and licenses required by public authorities, including those of District required in its governmental capacity, in connection with performance of the work; and, if permitted to subcontract, shall be fully responsible for all work performed by subcontractors.

14. **Indemnification and Insurance:** To the furthest extent permitted by California law, Service Provider shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, consultants, employees, trustees, and volunteers (“the indemnified parties”) from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity (“Claim”), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and consultants’ and/or attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Service Provider, its officials, officers, employees, subcontractors, consultants, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Service Provider in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Service Provider proposes to defend the indemnified parties.

- a. Insurance Provisions: Prior to the provision of services under this contract, the contractor agrees to purchase all required insurance at contractor’s expense and to deposit with the District Certificates of Insurance, including all endorsements required herein, necessary to satisfy the District that the insurance provisions of this Contract have been complied with and to keep such insurance coverage and the certificates therefore on deposit with the District during the entire term of this contract. In addition, all subcontractors performing work on behalf of contractor pursuant to this contract shall obtain insurance subject to the same terms and conditions as set forth herein for contractor.
- b. All self-insured retentions (SIRs) and deductibles shall be clearly stated on the Certificate of Insurance. If no SIRs or deductibles apply, indicate this on the Certificate of Insurance with a 0 by the appropriate line of coverage. Any self-insured retention (SIR) or deductible in an amount in excess of \$25,000 (\$5,000 for automobile liability), shall specifically be approved by the Board. If the contractor fails to maintain insurance acceptable to the District for the full term of this contract, the District may terminate this contract.
- c. Qualified Insurer: The policy or policies of insurance must be issued by an insurer licensed to do business in the state of California (California Admitted Carrier). Minimum insurance company ratings as determined by the most current edition of the Best’s Key Rating Guide/Property-Casualty/United States or ambest.com shall be A-(Secure Best’s Rating) and VIII (Financial Size Category). If the insurance carrier is a non-admitted carrier in the state of California, the Board retains the right to approve or reject carrier after a review of the company’s performance and financial ratings. This policy or policies of insurance maintained by the Service Provider shall provide the minimum limits and coverage as set forth below:

Commercial General Liability	\$1,000,000 per occurrence; \$2,000,000 aggregate
Automobile Liability – Any Auto	\$1,000,000 per occurrence;
Professional Liability	\$1,000,000 occurrence;
Workers Compensation	Statutory limits pursuant to State law

d. Required Coverage Forms The Commercial General Liability coverage shall be written on Insurance Services Office (ISO) form CG 00 01, or a substitute form providing liability coverage at least as broad. The Business Auto Liability coverage shall be written on ISO form CA 00 01, CA 00 05, CA 0012, CA 00 20, or a substitute form providing coverage at least as broad.

e. Required Endorsements: The Commercial General Liability policy shall contain the following endorsements, which shall accompany the Certificate of insurance:

- i. An Additional Insured endorsement using ISO form CG 2010 or CG
- ii. 2033 or a form at least as broad naming the District, its elected and appointed officials, officers, employees, agents as Additional Insureds.
- iii. A primary non-contributing endorsement evidencing that the contractor's insurance is primary and any insurance or self-insurance maintained by the District shall be excess and non-contributing. All liability insurance, required by this Contract shall be at least \$1,000,000 combined single limit per occurrence. The minimum aggregate limit for the Commercial General Liability policy shall be \$2,000,000.

All insurance policies required by this Contract shall waive all rights of subrogation against the District and members of the Board, its elected and appointed officials, officers, agents and employees when acting within the scope of their appointment or employment.

The Workers' Compensation policy shall contain a waiver of subrogation endorsement waiving all rights of subrogation against the District, and members of the Board, its elected and appointed officials, officers, agents and employees.

All insurance policies required by this Contract shall give the District 30-day notice in the event of cancellation and 10 days for non-payment of premium. This shall be evidenced by policy provisions or an endorsement separate from the Certificate of Insurance.

The Commercial General Liability policy shall contain a severability of interests clause, also known as a "separation of insureds" clause (standard in the ISO CG 001 policy). Insurance certificates should be forwarded to the agency/department address listed on the solicitation.

If the contractor fails to provide the insurance certificates and endorsements within seven days of notification by the District, award may be made to the next qualified vendor.

District expressly retains the right to require Service Provider to increase or decrease insurance of any of the above insurance types throughout the term of this Contract. Any increase or decrease in insurance will be as deemed by Board as appropriate to adequately protect District. District shall notify Service Provider in writing of changes in the insurance requirements. If Service Provider does not deposit copies of acceptable certificates of insurance and endorsements with District incorporating such changes within thirty days of receipt of such notice, this Contract may be in breach without further notice to Service Provider, and District shall be entitled to all legal remedies.

The procuring of such required policy or policies of insurance shall not be construed to limit Service Provider's liability hereunder nor to fulfill the indemnification provisions and requirements of this Contract, nor act in any way to reduce the policy coverage and limits available from the insurer.

All insurance policies required by this Contract shall give the District notice in the event of cancellation. This shall be evidenced by an endorsement separate from the Certificate of Insurance. In addition, the cancellation clause must include language as follows, which edits the pre-printed ACORD certificate.

15. **Bills and Liens:** Service Provider shall pay promptly all indebtedness for labor, materials or equipment used in performance of the work. Service Provider shall not permit any lien or charge to attach to the work or the premises, but if any does so attach, Service Provider shall promptly procure its release and indemnify, defend, and hold District harmless and be responsible for payment of all costs, damages, penalties and expenses related to or arising from or related thereto.

16. **Changes:** Service Provider shall make no changes in the work or perform any additional work without the District's specific written approval. (GC11010.5)
17. **Change of Ownership:** Service Provider agrees that if there is a change or transfer in ownership of Service Provider's business prior to completion of this Contract, the new owners shall be required under terms of sale or other transfer to assume Service Provider's duties and obligations contained in this Contract and complete them to the satisfaction of District.
18. **Force Majeure:** Service Provider shall not be assessed with liquidated damages or unsatisfactory performance penalties during any delay beyond the time named for the performance of this Contract caused by any act of God, war, civil disorder, employment strike or other cause beyond its reasonable control, provided Service Provider gives written notice of the cause of the delay to District within 24 hours of the start of the delay and Service Provider avails himself of any available remedies.
19. **Confidentiality:** Service Provider agrees to maintain the confidentiality of all District and District-related records and information pursuant to all statutory laws relating to privacy and confidentiality that currently exist or exist at any time during the term of this Contract. All such records and information shall be considered confidential and kept confidential by Service Provider and Service Provider's staff, agents and employees.
20. **Compliance with Laws:** Service Provider shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Service Provider shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Service Provider observes that any of the Work required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Service Provider shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Service Provider's receipt of a written termination notice from the District. If Service Provider performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Service Provider shall bear all costs arising therefrom.
21. **Licenses:** If a license of any kind having terms intended to include evidence of registration is required of Service Provider, its employees, agents, or subcontractors by federal or state law, Service Provider warrants that such license has been obtained, is valid and in good standing, and Service Provider shall keep it in effect at all times during the terms of this Agreement, and that any applicable bond has been posted in accordance with all applicable laws and regulations.
22. **Terms and Conditions:** Service Provider acknowledges that it has read and agrees to all terms and conditions included in this Contract.
23. **Severability:** If any term, covenant, condition or provision of this Contract is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.
24. **Attorney Fees:** In any action or proceeding to enforce or interpret any provisions of this Contract, or where any provisions hereof is validly asserted as a defense, each party shall bear its own attorney's fees, costs and expenses.
25. **Authority:** The Parties to this Contract represent and warrant that this Contract has been duly authorized and executed and constitutes the legally binding obligation of their respective organization or entity, enforceable in accordance with its terms.
26. **Employee Eligibility Verification:** The Service Provider warrants that it fully complies with all Federal

and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Service Provider shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Service Provider shall retain all such documentation for all covered employees for the period prescribed by the law. The Service Provider shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Service Provider or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

27. **Limitation of District Liability:** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
28. **Provisions Required By Law Deemed Inserted:** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
29. **Conduct on District Premises:** Service Provider shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Service Provider has been provided with a copy of each such policy or procedure. Service Provider shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Service Provider's employees shall not smoke or use profanity or other inappropriate language while on site. Service Provider's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession.
30. **Contact with Students:** Contractor will not permit any of its employees who perform services under this Agreement to come in contact with pupils or communicate with pupils. In the event Contractor fails to prevent its employees from having contact with pupils or communicating with pupils and injury results from failure to prohibit pupil contact or communication, Contractor shall defend, indemnify, protect, and hold the District, its agents, officers and employees harmless from and against any and all claims, demands, liability, judgments, awards, losses, injury damages, expenses, charges or costs of any kind or character to the District or to any person or property which arise from or are connected with or are caused or claim to be caused by Contractor's failure to prohibit its employees, subcontractors or agents from having pupil contact or communication. Any subcontractor hired by Contractor shall be subject to and shall comply with this section and it shall be the Contractor's responsibility to require compliance with this section. Contractor and subcontractor shall be jointly and severally liable for any injury that results from subcontractor's failure to comply with this provision. Based on the determination that neither Contractor nor any subcontractor of Contractor will have contact with pupils, no fingerprinting of Contractor or its agents, subcontractors or employees is required by this Agreement.

31. **Fingerprint Clearance:** Under Education Code Section 45125.1, Service Provider and its subcontractors shall ensure that all employees working with the Glendale Unified School District obtain fingerprint background clearance through the California Department of Justice screening process: Service Provider will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1 (c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011.
32. **Tuberculosis Examination:** Service Provider and its subcontractors shall ensure that all employees working with the Glendale Unified School District will provide a tuberculosis (TB) certificate of clearance prior to commencing initial employment. Service Provider will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).
33. **Notices:** All notices under this Agreement shall be in writing and shall be delivered by personal service or by certified or registered mail, postage prepaid, return receipt requested, to the parties. Any written notice to any of the parties required or permitted hereunder shall be deemed to have been duly given on the date of service if served personally or if served by facsimile transmission (with confirmation of receipt), or seventy-two (72) hours after mailing. Rejection or other refusal to accept or the inability to deliver because of changed address of which no notice was given as provided hereunder shall be deemed to be receipt of the notice, demand or request sent. Notices to the parties shall be addressed as follows:

To District: Glendale Unified School District
Christine J. Ward, Director
Procurement & Contract Services
223 N Jackson Street
Glendale, CA 91206
Email at: CWard@gusd.net
818-241-3111 ext. 1476

To Service Provider: Fortress Armored Services
Company Scott Gaglio, Chief
Operating Officer 15616 Inglewood
Avenue
Lawndale, CA 90260

Email at:

scott:gaglio@fortressarmored.com
(310) 970-9800

Continued... signature page

Agreement Signature Page

I have read all terms of the "Agreement" and will accept these terms as outlined if awarded:

IN WITNESS WHEREOF, this Agreement has been duly executed by the District and the Contractor as of the date set forth above.

