

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

BOARD OF EDUCATION
AGENDA

February 1, 2022
Meeting No. 14
Regular Meeting

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

BOARD OF EDUCATION MEETING NO. 14
Administration Center

February 1, 2022

“Preparing our students for their future.”

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

Please Note Times	
5:00 P.M. -	Opening, Acknowledgements & Recognitions Presentations Student Board Member Report Public Communications
	Closed Session
7:30 P.M. -	Regular Meeting Superintendent’s Update Information, Action, Consent Calendar, Reports

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 – 5:00 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by Mariam Jangozian, a 5th grade student at Columbus Elementary School.**
- 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. ACKNOWLEDGEMENTS & RECOGNITIONS

1. Wilson Middle School Student Wins 3rd Place in the Congressional App Challenge

Nico Messerlian, a 7th grade student at Wilson Middle School received recognition for winning 3rd place in the congressional app challenge. The Congressional App Challenge (CAC) is a public effort to encourage kids to learn how to code, through annual district-wide competitions hosted by Members of Congress for their district.

C. PRESENTATIONS

1. National School Counseling Week

Celebrated from February 7-11, 2022, National School Counseling Week highlights the tremendous impact school counselors have in helping students prepare for success in college, career, and life.

2. American Heart Month

February is American Heart Month. Glendale Unified is partnering with the American Heart Association to celebrate Wear Red Day on February 4, 2022. Several GUSD schools are participating in the American Heart Association Kids Heart Challenge.

D. STUDENT BOARD MEMBER REPORT

- 1.** Student Board Member Brandon Doronila will report on activities and events happening at the schools around the District.

E. COMMUNICATIONS FROM THE PUBLIC

- 1.** 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. Individuals wishing to participate in public communication at Board meetings may do so in person or via Zoom. Instructions for public communication are included 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 advance 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.

E. COMMUNICATIONS FROM THE PUBLIC-continued

Instructions for In-Person Communication

1. A visitor log/sign-in sheet and comment cards for public communication will be available outside the District office shortly before the start of the public meeting.
2. All visitors, whether speaking or not, will be required to complete a health screening and sign the visitor log, including their full name, time and date, and an email address and/or phone number where they can be reached should contact tracing be necessary.
3. Face masks must be worn covering the nose and mouth at all times for all visitors, including individuals speaking during public communication.
4. Visitors wishing to speak during public communication should complete a comment card and select if they wish to address the Board regarding a specific agenda item/subject or a non-agenda item.
5. After a speaker completes their public comment or if the time allotted has been reached, the speaker will be asked to return to their seat.
6. Comment cards will be accepted from shortly before the Board meeting begins until the close of the public communication agenda item.

Instructions for Zoom Communication

1. A sign-up form will be posted at www.gusd.net/communication 30 minutes prior to the start of the public meeting.
2. Speakers should fill in their name and select if they wish to address the board regarding a specific agenda item/subject or a non-agenda item.
3. Speakers are asked to attend the board meeting virtually via Zoom link: <https://glendaleusd.zoom.us/j/82172796691>
4. When it is time for a speaker to address the Board, the speaker will be upgraded to a webinar panelist and their name will be called. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board.
5. Speakers should rename their Zoom profile to their real names to expedite this process.
6. Speakers are requested to turn on their camera and state their name prior to addressing the Board.
7. 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.
8. The speaker sign up form will be closed following the close of the public communication agenda item.

F. CLOSED SESSION

1. **Conference with Labor Negotiators pursuant to Government Code § 54954.5**
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. **Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957**
3. **Threat to Public Services or Facilities (Government Code Section §54957)**
Consultation with: Dr. Vivian Ekchian, Superintendent
4. **Conference with Legal Counsel – Anticipated litigation – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section §54956.9: One potential case**

G. RETURN TO REGULAR MEETING – 7:30 P.M.

H. SUPERINTENDENT’S UPDATE

1. Early Childhood Education

I. INFORMATION

1. Proposed Plan to Implement Assembly Bill 130 - Universal Transitional Kindergarten in Glendale Unified School District Elementary Schools 9

This report will inform the Board of Education on the planned implementation of Assembly Bill 130 - Universal Transitional Kindergarten in Glendale Unified School District elementary schools.

2. Proposed New and Revised Course of Study Outlines for Use in High Schools in the Area of Career Technical Education 13

The proposed course of study outlines (Business Foundations and Law Honors; Business Communication and Social Media Marketing Honors; Information Technology and Cloud Computing Foundations Honors; Networking and Cyber Security Honors; Intermediate 2D Animation Honors; Advanced 2D Animation Honors; Intermediate Comic Illustration Honors; and Advanced Comic Illustration 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.

3. Acknowledgements of Service 87

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

J. ACTION

1. Resolution No. 16 in Support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022 89

The Superintendent recommends that the Board of Education adopt Resolution No. 16 in support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022.

2. Resolution No. 17 in Support of Senate Bill 830 (Portantino), Enrollment-Based Funding Bill for K-12 Schools 91

The Superintendent recommends that the Board of Education adopt Resolution No. 17 in support of AB 830 – Enrollment-Based Funding Bill for K-12 Schools.

J. ACTION - continued

3. Approval of Additional License Purchases with Fuel Education 97

The Superintendent recommends the additional monthly license purchases from Fuel Education for a cost of approximately \$480,000 for independent study students to access online courses in grades K-5 for the remainder of the 2021-22 school year.

4. Approval of Services Agreement Between Glendale Unified School District and Inner City Arts for Mountain Avenue Elementary School 98

The Superintendent recommends that the Board of Education approve a Services Agreement between Glendale Unified School District and Inner City Arts in the amount of \$56,700 to provide extended instructional learning time with comprehensive visual and performing arts lessons for students at Mountain Avenue Elementary School.

5. Approval of Additional Services Agreement Between Glendale Unified School District and Therapy Travelers, LLC 119

The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and Therapy Travelers, LLC in the amount not to exceed \$160,000 for providing speech, physical, and occupational therapy and psychological services for special education students for the remainder of the 2021-2022 school year.

6. Memorandum of Understanding with the Glendale Teachers Association Regarding Professional Development 138

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding regarding extending provisions of the Professional Development MOU between Glendale Unified School District and the Glendale Teachers Association.

K. 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 142

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

- a. Regular Meeting No. 13 January 18, 2022

K. CONSENT- continued

- 2. Certificated Personnel Report No. 11 152**
- The certificated report recommends approval of the following:
- Maternity leaves of absence, extension of maternity leaves of absence, parental leaves of absence, health leaves of absence, family & medical leaves of absence, an extension of family & medical leave of absence, an intermittent family & medical leave of absence, an election, elections hourly/daily, additional compensation, revision to previous personnel reports and personal services agreements.
- 3. Classified Personnel Report No. 11 170**
- The classified report recommends approval of the following:
- Election from eligibility list; additional assignments; change of assignments; revisions to previous board reports; election of classified hourly substitutes; election of classified/non classified hourly substitutes; and personal services agreements.
- 4. Warrants 183**
- The Superintendent recommends that the Board of Education approve Warrants totaling \$1,327,638.97 for January 13, 2022 through January 26, 2022.
- 5. Purchase Orders 184**
- The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$26,318,277.39 for the period of January 10, 2022 through January 21, 2022.
- 6. Appropriation Transfer and Budget Revision Report 195**
- 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.
- 7. Approval of Textbook for Use in High School Women's Studies Elective Course 208**
- The Superintendent recommends that the Board of Education approve basic textbook (Feminist Frontiers) for use in high schools in the area of History-Social Science.
- 8. Approval of Revisions to Board Policies Relating to Bylaws of the Board 209**
- The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 9150 (Student Board Member) and BP 9320 (Meetings and Notices) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 9. Agreement with SchoolMint, Inc. 222**
- The Superintendent recommends that the Board of Education approve a three-year agreement with SchoolMint, Inc. for software related to permit and magnet/FLAG applications and corresponding lotteries from February 1, 2022 through January 31, 2025 for a total cost of \$155,854.38.

K. CONSENT - continued

10. Acceptance of Gifts

240

The Superintendent recommends that gifts to the District be accepted and that letters of appreciation be written to the donors.

L. REPORTS AND CORRESPONDENCE

1. Board

2. Superintendent

M. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Brook Reynolds, Executive Director, Elementary Education

SUBJECT: **Proposed Plan to Implement Assembly Bill 130 - Universal Transitional Kindergarten in Glendale Unified School District Elementary Schools**

On July 8, 2021, the State of California passed Assembly Bill 130 (AB 130), a law that will gradually expand Transitional Kindergarten (TK) in elementary schools each school year, until the fall 2025, when all four-year-old children will be eligible to attend TK. Glendale Unified School District (GUSD) staff is collaborating with labor partners to develop a Universal Transitional Kindergarten (Universal TK) implementation plan to meet the requirements of AB 130. This plan would include a four-year phase-in to universalize access to TK for all four-year-old children in the District.

Starting in 2022-23, GUSD will expand the existing TK program eligibility by two months each year until 2025-26, when TK will be offered to three-year-old children whose birthdays occur by September 1.

Every public school district in California is required to offer TK classes. The expansion of the Universal TK program is mandatory and tentatively scheduled as follows:

Universal TK Phase-in Plan

- 2021-22: Offer TK to four-year-old students whose 5th birthday occurs between September 2 and December 2.
- 2022-23: Expand offer of TK to four-year-old students whose 5th birthday occurs between September 2 and February 2.
- 2023-24: Expand offer of TK to four-year-old students whose 5th birthday occurs between September 2 and April 2.
- 2025-26: Expand offer of TK to three-year-old students whose 4th birthday occurs by September 1.

Staffing Projections and Requirements

The staffing ratio for TK requires 12 students to one adult. There is discussion at the State level that this ratio may change to 10 to one as younger students are accepted and additional funding becomes available.

TK teachers are required to have a multiple-subject teaching credential, the same credential that teachers hold for all the elementary grades.

By 2023, TK teachers will need to complete an additional 24 units of early childhood education coursework, or the equivalent, as deemed by their employer, or they will need to hold a child-development permit. Credentialing and certification requirements for teachers in special education programs serving Kindergarten students are extended to TK teacher qualification.

The adult to student ratio could be met with a combination of teachers and educational assistants.

Projected GUSD TK Enrollment Increase

Using a simple progression assuming each year will yield the same number of students to the following year's enrollment based on the District's current 2021-22 enrollment of 249 students, staff projects the increase of 170 TK students per year.

Year	Students
2021-22 (current)	249
2022-23	419
2023-24	589
2024-25	759
2025-26	924

Facilities Needs

Currently, the District has 13 TK classrooms. To accommodate the expansion of the Universal TK program, the District would need five more classrooms the first year of expansion, and 26 more classrooms by the final year of implementation. The District may want to consider an A.M./P.M. model, similar to existing half-day preschool. An A.M./P.M. TK program would result in needing seven more classrooms by the final year of implementation.

A.M. Only

Year	Students	Classrooms
2021-22 (current)	249	13 @ 24
2022-23	419	18 @ 24
2023-24	589	25 @ 24
2024-25	759	32 @ 24
2025-26	924	39 @ 48

A.M./P.M.

Year	Students	Classrooms
2021-22 (current)	249	13 @ 24
2022-23	419	9 @ 48
2023-24	589	13 @ 48
2024-25	759	16 @ 48
2025-26	924	20 @ 48

Instructional Minutes and Days

Districts are required to offer a minimum of 180 instructional days and 36,000 instructional minutes each for TK. Currently, GUSD offers 180 instructional days and 40,500 instructional minutes to TK, which is an average of 225 minutes per day.

Minimum Instructional Minutes Required	Current GUSD Instructional Minutes	Minimum Instructional Days
36,000	40,500	180

Planning for Universal Transitional Kindergarten

District staff has scheduled an educator stakeholder meeting on February 4, 2022, for all TK, Kindergarten, Child Development and Child Care, and Preschool teachers; administrators; and GTA leadership. Future meetings to gain stakeholder input for the rollout plan will also be held. In addition, an advisory committee will be formed comprised of staff, administrators, and teachers to plan for implementation.

Registration for students for the 2022-23 school year will start on February 22, 2022, and will be the first stage of the expansion for TK.

A completed implementation plan, which would include staffing, facilities, schedules will be brought to the Board of Education at a future Board meeting.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 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.

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning
Dr. Narineh Makijan, Director, College and Career Division/CTE

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 (Business Foundations and Law Honors; Business Communication and Social Media Marketing Honors; Information Technology and Cloud Computing Foundations Honors; Networking and Cyber Security Honors; Intermediate 2D Animation Honors; Advanced 2D Animation Honors; Intermediate Comic Illustration Honors; and Advanced Comic Illustration 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: Business 1-2: Business Foundations and Law Honors
(formerly Business 1-2: Business Foundations and Law)

Course Code: 5009V/5010V

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved

(Y/N, Subject): Y, “g” College Prep Elective

Course Credits: 10

Prerequisite: Tech Lit

Recommended

Textbook: Contemporary Business, 18th ed.
David L. Kurtz, Susan Berston
ISBN: 978-1119498445

Business Law, 17th ed.

Arlen Langvardt, A. James Barnes, Jamie Darin Prenkert,
Martin A. McCrory, Joshua Perry
ISBN: 9781259917110

Course Overview: This course applies the principles of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization’s policy and practices in the world economy and competing markets. Topics covered include organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market. Other topics include the fundamental legal principles pertaining to business transactions including the legal process, sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes. The students in the course will develop and iteratively refine a Business Plan, Marketing Plan and Finance/Investment Plan and will present their comprehensive plan.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Department: Career Technical Education / Business

Course Title: Business 3-4: Business Communication and Social Media Marketing Honors (*formerly Business 3-4: Business Communication and Social Media Marketing*)

Course Code: 5011V/5012V

Grade Level(s): 10-12

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

**UC/CSU Approved
(Y/N, Subject):** Y, “g” General College Prep Elective

Course Credits: 10

**Recommended
Prerequisite:** Business 1-2: Business Foundations and Law Honors

Textbook: Essentials of Business Communication, 11th ed.
Mary Ellen Guffey and Dana Loewy
ISBN: 978-1337386494

Digital Marketing Fundamentals: From Strategy to ROI, 1st ed.
Marjolein Visser, Berend Sikkenga, Mike Berry
ISBN: 978-9001887124

Course Overview: This course applies the principles of ethical and effective communication to the creation of letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents using software tools to create and deliver professional level oral reports. The course also introduces and applies foundations of Social Media Marketing. This includes the various platforms used, metrics, goals, and components. Students will develop a social media plan, will market to their target

audience on social media and determine success of their plan based on analytics.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Department: Career Technical Education

Course Title: Information Technology and Cloud Computing Foundations Honors (*formerly Information Systems and Information Technology Essentials 1-2*)

Course Code: 5144V/5145V

Grade Level(s): 10-12

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

**UC/CSU Approved
(Y/N, Subject):** Y, "g" College Prep Elective

Course Credits: 10

Prerequisite: Tech Lit

**Recommended
Textbook:** CompTIA A+ Certification All-in-One Exam Guide, 10th ed.
McGraw-Hill Education, 2019, 978-1260454031

CompTIA Cloud+ Study Guide: Exam CV0-003, 3rd ed.
Wiley, 2021, ISBN: 978-1119810957

Course Overview: This course covers the hands-on foundations of Information

Technology and Cloud Computing. The course topics for Information Technology include computer and software configuration, installation, diagnostics, networking, security, and professional responsibilities of an Information Technology professional. The course topics for Cloud Computing include Cloud Computing Fundamentals, Software as a Service (SaaS), Platform as a Service (PaaS), Infrastructure as a Service (IaaS), Security for Cloud, Cloud Business Continuity, Availability, and Legal Compliance. Student will design, implement, test, and validate a small and medium business environment on lab pods in the classroom and on Cloud Services. This course provides preparation for students to take the CompTIA A+ or the TestOut PC Pro and the CompTIA Cloud+ certification exams.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Department: Career Technical Education

Course Title: Networking and Cyber Security Honors
(formerly Information Technology Networking and Cyber Security 3-4)

Course Code: 5146V/5147V

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Y, "g" College Prep Elective

Course Credits: 10

Prerequisite: IT 1-2: Information Technology and Cloud Computing Foundations Honors

Recommended

Textbook: CompTIA Network+ Certification All-in-One Exam Guide, 7th ed.
Mike Meyers, ISBN: 978-1260122381

CompTIA Security+ All-in-One Exam Guide, 6th ed.
Wm. Arthur Conklin, and Greg White, ISBN: 978-1260464009

Course Overview: This course covers the hands-on foundations of Networking and Security topics. The networking topics include the model, architecture, function and components of computer networks and the internet. Also covered is Internet Protocol addressing, computer networks media and operations, Open Systems Interconnection and TCP Transmission Control Protocol models, and implementation of various networking setups in a lab environment. The security topics including Risk Management, how to address security for organizational needs of hardware and software systems secure, maintaining security policies, processes, and communications. Cyber Security reconnaissance, vulnerability and attacks will also be covered and implemented via hands-on hardware and software tools. This course provides preparation for students to take the CompTIA Network+ or the TestOut Network Pro and the CompTIA Security+ or the TestOut Security Pro certification exams.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems, and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Department: Career Technical Education / Animation

Course Title: Intermediate 2D Animation Honors

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

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved Y, "F" Fine Arts
(Y/N, Subject):

Course Credits: 10

Prerequisite: Tech Lit

Recommended
Textbook: The Animator's Survival Kit: Expanded Edition
Richard Williams
ISBN: 978-0-86547-897-8

How to Draw: Drawing and Sketching Objects and Environments from
Your Imagination
Scott Robertson, with Thomas Bertling
ISBN: 978-193349273-5

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre
ISBN: 978-193349295-7

Course Overview: 2D Animation 1-2 is a concentrator course that formalizes the skills of foundational drawing for animation and the Principles of Animation. Topics covered in this course include drawing foundations, color and design theory, the Principles of Animation, storyboarding, character building, motion tweening, lip sync animation, and editing. Students in this course build a working knowledge of the animation process and filmmaking through the lens of industry approved practices. This course emphasizes drawing principles and techniques where students become

proficient at gesture and quick sketch, solid drawing, structure, weight, perspective, rendering light, character design, and storyboarding. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best still and moving work throughout the course.

Department: Career Technical Education / Animation

Course Title: Advanced 2D Animation Honors

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

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved Y, "F" Fine Arts
(Y/N, Subject):

Course Credits: 10

Prerequisite: Intermediate Animation Honors

Recommended
Textbook: The Animator's Survival Kit: Expanded Edition
Richard Williams
ISBN: 978-0-86547-897-8

How to Draw: Drawing and Sketching Objects and Environments from Your Imagination
Scott Robertson, with Thomas Bertling
ISBN: 978-193349273-5

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre

ISBN: 978-193349295-7

Course Overview: 2D Animation 3-4 is a capstone course that provides advanced instruction on the fundamental Principles of Animation within the structure of the film and animation pipeline. Topics covered in the course include figure drawing, the Principles of Animation, character design and rigging, storyboarding, advanced character animation, and film editing. Students in this course expand upon animation and filmmaking skills in order to make original short films. This course emphasizes the mechanics of movement in animation, animation principles related to physics and weight characteristics, engaging storytelling, visual development, and film creation. The culminating task in this course is a digital portfolio that highlights the artist's most accomplished still and moving work throughout the course.

Department: Career Technical Education / Comics

Course Title: Intermediate Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N, Subject): Y, "f" Fine Arts

Course Credits: 10

Prerequisite: Tech Lit

Recommended Textbook: Making Comics: Storytelling Secrets of Comics, Manga, and Graphic Novels
Scott McCloud
ISBN: 9781428708679

Graphic Storytelling and Visual Narrative
Will Eisner
ISBN: 9780393331271

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre
ISBN: 9781933492957

The Art of Responsive Drawing
Nathan Goldstein
ISBN: 9780131945616

Course Overview: Comic Book Production 1-2 is a concentrator course that formalizes the skills of foundational drawing for the creation of comic books, graphic novels, and Manga. Topics covered in this course include drawing from observation, color and design theory, the Principles of Design, shape based drawing methods, character design, the creative process, and self-expression. Students in this course build a working knowledge of the traditional and digital drawing practices through the lens of visual narrative. This course emphasizes drawing principles and techniques where students become proficient at gesture and quick sketch, solid drawing, perspective, rendering light, character design, and world building. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best imagery created throughout the course.

Department: Career Technical Education / Comics

Course Title: Advanced Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N, Subject): Y, "P" Fine Arts

Course Credits: 10

Prerequisite: Intermediate Comic Illustration - Honors

Recommended Textbook: Making Comics: Storytelling Secrets of Comics, Manga, and Graphic Novels
Scott McCloud
ISBN: 9781428708679

Graphic Storytelling and Visual Narrative
Will Eisner
ISBN: 9780393331271

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre
ISBN: 9781933492957

The Art of Responsive Drawing
Nathan Goldstein
ISBN: 9780131945616

Course Overview: Comic Book Production 3-4 is a capstone course that provides advanced instruction in drawing practice and creative expression through the creation of comic books, graphic novels, and Manga. Topics covered in the course include digital drawing techniques, the Principles of Design, graphic novel layout design, visual narrative, storytelling, and creative expression. Students in this course expand upon illustration skills taught

in the previous course in order to make original comic books and graphic novels. This course emphasizes shape based drawing, engaging storytelling, visual development, layout design, story flow, and comic creation. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best imagery created throughout the course.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

Glendale Unified School District

High School

May 19, 2020

(Revised Course Outline Pending Board Approval)

Department: Career Technical Education / Business

Course Title: Business 1-2: Business Foundations and Law Honors
(formerly Business 1-2: Business Foundations and Law)

Course Code: 5009V/5010V

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Y, "g" College Prep Elective

Course Credits: 10

Prerequisite: Tech Lit

Recommended
Textbook: Contemporary Business, 18th Edition
David L. Kurtz, Susan Berston
ISBN: 978-1119498445

Business Law: 17th Edition
Arlen Langvardt, A. James Barnes, Jamie Darin Prenkert,
Martin A. McCrory, Joshua Perry
ISBN: 9781259917110

Course Overview: This course applies the principles of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices in the world economy and competing markets. Topics covered include organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market. Other topics include the fundamental legal principles pertaining to business transactions including the legal process, sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes. The students in the course will develop and iteratively refine a Business Plan, Marketing Plan and Finance/Investment Plan and will present their comprehensive plan.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Course Content-First Semester

Unit 1: Business Nature and Opportunities in a Modern Economy

(3 weeks)

STANDARDS

Business Management Pathway A1.1, A1.2, A3.1, A3.3, A4.1, A4.2

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include the foundations of business, the nature of business operation and the American Capitalist approach to business. Also covered are the various and diverse opportunities in modern day business. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: **Business Organization, Management and Ownership**

(3 weeks)

STANDARDS

Business Management Pathway A1.1, A1.2, A3.1, A3.3, A4.1, A4.2

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include various forms of ownership for a modern business including partnerships, Sole proprietorships, and corporation. Also included are management best practices and creative organizational structures. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: **Business Marketing**

(4 weeks)

STANDARDS

Business Management Pathway A8.0, A7.2, A7.3, A7.4

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit includes the various aspects and types of Marketing and their effects on a modern business. This includes the nature of marketing, problems with advertising, digital marketing, proper market research, International Marketing, and collaborating with retailers and wholesalers. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: **Personnel and Physical Factors**

(3 weeks)

STANDARDS

Business Management Pathway A3.0

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include location and layout necessary for the business operations, purchase of inventory, the control of inventory and problems related to production. Also included is human resource selection and continued training, initial compensation and raises and labor problems and labor laws. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 5: **Business Finance**

(3 weeks)

STANDARDS

Business Management Pathway A4.0, A5.0

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include business finance, financial institutions available to support various businesses, stock market and financial news. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be

covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 6: **Laws, Taxation and Management**

(3 weeks)

STANDARDS

Business Management Pathway A6.0, A9.0, A4.0

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include business laws, transportations, communications, state and federal regulations, accounting and financial statements, business budgeting and forecasting and business statistics. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit. A comprehensive final exam will be required incorporating all aspect of the course to determine mastery and multiple culminating projects will be assigned and assessed for mastery.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Course Content-Second Semester

Unit 1: **Law and Society**

(5 weeks)

STANDARDS

Health and Safety 6.7

Ethics and Legal Responsibilities 8.6, 8.7

Financial Services Pathway B2.6, B4.4, B5.2

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include the difference between the Public, administrative, and private law, Constitutional and statutory law, Substantive and procedural law, Common and civil law and Equity and Stare Decisis. They will be able to describe the written sources, concepts of justice, the general purpose of law, the court systems, arbitration, and administrative agencies. They will be able to explain original and appellate jurisdiction, Conspiracy, inducement, and wrongful interference, nuisance,

Slander, libel, and defamation, Tort and crime, Trademarks, patents, and copyrights and Trespass and conversion. The students will have assignments on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective assignment that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: **Contract Law**

(5 weeks)

STANDARDS

Ethics and Legal Responsibilities 8.6, 8.7

Financial Services Pathway B2.6, B4.4, B5.2

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include name the elements and parties of a contract and be able to explain the differences between the types of contracts (i.e. formal, implied, bilateral, executed, etc), mistakes (including voiding a contract), Concealment, fraud, duress, and undue influence, Creditor, and incidental beneficiary and Liquidated damages and debt and the applications of agreement, discharge of contracts by performance, applications of statute of frauds to contracts, operation of law and impossibility. Students will be able to define Capacity to contract, Consideration (including adequacy, substitutes, and legality), Offer and acceptance (including forms of acceptance) and Quasi contracts. Student will be able to define Promissory estoppel, Composition of creditors, Past consideration, Necessaries, Disaffirmance and ratification, Minor, Rescission, Misrepresentation, and Forbearance. Students will discuss illegal and partially illegal contracts, public policy, transfer of contract rights by assignment, remedies for breach of contract and contracts in restraint of trade (including examples). Students will be able to define Conflict of laws, Mitigation of damage, Accord and satisfaction, Statute of limitations, Statute of frauds, Parole evidence rule, Novation, Unconscionable and Usury.

The students will have assignments on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective assignment that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: **Bailment**

(5 weeks)

STANDARDS

Ethics and Legal Responsibilities 8.6, 8.7

Financial Services Pathway B2.6, B4.4, B5.2

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit covers the bailment relationship, bailment from a sale, license, pledge, lease or pawn. Students will identify the parties and gratuitous bailment, mutual benefit bailment, and sole benefit to bailee bailment and discuss bailee's and bailor's rights and responsibilities, special bailments, Safe deposit box, Parking lots, Common carriers, Hotel keepers, Warehousemen, Restaurants, Lessee of personal property and Constructive bailments. The students will have assignments on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective assignment that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: **Agency**

(5 weeks)

STANDARDS

Ethics and Legal Responsibilities 8.6, 8.7

Financial Services Pathway B2.6, B4.4, B5.2

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit includes explaining the difference between Express, incidental, customary, and apparent authority, Special, general, and universal agent and Independent contractor, employee, agent's duties to a principal (performance compensation, reimbursement, indemnity, liabilities (of an agent to a third party, A principal to a third party and A third party to an agent), reasonable care, loyalty,

obedience, accounting, information, and performance. Also, students will be able to explain termination of agency by acts of the parties: terms of contract, renunciation, revocation, mutual agreement, termination of agency by operation of law: national emergency, death or insanity, impossibility and bankruptcy, when a notice of termination is required and employer and employee rights and duties. Topics also include Agency, Ratification, Agency coupled with an interest and Respondeat superior. The students will have assignments on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit. A comprehensive final exam will be required incorporating all aspect of the course to determine mastery and a culminating project will be assigned and assessed for mastery.

