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

## BOARD OF EDUCATION AGENDA

January 19, 2021 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**

January 19, 2021

"Preparing our students for their future."

"Excelling Together with Endless Pathways for Success."

#### Please Note Times

5:00 P.M. - Opening,
Acknowledgement & Recognition
Presentations
Student Board Member Report
Public Communication

**Closed Session** 

7:30 P.M. - Regular Meeting
Superintendent's Update
Information, Action,
Consent Calendar,
Reports

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

In accordance with the Americans with Disabilities Act (ADA) the District will provide accommodations, with reasonable advanced notice, for any individual with a disability needing to <u>participate in the Board Meeting and/or</u> 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**

<u>ITEM</u>

#### A. **OPENING – 5:00 P.M.**

- 1. Call to Order and Roll Call
- 2. Pledge of Allegiance led by Zachary West, a student in the F.A.C.T.S Program

#### A. OPENING - continued

#### 3. Certification of Compliance

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

#### 4. Approval of Agenda Order

#### B. ACKNOWLEDGEMENT AND RECOGNITION

#### 1. 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. The District would like to honor our Board Members for their outstanding support of our district and their contributions to education.

#### C. PRESENTATIONS

#### 1. Visual and Performing Arts (VAPA) Shines

Ms. Valerie Sutphin, teacher, will present an overview of the Visual Arts Program at Wilson Middle School featuring Distance Learning and In-Class art assignments.

#### 2. International Day of Acceptance

The College View School Community will be observing the International Day of Acceptance, for the fourth year in a row, on Wednesday, January 20, 2021 at 1:20 p.m. The event is going virtual this year and hopes to again break previous records for participation. All of GUSD is invited to wear giraffe socks and join the Zoom to help celebrate people with disabilities.

Topic: College View School Giraffe Sock Day of Acceptance Time: Jan 20, 2021 01:20 PM Pacific Time (US and Canada)

Join Zoom Meeting

 $\underline{https://glendaleusd.zoom.us/j/85662312265?pwd=cHpXVzYrSFJoUDFibTZMdVNS}$ 

S1N0OT09

Meeting ID: 856 6231 2265

Passcode: 837087

#### D. STUDENT BOARD MEMBER REPORT

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

#### E. COMMUNICATIONS FROM THE PUBLIC

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

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

#### Instructions for public communications:

- 1. A survey "sign up" will be posted at <a href="www.gusd.net/communication">www.gusd.net/communication</a> for members of the public who wish to speak on items at 4:30 p.m. on the day of the meeting (30 minutes prior to the start of the public meeting).
- 2. Speakers should fill in their name and select which item they wish to address the board.
- 3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link: <a href="https://glendaleusd.zoom.us/j/82792033857">https://glendaleusd.zoom.us/j/82792033857</a>
- 4. Only those who have completed the speaker sign up survey will be allowed to enter the Zoom meeting.
- 5. When it is time for a speaker to address the Board, their name will be called and the microphone on their Zoom account will be activated. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board
- 6. Speakers should rename their Zoom profile to their real name to expedite this process.
- 7. Speakers are requested to state their name prior to addressing the Board.
- 8. After a speaker completes their public comment or if the five minute time limit has been reached, the microphone for the speaker's Zoom profile will be muted.
- The speaker sign up survey and Zoom teleconference links will be closed following the Public Communications portion of the meeting.
- 10. If you wish to make a public comment and do not have access to the internet, please call the Glendale Unified Public Information Office at 818-241-3111 x1218 by 4:00 p.m. on the day of the meeting to make alternate arrangements.

#### F. CLOSED SESSION

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

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

2. Threat to Public Services or Facilities (Government Code Section §54957) Consultation with: Dr. Vivian Ekchian, Superintendent

#### F. CLOSED SESSION - continued

 ${\bf 3.} \qquad {\bf Conference\ with\ Legal\ Counsel-Existing\ litigations\ pursuant\ to\ Government\ Code}$ 

Code Section §54956.9 (d)(1)

Case No. LA-CO-1800-E

Case No. LA-CE-6595-E

Case No. LASC19STCV42371

Case No. 20-CV-5878(CM)

Claim No. 013-000273

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

#### H. SUPERINTENDENT'S UPDATE

- 1. COVID-19 Safety Update
- 2. Service Projects in Honor of Dr. Martin Luther King, Jr.

#### I. INFORMATION

1. Budget Update

11

This report will provide an opportunity to share information from the Governor's recent Budget proposal.

#### 2. Cloud Computing and Computer Science Academy Proposal

13

This report will provide the Board of Education information on the proposal to offer Glendale Unified School District students the opportunity to enroll in the Cloud Computing and Computer Science Academy at Glendale High School through the College and Career Access Pathway partnership with Glendale Community College.

#### 3. Teaching Tolerance Social Justice Standards

18

During the 2019-20 school year, the Superintendent's Parent Advisory Council (SPAC) recommended the exploration of the free resources provided by the Teaching Tolerance organization. The recommendation and the work done by the committee to form a pilot of the Teaching Tolerance lessons was transferred to the newly-formed committees under the Superintendent's Culturally Relevant and Responsive (CRRE) working group.

#### 4. Title I, Part A Comparability

21

This report is to inform the Board of Education about the requirements, procedures, and final report sent to the California Department of Education for the Glendale Unified School District to meet Comparability of Services as a compliance of the Title I, Part  $\Delta$ 

#### I. INFORMATION - continued

### 5. Proposed Revisions to Board Policies Relating to Students, Instruction and Bylaws of the Board

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This report provides the Board of Education with information on the need to revise existing Board Policies (BP) 5113.2 (Work Permits); BP 5141.31 (Immunizations); BP 5148.3 (Preschool/Early Childhood Education); BP 6170.1 (Transitional Kindergarten); BP 9012 (Board Member Electronic Communications); 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.

#### 6. Update on Measure S and Facility Programs

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

#### 7. 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.

#### J. ACTION

#### Approval of Change Order No. 1 to Bid No. 203-20/21 with Red Hawk Services, Inc. for Tennis Court Fencing and Rails Project at Glendale High School and Notice of Completion

The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 203-20/21 with Red Hawk Services, Inc. for the tennis court fencing and rails project at Glendale High School in the amount of \$516.56, and a Notice of Completion, funded by Routine Restricted Maintenance funds.

## 2. Approval of Amendment No. 1 to Independent Consultant Agreement No. 491 with PlaceWorks for CEQA Consulting Services for the Potential Crescenta Valley High School Field Improvements Project

The Superintendent recommends that the Board of Education approve Amendment No. 1 to Independent Consultant Agreement No. 491 with PlaceWorks for CEQA consulting services for the potential Crescenta Valley High School Field Improvements project in the amount of \$3,170.00, funded by Measure S funds.

## 3. Approval of Project Authorization No. 024 with tBP Architecture for Architectural Services at the Monte Vista Elementary School New Building Project

The Superintendent recommends that the Board of Education approve Project Authorization No. 024 with tBP Architecture for Architectural Services at the Monte Vista Elementary School New Building in the amount of \$359,322, funded by Measure S funds.

#### J. ACTION - continued

4. Approval of Istation Reading Program for FLAG Spanish Elementary Classes for 2021-23

72

The Superintendent recommends that the Board of Education approve the purchase of online licenses in the amount of \$56,220 for the Istation Reading Program for Grades K-5 students in the Spanish FLAG program at Edison, Franklin, and Muir Elementary Schools for the 2021-2022 and 2022-23 school years.

5. Resolution No. 7 - Approval of Amended Agreement for Contract No. CCTR—0093 with the California Department of Education, Child Development Division, for the Glendale Unified School District for the 2020-2021 school year.

84

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for General Child Care and Development Programs with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$2,392,500. This amended contract increases the Maximum Reimbursable Amount payable pursuant to the provisions of this agreement by \$26,074.

6. Resolution No. 8 - Approval of Amended Agreement for Contract No. CSPP—0203 with the California Department of Education, Child Development Division, for the Glendale Unified School District for the 2020-2021 school year.

87

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for the California State Preschool Program with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$2,143,497. This amended contract increases the Maximum Reimbursable Amount payable pursuant to the provisions of this agreement by \$5,038.

7. Approval to Rename the John Wayne Performing Arts Center at Glendale High School

90

96

The Superintendent recommends that the Board of Education approve changing the name of the John Wayne Performing Arts Center at Glendale High School to the Glendale Performing Arts Center.

8. Approval of Contract with Maxim Healthcare Services for Nursing Related Services required for COVID-19 and Return to School Planning during the 2020-2021 School Year

The Superintendent recommends that the Board of Education approve the contract between Glendale Unified School District and Maxim Healthcare Services for nursing related services required for COVID-19 during the 2020-21 school year for a total amount not to exceed \$250,000 paid out of the Elementary and Secondary School Emergency Relief Funds (ESSER).

#### 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 113

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

- a. Regular Meeting No. 12 December 15, 2020
- b. Special Meeting No. 13 January 4, 2021

#### 2. Certificated Personnel Report No. 9

126

The certificated report recommends approval of the following:

A maternity leave of absence, change of maternity leaves of absence, extension of maternity leaves of absence, an extension of child care leave of absence, parental leaves of absence, a health leave of absence, extension of health leaves of absence, family & medical leaves of absence, a change of family & medical leave of absence, extension of family & medical leaves of absence, changes of status, elections, elections hourly/daily, transportation authorization - 2020-2021, a revision to previous personnel report and a personal services agreement.

#### 3. Classified Personnel Report No. 9

140

The classified report recommends approval of the following:

Minimum wage compliance; medical leave of absence; extension of medical leave of absence; family & medical leave of absence; extension of family & leave of absence; extension maternity leave of absence; parental leave of absence; election from eligibility list; additional assignment temporary - at established rate of pay; change of assignments; revisions to previous board reports; election of classified hourly substitutes; and personal services agreements.

4. Warrants 155

The Superintendent recommends that the Board of Education approve Warrants totaling \$22,822,780.18 for December 10, 2020 through January 11, 2021.

#### 5. Purchase Orders 160

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,087,938.27 for the period of December 7, 2020 through January 8, 2021.

#### 6. Appropriation Transfer and Budget Revision Report

177

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.

#### K. (

CON	NSENT - continued	
7.	Transfer of Cash Balance from the County Schools Facilities Fund (35.0) to the Measure S Projects Fund (21.1)	186
	The Superintendent recommends that the Board of Education approve a transfer of cash balance of \$3,000,000 from the County Schools Facilities Fund (35.0) to the Measure S Projects Fund (21.1).	
8.	Termination of Contract with Rachlin Partners for Architectural Services at the Monte Vista Elementary School New Building Project	187
	The Superintendent recommends that the Board of Education terminate the contract with Rachlin Partners for architectural services at the Monte Vista Elementary School New Building Project.	
9.	Approval of Deferred Maintenance Projects for 2021	188
	The Superintendent recommends that the Board of Education approve the Annual Deferred Maintenance Projects List for 2021 for a total of \$1.5 million, funded by Measure S Annual Deferred Maintenance Projects Fund.	
10.	Authorization to Dispose of Surplus Property	190
	The Superintendent recommends that the Board of Education declare various computer equipment located at the Educational Technology and Information Services department as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.	
11.	Consideration of Damage Claim	193
	The Superintendent recommends that the Board of Education reject Claim #013-000273, and refer the claim to the District's claims administrator for processing in accordance with applicable laws.	
12.	Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation	194
	The Superintendent recommends that the Board of Education approve the submission of the Quarterly Uniform Complaint Report Summary, as mandated under the Williams Court Case Settlement, to the Superintendent of the Los Angeles County Office of Education.	
13.	Approval of Services Agreement Between Glendale Unified School District and California Respite Care, Inc.	196
	The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and California Respite Care Inc. in the amount of \$25,000 to provide home-based services to meet the needs of students.	
14.	Acceptance of California Partnership Academies Grants	212

The Superintendent recommends that the Board of Education approve the acceptance of California Partnership Academies Grants of \$77,670 each for the Glendale High School Construction and Technology Academy; the Glendale High School Cosmetology Business and Industry Academy; and the Crescenta Valley High School Academy of Science and Medicine.

#### K. CONSENT - continued

## 15. Approval of New Course of Study Outlines for Use in High Schools in the Area of Science 214

The Superintendent recommends that the Board of Education approve course of study outlines (Chemistry in the Earth System; Physics of the Universe; and The Living Earth) for use in high schools in the area of Science.

## 16. Approval of New and Revised Course of Study Outlines for Use in High Schools in the Area of Career Technical Education

The Superintendent recommends that the Board of Education approve course of study outlines (Design 1-2; Design 3-4; and Design 5-6 Honors) for use in high schools in the area of Career Technical Education.

#### 17. Approval of Revisions to Board Policies Relating to Personnel and Instruction

292

301

311

The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 4119.11/4219.11/4319.11 (Sexual Harassment); BP (4157/4257/4357) (Employee Safety); and 6161.1 (Selection and Evaluation of Instructional Materials) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

#### 18. Acceptance of DonorsChoose Award

The Superintendent recommends that the Board of Education accept funding from DonorsChoose to support a project submitted by Glendale High School.

## 19. Agreement with Fitbit to Provide Health and Wellness Services to GUSD 303 Employees

The Superintendent recommends that the Board of Education approve an agreement with Fitbit to provide health and wellness services to GUSD employees. The cost of the agreement is not to exceed \$108,000 and is funded by Wellness Funds.

#### 20. Acceptance of Gifts

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

January 19, 2021

#### INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: Governor's Proposals and GUSD Budget Update

This report will provide an opportunity to share the latest information from the recent Federal COVID-19 funding bill (12/27/20) and the California Governor's budget proposals (1/8/21) for one-time funding and 2021-22 ongoing funding. All of the major education associations are releasing summaries every day as details about the proposals are clarified. Below is a summary of GUSD's analysis at this time:

#### Federal One-Time Funds

- 1. Elementary and Secondary Emergency Relief (ESSER #2)
  - \$6.8 billion for K-12 California
  - \$20.9 million estimate for GUSD
  - Same eligible uses of funds as ESSER #1, plus learning loss, school facility repair and improvements, testing, indoor air quality improvements
- 2. Governor's Emergency Education Relief (GEER)
  - \$4.1 billion for K-12 California
  - Awaiting details on the allocation and eligible use of funds

#### State One-Time Funding Proposals

- 1. Safe Schools for All Grant
  - \$2 billion statewide
  - \$450 per ADA base grant allocation
  - Awaiting details on grant application process, requirements and timelines
- 2. Extended School Year Learning Grants
  - \$4.6 billion statewide
  - Targeted for students from low-income families, English language learners, youth in foster care and homeless youth
  - Awaiting details on allocation, eligible use of funds, spending deadlines, etc.
- 3. Educator Investments
  - \$540 million statewide
  - Professional learning and teacher effectiveness
  - Support and expansion of existing teacher pipeline programs

GLENDALE UNIFIED SCHOOL DISTRICT January 19, 2021 INFORMATION REPORT NO. 1 Page 2

#### 4. Mental Health

- \$400 million statewide (mix of Federal and State funding)
- Incentive program to build infrastructure, partnerships and capacity to increase the number of students receiving preventative and early intervention behavioral health services
- Additional \$25 million statewide to expand partnership grant program, which funds partnerships between county behavioral health departments and schools

#### Local Control Funding Formula

- Cumulative 2020-21/2021-22 cost of living adjustment (COLA) = 3.84%
- \$8.83 million ongoing funding increase estimate for GUSD
- This ongoing funding increase can be used to offset a portion of the ongoing reductions currently approved in the 2021-22 fiscal stabilization plan

#### Other Topics and Proposals

- Buy down of approximately two-thirds of the planned cash deferrals
- Reductions to the STRS and PERS employer rates awaiting more details
- No extension of the ADA hold harmless

Administration will continue to analyze the proposals and will bring the latest updates for the board meeting presentation.

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

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

#### 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. Narineh Makijan, Coordinator III, College & Career Division

SUBJECT: Cloud Computing and Computer Science Academy Proposal

This report will provide the Board of Education information on the proposed Cloud Computing and Computer Science Academy (CC and CS Academy) at Glendale High School through the College and Career Access Pathway partnership agreement with Glendale Community College (GCC).