DISTRICT

CONTRACTOR

GLENDALE UNIFIED SCHOOL DISTRICT,

FORTRESS ARMORED SERVICES COMPANY

a California School District

By: _____

By: _____

Name: _____

Title: _____

Stephen Dickinson
Chief Business and Financial Officer

(Corporate Seal)

EXHIBIT A: Service Route Location and Schedule

	School Site/Locations	Liability Coverage per shipment	Frequency of Service	Time of Service*
1	Clark Magnet High School 4747 New York Avenue La Crescenta, CA 91214 Pick up from cafeteria	\$ 20,000.00	Monday-Friday	7:00pm-2:30pm
2	Wilson Middle School 1221 Monterey Road Glendale, CA 91206 Pick up from cafeteria	\$ 20,000.00	Monday-Friday	7:00pm-2:30pm
3	Toll Middle School 700 Glenwood Road Glendale, CA 91202 Pick up from student store	\$ 20,000.00	Monday-Friday	7:00pm-2:30pm
4	Rosemont Middle School 4725 Rosemont Avenue La Crescenta, CA 91214 Pick up from cafeteria	\$ 20,000.00	Monday-Friday	7:00pm-2:30pm
5	Roosevelt Middle School 222 E. Acacia Avenue Glendale, CA 91205 Pick up from front office	\$ 20,000.00	Monday-Friday	7:00pm-2:00pm
6	Hoover High School 651 Glenwood Road Glendale, CA 91202 Pick up from cafeteria	\$ 20,000.00	Monday-Friday	7:00pm-2:00pm
7	Glendale High School 1440 E. Broadway Glendale, CA 91205 Pick up from ASB	\$ 20,000.00	Monday-Friday	7:00pm-2:00pm
8	Crescenta Valley High School 2900 Community Avenue La Crescenta, CA 91214 Pick up from cafeteria	\$ 20,000.00	Monday-Friday	7:00pm-2:00pm
9	Nutrition Services 349A. W. Magnolia Avenue Glendale, CA 91204	\$ 20,000.00	Monday-Friday	7:00pm-2:00pm

**avoiding 11:00 am to 12:00 pm*

	School Site/Locations	Liability Coverage per shipment	Max. Bags per Pickup	Proposed Cost Per Pickup
1	Clark Magnet High School 4747 New York Avenue La Crescenta, CA 91214 Pick up from cafeteria	\$20,000.00	5	\$19.57
2	Wilson Middle School 1221 Monterey Road Glendale, CA 91206 Pick up from cafeteria	\$20,000.00	5	\$19.57
3	Toll Middle School 700 Glenwood Road Glendale, CA 91202 Pick up from student store	\$20,000.00	5	\$19.57
4	Rosemont Middle School 4725 Rosemont Avenue La Crescenta, CA 91214 Pick up from cafeteria	\$20,000.00	5	\$19.57
5	Roosevelt Middle School 222 E. Acacia Avenue Glendale, CA 91205 Pick up from front office	\$20,000.00	5	\$19.57
6	Hoover High School 651 Glenwood Road Glendale, CA 91202 Pick up from cafeteria	\$20,000.00	5	\$19.57
7	Glendale High School 1440 E. Broadway Glendale, CA 91205 Pick up from ASB	\$20,000.00	5	\$19.57
8	Crescenta Valley High School 2900 Community Avenue La Crescenta, CA 91214 Pick up from cafeteria	\$20,000.00	5	\$19.57
9	Nutrition Services 349A. W. Magnolia Avenue Glendale, CA 91204	\$20,000.00	5	\$19.57
10	Sub Total fee per pick: (sum of 1-9) = \$176.13			
11	Grand Total Fee: (Row 10 x 186 days) = \$17,433.78			

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, and Facilities

SUBJECT: **Approval of Notice of Completion for Bid No. 197-19/20 with JB Bostick Company, Inc. for Asphalt and Concrete Replacement at Keppel Elementary School**

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 197-19/20 with JB Bostick Company, Inc. for the asphalt and concrete replacement project at Keppel Elementary School, funded by Measure S funds.

On May 5, 2020, the Board approved the award of Bid No. 197-19/20 to JB Bostick Company, Inc. for the asphalt and concrete replacement project at Keppel Elementary School in the amount of \$390,000.

There were no Change Orders on this project and it was completed in a satisfactory manner as of November 14, 2020, for a total cost of \$390,000.

This project was funded by Measure S – Summer Projects funds.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district’s future educational and facility needs.

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

**Attn: Business Services
Glendale Unified School Dist.
223 N. Jackson Street
Glendale, CA 91206**

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Keppel Elementary School
ADDRESS: 730 Glenwood Road
Glendale, California 91201

OWNER: Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206

IMPROVEMENT: Asphalt and Concrete Replacement
DATE OF COMPLETION: November 14, 2020
CONTRACTOR: JB Bostick Company, Inc.
BOARD APPROVAL: May 5, 2020
CONTRACT DATE: May 8, 2020
BID No.: 197-19/20
PURCHASE ORDER No.: 0020106808

VERIFICATION

I, the undersigned, say: I am the Glendale Unified School District Official, the declarant of the foregoing notice of completion. I have read the Notice of Completion and know the contents thereof: the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on December 16, 2020 at Glendale, California

Hagop Kassabian
Glendale Unified School District
Administrator, Planning, Development and Facilities

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 11

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
SUBJECT: **Authorization to Dispose of Surplus Property**

The Superintendent recommends that the Board of Education declare the following items as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

- A freezer (Serial #T822460B95) located at Columbus Elementary School
- Attached list of obsolete textbooks located at Hoover High School and Rosemont Middle School

In support of Board Priority #4 – Maintain District Financial Responsibility – Ensure the fiscal health of the district; Implement a fiscal plan to preserve the district resources; Plan for the district’s future educational and facility needs.

Hoover High School

List of Obsolete Textbooks

Item	Title	ISBN-13	ISBN-10	Quantity
1	Biology: California Edition	978-0132013529	0132013525	650
2	Chemistry Matter and Change	978-0078772375	0078772370	420
3	Holt Physics	978-0030922107	0030922100	115
4	Holt Biology	978-0030922015	0030922011	455
5	Holt Earth Science	978-0030922077	0030922070	260
6	McDougal Littell Earth Science	978-0618499397	-	210
TOTAL:				2,110

Rosemont Middle School

LIST OF OBSOLETE TEXTBOOKS

Item	Title	ISBN-13	ISBN-10	Quantity
1	California Focus on Physical Science	978-0132012713	0132012707	925
2	California Focus on Life Science	978-0132012737	0132012723	970
TOTAL:				1,895

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 12

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBJECT: **Acceptance of Gifts**

The Superintendent recommends that the following gifts to the District be accepted and that letters of appreciation be written to the donors:

- a. Assistance League of Glendale wishes to donate to the District \$2,000.00 to purchase instructional materials and supplies for use at Cerritos Elementary School.
- b. Dunsmore Elementary School Foundation wishes to donate to the District \$8,158.50 to provide primary music education to students for use at Dunsmore Elementary School.
- c. The JBA Foundation wishes to donate to the District through the Educational Services Department \$2,610.00 to purchase instructional materials and supplies for use in the FLAG Program at Dunsmore Elementary School
- d. FACE Foundation wishes to donate to the District through the Educational Services Department \$2,500.00 to purchase instructional materials and supplies for use in the French FLAG Program at Franklin Elementary School.
- e. Elizabeth Vitanza and John Ballon wish to donate to the District one microwave valued at \$150.00 for use by staff at Franklin Elementary School.
- f. Assistance League of Glendale wishes to donate to the District \$2,000.00 to purchase library books for use at Fremont Elementary School.
- g. San Diego State University wishes to donate to the District \$5,000.00 to purchase office materials and supplies for use at Mann Elementary School.
- h. Mountain Avenue PTA wishes to donate to the District \$2,500.00 to purchase office supplies for use at Mountain Avenue Elementary.
- i. Eric and Michelle McMichael wish to donate to the District \$14.00 to purchase two agendas for use at Monte Vista Elementary School.
- j. Monte Vista Elementary PTA wishes to donate to the District \$5,000.00 to provide a library assistant consultant for use at Monte Vista Elementary.

- k. Capital Group on behalf of Capital Group Co Charitable Foundation wishes to donate to the District through the Educational Services Department \$400.00 to purchase instructional materials supplies for use in the FLAG Program at Verdugo Woodlands Elementary School.
- l. The JBA Foundation wishes to donate to the District through the Educational Services Department \$445.00 to purchase instructional materials and supplies for use in the FLAG Program at Verdugo Woodlands Elementary School.
- m. The JBA Foundation wishes to donate to the District through the Educational Services Department \$1,770.00 to purchase instructional materials and supplies for use in the FLAG Program at Wilson Middle School
- n. Smart & Final Charitable Foundation wishes to donate to the District \$150.00 to support students within Glendale Unified School District.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Bonnie Cervantes, Coordinator III, Categorical Programs

SUBJECT: **Approval of Two Services Agreements between Glendale Unified School District and The Southern California Learning Corporation, dba Sylvan Learning Centers**

The Superintendent recommends that the Board of Education approve two Services Agreements between Glendale Unified School District and The Southern California Learning Corporation, dba Sylvan Learning Centers, in the amount of \$39,366 (Agreement #1) and \$18,576 (Agreement #2) for tutoring and instructional support services for students at R.D. White Elementary School.

Glendale Unified School District, in partnership with The Southern California Learning Corporation, dba Sylvan Learning Centers, will offer tutoring and instructional support services for eligible lowest-performing students at R.D. White Elementary School. Tutoring services will be provided in English and mathematics via distance learning or in-person when permitted. Each student will receive 16 hours of tutoring (two hours per week).

Provider will prepare an individual Student Learning Plan (SLP) with goals based on pre-test and information gathered from teacher and parents. Progress reports will be provided to the parent and school citing progress toward SLP goals. At the end of the services, provider will conduct a post-test and distribute results to school and parents.

Each contract period runs from January 7, 2021 - June 4, 2021. The cost for the tutoring services funded out of R.D. White Elementary School Title I Alternative Support is \$39,366.00 for 46 eligible students. The cost funded from Elementary Intervention is \$18,576.00 for services to 22 eligible students.

Glendale Unified School District
Consent Calendar No. 13
December 15, 2020
Page 2

TO SUPPORT 2020-2021 BOARD PRIORITY No. 1: Maximize Student Achievement
Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

GLENDALE UNIFIED SCHOOL DISTRICT

223 North Jackson Street
Glendale, CA 91206
(818) 241-3111

SERVICES AGREEMENT

This Agreement for Professional Services ("Agreement") is made and entered into as of the 2nd day of December, 2020 by and between the Glendale Unified School District, ("District") and The Southern California Learning Corporation, a corporation, whose place of business is San Marino [City], herein referring to as ("Contractor"), (together, "Parties").

WITNESSETH: The parties do hereby contract and agree as follows:

- 1. *Services Description.* CONTRACTOR will perform the services described in the "Scope of Work" attached hereto as Addendum A. and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

- 1. **Term.** Contractor shall commence providing services under this Agreement on January 7, 2021 and will diligently perform as required and complete performance by June 4, 2021
- 2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

- Signed Agreement
- Workers' Compensation Certification
- Fingerprinting/Criminal Background Investigation Certification
- Insurance Certificates and Endorsements
- W-9 Form
- Non-collusion Declaration
- Tuberculosis Clearance

- 3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Thirty nine thousand three hundred sixty six dollars (\$ 39,366) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

Note: Accounts Payable will not process payment until the services have been completed. Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.