- B. Each unit will have a respective assignment that will test students' knowledge on the topics and where each student will produce a report. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Glendale Unified School District

High School

May 19, 2020

(Revised Course Outline Pending Board Approval)

Department: Career Technical Education / Business

Course Title: Business 3-4: Business Communication and Social Media Marketing
Honors *(formerly Business 3-4: Business Communication and Social Media Marketing)*

Course Code: 5011V/5012V

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Y, "g" General College Prep Elective

Course Credits: 10

Recommended Prerequisite: Business 1-2: Business Foundations and Law Honors

Textbook: Essentials of Business Communication 11th Edition
Mary Ellen Guffey and Dana Loewy
ISBN: 978-1337386494

Digital Marketing Fundamentals: From Strategy to ROI, 1st Edition
Marjolein Visser, Berend Sikkenga, Mike Berry
ISBN: 978-9001887124

Course Overview: This course applies the principles of ethical and effective communication to the creation of letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents using software tools to create and deliver professional level oral reports. The course also introduces and applies foundations of Social Media Marketing. This includes the various platforms used, metrics, goals, and components. Students will develop a social media plan, will market to their target audience on social media and determine success of their plan based on analytics.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Course Content-First Semester

Unit 1: Workplace Success: Social, Mobile and Entrepreneurial

(1 week)

STANDARDS

Communications 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Responsibility and Flexibility 7.1, 7.2, 7.4, 7.7, 7.8

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include the developing strong communication skills, listening skills, non-verbal communication skills, corporate culture influence on communication, and cultural affects to communication. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research modern business communications practices and approaches, from which students will write a research

paper to analyze the current applications of the communication best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: Modern Written Communication for Business

(3 weeks)

STANDARDS

Communications 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Responsibility and Flexibility 7.1, 7.2, 7.4, 7.7, 7.8

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include the hands-on creation and best practices of Planning, Organizing and Revising Business Communication to business needs. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research modern written business communications practices and approaches, from which students will write a research paper to analyze the current applications of written communication best practices with applications to their business plans. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: Workplace Communication

(4 weeks)

STANDARDS

Communications 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Responsibility and Flexibility 7.1, 7.2, 7.4, 7.7, 7.8

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit includes use of digital media and short workplace messages, and Positive (i.e., memos, letters, claims), Negative (i.e., Analyzing and Managing Negative Messages and Bad News for an Organization) and Persuasive Messages (i.e., Planning and Writing messages for Effective Sales). The students will have

projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding persuasive best practices and approaches and managing negative messages, from which students will write a research paper to analyze business failures at managing negative messages and provide recommendations based on referenced best practices and available data analytics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: Best Practices for Business Proposals and Reports

(4 weeks)

STANDARDS

Communications 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Responsibility and Flexibility 7.1, 7.2, 7.4, 7.7, 7.8

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include informal reports (i.e., short Analytical reports, problem identification, purpose, and data collection), and formal reports (i.e., report preparation, primary and secondary research for report data, and visual aids and graphics within a formal report). The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will revise and improve their business plans including a comprehensive revision for effective written communications and applications. Students will research regarding best practices of visuals in reports and their applications to their chosen business industry. Students will write a research paper on the various failures from business reports and provide recommendations based on referenced best practices and available data analytics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 5: Teamwork, Meeting, Professionalism and Speaking Skills

(3 weeks)

STANDARDS

Communications 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Responsibility and Flexibility 7.1, 7.2, 7.4, 7.7, 7.8

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include professionalism in the workplace, communicating professionally in person, professional telephone, and voicemail best practices. Also included is understanding the important of positive contributions to team-based activities and performance and Team meeting planning and preparation. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will research regarding best practices and approaches regarding teamwork and professional speaking skills, from which students will write a research paper to analyze business failures caused by team failures and poor verbal communication practices and provide recommendations based on referenced best practices and available data analytics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 6: Job Search, Resumes, Cover Letter, Interview and Follow-up Communication (3 weeks)

STANDARDS

Communications 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Responsibility and Flexibility 7.1, 7.2, 7.4, 7.7, 7.8

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include effective job search strategies, best practices for resume and cover letter development. Also included are best practices for interview preparation, during interview best practices including controlling nonverbal communication and after interview best practices. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments

will be based on industry standards. The students will be able to describe and apply the topics covered in this unit. A comprehensive final exam will be required incorporating all aspect of the course to determine mastery and a culminating project will be assigned and assessed for mastery.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices for networking for jobs, building a focused resume and cover letter, and preparing for interviews. Students will write a research paper on learning from networking and interview failures, and best practices to reduce future failures. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Course Content-Second Semester

Unit 1: Business Models, Strategy, Digital Marketing

(3 weeks)

STANDARDS

Financial Services Pathway B1.3

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include Digital Marketing Plan Development and implementation, and business models and best practices of digital marketing and its impact to a modern business. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding best practices of Digital Marketing Strategy for their chosen business industry and start on the framework of their Digital Marketing Plan. Students will write a research paper on the various Digital Marketing Strategy failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: **Market Sensing and Product Realization**

(3 weeks)

STANDARDS

Business Management Pathway A4.1, A8.2

International Business Pathway C1.2, C1.5

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include researching and modeling consumer behavior using big data and data analytics. Also included is realizing a product for customer use, product development and improvement, crowdsourcing, and collaboration. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding best practices of Market Sensing and Product Realization for their chosen business industry. Students will write a research paper on the various Market Sensing and Product Realization failures and provide recommendations to fix these failures based on referenced best practices and data analytics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: **Digital Branding, recruiting views owned and paid channels**

(5 weeks)

STANDARDS

International Business Pathway C8.3

Communications 2.6

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit covers the aspects of customer acquisition, from branding (i.e., content, viral, video and games marketing), increasing views of marketed materials utilizing owned channels (i.e., search engine, link building, and mobile marketing) and paid channels (i.e., pay per click, social network advertising, and affiliate marketing). The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding best practices of Digital Branding and going viral for their chosen business industry. Students will write a research paper on the various Digital Branding and going viral failures and provide recommendations to fix these failures based on referenced best practices and data analytics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: **Sales, Pricing and Order Processing**

(3 weeks)

STANDARDS

Business Management Pathway A8.5, A9.4

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include online price determination and sales, selection of channels of distribution, payment methods, and online service. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding best practices of online sales and promotion for their chosen business industry. Students will write a research paper on the various pricing and sales failures and provide recommendations to fix these failures based on referenced best practices and data analytics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 5: **Customer Relationship Management and Website Effective Design**

(3 weeks)

STANDARDS

Financial Services Pathway B9.3

Technical Knowledge and Skills 10.8

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include digital management of customer relations, working with customer groups, increasing value for the customer. Also included is mobile app and website effective (i.e., usability, web content, interaction, and landing pages that are effective). The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a

quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of Website Design for their chosen business industry. Students will write a research paper on the various Website Design, Usability, and Accessibility failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 6: Data Analytics, Planning and Organization

(3 weeks)

STANDARDS

Business Management Pathway A8.5, A9.4

Financial Services Pathway B2.3

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. This unit's topics includes data analytics for social media marketing (i.e., ABC model and social media metrics) and planning (i.e., social media marketing plan, social media project management and laws pertaining to social media marketing). The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit. A comprehensive final exam will be required incorporating all aspect of the course to determine mastery and multiple culminating projects will be assigned and assessed for mastery. Students will work with local and regional business as interns, volunteers, etc to apply the hands-on skills gained in the course.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of social media marketing planning for their chosen business industry. Students will write a research paper on the various for social media marketing failures and provide recommendations to fix these failures based on referenced best practices and data analytics. Students will also complete a comprehensive social media marketing plan for their chosen business industry. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Final Exam / Project

Students will complete a comprehensive business plan including social media marketing, finance/investment, and legal compliance. Students will complete a minimum of 60 hours of business internship and students will participate in a pitch fest with their business plan. Students will obtain the Google Fundamentals of digital marketing certificate and complete a comprehensive final for the Business Pathway.

Glendale Unified School District

High School

August 13, 2019

(Revised Course Outline Pending Board Approval)

Department: Career Technical Education

Course Title: Information Technology and Cloud Computing Foundations Honors
(formerly Information Systems and Information Technology Essentials 1-2)

Course Code: 5144V/5145V

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Y, "g" College Prep Elective

Course Credits: 10

Prerequisite: Tech Lit

Recommended
Textbook: CompTIA A+ Certification All-in-One Exam Guide, Tenth Edition,
McGraw-Hill Education, 2019, 978-1260454031

CompTIA Cloud+ Study Guide: Exam CV0-003, 3rd Edition, Wiley, 2021,
ISBN: 978-1119810957

Course Overview: This course covers the hands-on foundations of Information Technology and Cloud Computing. The course topics for Information Technology include computer and software configuration, installation, diagnostics, networking, security, and professional responsibilities of an Information Technology professional. The course topics for Cloud Computing include Cloud Computing Fundamentals, Software as a Service (SaaS), Platform as a Service (PaaS), Infrastructure as a Service (IaaS), Security for Cloud, Cloud Business Continuity, Availability, and Legal Compliance. Student will design, implement, test, and validate a small and medium business environment on lab pods in the classroom and on Cloud Services. This

course provides preparation for students to take the CompTIA A+ or the TestOut PC Pro and the CompTIA Cloud+ certification exams.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Course Content-First Semester

Unit 1: Computer Hardware

(4 weeks)

STANDARDS

Information Support and Services Pathway Standards A2.0, A2.1, A2.2, A2.3, A2.4
Common Core State Standards (RSIT 12.3, WS 11-12.6, 9)

- A. The topics covered in this unit include CPU's, RAM, BIOS/UEFI, Motherboard, Power Supplies, Hard drives/SSDs, and Troubleshooting Techniques. Each component in this unit will be covered in depth, including diagnostics procedures for each component and correct installation methods. The students will have labs on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA A+ Exam or the TestOut PC Pro Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of sourcing and troubleshooting hardware. Students will write a research paper on the various Computer Hardware failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: Networking and Printers

(4 weeks)

STANDARDS

Networking Pathway Standards B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.5, B6.1, B7.2, B7.3.
Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include networking technologies, networking protocols, LAN's, WAN's, WLAN's, the internet, and the organizational impact. The students will learn about these technologies, and their applications via hands on labs. The students will discuss and diagnose common networking problems and determine the appropriate corrective actions. The students will cover the various printer technologies including Inkjet, Laser and Thermal. The students will learn about the configuration methods for each type in a modern organization and troubleshooting techniques. Students will be accessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA A+ Exam or the TestOut PC Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of Networking for small and medium sized businesses. Students will write a research paper on the various Networking failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: Operating Systems

(5 weeks)

STANDARDS

Information Support and Services Pathway Standards A4.1, A4.2, A4.1, A6.1, A6.2, A6.3, A6.4, A6.5, A6.6.

Common Core State Standards (RSIT 12.1,2,3. WS 11-12.6,7,8,9)

- A. The topics covered in this unit will include installing and upgrading operating systems, maintaining, and optimizing Operating systems. Other topics include learning about the Command Line Interface (CLI), creation of users and groups, common troubleshooting techniques for issues and problems on Windows and Linux. All the Operating System components will be covered and their common problems and troubleshooting techniques using labs. Students will be accessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA A+ Exam or the TestOut PC Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of installing or deploying an Operating System in an Enterprise Business Environment. Students will write a research paper on the various Operating System Deployment failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: Security

(3 weeks)

STANDARDS

Information Support and Services Pathway Standards A5.1, A5.2, A5.3, A5.4

Networking Pathway Standards B8.1, B8.2, B8.3, B8.4, B8.5

Common Core State Standards (RSIT 11-12.1,2,3,5, WS 11-12.6,7,8.)

- A. The topics covered in this unit include Security Concepts and Technologies, Network Design Techniques for Security and Analyzing threats for a modern network. Other topics covered in this unit include least access privileges, firewall, routers and intrusion detection and response devices. Students will research best practices used in industry to implement proper security techniques and analyzing threats. The students will learn about each topic from course lectures and will implement this knowledge via labs. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA A+ Exam or the TestOut PC Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of securing small and medium sized businesses. Students will write a research paper on the various Security failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 5: Digital and Mobile Forensics

(2 weeks)

STANDARDS

Information Support and Services Pathway Standards A1.1, A1.2

Common Core State Standards (RSIT 12.2,3,7, WS 11-12.4,5,6,7,8,9)

- A. The topics covered in this unit include the proper techniques, laws, and procedures that are involved in Digital and Mobile Forensics. This will also cover Forensics report writing and appearing in court to testify regarding the outcomes of the forensics investigations. Student will learn about the various aspects of Digital and Mobile Forensics via lectures, research projects and hands-on labs. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA A+ Exam or the TestOut PC Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of Digital Forensics tools in an Enterprise Environment. Students will write a

research paper on the various Digital Forensics failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 6: Mobile Devices and Virtualization

(2 weeks)

STANDARDS

Information Support and Services Pathway Standards A1.1.

Networking Pathway Standards B4.1, B4.4, B6.1, B6.3.

Common Core State Standards (RSIT 12.2,3,7, WS 11-12.4,5,6,7,8,9)

- A. This unit's topics includes coverage of mobile devices including Smart Phones, Tablets, etc. Also included are Virtualization topics which will include the hypervisors, and cloud-based systems. These topics will be covered via lecture, research papers, discussions, and labs. Students will be assessed on the topics via quizzes and exams. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA A+ Exam or the TestOut PC Pro Exam. The students will be able to describe and apply the topics covered in this unit. A comprehensive final exam will be required incorporating all aspect of the course to determine mastery and multiple culminating Lab projects will be assigned and assessed for mastery.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of managing Mobile Devices in an Enterprise Environment. Students will write a research paper on the various Virtualization failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Course Content-Second Semester

Unit 1: Cloud Computing Fundamentals

(3 weeks)

STANDARDS

Networking Pathway Standards B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.5, B6.1, B7.2, B7.3.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include cloud computing fundamentals including the benefits and issues, types of clouds, compliance models and best practices for various business use cases. Each component in this unit will be covered in depth, including diagnostics procedures for each component and correct setup methods. The students will

have labs on the topic and will learn the components in a hands-on way. Students will be accessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Cloud+ Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of Cloud Computing applications to modern business. Students will write a research paper on the various Cloud Computing failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: Software as a Service (SaaS)

(3 weeks)

STANDARDS

Networking Pathway Standards B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.5, B6.1, B7.2, B7.3.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include the various business uses for the Software as a Service Cloud Computing model including implementation, compliance, cost, and availability expectations. The students will learn about these technologies, and their applications via hands on labs. The students will discuss and diagnose common Software as a Service problems and determine the appropriate corrective actions. Students will be accessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Cloud+ Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of Software as a Service Cloud Computing applications to modern business. Students will write a research paper on the various Software as a Service Cloud Computing failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: Platform as a Service (PaaS)

(3 weeks)

STANDARDS

Networking Pathway Standards B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.5, B6.1, B7.2, B7.3.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include the various business uses for the Platform as a Service Cloud Computing model including implementation, compliance, cost, use in development applications, and availability expectations. The students will learn about these technologies, and their applications via hands on labs. The students will discuss and diagnose common Platform as a Service problems and determine the appropriate corrective actions. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Cloud+ Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of Platform as a Service Cloud Computing applications to modern business. Students will write a research paper on the various Platform as a Service Computing failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: **Infrastructure as a Service (IaaS)**

(3 weeks)

STANDARDS

Networking Pathway Standards B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.5, B6.1, B7.2, B7.3.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include the various business uses for the Infrastructure as a Service Cloud Computing model including business requirements, design, implementation, compliance, cost, hybrid cloud, and availability expectations. The students will learn about these technologies, and their applications via hands on labs. The students will discuss and diagnose common Infrastructure as a Service problems and determine the appropriate corrective actions. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Cloud+ Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of Infrastructure as a Service Cloud Computing applications to modern business. Students will write a research paper on the various Infrastructure as a Service Computing failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 5: Security for Cloud

(3 weeks)

STANDARDS

Networking Pathway Standards B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.5, B6.1, B7.2, B7.3.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include the application of security to all aspects of cloud and business operations for Cloud Computing including training for security, security design, security testing, cost of cloud security tools and services, and hybrid cloud options for security. The students will learn about these technologies, and their applications via hands on labs. The students will discuss and diagnose common Cloud Security problems and determine the appropriate corrective actions. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Cloud+ Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of secure implementation of Cloud Computing applications to modern business. Students will write a research paper on the various security failures for Cloud Computing and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 6: Cloud Business Continuity, Availability, and Legal Compliance

(5 weeks)

STANDARDS

Networking Pathway Standards B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.5, B6.1, B7.2, B7.3.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include the application of cloud computing business continuity, cloud availability, and legal compliance for cloud environments including managing cloud risk, preparing process and procedures to maintain business continuity and responsibilities of the leading staff, and maintaining legal compliance for various business operations on the cloud. The students will learn about these technologies, and their applications via projects. The students will discuss and diagnose common Cloud Security compliance and availability problems and determine the appropriate corrective actions. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Cloud+ Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of business continuity and availability implementation of Cloud Computing applications to modern business. Students will write a research paper on the various legal compliance failures for Cloud Computing and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Final Exam / Project

Student will design, implement, test, and validate a small and medium business environment on lab pods in the classroom and on Cloud Services (Amazon Web Services (AWS)). Student will be expected to maintain a high uptime and maintain a secure, safe, and practical environment as a work-based learning team experience. The final exam for the courses will be the TestOut PC Pro industry recognized certification and project based exam for Cloud Computing.

Glendale Unified School District

High School

February 18, 2020

(Revised Course Outline Pending Board Approval)

Department: Career Technical Education

Course Title: Networking and Cyber Security Honors
(formerly Information Technology Networking and Cyber Security 3-4)

Course Code: 5146V/5147V

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Y, "g" College Prep Elective

Course Credits: 10

Prerequisite: IT 1-2: Information Technology and Cloud Computing Foundations
Honors

Recommended
Textbook: CompTIA Network+ Certification All-in-One Exam Guide, Seventh Edition, Mike Meyers, ISBN: 978-1260122381

CompTIA Security+ All-in-One Exam Guide, Sixth Edition, Wm. Arthur Conklin, and Greg White, ISBN: 978-1260464009

Course Overview: This course covers the hands-on foundations of Networking and Security topics. The networking topics include the model, architecture, function and components of computer networks and the internet. Also covered is Internet Protocol addressing, computer networks media and operations, Open Systems Interconnection and TCP Transmission Control Protocol models, and implementation of various networking setups in a lab environment. The security topics including Risk Management, how to address security for organizational needs of hardware and software systems secure, maintaining security policies, processes, and

communications. Cyber Security reconnaissance, vulnerability and attacks will also be covered and implemented via hands-on hardware and software tools. This course provides preparation for students to take the CompTIA Network+ or the TestOut Network Pro and the CompTIA Security+ or the TestOut Security Pro certification exams.

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically challenging, involving substantial reading, writing, problems, and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

Course Content-First Semester

Unit 1: Network Models, Topology, Network Cabling, and Ethernet

(3 weeks)

STANDARDS

Information and Communication Technologies Pathway Standards

Networking Pathway: B1.1, B1.2, B1.3, B2.1, B3.1, B3.2

Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include the evolution of networking models, the evolutions of cabling standards, making network cables, and the evolutions of the Ethernet Standards. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Network+ or the TestOut Network Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of Network Architecture. Students will write a research paper on the various Network Architecture failures and provide recommendations to fix these failures based on referenced best practices. The students will create network cabling and test their cables to meet expected performance metrics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: Physical Network Installation, Basics and Applications of TCP/IP, and Network Routing (3 weeks)

STANDARDS

Information and Communication Technologies Pathway Standards Networking Pathway: B1.2, B2.1, B3.1, B3.5, B3.6, B6.1 Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include the hands-on creation and best practices of network cabling, the details of TCP/IP in a network and practical applications of routing protocols in a modern network. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Network+ or the TestOut Network Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of Network Installation and Network Routing. Students will write a research paper on the various Network Installation failures and provide recommendations to fix these failures based on referenced best practices. The students will implement a network installation, designate IPs, and confirm network routing details in groups. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: Network Naming, TCP/IP Securing, Advanced Networking and IPv6 (3 weeks)

STANDARDS

Information and Communication Technologies Pathway Standards Networking Pathway: B1.6, B2.3, B3.4, B3.5, B3.6, B3.7. B8.1 Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit network naming conventions, methods of securing TCP/IP against modern threats, Advanced Networking techniques and best practices and IP version 6 (IPv6). The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Network+ or the TestOut Network Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of Advanced Networking and IPv6. Students will write a research paper on the various Advanced Network failures and provide recommendations to fix these failures

based on referenced best practices. The students will update their network installation from the previous unit and improve the installation with Advanced Networking practices including implementing IPv6 with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: Remote Connectivity, Wireless and Mobile Networking, and Cloud Computing

(4 weeks)

STANDARDS

Information and Communication Technologies Pathway Standards Networking Pathway: B1.6, B2.3, B3.4, B3.5, B3.6, B3.7. B8.1 Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include remote connectivity of networked systems, setup, configuration, maintenance and troubleshooting of Wireless and Mobile Networks. Also covered will be a practical foundations of Cloud Computing setups on AWS and private cloud. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Network+ or the TestOut Network Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of implementing Networked Systems in the Cloud. Students will write a research paper on the various Cloud Design and Implementation failures and provide recommendations to fix these failures based on referenced best practices. The students will update their advanced network installation from the previous unit and implement this installation on a Cloud Computing Platform such as AWS with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 5: Building Real World Networks, Managing Risk, Protecting and Monitoring your Network, and Network Troubleshooting

(7 weeks)

STANDARDS

Information and Communication Technologies Pathway Standards Networking Pathway: B4.1, B4.2, B4.3, B4.5, B4.6, B4.9, B5.1, B7.1, B7.2, B7.3, B8.1, B8.2, B8.3, B8.4, B8.5
Common Core State Standards (RSIT 11-12.3, 11-12.7. WS 11-12.4, 11-12.6)

- A. The topics covered in this unit include building real world networks, best practices for managing risk for those networks, using best practices to protect and monitor the networks. Cloud computing will be used to demonstrate more complex industry configurations. The students will have projects on the topic and will learn the components

in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Network+ or the TestOut Network Pro Exam. The students will be able to describe and apply the topics covered in this unit. A comprehensive final exam will be required incorporating all aspect of the course to determine mastery and multiple culminating Lab projects will be assigned and assessed for mastery.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of protecting and monitoring networked systems on premise, hybrid and Cloud based. Students will write a research paper on the various Network Monitoring failures and provide recommendations to fix these failures based on referenced best practices. The students will update their advanced network installation from the previous unit and implement network protection and network monitoring best practices with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Course Content-Second Semester

Unit 1: Security Vulnerabilities, Threats, and Attacks

(3 weeks)

STANDARDS

Information Support and Services Pathway Standards

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include Malware fundamentals, various attacks and threat Actors, methods of Scanning and Testing Security and negative impacts for a business that gets hacked. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices for testing for security vulnerabilities and threats. Students will write a research paper on the various Security attacks failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 2: Security Tools and Technologies

(3 weeks)

STANDARDS

Information Support and Services Pathway Standards B8.1, B8.2, B8.3, B8.4, B8.5.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include Security tools and techniques that are available to monitor and troubleshoot networks, best practices to deal with common security issues and vulnerabilities, deployment of secured equipment and implementation of secured protocols. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. The students will have projects on the topic and will learn the components in a hands-on way. Students will research regarding the best practices of utilizing security tools to manage security more efficiently. Students will write a research paper on the various security tool failures and provide recommendations to fix these failures based on referenced best practices. The students will update their advanced network installation from the previous unit to include security tool best practices with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 3: Security Design and Architecture

(4 weeks)

STANDARDS

Information Support and Services Pathway Standards B8.1, B8.2, B8.3, B8.4, B8.5.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit will include security frameworks such as NIST, ISO, and PCI DSS, Secure design of systems and deployment of secure systems including embedded and IoT. Also included is topics regarding development of scripts for deployment, secure cloud computing, virtualization, automation of security and physical controls of hardware and deployed technologies. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of Security Design and Architecture. Students will write a research paper on the various Security Design failures and provide recommendations to fix these failures based

on referenced best practices. The students will update their advanced network installation from the previous unit and implement Secure Design best practices with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 4: Access and Identity Management

(2 weeks)

STANDARDS

Information Support and Services Pathway Standards B8.1, B8.2, B8.3, B8.4, B8.5, C4.9, C5.4.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include secure access to system and network resources, best practices for secure identity and account management and controls. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of protecting and monitoring Access and Identity Management systems. Students will write a research paper on the various Identity Management failures and provide recommendations to fix these failures based on referenced best practices. The students will update their advanced network installation from the previous unit and implement Identity Management best practices with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 5: Risk Management, PKI, and Cryptography

(5 weeks)

STANDARDS

Information Support and Services Pathway Standards A1.1, A1.2, B8.1, B8.2, B8.3, B8.4, B8.5.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. The topics covered in this unit include Risk Management policies, procedures, and plans and how an attack can negatively impact a business. Also covered are business continuity and incident response best practices, digital forensics after an incident occurs, general best practices for data security and privacy including applications and best practices use of encryption for data, wired and wireless systems. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit.

- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of regarding Cryptography. Students will write a research paper on the various Cryptography failures and provide recommendations to fix these failures based on referenced best practices. The students will update their advanced network installation from the previous unit and implement business continuity and incident response best practices with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Unit 6: Cyber Security

(3 weeks)

STANDARDS

Information Support and Services Pathway Standards B8.1, B8.2, B8.3, B8.4, B8.5.

Common Core State Standards (RSIT 12.3, WS 11-12.2,3,4,5,6,7,8)

- A. This unit's topics includes coverage of best practice and implementation of Cyber Security for a modern organization. There will be examples of recent Cyber Security incidents and how breaches or damages could have been stopped and attempts at penetration testing in a live network environment. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit. A comprehensive final exam will be required incorporating all aspect of the course to determine mastery and multiple culminating Lab projects will be assigned and assessed for mastery.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices for Cyber Security in a Modern Enterprise. Students will write a research paper on the various Cyber Security failures and provide recommendations to fix these failures based on referenced best practices. The students will update their advanced network security installation from the previous unit and implement Cyber Security best practices with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

Final Exam / Project

Student will design, implement, test and validate an enterprise business environment on the production server rack. Students will be grouped into four teams including Help Desk Operations, System Administration, Network Administration and Cyber Operations. Student will be expected to maintain a 99.99% uptime and maintain a secure, safe, and practical environment as a work-based learning team experience.

The final exams for the courses will be the TestOut Network Pro and the TestOut Security Pro industry recognized certifications.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Animation

Course Title: Intermediate 2D Animation Honors

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

Grade Level(s): 10-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N, Subject): Y, "f" Fine Arts

Course Credits: 10

Prerequisite: Tech Lit

Recommended Textbook: The Animator's Survival Kit: Expanded Edition
Richard Williams
ISBN: 978-0-86547-897-8

How to Draw: Drawing and Sketching Objects and Environments from Your Imagination
Scott Robertson, with Thomas Bertling
ISBN: 978-193349273-5

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre
ISBN: 978-193349295-7

Course Overview: 2D Animation 1-2 is a concentrator course that formalizes the skills of foundational drawing for animation and the Principles of Animation. Topics covered in this course include drawing foundations, color and design theory, the Principles of Animation, storyboarding, character building, motion tweening, lip sync animation, and editing. Students in this course build a working knowledge of the animation process and filmmaking through the lens of industry approved practices. This course emphasizes drawing principles and techniques where students become proficient at gesture and quick sketch, solid drawing, structure, weight,

perspective, rendering light, character design, and storyboarding. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best still and moving work throughout the course.

First Semester-Course Content

Unit 1: Foundations of Drawing - Part 1

(3 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0, A4.0

Common Core State Standards: LS11-12.5

- A. Topics covered in this unit include traditional and digital drawing techniques; drawing process with thumbnails, roughs, and comps; and principles of gesture and quick sketch to communicate line of action, structure, anatomy, weight, balance, and proportion. Students will learn to utilize observational techniques and a process to capture the line of action, essential forms, edges, cross contours, and shading when sketching objects, vehicles, and the human figure. Students work with traditional materials while learning how to use digital software.
- B. The culminating task in this unit is a detailed comp of a character design. Students will research various costumes and will illustrate character turnarounds, action poses, facial expressions, and the visual development art for the supporting costume and prop design. This project will assess the application of concepts and principles covered in the unit.

Unit 2: Foundations of Drawing - Part 2

(3 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.6

CTE Arts Media and Entertainment Standards: A1.0; A2.0, A4.0

Common Core State Standards: LS11-12.5

- A. Topics covered in this unit include landscape drawing, perspective drawing, and composition for film. Students will learn how to use one-point, two-point, and multi-point perspective to illustrate rigid and organic objects and structures. Digital painting techniques will be used to illustrate thumbnails and roughs of the images that communicate a story. Students will have their introduction to cinematography and the Principles of Design in order to practice using high and low perspective points to emulate

periods camera angles. Using perspective and various painting techniques, they will learn to build and render imagery that is structured and accurately proportioned.

- B. The culminating task in this unit is an illustrated collection of background color comps that accurately show depth and perspective. Finished products will have a strong representation of atmospheric depth and a range of tonal values. This project will assess the application of concepts and principles covered in the unit.

Unit 3: **Principles of Animation**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 3.3; 4.5; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: LS11-12.4

- A. Topics covered in this unit include the traditional principles of animation. Students will learn squash and stretch, anticipations, follow through, arcs, and slow-in-slow-out (easing) while building upon their drawing skills. Students will continue to formalize drawing techniques as they develop continuity in their drawings when using various industry specific apps to create a variety of short animated clips. As students work to develop their artistic abilities, an emphasis on composition and visual communication will act as a primer to help them self assess work quality.
- B. The culminating task in this unit is an illustrated collection of 5 to 10 motion tests of hand-drawn animation correctly exhibiting various principles of animation. Each motion test will be a synthesis of knowledge and understanding students interpret the principle of animation and develop their own moving animation to represent it, meaning that the subject of the finished animation will be determined by the student. This project will assess the application of concepts and principles covered in the unit.

Unit 4: **Storyboards and Visual Storytelling**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 2.5; 3.3; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: G-MG-1; LS11-12.7

- A. Topics covered in this unit include visual storytelling, script writing, drawing for storyboards, the thumbnailing process, and drawing facial expressions. Students will continue to refine drawing techniques and processes throughout this unit to develop a shorthand for quickly and clearly illustrating characters and places. Students will create

multiple storyboards that include dynamic character movement, convincing acting, subtle timing, a variety of camera angles, camera shots, camera movement, and an appropriate use of perspective drawing.

- B. The culminating task in this unit is a fully developed storyboard sequence of a skit derived by the student. Story boards must include dialogue, action notes, and camera information. All visuals must be drawn and include appropriate backgrounds and characters. This project will assess the application of concepts and principles covered in the unit.

Unit 5: Film and Animatics

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A3.0; A5.0

Common Core State Standards: LS11-12.3; RSL11-12.4

- A. Topics covered in this unit include the principles of animation that include staging, secondary action, appeal, and solid drawing. Students will also learn how to appropriately time their storyboard panels to create short, animatic films. Other topics include story arc, story pacing, soundtrack construction, audio editing, and the proper crediting of sources. Students will continue to develop accuracy with their drawings, focusing on clear direction, structure, mood and tone, and perspective. The expectation is that students are starting to sharpen their ability to create interesting compositions that are visually communicative.
- B. The culminating task in this unit is a short animatic that utilizes clear and precise drawing techniques, engaging script writing, an appropriate use of shot choice, recorded dialogue, background audio, and sound effects. Projects need to have a strong sense of story, a good sense of timing, and an appropriate selection of visuals for storytelling. This project will assess the application of concepts and principles covered in the unit.

Unit 6: Portfolio and Demo Reel

(2 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include curation of artifacts, visual storytelling, graphic design, and layout. Students will select their best work created throughout the term and will develop print friendly and online viewable images and videos of their most accomplished

work. Students will engage in critique as they work together to identify the strongest pieces of animation and visual development art to represent in their portfolio. Other topics include visual hierarchy, text and image, general graphic design principles, editorial layout, and image optimization.

- B. The culminating task in this unit is a 10 page portfolio book layout with images, written details, and contact information of the artist. The demo reel portion of this project will include in the intro section, 10 moving and still clips of the artist's most accomplished work, and an end credit scene with contact information. This project will assess the application of concepts and principles covered in the unit.

Second Semester-Course Content

Unit 1: Straight Through and Pose-to-Pose Animation

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.6

CTE Arts Media and Entertainment Standards: A1.0; A4.0

Common Core State Standards: LS11-12.3; RLST11-12.4

- A. Topics covered in this unit include life drawing techniques, illustrations of bipeds and quadrupeds, character sketch in various action poses, straight through animation versus post-to-pose animation, and continuity in the drawing process. Students will focus on timing and spacing in animation to create movement that communicates an accurate sense of weight and physics. Students will also practice various animation exercises that show movement and dynamic acting.
- B. The culminating task in this unit is a collection of motion tests that show walk and run cycles that communicate personality and attitude. Finished animations will have a strong sense of weight, dynamic motion, and character. This project is a synthesis of processing knowledge covered throughout this unit and the first term of instruction.