Glendale Unified School District has been awarded a \$900,000 grant through the K12 Strong Workforce (Round 2) Program to plan, prepare and implement the CC and CS academy in Fall 2021. The grant provides funds for staffing, technology, and infrastructure support to meet industry standards and equipment requirements needed to prepare students for the cloud computing and computer science industry knowledge and skills.

The Cloud Computing and Computer Science Academy is an innovative way for high school students to earn a high school diploma, complete cloud computing certificate courses, and have the opportunity to take computer science certificate courses. In addition to the certificate courses, students will have the opportunity to complete the seven general education college course requirements needed to transfer to a University of California (UC) or California State University (CSU) campus for science, technology, engineering, and mathematics (STEM) majors. Students will complete approximately 50 college units with the option to take summer college courses to complete a computer science certificate and/or associate degree. Students will be ready for employment and have the industry certification for a high-paying job in the time it takes to go to high school – saving the student both time and money.

#### **Industry and Labor Market Information**

The fast-paced field of computer science is dynamic and ever evolving as new technology emerges, becomes mainstream, then shifts yet again. This program will start in the ninth grade with core cloud commuting classes using Amazon Web Services

(AWS) curriculum. Students who are interested in computer science will have the opportunity to earn stackable credentials in cloud computing as well as complete a few course requirements for a certificate in computer science and complete general education transferable units required for UC/CSU admission. This will place GUSD students at a competitive advantage to high-paying and in-demand jobs.

The Los Angeles/Orange County Centers of Excellence provided data, through the labor market supply and demand, related to cloud computing and AWS. They reported there were 83,010 job postings in the last 12 months for occupations associated with cloud computing in the Los Angeles/Orange County region. Of the 83,010 job postings, 4,800 postings included AWS services as a desired skill for employment. Additional resources will be invested into information security and safeguarding against cyber threats. It is projected that the number of information security analyst jobs will grow by 12% in the region through 2022.

#### **Cloud Computing and Computer Science Academy Information**

GCC supports GUSD's interest in implementation of a Career Technical Education program, focused on the information and communication technology industry sector. This program would be implemented at Glendale High School (GHS) for the 2021-2022 school year. Focusing on a cloud computing career pathway program with stackable industry certifications aligns with the statewide California Cloud Workforce initiative. As part of a regional Strong Workforce Program project, GCC is a partner college with 18 colleges and offers cloud-computing courses to college students as of Spring 2020. The cloud computing courses would be available for GHS students to participate in, through the dual enrollment program.

The Cloud Computing program prepares students to design solutions for Infrastructure as a Service (IaaS) architectures by provisioning computing instances, establishing virtual private networks, managing databases and storage within a secure online environment. Students produce dynamic solutions responsive to information and computing technology workloads with on-demand pay-as-you-go pricing allowing flexibility for small business, entrepreneurship and enterprise adoption. Industry certifications are embedded to prepare for occupations in Cloud Architect, Cloud Support Associate, Cloud Engineer or Cloud Technicians.

In addition to the cloud computing courses, students will complete coursework required for a certificate in computer science. Students will also be able to complete the seven general education course requirements to transfer to a UC/CSU as a STEM major. If students choose to take summer school coursework, students will be able to earn a certificate or associate degree in computer science.

The benefits of participating in the collaborative cloud-computing project are the following:

- The Labor Market Information Division supports the industry in the Los Angeles County region.
- Strong industry support and engagement from major companies such as AWS.
- Current and innovative curriculum developed by industry stakeholders and faculty.
- Various work-based learning activities and resources are already in place.
- Industry advisory committees and councils are already in place and structured.
- Embedded industry-recognized certifications at the culmination of specific courses.
- Students can earn a college certificate of achievement after completion of six courses.
- Students can earn credits in transfer-level courses.
- Supports current City of Glendale technology-focused initiatives (e.g. Tech Week) and local industry demand.
- Established community of practice, which incorporates a network of colleges and high schools in an effort to communicate and share resources.

#### **Cloud Computing and Computer Science Academy Four-Year Plan**

The semester in which the college courses are offered and the specific course offerings are subject to change based on GCC faculty availability and certificate requirements and updates and revisions by the GCC Computer Science division and GCC leadership teams.

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Subject	Summer	9th grade	10th Grade	Summar	11th Grade	Summer	12th Grade
Subject	Summer	7tii gi auc	Total Grade	Summer		Summer	12th Grade
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English		HS English	HS English		English		HS English
						GCC	
Math		HS Math	HS Math		HS Math	Math	HS Math
							GCC Fall
							Political
					GCC		Science 101
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					118 &		GCC
Social			GCC		Humaniti		Winter Econ
Studies			History 141		es 115		102
Electives		GCC CS/IS	ı				
and/or	GCC	240, GCC					
CS/IS	CS/IS	Speech 101	GCC CS/IS	GCC		GCC	
Pathway	101	& Health	241 & GCC	Student		Student	
Courses		(HS)	<b>CS/IS 242</b>	Dev		Dev	
					HS		
					Language		HS
					Course,		Language
					sport or		Course,
		PE or Sport	PE or Sport		VAPA/C		sport or
PE/Sport		team	team		TE		VAPA/CTE
					HS		
Science		HS Science	HS Science		Science		
							CS/IS 190,
							CSIS 135 &
							GCC
		HS	HS				General
	GCC	Language	Language		<b>CS/IS 243</b>		Education
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Electives	Dev	VAPA/CTE	VAPA/CTE		112		e Course(s)

#### **Program Impact On GUSD Teachers**

The MOU between GUSD and GCC, The College and Career Access Pathway Partnership Agreement (CCAP), includes language from Assembly Bill (AB) 288, which specifies no displacement of faculty due to dual enrollment and early college programs:

No Displacement of Faculty: GUSD Certifies that no existing high school who was teaching the same course on the high school campus offered under this Agreement has been displaced or terminated because a community college instructor is teaching that same course. GCCD certifies that a qualified high school campus has not displaced or resulted in the termination of an existing community college member teaching the same course at the partnering community college campus.

#### **Next Steps**

GCC staff will identify faculty and scheduling parameters for the program offerings. GUSD will provide the equipment, adequate internet access and other materials. In collaboration with GCC, GUSD will help to develop the Cloud Computing and Computer Science Academy application. The college and career department and GHS administration will work with the Student Support Services department to establish permit guidelines for prospective students who want to attend GHS once admitted into the Cloud Computing and Computer Science Academy. GCC will create and provide GUSD all Cloud Computing and Computer Science Academy marketing materials. The college and career division will work with GHS staff to develop and create middle school presentations. GUSD and GCC staff will hold parent/community information meetings about the Cloud Computing and Computer Science Academy application process and requirements.

Cloud Computing and Computer Science Academy will be presented for approval to the Board of Education as an action item at a future Board meeting.

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

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

**TO SUPPORT 2020-2021 BOARD PRIORITY NO. 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

January 19, 2021

#### INFORMATION 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:** Teaching Tolerance Social Justice Standards

During the 2019-20 school year, the Superintendent's Parent Advisory Council (SPAC) recommended the exploration of free resources provided by the Teaching Tolerance organization. The recommendation and the work done by the committee to form a pilot of the Teaching Tolerance lessons was transferred to the newly formed committees under the Superintendent's Culturally Relevant and Responsive Education (CRRE) work groups.

The curriculum committees within the CRRE working groups have explored the lessons being recommended for pilot by the SPAC group and recommended the adoption of the Teaching Tolerance Social Justice Standards. The standards adopted by Teaching Tolerance come from the work of Louise Derman-Sparks in her foundational works: Anti-Bias Curriculum Tools for Empowering Young Children and its later editions, co-authored with Julie Olsen Edwards, entitled Anti-Bias Education for Young Children and Ourselves (2010, 2020). This work is based on anti-bias education in early childhood education settings but calls on all educators "to integrate the core goals of Anti-Bias Education in developmentally appropriate ways throughout children's education."

Teaching Tolerance translated the four goals into four anti-bias domains and expanded on the goals to create 20 Social Justice Standards:

#### **Identity Anchor Standards**

- 1. Students will develop positive social identities based on their membership in multiple groups in society.
- 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- 3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
- 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

#### **Diversity Anchor Standards**

- 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- 7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- 9. Students will respond to diversity by building empathy, respect, understanding and connection.
- 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

#### **Justice Anchor Standards**

- 11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- 14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- 15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

#### **Action Anchor Standards**

- 16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- 18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

- 19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- 20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

The Social Justice Standards were presented to the Elementary Curriculum Review Committee (CRC) exploring new instructional materials for K-5 History-Social Science, and the secondary core subject Curriculum Study Committees (CSCs): English, English Language Development, History-Social Science, Math, and Science. All five of the CSC groups and the CRC formally approved the recommendation to adopt the Social Justice Standards as part of GUSD's curricular program as a frame to guide teachers in discussing important topics from an anti-bias and anti-racist stance.

The standards will be formally infused into the curriculum of the core subject areas where there is a natural and appropriate fit. This work will be done over several years starting with the new course outlines for History-Social Science that will be written after the adoption of the new instructional materials in the Spring of 2021. Training will be provided to teachers to better understand the social justice standards, the Teaching Tolerance lessons, and to promote more culturally relevant and responsive teaching practices. The long-term goal is for all TK-12 teachers to have a strong foundation in the Social Justice standards that will lead to engaging classroom experiences to inspire all GUSD students to recognize, confront and eliminate racism, social injustice, and bias in themselves, the school, and the greater community.

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

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

#### INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent

PREPARED BY: Dr. Marine Avagyan, Director, Equity, Access, and Family

Engagement

Luz P. Zuluaga, Accounting Technician, Equity, Access and

Family Engagement

#### SUBJECT: Title I, Part A Comparability

Under Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965 requirements and continued under the reauthorized Every Student Succeeds Act (ESSA), a Local Educational Agency (LEA) may receive Title I, Part A funds only if it uses State and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to services provided in schools that are not receiving Title I.

Local Education Agencies must file with state educational agency (SEA) a written assurance that the LEA has established and implemented the following:

- A District-wide salary schedule;
- A Policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- A Policy to ensure equivalence among schools in the provision of curriculum, materials, and instructional supplies.

In California, Local Education Agencies complete and submit the Certification of Assurances form in the Consolidated Application and Report System (CARS), to assure (to the SEA) compliance with the above written assurances.

All LEAs are required to meet the comparability of services requirement by comparing student enrollment/FTE teacher ratios for every school within the LEA. Each LEA shall use student/FTE teacher ratios to determine whether their schools are comparable in one of two ways:

1. The LEA may compare each school with the average of all of its schools within the LEA as a whole, or

2. The LEA may compare each school with the average of all of its schools within each grade-span group.

The procedures require LEAs to gather data every year. In establishing comparability, a LEA must exclude:

- Any resources paid for with federal or private funds and may exclude State and local funds expended for:
  - o Language instruction educational programs.
  - o The excess cost of providing services to students with disabilities as determined by the LEA.
- Schools that have 200 or fewer students.
- Unpredictable changes in student enrollment or personnel assignment that occurs after the beginning of the school year in determining comparability of services.
- Supplemental State (e.g., LCFF Supplemental and Concentration) or local funds expended under ESSA in any school attendance area or school for programs that meet the intent and purpose of Title I.
- Exemptions based on school type: Alternative School of Choice, Continuation High Schools, County Community Schools, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, Special Education (Public), and Youth Authority Schools.

Glendale Unified School District calculates comparability using CALPADS enrollment data as of Census Day, October 7, 2020, and teacher funding sources and staffing plans derived from the District's Payroll Department and Human Resources Departments. Glendale Unified School District was able to demonstrate Comparability compliance for Title I, Part A using calculations for student enrollment/FTE teacher ratios by grade span.

Verification review and validation of comparability data are a part of the Federal Program Monitoring (FPM) by the CDE.

Copies of the Comparability Report and all the documents are available for review in the Equity, Access and Family Engagement Office.

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

#### Title I, Part A - Comparability of Services

#### Student/FTE Teacher Ratio Calculation Form by Grade Span Group 1 - Elementary Grades

Comparability by LEA-wide Average:

No Yes

Comparability by Grade Span Group Average: Enter Fiscal Year

2020-21 19-64568

Enter LEA CDS Code Enter Name of LEA

GLENDALE UNIFIED SCHOOL DISTRICT

#### All Schools in Grade Span Group

All Schools in Grade Span Group	L	-				
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BALBOA ELEMENTARY	Elementary Schools (Public)	1	836	31.71	26.364	Yes
CERRITOS ELEMENTARY	Elementary Schools (Public)	1	432.5	17.71	24,421	Yes
COLUMBUS ELEMENTARY	Elementary Schools (Public)	1	406	17.11	23.729	Yes
DUNSMORE ELEMENTARY	Elementary Schools (Public)	1	583	25.71	22.676	Yes
EDISON ELEMENTARY	Elementary Schools (Public)	1	877	34.71	25.266	Yes
FRANKLIN ELEMENTARY	Elementary Schools (Public)	1	607	23.71	25.601	Yes
FREMONT ELEMENTARY	Elementary Schools (Public)	1	620	25.71	24.115	Yes
GLENOAKS ELEMENTARY	Elementary Schools (Public)	1	461.5	19.71	23.415	Yes
JEFFERSON ELEMENTARY	Elementary Schools (Public)	1	654.5	27.71	23.62	Yes
KEPPEL ELEMENTARY	Elementary Schools (Public)	1	971	37.71	25.749	Yes
LA CRESCENTA ELEMENTARY	Elementary Schools (Public)	1	444	18.71	23.731	Yes
LINCOLN ELEMENTARY	Elementary Schools (Public)	1	456	19.71	23.135	Yes
MANN ELEMENTARY	Elementary Schools (Public)	1	565.5	23.71	23.851	Yes
MARSHALL ELEMENTARY	Elementary Schools (Public)	1	405	17.21	23.533	Yes
MONTE VISTA ELEMENTARY	Elementary Schools (Public)	1	752	29.71	25.311	Yes
MOUNTAIN AVE ELEMENTARY	Elementary Schools (Public)	1	545.5	22.71	24.02	Yes
MUIR ELEMENTARY	Elementary Schools (Public)	1 ·	797.5	31.71	25.15	Yes
VALLEY VIEW ELEMENTARY	Elementary Schools (Public)	1	437	16.71	26.152	Yes
VERDUGO WOODLANDS ELEMENTARY	Elementary Schools (Public)	1	690	29.71	23.225	Yes
R.D. WHITE ELEMENTARY	Elementary Schools (Public)	1	929	39.71	23.395	Yes
Grade Span Group 1 Average	24.32	23				

20,675

27.971

Improvement and Accountability Division California Department of Education

85% of Grade Span Group 1 Average

115% of Grade Span Group 1 Average

February 2020

#### Title I, Part A - Comparability of Services

Student/FTE Teacher Ratio Calculation Form by Grade Span Group 2 - Middle Grades

Comparability by LEA-wide Average: No Comparability by Grade Span Group Ave Yes

Enter Fiscal Year 2020-21

Enter LEA CDS Code 19-64568

Enter Name of LEA GLENDALE UNIFIED SCHOOL DISTRICT

#### All Schools in Grade Span Gro 2

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ROSEMONT MIDDLE SCHOOL	Intermediate/Middle Schools (Public)	2	1165	40.60	28.695	Yes
ROOSEVELT MIDDLE SCHOOLS	Intermediate/Middle Schools (Public)	2	775	31.20	24.838	Yes
WILSON MIDDLE SCHOOLS	Intermediate/Middle Schools (Public)	2	1101	45.00	24.467	Yes
TOLL MIDDLE SCHOOLS	Intermediate/Middle Schools (Public)	2	1127	44.60	25.269	Yes
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Grade Span Group 2 Average	25.817					

21.944

29.69

85% of Grade Span Group 2 Average
115% of Grade Span Group 2 Average
Improvement and Accountability Division
California Department of Education

February 2020

#### Title I, Part A - Comparability of Services

#### Student/FTE Teacher Ratio Calculation Form by Grade Span Group 3 - High Schools

Comparability by LEA-wide Average: No Comparability by Grade Span Group AveYes

Enter Fiscal Year
Enter LEA CDS Code
Enter Name of LEA

2020-21 19-64568 UNIFIED SCHOOL DISTRICT

25.306

34.238

#### All Schools in Grade Span Grc3

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CLARK MAGNET HIGH SCHOOL	High Schools (Public)	3	1192	38.00	31.368	Yes
CRESCENTA VALLEY HIGH SCHOOL	High Schools (Public)	3	2526	79.40	31.814	Yes
GLENDALE HIGH SCHOOL	High Schools (Public)	3	1972	69.00	28.581	Yes
HOOVER HIGH SCHOOL	High Schools (Public)	3	1492	54.60	27.326	Yes
DAILY HIGH SCHOOL	Continuation High School	3		**	Exempt	Exempt
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Grade Span Group 3 Average	29.772		_	_		<u> </u>

Improvement and Accountability Division California Department of Education February 2020

115% of Grade Span Group 3 Average

85% of Grade Span Group 3 Average

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

#### INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

Phyllis Ishisaka, Executive Assistant to the Superintendent

SUBJECT: Proposed Revisions to Board Policies Relating to Students,

Instruction and Bylaws of the Board

This report provides the Board of Education with information on the need to revise existing Board Policies (BP) 5113.2 (Work Permits); BP 5141.31 (Immunizations); BP 5148.3 (Preschool/Early Childhood Education); BP 6170.1 (Transitional Kindergarten); BP 9012 (Board Member Electronic Communications); 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 5113.2 – Work Permits**

CSBA Update December 2020 Last GUSD Update: September 2015

Staff recommends the Board update Board Policy (BP) 5113.2 to reflect a new law (AB 908, 2020), which prohibits consideration of grades, grade-point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency when issuing a work permit for a student.