- 4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:
 - 4.1. N/A

5. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
6. **Materials.** Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
8. **Termination.**
 - 8.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 8.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 8.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 8.3.1. material violation of this Agreement by the Contractor; or
 - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

10.1. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance, including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

10.1.1. **Commercial General Liability and Automobile Liability Insurance.**
 Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

- 10.1.2. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.
- 10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.
- 10.2. **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:
 - 10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."
 - 10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.
 - 10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
 - 10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 10.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.
11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

12. **Compliance with Laws, Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **Certificates/Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **Anti-Discrimination.** District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
 - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
 - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

Both parties will maintain in confidence and safeguard all confidential information, as defined in this paragraph, of the other party, its affiliates, and its customers. "Confidential Information" means any information that is marked or otherwise identified as confidential or proprietary at the time of disclosure or by law, and includes but is not limited to, trade secrets, know-how, inventions, techniques, data, customers list, personal information, financial information, sales, and marketing plans of the other party, its affiliates, or its customers. Both parties recognize and acknowledge the confidential and proprietary nature of any Confidential Information and acknowledge the irreparable harm that could result if such confidential information is disclosed to a third party or used for unauthorized purposes. Each party agrees to use any Confidential Information only for the purpose of conducting business with each other and their clients in the manner contemplated by this Agreement. Both parties will restrict disclosure of any Confidential Information to only those personnel who have a need to know and will bind such personnel to obligations of confidentiality to the same extent that each party is bound by this Agreement. Upon request of the owner of the confidential information, the other party will promptly return or destroy all materials incorporating any Confidential Information and any copies. The obligation under this paragraph does not apply to information that: 1) is or becomes generally known or in the public domain through no act or omission of the other party; 2) was lawfully in Insight's or Client's possession without restriction as to use or disclosure before its receipt from the other party; 3) is received from, or was made available to, a third party without any obligation of confidentiality; 4) was independently developed; 5) is otherwise permitted to be disclosed under this Agreement; 6) is disclosed with the prior written consent of the disclosing party; or 7) is required to be disclosed in any civil or criminal legal proceeding, regulatory proceeding or any similar process, however, the party required to make the disclosure under the law shall give prompt notice of this to the other party prior to such disclosure so that the other party may seek an appropriate protective order or give its consent to such disclosure.

21. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206
ATTN: Dr. Kelly King

Contractor:

The Southern California Learning Corp DBA Sylvan Learning Center
PO Box 8132
Mission Hills, CA 91345
Attn: Todd Crabtree

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
23. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
27. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
28. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
29. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

30. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
32. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. The operation of vehicles by either Party's personnel on the other Party's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party's property and involving either Party's personnel shall be reported promptly to the appropriate Party's personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

42. **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Company Name The Southern California Learning Corporation,

By: [Signature] President
Signature Todd Crabtree Title:
Print Name Dated: December 2, 2020

By: _____ Title:
Signature _____ Dated: _____, 20____
Print Name

*If the Contractor is a corporation, signatures of two specific corporate officers are required as further set forth. The first corporate officer signature must be one of the following: 1) Chairman of the Board; 2) the President; 3) any Vice President. The second corporate officer signature must be one of the following: 1) Secretary; 2) Assistant Secretary; 3) Chief Financial Officer; 4) Assistant Treasurer. Alternatively, a single corporate signature is acceptable when accompanied by a corporate resolution demonstrating the legal authority of the signature to bind the company. (California Corporations Code Section 313)

Information regarding Contractor:

License No.: 22018 (City of San Marino)
Address: PO Box 8132
Mission Hills, CA 91346
Telephone: 626-544-5109
Facsimile: _____
E-Mail: toddcrabtree@sylvansocal.com

20-4020272
Employer Identification and/or
Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.

- Type of Business Entity:
 Individual
 Sole Proprietorship
 Partnership
 Limited Partnership
 Corporation, State: CA
 Limited Liability Company
 Other: _____

Glendale Unified School District

By: _____ Date: _____
Print Name: Dr. Kelly King
Print Title: Assistant Superintendent

ATTACHMENT A

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Contractor's entire Proposal is not made part of this Agreement.

Contractor may provide the following General Services:

Funding and Related Costs for Services provided to R.D. White Elementary School

Approximate Number of Students: 46

Hourly Rate: \$54.00 (Contract \$39,366)

Total Hours: 16 hours per student

Frequency: 2 hours per week (per parent availability)

Availability: Open Monday-Saturday

Location of Tutoring: Distance tutoring or in person when permitted

Transportation: as arranged by GUSD or parents

Provider Services

Sylvan Sync Program Details

- Learning Plan – Sylvan will prepare an individual Student Learning Plan (SLP) based on a pre-test (Sylvan Insight Assessment or Assessment of Student Achievement), information from the parents and input from GUSD teachers (when available). SLPs will include test scores and goals for the student.
- Post Test Results – At the end of the program, Sylvan will provide a progress report to the school and parents, citing progress toward goals and post-test results.
- Sylvan programs will be delivered via iPad, workbook, worksheets, books and/or manipulatives which are directly aligned to goals on the SLP.

EXHIBIT "A"

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

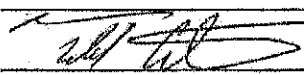
Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date: December 2, 2020

Name of Contractor: The Southern California Learning Corp DBA Sylvan Learning Center

Signature: 

Print Name and Title: Todd Crabtree, President

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Work under this Contract.)

EXHIBIT "B"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

One of the three boxes below **must** be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Professional Services ("Agreement"):

- The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows:

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

- Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

- Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: The Southern California Learning Corp DBA Sylvan Learning Center

Title: _____

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Date: December 2, 2020

Name of Contractor or Company: The Southern California Learning Corp DBA Sylvan Learning

Representative's Name and Title: Todd Crabtree, President


Signature: 

EXHIBIT "C"

**NONCOLLUSION DECLARATION TO BE EXECUTED BY
BIDDER AND SUBMITTED WITH BID**
(Public Contract Code section 7106)

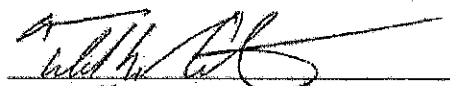
The undersigned declares:

I am the President of The Southern California Learning Corporation, the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on December 2, 2020 [date], at San Marino [city], CA [state].



Signature

Todd Crabtree

Print Name

EXHIBIT "D"

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

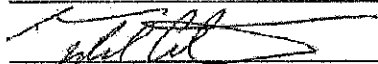
I am a representative of the The Southern California Learning Corporation ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: December 2, 2020
Name of Contractor: The Southern California Learning Corp DBA Sylvan Learning Center
Signature: 
Print Name and Title: Todd Crabtree, President

Services cannot be rendered until all documentation is submitted and final approval is received.

GLENDALÉ UNIFIED SCHOOL DISTRICT

223 North Jackson Street

Glendale, CA 91206

(818) 241-3111

SERVICES AGREEMENT

This Agreement for Professional Services ("Agreement") is made and entered into as of the 2nd day of December, 2020 by and between the Glendale Unified School District, ("District") and The Southern California Learning Corp DBA Sylvan Learning Centers a corporation, whose place of business is San Marino [City], herein referring to as ("Contractor"), (together, "Parties").

WITNESSETH: The parties do hereby contract and agree as follows:

1. *Services Description.* CONTRACTOR will perform the services described in the "Scope of Work" attached hereto as Addendum A and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on January 7, 2021 and will diligently perform as required and complete performance by June 4, 2021
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

- X Signed Agreement
- X Workers' Compensation Certification
- X Fingerprinting/Criminal Background Investigation Certification
- X Insurance Certificates and Endorsements
- X W-9 Form
- X Non-collusion Declaration
- X Tuberculosis Clearance

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Eighteen thousand five hundred seventy six dollars (\$ 18,576) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

Note: Accounts Payable will not process payment until the services have been completed. Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.

4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:
 - 4.1. N/A

5. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
6. **Materials.** Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
8. **Termination.**
 - 8.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 8.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 8.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 8.3.1. material violation of this Agreement by the Contractor; or
 - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

10.1. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance, including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

10.1.1. **Commercial General Liability and Automobile Liability Insurance.**
 Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

10.1.2. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.

10.2. **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:

10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."

10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.

10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.

10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

10.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

12. **Compliance with Laws, Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **Certificates/Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **Anti-Discrimination.** District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
 - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
 - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

Both parties will maintain in confidence and safeguard all confidential information, as defined in this paragraph, of the other party, its affiliates, and its customers. "Confidential Information" means any information that is marked or otherwise identified as confidential or proprietary at the time of disclosure or by law, and includes but is not limited to, trade secrets, know-how, inventions, techniques, data, customers list, personal information, financial information, sales, and marketing plans of the other party, its affiliates, or its customers. Both parties recognize and acknowledge the confidential and proprietary nature of any Confidential Information and acknowledge the irreparable harm that could result if such confidential information is disclosed to a third party or used for unauthorized purposes. Each party agrees to use any Confidential Information only for the purpose of conducting business with each other and their clients in the manner contemplated by this Agreement. Both parties will restrict disclosure of any Confidential Information to only those personnel who have a need to know and will bind such personnel to obligations of confidentiality to the same extent that each party is bound by this Agreement. Upon request of the owner of the confidential information, the other party will promptly return or destroy all materials incorporating any Confidential Information and any copies. The obligation under this paragraph does not apply to information that: 1) is or becomes generally known or in the public domain through no act or omission of the other party; 2) was lawfully in Insight's or Client's possession without restriction as to use or disclosure before its receipt from the other party; 3) is received from, or was made available to, a third party without any obligation of confidentiality; 4) was independently developed; 5) is otherwise permitted to be disclosed under this Agreement; 6) is disclosed with the prior written consent of the disclosing party; or 7) is required to be disclosed in any civil or criminal legal proceeding, regulatory proceeding or any similar process, however, the party required to make the disclosure under the law shall give prompt notice of this to the other party prior to such disclosure so that the other party may seek an appropriate protective order or give its consent to such disclosure.

21. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206
ATTN: Dr. Kelly King

Contractor:

The Southern California Learning Corporation DBA Sylvan Learning
PO Box 1832
Mission Hills, CA 91348
Attn: Todd Crabtree

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
23. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
27. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
28. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
29. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties,

30. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
32. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. The operation of vehicles by either Party's personnel on the other Party's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party's property and involving either Party's personnel shall be reported promptly to the appropriate Party's personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

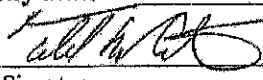
other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

42. **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Company Name The Southern California Learning Corp DBA Sylvan Learning Centers

By: 
Signature
Todd Crabtree
Print Name

President
Title:
Dated: December 2, 2020

By: _____
Signature

Print Name

Title:
Dated: _____, 20____

*If the Contractor is a corporation, signatures of two specific corporate officers are required as further set forth. The first corporate officer signature must be one of the following: 1) Chairman of the Board; 2) the President; 3) any Vice President. The second corporate officer signature must be one of the following: 1) Secretary; 2) Assistant Secretary; 3) Chief Financial Officer; 4) Assistant Treasurer. Alternatively, a single corporate signature is acceptable when accompanied by a corporate resolution demonstrating the legal authority of the signature to bind the company. (California Corporations Code Section 313)

Information regarding Contractor:
License No.: 22018 (City of San Marino)
Address: PO Box 8132
Mission Hills, CA 91346
Telephone: 628-544-5109
Facsimile: _____
E-Mail: toddcrabtree@sylvansocal.com

20-4020272
Employer Identification and/or
Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.

Type of Business Entity:
 Individual
 Sole Proprietorship
 Partnership
 Limited Partnership
 Corporation, State: CA
 Limited Liability Company
 Other: _____

Glendale Unified School District

By: _____
Print Name: Dr. Kelly King
Print Title: Assistant Superintendent

Date: _____

ATTACHMENT A

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Contractor's entire Proposal is not made part of this Agreement.