Unit 2: Character Rigging for Animation

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; RSL11-12.7

- A. Topics covered in this unit include character design, visual development, digital illustration, node view hierarchies, drawing substitutions, and character rigging. Students

will practice developing a 2D character but illustrating line ups, turn arounds, concept sketches, and action poses before building an animation ready rig. Other concepts include pivot point setup, underlay and overlay painting, layer, deformations, and node management.

- B. The culminating task in this unit is a finished puppet rig with various drawing substitutions, facial expression setup, and hierarchy connections. Students will create a video that shows a character with appropriate articulation, a strong sense of design, and no breaking portions. This project will assess the application of concepts and principles covered in the unit.

Unit 3: Lip Sync Animation

(2 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include viseme creation, phoneme analysis, script writing, drawing substitution techniques, facial expressions, extrapolation, and exaggeration. Students will develop their own original characters that are appropriately set up with facial animation and lip-synching. The characters will be drawn using techniques covered throughout the term and will animate using a variety of dialogue sources.
- B. The culminating task in this unit is a collection of motion tests with acting, takes, and dialogue tests. Students will create their own dialogue and will appropriately match visual character expressions and visemes to corresponding audio phonemes. This project will assess the application of concepts and principles covered in the unit.

Unit 4: Animation Production - Part 1

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include the pre-production pipeline, visual development, thumbnails, roughs, comps, character designs, script writing, storyboards, and animatics. Students will develop an original storyline and will create all of the supporting artwork in the film. Artwork will include a good use of perspective, appropriate lighting, accurate

rendering, smart color choice, and representative anatomy. The bulk of the visual development imagery in this unit will be used in portfolios.

- B. The culminating task in this unit is a compilation of pre-production artwork including various paintings, character designs, and storyboards. The supporting elements for each of these deliverables will also be presented by the students in a “pitch” session in front of the class. This project will assess the application of concepts and principles covered in the unit.

Unit 5: Animation Production - Part 2

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include production, character rigging, audio and soundtrack building, key framing, FX animation, character animation, and post production editing. Students will continue to work through the pipeline and will refine and finish their short films. Other topics include the proper naming of scenes in the animatic, the inclusion of panel and dialogue information, and pipeline organization of files.
- B. The culminating task in this unit is a completed animated film with audio, dialogue, a good use of perspective, solid drawing techniques, and representation of the 12 principles of animation. Finished films will have a strong sense of story, good cinematography, good craftsmanship, and an appealing design. This project will assess the application of concepts and principles covered in the unit.

Unit 6: Portfolio Website

(2 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include marketing, social media, entrepreneurship, web design, and graphic design. Students will learn how to develop an online presence by creating a display of their best work completed throughout the term. The artwork shown on the website will include still images and various animations created throughout the term. The work must have a strong sense of drawing technique.

- B. The culminating task in this unit is a portfolio and demo reel of student work. Students will create a well-designed collection of their best 10 still images and test 6 animations. The website will also include links to other pages, an about page, a contact page, and an informative page about the artist's process. This project will assess the application of concepts and principles covered in the unit.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Animation

Course Title: Advanced 2D Animation Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N, Subject): Y, "f" Fine Arts

Course Credits: 10

Prerequisite: Intermediate Animation Honors

Recommended Textbook: The Animator's Survival Kit: Expanded Edition
Richard Williams
ISBN: 978-0-86547-897-8

How to Draw: Drawing and Sketching Objects and Environments from Your Imagination
Scott Robertson, with Thomas Bertling
ISBN: 978-193349273-5

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre
ISBN: 978-193349295-7

Course Overview: 2D Animation 3-4 is a capstone course that provides advanced instruction on the fundamental Principles of Animation within the structure of the film and animation pipeline. Topics covered in the course include figure drawing, the Principles of Animation, character design and rigging, storyboarding, advanced character animation, and film editing. Students in this course expand upon animation and filmmaking skills in order to make original short films. This course emphasizes the mechanics of movement in animation, animation principles related to physics and weight characteristics, engaging

storytelling, visual development, and film creation. The culminating task in this course is a digital portfolio that highlights the artist's most accomplished still and moving work throughout the course.

First Semester-Course Content

Unit 1: Foundations of Drawing for Animation

(5 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.6

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include gesture drawing to capture attitude, weight shift, structure, line economy, line of action. Students will practice a shape based approach to illustrating figure drawings. Other topics covered in this unit include proportions, line weight, range of values, and shading techniques. Students will use the principles and techniques covered in this unit to develop their own character designs.
- B. The culminating task in this unit is a character in line up. Students will illustrate a minimum of five characters that exist in the same universe. The illustrations of the characters will include turn around drawings, expression sheets, costume designs, and action poses. Students will also create various visual development illustrations that show these characters in settings. This project will assess the application of concepts and principles covered in the unit.

Unit 2: The Principles of Animation

(5 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: LS11-12.3; RLST11-12.4

- A. Topics covered in this unit include squash and stretch, overlapping action, follow through, anticipation, arcs, staging, secondary action, solid drawing, and timing for animation. Using a combination of straight through and pose-to-pose animation, students will develop a series of short animations that communicate mood, exaggeration, and acting. The emphasis in this unit focuses on the mechanics of movement and how they relate to character personality.

- B. The culminating task in this unit is a collection of Animation motion tests. The animation tests will focus on a good use of timing, believable weight characteristics, a strong use of the principles of animation, and accuracy. Students will animate the characters designed in the previous unit showing basic interactions that exemplify physics, weight shift, attitude, and emotion through movement. This project will assess the application of concepts and principles covered in the unit.

Unit 3: Visual Development

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.3; 1.4; 1.5; 5.3; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: LS11-12.3; LS11-12.7; WS11-12.4

- A. Topics covered in this unit include digital painting techniques, principles of design, unity and variety, research, and designing through multiple iterations of critique and refinement. Students will also cover topics related to prop and environment design in order to illustrate settings that communicate mood. Background images will include a variety of neutral diffused light, direct light, and isolated lighting setups.
- B. The culminating task in this unit is a collection of background and illustration images to be used in an animated short. Students will illustrate background and layout drawings, including set dressing, and characters designed in the previous unit. Background images need to be appropriately sized in order to accommodate camera moves. This project will assess the application of concepts and principles covered in the unit.

Unit 4: Animation Production Short Film

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include the pre-production pipeline, visual development, thumbnails, roughs, comps, character designs, script writing, storyboards, and animatics. Students will develop an original storyline and will create all of the supporting artwork in the film. The keyframed animation will include a representation of squash and stretch, anticipation, overlapping action, staging, arcs, secondary action, and solid drawing. Artwork will include a good use of perspective, appropriate lighting, accurate rendering, strategic color choice, and representative anatomy. Topics covered for illustration include foundational drawing and painting principles, lighting, structure, line of action, value,

and composition. The bulk of the visual development imagery in this unit will be used in portfolios.

- B. The culminating task in this unit is a compilation of pre-production artwork including various paintings, character designs, and storyboards. The supporting elements for each of these deliverables will also be presented by the students in a “pitch” session in front of small peer groups. This project will assess the application of concepts and principles covered in the unit.

Unit 5: Portfolio and Demo Reel

(2 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include curation of artifacts, visual storytelling, graphic design, and layout. Students will select their best work created throughout the term and will develop print friendly and online viewable images and videos of their most accomplished work. Students will engage in critique as they work together to identify the strongest pieces of animation and visual development art to represent in their portfolio. Other topics include visual hierarchy, text and image, general graphic design principles, editorial layout, and image optimization.
- B. The culminating task in this unit is a ten page portfolio book layout with images, written details, and contact information of the artist. The demo reel portion of this project will include an introductory section, ten moving and still clips of the artist's most accomplished work, and an end credit scene with contact information. This project will assess the application of concepts and principles covered in the unit.

Second Semester-Course Content

Unit 1: Advanced Principles of Animation

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.5; 5.3; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A8.0

Common Core State Standards: LS11-12.3, WS11-12.4; LS11-12.7

- A. Topics covered in this unit include acting, attitude, takes, secondary action, overlapping action, lip sync, and timing for animation. Students will video record various types of

athletic movements and will study them to develop thumbnail sketches and breakdowns in order to animate complex scenes. Students will learn about various types of pacing between subtle and bigger actions on screen. At the end of this unit students will have a strong command of timing, staging, and solid drawing for their animations.

- B. The culminating task in this unit is a multi scene animation with an acrobatic character. Students will plan out a sequence, such as a parkour wall jump, that communicates a strong sense of weight, timing, and movement through the use of easing, overlapping action, arcs, and solid drawing. This project will assess the application of concepts and principles covered in the unit.

Unit 2: Animation Pipeline

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 3.3; 4.5; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: LS11-12.3; RLST11-12.4

- A. Topics covered in this unit include ideation, script writing, character design, background design, storyboarding, animatics, character rigging, layout drawings, set building, keyframe animation, and editing. Students will learn about the entire process of taking an idea to a finished animation as they develop their own films. Other topics include story arc, humor, genre, and style. This unit ends with editing techniques and embellishments added to animation in the post production phase.
- B. The culminating task in this unit is a twenty second animation developed entirely by the student. Finished films will have a strong representation of the Principles of Animation, editing, and a story arc. This project will assess the application of concepts and principles covered in the unit.

Unit 3: Character Design and Rigging

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.5; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0

Common Core State Standards: LS11-12.7, G-MG-1, WS11-12.4

- A. Topics covered in this unit include the character design process, prop design, costume design, turn arounds, and expression sheets. Advanced concepts covered in this unit include character building, character setup, rigging in the node view, expression setup,

constraints, and testing. Students are tasked to build characters that will be animated in their short films.

- B. The culminating task in this unit is a production ready character that is rigged for animation. Motion tests will include movement, dialogue, and exaggerated forms of acting. This project will assess the application of concepts and principles covered in the unit.

Unit 4: **Animation Production Short Film**

(6 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: RLST11-12.4; LS11-12.3; WS11-12.4

- A. Topics covered in this unit include the pre-production pipeline, visual development, thumbnails, roughs, comps, character designs, script writing, storyboards, and animatics. Students will develop an original storyline and will create all of the supporting artwork in the film. The keyframed animation will include a representation of squash and stretch, anticipation, overlapping action, staging, arcs, secondary action, solid drawing. Artwork will include a good use of perspective, appropriate lighting, accurate rendering, strategic color choice, and representative anatomy.
- B. The culminating task in this unit is a compilation of pre-production artwork including various paintings, character designs, and storyboards. The supporting elements for each of these deliverables will also be presented by the students in a "pitch" session in front of the class. This project will assess the application of concepts and principles covered in the unit.

Unit 5: **Portfolio Website**

(2 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include marketing, social media, entrepreneurship, web design, and graphic design. Students will learn how to develop an online presence by creating a display of their best work completed throughout the term. The artwork shown on the website will include still images and various animations created throughout the term. The work must have a strong sense of drawing technique and realistic motion.

- B. The culminating task in this unit is a portfolio and demo reel of student work. Students will create a well-designed collection of their best ten still images and six animations. The website will also include links to other pages, an about me page, a contact section, and an informative page about the artist's process. This project will assess the application of concepts and principles covered in the unit.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Comics

Course Title: Intermediate Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N, Subject): Y, "I" Fine Arts

Course Credits: 10

Prerequisite: Tech Lit

Recommended Textbook: Making Comics: Storytelling Secrets of Comics, Manga, and Graphic Novels
Scott McCloud
ISBN: 9781428708679

Graphic Storytelling and Visual Narrative
Will Eisner
ISBN: 9780393331271

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre
ISBN: 9781933492957

The Art of Responsive Drawing
Nathan Goldstein
ISBN: 9780131945616

Course Overview: Comic Book Production 1-2 is a concentrator course that formalizes the skills of foundational drawing for the creation of comic books, graphic novels, and Manga. Topics covered in this course include drawing from observation, color and design theory, the Principles of Design, shape based drawing methods, character design, the creative process, and self

expression. Students in this course build a working knowledge of the traditional and digital drawing practices through the lens of visual narrative. This course emphasizes drawing principles and techniques where students become proficient at gesture and quick sketch, solid drawing, perspective, rendering light, character design, and world building. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best imagery created throughout the course.

First Semester-Course Content

Unit 1: Foundations of Drawing - Traditional Media

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.3; 1.4; 2.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0, A3.0, A4.0

Common Core State Standards: LS11-12.5

- A. Topics covered in this unit include mark making, contour, gesture, quick sketch, values, line, shading techniques, the Elements of Art, and the Principles of Design. Students will practice drawing processes in a variety of traditional media with the emphasis on developing their foundational drawing abilities. This unit requires that students develop observation skills while using a shape based approach to drawing.
- B. The culminating task in this unit is collection of the most expressive images created during the unit of instruction. Students will look through their work and curate a variety of images that show a breadth of drawing techniques. Finished work sample will include This project will assess the application of concepts and principles covered in the unit.

Unit 2: Foundations of Drawing - Digital Media

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.6

CTE Arts Media and Entertainment Standards:: A1.0; A2.0, A4.0

Common Core State Standards: LS11-12.5

- A. Topics covered in this unit include composition, value, drawing process, digital tools, and layer drawing techniques. Students start drawing digitally and will expand upon techniques practiced in the previous unit. Foundational drawing topics covered will include spatial relations, perspective, and depiction of depth. As students illustrate

various panels, they will study the mechanics of comics and will attempt visual storytelling with images.

- B. The culminating task in this unit is a four panel comic strip drawn with digital tools. The finished product will have a strong layout design, a good representation of spatial relations, full value rendering, and a high level of detail. This project will assess the application of concepts and principles covered in the unit.

Unit 3: Elements of Comics

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 3.3; 4.5; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: LS11-12.4

- A. Topics covered in this unit include composition, storytelling, layout design, panel and story flow, frame, and best practices of comic illustration. Students will select simple story and character elements in order to focus on developing the process steps to take an idea from a thumbnail to a finished comic strip. Students will also engage in critique sessions and complete multiple stages of iterative design with their comics.
- B. The culminating task in this unit is a fully colored comic page of a historical adaptation. Students will be required to do research, develop an idea, illustrate it using digital drawing techniques. The comic panels will need to represent a wise use of page real estate and composition design choices. This project will assess the application of concepts and principles covered in the unit.

Unit 4: Narrative Tools and the Writing Process

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.3; 2.4; 2.5; 3.3; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: G-MG-1; LS11-12.7

- A. Topics covered in this unit include script writing, visual storytelling, outlines, story development, and plot. Students will participate in collaborative critique sessions to generate ideas. They will also practice mapping out story arcs, plot designs, and written diagrams that show the story sequence. The illustrative portion of this unit focuses on individual storytelling images that support the story.

- B. The culminating task in this unit is a written script and synopsis for an original comic issue. The written document will be for a 4 issue story and will include concept sketches, character designs, and other visuals to help augment the writing. This project will assess the application of concepts and principles covered in the unit.

Unit 5: Portfolio and Website

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include curation of artifacts, visual storytelling, and comic creation. Students will select their best work created throughout the term and will develop print friendly and online viewable images of their most accomplished work. Students will also look into industry based practices and licensing of their work.
- B. The culminating task in this unit is a 10 page portfolio book layout with images, written details, and contact information of the artist. Students will also develop a website to house the portfolio and will have the option to create a full online presence. This project will assess the application of concepts and principles covered in the unit.

Second Semester-Course Content

Unit 1: Fundamentals of Story

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 1.6

CTE Arts Media and Entertainment Standards: A1.0; A4.0

Common Core State Standards: LS11-12.3; RLST11-12.4

- A. Topics covered in this unit include ideation, the power of words, and stories for humans. Students will examine archetypes, popular stories, myth, and legends as they develop visual tools to depict those stories. As they continue to explore these stories, students will consider how to adapt the storytelling techniques and visual imagery to tell their own original story. Through the close reading of children's storybooks, editorial comics, traditional comic books, Manga, and online comics they will identify an area of focus for the remainder of the semester.
- B. The culminating task in this unit is a multi page telling of the story of the student in the format of their choice. They will create an autobiographical visual representation that

shows their past, present, and possible future. Using concepts covered throughout the first semester students will utilize a variety of mechanics of comics, drawing foundations, and fundamentals of story techniques to develop a comic. This project will assess the application of concepts and principles covered in the unit.

Unit 2: **Plot Development and Scripts**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A7.0

Common Core State Standards: LS11-12.3; RSL11-12.7

- A. Topics covered in this unit include 3-act structure, plot development, character development, conflict, and mapping story arc. As students study various tools to represent stories in their comics, they will start to consider what the main theme and focus of their final project will be. Students will also create concept sketches, color scripts, and background designs to accompany the script.
- B. The culminating task in this unit is a draft script for the visual medium of their choice. The script will include essential story points, descriptions of characters, a detailed story arc, analysis of the conflict, and a general description of how the story may end. This project will assess the application of concepts and principles covered in the unit.

Unit 3: **World Building**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A6.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include character design, background design, prop design, set pieces, and advanced rendering techniques. Students will practice digital drawing techniques to create final renderings of the essential elements that will go into the full trade comic. Additional topics covered include style, rendering strategies, compositional approaches to design, the Principles of Design, and critical trends in history and contemporary development in comics.
- B. The culminating task in this unit is a collection of style sheets that will be used in the final comic. The style sheets will include settings, backgrounds, character poses, character facial expressions, and prop illustrations. This project will assess the application of concepts and principles covered in the unit.

Unit 4: Comic Production

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A3.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include a full review of drawing and story concepts, consolidating learning, publishing, licensing, and developing your own process. Students will research publishing and licensing requirements with the goal of using those practices with their own creations. They will also consolidate learning from the year in order to illustrate in a manner that fits their needs.

- B. The culminating task in this unit is a completed four issue trade designed by the student (or equivalent based on format). The finished comic will include a smart use of composition, high quality drawings, reasonable spatial relations, hand lettered text, original design, engaging story, and character development.

Unit 5: Portfolio and Website

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include curation of artifacts, visual storytelling, and comic creation. Students will select their best work created throughout the term and will develop print friendly and online viewable images of their most accomplished work. Students will also look into industry based practices and licensing of their work.

- B. The culminating task in this unit is the completed comic book and an updated portfolio with images, written details, and contact information of the artist. This project will assess the application of concepts and principles covered in the unit.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Comics

Course Title: Advanced Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N, Subject): Y, "f" Fine Arts

Course Credits: 10

Prerequisite: Intermediate Comic Illustration - Honors

Recommended Textbook: Making Comics: Storytelling Secrets of Comics, Manga, and Graphic Novels
Scott McCloud
ISBN: 9781428708679

Graphic Storytelling and Visual Narrative
Will Eisner
ISBN: 9780393331271

Framed Ink: Drawing and Composition for Visual Storytellers
Marcos Mateu-Mestre
ISBN: 9781933492957

The Art of Responsive Drawing
Nathan Goldstein
ISBN: 9780131945616

Course Overview: Comic Book Production 3-4 is a capstone course that provides advanced instruction in drawing practice and creative expression through the creation of comic books, graphic novels, and Manga. Topics covered in the course include digital drawing techniques, the Principles of Design,

graphic novel layout design, visual narrative, storytelling, and creative expression. Students in this course expand upon illustration skills taught in the previous course in order to make original comic books and graphic novels. This course emphasizes shape based drawing, engaging storytelling, visual development, layout design, story flow, and comic creation. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best imagery created throughout the course.

First Semester-Course Content

Unit 1: Industry Overview

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 3.3; 4.5; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: LS11-12.4

- A. Topics covered in this unit include research, industry outreach, and freelance illustration. Students will conduct research on how to monetize their illustration career through in-house and freelance employment. The entire class will collaborate in a research study and will contribute 5-10 sources that can potentially lead to employment and internship opportunities in the illustration industry. Students will consider popular avenues for illustrations such as editorial illustration, illustration for websites, magazine, storybook, comic book, graphic novels, and Manga.

- B. The culminating task in this unit is a written business plan where students select specific resources from the class collaborative project and develop an employment strategy that fits their needs. The business plan will delineate a timeline of actionable steps students will take during the school year for internship and employment opportunities with their illustration work.

Unit 2: Elements of Comics

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.1; 2.3; 2.4; 3.3; 4.5; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0

Common Core State Standards: LS11-12.4

- A. Topics covered in this unit include advanced techniques on composition, page layout design, panel and story flow, and digital illustration. Students will develop their own

story and character elements and use ideation and process steps to make new issues of their comic. Students will also engage in critique sessions to share feedback with peers.

- B. The culminating task in this unit is a digital library of concept art consisting of characters and background. The comic panels will need to represent a wise use of page real estate and composition design choices. This project will assess the application of concepts and principles covered in the unit.

Unit 3: **World Building**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A6.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include advanced instruction on character design, background design, prop design, set pieces, and pipeline techniques for efficient comic creation. Students will refine digital drawing techniques to create final renderings of the essential elements that will go into the full trade comic. Additional areas of emphasis include developing individual style, rendering strategies, advanced composition, and rendering.
- B. The culminating task in this unit is a collection of style sheets that will be used in the final comic. The style sheets will include settings, backgrounds, character poses, character facial expressions, and prop illustrations. This project will assess the application of concepts and principles covered in the unit.

Unit 4: **Character Building**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 2.3; 2.4; 2.5; 3.3; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: G-MG-1; LS11-12.7

- A. Topics covered in this unit include character posing, foreshortening, action/fight choreography, story development, and character development. Students will participate in collaborative critique sessions to generate ideas and share feedback. They will also draft various story arcs, plot designs, and written diagrams for future issues in their comic books.
- B. The culminating task in this unit is a written script and synopsis for their ongoing comic issues. The written document will be for a 4-8 issue story and will include concept

sketches, character designs, and other visuals to help augment the writing. This project will assess the application of concepts and principles covered in the unit.

Unit 5: **Portfolio and Website**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include curation of artifacts, visual storytelling, and comic creation. Students will select their best work created throughout the term and will develop print friendly and online viewable images of their most accomplished work. Students will also look into industry based practices and licensing of their work.
- B. The culminating task in this unit is the completed comic book and an updated portfolio with images, written details, and contact information of the artist. This project will assess the application of concepts and principles covered in the unit.

Second Semester-Course Content

Unit 1: **Plot Development and Scripts**

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.1; 5.4

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A7.0

Common Core State Standards: LS11-12.3; RSL11-12.7

- A. Topics covered in this unit include advanced instruction on 3-act structure, plot development, character development, conflict, and visual imagery. As students expand their understanding of tools to represent stories in their comics, they will start to develop and refine the main theme of their final project.
- B. The culminating task in this unit is a draft script for their comics. The script will include essential story points, descriptions of characters, a detailed story arc, analysis of the conflict, and a general description of how the story may end. This project will assess the application of concepts and principles covered in the unit.

Unit 2: **Comic Production #1**

(6 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A3.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include a full review of drawing and story concepts, consolidating learning, publishing, licensing, and developing your own process. Students will research publishing and licensing requirements with the goal of using those practices with their own creations. They will also consolidate learning from the year in order to illustrate in a manner that fits their needs.

- B. The culminating task in this unit is a completed four issue trade designed by the student. The finished comic will include a smart use of composition, high quality drawings, reasonable spatial relations, hand lettered text, original design, engaging story, and character development.

Unit 3: **Comic Production #2**

(6 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 2.1; 2.4; 2.5

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A3.0

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include a full review of drawing and story concepts, consolidating learning, publishing, licensing, and developing your own process. Students will research publishing and licensing requirements with the goal of using those practices with their own creations. They will also consolidate learning from the year in order to illustrate in a manner that fits their needs. Advanced lessons on illustration, digital art creation, and conceptual approaches to image making will be emphasized in this section.

- B. The culminating task in this unit is a completed four issue trade designed by the student that is entirely new, or a continuation of the previous book. The finished comic will include a smart use of composition, conceptually inspired imagery, accurate spatial relations, hand lettered text, original design, engaging story, and character development.

Unit 4: Portfolio and Website

(4 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1

CTE Arts Media and Entertainment Standards: A2.0; A4.0; A5.0

Common Core State Standards: LS11-12.3; WS11-12.4

- A. Topics covered in this unit include curation of artifacts, visual storytelling, and comic creation. Students will select their best work created throughout the term and will develop print friendly and online viewable images of their most accomplished work. Students will also look into industry based practices and licensing of their work.

- B. The culminating task in this unit is the completed comic book and an updated portfolio with images, written details, and contact information of the artist. This project will assess the application of concepts and principles covered in the unit.

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

INFORMATION REPORT 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: 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. Aguirre-Casas, Wendy Effective 1/24/22
Education Assistant I
College View School
2. Cortes, Nancy Effective 1/21/22
Education Assistant I
Franklin Elementary School
3. Iankova, Nicole Effective 12/17/21
Education Assistant I
Horace Mann Elementary School
4. Lizarraga-Savin, Jacqueline Effective 1/11/22
Behavior Intervention Assistant
Special Education Department
5. Mendoza, Maria Effective 1/28/22
Translator/Interpreter
Intercultural Department

Retirements:

1. Akopian, Varoujan
Math Teacher
Toll Middle School
Effective 6/15/22
20 years of service
2. Allahverdian, Carine
Typist Clerk III
Daily High School
Effective 3/02/22
22 years, 7 months of service
3. Barber, Mary
2nd Grade Teacher
Glenoaks Elementary
Effective 2/11/22
26 years of service
4. Kramer, Sharyn
Custodian I
College View School
Effective 12/31/21
22 years, 8 months of service
5. Namwong, Yoksi
Assistant Physically Handicapped
Special Education Department
Effective 6/15/22
4 years, 2 months of service

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Resolution No. 16 in Support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022**

The Superintendent recommends that the Board of Education adopt Resolution No. 16 in support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022.

While Governor Newsom has proposed a \$2.225 billion allocation in his proposed budget for the School Facilities Program, a parallel approach is being pursued to place a school bond on the November 2022 ballot for additional funds. AB 75 (Kindergarten-Community College Public Education Facilities Bond Act of 2022) is in the Education Committee now along with companion SB 22.

The School Facilities Program has traditionally provided matching funds for school district construction. Even though GUSD has now fully allocated its local bond funds, some existing projects could still receive funding.

The California Coalition for Adequate School Housing and other education associations are recommending support of AB 75. The attached resolution is in support of Assembly Bill No. 75.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

**BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT**

**Resolution No. 16 – in Support of Assembly Bill No. 75,
Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022**

WHEREAS, Glendale Unified School District (“District”) is committed to providing a quality education to our students and preparing them to succeed in today’s economy; and

WHEREAS, replacing, upgrading and/or building new classrooms and facilities is expensive and state school bond funds provide the opportunity to build safe and modern classrooms that offer the learning opportunities required for a high-quality 21st century education; and

WHEREAS, AB 75, as currently written, authorizes the Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022 (Bond Act of 2022), which provides funding for renovation and improvements of existing classrooms, construction of new classrooms and school facilities, upgrades for HVAC and clean air filters, expansion Career Technical Education facilities to improve job and career training, assistance for small school districts; and interim housing to help Districts impacted by natural disasters; and

WHEREAS, the District has a facility program that improves access and increases funding for school construction projects; and

WHEREAS, the passage of a new State Facility Bond will create jobs throughout California, including careers within the building trades; and

WHEREAS, 17,000 middle class jobs are created for each \$1 billion in school facility infrastructure investment; and

WHEREAS, the Bond Act of 2022 increases the ability for Districts to access additional state matching funds, which may be used for HVAC upgrades, energy efficiency, earthquake safety, removal of hazardous material, and more; and

WHEREAS, investments in modern school facilities are investments in our youth, our communities, our economy, and our shared future; and

WHEREAS, the State of California has committed funds from all previous bond measures and is currently facing an increasing backlog of unfunded needs, currently at over \$3 billion dollars; and

WHEREAS, AB 75, the Bond Act of 2022, will not raise individual local property taxes, while at the same time reduces the need for additional local property taxes for school facilities.

NOW, THEREFORE BE IT RESOLVED, that the Glendale Unified School District supports AB 75, the Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022, in its current form as drafted and published on May 24, 2021.

APPROVED AND ADOPTED by the Board of Education of the Glendale Unified School District at a regular meeting held this 1st day of February 2022.

YES:

NOES:

ABSENT:

ABSTAINED:

Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Superintendent's Office

SUBJECT: Resolution No. 17– Resolution in Support of AB 830 (Portantino) – Enrollment-Based Funding Bill for K-12 Schools

The Superintendent recommends that the Board of Education adopt Resolution No. 17 in support of AB 830 – Enrollment-Based Funding Bill for K-12 Schools.

On January 3, 2022, Senator Anthony Portantino introduced Senate Bill 830, a measure that will determine supplemental funding for K-12 schools based on the daily average student enrollment numbers.

Existing law establishes a public school financing system that requires state funding for county superintendents of schools, school districts, and charter schools to be calculated pursuant to a local control funding formula, as specified, that includes average daily attendance as a component of that calculation for these local educational agencies. Existing law requires the Superintendent of Public Instruction, on or before February 20 of each year, to make a first principal apportionment of funds and, on or before July 2 of each year, to make a 2nd principal apportionment of funds to each local educational agency.

This bill would define “average daily membership” as the quotient of the aggregate enrollment days for all pupils in a school district or county office of education, from transitional kindergarten to grade 12, inclusive, as applicable, divided by the total number of instructional days for the local educational agency in an academic year. The bill, commencing with the 2023–24 fiscal year, would authorize a county office of education or school district to apply each fiscal year to the Superintendent for supplemental education funding. The bill would require a local educational agency to receive as supplemental education funding the difference between what the local educational agency would have received under the local control funding formula based on average daily membership and what the local educational agency received under the local control funding formula based on average daily attendance for that fiscal year, as provided. In order for a local educational agency to be eligible for supplemental educational funding, the bill would require the local educational agency to report to the Superintendent on July 1 the average daily membership for the prior academic year and to demonstrate a maintenance of effort to address chronic absenteeism and habitual truancy, as provided. The bill would require local educational agencies to use at least 50% of their supplemental education funding to supplement existing local

educational agency expenditures to address chronic absenteeism and habitual truancy, as provided. The bill would condition implementation of these provisions upon the appropriation of funds for these purposes in the annual Budget Act or other statute.