#### **BP 5141.31 – Immunizations**

CSBA Update December 2020 Last GUSD Update: March 2017

Staff recommends the Board update the policy to reflect new laws (SB 276, 2019 and SB 714, 2019), which specify conditions under which student exclusions are allowed. The revised policy also deletes an outdated date regarding immunization requirements for enrollment or advancement to grade 7. Upon approval of the revised policy, the Administrative Regulations will be revised and will provide more details about medical exemptions.

#### BP 5148.3 – Preschool/Early Childhood Education

CSBA Update December 2020 Last GUSD Update: December 2018

Staff recommends the Board update the policy to reflect new State regulations (Register 2020, No. 21), which establish modifications to the Uniform Complete Procedures (UCP) for investigating and resolving complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program (CSPP).

#### **BP 6170.1 – Transitional Kindergarten**

CSBA Update December 2020 Last GUSD Update: April 2019

Staff is recommending that the Board update the policy to clarify that it is only districts with an extended day kindergarten program that are authorized to maintain transitional kindergarten (TK) and kindergarten programs for different lengths of time either at the same or different school sites and reflect a new law (SB 98, 2020), which extends, until August 1, 2021, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications.

#### **BP 9012 – Board Member Electronic Communications**

CSBA Update December 2020 Last GUSD Update: September 2018

Board Policy 9012 (Board Member Electronic Communications) is being updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. The policy reflects new law (AB 992, 2020), which authorizes Board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as a long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board, Board members do not respond directly to any communication from other Board members, and Board members do not comment on or use digital icons to express reactions to communications made by other Board members. Bylaw also references court decisions, which clarify that a public official's social media account which includes

discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

#### **BP 9320 – Meeting and Notices**

CSBA Update December 2020 Last GUSD Update: March 2012

BP 9320 (Meeting and Notices) is being updated to clarify that meeting locations include teleconference locations and reflect new law (AB 992, 2020), which authorizes Board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board, Board members do not respond directly to any communication from other Board members, and Board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a Board meeting to a later time or location.

The proposed revisions to these policies are presented to the Board for first reading. Should the consensus be to move forward, the policies will be on the February 2, 2021 meeting for approval. Upon approval of the BPs, revisions will be made to the accompanying Administrative Regulations as needed following the normal District process.

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

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

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

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

#### **DRAFT**

Glendale Unified School District Board Policy

BP 5113.2 Page 1 of 2

#### **Students**

#### **Work Permits**

- A. The Board of Education recognizes that part-time employment can provide students with income, as well as job experience, and valuable life skills and should be permitted to the extent that such employment does not interfere with a student's education that can help them develop appropriate workplace skills and attitudes. Upon obtaining an offer of employment, District students who are minors shall obtain work permits from the Superintendent or designee in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session. Before accepting any offer of employment, District students who are minors shall obtain work permits from the Superintendent or designee, regardless of whether the employment will occur when school is in session and/or not in session, unless otherwise exempted by law.
- B. In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 grade point average and satisfactory school attendance, except during periods of extended school closure due to an emergency as described in Education Code 49200 and the accompanying administrative regulation. On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.
  - 1. Students with work permits may be exempted from attendance in a full-time day school provided they attend part-time classes. (Education Code 48230)
  - 2. Work permits shall be limited to part-time employment as defined by law, except when the Superintendent or designee determines that circumstances warrant the granting of a permit for full-time employment.
- C. Any student authorized to work full time when school is in session shall be enrolled in part-time continuation classes. A student age 14 or 15 who receives a permit to work full time shall also be enrolled in a work experience education program. (Education Code 49130, 49131, 49135)

Legal References:

Education Code, Sections 48230; 48231; 49100-49101; 49110-49119; 49130-49135; 49140-49141; 49160-49165; 49180-49183; 49200; 51760-

51769.5; 52300-52499.66

Labor Code, Sections 1285-1312; 1391-1394

Code of Regulations, Title 50, Sections 16023-16027

## Glendale Unified School District Board Policy

BP 5113.2 Page 2 of 2

#### **Students**

#### **Work Permits**

Code of Regulations, Title 80, Sections 11701-11707; 11750-11763 Code of Federal Regulations, Title 29, Sections 570.1-570.129 Attorney General Opinions: 18 Ops.Cal.Atty.Gen. 114 (1951)

Policy Adopted:

09/15/2015

Policy Amended:

--/--/2021

#### DRAFT

Glendale Unified School District Board Policy

BP 5141.31 Page 1 of 1

#### **Students**

#### **Immunizations**

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board of Education shall cooperate with state and local public health agencies to encourage and facilitate immunization of all District students against preventable diseases.

Each student enrolling for the first time in a District elementary or secondary school, preschool, or child care and development program or, after July 1, 2016, enrolling in or advancing to grade 7, shall present an immunization record from any authorized private or public health care provider certifying that he/she the student has received all required immunization requirements only as allowed by law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

Each Transfer students shall be requested to present their immunization record, if possible, upon registration at a District school if possible.

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 48980, 49403)

Legal Reference:

Education Code, Sections 44871; 46010; 48216; 48853.5; 48980; 49403;

49426; 49701; 51745-51749.6

Health and Safety Code, Sections 120325-120380; 120335; 120372;

120395; 120440

Code of Regulations, Title 5, Section 430

Code of Regulations, Title 17, Sections 6000-6075

United States Code, Title 20, Section 1232g United States Code, Title 42, Section 11432

Code of Federal Regulations, Title 34, Sections 99.1-99.67

Policy Adopted:

01/12/2016

Policy Revised:

03/07/2017; --/--/2021

#### DRAFT

Glendale Unified School District Board Policy BP 5148.3 Page 1 of 4

#### Students Welfare

#### Preschool/Early Childhood Education

The Board of Education recognizes the value of high-quality preschool experiences enhances to enhance children's social-emotional development, knowledge, skills, abilities, and attributes necessary for a successful transition into the elementary education program. The Board desires to provide children ages 3-4 years access to developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, the county office of education, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

#### A. District Preschool Programs

When the Board determines it is feasible, the District may contract with the California Department of Education (CDE) to expand preschool services in facilities at or near District schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the District's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available. In doing so, the Board shall give giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing District schools.

Facilities for Preschool classrooms needs shall be addressed in the District's facilities master plan, including an assessment as to whether adequate and appropriate space

#### Students Welfare

#### Preschool/Early Childhood Education

exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classroom and/or facilities available through partnering organizations or agencies.

The Board shall approve for the District's preschool program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

To encourage participation in the District's preschool program and meet the child care needs of parents/guardians, the Superintendent or designee shall recommend strategies to link the District's preschool program with other available child care and development programs in the District or community.

The Superintendent or designee shall involve parents/guardians in program planning, as they are essential partners in supporting the development of their children. Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall coordinate the District's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

The District's program shall be aligned with the preschool learning foundations and curriculum frameworks developed by the CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, technology, and social-emotional development.

The District's preschool program shall provide appropriate services to support the needs of at-risk children.

The Superintendent or designee shall coordinate planning efforts for the District's preschool program, transitional kindergarten program, and elementary education

#### Students Welfare

#### Preschool/Early Childhood Education

program to provide a developmental continuum that builds upon children's growing skills and knowledge.

To maximize the ability of children to succeed in the preschool program, the program staff shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The District shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in District preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

The Superintendent-or-designee shall develop and implement an annual plan of evaluation, which conforms to state requirements.

Preschool admission policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the age of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

The Superintendent or designee shall recommend strategies to link the District's preschool programs with other available child care and development programs in the District or community in order to assist families whose child care needs extend beyond the length of time that the District's part-day preschool program is offered.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements, (5 CCR 18279)

#### Students Welfare

#### Preschool/Early Childhood Education

The District's Williams uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8235.5; 5 CCR 4610, 4611, 4690-4694)

The Superintendent or designee shall regularly report to the Board regarding enrollments in District preschool programs and the effectiveness of the programs in preparing preschoolers for the transition into the elementary education program.

Legal Reference:

Education Code, Sections 8200-8499.10; 8200-8209; 8230-8233; 8235-8239.1; 8238; 8240-8244; 8250-8252; 8263; 8263.3; 8264.8; 8273.1; 8360-8370; 8400-8409; 8493-8498; 8499.3-8499.7; 44065; 44256; 48000; 48958

Health and Safety Code, Sections 1596.70-1596.895; 1596.90-1597.21; 120325-120380

Code of Regulations, Title 5, Sections 4680-4687 4600-4670; 4690-4694; 18000-18434; 18130-18136; 18295; 80105-80125

Code of Regulations, Title 22, Sections 101151-101239.2; 101151-101163; 101212-101231; 101237-101239.2

Code of Regulations, Title 20, Sections 1400-1482; 6311-6322; 6371-6376; 6381-6381k; 6391-6399

United States Code, Title 42, Sections 9831-9852c; 9857-9858r

Code of Federal Regulations, Title 22, Sections 101151-101239.2;

101151-101163; 101212-101231; 101237-101239.2

Code of Federal Regulations, Title 45, Sections 1301.1-1305.2

Policy Adopted:

09/03/2013

Policy Amended:

12/11/2018; --/--/2021

#### DRAFT

Glendale Unified School District Board Policy

BP 6170.1 Page 1 of 4

#### Instruction

#### Transitional Kindergarten

The Board of Education desires to offer a high-quality Transitional Kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The <u>TK</u> program shall assist <del>TK children</del> <u>students</u> in developing the academic, social, and emotional skills <u>they</u> need<u>ed</u> to succeed in kindergarten and beyond.

The District's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among District preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation of the District's TK program.

#### A. Eligibility

- 1. The District's TK program shall admit children whose fifth birthday is from September 2 through December 2, (Education Code 48000)
- 2. Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.
- 3. Upon request-of-a child's parents/guardians, the District-may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the District's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten. On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the District's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.
- 4. The District may, at At any time during the school year, but after a child turns five years of age, admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. Enrollment of children into TK whose fifth birthday is after December 2 will be on a case-by-case basis and only as space permits in the

## Instruction

## Transitional Kindergarten

District's TK classrooms allowing for space for new TK-age student enrollment. (Education Code 48000)

## B. Curriculum and Instruction

- 1. The District's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)
- 2. The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social sciences, English language development, and social-emotional development.
- 3. The Board shall establish the length(s) of the school day in the District's TK program, which shall be at least three hours but no more than four hours long. TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is at least three hours but no more than four hours. If the District has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to the California Department of Education as to whether the District's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)
- 4. TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.
- 5. TK students may be placed in a classroom eommingled with 4-year-old students from a California State Preschool Program as long as all of the requirements of each program are met and the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten. (Education Code 8235, 48000)

## C. Staffing

## **Instruction**

## Transitional Kindergarten

- 1. The Superintendent or designee shall ensure that teachers assigned to teach in TK classes posses a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.
- 2. A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall by August 1, 2020 2021, have at lease 24 units in early childhood education and/or child development, comparable experience in a preschool setting and/or a child development teacher permit issued by the CTC. (Education Code 48000)
- 3. The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

## D. Continuation to Kindergarten

- 1. Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.
- 2. However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian at the beginning of the TK year acknowledging consent for the child's enrollment in TK and enrollment in kindergarten the following school year.
- 3. A student shall not attend more than two years in a combination of TK and Kindergarten. (Education Code 46300)

## E. Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards, and student preparedness for future education.

# Glendale Unified School District Board Policy

BP 6170.1 Page 4 of 4

## Instruction

## Transitional Kindergarten

Legal References: Education Code, Sections 8235; 8973; 8970-8974; 37202; 44258.9;

46111; 46114-46119; 46300; 48000; 48002; 48003; 48200

Policy Adopted: 05/24/2016

Policy Amended: 03/06/2018; 04/16/2019; --/--/2021

## **DRAFT**

Glendale Unified School District Board Policy BP 9012 Page 1 of 2

## Board Member Electronic Communications

The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the District and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting nor to circumvent the public's right to access records regarding District business.

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

Examples of permissible electronic communications concerning District business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board, as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. A Board member is prohibited from responding directly to any communication from other Board members regarding matters that are within the subject matter jurisdiction of the Board or using digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. (Government Code 54952.2)

Whenever a Board member uses a social media platform to communicate with the public about District business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.

In addition, Board members may use electronic communications to discuss matters that do not pertain to District business, regardless of the number of Board members participating in the discussion.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate District process. As appropriate,

## Board Member Electronic Communications

communication received from the media shall be forwarded to the designated District spokesperson.

To the extent possible, electronic communications regarding any District-related business shall be transmitted through a District-provided device or account. When any such communication is transmitted through a Board member's personal device or account, he/she shall copy the communication to a District electronic storage device for easy retrieval.

Legal Reference:

Education Code, Sections 35140; 35145; 35145.5; 35147

Government Code, Sections 6250-6270; 11135; 54950-54963; 54952.2;

54953; 54954.2

Policy Adopted:

12/14/2010

Policy Amended:

09/04/2018; --/--/2021

## **DRAFT**

Glendale Unified School District Board Policy

BP 9320 Page 1 of 8

## 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, 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)

All official business of the Board of Education except matters requiring attention in closed sessions, as provided in the Education Code, shall be transacted at regular meetings or at special meetings.

## Meetings Open to the Public

- 1. All meetings of the Board of Education shall be open to the public and the press except closed-sessions, as authorized by law.
- 2. The public shall have the opportunity to address the Board of Education; however, the Board of Education does not obligate itself to act on any request or proposal.

Notification of Cancellation or Change

Notification of cancellation or a change of time or place of regular meetings shall be given to Members of the Board of Education and local newspapers at least 24 hours in advance of the meeting.

In accordance with state open meeting laws, the Board shall hold its meetings in public and shall conduct closed sessions during these meetings only to discuss confidential matters specified by law. To encourage community involvement in the schools, meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Board adopted bylaws.

## **Notification of Meetings**

The Secretary of the Board of Education shall, not later than 72 hours prior to a regular meeting, notify all Members of the Board of Education, press, student body organizations, employee associations, school administrators, and PTA Council of the time and place of the meeting, and the agenda for the meeting.

Meetings shall be held within District boundaries, except when otherwise allowed by law.

Meetings shall be held in a facility that is accessible to all persons, including disabled persons, without charge.

Meeting notices and agendas shall specify that individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent or designee at least two days before the meeting date.

## 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, at 4:30 p.m., 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.

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 in the District's Public Information Office.

## **Special Meetings**

Special meetings of the Board may be called 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, deputy superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1.

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 Internet 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 place location of the meeting and the business to be transacted or discussed. No other business shall be considered at these meetings.

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. (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**

The board-may hold an emergency meeting without complying-with the 24-hour notice requirement, within the guidelines of state law.

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 members of the Board.

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act 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

A majority vote by the Board may adjourn any meeting to a later time and place that shall be specified in the order of adjournment. Within 24 hours-after a meeting has been adjourned to a later time, a copy of the order of adjournment shall be posted at the meeting site.

If no members are present at any regular or adjourned regular meeting, 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.

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.