Contractor may provide the following General Services:

Funding and Related Costs for Services provided to R.D. White Elementary School

Approximate Number of Students: 22

Hourly Rate: \$54.00 (Contract \$18,576)

Total Hours: 16 hours per student

Frequency: 2 hours per week (per parent availability)

Availability: Open Monday-Saturday

Location of Tutoring: Distance tutoring or in person when permitted

Transportation: as arranged by GUSD or parents

Provider Services

Sylvan Sync Program Details

- Learning Plan – Sylvan will prepare an individual Student Learning Plan (SLP) based on a pre-test (Sylvan Insight Assessment or Assessment of Student Achievement), information from the parents and input from GUSD teachers (when available). SLPs will include test scores and goals for the student.
- Post Test Results – At the end of the program, Sylvan will provide a progress report to the school and parents, citing progress toward goals and post-test results.
- Sylvan programs will be delivered via iPad, workbook, worksheets, books and/or manipulatives which are directly aligned to goals on the SLP.

EXHIBIT "A"

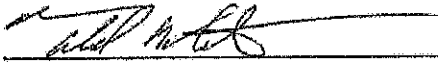
WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date: December 2, 2020
Name of Contractor: The Southern California Learning Corp DBA Sylvan Learning
Signature: 
Print Name and Title: Todd Crabtree, President

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Work under this Contract.)

EXHIBIT "B"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

One of the three boxes below **must** be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Professional Services ("Agreement");

The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows:

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: _____

Title: _____

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Date: December 2, 2020

Name of Contractor or Company: The Southern California Learning Corp DBA Sylvan Learning

Representative's Name and Title: Todd Crabtree, President

Signature: 

EXHIBIT "C"

**NONCOLLUSION DECLARATION TO BE EXECUTED BY
BIDDER AND SUBMITTED WITH BID**

(Public Contract Code section 7106)

The undersigned declares:

I am the Executive Director of The Southern California Learning Corp DBA Sylvan Learning Center, the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on December 2, 2020 [date], at San Marino [city], CA [state].



Signature

Todd Crabtree

Print Name

EXHIBIT "D"

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the The Southern California Learning Corp DBA Sylvan LE ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

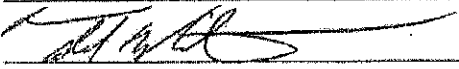
Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: December 2, 2020

Name of Contractor: The Southern California Learning Corp DBA Sylvan Learning

Signature: 

Print Name and Title: Todd Crabtree, President

Services cannot be rendered until all documentation is submitted and final approval is received.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Mary Mason, Executive Director, Educational Services

SUBJECT: **Approval of Supplementary Textbooks for Use in Elementary Schools in the Area of Foreign Language for German and Japanese Instruction**

The Superintendent recommends that the Board of Education approve supplementary textbooks Bücherwurm Fibel (Bookworm Primer); Gatan Goton, Zabun Zabun (Rocking Sounds); and Onigri (Rice Ball) for use in elementary schools in the area of Foreign Language for German and Japanese instruction.

The supplementary textbooks are being submitted for approval by the Board of Education. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Elementary Education Council reviewed the information and made a recommendation of approval of the textbook to the Board of Education.

ELEMENTARY SCHOOLS

Department: Foreign Language Academies of Glendale Program

GERMAN

German FLAG, Grade 1
Bücherwurm Fibel by Heike Gutsmann
Translation: Bookwork Primer
(Supplementary)
Published by Klett, 2013

JAPANESE

Japanese FLAG, Grade Kindergarten
Gatan Goton, Gatan Goton, Zabun, by Anzai Mizumaru
Translation: Rocking Sounds
(Supplementary)
Published by Fukuonkan, 2019

Japanese FLAG, Grade Kindergarten
Onigri, by Eizo Hirayama
Translation: Rice Ball
(Supplementary)
Published by Fukuinkan Shoten, 1981

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

SUBJECT: **Approval of Revisions to Board Policies Relating to Students -
Chronic Absence and Truancy and Sexual Harassment**

The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 5113.1 (Chronic Absence and Truancy) and 5145.7 (Sexual Harassment) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 5113.1 – Chronic Absence and Truancy

CSBA Update October 2020

Last GUSD Update: June 2018

Board Policy (BP) 5113.1 is updated to:

- Designate the attendance supervisor as the person responsible for performing various assignments related to absence and truancy.
- Reflect a tiered approach for reducing chronic absence which includes universal strategies and letters to parents/guardians.
- Expand material regarding early intervention.
- Add the provision of training and information to staff for the implementation of a trauma-informed approach to chronic absence.
- Reflect chronic absence as a measure of District and school performance on the California School Dashboard.
- Add grade level to the list of specific data to be provided to the board regarding attendance, absence, and truancy.

BP 5145.7 - Sexual Harassment

CSBA Update November 2020

Last GUSD Update: November 2020

Although revisions to this Board Policy (BP) were newly approved by the Board on November 2, 2020, a further update from the California School Boards Association (CSBA) was received. The policy is further updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the District's uniform complaint procedures (UCP) in order to meet the applicable timelines. The policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

Upon approval of the BPs, revisions will be made to the accompanying Administrative Regulations (ARs), as needed, following the normal District process.

Copies of the revised BPs are attached to this report.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust distance, hybrid, and in-person learning programs; and address learning loss and improve attendance.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

Students – Chronic Absence and Truancy

The Board of Education believe that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the District.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the District

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment; relevant and engaging learning experiences; school activities that help develop students' feelings of connectedness with the school; school-based health services; letters alerting parents/guardians to the value of regular school attendance; and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals; transportation assistance; counseling for mental or emotional difficulties; academic supports; efforts to address school or community safety concerns; discussions with the student and parent/guardian about their attitudes regarding schooling; or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood

Students – Chronic Absence and Truancy

experiences.

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the District, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the District's local control and accountability plan and other applicable school and District plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

Legal Reference: Education Code, Sections 1740-1742; 37223; 46000; 46100-46014; 46110-46119; 46140-46147; 48200-48208; 48225.5; 48240-48246; 48260-48273; 48290- 48297; 48320-48325; 48340-48341; 48400-48403; 48900; 49067; 52052; 60901
Government Code, Sections 54950-54963
Penal Code, Sections 270.1; 272; 830.1
Vehicle Code, Section 13202.7
Welfare and Institutions Code, Sections 256-258; 601-601.4; 11253.5
Code of Regulations, Title 5, Sections 306; 420-421
Court Decisions: L.A. v. Superior Court of San Diego County, (2012) 209 Cal. App. 4th 976

Policy Adopted: 05/06/2014

Policy Amended: 08/15/2017; 06/19/2018; 12/15/2020

Students – Welfare

Sexual Harassment

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the District's web site, and including it in student and staff handbooks. All District staff shall be trained regarding the policy.

A. Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that such harassment could occur between people of the same sex and could involve sexual violence.

Students – Welfare

Sexual Harassment

2. A clear message that students do not have to endure sexual harassment under any circumstance.
 3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
 4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
 5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.
 6. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sex-based harassment should be made.
 7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.
 8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation
- B. Disciplinary Actions
1. Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Students – Welfare

Sexual Harassment

2. Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with laws, and the applicable collective bargaining agreements.

C. Record Keeping

In accordance with law and District policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in the schools.

Legal Reference: Education Code, Sections 200-262.4; 48900; 48900.2; 48904; 48980; 48985
Civil Code, Sections 51.9; 1714.1
Government Code, Section 12950.1
California Code of Regulations, Title 5, Sections 4600- 4670; 4900-4965
United States Code, Title 20, Sections 1092; 1221; 1232g; 1681-1688
United States Code, Title 34, Section 12291
United States Code, Title 42, Sections 1983; 2000d-2000d-7; 2000e-2000e-17
Code of Federal Regulations, Title 34, Sections 99.1-99.67; 106.1-106.82
Court Decisions:
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Policy Adopted: 05/21/1996

Policy Amended: 01/21/1997; 06/30/1998; 02/05/2002; 01/14/2003; 05/20/2008; 11/16/2010; 06/21/2011; 04/05/2016; 10/18/2016; 11/02/2020; 12/15/2020

Formerly BP 5325

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 16

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer
SUBJECT: **Agreement with Arizona State University**

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding for Spring 2021 Online Graduate Early Childhood Internship Placements with Arizona State University.

This Agreement is between the Glendale Unified School District and Arizona State University to provide intern placements for university students in Preschool and K-3rd grade settings. The term of the Agreement will commence upon full execution. Either party may terminate this agreement with thirty (30) days written notice to the other party. There is no fiscal impact to the District.

In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase parent and family engagement opportunities.

Spring 2021 Online Graduate Early Childhood Internship Placements

Semester 1 Intern Requirements: Preschool placement

1 day per week (full* instructional/student contact day) for 12 Weeks & 75 hours minimum

Begin: Week of January 18th, 2021
End: Week of April 26th, 2021

Semester 2 Intern Requirements: K-3rd grade placement

1 day per week (full instructional/student contact day) for 12 Weeks & 75 hours minimum

Begin: Week of January 18th, 2021
End: Week of April 26th, 2021

Interns are students who are in the semesters of the professional teacher preparation program prior to student teaching:

- Students intern for one full day for 12 weeks minimum and 75 hours minimum throughout the semester, following teacher's work/contract hours. If needed, students will intern for two half days a week, following the contract hours of the Lead Teacher (mentor) as much as possible, for 12 weeks minimum and 75 hours minimum.
- Interns share their handbook and course requirements with their Lead Teacher during their first visit.
- Interns are *active participants* in the classroom.
- Interns observe, assist, and participate in instructional activities; Instructional activities include (but are not limited to) whole group and small group lessons, 1-on-1 and small group tutoring, remediation, and enrichment activities.
- Interns use their internship classroom to complete assignments from ASU courses.

Lead Teachers are teachers/mentors who host interns in their classrooms.

The Lead Teacher receives a certificate for 15 professional development recertification clock hours at the completion of the semester for each intern that is hosted. Due to limited server space, our department only keeps certificate records for one year and cannot reissue the certificate after twelve months from the date of issue.

Required qualifications for Preschool teachers - ASU requires that Lead Teachers:

- have a **minimum of three years of teaching experience**
- show evidence of raising student achievement
- be principal approved and willing to let the intern be an active participant and complete course assignments in the clinical experience setting

Required qualifications for K-3RD grade teachers - ASU requires that Lead Teachers:

- be a **certified teacher** in AZ and/or other state, have current classification of **highly effective or effective** on teacher evaluation, and have a **minimum of three years teaching experience relevant to the certificate** ASU's Teacher Candidate is seeking
- show evidence of raising student achievement
- be principal approved and willing to let the intern be an active participant and complete course assignments in the clinical experience setting

**Full Instructional Day = approximately an 8 hour teacher day with 75% of the day having direct contact time with alert students.*

Covid-19 Accommodation: Students who are not able to attend their professional experience face-to-face may complete alternative assignments, provided by their program faculty, in lieu of some of the required internship/residency hours.



STUDENT PLACEMENT AGREEMENT

This Student Placement Agreement (“Agreement”) is entered into between the **ARIZONA BOARD OF REGENTS** for and on behalf of **ARIZONA STATE UNIVERSITY** (the “University”) and the “Facility” as of the “Start Date.”

Start Date: _____

End Date: _____

FACILITY: _____

UNIVERSITY: _____

Signed: _____

Signed: _____

Printed: _____

Printed: _____

Title: _____

Title: _____

Signed: _____

Signed: _____

Printed: _____

Printed: _____

Title: _____

Title: _____

Signed: _____

Signed: _____

Printed: _____

Printed: _____

Title: _____

Title: _____

1. DURATION

The duration, or term, of this Agreement shall be for the designated number of years and months as agreed upon below, not to exceed five (5) years, commencing on the Start Date. This Agreement may be renewed by written agreement of the parties. The parties may revise or modify this Agreement only by a written amendment signed by both parties.