The Board is being asked to adopt the attached resolution.

**GLENDALE UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 17**

IN SUPPORT OF ENROLLMENT-BASED FUNDING BILL FOR K-12 SCHOOLS

WHEREAS, California is one of six states that does not consider enrollment figures for determining state aid to school districts; and

WHEREAS, while school districts are morally and legally required to comply with compulsory education laws and conduct outreach to re-engage students who are chronically absent or habitually truant, California funds schools based on average daily attendance (ADA); as such, school districts do not receive funding if a student does not attend school on any given day despite having fixed educational, programmatic and operational costs; and

WHEREAS, California has been using the ADA method for calculating school funding for more than five decades and is perhaps the most inequitable method used to fund public education; and

WHEREAS, Average Daily Membership (ADM) is the current counting method used by most states and is an average of the number of students enrolled in the public school system over a period of time; and

WHEREAS, Senate Bill 830 would define “average daily membership: as the quotient of the aggregate enrollment days for all pupils in a school district or county office of education, from transitional kindergarten to grade 12, divided by the total number of instructional days for the local educational agency in an academic year; and

WHEREAS, Senate Bill 830 would require an LEA to receive as supplemental education funding the difference between what it would have received under LCFF based on average daily membership and what it would have received under the LCFF based on average daily attendance for that fiscal year; and

WHEREAS, in order for an LEA to be eligible for supplemental educational funding, SB 830 would require they report to the Superintendent for Public Instruction (SPI) on July 1 the average daily membership for the prior academic year and to demonstrate a maintenance of effort to address chronic absenteeism and habitual truancy; and

WHEREAS, SB 830 would require LEAs to use at least 50% of their supplemental education funding to supplement existing LEA expenditures to address chronic absenteeism and habitual truancy.

NOW, THEREFORE, BE IT RESOLVED that the Glendale Unified School District supports Senate Bill 830 (Portantino) - Enrollment-Based Funding Bill for K-12 schools.

APPROVED, PASSED AND ADOPTED by the Board of Education of Glendale Unified School District this 1st day of February 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Shant Sahakian, President
Board of Education

Gregory S. Krikorian, Clerk
Board of Education



SB-830 Education finance: supplemental education funding. (2021-2022)

SHARE THIS:  

Date Published: 01/03/2022 09:00 PM

CALIFORNIA LEGISLATURE— 2021–2022 REGULAR SESSION

SENATE BILL

NO. 830

Introduced by Senator Portantino

January 03, 2022

An act to add Section 41338 to the Education Code, relating to education finance.

LEGISLATIVE COUNSEL'S DIGEST

SB 830, as introduced, Portantino. Education finance: supplemental education funding.

Existing law establishes a public school financing system that requires state funding for county superintendents of schools, school districts, and charter schools to be calculated pursuant to a local control funding formula, as specified, that includes average daily attendance as a component of that calculation for these local educational agencies. Existing law requires the Superintendent of Public Instruction, on or before February 20 of each year, to make a first principal apportionment of funds and, on or before July 2 of each year, to make a 2nd principal apportionment of funds to each local educational agency.

This bill would define "average daily membership" as the quotient of the aggregate enrollment days for all pupils in a school district or county office of education, from transitional kindergarten to grade 12, inclusive, as applicable, divided by the total number of instructional days for the local educational agency in an academic year. The bill, commencing with the 2023–24 fiscal year, would authorize a county office of education or school district to apply each fiscal year to the Superintendent for supplemental education funding. The bill would require a local educational agency to receive as supplemental education funding the difference between what the local educational agency would have received under the local control funding formula based on average daily membership and what the local educational agency received under the local control funding formula based on average daily attendance for that fiscal year, as provided. In order for a local educational agency to be eligible for supplemental educational funding, the bill would require the local educational agency to report to the Superintendent on July 1 the average daily membership for the prior academic year and to demonstrate a maintenance of effort to address chronic absenteeism and habitual truancy, as provided. The bill would require local educational agencies to use at least 50% of their supplemental education funding to supplement existing local educational agency expenditures to address chronic absenteeism and habitual truancy, as provided. The bill would condition implementation of these provisions upon the appropriation of funds for these purposes in the annual Budget Act or other statute.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 41338 is added to the Education Code, to read:

41338. (a) For purposes of this section, the following terms have the following meanings:

(1) "Average daily membership" means the quotient of the aggregate enrollment days for all pupils in a local educational agency, from transitional kindergarten to grade 12, inclusive, as applicable, divided by the total number of instructional days for the local educational agency in an academic year.

(2) "Local educational agency" means a school district or county office of education.

(b) Commencing with the 2023–24 fiscal year, and each fiscal year thereafter, a local educational agency may apply to the Superintendent for supplemental education funding. A local educational agency shall receive as supplemental education funding an amount equal to the difference between what the local educational agency would have received under the local control funding formula if the local funding formula were based on average daily membership instead of average daily attendance, and what the local educational agency received under the local control funding formula based on average daily attendance for that fiscal year. In no case shall a local educational agency's supplemental education funding be less than zero dollars (\$0).

(c) In order to be eligible for supplemental education funding under this section, a local educational agency shall comply with both of the following requirements:

(1) Report to the Superintendent by July 1 the average daily membership of the local educational agency for the prior academic year. Local educational agencies shall have the opportunity to clarify or confirm their average daily membership, as necessary, until August 31.

(2) Demonstrate a maintenance of effort to address chronic absenteeism and habitual truancy. To fulfill this requirement, a local educational agency shall maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as the local educational agency did in the 2019–20 school year.

(d) At least 50 percent of the funds allocated pursuant to this section shall supplement existing local educational agency expenditures to address chronic absenteeism and habitual truancy by providing services and supports that have been determined to improve school attendance, or addressing the root causes that contribute to pupils being chronically absent or habitually truant.

(e) Consistent with the requirements of Section 48240, local educational agencies shall continue to implement a system to accurately track pupil attendance in order to raise the awareness of the effects of truancy and chronic absenteeism, identify and address factors contributing to habitual truancy and chronic absenteeism, and ensure that pupils with attendance problems are identified as early as possible to provide applicable support services and interventions.

(f) Nothing in this section shall supersede or otherwise modify Section 48240, 48260, 52060, or 60901.

(g) The implementation of this section is contingent upon an appropriation of funds for its purpose in the annual Budget Act or other statute.

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning

SUBJECT: **Approval of Additional License Purchases with Fuel Education**

The Superintendent recommends the additional monthly license purchases from Fuel Education for a cost of approximately \$480,000 for independent study students to access online courses in grades K-5 for the remainder of the 2021-22 school year.

In June 2021, the Board of Education approved a contract with Fuel Education for 50 licenses for independent study students when the anticipated enrollment was low. With the increase in COVID-19 cases due to the Delta variant, the enrollment in independent study for students in K-5 and Verdugo Academy for grades 6-12 increased far beyond initial expectations. The additional surge due to the Omicron variant has created further demand for independent study.

An expansion of the contract with Fuel Education is needed to ensure students in independent study are provided a robust independent study program. The cost of approximately \$480,000 will be paid out of CARES Act funds.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Brook Reynolds, Executive Director, Educational Services

SUBJECT: **Approval of Services Agreement Between Glendale Unified School District and Inner-City Arts for Mountain Avenue Elementary School**

The Superintendent recommends that the Board of Education approve a Services Agreement between Glendale Unified School District and Inner-City Arts in the amount of \$56,700 to provide extended instructional learning time with comprehensive visual and performing arts lessons for students at Mountain Avenue Elementary School.

Mountain Avenue Elementary School will provide comprehensive visual and performing arts lessons for all students facilitated by Inner-City Arts. Inner-City Arts offers a safe, creative space where students are invited to explore. Inner-City Arts also supports student achievement and community growth by engaging families and members of the community through programs and performances. Lastly, Inner-City Arts envisions a society that honors the human capacity for creativity and values its cultivation in the education of students.

Inner-City Arts follows 2021-2022 Expanded Learning Opportunities (ELO) grant supplemental instruction and support strategies 1, 4, and 7. The supported strategies will extend instructional learning time that will provide students with access to technology, engage students' social-emotional health and academic needs.

Mountain Avenue Elementary school will contract with Inner-City Arts for the 2021-2022 school year. Services provided will be paid by the ELO grant, in the total amount of \$56,700.

Glendale Unified School District
Action Report No. 4
February 1, 2022
Page 2

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

GLENDALE UNIFIED SCHOOL DISTRICT

223 North Jackson Street
Glendale, CA 91206
(818) 241-3111

SERVICES AGREEMENT

This Agreement for Professional Services (“Agreement”) made and entered into by and between the Glendale Unified School District (“District”), a public entity, and GUSD, herein after referred to as (“Contractor”).

The Parties do hereby contract and agree as follows:

1. **Term**

Contractor shall commence providing services under this Agreement on February 1, 2022 and will diligently perform as required and complete performance by Inner-City Arts.

2. **Scope of Services**

Inner-City Arts provide comprehensive visual and performing arts lessons for all students a Contractor’s specific program and services performed is described in “Scope of Work” attached hereto as Addendum A and fully incorporated herein.

3. **Compensation**

District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a set for in Addendum A “Scope of Work.” District shall pay Contractor the amount set forth in Addendum B “Cost Proposal” according to the following terms and conditions: fifty-six thousand and seven hundred (\$56,700.00).

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 that are not specifically identified in Addendum B “Cost Proposal” and factored into the compensation paid by the District to the Contractor.

5. **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.

6. **Independent Contractor**

In the performance of this Agreement, Contractor 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 to employees of the District and/or to which District’s employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers’ 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.

7. **Joint Employer**

Neither Party shall be deemed a joint employer of the other Party's employees. Each Party shall indemnify the other Party from and against claims made by the indemnifying Party's employees that they are co-employed by the other Party. The indemnification requirements set forth in paragraph 11 shall be applicable to the indemnification obligations of each Party under this paragraph. Neither Party's employees will be deemed "leased" employees of the other for any purpose. In connection with this Agreement, each Party is an independent contractor and does not have any authority to bind or commit the other.

8. **Contractor's Employee Processing**

- (i) **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.
- (ii) **Fingerprinting and Criminal Background Check:** Contractor shall complete the background check requirements of California Education Code section 45125.1 for all of its employees who will be working on the District's school sites with students. The Contractor shall not staff the program with any employees who have been convicted of a violent felony listed in California Penal Code section 1192.7(c). The Contractor shall provide the District with fingerprinting/criminal background check for all employees who will be used to staff the program.
- (iii) **Tuberculosis Clearance:** Contractor will ensure that all of its employees who will be working on the District's school sites with students are determined to be free of active tuberculosis by a medical professional. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District's school sites are determined to be free of active tuberculosis.
- (iv) **COVID-19 Vaccination Status and Periodic Testing:** Contractor will ensure that all of its employees who will be working on the District's school sites with students have been fully vaccinated for COVID-19. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District's school sites have received the complete COVID-19 vaccination within two weeks prior to starting to provide services at a District school site. Contractor further will require all of its employees who will be working on the District's school sites to participate in regular COVID-19 testing in compliance with the District's current testing protocols. Contractor's employees can either participate in the District on-site testing program wherein the District will directly receive testing results or seek testing on their own and furnish their

test results to Contractor which upon receipt will immediately notify the District of the results.

9. **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 District'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 District's premises. The operation of vehicles by the Contractor's personnel on the District's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on the District's property and involving either Party's personnel shall be reported promptly to the appropriate Party. 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 District's premises, Contractor's personnel shall wear and clearly display identification badges or tags, as approved by the District. 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. Contractor's personnel 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.

10. **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).

11. **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.

12. Limitation of District Liability

Other than as provided in this Agreement, the 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 the 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.

13. 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 do 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.

14. **Insurance**

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 General Aggregate	 \$ 1,000,000 \$ 2,000,000
Automobile Liability Insurance - Any Auto Each Occurrence General Aggregate	 \$ 1,000,000 \$ 2,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer’s Liability	\$ 1,000,000

Contractor shall maintain 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.

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:

- (i) 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.”
- (ii) 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.
- (iii) 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.
- (iv) All policies except the Professional Liability, Workers’ Compensation Insurance, and Employers’ Liability Insurance Policies shall be written on an occurrence form.

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.

15. Termination

- (i) **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.
- (ii) **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.
- (iii) **With Cause by District:** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - a) Material violation of this Agreement by the Contractor;
 - b) Any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - c) 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.

16. 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.

17. Delivery

Time of delivery of goods or services is of the essence in this Agreement. 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.

///

18. **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: Stephen Dickinson

Contractor:

Inner-City Arts
720 Kohler St.
Los Angeles, CA, 90021

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.

19. **Assignment**

The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

20. **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.

21. **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.

22. **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 (Attached as Exhibit A)
- Fingerprinting/Criminal Background Investigation Certification (Attached as Exhibit B)
- Insurance Certificates and Endorsements
- W-9 Form
- Non-collusion Declaration (Attached as Exhibit C)
- Tuberculosis Clearance (Attached as Exhibit D)
- COVID-19 Vaccination Clearance (Attached as Exhibit E)

23. **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, pandemic or epidemic, 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.

24. 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.

25. 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.

26. 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.

27. 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.

28. 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.

29. Attorneys' Fees and 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 attorneys' fees.

30. Headings

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.

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.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Company Name: Inner-City Arts

By: _____
Signature

_____ Title

Dated: _____, 20__

_____ Print Name

By: _____
Signature

_____ Title

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.: _____

Employer Identification Number: _____

Address: 720 Kohler St.
Los Angeles, CA, 90021

Telephone: 213-627-9621

Email: _____

Type of Business Entity:
 Individual
 Sole Proprietorship
 Partnership
 Limited Partnership
 Corporation, State: _____
 Limited Liability Company

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.

Other: _____

Glendale Unified School District

By: _____
Signature

Dr. Kelly King

Print Name

Title

Dated: _____, 20__

ADDENDUM A

SCOPE OF WORK

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

ADDENDUM B

“Cost Proposal”

EXHIBIT “A”

WORKERS’ COMPENSATION CERTIFICATION

California 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: _____

Name of Contractor: Inner-City Arts

Signature: _____

Print Name and Title: _____

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the California 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

In accordance with the Department of Justice (DOJ) fingerprint and criminal background investigation requirements of California Education Code section 45125.1 et seq.

One of the boxes below **must** be checked, with the corresponding certification provided, and this form attached to the 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.

- The Contractor qualifies for a project specific waiver of the Department of Justice (DOJ) fingerprint and criminal background investigation for the following reason(s) permitted by Education Code section 45125.1 et seq. and approved by the District.

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW:

- The Contractor, its employees, and subcontractors will have NO CONTACT with pupils.
- The Contractor, its employees, and subcontractors will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds, proximity of work area to pupil areas; whether Contractor or its employees will be working by themselves or with others, and any other factors that substantiate limited contact.) [Education Code section 45125.1 (c)]
- The Contractor, its employees, and subcontractors will have more than LIMITED CONTACT with pupils but will assure that ONE (1) OR MORE of the following methods are utilized to ensure pupil safety. [Education Code section 45125.2 (a)]
Check all methods to be used:
 - 1) Installation of a physical barrier at the worksite to limit contact with students
 - 2) Continual supervision and monitoring of all employees of the Contractor by an employee of the Contractor who has not been convicted of a serious or violent felony as ascertained by the DOJ. **Contractor MUST attach DOJ Originating Agency Identification Letter and list of all employees that have successfully completed the fingerprinting and criminal background check clearance in accordance with the law (*Fingerprint Certification List*).**

- 3) Surveillance of all employees of the Contractor by OWNER AUTHORIZED REPRESENTATIVE.
- The services provided by the Contractor are for an “EMERGENCY OR EXCEPTIONAL SITUATION,” such as when pupil health or safety is endangered or when repairs are needed to make school facilities safe and habitable.” [Education Code section 45125.1(b)]

By signing below, under penalty of perjury, I certify that the information contained on this certification form and attached employee list(s) is accurate. I understand that background clearance extends to all of Contractor’s 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. I understand that it is the Contractor’s sole responsibility to maintain, update, and provide the District with current “Fingerprint and Criminal Background Check Certification,” along with the employee list, throughout the duration of Contractor provided services.

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: _____

Name of Contractor or Company: Inner-City Arts

Representative’s Name and Title: _____

Signature: _____

**EXHIBIT “D”
TUBERCULOSIS CLEARANCE**

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the Inner-City Arts (“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:

- D 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

- D 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: _____

Name of Contractor: Inner-City Arts

Signature: _____

Print Name and Title: _____

EXHIBIT “E”

COVID-19 VACCINATION ADDENDUM
TO
GLENDALE UNIFIED SERVICES AGREEMENT

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the Inner-City Arts (“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.

COVID-19 Vaccination Status and Periodic Testing: Contractor will ensure that all of its employees who will be working on the District’s school sites have been fully vaccinated for COVID-19. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District’s school sites have received the complete COVID-19 vaccination within two weeks prior to starting to provide services at a District school site. Contractor further will require all of its employees who will be working on the District’s school sites to participate in regular COVID-19 testing in compliance with the District’s current testing protocols. Contractor’s employees can either participate in the District on-site testing program wherein the District will directly receive testing results or seek testing on their own and furnish their test results to Contractor which upon receipt will immediately notify the District of the results.

Contractor’s responsibility for COVID-19 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.

Name of Contractor: Inner-City Arts

Signature: _____

Print Name and Title: _____

Date: _____



CONFIRMATION OF SERVICE 2022

November 5th, 2021

Jaclyn Scott, Principal
2307 Mountain Ave. La Crescenta-Montrose CA 91214
jrscott@gusd.net
818-248-7766

Dear Jaclyn Scott,

We are pleased that **Mountain Ave. Elementary** is participating in Inner-City Arts' Learning and Achieving Through the Arts! You have booked a total of twenty one (21) classes for the SPRING term.

Dates of Service: Spring Term Monday, January 31st - Friday, June 3rd

Instructional time details: Twenty one (21) classes, 45 minutes- 1 hour/ School-site instruction, 1 time a week for approximately 17 weeks.

PACKAGE INCLUDES:

- All art materials, supplies, equipment and instructional materials are provided.

TOTAL COST OF SPRING SERVICE: \$56,700.00

Please fill out the second page of this letter and return to Nancy Avila, Staff Accountant, as soon as possible.

The returned portion must contain the Purchase Order number (PO#) and the name of the person whom we should contact to invoice for payment.

Please also notify your accounting department of all necessary information for future payments:

Vendor Name: Inner-City Arts **Address:** 720 Kohler Street
Los Angeles, CA, 90021

Vendor #: 1000004972 **Phone:** 213-627-9621 EXT 160

FAX: 213- 627-6469

We are committed to being your partner in bringing arts and creativity to the center of learning. We look forward to our work together!

Warm regards,

Collette W. Alleyne
Chief Education Officer



720 KOHLER ST. LOS ANGELES CA 90021

COLLETTE WILLIAMS ALLEYNE | Chief Education Officer | 213-627-9621 x186 | FAX: 213-627-6469 | COLLETTE@INNER-CITYARTS.ORG



CONFIRMATION OF SERVICE 2022

Please fill the information below, sign and return within ten days. ATTN: Nancy Avila, Staff Accountant

Email: LATABilling@Inner-CityArts.org	FAX: 213-627-6469	Phone: 213-627-9621 Ext. 160
Mail: Inner-City Arts Attn: Nancy Avila ▪ 720 Kohler Street ▪ Los Angeles, CA ▪ 90021		

Dates of Service: Spring Term Monday, January 31st - Friday, June 3rd

Instructional time details: Twenty one (21) classes, 45 minutes- 1 hour/ School-site instruction, 1 time a week for approximately 17 weeks.

TOTAL COST OF SPRING SERVICE: \$56,700.00

PURCHASE ORDER # ASSIGNED: _____

School contact for invoicing:

Name _____

Title _____

Email _____

Phone _____

I have read and received the attached Confirmation of Service. I understand and agree to all service package details outlined in the Confirmation of Service.

School Representative Name Dr. Kelly King School Representative Title: Assistant Superintendent

School Representative Signature _____

Date _____

Jaclyn Scott, Principal
2307 Mountain Ave. La Crescenta-Montrose CA 91214
jrscott@gusd.net
818-248-7766

SPECIAL INSTRUCTIONS: _____

Your Enrollment Package with a detailed Class Information Schedule will be sent out prior to the start of your program.

If you have any questions or need any info please contact Collette Williams Alleyne, Chief Education Officer.



720 KOHLER ST. LOS ANGELES CA 90021

COLLETTE WILLIAMS ALLEYNE | Chief Education Officer | 213-627-9621 x186 | FAX: 213-627-6469 | COLLETTE@INNER-CITYARTS.ORG

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

ACTION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Debra E. Rinder, Executive Director, Special Education

SUBJECT: **Approval of Additional Services Agreement Between Glendale Unified School District and Therapy Travelers, LLC**

The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and Therapy Travelers, LLC in the amount not to exceed \$160,000 for providing speech, physical, and occupational therapy and psychological services for special education students for the remainder of the 2021-2022 school year.

At its meeting of July 13, 2021, the Board of Education approved a contract with Therapy Travelers, LLC in the amount of \$50,000 to provide speech/language therapy, occupational/physical therapy, and psychological services to special education students. Due to the vacancies created by staff on leave as well as increased staffing demand, it is estimated that an additional \$160,000 will be needed to cover services needed for the remainder of the 2021-2022 school year.

Special Education resources will be used to pay for these services.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

GLENDALE UNIFIED SCHOOL DISTRICT

223 North Jackson Street
Glendale, CA 91206
(818) 241-3111

SERVICES AGREEMENT

This Agreement for Professional Services (“Agreement”) made and entered into by and between the Glendale Unified School District (“District”), a public entity, and Therapy Travelers, LLC, herein after referred to as (“Contractor”).

The Parties do hereby contract and agree as follows:

1. **Term**

Contractor shall commence providing services under this Agreement on or about December 1, 2021 and will diligently perform as required and complete performance by June 30, 2022.

2. **Scope of Services**

Provides Speech and psychological Services

Contractor’s specific program and services performed is described in “Scope of Work” attached hereto as Addendum A and fully incorporated herein.

3. **Compensation**

District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a set for in Addendum A “Scope of Work.” District shall pay Contractor the amount set forth in Addendum B “Cost Proposal” according to the following terms and conditions: \$160,000.00 (One hundred-sixty thousand).

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 that are not specifically identified in Addendum B “Cost Proposal” and factored into the compensation paid by the District to the Contractor.

5. **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.

6. **Independent Contractor**

In the performance of this Agreement, Contractor 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 to employees of the District and/or to which District’s employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers’ 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.

7. **Joint Employer**

Neither Party shall be deemed a joint employer of the other Party's employees. Each Party shall indemnify the other Party from and against claims made by the indemnifying Party's employees that they are co-employed by the other Party. The indemnification requirements set forth in paragraph 11 shall be applicable to the indemnification obligations of each Party under this paragraph. Neither Party's employees will be deemed "leased" employees of the other for any purpose. In connection with this Agreement, each Party is an independent contractor and does not have any authority to bind or commit the other.

8. **Contractor's Employee Processing**

- (i) **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.
- (ii) **Fingerprinting and Criminal Background Check:** Contractor shall complete the background check requirements of California Education Code section 45125.1 for all of its employees who will be working on the District's school sites with students. The Contractor shall not staff the program with any employees who have been convicted of a violent felony listed in California Penal Code section 1192.7(c). The Contractor shall provide the District with fingerprinting/criminal background check for all employees who will be used to staff the program.
- (iii) **Tuberculosis Clearance:** Contractor will ensure that all of its employees who will be working on the District's school sites with students are determined to be free of active tuberculosis by a medical professional. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District's school sites are determined to be free of active tuberculosis.
- (iv) **COVID-19 Vaccination Status and Periodic Testing:** Contractor will ensure that all of its employees who will be working on the District's school sites with students have been fully vaccinated for COVID-19. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District's school sites have received the complete COVID-19 vaccination within two weeks prior to starting to provide services at a District school site. Contractor further will require all of its employees who will be working on the District's school sites to participate in regular COVID-19 testing in compliance with the District's current testing protocols. Contractor's employees can either participate in the District on-site testing program wherein the District will directly receive testing results or seek testing on their own and furnish their

test results to Contractor which upon receipt will immediately notify the District of the results.

9. 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 District'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 District's premises. The operation of vehicles by the Contractor's personnel on the District's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on the District's property and involving either Party's personnel shall be reported promptly to the appropriate Party. 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 District's premises, Contractor's personnel shall wear and clearly display identification badges or tags, as approved by the District. 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. Contractor's personnel 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.

10. 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).

11. 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.

12. Limitation of District Liability

Other than as provided in this Agreement, the 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 the 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.

13. 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 do 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.

14. Insurance

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 General Aggregate	 \$ 1,000,000 \$ 2,000,000
Automobile Liability Insurance - Any Auto Each Occurrence General Aggregate	 \$ 1,000,000 \$ 2,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

Contractor shall maintain 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.

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:

- (i) 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."
- (ii) 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.
- (iii) 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.
- (iv) All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

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.

15. Termination

- (i) **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.
- (ii) **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.
- (iii) **With Cause by District:** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - a) Material violation of this Agreement by the Contractor;
 - b) Any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - c) 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.

16. 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.

17. Delivery

Time of delivery of goods or services is of the essence in this Agreement. 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.

///

18. 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: Stephen Dickinson

Contractor:

Therapy Travelers, LLC
2041 Rosecrans Suite 245
El Segundo, CA 90245
ATTN: contracts@therapytravelers.com

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.

19. Assignment

The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

20. 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.

21. 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.

22. 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 (Attached as Exhibit A)
- Fingerprinting/Criminal Background Investigation Certification (Attached as Exhibit B)
- Insurance Certificates and Endorsements
- W-9 Form
- Non-collusion Declaration (Attached as Exhibit C)
- Tuberculosis Clearance (Attached as Exhibit D)
- COVID-19 Vaccination Clearance (Attached as Exhibit E)

23. 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, pandemic or epidemic, 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.

24. 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.

25. 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.

26. 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.

27. 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.

28. 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.

29. Attorneys' Fees and 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 attorneys' fees.

30. Headings

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.

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.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Company Name: Therapy Travelers, LLC

By: *Carol Cheney*
Signature

Carol Cheney
Print Name

President
Title

Dated: 1/25/2022 | 11:55:55 AM PST, 2022

By: *Jeremy Adams*
Signature

Jeremy Adams
Print Name

Manager of Contracts Administration Team
Title

Dated: 1/25/2022 | 1:18:19 PM PST, 2022

*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.: _____

Employer Identification Number: 82-2788806

Address: 2041 Rosecrans Ste. 245
El Segundo, CA 90245

Telephone: (888)223-8002

Email: contracts@therapytravelers.com

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: California
- Limited Liability Company

Other: _____

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.

Glendale Unified School District

By: _____
Signature
Dr. Kelly King

Print Name

Assistant Superintendent Educational Services

Title
Dated: _____, 2022

ADDENDUM A

SCOPE OF WORK

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Consultant, as needed, to provide speech, occupational & physical therapy and psychological services to Special Education students.

ADDENDUM B

“Cost Proposal”

Rates:

School psychologist: \$95/hour

Speech Language Pathologist: \$90/hour

Speech Language Pathologist Assistant: \$65/hour

Occupational Therapist: \$85/hour

Physical Therapist: \$85/hour

Please note: - Cancellation Notice (without cause) - 20 working days required
(by the District and or Contractor)

* If there are any concerns, the contract can be termed immediately

Materials will be provided by the District.

Glendale Unified School District

EXHIBIT "A"

WORKERS' COMPENSATION CERTIFICATION

California Labor Code Section 3700 in relevant part provides:

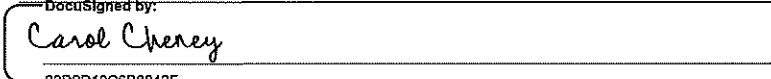
Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- 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: 1/25/2022 | 11:55:55 AM PST

Name of Contractor: TherapyTravelers, LLC

Signature: 
DocuSigned by:
22D2D10C6B8842F...

Print Name and Title: Carol Cheney, President

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the California Labor Code, the above certificate must be signed and filed with the District prior to performing any Work under this Contract.)

Glendale Unified School District

EXHIBIT "B"
FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

In accordance with the Department of Justice (DOJ) fingerprint and criminal background investigation requirements of California Education Code section 45125.1 et seq.

One of the boxes below **must** be checked, with the corresponding certification provided, and this form attached to the 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.

- The Contractor qualifies for a project specific waiver of the Department of Justice (DOJ) fingerprint and criminal background investigation for the following reason(s) permitted by Education Code section 45125.1 et seq. and approved by the District.

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW:

- The Contractor, its employees, and subcontractors will have NO CONTACT with pupils.
- The Contractor, its employees, and subcontractors will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds, proximity of work area to pupil areas; whether Contractor or its employees will be working by themselves or with others, and any other factors that substantiate limited contact.) [Education Code section 45125.1 (c)]
- The Contractor, its employees, and subcontractors will have more than LIMITED CONTACT with pupils but will assure that ONE (1) OR MORE of the following methods are utilized to ensure pupil safety. [Education Code section 45125.2 (a)]
Check all methods to be used:
- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of the Contractor by an employee of the Contractor who has not been convicted of a serious or violent felony as ascertained by the DOJ. **Contractor MUST attach DOJ Originating Agency Identification Letter and list of all employees that have successfully completed the fingerprinting and criminal background check clearance in accordance with the law (*Fingerprint Certification List*).**

Glendale Unified School District

- 3) Surveillance of all employees of the Contractor by OWNER AUTHORIZED REPRESENTATIVE.
- The services provided by the Contractor are for an "EMERGENCY OR EXCEPTIONAL SITUATION," such as when pupil health or safety is endangered or when repairs are needed to make school facilities safe and habitable." [Education Code section 45125.1(b)]

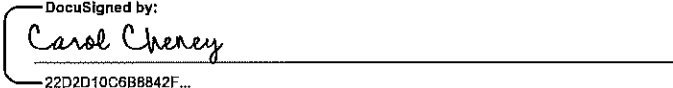
By signing below, under penalty of perjury, I certify that the information contained on this certification form and attached employee list(s) is accurate. I understand that background clearance extends to all of Contractor's employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor. I understand that it is the Contractor's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification," along with the employee list, throughout the duration of Contractor provided services.