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 state open meeting laws provided that a majority of the Board members do not discuss specific District business among themselves other than as part of the scheduled program:

- 1. A conference or similar public gathering that involves a discussion of issues of general interest to the public or to school boards
- 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

<u>Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act.</u> (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
- 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 or both.

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.

During the teleconference, at least a quorum of the members of the Board shall participate from locations within District boundaries.

Agenda 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.

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.

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

## Hearings

The Board may occasionally convene public hearings at which no Board action is to be taken. Such hearings are held solely to allow the Board and members of the public to receive information. A hearing may take place immediately prior to a Board meeting.

If a quorum of Board members is present at a hearing, notice of the hearing shall be provided according to procedures specified above for regular meetings.

Legal Reference:

Education Code, Sections <u>35140</u>; <u>35143</u>; <u>35144</u>; <u>35145</u>; <u>35145</u>.5; <u>35146</u>;

<u>35147</u>

Government Code, Sections 3511.1; 11135; 54950-54963 (The Ralph M. Brown Act) 54954, 54961, 54954.2 54956, 54956.5, 54955, 54953,

54952,2,54957,5

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; --/--/2021

Formerly BP 9440, BP 9441, BP 9442

## GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

## **INFORMATION REPORT NO. 6**

TO:

Board of Education

FROM:

Dr. Vivian Ekchian, Superintendent

SUBMITTED BY:

Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY:

Hagop Kassabian, Administrator: Planning, Development and Facilities

SUBJECT:

Update on Measure S and Facility Programs

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

- 1. Superintendent's Facility Advisory Committee (SFAC)
  - Review of Measure S Agenda Items via video conference.
- 2. Items on this Agenda
  - Approval of Change Order No. 1 to Bid No. 203-20/21 with Red Hawk Services, Inc. for Tennis Court Fencing and Rails Project at Glendale High School and Notice of Completion

On September 15, 2020, the Board approved the award of Bid No. 203-20/21 with Red Hawk Services, Inc. for the tennis court fencing and rails project at Glendale High School in the amount of \$119,531.

Following the start of construction staff encountered changes on the project that required addressing in order for the project to move forward. This included the replacement of six (6) additional gate frames, as well as a credit for a change in material from black vinyl to galvanized fence.

Change Order No. 1 in the amount of \$516.56 accounts for these changes to the contract. This Change Order represents a 0.43% increase to the original contract and is included in the previously allocated 10% project contingency. This increases the final contract amount to \$120,047.56.

This project was completed in a satisfactory manner as of December 23, 2020, for a total cost of \$120,047.56, and was funded by Routine Restricted Maintenance funds.

Glendale Unified School District Information Report No. 6 January 19, 2021 Page 2

> Approval of Amendment No. 1 to Independent Consultant Agreement No. 491 with PlaceWorks for CEQA Consulting Services for the Potential Crescenta Valley High School Field Improvements Project

On June 4, 2018, the Board approved the award of Independent Consultant Agreement No. 491 with PlaceWorks for CEQA consulting services for the potential Crescenta Valley High School Field Improvements project in the amount of \$153,112.00.

Because of the COVID-19 pandemic, a delay resulted in the distribution of the Draft Environmental Impact Report (EIR). Due to this delay, new legislation went into effect that requires a revision of the traffic analysis for the EIR. Amendment No. 1 in the amount of \$3,170 accounts for the additional studies required as a result of changes in legislation. This Amendment increases the total agreement to \$156,282.

This project is funded by Measure S – Site Assessment, Special Reports, and Miscellaneous Services funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

 Approval of Project Authorization No. 024 with tBP Architecture for Architectural Services at the Monte Vista Elementary School New Building Project

On May 19, 2020, following the Board's approval of the project and budget allocation of \$12,700,000 for Monte Vista Elementary School, Planning, Development and Facilities (PDF) staff obtained approval of a Project Authorization Addendum for architectural services with Rachlin Partners. However, due to complications encountered early on in the project, staff is presenting an item for approval to terminate the contract with Rachlin Partners, listed on this agenda as Consent Calendar No. 8.

In an effort to avoid any added delays on the project, PDF staff has worked with District-approved firm tBP Architecture to obtain a proposal for the design of the project. tBP has worked with the District successfully for many years, on multiple projects, including projects at Monte Vista Elementary School. Staff is recommending that the Board approve Project Authorization No. 024 with tBP Architecture for architectural services at the Monte Vista Elementary School New Building Project in the amount of \$359,322. This agreement is based on the estimated cost of construction, per the consultant's approved Master Agreement. The cost for architectural services is included in the approved project budget.

This project is funded by Measure S – Monte Vista New Building Project funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

• Termination of Contract with Rachlin Partners for Architectural Services at the Monte Vista Elementary School New Building Project

Glendale Unified School District Information Report No. 6 January 19, 2021 Page 3

On May 19, 2020, the Board approved a Project Authorization Addendum with Rachlin Partners (Rachlin) for architectural services for the Monte Vista Elementary School New Building Project for a not-to-exceed cost of \$800,000. Following this approval, staff worked with Rachlin to finalize the contract and determine the percentage of the project that would be paid based on the approved Master Agreement.

Throughout the course of the project, Planning, Development and Facilities (PDF) staff encountered several obstacles while working with Rachlin. In addition to these obstacles, on December 14, 2020, the District received a termination letter from Rachlin asking that the District "find an Architect more suitable" for the project, citing their lack of expertise with modular building construction, as well as difficulties with obtaining a fully dedicated team for the project.

As a result, PDF staff is recommending to terminate the contract with Rachlin Partners for convenience pursuant to Article 9.2 of the Master Agreement for Architectural Services. Any outstanding invoices for work performed at the Monte Vista Project prior to the termination will be requested from Rachlin following this approval. Prior to being submitted for payment, invoices will be reviewed for accuracy and to confirm services rendered.

An agreement with a new architectural firm for the project is being approved on this agenda, listed as Action Report No. 3, in order to minimize delay costs on the project and recover lost time.

## • Approval of Annual Deferred Maintenance Projects List for 2021

Each year, Facility and Support Operations (FASO) along with Planning and Development staff compile a list of prioritized Annual Deferred Maintenance projects that focus on necessary student & staff safety and physical plant repairs. This list of work is prioritized based on the needs of each school and is paramount to the ongoing operations of our school sites.

In November 2012, the Board approved an annual allocation of \$1.5 million in Measure S funding to continue the Deferred Maintenance program. On May 3, 2016, the Board approved the continued funding of \$1.5 million for Annual Deferred Maintenance projects for seven (7) years, until 2023. The attached 2021-2022 Measure S – Annual Deferred Maintenance Projects list is within the previously approved budget of \$1,500,000. This project is funded by Measure S – Annual Deferred Maintenance, 2021 funds.

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

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

## INFORMATION REPORT NO. 7

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. Caporicci, Laura Effective 1/11/21

Elementary Yard Duty Leader La Crescenta Elementary School

2. Ghazaryan, Laura Effective 1/22/21

Education Assistant II Clark Magnet High School

3. Heine, Donovan Effective 1/08/21

Behavior Intervention Assistant Special Education Department

4. Saldana, Dianne Effective 1/08/21

Typist Clerk III

**EEELP** 

5. Sargsyan, Alla Effective 1/12/21

Education Assistant I Keppel Elementary School

6. Tiulkina, Olena Effective 12/18/20

Education Assistant Intensive Support Special Education Department Glendale Unified School District Information Report No. 7 January 19, 2021 Page 2

## Retirements:

Ayvazyan, Azatui Effective 1/07/21
 Cafeteria Worker II 21 years, 2 months of service
 Verdugo Woodlands Elementary School

2. Barnard, Denise Effective 4/12/21
Administrative Secretary 10 years, 6 months of service
John Marshall Elementary School

3. Guarino, Maral Effective 1/18/21 ELD Specialist – Teacher 34 years of service Clark Magnet High School

Mendoza, Raul
 Custodian I
 Daily High School
 Effective 1/30/21
 19 years, 10 months of service

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

## **ACTION REPORT NO. 1**

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: Approval of Change Order No. 1 to Bid No. 203-20/21 with Red Hawk

Services, Inc. for Tennis Court Fencing and Rails Project at Glendale

**High School and Notice of Completion** 

The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 203-20/21 with Red Hawk Services, Inc. for the tennis court fencing and rails project at Glendale High School in the amount of \$516.56, and a Notice of Completion, funded Routine Restricted Maintenance funds.

On September 15, 2020, the Board approved the award of Bid No. 203-20/21 with Red Hawk Services, Inc. for the tennis court fencing and rails project at Glendale High School in the amount of \$119.531.

Following the start of construction staff encountered changes on the project that required addressing in order for the project to move forward. This included the replacement of six (6) additional gate frames, as well as a credit for a change in material from black vinyl to galvanized fence.

Change Order No. 1 in the amount of \$516.56 accounts for these changes to the contract. This Change Order represents a 0.43% increase to the original contract and is included in the previously allocated 10% project contingency. This increases the final contract amount to \$120,047.56.

This project was completed in a satisfactory manner as of December 23, 2020, for a total cost of \$120,047.56, and was funded by Routine Restricted Maintenance funds.

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



## Planning, Development & Facilities

349 Magnolia Avenue Glendale, California 91204 Tel: 818.507.0201 Fax: 818.507.4911

Project Name: Glendale Tennis Court

Fencing and Rails

DSA No: N/A

**District PO No:** 0021002420

District Contract No: Bid No. 203-20/21

## **CHANGE ORDER (CO)**

To: Red Hawk Services, Inc.

**CO** No. 1

**Date:** 1/20/21

The following modifications have been made to your basic contract for the reasons listed below:

<u>Item</u> <u>Responsibility Code</u> <u>Days</u> <u>Change Amount</u>

PCO No. 1

8

36

\$ 516.56

Contractor agrees to furnish all labor and materials and perform all of the above described work indicated in each item attached in compliance with the applicable sections of the Contract Documents. The amount of the charges under the Change Order is limited to the charges allowed under **Article 17** of the **General Conditions**. The adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in the Change Order shall constitute the entire compensation and/or adjustment in the contract time and contract sum due to the Contractor arising out of the change in the work covered by this Change Order, unless otherwise provided in the Change Order. It is understood that this Change Order shall be effective when approved by the Governing Board of the District.

The Original Contract Sum and Calendar Days	\$	\$119,531.00	51 cal. days
Net Change by Previously Authorized Requests and Changes	\$	0.00	0 cal. days
The Contract Sum and Days prior to this Change Order were	\$	\$119,531.00	51 cal. days
The Contract Sum and Days will be increased/(decreased) by	\$	516.56	36 cal. days
The New Contract Sum and Days including this Change Order	\$	\$120,047.56	87 cal. days
The Date of Contract Completion as of this Change Order is therefore		12/23/20	87 cal. days
Cumulative Percentage of Original Contract	%	[0.43	22%]

Authorized	Signature	Date
Owner		
Contractor		
Architect		
Project Manager		
Inspector of Record		

#### Responsibility Code

- 1. Differing Conditions
- 2. Design Error
- 3. Design Omission

- 4. Value Enhancement
- 5. Settlement
- Resolution of Claim

- 7. Required Extra Scope
- 8. Optional Extra Scope
- 9. Other (explain)

It is further understood and agreed that this adjustment constitutes compensation in full for all costs and markup directly or indirectly attributable to this change, or for all delays related thereto, including but not limited to all extended overhead and loss of productivity costs and for performance for this change within the time frame stated and Contractor expressly waives any claims for any additional compensations, damages or time extensions, in connection with the above referenced change(s). We the undersigned Contractor have given careful consideration to the change proposed and hereby agree if this proposal is approved that we will accept as full payment the price shown above. All other items and conditions of the Contract Documents shall remain in effect.

Recording Requested by Glendale Unified School District.

When recorded please mail to:

Attn: Business Services Glendale Unified School Dist. 223 N. Jackson Street Glendale, CA 91206

(Space above this line for Recorders Use)

## **NOTICE OF COMPLETION**

**PROPERTY:** Glendale High School **ADDRESS:** 1440 East Broadway

Glendale, California 91205

**OWNER:** Glendale Unified School District

223 North Jackson Street Glendale, California 91206

IMPROVEMENT:
DATE OF COMPLETION:
CONTRACTOR:
BOARD APPROVAL:
CONTRACT DATE:
Tennis Court Renovation
December 23, 2020
Red Hawk Services
September 15, 2020
September 17, 2020

**BID No.:** 203-20/21 **PURCHASE ORDER No.:** 0021002420

## **VERIFICATION**

I, the undersigned, say: I am the Glendale Unified School District Official, the declarant of the foregoing notice of completion. I have read the Notice of Completion and know the contents thereof: the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 20, 2021 at Glendale, California

Hagop Kassabian **Glendale Unified School District** Administrator, Planning, Development and Facilities

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

## **ACTION REPORT NO. 2**

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: Approval of Amendment No. 1 to Independent Consultant Agreement

No. 491 with PlaceWorks for CEQA Consulting Services for the Potential Crescenta Valley High School Field Improvements Project

The Superintendent recommends that the Board of Education approve Amendment No. 1 to Independent Consultant Agreement No. 491 with PlaceWorks for CEQA consulting services for the potential Crescenta Valley High School Field Improvements project in the amount of \$3,170.00, funded by Measure S funds.

On June 4, 2018, the Board approved the award of Independent Consultant Agreement No. 491 with PlaceWorks for CEQA consulting services for the potential Crescenta Valley High School Field Improvements project in the amount of \$153,112.00.

Because of the COVID-19 pandemic, a delay resulted in the distribution of the Draft Environmental Impact Report (EIR). Due to this delay, new legislation went into effect that requires a revision of the traffic analysis for the EIR. Amendment No. 1 in the amount of \$3,170 accounts for the additional studies required as a result of changes in legislation. This Amendment increases the total agreement to \$156,282.

This project is funded by Measure S – Site Assessment, Special Reports, and Miscellaneous Services funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

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

## INDEPENDENT CONSULTANT AGREEMENT FOR PROFESSIONAL SERVICES CEQA CONSULTING SERVICES AT CVHS

Professional Service Number: 491

Amendment No. 1 - January 20, 2021

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the **16**st **day of July, 2018** by and between the Glendale Unified School District, ("District") and **PlaceWorks** ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

- 1. Services. The Consultant shall provide CEQA Consulting Services for Crescenta Valley High School Stadium Bleachers and Lights as further described in Exhibit "A," attached hereto and incorporated herein by this reference ("Services").
- Term. Consultant shall commence providing services under this Agreement on July 23, 2018 and will diligently perform as required and complete performance by June 30,2021 August 23, 2019.
- 3. Submittal of Documents. The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

X	Signed Agreement
X	Workers' Compensation Certification
X	Fingerprinting/Criminal Background Investigation Certification
Χ	Insurance Certificates and Endorsements
X	W-9 Form

- 4. Compensation. District agrees to pay the Consultant for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee of One Hundred fifty-Six Thousand Two Hundred Eighty-Two Dollars (\$156,282.00) One Hundred Fifty Three Thousand-One Hundred Twelve Dollars (\$153,112.00) which includes reimbursable cost listed in item 5.1. District shall pay Consultant according to the following terms and conditions:
  - 4.1. Payment for the Work shall be made for all undisputed amounts based upon time and materials for not-to-exceed (NTE) fees referenced in Exhibit "A" as follows:
- 5. **Expenses**. District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:
  - 5.1. Not Applicable
- 6. Independent Contractor. Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant 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 Consultant's employees. In the performance of the work herein contemplated, Consultant 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. **Materials**. Consultant shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
  - 7.1. Not applicable.
- 8. Performance of Services.
  - 8.1. Standard of Care. Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school Districts.
    - Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.
  - 8.2. **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's performance of Services.
  - 8.3. **District Approval.** The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.
  - 8.4. **New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.
- 9. **Originality of Services.** Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.
- 10. Copyright/Trademark/Patent. Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
- 11. Audit. Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of

Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

#### 12. Termination.

- 12.1. Without Cause By District. District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.
- 12.2. Without Cause by Consultant. Consultant may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 12.3. **With Cause by District**. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
  - 12.3.1. material violation of this Agreement by the Consultant; or
  - 12.3.2. any act by Consultant exposing the District to liability to others for personal injury or property damage; or
  - 12.3.3. Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant'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 Consultant. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Consultant 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.