Start Date: _____

End Date: _____

Notwithstanding the above, either party may terminate this Agreement by providing at least thirty (30) days prior written notice to the other party, except that to the extent a student is currently participating in an educational experience contemplated by this Agreement at the time of receipt of the termination notice, the parties shall comply with such applicable provisions in the Agreement to allow such student to complete the educational experience provided such completion does not extend beyond one hundred twenty (120) days from the date of receipt of such notice. The parties may revise or modify this Agreement only by a written amendment signed by both parties

2. GENERAL TERMS

- 2.1. The purpose of this Agreement is to establish a relationship between the University and the Facility to enable an educational experience for students at Facility's site that may qualify for University academic credit as determined by University.
- 2.2. The University and the Facility will agree on a schedule for student participation at the Facility.
- 2.3. The student's participation should complement the service and educational activities of the Facility. The student will be under the supervision of a Facility employee.
- 2.4. Each student is expected to perform with high standards at all times and comply with all written policies and regulations of the appropriate department of the Facility.
- 2.5. Either the Facility or the University may require withdrawal or dismissal from participation at the Facility of any student whose performance record or conduct does not justify continuance.
- 2.6. Neither the University nor the Facility is obligated to provide for the student's transportation to and from the Facility or for health insurance for the student.
- 2.7. A meeting or telephone conference between representatives of the University and the Facility will occur at least once each semester to evaluate the educational program and review this Agreement.
- 2.8. Statements of performance objectives for this educational experience will be the joint responsibility of University and Facility personnel.
- 2.9. Each student must adhere to the Facility's established dress and performance standards.

3. FACILITY'S OBLIGATIONS

- 3.1. Facility agrees to appoint an Educational Coordinator who is responsible for the educational activities and supervision of University students participating under this Agreement.
- 3.2. The Facility agrees to submit to the University an evaluation of each student's progress. The format for the evaluation is established by the University in consultation with the Facility.
- 3.3. The Facility is responsible for the acts and omissions of its employees and agents and must maintain adequate insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the Facility's employees and agents. The Facility is not responsible for maintaining insurance to cover liability arising from the acts and omissions of the employees and agents of the University. University students are not deemed to be employees of Facility by virtue of this Agreement. Upon written request, Facility will furnish University with proper certificates of insurance evidencing compliance with this section.
- 3.4. Nothing in this Agreement is intended to modify, impair, destroy, or otherwise affect any common law, or statutory right to indemnity, or contribution that the University may have against the Facility by reason of any act or omission of the Facility or the Facility's employees and agents.

4. UNIVERSITY'S OBLIGATIONS

- 4.1. The University will provide an administrative framework, including designating a University faculty or other representatives to coordinate scheduling, provide course information and objectives, and assist in advising students.
- 4.2. The University will be responsible for developing and carrying out procedures for student selection and admission.
- 4.3. The University is responsible for the negligent acts and omissions of its employees and agents and maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement, except as provided for in Arizona law, including Arizona Revised Statutes (ARS) [ARS §12-820.05](#) and [41-621\(L\)](#). The University is not responsible for maintaining insurance coverage for liability arising from the acts and omissions of the Facility's employees and agents. Upon written request, University will furnish Facility with reasonable documentation evidencing compliance with this section.

5. UNIVERSITY AND STATE REQUIRED PROVISIONS

- 5.1. **Nondiscrimination.** The parties will comply with all applicable laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act. **If applicable, the parties will abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.**
- 5.2. **Conflict of Interest.** If within 3 years after the execution of this Agreement, Facility hires as an employee or agent any ASU representative who was significantly involved in negotiating, securing, drafting, or creating this Agreement, then ASU may cancel this Agreement as provided in Arizona Revised Statutes ([ARS](#)) § 38-511.
- 5.3. **Arbitration in Superior Court.** The parties agree to arbitrate disputes filed in Arizona Superior Court that are subject to mandatory arbitration pursuant to ARS § 12-133. ARS § 12-1518 requires this provision in all ASU contracts.
- 5.4. **Records.** To the extent required by ARS § 35-214, the non-ASU parties to this Agreement (jointly and severally, Facility) will retain all records relating to this Agreement. Facility will make those records available at all reasonable times for inspection and audit by ASU or the Auditor General of the State of Arizona during the term of this Agreement and for 5 years after the completion of this Agreement. The records will be provided at ASU in Tempe, Arizona, or another location designated by ASU on reasonable notice to Facility.
- 5.5. **Failure of Legislature to appropriate.** In accordance with ARS § 35-154, if ASU's performance under this Agreement depends on the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then ASU may provide written notice of this to Facility and cancel this Agreement without further obligation of ASU. Appropriation is a legislative act and is beyond the control of ASU.

5. UNIVERSITY AND STATE REQUIRED PROVISIONS

5.6. **Privacy; Educational Records.** Student educational records are protected by the U.S. Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA). Facility will not require any ASU students or employees to waive any privacy rights (including under FERPA or the European Union’s General Data Protection Regulation (GDPR)) as a condition for receipt of any educational services, and any attempt to do so will be void. Facility will comply with FERPA and will not access or make any disclosures of student educational records to third parties without prior notice to and consent from ASU or as otherwise provided by law. If this Agreement contains a scope of work or other provision that requires or permits Facility to access or release any student records, then, for purposes of this Agreement only, ASU designates Facility as a “school official” for ASU under FERPA, as that term is used in FERPA and its implementing regulations. In addition, any access or disclosures of student educational records made by Facility or any Facility Parties must comply with ASU’s definition of legitimate educational purpose in [SSM 107-01: Release of Student Information](#). If Facility violates the terms of this section, Facility will immediately provide notice of the violation to ASU.

5.7. **Advertising, Publicity, Names and Marks.** Facility will not do any of the following, without, in each case, ASU’s prior written consent: (i) use any names, service marks, trademarks, trade names, logos, or other identifying names, domain names, or identifying marks of ASU (ASU Marks) for any reason, including online, advertising, or promotional purposes; (ii) issue a press release or public statement regarding this Agreement; or (iii) represent or imply any ASU endorsement or support of any product or service in any public or private communication. Any permitted use of ASU Marks must comply with ASU’s requirements, including using the ® indication of a registered mark.

5.8. **Title IX.** Title IX protects individuals from discrimination based on sex, including sexual harassment. ASU fosters a learning and working environment built on respect and free of sexual harassment. [ASU’s Title IX Guidance](#) is available online. Facility will: (i) comply with ASU’s Title IX Guidance; (ii) provide ASU’s Title IX Guidance to any Facility Parties reasonably expected to interact with ASU students or employees, in person or online; and (iii) ensure that all Facility Parties comply with ASU’s Title IX Guidance.

6. MISCELLANEOUS

6.1. Neither party shall have the right to assign this Agreement without the prior written consent of the other party.

6.2. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective. This Agreement shall be governed by the laws of Arizona, the courts of which state shall have jurisdiction over its subject matter.

6.3. The individual signing on behalf of Facility hereby represents and warrants that s/he is duly authorized to execute and deliver this Agreement on behalf of Facility and that this Agreement is binding upon Facility in accordance with its terms.

6.4. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

GLENDALE UNIFIED SCHOOL DISTRICT

December 15, 2020

CONSENT CALENDAR NO. 17

TO: Board of Education

FROM: Dr. Darneika Watson, Chief Human Resources & Operations Officer

SUBMITTED BY: Dr. Ilin Magran, Director, Student Wellness Services

SUBJECT: **Dignity Health Cultural Trauma & Mental Health Resiliency Grant**

The Superintendent recommends that the Board of Education approve renewal of the agreement between Glendale Unified School District and the Dignity Health for the Cultural Trauma and Mental Health Resiliency Grant Project.

This agreement is between the Glendale Unified School District, partnering with Glendale Youth Alliance (GYA) and the Dignity Health for the Cultural Trauma and Mental Health Resiliency grant project. This is a 3-year joint effort among Dignity Health's six Southern California hospitals to increase the awareness, skills, and capacity of local community organizations and community members to identify mental distress, address the impacts of trauma, reduce stigma, and increase resiliency via delivery of mental health awareness education.

Dignity Health hospitals will award grants to qualified local non-profit organization to deliver prevention and early intervention behavioral health strategies in a culturally and linguistically responsive manner.

All grantees will deliver the Mental Health First Aid (MHFA), Youth Mental Health First Aid, and/or Questions, Persuade and Refer (QPR) curricula to individuals and community organizations.

The agreement is a three-year project, with the second year of the grant to begin on December 1, 2020 and end November 30, 2021. Grant awards are renewable annually for 12 months (December 1, 2021 – November 30, 2022), based on performance and evaluation report.

Dignity Health has awarded a second-year grant for GUSD and GYA to serve Glendale Memorial Hospital and Health Center, with the grant amount of \$67,000.

TO SUPPORT 2020-2021 BOARD PRIORITY NO. 3: Ensure the Health and Safety of GUSD Students and Employees – Strengthen mental health support and programs; develop proactive health and safety procedures; and support physical, social, and emotional wellbeing.

**CULTURAL TRAUMA & MENTAL HEALTH RESILIENCY PROJECT
GRANT AGREEMENT**

This CULTURAL TRAUMA & MENTAL HEALTH RESILIENCY PROJECT GRANT AGREEMENT (“*Agreement*”) is made and entered into as of December 1, 2020 (the “*Effective Date*”) by and between Dignity Health, a California nonprofit public benefit corporation and Dignity Community Care, a Colorado nonprofit corporation (collectively, “*Dignity Health*”), and the grantee identified in the Key Informational Terms below (“*Grantee*”). Dignity Health and Grantee are at times referred to herein as a “*Party*” or, collectively, as the “*Parties*.”

KEY INFORMATIONAL TERMS

- A. Grantee’s Name.**
Glendale Youth Alliance
- B. Grantee’s Notice Address.**
1255 S. Central Avenue
Glendale, CA 91204
- C. Dignity Health’s Notice Address.**

Attn: System Director, Community Health
and Benefit
Dignity Health
185 Berry Street, Suite 200
San Francisco, CA 94107

Copy to: Dignity Health Legal Department
185 Berry Street, Suite 200
San Francisco, CA 94107
- D. Term.** This Agreement commences on December 1, 2020 (the “*Effective Date*”) and shall expire on December 31, 2021, unless sooner terminated under the terms of this Agreement (the “*Expiration Date*”).
- E. Grant Amount.**
\$67,000.00
- F. Grant Period.** The “*Grant Period*” begins on the Effective Date and ends November 30, 2021.
- G. Parts.** This Agreement is comprised of the following parts:
(i) Part I Terms and Conditions
(ii) Part II Grant Proposal
- H. Reporting Dates.** The Reports required pursuant to Part I, Section 1.4(f), are due as follows:
(i) Mid-Year Report: June 30, 2021
(ii) Final Report: December 31, 2021

IN WITNESS WHEREOF, Dignity Health and Grantee execute this Agreement as of the dates below.