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: 1/25/2022 | 11:55:55 AM PST

Name of Contractor or Company: TherapyTravelers, LLC

Representative's Name and Title: Carol Cheney, President

Signature:  22D2D10C6B8842F...

Glendale Unified School District

EXHIBIT "D"
TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the TherapyTravelers, LLC ("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:

- D 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
- D 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: 1/25/2022 | 11:55:55 AM PST

Name of Contractor: TherapyTravelers, LLC

Signature: DocuSigned by:
Carol Cheney
22D2D10C6B8842F...

Print Name and Title: Carol Cheney, President

Glendale Unified School District

EXHIBIT “E”

COVID-19 VACCINATION ADDENDUM
TO
GLENDALÉ UNIFIED SERVICES AGREEMENT

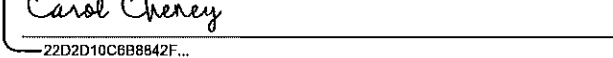
The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the TherapyTravelers, LLC (“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.

COVID-19 Vaccination Status and Periodic Testing: Contractor will ensure that all of its employees who will be working on the District’s school sites have been fully vaccinated for COVID-19. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District’s school sites have received the complete COVID-19 vaccination within two weeks prior to starting to provide services at a District school site. Contractor further will require all of its employees who will be working on the District’s school sites to participate in regular COVID-19 testing in compliance with the District’s current testing protocols. Contractor’s employees can either participate in the District on-site testing program wherein the District will directly receive testing results or seek testing on their own and furnish their test results to Contractor which upon receipt will immediately notify the District of the results.

Contractor’s responsibility for COVID-19 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.

Name of Contractor: TherapyTravelers, LLC

Signature:  22D2D10C6B8842F...

Print Name and Title: Carol Cheney, President

Date: 1/25/2022 | 11:55:55 AM PST

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

ACTION REPORT NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Memorandum of Understanding with the Glendale Teachers Association Regarding Professional Development**

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding regarding extending provisions of the Professional Development MOU between Glendale Unified School District and the Glendale Teachers Association.

On December 9, 2021, representatives from the Glendale Unified School District (GUSD) and the Glendale Teachers Association (GTA) reached a tentative agreement regarding extending through August 12, 2022, provisions 1-4 of the Memorandum of Understanding agreed to between GUSD and GTA and signed on July 29, 2021. The key terms of the agreement are as follows:

1. Exclusive of Summer-on-your-Own professional development, all unit members who attend District-approved training/professional development during non-contractual time shall be compensated at their contractual hourly rate as defined in Article 7, Section 1, c.
2. All unit members who provide workshop instruction for District-approved training/professional development during non-contractual time shall be compensated for preparing and presenting at their contractual hourly rate as defined in Article 7, Section 1, c. and will be given two hours of preparation time for each hour they present.
3. This agreement shall temporarily suspend compensation rates listed in Appendix F: Workshop Instruction, Categorical Project Instruction, Curriculum Development and Writing, and District Initiated Special Projects.
4. The rates of pay agreed upon in this MOU are strictly related to the additional funding for training due to COVID-19 and are not precedent setting.

Additional terms of the agreement are as follows:

- The District and Association will continue discussions to reach agreement regarding the viability of implementation of the Student/Parent Portal effective the start date of the 2022-23 school year.
- The District and Association agree to a virtual Open House for all schools for the 2021-2022 school year.

The MOU took effect on January 1, 2022 and shall expire in full without precedent August 13, 2022.

Both parties signed this MOU on December 9, 2021. It was then ratified by the GTA membership on January 13, 2022 with a 99.7% passing vote. This MOU is subject to ratification by the Glendale Unified School District's Board of Education.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

M. morandum of Understanding
Between
Glendale Teachers Association
And
Glendale Unified School District

The District and the Association agree on the following provisions:

A. Professional Development

Because many educators have been attending and providing District-approved training / professional development this school year; and because the ongoing sub shortage makes it difficult for GUSD to provide professional development during contractual hours, GTA and GUSD agree to extend through August 12, 2022, provisions 1-4 of the Memorandum of Understanding agreed to between GUSD and GTA and signed on July 29, 2021:

1. Exclusive of Summer-on-your-Own professional development, all unit members who attend District-approved training/professional development during non-contractual time shall be compensated at their contractual hourly rate as defined in Article 7, Section 1, c.
2. All unit members who provide workshop instruction for District-approved training/professional development during non-contractual time shall be compensated for preparing and presenting at their contractual hourly rate as defined in Article 8, Section 1, c. and will be given two hours of preparation time for each hour they present.
3. This agreement shall temporarily suspend compensation rates listed in Appendix F: workshop Instruction, Categorical Project Instruction, Curriculum Development and Writing, and District Initiated Special Projects.
4. The rates of pay agreed upon in this MOU are strictly related to the additional funding for training due to COVID-19 and are not precedent setting.

B. Student/Parent Portal

The Side Letter of Agreement between the Association and the District signed February 27, 2020 shall be amended to reflect the goal of continued discussion to reach agreement regarding the viability of implementation of the Student/Parent Portal effective the start of the 2022-23 school year.

C. Open House for 2022

The District and the Association agree to a virtual Open House for all schools for the 2021-22 school year. Open House is not intended to provide a forum for parent conferences, which should be scheduled at an alternate time. Unit members shall engage in live interaction with

parents in a format of their choosing and according to the schedules developed by their school sites. Unit members may conduct Open House from their classroom or off campus as long as internet connection reliability is comparable to what is provided by the District.

This MOU shall take effect January 1, 2022 and shall expire in full without precedent August 13, 2022.

	<u>12/9/2021</u>		<u>12/9/2021</u>
Sarah Morrison, GTA	Date	Kyle Bruich, GUSD	Date

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

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. 13, January 18, 2022

GLENDALE UNIFIED SCHOOL DISTRICT
223 N. Jackson Street
Glendale, California 91206-4380

BOARD OF EDUCATION MEETING NO. 13
UNADOPTED MINUTES
REGULAR MEETING, January 18, 2022

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Mr. Shant Sahakian, president of the Board of Education, at 5:02 p.m., on Tuesday, January 18, 2022, 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, Dr. Armina Gharpetian, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, and Mr. Shant Sahakian. (Mr. Krikorian participated via Zoom.)

The following administrators were present: Dr. Vivian Ekchian, Dr. Kelly King, Mr. Stephen Dickinson, Mr. David Greco, and Dr. Darneika Watson.

PLEDGE OF ALLEGIANCE

Charlie Toledo, a 6th grade student at Cerritos Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

Mr. Sahakian 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 Dr. Gharpetian and seconded by Mrs. Freemon to approve the agenda order, as presented. Motion approved unanimously: AYES — Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

RECOGNITIONS

1. Crescenta Valley and Glendale High School Honor Band Students Participate in the Pasadena Tournament of Roses Parade

The Board of Education recognized the Honor Band students from Glendale Unified Instrumental Music Programs who participated in the Pasadena Tournament of Roses Parade on January 1, 2022. Students from Crescenta Valley High School included Cailyn Clarke – Color Guard/Banner; Paris Double – Percussion/Cymbals; Kenji Fujimoto – Trombone; Jasper Kugler – Tuba; Ryan Lee – Bass; Thalia Miller – Color

MINUTES: January 18, 2022 – Regular Board Meeting

Guard/Banner; Gabriella Richter – Percussion/Bass; Scott Schick – Percussion/Snare; Chris Seropian – Herald; and Elliot Woo – Percussion/Snare. Students from Glendale High School included Daniel Armstrong – Trombone and Andrea Movsesyan – Color Guard/Banner.

2. School Board Recognition Month

The governing board of California's more than 1,000 school districts and county offices of education are being recognized for their commitment to providing quality public education to California's school children. Dr. Ekchian, on behalf of the GUSD, extended her appreciation to our Board Members for their outstanding support of our district and their contributions to education.

PRESENTATIONS

1. International Day of Acceptance

The College View School community will be observing the International Day of Acceptance, for the fifth year in a row, on Thursday, January 20, 2022, at 1:20 p.m. The event will be held outdoors for students and College View staff only. All of GUSD is encouraged to wear giraffe socks and join them in the spirit of celebrating all people with disabilities.

2. International Holocaust Remembrance Day

Glendale Unified is proud to recognize January 27, 2022 as International Holocaust Remembrance Day. Glendale Council PTA President Rebecca Johnson joined Board Members and District leaders for this special recognition. From January 25-28, GUSD students and teachers will once again have an opportunity to hear directly from survivors of the Holocaust via live Zoom sessions.

3. Black and African American History Month

Glendale Unified is proud to commemorate Black and African American History Month during the month of February. Our District pays tribute to the contributions Black and African Americans have made to American history in their struggles for freedom and equality. We reaffirm our commitment to understand, and intentionally work to eliminate racism in our curricula, our classroom cultures, and our relationships with our students, our parents/guardians, and each other because our collective future depends on it.

STUDENT BOARD MEMBER REPORT

Student Board Member Brandon Doronila reported on activities and events around the district. Several high school activities are being postponed or cancelled due to the pandemic. He provided information on the College and Career Division upcoming programs and events, including the virtual on-line academy for 9th graders.

PUBLIC COMMUNICATIONS

1. Romina Melkonian, CSEA member, spoke about wages and salary. She shared that the classified employees are not getting enough pay for their education, for being bilingual, and based on the cost of living. With the money they get, they have to work two or three jobs.
2. Pamela Chairoj, CSEA member, spoke about wages and salary. She said current wages are not enough to support their families. They are disappointed in the district's negotiations.
3. Juan Carlos Leyva, CSEA negotiations member, spoke about wages and salary. He reminded the Board that without them, the schools could not function. He said CSEA members are all underpaid. We need more employees and better wages.
4. Yelena Madimyan, CSEA member, said Jack in the Box is offering \$16/hour. She has worked for 21 years and is getting \$18.34/hour. When the pandemic began, they were working every day serving food to our students. She asked that we be fair and that the Board recognize their hard work.
5. Sam Kim, CSEA member, is proud to be a GUSD translator; however, it is embarrassing to disclose his salary. He has served this district since 2003. His current salary is \$3,890. After paying all of his bills, there is nothing left to save.
6. Marine Avakyan, CSEA member, she said all of them are navigating through the pandemic. They are doing the best they can for their students, families, and community. The latest proposal is disheartening. Everyone is doing more every day. They are asking for fair and just compensation.
7. Sarah Morrison, GTA Bargaining chair, said they had their first negotiations session last week, in which they presented a 3-year wage proposal. GUSD teachers have not been given a raise since the 2019-20 school year. Another item that was discussed at the table was Transitional Kindergarten for all four year olds. They are excited about the expansion of TK, but were disheartened to learn that the district had a meeting to discuss TK on December 3 and teachers were not included. She had to request their participation at future meetings. They look forward to returning to the table on January 28.
8. David Anthony, parent, was disturbed to hear that we are not paying employees a living wage. The district needs to pay people well in order to keep our schools going. This is part of the COVID response. To deal with the pandemic, you need to be proactive. This district is reactive. Previously, he spoke about the ventilation in our schools. We have MERV 13 filters in the classrooms, but we have not had a report on the CO2 levels. Every worker and student should be wearing the KN95 mask. We should be testing once a week to keep our students safe; it should not be voluntary.

PUBLIC COMMUNICATIONS (Continued)

9. Seth Lawrence, parent, said he is shocked at the level of respect and value we are attaching to employees who are taking care of their kids. He spoke about the required COVID test for students and how he spent four hours in line to get his kids tested. He was upset that the district did not require proof that students took the test. If the district is going to require these tests moving forward, adequate tests should be supplied, and we should hold everyone accountable by showing proof. Otherwise, don't require it.
10. Ingrid Gunnell, parent, encouraged that Board to vote for putting term limits on the ballot, and adopt the Women's Studies course. The Black Lives Matter in Schools Week of Action is January 31-February 4. International Holocaust Remembrance Day is coming up. She hopes that all resolutions commemorating these important events are actually put into action. We must have truth in education. Parents teach their children to hate and we need to take action in the community and in our schools to address it.

CLOSED SESSION

The Board recessed to Closed Session at 6:23 p.m. to discuss the following:

1. 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. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957
3. Threat to Public Services or Facilities (Government Code Section §54957)
Consultation with: Dr. Vivian Ekchian, Superintendent
4. Conference with Legal Counsel-Existing litigations pursuant to Government Code Section §54956.9 (d)(1)
Case No. 2:20-cv-09334-JAK-JPR
Case No. 2021021126

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 8:08 p.m.

REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

MINUTES: January 18, 2022 – Regular Board Meeting

SUPERINTENDENT’S UPDATE

1. Health and Safety Update
2. Kindness, Service, and Inclusion

INFORMATION

1. Governor’s Proposals and GUSD Budget Update
2. Board Member Term Limits
3. Update on Measure S and Facility Programs
4. Proposed Textbook for Use in High School Women's Studies Elective Course
5. Proposed Revisions to Board Policies Relating to Bylaws of the Board
6. Acknowledgements of Service

The above reports were presented for information only; no action was taken.

ACTION REPORTS

1. Resolution No. 14 – Recognizing the Rich Culture, Contributions, and Value of our African American Students, Employees, Families and Community Members

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve Action Report No. 1, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

Note: Mr. Krikorian was not present to vote on Action Reports 2, 3, 4, 5, 6, 7, and 8. He returned to the meeting at 9:50 p.m.

2. Approval of Agreement with Frontline Education for Human Resources and Business Services Systems

It was moved by Mrs. Freemon and seconded by Ms. Nahabedian to approve Action Report No. 2, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, and Sahakian. ABSENT—Krikorian

3. Approval of Amendment No. 1 to Independent Consultant Agreement No. 602 with California Testing and Inspections for the Clark Magnet High School New CTE Building Project’s Specialty Inspection Services

It was moved by Ms. Nahabedian and seconded by Dr. Gharpetian to approve Action Report No. 3, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, and Sahakian. ABSENT—Krikorian

ACTION REPORTS (Continued)

4. Approval of Services Agreement Between Glendale Unified School District and Stepping Stones Group LLC

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, Gharpetian, Nahabedian, and Sahakian. ABSENT—Krikorian

5. Approval of Services Agreement Between Glendale Unified School District and Total Recall Captioning Inc.

It was moved by Dr. Gharpetian and seconded by Ms. Nahabedian to approve Action Report No. 5, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, and Sahakian. ABSENT—Krikorian.

6. Special Education Settlement Agreement: United States District Court Case No. 2:20-cv-09334-JAK-JPR.

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve Action Report No. 6, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

7. Special Education Settlement Agreement Case No.2021021126

It was moved by Mrs. Freemon and seconded by Dr. Gharpetian to approve Action Report No. 7, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, and Sahakian. ABSENT—Krikorian.

8. Minimum Wage Compliance

It was moved by Dr. Gharpetian and seconded by Ms. Nahabedian to approve Action Report No. 8, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, and Sahakian. ABSENT—Krikorian.

9. Approval of Services Agreement with Hey Tutor, Inc.

It was moved by Mrs. Freemon and seconded by Ms. Nahabedian to approve Action Report No. 9, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

10. Approval of Services Agreement with EdFiles, Inc.

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve Action Report No. 10, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

MINUTES: January 18, 2022 – Regular Board Meeting

ACTION REPORTS (Continued)

11. Resolution No. 15 – Resolution to Place Before the Electorate a Proposal Limiting the Number of Terms a Member of the Board May Serve

It was moved by Dr. Gharpetian and seconded by Ms. Nahabedian to approve Action Report No. 11, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

12. Approval of Board Policy 3510 – Green School Operations and Board Policy 3511.1 – Integrated Waste Management

It was moved by Dr. Gharpetian and seconded by Mr. Krikorian to approve Action Report No. 12, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

CONSENT CALENDAR

1. Minutes
 - a. Regular Meeting No. 11, December 14, 2021
 - b. Special Meeting No. 12, January 4, 2022
2. Certificated Personnel Report No. 10
3. Classified Personnel Report No. 10
4. Warrants totaling \$29,830,136.32 for December 1, 2021 through January 11, 2022
5. Purchase Orders totaling \$7,928,960.11 for the period of December 6, 2021 through January 7, 2022
6. Appropriation Transfer and Budget Revision Report
7. Acceptance of Gifts
8. Rejection of Claim from Rachlin Partners, Incorporated
9. Approval of Project Closeout and Transfer of Funds from the New PDC/EEELP Palmer Project to the Marshall Elementary School Cafeteria/Multipurpose Building Project
10. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation
11. Approval of the Services Agreement Between Glendale Unified School District and Lead Learner Associates
12. Approval of Revisions to Board Policy 6142.8 - Comprehensive Health Education
13. Acceptance of Grant Funds for the Italian, French, and Japanese Dual Language Immersion Programs

MINUTES: January 18, 2022 – Regular Board Meeting

CONSENT CALENDAR (Continued)

14. Acceptance of Grant Funds from the California Retired Teachers Association for Muir Elementary School
15. Acceptance of Grant Funds from the Korean Education Center (KEC) in Support of the Korean Clubs at Rosemont Middle School, Toll Middle School and Hoover High School
16. Approval of Proposed Board Policy Relating to Employee Use of Email
17. Agreement with Azusa Pacific University
18. Cash Transfer of Funds from the Capital Project and Improvement Fund (40.1) to the Measure S Projects Fund (21.1)
19. Extension #4 of Agreement for Armored Transportation Services with Fortress Armored Services Company from January 1, 2022 through December 31, 2022

It was moved by Mrs. Freemon and seconded by Dr. Gharpetian to approve the Consent Calendar, as presented. Motion approved unanimously, except on Consent Calendar #2 in which Mrs. Freemon and Mr. Krikorian abstained. AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

Mr. Krikorian left the meeting at 9:57 p.m.

REPORTS FROM THE BOARD

Ms. Nahabedian thanked everyone in the GUSD school community. These are difficult times, and we need to do whatever we can to help each other. This evening, we had three presentations related to matters the Board cares about deeply: International Day of Acceptance; International Holocaust Remembrance Day; and Black History Month. In GUSD, we take every situation seriously as an opportunity to learn, to change, to grow, and to teach. We have taken proactive steps in implicit bias training. We are moving forward in a positive way and will continue to do so. She thanked staff for organizing the Holocaust speaker series for our students and teachers. Dr. Deb Rinder quoted a student about International Day of Acceptance, “Acceptance comes from knowledge.” At a minimum, we are transmitting content knowledge and building relationships.

Dr. Gharpetian hoped that everyone had a wonderful holiday. She reminded families that every home in the U.S. is eligible to order four free at-home COVID-19 tests. Order the tests at www.covidtests.gov. The Holocaust Survivor Speaker series schedule is on the website. It will be recorded as well. Daily High is hosting a blood drive on January 20. There is a huge blood shortage in the hospitals. Poetry Out Loud is January 27 at 4:30 p.m. She asked that we adjourn the meeting in memory of Mr. Vahik Satoorian. Mr. Satoorian was a partner of GUSD through the Davidian & Mariamian Educational Foundation, served on the Glendale Educational Foundation Board for many years, and was a strong advocate for the Armenian Heritage program at Jefferson.

MINUTES: January 18, 2022 – Regular Board Meeting

REPORTS FROM THE BOARD (Continued)

Mrs. Freeman reiterated her appreciation to staff for the work they do to ensure a more culturally relevant and responsive education and in making our schools COVID safe. She is excited about having the Holocaust Survivor program available by Zoom, which will allow more of our students to participate. Four of her family members had COVID over the winter break. We know masking and distance helps. We need to come together, wear our masks, maintain social distancing, and make our schools a place of safety for all our students.

Mr. Sahakian wished our entire school community good health. He thanked his colleagues for supporting the Board term limit proposal. The voters will make the decision at the June 7 election. We will be adjourning this meeting in memory of Mr. Patrick Campbell and Mr. Vahik Satoorian. Mr. Campbell was a long-time community leader. He always had a generous spirit and was committed to community service. He met him through the Kiwanis Club of Glendale. Mr. Vahik Satoorian was also a long-time community leader. In his professional capacity, he was a CPA. We knew him as a City planning commissioner and president of the Davidian & Mariamian Educational Foundation. He played a critical role in Armenian enrichment programs. He always had a kind spirit and soul. He expressed his heartfelt condolences to both families.

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian wished the community a safe next two weeks. Let us get through the surge together by uniting, wearing our masks, and being extra cautious so our students can safely remain in school and our community can thrive.

ADJOURNMENT

There being no further business, President Sahakian adjourned the meeting in memory of Patrick Campbell and Vahik Satoorian at 10:16 p.m.

Shant Sahakian
President, Board of Education

Gregory S. Krikorian
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, January 18, 2022

Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

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. 11

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.	Kadzhikyan, Lusine Teacher, Regular 4 th Grade Balboa Elementary	4/03/22 through 5/30/22
2.	Kmbikyan, Marta Teacher, Regular Verdugo Academy Daily High School	2/28/22 through 6/14/22
3.	Micev, Mary Teacher, Regular 5 th Grade Columbus Elementary	3/28/22 through 6/14/22
<u>Extension of Maternity Leave of Absence</u>		
1.	Balabanyan, Nvart Teacher, Regular 1 st Grade Mann Elementary School	10/23/21 through 3/04/22
2.	Carter, Kenise Teacher, Temp Contract DHH Itinerant Foothill SELPA	12/01/21 through 3/06/22
3.	Mitropoulos, Daphane Teacher, Special Education Glendale High School	9/07/21 through 4/18/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Parental Leave of Absence</u>		
1. Forbes, Derrick	Teacher, Regular Physical Education Keppel Elementary/R.D. White Elementary	2/14/22 through 2/25/22
2. Gharibian, Lilia	Teacher, Regular Math Wilson Middle School	1/31/22 through 4/18/22
<u>Health Leave of Absence</u>		
1. Alva, Vanessa	Teacher, Special Education Crescenta Valley High School	1/11/22 through 3/11/22
2. Atneyel, Sharareh	Psychologist Special Education	1/10/22 through 4/01/22
3. Dreyfuss, Kellie	Teacher, Regular 1 st Grade Keppel Elementary	1/24/22 through 4/24/22
4. Firstman, Jill	Assistant Principal Monte Vista Elementary	1/10/22 through 2/01/22
5. Gentile, Amy	Teacher, Regular 6 th Grade Muir Elementary	2/08/22 through 3/20/22
6. Gullessarian, Tamar	Teacher, Early Education Fremont Elementary CDCC	1/10/22 through 1/31/22
<u>Family & Medical Leave of Absence</u>		
1. Alva, Vanessa	Teacher, Special Education Crescenta Valley High School	1/11/22 through 3/11/22
2. Atneyel, Sharareh	Psychologist Special Education	1/10/22 through 4/01/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Family & Medical Leave of Absence (Cont.)</u>		
3.	Firstman, Jill Assistant Principal Monte Vista Elementary	1/10/22 through 2/01/22
4.	Forbes, Derrick Teacher, Regular Physical Education Keppel Elementary/R.D. White Elementary	2/14/22 through 2/25/22
5.	Gentile, Amy Teacher, Regular 6 th Grade Muir Elementary	2/08/22 through 3/20/22
6.	Gullessarian, Tamar Teacher, Early Education Fremont Elementary CDCC	1/10/22 through 1/31/22
7.	Kadzhikyan, Lusine Teacher, Regular 4 th Grade Balboa Elementary	4/03/22 through 5/30/22
8.	Kmbikyan, Marta Teacher, Regular Verdugo Academy Daily High School	2/28/22 through 5/27/22
9.	Micev, Mary Teacher, Regular 5 th Grade Columbus Elementary	3/28/22 through 6/14/22
10.	Young, Celine Teacher, Regular Electives & Math Rosemont Middle School	1/20/22 through 2/09/22
<u>Extension of Family & Medical Leave of Absence</u>		
1.	Balabanyan, Nvart Teacher, Regular 1 st Grade Mann Elementary	10/23/21 through 2/16/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Intermittent Family & Medical Leave of Absence</u>		
1.	Young, Celine Teacher, Regular Electives & Math Rosemont Middle School	2/10/22 through 6/14/22
<u>Election</u>		
1.	Prawat, Kenneth Teacher, Temp Contract CTE Crescenta Valley High School	11/26/21 through 6/14/22
<u>Election Hourly/Daily</u>		
1.	Alarcon, Jamie Armen, Karine Barboza Flores, Aurora Hande, Marilyn Kleinberg, Sarah Sun, Valerie Teachers, as needed, to work outside their contractual dates to plan and present professional development and for curriculum development. Teaching & Learning	1/01/22 through 6/30/22 Contractual hourly rate of pay, per hour to plan & present per teacher. Not to exceed 30 planning hours, 15 presenter hours and 30 curriculum development hours. 01.0 74220.0 00000 21400 1130 0000618
2.	Abdus-Samad, Ajeenah Lawson, Benjamin Lubatti, Caroline Movsisian, Haik Samantiego, Robert Tsatryan, Zhaklin Substitute teachers, as needed.	1/10/22 through 7/15/22 01.0 00000.0 19004 10000 1160 0004615
3.	Choi, Unis Dreyfus, Martha Galvez-Grado, Sylvia Hakopian, Narineh O'Rourke, Kathy Rios, Wendy Shahverdian, Estine Silva, Francesca Yahiayan, Natalie Teacher Specialist, as needed, to proctor and score the Bilingual Competency Exam at Toll Middle School	1/28/22 through 2/28/22 Not to exceed \$3,400.00 total \$34.00 per hour to teach Supplemental 01.0 01000.0 11100 10000 1130 0000673

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
4.	Asatryan, Karine Teacher, Temp Contract Math Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
5.	Batra, Monika Teacher, Regular Science Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
6.	Bishop, Joshua Teacher, Regular Tech Literacy Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
7.	Chung, Yung Teacher, Temp Contract Biology Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
8.	Davarhanian, Patrick Teacher, Regular English/AP Psychology Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
9.	Evans-Bye, Dominique Teacher, Regular Biology Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
10.	Gruss, Gerald Teacher, Regular Physics Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
11.	Isayan, Sevada Teacher, Temp Contract Tech Lit Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
12.	Khodagulyan, Armond Teacher, Regular Math Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
13.	Kim, Young Il Teacher, as needed, to translate instructional materials to Korean for Carolina Science Teaching and Learning.	1/01/22 through 6/30/22 \$31.00 per hour Not to exceed 200 hours 01.0 07405.0 11100 10000 1130 0000618
14.	Lockhart, Anthony Teacher, Regular Tech Lit Clark Magnet High School	1/20/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
15.	Melville, Julie Teacher, Regular Spanish Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
16.	Minasyan, Nina Teacher, Regular Armenian Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
17.	Mikayelyan, Vardan Teacher, Regular Social Science Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
18.	Mkrtchyan, Anna Teacher, Temp Contract Science Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000
19.	Sellards, Reggie Substitute teacher, as needed, to conduct FLOSEM assessments to incoming students for the FLAG German Program at Franklin Elementary School.	1/12/22 through 6/11/22 \$34.00 per hour Not to exceed 25 hours total FLAG Support Program 01.0 00000.0 00000 21004 1130 0008682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
20. Zamlich, Gregory	Teacher, Regular Photography Clark Magnet High School	1/10/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Additional Compensation</u>			
1.	Aguilar, Leanne Andrews, John Arnold, Sarah Morgan Beard, David Bell-Bottomley , Denise Bowman, John Cohen, Deb Danilov, Nikki Davolio, Jaqueline Derusha, Lisa Dreyfuss, Kellie Fitzgibbons, Jodi Ghielmetti, Olivia Gonzalez, Alina Gorsuch, Pamela Hamo, Matthieu Hernandez, Sebastian Howe- Flores, Jessica Isayan, Sevada Karanfilian, Virginia Kho, Carminda Lamoreaux, Robin Lee, Susan Lowe, Kristine Martinez, Nina Morrison, Sarah Ortiz, Rafael Park, Yoon Piscitelli-Carrasco, Antonia Piskel, Lenore Reiber, Carla Reuter, Andrea Rodriguez, Sonya Schroeder , Kelly Skywalker, Molly Traber, Allister Wells, Jana	Stipend to be paid to all Certificated GTA eligible Bargaining Unit members of the COVID School Site Compliance Task Force as per the GTA/GUSD 2021-22 Campus Safety MOU. Human Resources	08/16/2021 through 06/30/2022 Rate of Pay "Not to Exceed" \$60 monthly stipend for 10 months Per employee for each site at which they serve on the committee Budget Code(s) In-Person Instruction 01.0 74220.0 11100 10000 1160 0000615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation (Cont.)</u>		
2.	Dionisio , Benedict (JEFFERSON) Tamez, Elizabeth (MOUNTAIN AVE.) O'Rourke, Corky (COLLEGE VIEW) Reinhard, Anne (ROSEMONT) Arjoyan, Anita (ROOSEVELT)	Stipend to be paid to all Certificated GTA eligible Bargaining Unit members of the COVID School Site Compliance Task Force as per the GTA/GUSD 2021-22 Campus Safety MOU. Human Resources.
		08/16/2021 through 06/30/2022 Rate of Pay "Not to Exceed" \$60 monthly stipend for 10 months Per employee for each site at which they serve on the committee Budget Code(s) In-Person Instruction 01.0 74220.0 00000 21000 1170 0000615
3.	Treling, Toni (BALBOA) Grigorian, Molly (CERRITOS) Buyer, Michele (DUNSMORE) Kazanjian, Talar (EDISON) Treling, Toni (FRANKLIN) Lau, Myrna (FREMONT) Treling, Toni (JEFFERSON) Mirmojarabian, Sadat (Nina) (KEPPEL) Buyer, Michele (LA CRESCENTA) Buyer, Michele (LINCOLN) Del Aguila, Nelly (MANN) Lau, Myrna (MONTE VISTA)	Stipend to be paid to all Certificated GTA eligible Bargaining Unit members of the COVID School Site Compliance Task Force as per the GTA/GUSD 2021-22 Campus Safety MOU. Human Resources
		08/16/2021 through 06/30/2022 Rate of Pay "Not to Exceed" \$60 monthly stipend for 10 months Per employee for each site at which they serve on the committee Budget Code(s) In-Person Instruction 01.0 74220.0 00000 31400 1270 0000615

Effective Dates
And Salary Rate

Position

Additional
Compensation (Cont.)