13. Indemnification. To the furthest extent permitted by California law, Consultant shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily

injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Consultant, its officials, officers, employees, subcontractors, consultants, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Consultant 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 Consultant proposes to defend the indemnified parties.

#### 14. Insurance.

14.1. The Consultant shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance, including Bodily	
Injury, Personal Injury, Property Damage, Advertising Injury,	
and Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Automobile Liability Insurance - Hired, Non-Owned Auto	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

- 14.1.1. Commercial General Liability and Automobile Liability Insurance.

  Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect the Consultant, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)
- 14.1.2. Workers' Compensation and Employers' Liability Insurance. Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Consultant 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.
- 14.1.3. **Professional Liability (Errors and Omissions)**. Professional Liability Insurance as appropriate to the Consultant's profession.
- 14.2. **Proof of Carriage of Insurance**. The Consultant 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:

- 14.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."
- 14.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.
- 14.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, consultants, 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 Consultant'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.
  - 14.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 14.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.
- 15. **Assignment**. The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.
- 16. **Compliance with Laws**. Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant's receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.
- 17. **Certificates/Permits/Licenses**. Consultant and all Consultant'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.
- 18. **Employment with Public Agency**. Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
- 19. Anti-Discrimination. It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the

Consultant 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 Consultant agrees to require like compliance by all of its subcontractor(s).

- 20. **Fingerprinting of Employees**. The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
- 21. **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.
- 22. District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors. The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 22.1. Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
  - 22.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
- 23. **Limitation of District Liability**. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
- 24. **Confidentiality**. The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant 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.
- 25. 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**

349 West Magnolia Avenue Glendale, California 91204 [FAX] (818) 507-4911 ATTN: Stephen Dickinson

#### **Consultant:**

#### **PlaceWorks**

700 S. Flower Street, Suite 600 Los Angeles, CA 90017 [Phone] (213) 623-1443 ATTN: Dwayne Mears

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.

- **26.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.
- **27.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. 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.
- **28.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.
- **29.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.
- **30.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.
- **31.Authority to Bind Parties.** Neither party in the performance of any and all dutles under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
- **32.Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
- **33.Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
- **34.Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
- **35.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.
- **36.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.
- **37.Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

below.			
Dated:, 2021  Glendale Unified School District		Dated:, 2021	
		PlaceWorks	
Ву:		Ву:	
Print Name:	Stephen Dickinson	Print Name:	Dwayne Mears
Print Title:	Chief Business and Financial Officer	Print Title:	<u>Principal</u>
Information	regarding Consultant:		
License No.:			The life of the li
Address:		Social	oyer Identification and/or Security Number
Telephone: Facsimile:		NOTE Reve	: Section 6041 of the Internal nue Code (26 U.S.C. 6041) Section 1.6041-1 of Title 26 of Code of Federal Regulations
E-Mail:		recipi	C.F.R. 1.6041-1) requires the ients of \$600.00 or more to
Corpor	ual oprietorship	to th with Distri furnis in thi	sh their taxpayer information e payer. In order to comply these requirements, the ict requires the Contractor to sh the information requested s section.

## EXHIBIT "A" DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

Consultant's entire Proposal is **not** made part of this Agreement.

PlaceWorks will provide the following services:

- CEQA Services for Crescenta Valley High School Stadium Bleachers and Lights.
- · Per PlaceWorks Proposal, see "Attachment"

## Additional Work:

Public Review Draft EIR (PlaceWorks) \$1,970.00
 Subconsultant KOA Traffic Study \$1,200.00

**Total Not-To-Exceed Fee** 

<del>\$153,112.00</del>

\$156,282.00

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

## **ACTION REPORT NO. 3**

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: Approval of Project Authorization No. 024 with tBP Architecture for

Architectural Services at the Monte Vista Elementary School New

**Building Project** 

The Superintendent recommends that the Board of Education approve a Project Authorization with tBP Architecture for Architectural Services at the Monte Vista Elementary School New Building project for a total of \$359,322, funded by Measure S funds.

On May 19, 2020, following the Board's approval of the project and budget allocation of \$12,700,000 for Monte Vista Elementary School, Planning, Development and Facilities (PDF) staff obtained approval of a Project Authorization Addendum for architectural services with Rachlin Partners. However, due to complications encountered early on in the project, staff is presenting an item for approval to terminate the contract with Rachlin Partners, listed on this agenda as Consent Calendar No. 8.

In an effort to avoid any added delays on the project, PDF staff has worked with District-approved firm tBP Architecture to obtain a proposal for the design of the project. tBP has worked with the District successfully for many years, on multiple projects, including projects at Monte Vista Elementary School. Staff is recommending that the Board approve Project Authorization No. 024 with tBP Architecture for architectural services at the Monte Vista Elementary School New Building Project in the amount of \$359,322. This agreement is based on the estimated cost of construction, per the consultant's approved Master Agreement. The cost for architectural services is included in the approved project budget.

This project is funded by Measure S – Monte Vista New Building Project funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

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

## PROJECT AUTHORIZATION Monte Vista New Modular Classroom Building Construction

Project Authorization Number: tBP Architecture, Inc. - 024

Date: January 20, 2021

This Project Authorization is issued pursuant to the Architectural Services Agreement dated January 20, 2021 by and between GLENDALE UNIFIED SCHOOL DISTRICT (DISTRICT) AND **tBP Architecture Inc.** (ARCHITECT) and, when fully executed, is considered as an integral part of said Agreement subject to all the provisions and conditions thereof.

The DISTRICT does hereby authorize the ARCHITECT to provide professional services on the following project:

## 1. PROJECT NAME AND LOCATION

Monte Vista New Modular Classroom Building, 2620 Orange Ave., La Crescenta, CA 91214

### 2. PROJECT DESCRIPTION/SCOPE

Provide professional architectural services for a new modular classroom Construction Building at Monte Vista Elementary School.

### Scope of Services:

New 2-Story freestanding Modular Building consisting of Classrooms, Restrooms, other specified rooms, areas and Stairs as noted in the District approved Conceptual Layout.

The project will also include associated site development, relocation of utilities as required, and the coordination of the placement of Interim Housing.

### 3. ARCHITECT'S SERVICES

The ARCHITECT shall provide those services specified to be performed by the ARCHITECT. The following phases of services are authorized:

✓	Schematic Design	
✓	Design Development	Other (Specify Below)
✓	Construction Documents	
✓	DSA & OPSC Approval	
✓	Bidding Phase	
✓	Construction Administration	
✓	Close-out	

4. <u>ARCHITECT'S COMPENSATION</u> In conformance with Attachment "A" – Basic Architect Fee Schedule (New Construction), 4% on the Modular Building, and a credit of \$25,000 approved under ICA #599. **Total Compensation will be Three Hundred Eighty-Four Thousand, Three Hundred Twenty-Two Dollars less Twenty Five Thousand Dollars (\$384,322 - \$25,000 = \$359,322).** 

## 5. PROJECT CONSTRUCTION BUDGET

Estimated Cost \$7,269,800.00 (Site \$2,201,000, and Modular \$5,068,800)

- 6. PROJECT COMPLETION SCHEDULE
  - A) Schematic Design to be completed and submitted for review and approval by the DISTRICT within twenty (20) work days upon execution of this Project Authorization.
  - B) Design Development to be completed and submitted for review and approval by the DISTRICT within thirty (30) work days upon acceptance of Schematic Design.
  - C) Construction Documents to be completed and submitted for review and approval by the DISTRICT within thirty-five (35) work days upon acceptance of Design Development.
  - D) Agency approval to be obtained within sixty (60) work days after authorization by District to submit the Construction Documents to DSA, but no later than March 30, 20
  - E) Balance of Bidding and Construction Administration shall be in coordination with the DISTRICT's Bid and Construction schedule.
  - F) Close-out and DSA Certification to be completed within ninety **(90)** work days after filing of Notice of Completion contingent upon timely review of documents by DSA staff.

## 7. <u>OTHER PROVISIONS</u> **None.**

<ol><li>The design development and c</li></ol>	onstruction document services covered by this		
	mitted to the Division of the State ARCHITECT for		
review and approval on or before See Pro			
This Project Authorization No. 024,	tBP Architecture, Inc Monte Vista New		
Construction Modular Classroom Building Project is hereby approved, the DISTRICT and			
the ARCHITECT having executed said Proje			
DISTRICT:	ARCHITECT:		
Stephen Dickinson Chief Business and Financial Officer Glendale Unified School District	Name:Title:		

# ATTACHMENT "A" ARCHITECT'S FEE SCHEDULE Monte Vista New Modular Classroom Building Construction

### (Site)

- 1. Nine percent (9%) of the first five hundred thousand dollars (\$500,000.00) of computed cost.
- 2. Eight and one-half percent (8.5%) of the next five hundred thousand dollars (\$500,000.00) computed cost.
- 3. Eight percent (8%) of the next one million dollars (\$1,000,000.00) computed cost.
- 4. Seven percent (7%) of the next Four Million dollars (\$4,000,000.00) computed cost.
- 5. Six percent (6%) of the next Four Million dollars (\$4,000,000.00) computed cost.

## ARCHITECT'S FEE SCHEDULE Monte Vista New Modular Classroom Building Construction

## (Factory Built Modular)

6. Four percent (4%) of the cost of the factory built modular. (Building cost only, all other costs are included in calculation items (1) through (5) above).

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

**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. Nancy Hong, Coordinator, FLAG Program

SUBJECT: Approval of Istation Reading Program for FLAG Spanish

**Elementary Classes for 2021-23** 

The Superintendent recommends that the Board of Education approve the purchase of online licenses in the amount of \$56,220 for the Istation Reading Program for Grades K-5 students in the Spanish FLAG program at Edison, Franklin, and Muir Elementary Schools for the 2021-2022 and 2022-23 school years.

The FLAG Spanish program at the elementary level will continue to use the Istation Reading program through the summer of 2023. Like the i-Ready program, Istation is an interactive and comprehensive online tool designed to use assessments and progress monitoring checks to provide lessons that are adjusted for students' individual needs. In Kindergarten through Grade 2 where 90% or 80%, respectively, are taught in the target language, Istation is a resource that complements and enhances classroom learning. For Grades 3-5, Istation provides additional opportunities to independently practice receptive Spanish language skills in an engaging format.

The Istation Reading program is aligned to California State Standards and is intended for Spanish reading development covering the domains of phonemic awareness, phonics, vocabulary, and comprehension. The program also provides differentiated interventions, data and resources for the teacher with the potential to support schools with tailored curriculum supplements for each student to improve reading skills in Spanish.

The total cost of obtaining site licenses for Istation Reading en Español Program for Edison, Franklin, and Muir Elementary Schools will be \$56,220, based on enrollment numbers, and will be paid by Educational Services funds.

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

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



Quote Q-27361-1

Prepared For:
Glendale Unified School District
223 N Jackson St
Glendale, CA
91206-4380

Your Istation Partner: Sara Fisher sfisher@istation.com +1 8169147368



888 Rating: A+



8150 North Central Expressway, Suite 2000

Dallas, TX 75206

Phone: 1-866-883-READ (7323) Email: orders@istation.com

Quote:

Q-27361-1

Prepared For: Glendale Unified School District

**Expires On:** 

1/31/2021

DISCLAIMER: Pricing is as quoted and subject to change with any edits to bundle configurations, enrollment updates, or other revisions.

# Istation Reading en Español

QTY	PRODUCT	Start Date	Months	End Date	CAMPUS	LIST PRICE
1	Istation Reading en Español	8/1/2021	24	7/31/2023	Edison (Thomas) Elementary	\$18,740.00
1	Istation Reading en Español	8/1/2021	24	7/31/2023	Franklin (Benjamin) Elementary	\$18,740.00
1	Istation Reading en Español	8/1/2021	24	7/31/2023	Muir (John) Elementary	\$18,740.00
		· · · · · · · · · · · · · · · · · · ·	<del>!</del> :	- I	Istation Reading en Español TOTAL:	\$56,220.00

Standard Virtual Learning Services

8 months of Virtual Learning including on-boarding, one data consult, and additional assistance as needed by a designated implementation Specialist for new or continued Istation supporters. Must be used in current subscription term.

QTY	PRODUCT	Start Date	Months	End Date	CAMPUS	LIST PRICE
2	Standard Virtual Learning Services	8/1/2021	24	7/31/2023		\$1,900.00
Standard Virtual Learning Services TOTAL:					\$1,900,00	

SUBTOTAL: \$58,120.00
DISCOUNT: (\$5,622.00)
TAX (if applicable):
CUSTOMER TOTAL: \$52,498.00



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Dallas, TX 75206

Phone: 1-866-883-READ (7323) Email: orders@istation.com

Quote:

Q-27361-1

Prepared For: Glendale Unified School District

Expires On: 1/31/2021

DISCLAIMER: Pricing is as quoted and subject to change with any edits to bundle configurations, enrollment updates, or other revisions.

Subscription Start Date: 8/1/2021

Subscription Term: 24

Subscription End Date: 7/31/2023

Please email or fax the following items to 214-291-5534 or orders@istation.com. Failure to provide the below will cause a delay in processing your order,

- Signed Purchase Order that includes the quote number
- Signature page of this Quote (choose subscription length)

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective authorized representatives whose signatures appear below.

<u>lstation</u>		<u>Glendale Unifie</u>	d School District	
Signature:		Signature:		
Printed Name:		Printed Name:	Dr. Kelly King	
Title:		Title:	Assistant Superintendent	
Dated:		Dated:	1/20/21	
		PO # (if available):		_
To ensure timely fulfilln	nent, please provide the requested contact informa	ation below;		
Primary impleme	ntation Contact	Accounts Paya	ble / Billing Contact	
Name:		Name:		
Email:		Email:		
Phone:		Phone:		
District Technolo	gy Contact	District Data Co	<u>ontact</u>	
Name:		Name:		_
Email:	l .	Emall:		_
Phone:		Phone;		



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Prepared For: Glendale Unified School District

Expires On: 1/31/2021

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  - You may not assign these Terms (or delegate Your rights, duties, or obligations under these Terms) without Istation's prior, express, and written consent.

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- Your first and last name
- Teachers and administrators only Your contact information, such as email addresses, mailing addresses, and phone numbers
- Your school and school district
- Any identification numbers issued by Your school and/or Your school district to You, including teacher numbers, administrator numbers, and student numbers;
- Security information, such as usernames, passwords, and password hints;
- Browser information, such as browser version, IP address, and the presence of various plug-ins and tools;
- Students only "Demographic Data," such as gender, race, special-education status, socio-economic status, and English language learner status, but only to the extent provided by Your school or Your school district;
- · Resource-related responses submitted by You, including, but not limited to responses to interactive activities and assessments;
- Resource use behavior, such as pages visited, downloads, or searches requested; and
- Resource use results, but only to the extent that such results identify one or more (i) students, (ii) teachers, (iii) classrooms within an identified school, (iii) grades within an identified school or school district or (iv) schools (collectively "Identifiable Use Results"). Identifiable Use Results do not include Resource use results for school districts or for geographic regions that do not identify a specific school (such as Resource use results reported (i) on a county-wide basis, (ii) within a defined territory [whether officially or unofficially defined], such as North Texas, or (iii) within a metropolitan area, such as Dallas-Fort Worth).

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- To provide status reporting notices to teachers and administrators about the Resources (e.g. an email prompting a teacher to log in to see his or her students' latest assessment results);
- To internally analyze data regarding the use of the Resources;
- To track students' usage of the Resources over time, including performance metrics collected over multiple school years;
- To send You (teachers and administrators only) updates, promotional/advertising materials, and newsletters related to the Resources and Istation's
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- To respond to Your questions or comments; and
- To customize content within the Resources, to improve the Resources' content and functionality and to develop new products and updates,

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- To Authorized Users as determined by each school or school district at issue. Generally, but subject to determination by the school at issue or the school district at issue,
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  - 2. a principal may only see the Personally Identifiable Information of those students and teachers in the principal's school, and
  - a school district-level administrator may only see the Personally Identifiable Information of those students and teachers in the administrator's school district;
- To third parties, and solely for educational purposes, when Istation has the consent of the school or school district at issue, including Identifiable
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  obtained the student's consent to such disclosure;
- When Istation believes that sharing Personally Identifiable Information is reasonably necessary in order to (i) protect or defend the legal rights, interests, property, safety, or security of Istation, its employees or contractors, or the public, (ii) protect or defend against, or otherwise address, fraud, security, or technical issues, (iii) comply with, or respond to a law, regulation, legal request, legal process, legal requirement, judicial proceeding, or court order, or (iv) investigate a possible crime, such as fraud or identity theft;
- In connection with an actual or potential sale, purchase, acquisition, merger, reorganization, bankruptcy, liquidation, dissolution, or similar transaction or proceeding of or involving Istation, but only to the extent that the purchasing, acquiring or successor entity agrees to implement data privacy and security protections with respect to Personally Identifiable Information that are at least as stringent as those of Istation.