DIGNITY HEALTH

GRANTEE

Printed Name: _____

Title: _____

Date: _____

Printed Name: _____

Title: _____

Date: _____

Part I

**CULTURAL TRAUMA & MENTAL HEALTH RESILIENCY PROJECT GRANT
DIGNITY HEALTH TERMS AND CONDITIONS**

1. GRANT AWARD

- 1.1. Grant Proposal and Purpose.** Dignity Health is implementing the Cultural Trauma and Mental Health Resiliency project (“*Project*”), with the goal of addressing behavioral health and mental well-being among youth by expanding the role of hospitals and community organizations to deliver mental health awareness education. Dignity Health was awarded a grant by UniHealth Foundation (“*UniHealth Grant Agreement*”) to support implementation of the Project. Dignity Health is awarding Grantee the Grant (as defined below) to assist with carrying out Project activities. Grantee shall provide those activities set forth in the grant proposal (“*Grant Proposal*”) submitted by Grantee to Dignity Health attached hereto as Part II and incorporated herein by reference (“*Grant Activities*”). Grantee acknowledges the purpose of the Project is to improve access to health services and enhance public health by increasing the awareness, skills and capacity of local community organizations and community members to identify mental distress, address the impacts of trauma, reduce stigma, and increase resiliency via delivery of mental health awareness education.
- 1.2. Grant Award.** Dignity Health hereby awards Grantee a grant in the amount set forth in the Key Informational Terms (the “*Grant*”) and Grantee accepts such Grant and agrees to use Grant funds solely for the financing and implementation of the Grant Proposal. Any unused Grant funds at the conclusion of the Grant Period (as defined in the Key Informational Terms) shall be returned to Dignity Health as set forth in Section 1.4(c) below. This Grant does not guarantee or imply that any further grants will be made to Grantee for the Project. Any future decisions regarding grants shall be within the sole and absolute discretion of Dignity Health.
- 1.3. Distribution of Grant.** The Grant funds will be paid to Grantee within 30 business days of the Effective Date.
- 1.4. Conditions of Grant Funding.** Dignity Health shall make the Grant available to Grantee on the following conditions:
- a) Grantee shall use the Grant only for the purposes described in the Grant Proposal and to carry out Grant Activities. Any changes in the Grant Proposal or use of Grant funds, requires the prior written agreement of Dignity Health.
 - b) If Dignity Health finds (i) the Grant funds were not used for the purposes or in the manner described in the Grant Proposal; (ii) the conditions have changed such that the Grant Activities are not likely to achieve its objectives; and/or (iii) Grant funds were willfully or illegally misused by Grantee, Dignity Health reserves the right to require a full refund of Grant funds.
 - c) Any Grant funds disbursed by Dignity Health remaining unutilized at the end of the Grant Period will be returned by Grantee to Dignity Health within 30 days of the end of the Grant Period, unless the Parties agree in writing to extend the term of the Agreement and/or modify the scope of the Project.
 - d) Grantee shall provide immediate written notice to Dignity Health if significant changes or events occur during the term of this Agreement which could potentially impact the progress or completion of the objectives and/ or deliverables of the Grant Activities.

- e) Grantee shall maintain accurate and complete books, documents, and records with respect to:
 - (i) Grant Activities, including the status and progress of its implementation; and (ii) the expenditure of Grant funds pursuant to this Agreement, and agrees that Dignity Health may conduct an audit of such books, documents, and records at any time reasonably requested by Dignity Health.
- f) Grantee shall provide to Dignity Health a mid-year written report (“*Mid-Year Report*”) and final written report (“*Final Report*”) (*Mid-Year Report and Final Report are collectively referred to herein as “Reports”*) that document the activities and achievements of the objectives and deliverables of the Grant Activities, including overall outcomes and financial expenditures. The Reports are due on the dates set forth in the Key Informational Terms above. Dignity Health shall provide Grantee with a reporting format to include: (i) metrics on Grant Activities and deliverables; (ii) Grant Activities narrative; (iii) financial information with amounts budgeted, expended, and remaining; and (iv) an attestation that the contents of the Report are true, accurate and complete. Grantee shall provide such other periodic reports or supplements to the Reports as Dignity Health may reasonably request from time to time.

1.5. Grant Representative. Dignity Health will identify a Dignity Health representative who will serve as Grantee’s principal contact (“*Grant Representative*”). Grantee shall advise the Grant Representative of any requests to work with Dignity Health staff and facilities. Grantee and Grant Representative will maintain periodic communication about the Grant Activities.

2. WARRANTIES AND REPRESENTATIONS

Grantee represents and warrants to Dignity Health that as of the Effective Date and for the duration of the term of this Agreement, the following:

- 2.1. Duly Organized.** Grantee is a nonprofit corporation duly organized, validly existing and in good standing under the laws of the State of California.
- 2.2. Licensing and Credentials.** Grantee maintains, in full force and effect, all required governmental or professional licenses and credentials for itself, its facilities, and for its employees and all other persons engaged in work in conjunction with the Grant (“*Personnel*”), as applicable and within the control of Grantee.
- 2.3. Authority.** Grantee has the full corporate right, power and authority to enter into this Agreement and perform its obligations hereunder; and when executed and delivered, this Agreement will constitute a legal, valid and binding obligation enforceable against Grantee in accordance with its terms.
- 2.4. No Conflict.** Grantee’s entry into and performance under this Agreement will not conflict with or result in a breach or violation of any of the terms or provisions, or constitute a default under, any other agreement by which it is bound.
- 2.5. Exclusion from Government Programs.** Neither Grantee nor any of its Personnel are or at any time have been excluded from participating in Medicare, Medicaid, or any other federal healthcare program, as defined at 42 U.S.C. Section 1320a-7b(f) (each, a “*Federal Healthcare Program*”). Grantee shall immediately notify Dignity Health of any threatened or actual exclusion from any Federal Healthcare Program. In the event that Grantee and/or any Personnel are excluded from participating in any Federal Healthcare Program, Dignity Health may immediately terminate this Agreement.

3. TERMINATION

3.1. Termination Upon Breach. Dignity Health may terminate this Agreement upon any breach by Grantee if such breach is not cured to the satisfaction of Dignity Health within 10 days after written notice of such breach is given by Dignity Health.

3.2. Immediate Termination. Notwithstanding anything to the contrary in this Agreement, Dignity Health may terminate this Agreement immediately due to the occurrence of any one or more of the following events:

- a) Dignity Health has a reasonable good faith basis to believe that there has been financial or administrative impropriety or fraud committed by Grantee;
- b) Grantee loses or changes its status to receive Grant ;
- c) Grantee breaches any representation or warranty in this Agreement;
- d) Grantee's activities in implementing the Grant Proposal are not conducted in conformance with applicable laws, or any approvals, license or certifications required to conduct the activities associated with the Grant Proposal are not obtained or are suspended or are revoked;
- e) The performance of Grantee's obligations pursuant to this Agreement, in Dignity Health's good faith determination, jeopardizes the mental or physical health, safety or well-being of any person or damages the reputation of Dignity Health; or
- f) Grantee commits an act of willful misconduct in connection with the Grant or Grant Activities.

3.3. Effect of Termination. Upon termination or expiration of this Agreement, all rights and obligations of the Parties shall cease except those rights and obligations that have accrued and remain unsatisfied prior to the date of termination or expiration, and those rights and obligations that expressly survive termination or expiration of this Agreement. In the event Dignity Health terminates the Agreement pursuant to Section 3.1.or 3.2 above, Grantee shall return the entire Grant to Dignity Health.

4. MISCELLANEOUS

4.1. Grant Publicity and Use of Name. Any references to Dignity Health and/or Dignity Community Care or to the UniHealth Foundation in press releases or other publicity regarding the Grant, requires advance written approval by Dignity Health and UniHealth Foundation. Under no circumstances may either Party use the other Party's name, logo or corporate identity, or any part thereof, for any purpose without the prior written approval of the other Party. Notwithstanding the foregoing, Grantee agrees that Dignity Health and UniHealth Foundation may disclose basic information about the grant (such as name of the organization, the Grant amount, and a brief description of its purpose) in their tax returns, periodic public reports, on websites and to any governmental authority or person. This provision shall survive the termination of the Agreement.

4.2. Public Reporting. Grantee shall send Dignity Health copies of any articles, reports, or other materials related to the Project that will be made publicly available or be publicly distributed, and allow Dignity Health the opportunity to review such materials prior to public distribution.

- 4.3. **Compliance UniHealth Grant Agreement and Applicable Laws.** Grantee must comply with all terms, conditions and restrictions applicable to the Grant, including but not limited to the following (1) those grant terms and conditions outlined in the UniHealth Grant Agreement; and (2) terms and conditions related training, education materials, or other materials received by Grantee in the course of performing the Grant Activities. In addition, the Parties shall comply with any and all federal, state and local laws, rules and regulations applicable to the Grant or to their respective obligations under this Agreement.
- 4.4. **Federal Reporting Requirements.** To the extent required by Laws, Grantee shall make available, upon written request from Dignity Health, the Secretary of Health and Human Services, the Comptroller General of the United States, or any other authorized agency, this Agreement and Grantee's books, documents, and records ("***Grantee's Records***"). Grantee shall preserve and make available Grantee's Records for a period of four (4) years after the end of the term of this Agreement. If Grantee is requested to disclose Grantee's Records pursuant to this Section, Grantee shall notify Dignity Health of the nature and scope of such request, and Grantee shall make available to Dignity Health all such Grantee's Records. This Section shall survive the expiration or termination of this Agreement.
- 4.5. **Governing Law.** The Agreement shall be governed by the laws of the State of California.
- 4.6. **Dispute Resolution.** Upon written demand by either Party, any dispute arising out of or in connection with this Agreement, including any question regarding its existence, interpretation, validity or termination, shall be referred to and definitively resolved by mandatory binding arbitration administered by JAMS. The place of arbitration shall be San Francisco, California, or such other location as may be mutually agreed to by the Parties. The arbitrator shall comply with the laws of California. The judgment of the arbitrator shall be accompanied by a written statement of the basis for such judgment and may be entered and enforced by any court having proper jurisdiction. The award of the arbitrator shall be final and binding and shall not be subject to *de novo* judicial review. It is the express intent and understanding of the parties that each shall be entitled to enforce its respective rights under any provision hereof through specific performance, in addition to recovering damages caused by a breach of any provision hereof, and to obtain any and all other equitable remedies as may be awarded by the arbitrator. Notwithstanding the above, each Party shall have the right to seek provisional remedies from a court of competent jurisdiction. The Section shall survive the expiration or termination of this Agreement.
- 4.7. **Indemnification.** Grantee shall indemnify and hold harmless Dignity Health, any affiliate of Dignity Health, and their respective directors, officers, employees or agents, from and against any and all claims, causes of action, liabilities, losses, damages, penalties, assessments, judgments, awards or costs, including reasonable attorneys' fees and costs (including the reasonable costs of Dignity Health's in-house counsel), arising out of, resulting from, or relating to (i) the breach of this Agreement by Grantee, or (ii) the negligent acts or omissions or willful misconduct of Grantee or any employee or agent of Grantee. This Section shall survive the expiration or termination of this Agreement.
- 4.8. **Notices.** All Notices under this Agreement shall be given in writing and delivered by either: (a) personal delivery, in which case such notice shall be deemed given on the date of delivery; (b) next business day courier service (*e.g.*, FedEx, UPS, or similar service), in which case such notice shall be deemed given on the business day following the date of deposit with the courier service; or (c) U.S. mail, first class, postage prepaid, registered or certified, return receipt requested, in which case such notice shall be deemed given on the third business day following the date of deposit with the

United States Postal Service. Notices shall be delivered to the notice addresses set forth in the Key Informational Terms above.