Lau, Myrna
(MOUNTAIN
AVENUE)
Hur, Nara (MUIR)
Buyer, Michele
(VALLEY VIEW)
Grigorian, Molly
(VERDUGO
WOODLANDS)
Hur, Nara (R.D.
WHITE)
Danlag, Mindy
(COLLEGE VIEW)
Shammaa, Randa
(CLOUD
PRE-SCHOOL)
Del Aguila, Nelly
(ROOSEVELT)
Lau, Myrna
(ROSEMONT)
Mirmojarabian, Nina
(TOLL)
Treling, Toni
(CLARK)
Shammaa, Randa
(CVHS)
Porter, Virginia
(GLENDALE HIGH)
Mirmojarabian, Nina
(HOOVER HIGH)

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation (Cont.)</u>		
4.	Nersesyanyan, Arevik Stipend to be paid to all Certificated GTA eligible Bargaining Unit members of the COVID School Site Compliance Task Force as per the GTA/GUSD 2021-22 Campus Safety MOU. Human Resources	08/16/2021 through 06/30/2022 Rate of Pay "Not to Exceed" \$60 monthly stipend for 10 months Per employee for each site at which they serve on the committee Budget Code(s) In-Person Instruction 01.0 74220.0 00000 31101 1272 0000615

5. The following teacher qualifies to receive the Doctoral Degree stipend of \$100 per month effective 1/03/22:

Palmieri, Angela Muir Elementary School

Revision to Previous Personnel Report

1. Revision to Board Report No. 9, December 14, 2021

Page 12, Item 9

Cady, Yelena Rovello, Cindy	Teachers, as needed, to provide after school enrichment to students at Lincoln Elementary School.	10/01/21 through 6/10/21 \$34.00 per hour Not to exceed 8 hours each 01.0 74260.0 19011 10000 2130 0000611
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Change account number to read:	01.0 74260.0 19011 10000 1130 0000611
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	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
2.	Revision to Board Report No. 6, October 12, 2021	
	<u>Page 12, Item 4</u>	
	Various names	
	Teachers, teacher specialists, as needed, to attend SAMR workshops focusing on tech integration and differentiation of instruction using tech tools that are readily available to teachers such as Chromebooks and Google Apps for Education. Equity, Access and Family Engagement	9/20/21 through 6/30/22 From 9/20/21 through 12/31/21 participants will be paid at their regular hourly rate of pay. Not to exceed 2 hours each for Cohort 1 participants and 14 hours each for Cohort 2 participants From 1/01/22 participants will be paid \$31.00 per hour Not to exceed 13 hours each for Cohort 1 participants and 14 hours each for Cohort 2 participants. Not to exceed \$50,000.00 total Title IV 01.0 41270.0 11100 10000 1130 0000673

Add the following names:
Cohort 2
Cate, Laura
Wilson, Morgan

Effective Dates
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

3. Revision to Board Report No. 19, June 15, 2021

Page 25, Item 2

<p>Various names</p>	<p>Teachers, Substitute Teachers and Retirees, as needed, to attend ELPAC trainings and provide Initial & Summative ELPAC testing at various school sites and the Welcome Center Equity, Access and Family Engagement</p>	<p>7/01/21 through 6/30/22 \$31.00 per hour for training \$34.00 per hour for testing Not to exceed \$130,000.00 total ELPAC – EAFE 01.0 00000.0 111308 10000 1130 0002673</p>
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Add the following names:

- Argudo, Courtney (Fremont)
- Arutyunyan, Irene (Daily)
- Batres, Lorena (Daily)
- Bowman, John (Daily)
- Caban, Crystal (GHS)
- Dasgupta, Sara (Lincoln)
- Gellman, Paul (Sub)
- Hitchcock, Jeffrey (Sub)
- Kakosian, Sosi (Admin. Center)
- Mucic, Jennifer (CV)
- Owens, Elena (Sub)
- Paployan, Teresa (Sub)
- Park, Saelom (Sub)
- Prawat, Kenneth (Sub)
- Pearson, Lori (Glenoaks)
- Samford, Mark (Sub)
- Smith, Reagan (Marshall)
- Spears, Cynthia (Sub)
- Stepanian, Sevana (GHS)
- Suh, Angela (Daily)
- Torres, Erika (Sub)
- Villegas, Vanessa (GHS)

Effective Dates
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

4. Revision to Board Report No. 5, September 28, 2021

Page 13, Item 5

Various names

Teachers, as needed, for
 after school support and
 tutoring students at
 Clark Magnet High School

9/01/21 through 6/13/22
 \$34.00 per hour
 Not to exceed \$35,000.00
 Expanded Learning
 Opportunities Grant
 01.0 74250.0 11303 10000 1130
 0900000

Change to read:

Teachers, as needed, for
 planning and participating
 in Clark 8th grade
 recruitment presentations
 and for after school tutoring
 of students at Clark Magnet
 High School.

Add the following names:

Lignan, Dionne
 Ohanis, Aram

5. Revision to Board Report No. 9, December 14, 2021

Page 12, Item 9

Cady, Yelena
 Rovello, Cindy

Teachers, as needed, to
 provide after school
 enrichment to students
 at Lincoln Elementary
 School.

10/01/21 through 6/10/21
 \$34.00 per hour
 Not to exceed 8 hours each
 01.0 74260.0 19011 10000 2130
 0000611
 01.0 74260.0 19011 10000 1130
 0000611

Change account number to read:

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement</u>		
1.	Green, Traci Consultant, as needed, to teach music to primary grades at Lincoln Elementary School.	11/02/21 through 5/20/22 Not to exceed \$17,680.00 Donation 01.0 95100.0 11100 10000 5811 3300000
2.	Junker, Karen Independent Contractor, as needed, to provide Restorative Practice overview, language and circles for staff at Wilson Middle School.	11/01/21 through 12/10/21 Not to exceed \$6,500.00 total Title I 01.0 30100.0 11100 10000 5811 0800000
3.	Mercier, Kathleen Consultant, as needed, to provide transition assessments for Special Education students and provide professional development on performing transition assessments. Special Education	9/01/21 through 6/30/22 \$50 per hour, \$1,000/assessment Not to exceed \$8,000.00 01.0 65000.0 50011 21000 5811 0000600
4.	Meyerhof, David Consultant, as needed, to plan, organize and schedule Holocaust Survivor Presentations for International Holocaust Remembrance Day. Consultant will have 8 speakers presenting. Educational Services	1/01/22 through 1/31/22 Not to Exceed \$1,550.00 total 01.0 07405.0 11100 10000 5811 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement (Cont.)</u>		
5.	Stepanian, Anna Consultant, as needed, to provide counseling services based on student's IEP or 504 plan; consultation and collaboration with District staff; complete case disposition; participate in IEP meetings; attend case consultation meetings and submit LEA Medi-Cal billing via Paradigm on a monthly basis. Special Education	12/01/21 through 6/30/22 \$60.00 per hour, up to 20 hours/week Not to exceed \$40,000.00 01.0 65460.0 50011 21000 5811 0000600
6.	Toonder, Darin Consultant, as needed, to provide the after-school enrichment Improvisation Drama Class to students at Toll Middle School.	1/24/22 through 6/13/22 Not to exceed \$7,040.00 ELO 01.0 74250.0 11303 10000 5811 0700000

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

CLASSIFIED PERSONNEL REPORT NO. 11

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. 11

It is recommended that the following report be approved as presented:

	<u>Location</u>	<u>Months/Hours, and Salary Rating</u>
<u>Election from Eligibility List</u>		
1. <u>Health Assistant LVN/RN</u>		
Balenton, Jesus	Dunsmore	01/10/22; 10/8; 16-9 01.0 00000.0 00000 27004 2410 2400000
2. <u>Regional Maintenance Supervisor</u>		
Perez, Krista	FASO	01/31/22; 12/8; M47-3 01.0 81500.0 00000 81000 2310 0000640
3. <u>Technology Support Technician</u>		
Price, Amanda	ETIS	01/31/22; 12/8; 28-3 01.0 00000.0 00000 77001 2910 0000635
Romero-Rivas, Juan	ETIS	01/31/22; 12/8; 28-1 01.0 00000.0 00000 77001 2910 0000635
4. <u>Yard Duty Assistant</u>		
Arabajyan, Marine	Edison	02/01/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2500000
Franco, Grace	Edison	02/01/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2500000

<u>Election from Eligibility List - Continued</u>		<u>Effective Dates, Months/Hours, and Salary Rating</u>
	<u>Location</u>	
4. <u>Yard Duty Assistant</u> - Continued		
Quezada-Rodriguez, Martha	Edison	02/01/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2500000
Babakhanians, Armineh	Monte Vista	01/24/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 3700000
Moradkhanian, Gayaneh	Monte Vista	01/24/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 3700000
Nahabeet, Annett	Monte Vista	01/24/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 3700000
Pierson, Deborah	Monte Vista	01/24/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 3700000
Rahman, Patricia	Monte Vista	01/24/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2000000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Education Assistant I</u>		
Alonso, Catalina	CDCC	07/01/21 through 06/30/22
Azizianazar, Manik		Child Development Activities
Der Galustyan, Carmen		12.0 61051.0 85000 10000 2160 0000671
Karapetyan, Armine		Child Development Activities
Khachadourian, Artin		12.0 61051.0 85000 10000 2130 0000671
Kim Hyunjin		Self Supporting Combined
Markarian, Yvette		01.0 91500.0 85000 10000 2130 0000671
Nalli, Dora		Self Supporting Combined
Ohanian, Hermine		01.0 91500.0 85000 10000 2160 0000671
Thompson, Melissa		
Vartanian, Annet		
2. <u>Education Assistant II</u>		
Bagiryan, Diana	EAFE	01/25/21 through 06/30/22
Barcena, Alissa		Not to exceed \$5,000.00 total
Ghadari, Anashe		ELPAC-EAFE
Harris, Kaela		01.0 00000.0 111308 10000 2130 0002673
Kirakosyan, Kristine		
Moukhalyan, Tamara		
Ohanessian, Nicolette		
Sarkezi, Arpinch		
Vidal, Lucia		
3. <u>Multimedia Technology Assistant</u>		
Sebastian, Marleene	Muir	12/01/21 through 12/17/21
		Not to exceed \$60.00 total
		Supplemental
		01.0 01000.0 11100 10000 2930 4000000

<u>Change of Assignment</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Change of Location</u>		
a. <u>Education Assistant I</u> Landaverde, Johan	Keppel From Glenoaks	08/16/21 01.0 74260.0 11301 10000 2110 3100000
	Davoodian, Yevgineh Monte Vista From Jefferson	01/18/22 01.0 91100.0 85000 10000 2110 3000000 01.0 74260.0 11100 10000 2110 0001615
b. <u>Typist Clerk II</u> Grigorian, Anahid	Pacific/Edison From Ed Services	12/01/21 01.0 07405.0 00000 21000 2410 0000618 01.0 65000.0 50011 21000 2410 0000600
2. <u>Decrease in Months</u>		
a. <u>Education Assistant I</u> Zakaryan, Mariam	Cerritos From 12/6	12/09/21; 12/3.5 12.0 61051.0 85000 10000 2110 0000671
3. <u>Increase in Hours</u>		
a. <u>Education Assistant I</u> Nersisyan, Norvard	Columbus From 12/3.5	01/18/22; 12/6 12.0 61051.0 85000 10000 2110 0000671 01.0 60100.0 11100 10000 2110 2300000
b. <u>Yard Duty Assistant</u> Almanza, Gabriela	Edison From 9.25/3.5	02/01/22; 9.25/6 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2500000
	Luna, Martha Edison From 9.25/3.5	02/01/22; 9.25/6 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2500000
	Shams, Simin Edison From 9.25/3.5	02/01/22; 9.25/6 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2500000

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Change of Assignment - Continued

4. Provisional Assignments

a. Administrative Secretary

Aghadjani, Ramela	Marshall From Typist Clerk II, 12-2	01/01/22 through 03/31/22 8 hours a day 21-1 01.0 01000.0 00000 27000 2410 3600000
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b. Custodian II

Aguilar, Raul	Fremont From Custodian I, 11-5	01/01/22 through 06/30/22 8 hours a day (days) 16-4 01.0 00000.0 00000 81006 2211 2800000
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Lepe, Brandon	Clark From Custodian I, 11-6	01/01/22 through 06/30/22 8 hours a day (nights) 16-5 01.0 00000.0 00000 81006 2211 0900000
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Salas, John	Rosemont From Custodian I, 11-9	01/01/22 through 06/30/22 8 hours a day (nights) 16-8 01.0 00000.0 00000 81006 2211 0600000
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c. Custodial Supervisor I

Jacome, Roberto	Clark From Custodian I 11-9	01/01/22 through 06/30/22 8 hours a day 23-4 01.0 00000.0 00000 81006 2211 0900000
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d. Lead Custodian

Alexanian, Robert	Hoover From Custodian I, 11-9	01/01/22 through 06/30/22 8 hours a day (nights) 20-6 01.0 00000.0 00000 81006 2211 0300000
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Effective Dates,
 Months/Hours, and
Salary Rating

Change of Assignment - Continued

4. Provisional Assignments

e. Typist Clerk III

Boghdasarian, Gerta	Daily	01/26/22 through 06/30/22
	From Typist Clerk II	8 hours a day
	12-3	16-2
		01.0 32130.0 00000 27004 2410 0460000

f. Warehouse Driver/Inventory Specialist

Molano, John	FASO	02/01/22 through 02/28/22
	From Warehouse	04/01/22 through 04/30/22
	Worker/Driver I	06/01/22 through 06/30/22
	20-9	8 hours a day
		24-8
		01.0 00000.0 00000 72005 2211 0000640

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports

1. Revision to Board Report #9, December 14, 2021

Page 24, Item 3

Personal Services Agreement

Medina, Myrna

Consultant,
as needed
to provide
support as
“Champion
Parent”
to the
CalFresh
Healthy
Living
Program
Grant

11/01/21 through 06/30/22
\$25.00 per hour
Not to exceed 20 hours total
CalFresh Healthy Living Prog Grant
01.0 94033.0 00000 37000 5811 0000662

Change hours to read:

Not to exceed 100 hours total

2. Revision to Board Report #8, November 16, 2021

Page 6, Item 7

Additional Assignment Temporary - At Established Rate of Pay

Library Assistant

Vanda, Kari

R.D. White

11/15/21 through 05/31/22
Not to exceed \$2,000.00 total
Not to exceed 8 hours per month
Supplemental
01.0 01000.0 11100 10000 2930 4300000

Change dates to read:

10/01/21 through 05/31/22

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

3. Revision to Board Report #8, November 16, 2021

Page 14, Item 6

Personal Services Agreement

Ochoa, Sasha	Consultant as needed to provide support as "Champion Parent" to the CalFresh Healthy Living Program grant.	11/01/21 through 06/30/22 \$25.00 per hour Not to exceed 20 hours total CalFresh Healthy Living Program 01.0 94033.0 00000 37000 5811 0000662
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Change hours to read: Not to exceed 100 hours total

4. Revision to Board Report #6, October 12, 2021

Page 1, Item 2

Additional Assignment Temporary - At Established Rate of Pay

<u>Yard Duty Assistant</u> Almanza, Gabriella Arabajyan, Marine Franco, Grace Luna, Martha Shams, Simin	Edison	10/01/21 through 06/30/22 Not to exceed \$19,231.00 ELO 01.0 74250.0 11301 10000 2130 2500000
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Change account to read: 01.0 74260.0 11301 10000 2130 2500000

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

5. Revision to Board Report #5, September 28, 2021

Page 19, Item 5

Personal Services Agreement

Guske, Donna	Consultant As needed To provide Support as "Parent Champion" To the CalFresh Healthy Living Program Grant.	08/18/21 through 06/30/22 \$25.00 per hour Not to exceed 20 hours total CalFresh Living Program 01.0 94033.0 00000 37000 5811 0000662
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Change hours to read:

Not to exceed 100 hours total

6. Revision to Board Report #5, September 28, 2021

Page 8, Item 4

Additional Assignment Temporary - At Established Rate of Pay

Education Assistant II

Atamian, Anet	Balboa	08/16/21 through 06/11/22 Not to exceed \$1,000.00 total Supplemental 01.0 01000.0 11100 10000 2130 2000000
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Change amount to read:

Not to exceed \$5,000.00 total

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

7. Revision to Board Report #4, September 14, 2021

Page 16

Election of Classified Hourly Substitutes through 06/30/22

Abdalian, Anita	R.D. White	08/18/21 through 06/30/22
Armian Pouri, Seda		\$14.00 per hour
Karapetyan, Siranush		ELO Grant
Koshkerian, Carolin		01.0 00000.0 19021 10000 2930 430000
Mesropian, Meghedi		
Muradyan, Laura		
Zakaryan, Lina		

Change account to read: 01.0 74250.0 11301 10000 2930 4300000

8. Revision to Board Report #18, June 1, 2021

Page 15, Item 4

Personal Services Agreement

Pang, Lisa	Consultant, as needed at Crescenta Valley High School for The Academy Of Science And Medicine	07/01/21 through 06/30/22 Not to exceed \$6,000.00 total 01.0 72201.0 38000 10000 5811 0100000
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Change amount to read: Not to exceed \$8,500.00 total

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

9. Revision to Board Report #7, November 2, 2021

Page 25, Item 5

Personal Services Agreement:

Arunachalam, Alamelu Consultant,
as needed
at Crescenta
Valley High
School for
The Academy
Of Science
And Medicine

07/01/21 through 06/30/22
Not to exceed \$10,000.00 total
01.0 72201.0 38000 10000 5811 0100000

Change amount to read:

Not to exceed \$11,500.00 total

<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified Hourly Substitutes (Cafeteria Worker I) through 06/30/22</u>	
Colvin, Lana	01/11/22 through 06/30/22
Sevoyan, Heghine	13.0 53100.0 00000 37000 2232 0000662

<u>Election of Classified Hourly Substitutes (Custodian I) through 06/30/22</u>	
Corea, Rosa	11/05/21 through 06/30/22
	01.0 00000.0 00000 81006 2211 0000640

Election of Classified/Non Classified Hourly Substitutes through 06/30/22

1. <u>Student Assistant I</u>		
Lara, Aydin	SELPA	02/01/22 through 06/30/22
		\$15.00 per hour
		SELPA Workability I
		01.0 65200.0 57600 11133 2180 0000668

<u>Personal Services Agreement</u>	<u>Location</u>	Effective Dates, Months/Hours, and <u>Salary Rating</u>
1. Hawthorne, Adrian	Consultant, as needed to provide music lessons to primary students K-3 at Dunsmore Elementary School	01/20/22 through 06/13/22 Not to exceed \$10,000.00 total 01.0 95100.0 11100 10000 5811 2400000
2. Tokumaru, Yukari	Consultant, as needed to provide Calligraphy Instruction for students in the Japanese FLAG Program at Dunsmore and Verdugo Woodlands Elementary schools	02/01/22 through 06/30/22 Not to exceed \$2,250.00 total Japanese FLAG Donation-Dunsmore 01.0 94386.0 11100 10000 5811 0000611=\$1,500.00 Japanese FLAG Donation-Verdugo Woodlands 01.0 94377.0 11100 10000 5811 0000611=\$750.00

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

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 January 13, 2022 – January 26, 2022, as shown below totaling \$1,327,638.97. 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, 40.1 Spec Reserve-Capital Projects Fund, 67.0 Self-Insurance Fund, 67.2 Early Retirement Benefits Fund and 76.0 Warrant Pass-Through Fund.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
011-N	7184687 - 7184688	Classified	\$ 862.68
012-N	7184896 - 7184896	Classified	180.99
014-N	7185414 - 7185415	Classified	3,853.91
018-N	7185762 - 7185763	Classified	2,183.15
019-N	7186068 - 7186068	Classified	412.26
E4M-N	7186952 - 7187036	Classified	1,296,071.55
020-C	7188078 - 7188094	Certificated	23,492.55
020-N	7188095 - 7188096	Classified	437.18
024-N	7191523 - 7191524	Classified	144.70
TOTAL			\$ 1,327,638.97

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

FEBRUARY 1, 2022

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 \$26,318,277.39 for the period of January 10, 2022 to January 21, 2022 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM JANUARY 10, 2022 THROUGH JANUARY 21, 2022

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	57	1,051,074.55
FEDERAL RESTRICTED RESOURCES	11	14,543,249.49
STATE RESTRICTED RESOURCES	28	146,597.13
LOCAL RESTRICTED RESOURCES	24	36,832.87
CHILD DEVELOPMENT FUND	1	600.00
FOOD SERVICES FUND	12	7,963.89
MEASURES PROJECTS FUND	14	357,163.38
WORKERS' COMPENSATION FUND	1	415.07
TOTAL	150	\$26,318,277.39

TO SUPPORT 2021-22 BOARD PRIORITY NO. 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.*

PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
PO1-220000001331	BURBANK PRINTING	\$ 500.00
PO1-220000002211	AVID TECHNOLOGY INC. AVID EBOOKS - CLARK MAGNET HIGH SCHOOL	\$ 2,340.00
PO1-220000002422	RAPTOR TECHNOLOGIES LLC SOFTWARE ACCESS FEE - STUDENT SUPPORT SERVICES	\$ 13,877.42
PO1-220000002520	BOOMERANG PROJECT CONFERENCE EXPENSES - WILSON MIDDLE SCHOOL	\$ 9,735.00
PO1-220000002536	CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES	\$ 450.00
PO1-220000002631	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA EVENTWRISTBANDS.COM - WRISTBANDS - GLENDALE HIGH SCHOOL	\$ 137.80
PO1-220000002632	CHRISTINA BIRCHER PROVIDE ASSISTANCE IN SPORTS - CRESCENTA VALLEY HIGH SCHOOL	\$ 1,250.00
PO1-220000002633	ELIZABETH ANN DANIELSON PROVIDE VIRTUAL SEMINAR FOR MENTORING MATTERS, BOARD APPROVED 12/14/21 - SECONDARY SERVICES	\$ 7,500.00
PO1-220000002634	LARRY E. BOESE PROVIDE ASSISTANCE & SUPPORT WITH THE DISTRICT FPM REVIEW, BOARD APPROVED 12/14/21 - EQUITY, ACCESS, & FAMILY ENGAGEMENT	\$ 9,000.00
PO1-220000002640	INT'L INSTITUTE FOR RESTORATIVE PRACTICE IN-PERSON TRAINING OF TRAINERS FOR EDUCATORS - SECONDARY SERVICES	\$ 13,349.50
PO1-220000002642	JEVOIS INC	\$ 219.40
PO1-220000002644	OUTLOOK NEWSPAPER ADVERTISING FOR FLAG ENROLLMENT - PUBLIC INFORMATION	\$ 2,995.00
PO1-220000002650	THE HOME DEPOT PRO (SUPPLYWORKS) BLANKET PURCHASE ORDER FOR CUSTODIAL SUPPLIES - MARSHALL ELEMENTARY SCHOOL	\$ 3,000.00
PO1-220000002651	ORIENTAL TRADING INC. SUPPLIES FOR STUDENT AWARDS - FREMONT ELEMENTARY SCHOOL	\$ 1,000.00
PO1-220000002656	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CCIS - CONFERENCE EXPENSES - DAILY HIGH SCHOOL	\$ 325.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000002669	DOCUMENT TRACKING SERVICES LLC NON-INSTRUCTIONAL LICENSING AGREEMENT - EQUITY, ACCESS, & FAMILY ENGAGEMENT	\$ 7,095.00
PO1-220000002670	CASSO & SPARKS, LLP PROFESSIONAL SERVICES - BUSINESS SERVICES	\$ 7,500.00
PO1-220000002671	ACCOUNTANT STATIONERS & PRINTERS	\$ 140.29
PO1-220000002678	ARMENIAN MEDIA NETWORK	\$ 275.00
PO1-220000002679	THE HOME DEPOT PRO (SUPPLYWORKS) EMERGENCY SUPPLIES FOR MUIR ELEMENTARY SCHOOL - STUDENT SUPPORT SERVICES	\$ 1,433.25
PO1-220000002681	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA 3PI TECH SOLUTIONS - INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	\$ 45.81
PO1-220000002688	DAVID LAMBERT	\$ 90.00
PO1-220000002690	VISTA HIGHER LEARNING INSTRUCTIONAL LICENSES - SECONDARY SERVICES	\$ 2,973.44
PO1-220000002692	FRONTLINE TECHNOLOGIES GROUP, LLC SERVICE AGREEMENT TO PROVIDE RECRUITING & HIRING SOLUTIONS - HUMAN RESOURCES	\$ 129,169.86
PO1-220000002701	HEYTUTOR, INC. SERVICE AGREEMENT TO PROVIDE EDUCATOR AND PROCTOR SERVICES - HUMAN RESOURCES	\$ 800,000.00
PO1-220000002707	THE ILINI COMPANIES, INC BLANKET PURCHASE ORDER FOR POOL CHEMICALS - FACILITY & SUPPORT OPERATION	\$ 20,000.00
PO1-220000002708	THE HOME DEPOT PRO (SUPPLYWORKS)	\$ 408.26
PO1-220000002727	BALL/FROST GROUP LLC MEMBERSHIP RENEWAL - PUBLIC INFORMATION	\$ 3,200.00
PO3W-220000000427	BURBANK PRINTING OFFICE SUPPLIES - FINANCIAL SERVICES	\$ 2,365.52
PO3W-220000000645	CDW GOVERNMENT PRINTERS - CRESCENTA VALLEY HIGH SCHOOL	\$ 1,736.44
PO3W-220000001211	AMAZON CAPITAL SERVICES, INC.	\$ 101.88
PO3W-220000001442	ULINE SHIPPING SUPPLY	\$ 289.06
PO3W-220000001513	AMAZON CAPITAL SERVICES, INC.	\$ 64.92
PO3W-220000001515	AMAZON CAPITAL SERVICES, INC.	\$ 20.14
PO3W-220000001516	AMAZON CAPITAL SERVICES, INC.	\$ 168.43
PO3W-220000001519	AMAZON CAPITAL SERVICES, INC.	\$ 14.32

UNRESTRICTED RESOURCES (CONTINUATION)		AMOUNT
PO NUMBER	VENDOR	
PO3W-220000001520	AMAZON CAPITAL SERVICES, INC.	\$ 269.50
PO3W-220000001523	AMAZON CAPITAL SERVICES, INC.	\$ 177.24
PO3W-220000001525	AMAZON CAPITAL SERVICES, INC.	\$ 86.36
PO3W-220000001532	STANDOUT STICKERS INC.	\$ 305.10
PO3W-220000001541	AMAZON CAPITAL SERVICES, INC.	\$ 336.92
PO3W-220000001542	THE HOME DEPOT PRO (SUPPLYWORKS)	\$ 157.08
PO3W-220000001549	POSITIVE PROMOTIONS	\$ 227.78
PO3W-220000001550	GALE SUPPLY COMPANY	\$ 41.67
PO3W-220000001551	OFFICE DEPOT	\$ 352.78
PO3W-220000001552	PERSONNEL CONCEPTS LIMITED	\$ 994.17
PO3W-220000001557	AMAZON CAPITAL SERVICES, INC.	\$ 39.21
PO3W-220000001559	AMAZON CAPITAL SERVICES, INC.	\$ 21.98
PO3W-220000001560	FRANKLIN COVEY	\$ 512.03
PO3W-220000001561	THE E GROUP, INC SKILLSUSA COMPETITION ATTIRE - CLARK MAGNET HIGH SCHOOL	\$ 1,224.88
PO3W-220000001563	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	\$ 2,098.43
PO3W-220000001565	DEMCO	\$ 56.49
PO3W-220000001567	RAYMOND GEDDES & COMPANY INC	\$ 221.74
PO3W-220000001573	OFFICE DEPOT	\$ 254.09
PO3W-220000001574	GRAINGER	\$ 28.92
PO3W-220000001575	DICK BLICK ART MATERIALS	\$ 335.16
PO3W-220000001579	BEAR COMMUNICATIONS INC DBA BEARCOM	\$ 562.28

TOTAL		\$ 1,051,074.55
FEDERAL RESTRICTED RESOURCES		
PO1-220000002008	CHALMERS CONSTRUCTION SERVICES, INC AWARD OF BID #219-20/21 - HVAC REPLACEMENT AT COLUMBUS & MOUNTAIN AVENUE ELEMENTARY SCHOOLS - PLANNING, DEVELOPMENT & FACILITIES	\$ 395,890.00
PO1-220000002635	IXL LEARNING	\$ 99.00
PO1-220000002636	SOWN TO GROW, INC. INSTRUCTIONAL SOFTWARE LICENSE - EQUITY, ACCESS, & FAMILY ENGAGEMENT	\$ 6,000.00
PO1-220000002637	FLINN SCIENTIFIC INC INSTRUCTIONAL SOFTWARE LICENSE - GLENDALE HIGH SCHOOL	\$ 1,275.00
PO1-220000002659	OFFICE DEPOT BLANKET PURCHASE ORDER FOR SUPPLIES - CLOUD PRE- SCHOOL	\$ 2,000.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000002660	PRO-ED	\$ 87.10
PO1-220000002664	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ELITE SANITATION - LEASE OF PORTABLE RESTROOMS AND HANDWASHING STATIONS RELATED TO COVID 19 - PLANNING, DEVELOPMENT & FACILITIES	\$ 975.00
PO1-220000002665	AMAZON CAPITAL SERVICES, INC. PPE SUPPLIES FOR AS NEEDED RELATED TO COVID 19 - PROCUREMENT & CONTRACT SERVICES	\$ 5,200.00
PO1-220000002666	MHS, INC	\$ 160.00
PO1-220000002676	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA QUIZLET - INSTRUCTIONAL SOFTWARE LICENSE - GLENDALE HIGH SCHOOL	\$ 172.75
PO1-220000002682	AMERICAN EXPRESS CPS SOUTHWEST AIRLINES - CONFERENCE EXPENSES - HOOVER HIGH SCHOOL	\$ 555.92
PO1-220000002697	EDPUZZLE, INC	\$ 545.00
PO1-220000002699	CHALMERS CONSTRUCTION SERVICES, INC SERVICE AGREEMENT TO INSTALL ELECTRICAL FOR THE NEW HVAC AT COLUMBUS ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 24,550.00
PO1-220000002700	CHALMERS CONSTRUCTION SERVICES, INC SERVICE AGREEMENT TO INSTALL ELECTRICAL FOR NEW HVAC AT MOUNTAIN AVENUE ELEMENTARY SCHOOLS - PLANNING, DEVELOPMENT & FACILITIES	\$ 23,900.00
PO1-220000002702	AMB GROUP INC. AWARD OF BID #225-21/22 - HVAC PROJECT AT ROOSEVELT MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 228,500.00
PO1-220000002703	BELDERIAN ENTERPRISES, LLC AWARD OF BID #223-21/22, HVAC IMPROVEMENT PROJECT AT CRESCENTA VALLEY HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 480,400.00
PO1-220000002704	BELDERIAN ENTERPRISES, LLC AWARD OF BID #224-21/22, HVAC IMPROVEMENT PROJECT AT RD WHITE ELMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 78,426.00
PO1-220000002705	BELDERIAN ENTERPRISES, LLC AWARD OF BID #228-21/22, HVAC IMPROVEMENT PROJECT AT WILSON MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 224,473.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000002706	BELDERIAN ENTERPRISES, LLC AWARD OF BID #229-21/22, HVAC IMPROVEMENT PROJECT AT WILSON MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 289,600.00
PO1-220000002712	CO-DEFEND AT HOME OTC COVID-19 TEST KITS RELATED TO COVID 19 - BUSINESS SERVICES	\$ 2,688,675.00
PO1-220000002714	VITAL HEALTHCARE, INC SERVICE AGREEMENT TO PROVIDE MEDICAL STAFF AND SERVICES - BUSINESS SERVICES	\$ 10,000,000.00
PO3W-220000001208	JONES SCHOOL SUPPLY	\$ 553.93
PO3W-220000001518	AMAZON CAPITAL SERVICES, INC.	\$ 201.32
PO3W-220000001537	APPLE COMPUTER COMPUTER EQUIPMENT - SPECIAL EDUCATION	\$ 11,132.02
PO3W-220000001556	VETERAN BUILDING MAINTENANCE, LLC EMERGENCY PURCHASE OF PPE NEEDED FOR COVID-19 - PROCUREMENT & CONTRACT SERVICES	\$ 4,961.25
PO3W-220000001566	CDW GOVERNMENT COMPUTER EQUIPMENT - MANN ELEMENTARY SCHOOL	\$ 74,917.20