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#### Data Retention

Unless required by law to maintain certain information for a longer period of time, Istation retains Personally Identifiable Information only for as long as a student's school and/or school district maintains a subscription with Istation to one or more of the Resources. Once a subscription to a particular Resource is cancelled or otherwise terminated, Istation will typically retain any Personally Identifiable Information related to that Resource for sixty days after cancellation/termination to allow for temporary lapses in subscription services, at which point that information is destroyed. Personally Identifiable Information may also be destroyed at any time at the request of the school and/or school district.

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If You have any questions about this Privacy Statement or any privacy questions or concerns, You may contact Istation using the information below:

Email address: info@Istation.com

Street/Postal address:

8150 North Central Expressway, Suite 2000

Dallas, Texas 75026 Phone: (214) 237-9300 Fax: (972) 643-3441

Effective Date: February 23, 2018

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#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

### **ACTION REPORT NO. 5**

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Jay Schwartz, Director, Child Development and Child Care

Department

SUBJECT: Resolution No. 7 – Approval of Amended Agreement for

Contract No. CCTR-0093 with the California Department of Education, Child Development Division, for the General Child

Care and Development Programs 2020-2021

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for General Child Care and Development Programs with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$2,392,500 in accordance with the amended contract.

The California Department of Education, Child Development Division, has submitted an amended contract to enter into a local agreement with the Glendale Unified School District for the purpose of providing child care and development services in the amount of \$2,392,500. This amended contract increases the Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement by \$26,074.

These additional funds support family fees that could not be absorbed due to the waived July and August family fees within the fiscal year (FY) 20-21 contract MRA. This family fee augmentation is based on the amount of family fees projected for these two months and is intended to increase the contract MRA in the amount associated with family fees that were waived during this time period.

Funds for this contract were previously accepted by the Board of Education on June 16, 2020, and will support the program CCTR from July 1, 2020 through June 30, 2021.

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

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

# **RESOLUTION NO. 7**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2020-2021.

# RESOLUTION

BE IT RESOLVED that the Governing Board of <u>Glendale Unified School District</u> authorizes entering into local agreement number **CCTR-0093-01** and that the person/s who is/are listed below is/are authorized to sign the transaction for the Governing Board.

NAME	<u>TITLE</u>	<b>SIGNATURE</b>				
Or. Vivian Ekchian Superintendent						
Dr. Kelly King	Assistant Superintendent Educational Services					
Stephen Dickinson Chief Business & Financial Officer Business Services						
PASSED AND ADOPTED THIS 19th day of <u>January 2021</u> by the Governing Board of the <u>Glendale</u> <u>Unified School District</u> of <u>Los Angeles</u> County, California.						
I, <u>Nayiri Nahabedian</u> , Clerk of the Governing Board of <u>Glendale Unified School District</u> of <u>Los Angeles</u> County, California, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a <u>Board of Education</u> meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.						
(Clerk's Sign	nature)	(Date)				

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

### **ACTION REPORT NO. 6**

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Jay Schwartz, Director, Child Development and Child Care

Department

SUBJECT: Resolution No. 8 – Approval of Amended Agreement for

Contract No. CSPP-0203 with the California Department of Education, Child Development Division, for the State Preschool

**Programs 2020-2021** 

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for the California State Preschool Programs with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$2,143,497 in accordance with the amended contract.

The California Department of Education, Child Development Division, has submitted an amended contract to enter into a local agreement with the Glendale Unified School District for the purpose of providing child care and development services in the amount of \$2,143,497. This amended contract increases the Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of the agreement by \$5,038.

These additional funds support family fees that could not be absorbed due to the waived July and August family fees within the fiscal year (FY) 20-21 contract MRA. This family fee augmentation is based on the amount of family fees projected for these two months and is intended to increase the contract MRA in the amount associated with family fees that were waived during this time period.

Funds for this contract were previously accepted by the Board of Education on June 16, 2020, and will support the program CSPP (California State Preschool Program) from July 1, 2020 through June 30, 2021.

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

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

# **RESOLUTION NO. 8**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2020-2021.

# RESOLUTION

BE IT RESOLVED that the Governing Board of <u>Glendale Unified School District</u> authorizes entering into local agreement number **CSPP-0203-01** and that the person/s who is/are listed below is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>			
Dr. Vivian Ekchian	Superintendent				
Dr. Kelly King	Assistant Superintendent Educational Services				
Stephen Dickinson Chief Business & Financial Officer Business Services					
PASSED AND ADOPTED THI	S <u>19<sup>th</sup></u> day of <u>January 2021</u> by the Gov	rerning Board of the Glendale			
<u>Unified School District</u> of <u>Los Angeles</u> County, California.					
I, Nayiri Nahabedian, Clerk of	the Governing Board of Glendale Un	nified School District of Los			
Angeles County, California, cert	tify that the foregoing is a full, true, an	d correct copy of a resolution			
adopted by the said Board at a	Board of Education meeting thereof l	neld at a regular public place			
of meeting and the resolution is	on file in the office of said Board.				

(Date)

(Clerk's Signature)

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: Approval to Rename the John Wayne Performing Arts Center

at Glendale High School

The Superintendent recommends that the Board of Education approve changing the name of the John Wayne Performing Arts Center at Glendale High School to the Glendale Performing Arts Center.

At its meeting on December 15, 2020, the Board of Education reviewed a proposal by staff to change the name of the John Wayne Performing Arts Center at Glendale High School as requested by a community group and following an extensive process of gaining the input of several stakeholder groups.

## Background:

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

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

School through petitions and community dialogue. GUSD must listen to the community and demonstrate a true commitment to racial equality by re-naming the auditorium."

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

Board Policy 7310 states:

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

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

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

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

- 38 Yes
- 8 No
- 2 I Do Not Know

Some of the student comments included:

• I think we should keep the name, that is one interview out of his whole lifetime. I'm not saying that's ok but if we cancel everyone who said something bad we

wouldn't have any monuments. We are just looking at the bad things instead of the good things.

- I do think it should be changed, it's not a little one time mistake, those are his beliefs for his entire life. The movies he made were racists against Native Americans. It's very discouraging to people of color to excuse what he said because he is famous. The discomfort of entire groups should not be excused because of his fame.
- I think the name needs to be changed. I don't like walking by it because now I know better. This is not what I want our school to be represented by this, or our district. I don't stand with this. The groups of people who JW discriminated against are people I care about.

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

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

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

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

- You should not change the name because you can't change history because you don't agree with what was said.
- We do not need to change history. We need to learn from it. Not everyone is perfect. We all have good and bad.
- The Playboy article really opened my eyes. He was far from a hero.

• Given Glendale, CA being only the third city in the entire USA to admit to a racist past, I think it's a good move to change the name and enlist the students in this movement.

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

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

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

## Choosing a New Name:

# Board Policy 7310 states:

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

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

### Rational for the Name:

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

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

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

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

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

A letter to the John Wayne Foundation has been sent regarding the District's intent to rename the facility as per the terms of the Memorandum of Understanding (MOU) and Board Policy pending Board of Education approval.

# Next Steps:

Upon the Board's approval to move forward with the name change:

- 1. The John Wayne Foundation will be informed that the District is terminating the MOU.
- 2. The District will begin the work to formally change the facility's name, including new lettering for the building and messaging as needed.

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

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

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

ACTION REPORT NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business & Operations Officer

PREPARED BY: Christine Ward, Director, Procurement & Contracts

SUBJECT: Approval of Contract with Maxim Healthcare Services for Nursing

Related Services required for COVID-19 and Return to School

Planning During the 2020-2021 School Year

The Superintendent recommends that the Board of Education approve the contract between Glendale Unified School District and Maxim Healthcare Services for nursing related services required for COVID-19 during the 2020-21 school year, total amount not to exceed \$250,000 paid out of School Emergency Relief Funds.

Maxim Healthcare provides licensed practical nursing services for temperature screening of staff as well as other nursing services that may be required in conjunction with the District's plan for returning students to the classroom.

It is the recommendation of staff to approve the contract with Maxim Healthcare Services for nursing services, as needed, during the 2020-21 school year for a total amount not to exceed \$250,000.

Services will be paid for out of the Elementary & Secondary School Emergency Relief Funds (ESSER).

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

# GLENDALE UNIFIED SCHOOL DISTRICT

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

# SERVICES AGREEMENT

of-	August, 2020 by and between the C	ilendale Unified School District, ("District") and a corporation, whose place of business
is	7227 Lee Deforest Drive, Columbia, MD 21046	[City], herein referring to as
	Contractor"), (together, "Parties").	L V3/
WJ	TNESSETH: The parties do hereby contract and a	gree as follows:
1. 8	ervices Description. CONTRACTOR will perform	the services described in the "Scope of Work"
	attached hereto as Addendum A and made a part th	nereof.
NC	DW, THEREFORE, the Parties agree as follows:	
1.	<b>Term</b> . Contractor shall commence providing servi will diligently perform as required and complete performance of the performan	
2.	Submittal of Documents. The Contractor shall neuntil the Contractor has submitted and the District and the endorsement(s) of insurance required as in	t has approved the certificate(s) and affidavit(s),
	<ul> <li>X Signed Agreement</li> <li>X Workers' Compensation Certification</li> <li>X Fingerprinting/Criminal Background Interpretation</li> <li>X Insurance Certificates and Endorsement</li> <li>X W-9 Form</li> <li>X Non-collusion Declaration</li> <li>X Tuberculosis Clearance</li> </ul>	•
3.		sted) a total fee not to exceed (NTE) 00 ) which includes reimbursable cost listed in
	Note: Accounts Payable will not process payn Invoices should be submitted to Accounts Payabl 223 N. Jackson Street, Glendale, CA 91206.	
4.	Expenses. District shall not be liable to Contractor Contractor in performing services for District, exce	

- 5. Independent Contractor. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
- 6. Materials. Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
- 7. Copyright/Trademark/Patent. Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

### 8. Termination.

- Without Cause by District. District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
- 8.2. Without Cause by Contractor. Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 8.3. With Cause by District. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
  - 8.3.1. material violation of this Agreement by the Contractor; or
  - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
  - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

9. Indemnification. To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, only for the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents for the performance of the Services, the Project, or this Agreement, only to the extent that passive and/or vicarious liability for such negligent acts, errors or omissions is imposed upon the District Indemnitees in a claim or suit, up to the applicable state cap(s) for healthcare services. No indemnity shall be provided by Contractor for any liability imposed upon the District Indemnitees for their concurrent negligence, active negligence, sole negligence, and/or willful misconduct.

### 10. Insurance.

10.1. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum
	Requirement
Commercial General Liability Insurance, including Bodily	
Injury, Personal Injury, Property Damage, Advertising Injury, and	
Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

10.1.1. Commercial General Liability and Automobile Liability Insurance. Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

- 10.1.2. Workers' Compensation and Employers' Liability Insurance. Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.
- 10.1.3. **Professional Liability (Errors and Omissions)**. Professional Liability Insurance as appropriate to the Contractor's profession.
- 10.2. **Proof of Carriage of Insurance.** The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:
  - 10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."
  - 10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.
  - 10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
    - 10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 10.3. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.
- 11. **Assignment**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

- 12. Compliance with Laws. Debarment and Suspension. Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
- 13. Certificates/Permits/Licenses. Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
- 14. **Employment with Public Agency**. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
- 15. Anti-Discrimination. District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
- 16. Fingerprinting of Employees. The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
- 17. No Rights in Third Parties. This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 18. District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors. The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
  - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
- 19. Limitation of District Liability. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue.

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. Confidentiality. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

Both parties will maintain in confidence and safeguard all confidential information, as defined in this paragraph, of the other party, it 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 conduction 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.

21. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

<u>District</u> :	Contractor:	
Glendale Unified School District	Maxim Healthcare Staffing Services, Inc	
223 N. Jackson Street	7227 Lee Deforest Drive	
Glendale, California 91206	Columbia, MD 21046	
ATTN:	Attn: Contracts Department	

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

- 22. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
- 23. California Law. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
- 24. Waiver. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
- 25. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
- 27. Authority to Bind Parties. Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
- 28. Attorney Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
- 29. Captions and Interpretations. Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

- representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
- 30. Calculation of Time. For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
- 31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
- 32. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 33. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
- 34. Force Majeure Clause. The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
- 39. Amendments. No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
- 40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
- 41. (a) Conduct on District Premises. Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. The operation of vehicles by either Party's personnel on the other Party's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party's property and involving either Party's personnel shall be reported promptly to the appropriate Party's personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

- (b) Services. CONTRACTOR will, upon request by DISTRICT, provide one or more licensed or unlicensed healthcare providers (collectively, "Personnel") as specified by DISTRICT to provide on-site healthcare services, including, but not limited to clinics, testing, immunizations, and/or screening services ("Screenings") to DISTRICT's student(s), employee(s), contractor(s) and other personnel, and/or recipient(s) as applicable ("Recipients"), subject to availability of qualified Personnel.
- (c) Responsibility for District Screening(s). DISTRICT full authority, responsibility, and oversight over any applicable Protocol(s) for how Screenings will be provided, including, but not limited to: Protocol(s) itself and compliance with Center for Disease Control (CDC) guidelines, Occupational Safety and Health Administration (OSHA) requirements, and any other applicable federal or state law and guidelines; Protocol(s) instruction(s) provided to CONTRACTOR Personnel.
- i. **Screening Protocol.** CONTRACTOR Personnel will provide Screenings of DISTRICT Recipients based on District protocol(s) that will be provided to CONTRACTOR in advance by DISTRICT. If temperature taking was part of Screening, CONTRACTOR Personnel will provide temperature recording to DISTRICT Supervisor. If requested, CONTRACTOR Personnel may hand-out DISTRICT designed COVID-19 Recipient Screening Questionnaire and DISTRICT policies and may provide DISTRICT Recipient completed questionnaire(s) to DISTRICT Supervisor.
- ii. **Supplies.** DISTRICT will supply all necessary medical supplies to be used in administering and/or providing Screenings to Recipients, shall be responsible for disposing of all medical waste and biohazard produced by the Screenings, and will comply with all applicable local, state, and federal rules, regulations and laws governing such disposal.
- iii. **Permits and Licenses.** DISTRICT represents and warrants that it has secured and will maintain and manage all necessary permits, licenses, approvals, or certifications that are required for the provision and the operation of the Screenings. DISTRICT will comply with all applicable local, state and federal rules, regulations and laws governing such the maintenance of the aforementioned permits, licenses, approval or certifications. CONTRACTOR will follow applicable guidelines issued by the State Department of Health Services.
  - 42. **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statues 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

### Glendale Unified School District

as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

# SIGNATURE PAGE

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

Comp	pany Na	me Maxim Healthcare Staffing Services.	Inc.	
		Andrea Torres		
By:	G:	jutorres@maxhealth.com	Assistant Controller	
	Signatur Andrea		Title: Dated: January 13	. 2021
	Print Na	me -	Dated. January 13	, 2021
		Jessa Lombo	-	
By:		jekarko@maxhealth.com	Regional Controller	
	Signatur		Title:	2021
	<u>Jessa La</u> Print Na		Dated: January 13	, 2021
	1 11114 114			
The first The sec Assistan Alterna	et corporate cond corpora nt Treasure tively, a sin	officer signature must be one of the foate officer signature must be one of the :	cific corporate officers are required as further ollowing: 1) Chairman of the Board; 2) the Prese following: 1) Secretary; ) Assistant Secretary when accompanied by a corporate resolution cons Code Section 313)	esident; 3) any Vice President. y; 3) Chief Financial Officer; 4)
Infori	mation re	garding Contractor:		
	se No.:		83-2976157	<u> </u>
			Employer Identificati	on and/or
Addre	ess:	7227 Lee Deforest Drive	Social Security Number	per
Colu	nbia, ME	21046	NOTE: Section 6041	
Facsir	Individua Sole Prop Partnersh Limited P Corporati Limited I Other:	rietorship	Federal Regulations requires the recipies more to furnish thei information to the p comply with these re District requires the	Fitle 26 of the Code of (26 C.F.R. 1.6041-1) Its of \$600.00 or r taxpayer ayer. In order to equirements, the
By:			Date:	
Print ?	Name:		_	
Print '	Title:			

# **ATTACHMENT A**

## DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Contractor's entire Proposal is **not** made part of this Agreement.