- 4.9. Assignment.** Grantee may not assign Grantee's rights or obligations under this Agreement without Dignity Health's prior written consent.
- 4.10. Counterparts; Signatures.** This Agreement may be executed in multiple counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. When signed in pen ink, this Agreement may be delivered by facsimile or by scanned email attachment, and said copies shall be treated as original. Amendments to this Agreement shall be similarly executed by the Parties.
- 4.11. Severability.** If any provision of this Agreement, in whole or in part, or the application of any provision, in whole or in part, is determined to be illegal, invalid or unenforceable by a court of competent jurisdiction, such provision, or part of such provision, shall be severed from this Agreement. The illegality, invalidity or unenforceability of any provision, or part of any provision, of this Agreement shall have no affect on the remainder of this Agreement, which shall continue in full force and effect.
- 4.12. Relationship of the Parties.** Nothing in this Agreement will be deemed to create an agency, employment, partnership, fiduciary or joint venture between the Parties.
- 4.13. No Third Party Beneficiaries.** This Agreement shall not confer any rights or remedies upon any person or entity other than the Parties and their respective successors and permitted assigns, except as otherwise expressly provided for herein.
- 4.14. Waiver.** No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of such provision or any other provision. Any waiver granted by a Party must be in writing and shall apply solely to the specific instance expressly stated.
- 4.15. Entire Agreement/Amendment.** This Agreement (and the attached exhibits which are incorporated herein by this reference) is the entire understanding and agreement of the Parties regarding its subject matter, and supersedes any prior oral or written agreements, representations, understandings or discussions among the Parties with respect to such subject matter. This Agreement may be modified or amended only by mutual written agreement of the Parties. Any such modification or amendment must be in writing, dated and signed by the Parties, and explicitly indicate that such writing modifies or amends this Agreement.
- 4.16. Confidentiality.** Except as otherwise specifically set forth in this Agreement, Grantee shall not disclose any of the provisions of this Agreement to any person or entity, other than its attorneys or accountants on a need-to-know basis, without the prior written consent of Dignity Health, unless and only to the extent such disclosure is required by law, subpoena, or legal process, in which case Grantee shall immediately notify Dignity Health in writing of the disclosure and provide a copy of any such subpoena or legal process compelling the disclosure. Further, Grantee shall not use or disclose any Confidential Information (as defined below) for any purpose not expressly permitted by this Agreement without the prior written consent of Dignity Health. Grantee shall protect Confidential Information from unauthorized use, access, or disclosure with no less than reasonable care. "***Confidential Information***" means any proprietary or confidential information of Dignity Health, or any other affiliate of Dignity Health, including proprietary or confidential information of any third party that may be in Dignity Health's possession. This Section shall survive the expiration or termination of this Agreement.

Part II
CULTURAL TRAUMA & MENTAL HEALTH RESILIENCY PROJECT
GRANT PROPOSAL

About the Project

The Cultural Trauma and Mental Health Resiliency Project is a 3-year joint effort among Dignity Health's six Southern California hospitals to increase the awareness, skills and capacity of local community organizations and community members to identify mental distress, address the impacts of trauma, reduce stigma, and increase resiliency via delivery of mental health awareness education.

The project focuses on children and youth of color and the adults who care for them living in Los Angeles County and San Bernardino neighborhoods within the hospitals' service areas with high health disparities, especially those affected by poverty, racism, adverse childhood experiences (ACEs), and violence.

Evidence of the need for mental health awareness training is plentiful, including that:

- Fifty percent of lifetime cases of mental illness begin by age 14 and 75% by age 24, with suicide the third leading cause of death in the U.S. for people between the ages 10-24, accounting for 20% of deaths annually.¹
- Youth who have experienced poverty, trauma, homelessness, foster care placement, juvenile justice involvement, and ACEs experience higher risk factors for mental health and substance use disorders, yet many do not receive mental health services.²

Key Project Activities

- Dignity Health hospitals will award grants to qualified local non-profit organizations to deliver prevention and early intervention behavioral health strategies in a culturally- and linguistically-responsive manner.
- All grantees will deliver the Mental Health First Aid (MHFA), Youth Mental Health First Aid (YMHFA), and/or Question, Persuade, and Refer (QPR) curricula to individuals and community organizations. The staff of successful applicant organizations will receive instructor certification trainings and materials for these evidence-based interventions at no cost.
- The project will also communicate and coordinate with county mental and behavioral health agencies, identify ways to integrate (Y)MHFA and QPR into Dignity Health hospitals, and conduct an evaluation.
- Advisory Committees, one each in Los Angeles County and San Bernardino, will advise on project development, implementation and evaluation.

Funders

The project is funded by UniHealth Foundation, Dignity Health Foundation and Dignity Health hospitals.

Proposal Due Date

Proposals are due to the grant representative (see page 7) by **4:00 p.m. on Tuesday, September 15, 2020.**

¹ <https://www.nami.org/NAMI/media/NAMI-Media/Infographics/Children-MH-Facts-NAMI.pdf>

² <https://www.mentalhealthfirstaid.org/cs/wp-content/uploads/2014/05/MHFA-Grant-Application-Toolkit.pdf>

Guidance for Applicants and Scope of Work

1. This is a three-year project. Second-year grants begin December 1, 2020 and end November 30, 2021. Grant awards are renewable for an additional 12 months (Dec 1, 2021 – Nov 30, 2022), based on performance and evaluation reports.
2. Successful applicant organizations will receive free training as instructors in Mental Health First Aid, Youth Mental Health First Aid and/or Question, Persuade, and Refer modalities. The primary project activity of funded organizations is to deliver one or more of these mental health awareness trainings to the target populations through community outreach and networking within select geographic areas.
3. Applicants should have a demonstrated track record serving the identified community and target population with social and/or behavioral health services, which can include preventive education and acute and chronic treatment. Experience with the curricula above is desirable but not necessary.
4. Applicant organizations may propose to partner with other organizations to accomplish the work of the project, and sub-contract with them as appropriate.
5. The applicant’s proposal will include the number of persons to be trained as instructors in the mental health awareness training curricula, and the target numbers of community participants to be reached in the training sessions delivered by the grantee organization.
6. Applicants may also propose additional services and interventions that help meet the objectives of the Cultural Trauma & Mental Health Resiliency Project, in addition to those above.
7. Participation by successful applicants in this project will require an active role working with the project champion and project manager (Dignity Health employees), the applicant’s local Dignity Health hospital, and the contracted project evaluator.
8. Successful applicants will participate in data collection and evaluation activities. The project evaluator will design and administer with grantee organizations data collection tools to assess project performance and outcomes. Grantees will maintain data on program activities continuously, and provide data to project staff on a quarterly basis.

APPLICANT INFORMATION

Organization Name: Glendale Youth Alliance/Glendale Unified School District

Tax ID Number: 95-4453585

Web Address: www.glendaleyouthalliance.org

Mailing Address: 1255 S. Central Avenue, Glendale CA 91204

Contact Person and Job Title: Karine Grigoryan, Executive Director

Phone Number: 818-548-2790

E-mail: kgrigoryan@glendaleca.org

SERVICE AREA AND GRANT REQUEST

Service Area: Please select the hospital and identify the geographic area you propose to serve below. (See attached ZIP codes for the service areas of each hospital.)

Available Grant Funds: The maximum grant dollars available from each hospital is listed below. Each hospital will fund 2-3 grants. Applicants are encouraged to apply for a portion of a hospital's available funds.

- Northridge Hospital Medical Center [\$ 168,000]
- Glendale Memorial Hospital and Health Center [\$ 97,000]
- California Hospital Medical Center [\$ 171,000]
- St. Mary Medical Center [\$ 172,000]
- St. Bernardine Medical Center and Community Hospital of San Bernardino [\$ 265,000]

Service Area Detail: Please describe the geographic area you propose to serve, including ZIP codes, municipalities and neighborhoods, if it is a sub-set of a hospital's overall service area.

The Geographic service area is the City of Glendale and surrounding neighborhoods served by Glendale Youth Alliance and Glendale Unified School District. Zipcodes including but not limited to the following: 91201, 91202, 91203, 91204, 91205, 91206, 91207, 91208, 91214.

Requested Amount: \$ 67,000

PROJECT DESCRIPTION (in four pages or less)

1. Briefly state your organization's mission and its principal functions and services:

The mission of the Glendale Youth Alliance (GYA), as a youth service organization, is to provide, coordinate and/or support youth employment activities, efforts and programs that have a positive impact on local youth. GYA programs strive to empower and educate, according to each individual's specific needs by providing resources to help youth recognize their own value and potential to find their place in the world and become self-sustaining. GYA not only provides employment opportunities, but also comprehensive services to meet their personal needs. GYA will be partnering with the Glendale Unified School District's (GUSD) Student Wellness Services (SWS) department to deliver mental health awareness and suicide prevention trainings to parents, community members and anyone who works with our youth. GUSD/GYA work very closely with many local organizations to promote the importance of health and mental health in the Glendale Community. SWS's mission is to improve lives of at risk youth and their families by integrating GUSD's Local Control & Accountability Plan (LCAP) goals. In the 2020-21 school year, SWS department has 8 licensed therapists and 33 mental health interns and they will be providing social emotional support for ALL GUSD students in need. SWS department provides individual and counseling through zoom during our distance learning, weekly student and parent support groups per school site, and LGBTQ support groups. In addition SWS department provides tutoring, food, school

supplies/backpacks, transportation, school uniforms, shoes and hygiene supplies for our Foster & Homeless youth and other families that are referred by school administration.

2. Describe the organization's experience with, qualifications and capability to deliver mental health awareness training to children and youth of color and the adults who care for them, including any experience specifically with Mental Health First Aid, Youth Mental Health First Aid, and/or Question, Persuade and Refer:

GYA and GUSD have a proven history of successfully operating grant funded programs that meet the needs of our community and families. Over the past 27 years, GYA has positively impacted the lives of over 11,000 at risk youth by preparing them for the future workforce and breaking the cycles of poverty. GYA currently operates five programs on a spectrum that provide mentored employment to youth. These range from a program that gives subsidized jobs to the youngest youth who have never held a job, to a program for older youth who are ready to secure unsubsidized employment. GYA programs strive to empower and educate, according to each individual's specific needs by providing resources to help youth recognize their own value and potential. A job can change the life of a youth seeking to find their place in the world and become self-sustaining. GYA programs make a special effort in assisting youth with further barriers to employment such as foster youth, youth with disabilities, parenting youth, probation and homeless youth. These groups generally have a harder time entering the workforce. GYA not only provides paid employment opportunities, but also comprehensive services to meet their personal needs. GYA has operated grant programs for over 21 years and has the expertise needed to successfully execute this grant.

Based on the direct need for mental health services, GYA was able to secure foundation grant funds to provide mental health services to the youth of our programs. Over the past year we were able to accomplish the following: GYA youth will receive intense case management, training, and therapy to address emotional and mental health issues if required. GYA works very closely with Didi Hirsch, Planned Parenthood and GUSD to provide the services that are needed by our youth.

GYA & GUSD have had a long standing partnership for over 21 years and have collaborated in servicing the youth of our community. SWS's, Director, Dr. Ilin Magran has over 18 years of direct experience working with youth as a school counselor, school psychologist, and currently as the director of Student Wellness Services Department. In 2019-20 her department has provided the following services:

MENTAL HEALTH SERVICES PROVIDED PRIOR TO COVID:

One hundred and thirty six students with Medi-Cal insurance where referred to Pacific Clinics and didi Hirsch.

Five hundred and eights students received direct counseling services from our mental health interns.
One hundred and thirty one students received couseling services from our licenced clinicians.

MENTAL HEALTH SERVIIES PROVIDED DURING COVID THROUGH TELEHEALTH:

One hundred and twenty five students received counseling services though telehealth from our mental health interns.

Eights students received telehealth services from our licenced therapists.

Eights one students received telehealth services from Didi Hirsch and Pacific Clinic

SWS Department also hosts mental health interns at GUSD which serve and assist our school sites by providing individual and group counseling, parenting classes and support groups for our students and the LGBTQ students. Additionally, they work closely with our school sites by monitoring students who don't attend school regularly and provide interventions by meeting with parents, guardians, and site administrators Student Attendance Review Team meetings (SART).