		TOTAL \$ 14,543,249.49
	STATE RESTRICTED RESOURCES	
PO1-220000002628	CPI VIRTUAL RENEWAL NCI TRAINING - Foothill SELPA	\$ 1,199.00
PO1-220000002630	TOTAL GRAPHICS	\$ 159.86
PO1-220000002643	FIRST RESPONSE	\$ 225.00
PO1-220000002649	APPLE COMPUTER 3 YEAR APPLE CARE - CRESCENTA VALLEY HIGH SCHOOL	\$ 8,568.00
PO1-220000002668	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA SAN BERNARDINO COUNTY SBCSS - CONFERENCE EXPENSES - FOOTHILL SELPA	\$ 75.00
PO1-220000002672	LEON & ANAHID STEPANIAN PARENT REIMBURSEMENT FOR TUTORING SERVICES - SPECIAL EDUCATION	\$ 4,000.00
PO1-220000002673	RIVERS LAW INC PROFESSIONAL SERVICES - SPECIAL EDUCATION	\$ 7,250.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000002680	LEARNING RIGHTS LAW CENTER PROFESSIONAL SERVICES - SPECIAL EDUCATION	\$ 5,875.00
PO1-220000002716	RENAISSANCE LEARNING INC ANNUAL LICENSE SUBSCRIPTION - MUIR ELEMENTARY SCHOOL	\$ 5,343.75
PO1-220000002721	WORLD BOOK INC.	\$ 882.83
PO3W-220000001246	COCHLEAR AMERICAS	\$ 450.49
PO3W-220000001511	AMAZON CAPITAL SERVICES, INC.	\$ 132.10
PO3W-220000001512	AMAZON CAPITAL SERVICES, INC.	\$ 994.95
PO3W-220000001514	AMAZON CAPITAL SERVICES, INC.	\$ 534.43
PO3W-220000001517	AMAZON CAPITAL SERVICES, INC.	\$ 9.91
PO3W-220000001521	AMAZON CAPITAL SERVICES, INC.	\$ 890.71
PO3W-220000001524	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	\$ 1,678.43
PO3W-220000001538	PROMAXIMA MANUFACTURING, LLC PE EQUIPMENT & SUPPLIES - GLENDALE HIGH SCHOOL	\$ 28,906.14
PO3W-220000001539	ACCO BRANDS USA LLC.	\$ 780.98
PO3W-220000001540	PROMAXIMA MANUFACTURING, LLC ATHLETIC SUPPLIES - GLENDALE HIGH SCHOOL	\$ 6,333.38
PO3W-220000001544	AMAZON CAPITAL SERVICES, INC.	\$ 37.25
PO3W-220000001548	APPLE COMPUTER COMPUTER EQUIPMENT - FOOTHILL SELPA	\$ 1,661.39
PO3W-220000001564	CN SCHOOL AND OFFICE SOLUTIONS, INC. CLASSROOM FURNITURE - WILSON MIDDLE SCHOOL	\$ 57,721.92
PO3W-220000001569	ENABLING DEVICES, INC.	\$ 959.07
PO3W-220000001571	VIRCO INC.	\$ 234.83
PO3W-220000001572	LAKESHORE LEARNING	\$ 255.56
PO3W-220000001576	APPLE COMPUTER COMPUTER EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	\$ 11,407.85
PO3W-220000001577	AMAZON CAPITAL SERVICES, INC.	\$ 29.30
	TOTAL	\$ 146,597.13
	LOCAL RESTRICTED RESOURCES	
PO1-220000002629	FIRST STUDENT BLANKET PURCHASE FOR TRANSPORTATION SERVICES - ROSEMONT MIDDLE SCHOOL	\$ 2,500.00
PO1-220000002643	FIRST RESPONSE	\$ 375.00
PO1-220000002646	KING'S CUSTOM SHEET METAL	\$ 992.25

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000002654	GARCIA'S FENCE CORP. AGREEMENT FOR FENCING SERVICES AT KEPPEL ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT &	\$ 2,200.00
PO1-220000002655	POWERHOUSE COMBUSTION & MECHANICAL CORP. SERVICE CONTRACT TO PERFORM BOILER ASSESSMENT AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 5,000.00
PO1-220000002661	MYRNA MEDINA	\$ 500.00
PO1-220000002663	FLORENCE FILTER CORPORATION MAINTENANCE SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	\$ 6,550.84
PO1-220000002667	BRIGITTE ROJAS RODRIGUEZ PROVIDE ASSISTANCE & LANGUAGE SUPPORT TO SPANISH DUAL PROGRAM, BOARD APPROVED 12/14/21 - FRANKLIN ELEMENTARY SCHOOL	\$ 3,000.00
PO1-220000002691	GENERAC POWER SYSTEMS INC	\$ 400.00
PO1-220000002693	PAYLESS AIRLESS, INC	\$ 681.89
PO1-220000002694	PLUMBING AND INDUSTRIAL SUPPLY REPAIR MATERIALS - FACILITY & SUPPORT OPERATION	\$ 2,647.86
PO1-220000002695	SHELDON EXTINGUISHER COMPANY, INC.	\$ 882.00
PO1-220000002710	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA LOWE'S - INSTRUCTIONAL SUPPLIES AND MATERIALS - CLARK MAGNET HIGH SCHOOL	\$ 285.46
PO1-220000002713	SURFACE FITNESS, INC SERVICE AGREEMENT TO PROVIDE PRIMARY PE LESSONS - FREMONT ELEMENTARY SCHOOL	\$ 4,800.00
PO1-220000002718	UNITED REFRIGERATION, INC.	\$ 139.13
PO1-220000002726	AMAZON CAPITAL SERVICES, INC.	\$ 278.26
PO3W-220000001522	AMAZON CAPITAL SERVICES, INC.	\$ 558.97
PO3W-220000001543	AMAZON CAPITAL SERVICES, INC.	\$ 176.63
PO3W-220000001558	AMAZON CAPITAL SERVICES, INC. LABORATORY EQUIPMENT - CLARK MAGNET HIGH SCHOOL	\$ 1,552.30
PO3W-220000001562	DISCOUNT SCHOOL SUPPLY	\$ 260.98
PO3W-220000001568	MOUSER ELECTRONICS INC	\$ 222.04
PO3W-220000001570	CDW GOVERNMENT	\$ 201.60

LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO3W-220000001580	REV ROBOTICS INSTRUCTIONAL MATERIALS NEEDED FOR COMPETITION - CLARK MAGNET HIGH SCHOOL	\$ 1,544.60
PO3W-220000001581	ANAWALT LUMBER AND MATERIALS CO - MONTROSE INSTRUCTIONAL MATERIALS FOR ROBOTICS - CLARK MAGNET HIGH SCHOOL	\$ 1,083.06
	TOTAL	\$ 36,832.87
CHILD DEVELOPMENT FUND		
PO1-220000002643	FIRST RESPONSE	\$ 600.00
	TOTAL	\$ 600.00
FOOD SERVICES FUND		
PO1-220000002645	HOME DEPOT CREDIT SERVICES	\$ 80.32
PO1-220000002662	KB FOODS DISTRIBUTION, INC EDIBLE SUPPLIES - FOOD SERVICES	\$ 1,728.50
PO1-220000002683	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA AJINOMOTO CAMBROOKE - EDIBLE SUPPLIES (SPECIAL DIET FOOD) - FOOD SERVICES	\$ 369.86
PO1-220000002689	SCSNA	\$ 90.00
PO1-220000002711	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA WEBRESTAURANTSTORE.COM - POT HOLDERS - FOOD SERVICES	\$ 70.60
PO1-220000002718	UNITED REFRIGERATION, INC.	\$ 371.19
PO1-220000002720	HOBART CORPORATION	\$ 532.56
PO1-220000002728	AJINOMOTO CAMBROOKE, INC. BLANKET PURCHASE ORDER FOR EDIBLE SUPPLIES - FOOD SERVICES	\$ 4,000.00
PO3W-220000001546	ACTION SALES	\$ 358.31
PO3W-220000001547	AMAZON CAPITAL SERVICES, INC.	\$ 57.19
PO3W-220000001553	CHEFS' TOYS FOOD SERVICE EQUIPMENT	\$ 190.19
PO3W-220000001555	TAKKT AMERICA HOLDING INC	\$ 115.17
	TOTAL	\$ 7,963.89
MEASURE S PROJECTS FUND		
PO1-220000002638	SOUTH COAST PAINTING PAINTING SERVICES AT MOUNTAIN AVENUE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 5,700.00

PO NUMBER	MEASURE S PROJECTS FUND (CONTINUATION) VENDOR	AMOUNT
PO1-220000002639	KDDI AMERICA, INC PROVIDE AND INSTALL PHONE SYSTEM AT VALLEY VIEW -	\$ 13,145.39
PO1-220000002641	DEPARTMENT OF GENERAL SERVICES DSA FEE - PLANNING, DEVELOPMENT & FACILITIES	\$ 103,700.14
PO1-220000002647	KDDI AMERICA, INC PROVIDE & INSTALL TELEPHONE SYSTEM AT TOLL MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 48,313.91
PO1-220000002648	KDDI AMERICA, INC PROVIDE & INSTALL TELEPHONE SYSTEM AT HOOVER HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 68,944.25
PO1-220000002652	PARAGON SYSTEMS INC INSTALLATION OF SECURITY CAMERAS AT ROOSEVELT MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	\$ 6,561.50
PO1-220000002685	AVIDEX INDUSTRIES, LLC VOICE AMP TROUBLESHOOTING DISTRICT-WIDE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	\$ 4,734.57
PO1-220000002687	AVIDEX INDUSTRIES, LLC VOICE AMP EQUIPMENT FOR REPAIRS DISTRICT-WIDE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	\$ 4,676.63
PO1-220000002696	tBP/ARCHITECTURE PROFESSIONAL SERVICES - PLANNING, DEVELOPMENT & FACILITIES	\$ 1,020.90
PO1-220000002698	ROSE BRAND WIPERS, INC. SERVICE AGREEMENT TO REPLACE AUDITORIUM STAGE DRAPES - PLANNING, DEVELOPMENT & FACILITIES	\$ 18,227.41
PO1-220000002709	THE CONVERSE PROFESSIONAL GROUP GEOTECHNICAL & MATERIAL TESTING AT GLENOAKS ELEMENTARY - PLANNING, DEVELOPMENT & FACILITIES	\$ 99,980.00
PO1-220000002723	ARC (AMERICAN REPROGRAPHICS COMPANY,LLC)	\$ 488.91
PO1-220000002724	AA1 GRAPHICS & SIGNS	\$ 157.66
PO1-220000002725	SANDY PRINGLE & ASSOCIATES	\$ 357.50
	TOTAL	\$ 357,163.38
WORKERS' COMPENSATION FUND		
PO1-220000002653	SCHOOLS LINKED FOR INSURANCE MANAGEMENT	\$ 415.07
	TOTAL	\$ 415.07

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD ENDING JANUARY 21, 2022
CONSENT CALENDAR NO. 5 , FEBRUARY 1, 2022**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
1/11/2022	PO1-220000002340	CALIFORNIA COMMERCIAL POOLS INC	INCREASED PO FOR EXTRA SCOPE OF WORK	\$7,000.00	\$1,689.00	\$8,689.00
1/12/2022	PO1-220000000123	OFFICE DEPOT	INCREASED PO FOR ADDITIONAL PURCHASES	\$5,000.00	\$5,000.00	\$10,000.00
1/12/2022	PO1-220000000105	AMERICAN WEST RESTAURANT GROUP	INCREASED PO FOR ADDITIONAL PURCHASES	\$185,000.00	\$215,000.00	\$400,000.00
1/14/2022	PO1-220000001039	BURMAX COMPANY INC	INCREASED PO FOR ADDITIONAL PURCHASES	\$7,000.00	\$1,100.00	\$8,100.00
1/14/2022	PO1-220000000220	FIRST STUDENT	INCREASED PO FOR ADDITIONAL BUS SERVICES AS NEEDED	\$3,000.00	\$6,000.00	\$9,000.00
1/19/2022	PO1-220000001288	SCHOOLSFIRST FCU	SUPPLIES AT CDCS SITES, ELO PROGRAM.	\$1,000.00	\$1,500.00	\$2,500.00
1/19/2022	PO1-220000000174	ENTERPRISE FM TRUST	INCREASED PO FOR VEHICLE LEASE PAYMENTS THROUGH 6-30-2022	\$205,000.00	\$120,000.00	\$325,000.00
1/19/2022	PO1-220000002017	BELDERIAN ENT. (A & B CONSTRUCTION)	INCREASED PO FOR EXTRA SCOPE OF WORK	\$960,000.00	\$69,993.00	\$1,029,993.00
1/19/2022	PO1-220000000706	MONET CONSTRUCTION	INCREASED PO DUE TO UNFORESEEN ITEM REQUIRED FOR THE PROJECT	\$3,270,775.00	\$96,173.94	\$3,366,948.94
1/20/2021	PO1-220000002427	AMERICAN MODULAR SYSTEMS	INCREASED PO FOR VARIOUS ITEMS ADDED TO THE PROJECT	\$5,230,340.00	\$39,523.00	\$5,269,863.00

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

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 25.0, Fund 40.1 and Fund 40.2.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 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.

GLENDALE UNIFIED SCHOOL DISTRICT
 February 1, 2022
 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	\$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	\$0
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$0

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0
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February 1, 2022
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 BUDGET CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

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:
VARIOUS	Supplemental program	0	0	0	0	0	0	0	0	\$0	Supplies
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

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:
		0	0	0	0	0	0	0	0	\$0	
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$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
 February 1, 2022
 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	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$15,021
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$15,021

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	(\$22,980)	\$10,021
5000 Contract Services	\$22,980	\$5,000
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$15,021

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0
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GLENDALE UNIFIED SCHOOL DISTRICT
February 1, 2022

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 Trsf's		xxxxxxx	xx										
Administration	RSI		42161.4	0	0	0	(22,980)	22,980	0	0	0	\$0	Services
VARIOUS	TITLE I		30100.0	0	0	0	0	0	0	0	0	\$0	Certificated salaries and Supplies
				0	0	0	0	0	0	0	0	\$0	
				\$0	\$0	\$0	(\$22,980)	\$22,980	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS		Program Description	Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Dept/Site			Code										
Rosemont		School Site Donations	95100.0	0	0	0	100	0	0	0	0	\$100	To allocate income
EELP		EELP	94230.0	0	0	0	145	0	0	0	0	\$145	To allocate income
Student Wellness Services		Donation from Glendale Rotary Club	95101.0	0	0	0	0	5,000	0	0	0	\$5,000	To allocate income (services)
Educational Services		Donation from The JBA Foundation	94385.0	0	0	0	2,100	0	0	0	0	\$2,100	To allocate income (FLAG - Japanese prg at GHS& Wilson)
CMHS		School Site Donations	95210.0	0	0	0	200	0	0	0	0	\$200	To allocate income
Franklin		School Site Donations	95100.0	0	0	0	1,335	0	0	0	0	\$1,335	To allocate income (instructional supplies)
Rosemont		School Site Donations	95100.0	0	0	0	141	0	0	0	0	\$141	To allocate income
Educational Services		Donation from Korean Consulate	94370.0	0	0	0	1,000	0	0	0	0	\$1,000	To allocate income (FLAG - Korean prg at Rosemont)
CMHS		School Site Donations	95100.0	0	0	0	5,000	0	0	0	0	\$5,000	To allocate income (computer equipment)
				0	0	0	0	0	0	0	0	\$0	
				\$0	\$0	\$0	\$10,021	\$5,000	\$0	\$0	\$0	\$15,021	

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
 February 1, 2022
 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	\$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	\$0
6000 Capital Outlay	\$0	\$13,300,912
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$13,300,912

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$13,300,912)
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GLENDALE UNIFIED SCHOOL DISTRICT
 February 1, 2022
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Developer Fee Fund (25.0)

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	\$0
6000 Capital Outlay	\$0	(\$454,224)
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	(\$454,224)

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$454,224
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GLENDALE UNIFIED SCHOOL DISTRICT
 February 1, 2022
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Capital Projects Fund (40.1)

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	\$0
6000 Capital Outlay	\$0	\$149,153
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$149,153

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$149,153)
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GLENDALE UNIFIED SCHOOL DISTRICT
 February 1, 2022
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Nutrition Services capital projects Fund (40.2)

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	\$0
6000 Capital Outlay	\$0	\$200,000
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$200,000

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$200,000)
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GLENDALE UNIFIED SCHOOL DISTRICT
 February 1, 2022
 CONSENT CALENDAR NO. 6
 Nutrition Services capital projects Fund (40.2)

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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Budget Transfers											

BUDGET ADJUSTMENTS

Dept/Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Revision appropriates funds for:
District	District -Wide HVAC/Kitchen	0	0	0	0	500,000		0	(500,000)	0	District - Wide HVAC/Kitchen
District	District account	0	0	0	0	(300,000)		0	300,000	0	District account
		0	0	0	0	0	0	0	0	0	
		\$0	\$0	\$0	\$0	\$200,000	\$0	\$0	(\$200,000)	\$0	
Total 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

February 1, 2022

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning

SUBJECT: **Approval of Textbook for Use in High School Women's Studies Elective Course**

The Superintendent recommends that the Board of Education approve basic textbook (Feminist Frontiers) for use in high schools in the area of History-Social Science.

The book has been reviewed for content and evaluated by the members of the History-Social Science Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbook to the Board of Education. In accordance with Glendale Unified School District Board Policy 6161.1, the textbook was available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration.

HIGH SCHOOLS

Department: History-Social Science

Women's Studies, Grades 11-12
Feminist Frontiers, 10th ed., by Verta Taylor,
Nancy Whittier, & Leila J. Rupp
Published by Rowman & Littlefield, 2019

TO SUPPORT 2021-22 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 school connectedness for students, parents, and families.

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Phyllis Ishisaka, Executive Assistant to the Superintendent

SUBJECT: **Approval of Revisions to Board Policies Relating to Bylaws of the Board**

The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 9150 (Student Board Members) and BP 9320 (Meetings and Notices) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 9150 - Student Board Members

CSBA Update December 2021
Last GUSD Update: March 2020

Board Policy 9150 is updated to reflect new law (AB 824, 2021), which specifies circumstances under which a governing board may adjust the term of a student board member. Bylaw also updated to enhance legal accuracy and clarity.

BP 9320 - Meetings and Notices

CSBA Update December 2021
Last GUSD Update: February 2021

Board Policy 9320 is updated to clarify that it is discussion among themselves, via technology, of a majority of the governing board regarding an item within the subject matter jurisdiction of the board that can result in a violation of the Brown Act, and that agenda materials are required to be made available for public inspection at the time the materials are distributed to all or a majority of the board when agenda materials relating to an open session of a regular meeting are distributed to the board less than 72 hours before the meeting. The policy is also updated to add a new section, "Teleconferencing During a Proclaimed State of Emergency," which reflects new law (AB 361, 2021).

Glendale Unified School District
Consent Calendar No. 8
February 1, 2022
Page 2

Copies of the revised Board Policies are attached to this report.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

Student Board Member

The Board believes it is important to seek out and consider students' opinions, viewpoints and reactions to the educational program and to those issues affecting students in order to provide student input and involvement.

The duties of the student Board member include the following:

1. To represent all students and contribute to the discussion of issues affecting students.
2. To strengthen communications between the Board and District students.
3. To provide information to the Board regarding student issues and activities in the District.

The Board shall include a student representative. The term of the student Board member shall be one school year with no term limits, commencing in the fall semester and concluding in June. However, the Board may adjust the term of a student Board member only if a vacancy occurs or in order to give more students an opportunity to serve on the Board (Education Code 35012).

The student representative shall be elected annually by the Student Advisory Council from its membership, comprised of three Student Council members each from Crescenta Valley, Hoover and Glendale High Schools, and two students each from Clark Magnet and Allen Daily High Schools. In the event that a student is unable to complete a term on the Board, the Student Advisory Council shall declare a vacancy and elect another student from its membership to fill the unexpired term. If the Board determines that the student Board member's duties are not being fulfilled, the Board may appoint another student to serve as an alternate student Board member or request that the Student Advisory Council appoint an alternate. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. In addition, all materials given to Board members by the District between meetings, except for materials that pertain to closed session items, shall be distributed to student Board members. (Education Code 35012)

Student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

Student Board Member

Student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

Student Board members shall be appointed to subcommittees of the Board in the same manner as other Board members, be made aware of the time commitment required to participate in subcommittee meetings and work, and have the right to decline an appointment. The availability of all subcommittee members, including the availability of student Board members, may be considered when scheduling subcommittee meetings. (Education Code 35012)

Student Board members shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

Student Board members may, at the Board's discretion, receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provide. (Education Code 35012, 35120)

Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board, but shall not receive monetary compensation for attendance at Board meetings. (Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)

A student Board member shall not be counted in determining whether a quorum of the Board is in attendance.

Student Board Member Training

The Superintendent or designee may, at District expense, provide learning opportunities to student Board members through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

The Superintendent or designee may periodically provide information to student Board member candidates to give them an understanding of the position. Once chosen or appointed, incoming student Board members shall be provided an orientation designed to build knowledge of the District and an understanding of the responsibilities and expectations of the position.

Student Board Member

Elimination of Position

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

Student Advisory Council

The Board of Education believes that student opinion and input are important to the decision-making process affecting the educational program of the District. To help facilitate and strengthen communications among the Board of Education, District administration and students, a Student Advisory Council shall be established for the purpose of discussing issues of mutual concern, exchanging ideas, and providing advice on topics affecting students of the District. Matters relating directly to the interest of students may include: rights and responsibilities, curriculum, grading, graduation requirements, school standards, attendance, discipline, and co-curricular activities.

Legal Reference: Education Code, Sections 33000.5; 35012; 35120; 35160
Government Code, Sections 3540-3549.3; 54950-54964

Policy Adopted: 01/21/1992

Policy Amended: 11/06/2001; 06/24/2003; 03/10/2020; 02/01/2022

Formerly BP 9120

Meetings and Notices

Meetings of the Governing Board are conducted for the purpose of accomplishing District business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or District. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or District official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or District official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2)

Regular Meetings

Regular meetings, unless otherwise determined by the Board of Education, shall be held on the first and third Tuesday of each calendar month, except when the meeting falls on a holiday fixed by the laws of the State of California or declared by the Board of Education. Meetings shall be held in the Board Room at the Administration Center, 223 North Jackson Street, unless otherwise determined by the Board. The time of the meetings shall be determined by the Board and posted in advance in accordance with state law.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the District's Internet website. (Government Code 54954.2)

Meetings and Notices

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the District's website. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the

Meetings and Notices

members of the Board.

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board.

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Meetings and Notices

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within District boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of the Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific District business among themselves other than as part of the scheduled program (Government Code 54952.2):

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members.
2. An open, publicized meeting organized by a person or organization other than the District to address a topic of local community concern.
3. An open and noticed meeting of another body in the District.
4. An open and noticed meeting of a legislative body of another local agency.
5. A purely social or ceremonial occasion.
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers.

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within District boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the District is a party.

Meetings and Notices

2. Inspect real or personal property which cannot conveniently be brought into the District, provided that the topic of the meeting is limited to items directly related to the property.
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law.
4. Meet in the closest meeting facility if the District has no meeting facility within its boundaries or if its principal office is located outside the District.
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the District over which the state or federal officials have jurisdiction.
6. Meet in or near a facility owned by the District but located outside the District, provided the meeting agenda is limited to items directly related to that facility.
7. Visit the office of the District's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs.
8. Attend conferences on nonadversarial collective bargaining techniques.
9. Interview residents of another District regarding the Board's potential employment of an applicant for Superintendent of the District.
10. Interview a potential employee from another District.

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means, through either audio and/or video. (Government Code 54953)

Meetings and Notices

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within District boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

The Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within District boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing.
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees.
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees.

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act.

Meetings and Notices

2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option.

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3.
4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time.
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed.
6. If during a Board meeting a disruption occurs which prevents the District from broadcasting the meeting to members of the public or for members of the public to offer public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored.

The District may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person.
2. State or local officials continue to impose or recommend measures to promote social distancing.

Meetings and Notices

Legal Reference: Education Code, Sections 35140; 35143; 35144; 35145; 35145.5; 35146;
35147
Government Code, Sections 3511.1; 11135; 54950-54963
United States Code, Title 42, Sections 12101-12213
Code of Federal Regulations, Title 28, Sections 35.160; 36.303

Policy Adopted: 12/04/1956

Policy Amended: 06/16/1959; 03/19/1985; 09/03/1996; 09/16/1997; 10/05/1999; 6/24/2003;
03/06/2012; 02/02/2021; 02/01/2022

Formerly BP 9440, BP 9441, BP 9442

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPPARED BY: Hagop Eulmessekian, Director, Student Support Services

SUBJECT: **Agreement with SchoolMint, Inc.**

The Superintendent recommends that the Board of Education approve a three-year agreement with SchoolMint, Inc. for software related to permit and magnet/FLAG applications and corresponding lotteries from February 1, 2022 through January 31, 2025 for a total cost of \$155,854.38.

Student Support Services currently has a contract with SchoolMint, Inc. for a subscription to software which is used to accept online permit applications, applications for FLAG and magnet programs, and to run the corresponding lotteries.

Student Support Services is renewing the contract with SchoolMint, Inc. for the period of February 1, 2022 to January 31, 2025, for a total cost of \$155,854.38, to be paid in three annual installments. Additional hourly charges will be billed for changes, customizations, and improvements made at the request of Student Support Services.

The funding for this contract and subsequent invoices will be paid from Student Support Services general funds.

TO SUPPORT 2021-2022 BOARD PRIORITY NO. 1: Maximize Student Achievement - Close the digital and equity gap; offer robust academic and career technical education learning programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2021-2022 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 student, parent and family engagement opportunities.



Contract for Glendale Unified School District

Prepared for:

Charel Bailey
Glendale Unified School District

Created by:

William Juarez
SchoolMint, Inc.

ORDER FORM

This Order Form (this "Order Form") is entered into as of _____ (the "Effective Date"), by and between Glendale Unified School District ("Client"), and SchoolMint, Inc., a Delaware corporation ("SchoolMint"). This Order Form is for a subscription to one or more of SchoolMint's software as a service programs, related software, documentation and/or services related thereto as set forth below (collectively, the "Services"). This Order Form is subject to the terms set forth in the Master Services Agreement (the "MSA") entered into as of the Effective Date by and between SchoolMint and Client, and the terms of the MSA are incorporated and made a part of this Order Form.

Subscription Term. Access to the Services described below shall remain in effect from _____ until _____ ("Subscription Term") unless earlier terminated in accordance with the MSA. The Subscription Term will renew for additional annual periods at the end of the initial Subscription Term unless Client provides SchoolMint with at least 60 day advance written notice prior to the expiration of the existing Subscription Term.

License Limitations and Fees. Access to the Services is subject to the following restrictions and payment of the following fees:

Type of License	Quantity
# of Students	24500
Subscription Term	36

Product	Term (Months)	Price	QTY	Subtotal
Recurring Products				
Enroll App & Lottery <small>Software License</small>	36	\$115,854.38	1	\$115,854.38
Standard Support <small>See description below</small>	36	\$0.00	1	\$0.00
One Time Products				
Enroll App & Lottery Implementation <small>140 Hours Limit</small>	N/A	\$21,000.00	1	\$21,000.00

Custom Work 160 Hours Limit	N/A	\$250.00	160	\$40,000.00
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Discount **-\$21,000.00**

Total \$155,854.38

At the end of each the initial Subscription Term and each Subscription Term thereafter, SchoolMint shall have the right to increase its prices for the Services by up to 5%. For any increase above 5% Schoolmint will notify Client prior to each renewal.

Unless listed above, no SIS integration or data mapping support is included in the Services.

Your contract includes up to 140 hours of implementation services (configuration, set-up, and account management) to be used within 12 months.¹ This is sufficient to meet the needs of most organizations. If necessary, additional hours above that threshold can be purchased through SchoolMint at \$150/hr for account service or \$250/hr for engineering work.

Following initial implementation, annual license fees include hosting, monthly product releases, security, and support as specified for your package below.