Contractor may provide the following General Services:

- \* Temperature Screening
- LVN: \$42/hr.
- \* COVID-19 Testing
- LVN: \$42/hr.
- special rates on tests through Maxim's lab partnerships
- \* Contact Tracing
- LVN (virtual): \$42/hr.
- LVN (on-site): \$42/hr.
- RN (virtual): \$65-\$75/hr.
- RN (on-site): \$70-\$80/hr.
- \*special rates on contact tracing platforms through Maxim's partnerships
- \* COVID-19 Inoculation
- LVN (on-site): \$42/hr.

Overtime: Overtime will be billed at a rate of one and one-half (1.5) times the regular billing rate where applicable. Overtime rates are charged for all hours worked in excess of forty (40) hours per week or eight (8) hours per day.

Mileage: Mileage will be charged at a rate of \$.580 per mile

Orientation: Rates listed above will be charged for all time spent in required EDUCATIONAL INSTITUTION orientation.

Quarantine: EDUCATIONAL INSTITUTION agrees to pay Quarantine costs for assigned personnel if personnel is placed on COVID-19 quarantine while on assignment at a facility, including, but not limited to: travel expenses and two (2) weeks of pay.

#### **EXHIBIT "A"**

#### **WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date:	1/13/2021
Name of Contractor:	Maxim Healthcare Staffing Services, Inc.
Signafiire:	Andrea Torres
jutorres@maxhealth.com	
Print Name and Title:	: Andrea Torres; Assistant Controller

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

# EXHIBIT "B" <u>FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION</u>

One of the three boxes below <u>must</u> be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Professional Services ("Agreement"):

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District
pupils during the course and scope of the Agreement is attached hereto.
Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or
Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is
Name:
Title:
Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.
The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.
Date: 1/13/2021
Name of Contractor or Company: <u>Maxim Healthcare Staffing Services, Inc.</u>
Representative's Name and Title: Andrea Torres; Assistant Controller
Signature: Andrea Torres

# EXHIBIT "C"

# NONCOLLUSION DECLARATION TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

(Public Contract Code section 7106)

rvices, the party making the foregoing bi	d.
of of, any undisclosed person, partnersh enuine and not collusive or sham. The balder to put in a false or sham bid. The bagreed with any bidder or anyone else to put manner, directly or indirectly, sought balder of the bidder or any other bidder, hat of any other bidder. All statements combinited his or her bid price or any break data relative thereto, to any corporation of any member or agent thereof, to effectuation or entity for such purpose.	idder has not idder has not out in a sham by agreement or to fix any ntained in the down thereof, partnership te a collusive
State of California that the foregoing is truate], at <u>Columbia</u> [city], <u>MD</u>	ie and correct
Andrea Torres jutorres@maxhealth.com Signature Andrea Torres Print Name	
field wing that the company of the state of	of, any undisclosed person, partnersh nuine and not collusive or sham. The bidder to put in a false or sham bid. The bigreed with any bidder or anyone else to py manner, directly or indirectly, sought bid price of the bidder or any other bidder, not of any other bidder. All statements conbmitted his or her bid price or any breakd at a relative thereto, to any corporation, any member or agent thereof, to effectual nor entity for such purpose.  Idder that is a corporation, partnership, any other entity, hereby represents that on behalf of the bidder.  Istate of California that the foregoing is true tell, at Columbia [city], MD  Andrea Jorres  Jutorres@maxhealth.com  Signature  Andrea Torres

#### **EXHIBIT "D"**

# TUBERCULOSIS CLEARANCE

The undersigned does hereby ce	rtify to the Governing Board of the District as follows:
I am a representative of the	n Healthcare Staffing Services, Inc.  ("Contractor") currently entering into this Agreement with the hacts herein certified, and am authorized and qualified to execute this or.
employees of subcontractors	tuberculosis clearance extends to all of its employees, subcontractors, and coming into contact with District students regardless of whether they are ng as independent contractors of the Contractor.
Contractor certifies that at leas Agreement:	t one of the following items applies to the Services that are the subject of the
with respect to all Concontact with District structured as that term is defined in employees and of all or during the course and so Contractor's Services unwill not be done on any	intractor's employees and all of its subcontractors' employees who may have udents in the course of providing Services pursuant to the Agreement, and the of Justice has determined that none of those employees has active tuberculosis, in Education Code Section 45122.1. A complete and accurate list of Contractor's its subcontractors' employees who may come in contact with District students cope of the Agreement is attached hereto; and/or inder the Agreement are to be provided at an unoccupied school site only and/or District property and no employee and/or subcontractor or supplier of any tier of in contact with District students.
Date:	01/13/2021
Name of Contractor: Signature:	Maxim Healthcare Staffing Services, Inc.  Andrea Torres  jutorres@maxhealth.com
Print Name and Title:	Andrea Torres; Assistant Controller

Services cannot be rendered until all documentation is submitted and final approval is received.

Revised on07/01/2016 Page 15

# GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

# 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. 12, December 15, 2020
- b) Special Meeting No. 13, January 4, 2021

# GLENDALE UNIFIED SCHOOL DISTRICT 223 N. Jackson Street

Glendale, California 91206-4380

# BOARD OF EDUCATION MEETING NO. 12 <u>UNADOPTED MINUTES</u> REGULAR MEETING, December 15, 2020

#### CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Dr. Armina Gharpetian, president of the Board of Education, at 4:35 p.m., on Tuesday, December 15, 2020, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Dr. Armina Gharpetian.

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

#### PLEDGE OF ALLEGIANCE

Valentina Carral, a 5<sup>th</sup> grade student from Edison Elementary School, led the Pledge of Allegiance.

#### **CERTIFICATE OF COMPLIANCE**

<u>Dr. Gharpetian</u> read the following statement: "To accommodate the requirements of Government Code §54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for this meeting was posted on the bulletin boards in the lobby of the Administration Center and the GUSD website 72 hours prior to this meeting."

#### APPROVAL OF AGENDA ORDER

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

#### **RECOGNITIONS**

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

The GUSD received the Golden Bell award from the California School Boards Association for our One Glendale After School Youth Sports Program. Each year, the Golden Bell award recognizes innovative and exemplary district programs. The One Glendale After School Youth Sports Program was recognized as an outstanding program in the "Community Schools through Partnerships and Collaboration" category. The One Glendale program is a collaboration between the City of Glendale,

#### RECOGNITIONS (Continued)

with sponsorships from Dignity Health Glendale Memorial Hospital, and the Glendale Parks & Open Space Foundation. Adventist Health Glendale provides additional services. The program offers free afterschool co-ed sports (flag football, basketball, soccer, and volleyball) to 4<sup>th</sup> and 5<sup>th</sup> grade students in eight South Glendale schools. Each season lasts 8 weeks with a championship game at the conclusion of each season.

#### **PRESENTATIONS**

1. Healthcare Partners Advisory

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

2. Visual and Performing Arts (VAPA) Shines

In collaboration between the Glendale High School Jazz Band and the cinematography class, teacher Amy Rangel's Jazz Band performed "Cover Drive."

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

Members of the Superintendent's District Restorative Justice Practices Task Force Committee updated the Board of Education on their work over the last two years, provided final recommendations on implementation of practices, and proclaimed Glendale Unified a Restorative Practices District.

#### **PUBLIC HEARING**

1. Public Hearing to Review a Report of Developer Fee Revenue and Expenditures Prepared Pursuant to the Requirements of SB 1693 and Government Code Sections 66001 and 66006 (Refer to Action Report No. 5)

Dr. Gharpetian opened the public hearing at 5 p.m. and asked if anyone wished to speak. Hearing none, she closed the public hearing.

2. Public Hearing to discuss the District's intent to reappoint Aram Ordubegian to the Personnel Commission as the Board of Education appointee for a new 3-year term, effective December 1, 2020 through November 30, 2023. (Refer to Action Report No. 10)

Dr. Gharpetian opened the public hearing at 5:01 p.m. and asked if anyone wished to speak. Hearing none, she closed the public hearing.

#### STUDENT BOARD MEMBER REPORT

1. <u>Student Board Member Kayla Rodriguez</u> reported on activities and events happening at the schools around the District. She also spoke about two GHS teachers who have done an amazing job during distance learning: Mr. Jonathan Keefer and Mr. Jon Livingston.

#### PUBLIC COMMUNICATIONS

- 1. <u>Lusine Artenyan</u>, parent, expressed how disappointed she is with the Green Ninja program that her student, who is in middle school, is using for science. She wanted to know who made the decision to use the Green Ninja program.
- 2. <u>Anasheh Babkhanian</u>, parent, spoke about the GTA's propaganda that they are using for teachers to not return to school. She said they are the reason more families are looking for other schools next year.
- 3. <u>Telly Tse</u>, parent, spoke in support of our educators. The MOU is set to expire on December 31, 2020. It is unsafe to return to school right now. Do the right thing and reach an agreement with GTA.
- 4. <u>Sean Toro</u> spoke about the MOU. He is disturbed that we have not processed the MOU with the teachers. We need to give them everything they want to keep our kids engaged. Let them enjoy the holidays. We also need to address the failure rate of our students. Quit failing the kids and the teachers.
- 5. <u>Scott Erickson</u>, CVHS parent, thanked the team who has been helping his son. He thanked Karen Bomar, Dr. Platt, Ms. Briscol, Ms. Patton, and Mrs. Lions. They have been proactive in reaching out to his son.
- 6. <u>Emineh Eisaghalian</u>, parent, said she is a healthcare provider. The teachers' union should prioritize being there with our students, both distance and in class. The pods are working fine. Distance learning is not working. Parents are asking for a choice.
- 7. <u>Sevan Baroni</u>, parent, addressed his concerns about GUSD not reopening schools. He comes from a family of medical professionals. Human interactions for children are important; teachers are essential. However, the teachers' union has deceive the public with their propaganda. The spread of fear is based on their personal agenda.
- 8. <u>Debi Bradshaw</u>, parent, asked the Board to approve the MOU immediately. She is for the teachers, nurses, counselors, and coaches so they can have peace of mind. It's the right thing to do.
- 9. <u>Christina Engen</u>, teacher, said it makes her sad to hear that teachers are spreading propaganda. We all envision school as it was last March. However, that is not going to be the situation. She has been to her classroom. All extra furniture has been removed. Due to COVID and safety, there will be no group work or lab, no collecting of paper, of helping the students with their homework, as there is a Plexiglas divider due to social distancing.

#### PUBLIC COMMUNICATIONS (Continued)

- 10. <u>Talisen Winder</u>, teacher, said she received a thoughtful response from Board member Shant Sahakian. He wrote that he is anticipating that most students will be participating in the distance learning model through the end of the school year. He does not support any expansion of on-site programs during the current COVID surge that we are experiencing. Mr. Sahakian's email gave her hope. She does not want to be forced back to the classroom, even if her school is granted a TK-2 waiver. She asked that we extend the MOU until June.
- 11. Andrea Reuter, teacher, said her special interest is caring for children. All are relieved that vaccines are coming. However, children and their families will not be vaccinated, and the virus will spread. It is clear that it will require months to get everyone vaccinated. Please renew the MOU until the end of the school year.
- 12. <u>Kathy Markarian</u>, teacher, said this has been the hardest year she has ever taught. There is no choice they can see besides continuing the rest of the year in the remote model. We will have to change protocols. We will have outbreaks and have shutdowns. The kids are doing okay with remote learning. Aside from our physical safety, priority #1 in education is always to create a sense of safety and belonging for students.
- 13. <u>Elizabeth Vitanza</u>, parent, asked the Board to reach a distance learning MOU through June of 2021. Please protect our teachers and staff. There is no GUSD without them.
- 14. <u>Lilit Keshishyan</u>, parent, said the pandemic has affected everyone in different ways. However, the emotional wellbeing of our students is at stake. Most people have to physically go to work. There are local private schools that have been opened since August. If they are able to stay open, we should have that option as well. Teachers should have the option to work from home or in person. This has been a tough year for everyone. We should all have options.
- 15. <u>Seda Melkoni</u>, parent, said recently news agencies have reported the extensive influence that teachers union have had with our government officials in enforcing school closure until their personal demands are met. Is there nothing else that can be done to stop the negative narrative in our media? Why is the district not emphasizing the fact that out of the 1200 students participating in pods there have been zero transmissions? The CDE has confirmed that students should return to school. When we enforce the health guidelines, children are very low risk.
- 16. <u>Matthew Mesa</u>, custodian supervisor at Hoover High, thanked administration for the quick response when Hoover High had a COVID case. Communication was quick and transparent to ensure that the Hoover community was safe and aware.
- 16. <u>Mariana Luna</u>, teacher, urged the Board to renew the MOU through the end of the school year. Make a decision now and err on the side of caution.
- 17. <u>Christine Lowe</u>, teacher, does appreciate all the collaboration. However, educators are not trained as first responders to risk their lives. When you don't allow them to work from home, you are exposing them to risks.

#### **PUBLIC COMMUNICATIONS (Continued)**

- 18. <u>Judy Winter</u>, GUSD nurse, said GUSD wants nurses to return to campus, putting them at risk. They have concerns about COVID 19 and their job duties. They are still feeling unsafe. We are all union strong. She urges the Board to extend the MOU.
- 19. Taline Arsenian, GTA president, thanked all the GTA members who participated in the take action protest today in front of the GUSD building. Glendale educators deserve the best and safest agreement. We are not there yet and time is running out. Yesterday, they received a proposal that would leave all members vulnerable and without a distance learning MOU after March 12. GTA has cooperated with the district by proposing to bring back to campus students and programs only allowed by county health officials with a voluntary return of members. They are asking we extend the MOU to June 11. Please do the right things for their members.
- 20. <u>Sarah Morrison</u>, GTA bargaining chair, said they are seeking an option to continue working remotely for the remainder of the school year. Many of their members are scared to be responsible for children. No child should be in a classroom with a teacher who is afraid to be there.

#### **CLOSED SESSION**

The Board recessed to Closed Session at 6:30 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. Conference with Legal Counsel-Existing litigations pursuant to Government Code Code §54956.9 (d)(1)

Case No. LA-CE-6595-E

Case No. LA-CE-6596-E

Case No. BC651816

Case No. LA-CO-1800-E

OAH Case No. 2020100063

#### CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 8:09 p.m.

#### REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

MINUTES: December 15, 2020-Regular Board Meeting

#### SUPERINTENDENT'S UPDATE

1. COVID-19 Safety Update

Presentation included public health updates; public health visits; safety checklist and monitoring tool; workplace policies and practices to protect staff and students, measures to ensure physical distancing by staff, students and visitors; measures that ensure infection control; use of outdoor space air cleaners/filters; PPE supplies; and COVID-19 revenues/expenses.