Mental Health Services provided by GUSD's Intern Academy during the 2019-2020 school year:

- ✓ **Total : Interns 43**
- ✓ **20 Elementary Schools**
- ✓ **4 Middle Schools**
- ✓ **5 High Schools**
 - ✓ **MS level Social Worker 33**
 - ✓ **BS level Social Worker 4**
 - ✓ **School Counselor 3**
 - ✓ **Marriage Family therapists 3**
- ✓ **Total Student serviced in 2019-2020: 550**

ATTENDANCE

Total number of meetings held to support students who are having difficulties in attending school regularly and offer interventions such as: Transportation, counseling, food, parenting classes, support them with shelter and housing referrals, employment, before and after school child care, clothing, shoes, and school supplies.

Total school attendance meetings held: 455

Student Attendance Review Team meeting (SART): **315**

Student Attendance Review Board meeting (SARB): **133**

Students Referred to the District Attorney's office for mediation meeting (DA): **7**

With the Grant we received from Dignity Health last year we were able to train 5 therapists with MHFA and 7 in QPR.

Before the COVID and school closures we held the following trainings:

YMH First Aid: 32 community and GUSD/GYA staff

QPR: 98 community members and GUSD staff

During the remote learning the following trainings were offered:

YMH First Aid: 75 parents, community members and mental health interns

QPR: 90 parents, community members and mental health interns

3. Describe the proposed target populations within the service area specified above (who specifically the project will serve) and the outreach mechanisms and existing relationships that will be used to reach them:

GYA & GUSD will be partnering with the local educational and mental health agencies in an effort to offer professional development outreach to the community and educate and raise awareness about mental health and suicide prevention and will include safe environment, resiliency, mental health services and addressing the multiple social-emotional needs of our students and the community. Outreach efforts will be focused on new immigrants, at risk youth and their families, as well as foster, probation and homeless youth.

The community agencies that we will be partnering with will consist of the following:

Glendale Unified School District
Glendale Community College

Dignity Health
Adventist Health Glendale
YWCA
YMCA
Ascencia
Door of Hope
City of Glendale
Glendale Police Department
Glendale Council PTA
Glendale Fire Department
Pacific Clinics
Didi Hirsch
Comprehensive Community Clinic

4. Describe why these populations are the most important to reach with mental health awareness training:

With the rise of students with depression and suicidal ideation and with the influx of the new immigrant population from highly diverse countries, it is essential to have trained and knowledgeable, bilingual community leaders, psychologists, and case managers that can educate, reach out to the community and provide much needed mental health services. It is important to educate the parents, community organizations that work with our youth to recognize the warning signs of a suicidal student and understand the difference of being sad and depressed. Our mission is to reduce barriers and offer support to those who would most benefit. In some culture receiving counseling services is a taboo, therefore, educating parents/guardians about the benefit of counseling and receiving support is beneficial. We need to educate anyone who works directly and indirectly with our youth about the supports available to our youth. It is important to recognize the warning signs and know when and where to reach out for additional support. We need our Glendale Council PTA President and all of our PTA members, all parents to be engaged with our schools in order for us to maximize achievement. We also need our community partner's support in achieving our goals and supporting our students in need.

5. Do you intend to formally partner and sub-contract with any other organizations to deliver the grant's services? If so, name any organizations that have agreed to partner:

- No, we do not intend to formally partner
- Yes, we intend to formally partner

Partner 1: Glendale Unified School District, SWS Department

Partner 2: [Click here to enter text.](#)

Partner 3: [Click here to enter text.](#)

6. Describe any other activities, in addition to delivering MHFA and/or QPR, that you propose to conduct to increase community awareness, skills and capacity to identify mental distress, address the impacts of trauma, reduce stigma, and increase resiliency:

GYA and GUSD are committed to raise awareness in the community about mental health and warning signs of depression and suicide. GUSD will provide QPR, MHFA, and other suicide prevention curriculum to all mental health interns, school psychologists, school counselors, classified employees and EEELP staff who serve our before and after school programs who work very closely with our students and families. with providing individual counseling to our youth, student support groups, parent support groups, and LGBTQ and wrap around services through the SWS department.

7. State who would have principal responsibility for managing project activities, including their titles, experience and qualifications. Include up to two individuals:

Karine Grigoryan, GYA Executive Director - Over 18 years of direct experience with GYA's youth employment programs. Four and a half years' experience as youth employment Program Specialist working directly with the youth and operating grant funded programs, Three years' experience as Program Coordinator overseeing budget and financials. Thirteen years of experience as the Executive Director overseeing all programs, staffing, supervision, Board of Directors and nonprofit. Bachelor's Degree in Business Administration, emphasis in Finance. Masters in Organizational Leadership.

Dr. Ilin Magran, Director of GUSD's Student Wellness Services Department has over 17 years of direct experience working as a school counselor, school psychologist, and currently as a district administrator. Dr. Magran received her Undergraduate Degree in Psychology from University of California Los Angeles. She also received her Masters of School Counseling and Masters of School Psychology degree from University of La Verne in 2003 and 2008. Her love for higher education and following her dreams led her to complete her Doctorate Degree in Educational Leadership from University of Southern California May of 2015. She began her career in Education as a school counselor in 2003 with Monrovia Unified School District working in a diverse community with the At-Risk youth. Her passion has always been to reach out to the students and families in need. After serving as a counselor for 8 years in Monrovia, Dr. Magran returned to Glendale where she calls "Home" as a Psychologist with Glendale Unified School District. After two years of serving as a Psychologist and a 504 Coordinator at Crescenta Valley High School, she was promoted to an Administrator in the district office. Dr. Magran and her therapists are determined to reach out to the Glendale Community and educate as many parents, community leaders as possible.

PROJECT ACTIVITIES AND MEASURABLE GOALS

Complete the table on the following page to describe your principal project activities and services.

Include targets for the number of children, youth and the adults who care for them that you propose to reach. Grantee organizations' project personnel will receive free MHFA, YMHFA, and QPR instructor certification training in December 2020 and January 2021.

Propose specific and measurable outcome goals linked to project activities. (The project evaluation also will determine some of what is counted and measured, and will work with grantees to determine this.)

Not every cell in the table must be filled, but each principal activity should be associated with at least one output and one outcome goal. In addition to required Activity Outcome Goals, there may be one or more overall Project Outcome Goals.

Mid-year and final grant reports will include this table for continuity in reporting.

PROJECT ACTIVITIES AND MEASURABLE GOALS

Applicant Organization Name: Glendale Youth Alliance

Project Summary (75 words max.): This grant will allow us to hire clerical assistant to manage the funds, organize the participants and create zoom invitations and provide the outreach process for QPR and MHFA trainings and raise awareness about signs of depression and suicide prevention in our community. This will provide GUSD/GYA additional support to train additional individuals in the community and educate a broader audience who work closely with our youth. In addition they can support GUSD/GYA with providing group and individual counseling if needed. In addition, they can work closely with SWS department and the mental health interns that are serving our youth and parents at our schools. Parent engagement is a very important component of our students lives, therefore, we will reach out to PTA president, parents and provide parent education and support groups. Furthermore, the individuals hired in this position will raise awareness in the community about mental health and suicide prevention.

Target Populations: All community members that work closely with our youth, PTA members, parents, teachers, school counselors, school psychologists, teachers, and classified staff at GUSD.

Principal Project Activities and Services (from project description)	Activity Output Goals (e.g., units of service to be delivered, numbers of people to be reach with mental health awareness training)	Activity Outcome Goals (measurable improvements from a specific activity in the condition of people served, such as knowledge, behavior, health status, access to care)	Project Outcome Goals (measurable improvements from the overall project in the condition of people served, such as such as knowledge, behavior, health status, access to care)
Provide ongoing professional development about mental health, raise awareness about teen depression and suicide prevention. Provide QPR and MHFA trainings to GUSD & GYA staff, parents and community members.	Provide ongoing professional development and trainings on MHFA and QPR. At least 30-60 staff members.	Conduct Pre and Post test about warning signs of depression and suicide prevention.	Click here to enter text. Click here to enter text. Click here to enter text.
Train All GUSD mental health therapists and interns. Use both QPR and MHFA curriculum.	Train all mental health interns (33) and eight licensed therapists.	Conduct Pre and Post surge to measure gain in knowledge and understanding of depressions and suicide prevention.	Click here to enter text.
Increase outreach to our community and to each individual school site principal and their PTA president to raise awareness and train staff and parents with QPR and MHFA.	At least 40-60 PTA, parents and community members.	Conduct Pre and Post survey to measure gain in knowledge and understanding of depressions and suicide prevention.	
Click here to enter text.	Click here to enter text.	Click here to enter text.	

Principal Project Activities and Services (from project description)	Activity <u>Output</u> Goals (e.g., units of service to be delivered, numbers of people to be reach with mental health awareness training)	Activity <u>Outcome</u> Goals (measurable improvements from a specific activity in the condition of people served, such as knowledge, behavior, health status, access to care)	Project <u>Outcome</u> Goals (measurable improvements from the overall project in the condition of people served, such as such as knowledge, behavior, health status, access to care)
Click here to enter text.	Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	Click here to enter text.	

PROJECT BUDGET AND NARRATIVE

Year 2 grant funds will be available to successful applicants for a project performance period of December 1, 2020 – November 30, 2021. The subsequent year will be from December 1, 2021 to November 30, 2022.

2020 Grant Budget

(1) Grant Request: \$ 67,000

(2) Project Funding from Other Sources (if any): \$ 0

Name(s) of other funding sources: N/A

(3) Total Project Budget (1+2): \$ 67,000

Would you be able to implement this project with partial funding? Yes No

Line Items	Project Budget		
	Grant Request	Other Sources	Totals by Personnel and Non-Personnel
Salaries and Personnel	\$ 50,000	\$	\$
Fringe Benefits	\$	\$	\$
Other (specify): material cost	\$ 17000	\$	\$
Other (specify): hourly therapist	\$	\$	\$
Other (specify): Click here to enter text.	\$	\$	\$
Other (specify): Click here to enter text.	\$	\$	\$
Other (specify): Click here to enter text.	\$	\$	\$
Total	\$ 67000	\$	\$

2020 Budget Narrative

Provide an explanation of personnel and non-personnel dollar amounts in the budget, and describe how the budgeted amounts support the project's activities and goals.

Salaries and Personnel (number and type of staff, approximate full time equivalents, roles):

With this Grant and funds received GYA/GUSD we will continue supporting our families and the Glendale Community with raising awareness about suicide prevention and outreach to our students. We will hire a therapist/counselor who will manage the funds, advertisement and conduct QPR and MHFA trainings in the Glendale Community and the Glendale School District.

Fringe Benefits:

The salary, benefits plus the cost of the material would approximately be around 97K.

Other (equipment, printing, supplies, rent, travel, etc.):

N/A

FISCAL AGENT

Are you using a fiscal agent other than the applicant organization? Yes No

If yes, provide organization name, mailing address, e-mail, phone number, and Tax ID number:

[Click here to enter text.](#)

Provide one copy of each of the following for the applicant organization and, if applicable, the fiscal agent:

- IRS determination letter of 501(c)3 status, with Tax Identification Number
- Board of Directors List and Affiliations

Questions? Contact Carly Randolph, Project Manager, with general questions about the project.
Carly.Randolph@DignityHealth.org or (213) 742-6437

Proposal Submission

Submit your completed proposal by e-mail to Carly.Randolph@dignityhealth.org **and** the grant representative listed below.

Name: Cassie McCarty



Title and Hospital: Director of Mission Integration and Spiritual Care Services, Glendale Memorial Hospital and Health Center

E-mail: Cassie.McCarty@DignityHealth.org

Phone: 818-502-4578