Enrollment Standard Support

Standard Support & Customer Success is included with your paid subscription. Standard Support services include:

- Year-round access to training videos, launch checklists & best practice tips
- Access to Zendesk Knowledge Base with articles to Prepare, Launch & Manage online enrollment
- Access to Walk-Thru tutorials built-in to the product
- Access to email support for admins during standard business hours
- Annual account review conducted virtually.
- Family Support via email & chat during standard business hours can be purchased as a supplement for an additional per-student fee

Support tiers are subject to change on an annual basis.

CONDITIONS OF AGREEMENT: Order Form valid for 30 days. Please review the applicable license agreement(s) provided by your account manager. Ongoing fees are invoiced annually. See page 2 for estimated ongoing expenses.

All contracts are exclusive of tax. Any applicable tax will be added into any and all invoices resulting from this order.

Annual Audits. At any time during the Subscription Term, Customer may allow new Users to access the Services by acquiring additional user licenses, with the additional user licenses being subject to the annual subscription fees specified on the Purchase Order. Provider shall have the right to audit User access during each Subscription Term and bill Customer for any additional Users accessing the Services. Payments are due within thirty (30) days of the billing date specified on any supplemental invoice submitted to Customer following an audit.

INVOICE SCHEDULE

Invoice Date	Payment Amount
1/15/2022	\$76,750.00
1/15/2023	\$38,587.50
1/15/2024	\$40,516.88

Rate Schedule

The following is a schedule of rates for additional services. **These fees do not include T&E (travel and expenses). SchoolMint will invoice T&E separately upon Customer's approval.

Service	Description	Price
Onsite Training/Consultation (1 day) **	Includes travel expenses for 1 person; available as an upgrade on select Support Tiers	\$3,000
Onsite Training/Consultation (2 days) **	Includes travel expenses for 1 person; available as an upgrade on select Support Tiers	\$5,000
Account Service/Consulting Blocks	Services sold in 5-hour, 10-hour, 20-hour, and 50-hour packs; can be purchased as recurring or one-time	\$150/hour

Service	Description	Price
Additional Account Service/Consulting	General account service during implementation (project management, set-up, configuration, etc.)	\$150/hour
Professional Services Engineering	Data import/export work including polygon ingestion for catchment areas, creation of custom reports, generation of imports, additional SIS mapping work, etc.	\$150/hour
Engineering & Customization	Any custom request requiring product and/or engineering involvement; includes specification gathering, design, development & testing of custom work	\$250/hour
Data Entry	Imports (including waitlist rollovers) that follow an existing import script and have no major data formatting issues	\$100/hour
Additional Virtual Training	Virtual training (preparation and delivery)	\$150/hour

Please make all checks payable to:

SchoolMint, Inc.
 18520 NW 67 Ave., #227
 Miami, FL 33015

Payments can also be made by bank transfer to:

Bank Name: Webster Bank
Bank Holder: SchoolMint, Inc.
Account No.: 23135570
ABA/Routing #: 211170101
Terms: Net 30 days or as otherwise set forth in the MSA

Role Definition: The undersigned is authorized to bind the Customer, including without limitation, approve and execute the Agreement, changes to the Agreement, and serve as the primary point of communication to ensure progress.

Glendale Unified School District

SchoolMint, Inc.

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____



Client Information Sheet

Main Contact

Name: _____

Phone: _____

Email Address: _____

Address: _____

Onboarding/Implementation Contact

Name: _____

Phone: _____

Email Address: _____

Address: _____

Invoice will be generated with contract "Effective date" and is payable per the terms of the contract unless otherwise stated in the Order Form

Company Name on Invoice: _____

Attention to: _____

Phone: _____

Email Address: _____

Address: _____

Billing Contact

Name: _____

Phone: _____

Email Address: _____

Address: _____

Billing Requests/Notes: (If PO is required prior to invoicing, please advise here)

Master Services Agreement

This Master Services Agreement ("Agreement") is entered into as of _____ (the "Effective Date") between Glendale Unified School District ("Client") and SchoolMint, Inc., a Delaware corporation having its principal place of business at 1100 Bertrand Drive, Suite B, Lafayette, LA. 70506 ("SchoolMint") (Client and SchoolMint are referenced herein as each a "Party" and collectively the "Parties").

1. Definitions.

- a. **"Services"** means the services and Software described in the applicable Order Form that references this Agreement ("Order Form") and any Documentation related thereto.
- b. **"Documentation"** means technical materials provided by SchoolMint to Client in hard copy or electronic form describing the use and operation of the Software, which does not include any sales and/or marketing materials that SchoolMint may provide Client to describe functionality intended for sales and/or marketing purposes.
- c. **"Software"** means the SchoolMint software products and solutions described in the Order Form.
- d. **"Subscription Period"** means the subscription period for the Software as set forth in the Order Form unless terminated earlier in accordance with Section 14 ("**Termination**").

2. Subscribing to the Software and Access to the Services. Client will subscribe to the Software and gain access to the Services by executing an Order Form with SchoolMint. In the event of any conflict between this Agreement and the terms set forth in the Order Form, the Order Form shall control, except this Agreement shall govern all terms relating to intellectual property rights, confidential information, warranty, indemnity and liability. Additional Order Forms may be entered into by the Parties to subscribe to additional or different features of the Services.

3. License.

- a. **License Grant.** Subject to the terms and conditions of this Agreement and SchoolMint's Privacy Policy, available upon request, and fully incorporated by reference herein, SchoolMint grants to Client a non-exclusive, non-transferable license during the Subscription Period, to access the Software through the User IDs and to operate the features of the Software according to the Documentation under normal circumstances.
- b. **User IDs.** SchoolMint will issue unique User IDs to each of the Client Personnel (as defined below) specified by Client from time to time to access and use the Software. Client Personnel will access and use the Software only through the User IDs issued by SchoolMint for such Client Personnel. Each User ID may be used only to access the Software during one (1) concurrent login session. Client will not allow Client Personnel to share User IDs with any third parties, which require prior written approval for access by SchoolMint. **"Client Personnel"** means those personnel of Client who have been provided with authorized administrative access to the Software. Client is responsible for all activity occurring under its User IDs. Client is responsible for all use of the Services by Client Personnel and for maintaining the confidentiality of all User IDs and will promptly notify SchoolMint of any actual or suspected unauthorized use of the Services. SchoolMint reserves the right to suspend or terminate any User ID which it determines may have been used for an unauthorized purpose.
- c. **Limitations.** Client agrees that it will not and will not permit any Client Personnel or other party to: (i) to access or use the Services other than Client Personnel explicitly authorized by SchoolMint; (ii) modify, adapt, alter or translate the Software or Documentation, except as expressly allowed hereunder; (iii) sublicense, lease, rent, loan, distribute, or otherwise transfer the Services to any third party; (iv) reverse engineer, decompile, disassemble, or otherwise derive or determine or attempt to derive or determine the source code (or algorithms, structure or organization) of the Software; (v) use or copy the Software or Documentation except as expressly allowed hereunder; (vi) disclose or transmit any data contained in the Software to any individual other than Client Personnel. Client shall hold SchoolMint harmless from any and all claims relating to Client's misuse of Software and/or Services rendered by SchoolMint to Client, including SchoolMint's intellectual property.
- d. **Harmful Content.** In using the Software, Client agrees to the following: (i) Client shall not incorporate into or otherwise transmit through the Software any content that violates or infringes the rights of others, including without limitation any material that: (A) may be abusive, indecent, threatening, obscene, harassing, violent, defamatory, libelous, fraudulent, or otherwise objectionable; (B) encourages or otherwise promotes conduct that would constitute a criminal offense or give rise to civil liability; (C) impersonates any person or entity or that otherwise misrepresents Client's affiliation with a person or entity; (D)

contains malicious code; (E) is in violation of the CAN-SPAM Act or any other applicable laws pertaining to unsolicited email, SMS, text messaging or other electronic communications, or the transmission of emails to an individual or entity with which Client has no preexisting relationship; (F) includes the private information of another without express permission, including but not limited to contact information, social security numbers, credit card numbers or other information which a reasonable would consider private in nature, (G) violates any privacy, intellectual property or proprietary right of another; (H) is pornographic or sexual in nature; (I) expressly targets children under the age of 13; or (J) is unlawful or otherwise objectionable in SchoolMint's sole opinion; and (ii) Client shall ensure that Client's use of the Services is at all times compliant with all applicable local, state, federal and international law, regulations and conventions, including without limitation, those related to data privacy, international communications, and the exportation of data of any kind, regulations of the U.S. Securities and Exchange Commission and/or any rules of a securities exchange in the U.S. or elsewhere.

- e. **Client Responsibility.** Client shall perform the responsibilities necessary to establish Client's use of the Services, including (a) providing Client Personnel lists to setup User IDs, (b) properly maintaining all associated equipment, software and environmental conditions in accordance with applicable industry standards and/or specifications SchoolMint provides Client, and (c) designating Client Personnel to participate in training.
- f. **Client Authorization; Enforceability.** Client represents and warrants that (i) it has obtained all necessary authorizations to enter into this Agreement and the Order Form, (ii) the person signing and/or consenting on behalf of Client is a duly authorized representative of the Client, and (iii) this Agreement is a duly authorized binding and enforceable obligation of Client.
- g. **Hosting Services.** SchoolMint will provide the hosting services ("**Hosting Services**") for the Software through a third party hosting facility (such as AWS) and may update the content, functionality and user interface of the Hosting Services from time to time in its sole discretion and in accordance with this Agreement. In order to use the Software, Client must have or obtain access to the internet. Client agrees that SchoolMint is not providing Client with access to the internet in order to use the Software and that Client is solely responsible for obtaining and maintaining such internet access and for providing all equipment necessary to obtain and maintain such internet access. SchoolMint does not and cannot control the flow of data to or from SchoolMint's network, designated hosting facility and/or other portions of the internet. Such flow depends in large part on the performance of internet services provided or controlled by third parties. At times, actions or inactions of such third parties can impair or disrupt Client's connections to the internet (or portions thereof). SchoolMint agrees to use commercially reasonable efforts to take any actions it deems appropriate to remedy and avoid such events. However, SchoolMint cannot guarantee that such events will not occur. Accordingly, SchoolMint disclaims any and all liability resulting from or related to such event.
- h. **Equipment.** If Client has purchased any equipment from SchoolMint as set forth in the Order Form, then such equipment is provided "AS-IS" from the manufacturer and SchoolMint makes no warranties, express or implied, with respect to such equipment. To the extent permitted by the manufacturer, all manufacturer's warranties will be passed through to Client.

4. Reservation of Rights.

- a. **SchoolMint.** SchoolMint expressly reserves all rights in the Services, Software, Documentation, and all other materials provided by SchoolMint hereunder not specifically granted to Client. It is acknowledged that all right, title and interest in the Services, Software, Documentation, and all other materials provided by SchoolMint hereunder, any update, adaptation, translation, customization or derivative work thereof, and all intellectual property rights therein will remain with SchoolMint (or third party suppliers, if applicable) and that the Services, Software, Documentation, and all other materials provided by SchoolMint hereunder are licensed on a subscription basis and not transferred to Client apart from the temporary license discussed herein.
- b. **Client.** Client expressly reserves all rights in any data that Client (or Client Personnel) uploads through the Services and all results from processing such data, including compilations, and derivative works thereof (the "**Client Data**"), except that Client grants SchoolMint a non-exclusive, royalty-free, license to use, reproduce, and create derivative works of the Client Data in operating the Service features for Client's benefit. Notwithstanding the foregoing, SchoolMint may use and distribute aggregated and/or de-identified data that is derived from the Client Data for any lawful purpose and such aggregated and/or de-identified data shall be owned by SchoolMint. Client represents and warrants that Client has all rights under applicable law to provide the Client Data, including any personal information of any of the students and or other persons included therein.

5. Term. Unless earlier terminated pursuant to this Agreement, this Agreement shall be in effect pursuant to the dates set forth in the Order Form ("**Initial Term**"), and thereafter may be renewed for additional one (1) year periods upon each anniversary of the commencement of the Initial Term (each subsequent period will be known as a "**Renewal Term**" and together with the Initial Term, the "**Term**"). The Renewal Terms will be invoiced at then-current rates. Expiration or termination of an Order Form shall not affect any other Order Form, unless the Agreement Term expires or the Agreement as a whole is terminated under Section 14 ("**Termination**").

6. User Documentation. The Services may contain online Documentation describing the operation of the Services under normal circumstances. No source code or technical-level documentation to the Services is licensed under this Agreement.

7. Client Support. During the Subscription Period for the applicable Services, SchoolMint will provide the following standard customer support:

- a. **Web Support.** Client's designated representative shall have access to SchoolMint's technical support web site and may use the website to submit service requests. SchoolMint will use reasonable efforts to respond in a timely manner under the given circumstances.
- b. **Client's Responsibilities.** To receive support, Client shall: (i) report errors or suspected errors for which support is needed, and supply SchoolMint with sufficient information and data to reproduce the error; (ii) procure, install, operate and maintain hardware, operating systems and other software that are compatible with the most current supported version of Software and otherwise in conformity with SchoolMint's minimum requirements as made available to Client; and (iii) maintain an operating environment free of any modifications or other programming that might interfere with the functioning of Software. Client acknowledges that fixes and new versions may be made available electronically, and that, in some cases, SchoolMint may maintain e-mail distribution lists that are used to notify customers of the availability of fixes and new versions and to provide other information to customers that are eligible for support. Client shall be responsible for including the appropriate Client Personnel on any such e-mail distribution lists of SchoolMint so that Client receives such notifications and other information.
- c. **Service Upgrades and Scheduled Downtime.** Client shall receive access to upgraded versions of the Services as made available by SchoolMint from time to time, and at no additional charge. SchoolMint may from time to time schedule downtime for maintenance and upgrades. SchoolMint may provide Client notice of any scheduled downtime, including any scheduled user disruption, if the circumstances permit such notice. SchoolMint will strive to perform updates during non-peak hours.

8. Professional Services. In consideration of Client's payment of the applicable fees and expenses set forth in the Order Form for professional services, SchoolMint will provide Client the professional services set forth therein, which may include attendance at designated training sessions provided by SchoolMint as set forth herein ("**Professional Services**"). Training may be conducted at SchoolMint's training facility, at Client's location, or by teleconference, as agreed by the Parties. In the event that Professional Services are provided beyond standard service offerings provided in connection with the licensing of the Software (such as custom

design or custom implementations), then such additional Professional Services shall be described in a separate statement of work to be entered into between the Parties.

9. Fees and Payment.

- a. Subscription Fees.** Subscription Fees (set forth in each Order Form) are payable in advance pursuant to subsection 9(b) below. SchoolMint will issue an invoice for each payment annually.
- b. Fees.** The Subscription Fees and all other fees and expenses set forth in each Order Form (all such fees are collectively "Fees") will be invoiced and are payable net thirty (30) days after the invoice date.
- c. Late Payment.** Client may not withhold or "setoff" any amounts due hereunder. SchoolMint reserves the right to suspend access to the Services until all undisputed past due amounts are paid in full after giving Client advance written notice and an opportunity to cure as specified in this Agreement.
- d. Certain Taxes.** Fees quoted do not include and Client shall pay, indemnify and hold SchoolMint harmless from all gross receipts, value-added, GST, personal property or other taxes, and all applicable duties, tariffs, assessments, export and import fees or similar charges (including interest and penalties imposed thereon) on the transaction contemplated herein, other than taxes based on the net income or profits of SchoolMint. If Client is exempt from federal, state, sales, and use taxes the Client will not be charged the same upon providing SchoolMint with sufficient evidence of said exemption.

10. Confidential Information.

- a. **Definitions.** For purposes of this section, a Party receiving Confidential Information (as defined below) shall be the "**Recipient**" and the Party disclosing such information shall be the "**Discloser**" and "**Confidential Information**" means all information disclosed by Discloser to Recipient during the Term and marked as "confidential" or "proprietary". Client hereby acknowledges that the Services (including any Documentation, Software, and any translations, compilations, partial copies and derivative works thereof) will be considered Confidential Information belonging exclusively to SchoolMint (or its designated third party supplier), and SchoolMint hereby acknowledges that Client Data will be considered Confidential Information belonging to Client, in each case regardless of whether or not marked as "confidential" or "proprietary".
- b. **Covenant.** To the extent permitted by law, the Recipient hereby agrees that during the Term and at all times thereafter it shall not (i) disclose such Confidential Information of the Discloser to any person or entity, except to its own personnel having a "need to know" (and who themselves are bound by similar nondisclosure restrictions), and to such other recipients as the Discloser may approve in writing; provided that all such recipients shall have first executed a confidentiality agreement in a form acceptable to Discloser; (ii) use Confidential Information of the Discloser except to exercise its license rights or perform its obligations under this Agreement; or (iii) alter or remove from any Confidential Information of the Discloser any proprietary legend. Recipient shall use at least the same degree of care in safeguarding the Confidential Information of the Discloser as it uses in safeguarding its own confidential information of a similar nature, but in no event shall less than due diligence and reasonable care be exercised. Upon the earlier of Discloser's written request or termination or expiration of this Agreement, and regardless of whether a dispute may exist, Recipient shall return or destroy (as instructed by Discloser) all Confidential Information of Discloser in its possession or control and cease all further use thereof. Notwithstanding the foregoing, Recipient may disclose Discloser's Confidential Information to the extent that such disclosure is necessary for the Recipient to enforce its rights under this Agreement or is required by law or by the order of a court or similar judicial or administrative body, provided that the Recipient promptly notifies the Discloser in writing of such required disclosure and cooperates with the Discloser to seek an appropriate protective order.
- c. **Injunctive Relief.** Recipient acknowledges that violation of the provisions of this section would cause irreparable harm to Discloser not adequately compensable by monetary damages. In addition to other relief, it is agreed that injunctive relief shall be available without necessity of posting bond to prevent any actual or threatened violation of such provisions.

11. Disclaimers.

- a. **DISCLAIMER OF OTHER WARRANTIES. SOFTWARE AND SERVICES ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND (UNLESS EXPLICITLY PROVIDED FOR HEREIN), AND SCHOOLMINT AND ITS LICENSORS EXPRESSLY DISCLAIM ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND POTENTIAL IMPLEMENTATION DELAYS. SCHOOLMINT DOES NOT WARRANT THAT THE FUNCTIONALITY CONTAINED IN THE SOFTWARE WILL MEET CLIENT'S REQUIREMENTS, OR THAT THE OPERATION OF THE SOFTWARE OR HOSTING SERVICES WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT DEFECTS IN THE LICENSED PRODUCT WILL BE CORRECTED. FURTHERMORE, SCHOOLMINT DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OR THE RESULTS OF THE USE OF THE SOFTWARE OR SERVICES IN TERMS OF CORRECTNESS, ACCURACY, RELIABILITY, SECURITY OR OTHERWISE. CLIENT AGREES THAT THE USE OF SOFTWARE AND SERVICES IS AT CLIENT'S OWN RISK. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY SCHOOLMINT OR AN SCHOOLMINT REPRESENTATIVE SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF ANY WARRANTY. SOME JURISDICTIONS MAY NOT ALLOW THE EXCLUSION OF CERTAIN IMPLIED WARRANTIES, SO THE ABOVE EXCLUSION MAY NOT FULLY APPLY TO CLIENT.**
- b. **Limited Non-Infringement Warranty.** SchoolMint warrants that it has the right to license to Client the Software and provide the Services as contemplated by this Agreement. SchoolMint represents and warrants that as of the date the Software and Services, when properly used in accordance with the Documentation and this Agreement, will not misappropriate or infringe any third party's intellectual property rights recognized under any trade secret law, any U.S. copyright, or U.S. patent issued as of the Effective Date.
- c. **Limited Privacy Warranty.** SchoolMint hereby recognizes that the Client Data which Client provides to SchoolMint may include personal information of students. In order for SchoolMint to carry out its obligations under this Agreement, it is necessary for SchoolMint to use the Client Data. SchoolMint agrees to use the Client Data, some of which may contain personal information of students, only for the purpose of fulfilling its obligations under this Agreement. SchoolMint agrees all

usage of Client Data shall be in compliance with the requirements of applicable privacy laws. SchoolMint warrants that it has put in place reasonable and appropriate security, technical and organizational measures to protect its usage of the Client Data against accidental or unlawful destruction or accidental loss, alterations, and unauthorized use, disclosure or access. SchoolMint also warrants that it shall not disclose to, permit the disclosure to, or provide access to the Client Data to any third parties, except as is necessary for SchoolMint to fulfill its obligations under this Agreement and under the law. In the event the Client or any third party believes there has been a material breach of this provision, SchoolMint shall have a reasonable amount of time, which will be a minimum of thirty (30) days from the date of receiving written notice to cure any such alleged breach.

12. Limitation of Liabilities. The Parties acknowledge that the following provisions have been negotiated by them and reflect a fair allocation of risk and form an essential basis of the bargain and shall survive and continue in full force and effect despite any failure of consideration or of an exclusive remedy:

SCHOOLMINT SHALL NOT BE LIABLE TO CLIENT FOR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES; OR LOST PROFITS, LOST FUNDING, LOST SAVINGS, OR LOST OR DAMAGED DATA; OR FOR CLAIMS OF A THIRD PARTY; ARISING OUT OF THIS AGREEMENT, SOFTWARE, THIRD PARTY SOFTWARE, SUPPORT, HOSTING, SERVICES, OR OTHER ITEMS PROVIDED, OR THE USE OR INABILITY TO USE ANY OF THE FOREGOING, EVEN IF SCHOOLMINT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR THEY ARE FORESEEABLE. IN ANY EVENT, IN RESPECT OF ANY CLAIM, DEMAND OR ACTION ARISING OUT OF THIS AGREEMENT, CLIENT SHALL BE LIMITED TO RECEIVING ACTUAL AND DIRECT DAMAGES IN A MAXIMUM AGGREGATE AMOUNT EQUAL TO THE CHARGES PAID BY CLIENT TO SCHOOLMINT HEREUNDER FOR THE APPLICABLE LICENSED PRODUCT, ITEM OR SERVICE ON WHICH THE CLAIM IS BASED IN THE PREVIOUS TWELVE (12) MONTHS.

13. Notices. Any notice or communication required or permitted under this Agreement shall be in writing to the parties at their respective addresses of record or at such other address as may be given in writing by either party to the other in accordance with this section and shall be deemed to have been received by the addressee (i) if given by hand, immediately upon receipt; (ii) if given by overnight courier service, the first business day following dispatch or (iii) if given by registered or certified mail, postage prepaid and return receipt requested, the second business day after such notice is deposited in the mail.

14. Termination.

- a. Termination for Breach.** SchoolMint shall have the right to immediately suspend performance under this Agreement in the event that Client is in breach of any of its obligations under this Agreement. In addition, either party shall have the right to terminate this Agreement in whole or in part upon thirty (30) days written notice to the other party, in the event the other party materially breaches this Agreement and fails to correct such breach within such thirty (30) day period; provided that SchoolMint shall have the right to terminate this Agreement immediately upon written notice in the event that Client breaches any of its obligations under Section 10. The Parties further acknowledge that, as breach of the provisions of Section 10 could result in irreparable injury to the Discloser, that each Party shall have the right to seek equitable relief against any actual or threatened breach thereof, without proving actual damages.
- b. Liquidated Damages.** In the event that Client enters into a multi-year contract with SchoolMint, and Client terminates the contract or any portion thereof, Client agrees to pay SchoolMint the remaining sum due to SchoolMint through the stated term of the Order Form as liquidated damages, as actual damages being impossible to calculate. This clause shall not apply in the event Client terminates this Agreement as a result of SchoolMint's breach in accordance with Subsection 14(a) herein. Notwithstanding the foregoing, Client shall not be liable for such liquidated damages in the event that: (i) Client provides SchoolMint at least thirty (30) days' advance notice of termination prior to the effective date anniversary; and (ii) such termination is a result of the non-appropriation of funds for Client's contract. Client shall not utilize this clause as a right to terminate the contract for convenience. SchoolMint reserves the right to seek documentation evidencing the non-appropriation of funds.
- c. Survival.** Upon termination or expiration of this Agreement for any reason: (i) all rights and obligations of both Parties (except for Client's payment of all Fees then owing), including all licenses granted hereunder, shall immediately terminate except as provided below; (ii) within thirty (30) days after the effective date of termination, each Party shall comply with the obligations to

return or destroy, at a Discloser's determination, all Confidential Information of the other Party, as set forth in Section 10 ("**Confidential Information**"). The following Sections and Subsections will survive expiration or termination of this Agreement for any reason: Section 4 ("**Reservation of Rights**"), Section 10 ("**Confidential Information**"), Section 11 ("**Warranties and Disclaimer**"), Section 12 ("**Limitation of Liabilities**"), Section 14(c) ("**Survival**"), and Section 15 ("**General Provisions**"). Upon termination, as long as Client is not in breach, if requested, SchoolMint shall make a final backup of Client Data and provide the backup media to Client at SchoolMint's then-current rates.

15. General Provisions.

- a. **Assignment.** Client may not assign this Agreement to any third party without SchoolMint's prior written consent. SchoolMint may assign this Agreement to any purchaser of all or substantially all of its assets or capital stock. Any assignment in violation of this section shall be void. The terms of this Agreement shall be binding upon permitted assignees.
- b. **Choice of Law; Attorney's Fees.** This Agreement and any action related thereto shall be governed by and construed in accordance with the laws of the State of Delaware, without regard to conflicts of law principles. Each of the Parties hereto agrees to be subject to the exclusive jurisdiction, and venue shall reside, in the state and federal courts located in Lafayette, Louisiana for the purpose of adjudicating any dispute relating to or arising out of this Agreement. The U.N. Convention on Contracts for the International Sale of Goods shall not apply to this Agreement. Any claim against SchoolMint must be brought within one (1) year after it arose, or be barred. The prevailing Party in any action to enforce this Agreement will be entitled to recover its attorneys' fees and costs in connection with such action.
- c. **Compliance with Export Regulations.** Client has or shall obtain in a timely manner all necessary or appropriate licenses, permits or other governmental authorizations or approvals; shall indemnify and hold SchoolMint harmless from, and bear all expense of, complying with all foreign or domestic laws, regulations or requirements pertaining to the importation, exportation, or use of the technology to be developed or provided herein. Client shall not directly or indirectly export or re-export (including by transmission) any regulated technology to any country to which such activity is restricted by regulation or statute, without the prior written consent, if required, of the administrator of export laws (e.g., in the U.S., the Bureau of Export Administration of the U.S. Department of Commerce).
- d. **Construction.** Except as otherwise provided herein, the Parties rights and remedies under this Agreement are cumulative. The term "including" means "including without limitation."
- e. **Force Majeure.** Neither Party shall be liable to the other for any delay or failure to perform any obligation under this Agreement (except for a failure to pay fees) if the delay or failure is due to unforeseen events which occur after the signing of this Agreement and which are beyond the reasonable control of such Party, such as a strike, blockade, war, act of terrorism, riot, natural disaster, failure or diminishment of power or telecommunications or data networks or services, or refusal of a license by a government agency.
- f. **Severable.** Any provision hereof found by a tribunal of competent jurisdiction to be illegal or unenforceable shall be automatically conformed to the minimum requirements of law and all other provisions shall remain in full force and effect. Without limiting the generality of the foregoing, Client agrees that the section titled Limitation of Liabilities will remain in effect notwithstanding the enforceability of any other provision herein.
- g. **Waiver.** Waiver of any provision hereof in one instance shall not preclude enforcement thereof on future occasions.
- h. **Counterparts; Facsimile Signature.** This Agreement, and may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
- i. **Independent Contractors.** Client's relationship to SchoolMint is that of an independent contractor, and neither Party is an agent or partner of the other. Client will not have, and will not represent to any third party that it has, any authority to act on behalf of SchoolMint.
- j. **Entire Agreement.** This Agreement, the Order Form, and Client's Purchase Order (if any) incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter hereof and supersede all other communications, whether written or oral. This Agreement may be amended only by a written document signed by both Parties. In the event of any conflicts between this Agreement and the Order Form, the terms of the Order Form shall prevail. The headings of sections of this Agreement are for reference purposes only and have no substantive effect.

Accepted and agreed by the authorized representative of each Party:

Glendale Unified School District

SchoolMint, Inc.

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

GLENDALE UNIFIED SCHOOL DISTRICT

February 1, 2022

CONSENT CALENDAR NO. 10

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. W. A. Warner and L.M. Warner wish to donate to the District \$200.00 to purchase instructional materials for use by the Robotics Team at Clark Magnet High School.
- b. The Japan Foundation Los Angeles wishes to donate to the District \$999.42 to purchase instructional materials and supplies for use in the FLAG Program at Dunsmore Elementary School.
- c. The Japan Foundation wishes to donate to the District \$2,675.00 through the Educational Services Department to purchase instructional materials and supplies for use in the FLAG Program at Dunsmore Elementary School.
- d. Fondazione Italia wishes to donate to the District \$7,840.00 to be used for personal services in the Italian FLAG Program at Franklin Elementary School.
- e. Kroger wishes to donate to the District \$31.15 to purchase instructional materials and supplies for use at Franklin Elementary School.
- f. Emma Julaud wishes to donate to the District \$500.00 to purchase instructional materials and supplies for use at Franklin Elementary School.
- g. Capay Organic wishes to donate to the District \$125.09 to purchase instructional materials and supplies for use at Franklin Elementary School.
- h. Wood Mountain, Inc. wishes to donate to the District \$679.02 to purchase instructional materials and supplies for use at Franklin Elementary School.
- i. The Blackbaud Giving Fund wishes to donate to the District \$100.00 to purchase instructional materials and supplies for use at Rosemont Middle School.
- j. Todd and Dori Lerner wish to donate to the District a Casio digital piano with bench, a padded music bench, music stand, power supply, foot pedal and accessories for use at Toll Middle School.

- k. The Japan Foundation wishes to donate to the District \$1,500.00 through the Educational Services Department to purchase instructional materials and supplies for use in the FLAG Program at Verdugo Woodlands Elementary School.
- l. The Japan Foundation wishes to donate to the District \$2,100.00 through the Educational Services Department to purchase instructional materials and supplies for use in the FLAG Program at Glendale High and Wilson Middle Schools.
- m. Glendale Rotary Club Foundation Cars4Cops and Kids wishes to donate to the District \$5,000.00 to be used for travel and conferences, personal services, service agreements and operating services for use in the Student Wellness Department.
- n. Frances Elaine Murphy wishes to donate hand puppets for student use within Glendale Unified School District.