#### **INFORMATION**

- 1. District Audit Reports for 2019-20 (Refer to Action Report No. 1)
- 2. First Interim Financial Report and Certification (Refer to Action Report No. 2)
- 3. Yellow Ribbon Week, January 18-22, 2021
- 4. Proposal to Change the Name of the John Wayne Performing Arts Center at Glendale High School
- 5. Proposed New and Revised Course of Study Outlines for Use in High Schools in the Area of Career Technical Education
- 6. Proposed New Course of Study Outlines for Use in High Schools in the Area of Science
- 7. Proposed Revisions to Board Policies Relating to Personnel and Instruction
- 8. Update on Measure S and Facility Programs
- 9. Acknowledgements of Service

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

#### **ACTION REPORTS**

1. District Audit Reports for 2019-20

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

2. First Interim Financial Report and Certification – AB 1200

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

#### MINUTES: December 15, 2020- Regular Board Meeting

#### **ACTION REPORTS (Continued)**

3. Adoption of the Budget Overview Report for Parents

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

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

It was moved by Mrs. Freemon and seconded by Mr. Sahakian to approve Action Report No. 4, as recommended. Motion approved by the following roll-call vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

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

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

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

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

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

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

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

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

#### MINUTES: December 15, 2020- Regular Board Meeting

#### **ACTION REPORTS (Continued)**

- 9. Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2020-2021 School Year
  - It was moved by Mrs. Freemon and seconded by Mr. Sahakian to approve Action Report No. 9, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.
- 10. Announcement of Intent to reappoint Aram Ordubegian to the District Personnel Commission as the Board of Education Appointee
  - It was moved by Mrs. Freemon and seconded by Ms. Nahabedian to approve Action Report No. 10, as recommended. Motion approved by the following vote: AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.
- 11. Special Education Settlement Agreement: Office of Administrative Hearing Case No. 2020100063

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

#### **CONSENT CALENDAR**

- 1. Minutes
  - a. Regular Meeting No. 11, November 17, 2020
- 2. Certificated Personnel Report No. 8
- 3. Classified Personnel Report No. 8
- 4. Warrants totaling \$22,288,513.57 for November 1, 2020 through December 10, 2020
- 5. Purchase Orders totaling \$1,587,911.92 for the period of November 9, 2020 through December 4, 2020
- 6. Appropriation Transfer and Budget Revision Report
- 7. Cash Transfer of Funds from the Unrestricted General Fund to the Routine and Restricted Maintenance Program
- 8. Authorization for Utilization and Annual Renewal of the Services of the Super Co-Op, a California USDA Food Cooperative Group for the 2021-2022 School Year
- 9. Extension #3 of Agreement for Armored Transportation Services with Fortress Armored Services Company from January 1, 2021 through December 31, 2021

#### **CONSENT CALENDAR (Continued)**

- 10. Approval of Notice of Completion for Bid No. 197-19/20 with JB Bostick Company, Inc. for Asphalt and Concrete Replacement at Keppel Elementary School
- 11. Authorization to Dispose of Surplus Property
- 12. Acceptance of Gifts
- 13. Approval of Two Services Agreements Between Glendale Unified School District and The Southern California Learning Corporation, dba Sylvan Learning Centers
- 14. Approval of Supplementary Textbooks for Use in Elementary Schools in the Area of Foreign Language for German and Japanese Instruction
- 15. Approval of Revisions to Board Policies Relating to Students Chronic Absence and Truancy and Sexual Harassment
- 16. Agreement with Arizona State University
- 17. Dignity Health Cultural Trauma & Mental Health Resiliency Grant

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve the Consent Calendar, as presented. Motion approved unanimously. AYES—Freemon, Krikorian, Nahabedian, Sahakian, and Gharpetian.

#### REPORTS FROM THE BOARD

Mrs. Freemon thanked the CV Chamber for recognizing the incredible work we do in this District. We have done a tremendous job with distance learning. Wear your mask and have a safe and restful holiday season.

Ms. Nahabedian recognized our Glendale High School Jazz Band and thanked our Healthcare Advisory Partners. She is pleased on how far we have come with the Restorative Justice Practices in GUSD. She congratulated Mrs. Freemon for being awarded the Educator of the Year by the CV Chamber of Commerce. One Glendale Afterschool Youth Program is really a unique program for our kids for their physical and mental health. She thanked the City of Glendale for their partnership in this program. Stay safe and be well. Have a Happy Hanukah, Merry Christmas, and Happy New Year.

Mr. Krikorian said he cannot wait for 2020 to be over. As a third generation Armenian American, he never thought he would see another genocide. Over 7,000 Armenians have been murdered in the last month and a half. It's shocking what is happening. Those of us in Glendale knows what is happening, but the rest of the world does not. The silence between the governments is heartbreaking. This Friday night, Hye Hopes is having a telethon from 6-9 p.m. Tune in on Facebook live. Money raised is to provide education assistance to the children in the war-torn areas. The City of Ghapan has invited him to visit some of their schools.

#### REPORTS FROM THE BOARD (Continued)

Mr. Sahakian congratulated Mrs. Freemon for receiving the Educator of the Year award from the CV Chamber of Commerce. He is grateful to all of his colleagues, teachers, staff, administrators, students, and families. There has been a lot of disagreements, friction, and different perspectives. We continue to be bonded that our youth is our future. We are happy to say goodbye to 2020 and look forward to 2021. He wished everyone a happy holiday season.

<u>Dr. Gharpetian</u> spoke about the food drive at Glendale YMCA. Distance learning does not stop our work here. We have mental health forums, parent academies, and many other programs engaging the community. During the winter break, we will have a break from Zoom. It is a great time for all of us stay away from technology and reflect on what is important to all of us. There is lot of things to be thankful for. She wished everyone great health and a peaceful holiday season.

# REPORT FROM THE SUPERINTENDENT

<u>Dr. Ekchian</u> thanked the entire Glendale community for surviving, enduring, and thriving during this pandemic. It has been an opportunity for innovation. She thanked the parents, employees, and students in particular for demonstrating that together we are stronger. She wished everyone a safe holiday season. We will maintain the responsibilities we have and continue to focus on our students and their needs.

#### **ADJOURNMENT**

There being no further business, President Gharpetian adjourned the meeting at 10:34 p.m.

Dr. Armina Gharpetian President, Board of Education Nayiri Nahabedian Clerk, Board of Education

Board of Education Minutes - Regular Meeting, December 15, 2020 Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent Approved by the Board of Education:

# GLENDALE UNIFIED SCHOOL DISTRICT 223 N. Jackson Street

Glendale, California 91206-4380

# BOARD OF EDUCATION MEETING NO. 13 <u>UNADOPTED MINUTES</u> SPECIAL MEETING, January 4, 2021

#### CALL TO ORDER AND ROLL CALL

The special meeting of the Glendale Unified School District Board of Education was called to order by President Dr. Armina Gharpetian at 9:00 a.m. on Monday, January 4, 2021, in Room 402 of the Administration Center, 223 North Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Dr. Armina Gharpetian.

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

#### PLEDGE OF ALLEGIANCE

Dr. Gharpetian led the Pledge of Allegiance.

#### CERTIFICATE OF COMPLIANCE

<u>Dr. Gharpetian</u> read the following statement: "To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting."

#### APPROVAL OF THE AGENDA ORDER

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

#### PUBLIC COMMUNICATIONS

No one addressed the Board at this time.

#### **CLOSED SESSION**

The Board convened to Closed session at 5:05 p.m. to discuss the following:

1. Threat to Public Services or Facilities (Government Code Section 54957) Consultation with Dr. Vivian Ekchian, Superintendent MINUTES: January 4, 2021 - Special Board Meeting

# **RETURN TO REGULAR MEETING**

The Board reconvened to open session at 10:30 a.m.

# **ADJOURNMENT**

There being no further business, Dr. Gharpetian adjourned the meeting at 10:30 a.m.

Dr. Armina Gharpetian President, Board of Education Nayiri Nahabedian Clerk, Board of Education

Board of Education Minutes – Special Meeting, January 4, 2021 Recorded by: Ms. Phyllis Ishisaka, Executive Assistant to the Superintendent Approved by the Board of Education:

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

#### 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. 9

It is recommended that the following report be approved as presented:

Position Effective Dates
And Salary Rate

Maternity Leave of Absence

1. Gharibian, Lilia Teacher, Regular 4/09/21 through 6/10/21

Math

Wilson Middle School

Change of Maternity Leave of Absence

1. DeBruijn, Janejira Teacher, Temp Contract 11/13/20 through 1/10/21

Kindergarten

R.D. White Elementary

2. Kim, Jisoo Teacher, Regular 11/13/20 through 1/06/21

4<sup>th</sup> Grade

Keppel Elementary

3. Yamashita, Kazusa Teacher, Temp Contract 11/17/21 through 1/01/21

4<sup>th</sup> Grade – FLAG

**Dunsmore Elementary** 

Extension of Maternity Leave of Absence

1. DeBellis, Theresa Teacher, Regular 8/16/20 through 2/02/21

2<sup>nd</sup> Grade

Glenoaks Elementary

Page 2	2		
		<u>Position</u>	Effective Dates And Salary Rate
<u>Exten</u>	sion of Maternity Leave of	f Absence (Cont.)	
2.	Yahiayan, Natalie	Teacher, Regular 3 <sup>rd</sup> Grade Balboa Elementary	11/09/20 through 2/16/21
Exten	sion of Child Care Leave o	of Absence	
1.	Kinjo, Naomi	Teacher, Regular 5 <sup>th</sup> Grade Dunsmore Elementary	10/05/20 through 5/02/21
<u>Paren</u>	tal Leave of Absence		
1.	Balcomb, Kimberly	Teacher, Regular 4 <sup>th</sup> Grade Columbus Elementary	1/11/21 through 2/12/21
2.	DeBruijn, Janejira	Teacher, Temp Contract Kindergarten R.D. White Elementary	1/11/21 through 3/22/21
3.	Yamashita, Kazusa	Teacher, Temp Contract 4 <sup>th</sup> Grade – FLAG Dunsmore Elementary	1/07/21 through 1/26/21
<u>Healtl</u>	h Leave of Absence		
1.	Satamian, Taline	Teacher, Regular 3 <sup>rd</sup> Grade – French Franklin Elementary	1/07/21 through 1/22/21
<u>Exten</u>	sion of Health Leave of A	bsence	
1.	Stephan, Bryant	Teacher, Regular 2 <sup>nd</sup> Grade	10/30/20 through 3/21/21

Monte Vista Elementary

	<u>Position</u>	Effective Dates And Salary Rate
Extension of Health Leave of Al	osence (Cont.)	

2. Vroman, Melissa Teacher, Regular 7/30/20 through 3/31/21  $2^{\text{nd}}$  Grade – FLAG Monte Vista Elementary

# Family & Medical Leave of Absence

1. Teacher, Regular Balcomb, Kimberly 1/11/21 through 2/11/21 4<sup>th</sup> Grade Columbus Elementary 2. Clark, Grant Teacher, Regular 11/02/20 through 11/30/20 Spanish Crescenta Valley HS 3. Gharibian, Lilia Teacher, Regular 4/09/21 through 6/10/21 Math Wilson Middle School 4. Teacher, Regular Satamian, Taline 1/07/21 through 1/22/21 3<sup>rd</sup> Grade – French Franklin Elementary 5. Teacher, Temp Contract Yamashita, Kazusa 1/07/21 through 1/26/21

# Change of Family & Medical Leave of Absence

1. Kim, Jisoo Teacher, Regular 11/13/20 through 1/06/21 4<sup>th</sup> Grade Keppel Elementary

4<sup>th</sup> Grade – FLAG Dunsmore Elementary

#### Extension of Family & Medical Leave of Absence

1. DeBruijn, Janejira Teacher, Temp Contract 1/11/21 through 3/05/21 Kindergarten R.D. White Elementary

rages	•	Position	Effective Dates And Salary Rate
Extens	sion of Family & Medical	Leave of Absence (Cont.)	
2.	Stephan, Bryant	Teacher, Regular 2 <sup>nd</sup> Grade Monte Vista Elementary	10/30/20 through 2/22/21
3.	Yahiayan, Natalie	Teacher, Regular 3 <sup>rd</sup> Grade Balboa Elementary	11/09/20 through 2/16/21
Chang	ge of Status		
1.	Ahmadi, Atossa	Teacher, Probationary, 2 <sup>nd</sup> year Early Education Lincoln Elementary/EEELP	Effective 8/17/20
2.	Almazan, Seth	Teacher, Probationary, 2 <sup>nd</sup> year Edison Elementary	Effective 8/17/20
3.	Barchan, Lane M.	Teacher, Probationary, 2 <sup>nd</sup> year Toll Middle School	Effective 8/17/20
4.	Batra, Monika	Teacher, Probationary, 1st year Clark Magnet High School	Effective 8/20/20
5.	Bishop, Joshua W.	Teacher, Probationary, 2 <sup>nd</sup> year Clark Magnet High School	Effective 8/17/20
6.	Bond, Emily I.	Teacher, Probationary, 2 <sup>nd</sup> year Toll Middle School	Effective 8/17/20
7.	Boykin, Byron K.	Teacher, Probationary, 1 <sup>st</sup> year Hoover High School	Effective 8/17/20
8.	Bryan, Marie H.	Teacher, Probationary, 2 <sup>nd</sup> year Toll Middle School	Effective 8/17/20

Page 3	)	Position	Effective Dates And Salary Rate
Chang	ge of Status (Cont.)		
9.	Buss, Amy M.	Teacher, Probationary, 2 <sup>nd</sup> year Daily High School	Effective 8/17/20
10.	Cheon, Yunseong	Teacher, Probationary, 2 <sup>nd</sup> year Rosemont Middle School	Effective 8/17/20
11.	Dominguez, Ondina	Teacher, Probationary, 2 <sup>nd</sup> year Crescenta Valley High School	Effective 8/17/20
12.	Frazer, Steven J.	Teacher, Probationary, 2 <sup>nd</sup> year Clark Magnet High School	Effective 8/17/20
13.	Harvey, Rebecca K.	Teacher, Probationary, 2 <sup>nd</sup> year Monte Vista Elementary	Effective 8/17/20
14.	Herabidian, Azad	Teacher, Probationary, 2 <sup>nd</sup> year Hoover High School	Effective 8/17/20
15.	Hernandez, Lizette M.	Teacher, Probationary, 2 <sup>nd</sup> year Toll Middle School	Effective 8/17/20
16.	Herrera, Andrea	Teacher, Probationary, 1 <sup>st</sup> year Toll Middle School	Effective 8/17/20
17.	Lockhart, Anthony A.	Teacher, Probationary, 1st year Clark Magnet High School	Effective 8/17/20
18.	Luna, Javier	Teacher, Probationary, 1 <sup>st</sup> year Hoover High School	Effective 8/17/20
19.	Macleod, Robert W.	Teacher, Probationary, 1 <sup>st</sup> year Glendale High School	Effective 8/17/20

Page (	)	Position	Effective Dates And Salary Rate
Chang	ge of Status (Cont.)		
20.	Mazur, Margaret E.	Teacher, Probationary, 2 <sup>nd</sup> year Lincoln Elementary	Effective 8/17/20
21.	Minnig, Timothy G.	Teacher, Probationary, 1 <sup>st</sup> year Wilson Middle School	Effective 8/17/20
22.	Miranda, Emily R.	Teacher, Probationary, 2 <sup>nd</sup> year Cerritos Elementary	Effective 8/17/20
23.	Mulder, Kirra E.	Teacher, Probationary, 2 <sup>nd</sup> year Balboa Elementary	Effective 8/17/20
24.	Murphy, Molly R.	Teacher, Probationary, 2 <sup>nd</sup> year Glendale High School	Effective 8/17/20
25.	Ochoa, Cindy	Teacher, Probationary, 1 <sup>st</sup> year Early Education Pacific/Edison Preschool	Effective 7/01/20
26.	Ochoa, Samantha J.	Teacher, Probationary, 2 <sup>nd</sup> year College View School	Effective 8/17/20
27.	Pak, Eunice S.	Teacher, Probationary, 2 <sup>nd</sup> year Keppel Elementary	Effective 8/17/20
28.	Parker, Derek D.	Teacher, Probationary, 2 <sup>nd</sup> year Hoover High School	Effective 8/17/20
29.	Perez-Santamaria, Jennifer	Teacher, Probationary, 2 <sup>nd</sup> year Rosemont Middle School	Effective 8/17/20
30.	Postajian, Sona	Teacher, Probationary, 2 <sup>nd</sup> year Glendale High School	Effective 8/17/20

1 480		Position	Effective Dates And Salary Rate
Chang	ge of Status (Cont.)		
31.	Ricasa, Christine A.	Teacher, Probationary, 1 <sup>st</sup> year Keppel Elementary	Effective 8/17/20
32.	Ruiz, Mario J.	Teacher, Probationary, 2 <sup>nd</sup> year FACTS Program	Effective 8/17/20
33.	Sehic, Mieko	Teacher, Probationary, 2 <sup>nd</sup> year Dunsmore Elementary	Effective 8/17/20
34.	Suhr, Ashley E.	Teacher, Probationary, 1 <sup>st</sup> year Roosevelt Middle School	Effective 8/17/20
35.	Tacata, Jessica	Teacher, Probationary, 2 <sup>nd</sup> year Franklin Elementary	Effective 8/17/20
36.	Taylor-Davis, Brittany A	Teacher, Probationary, 1 <sup>st</sup> year SELPA	Effective 8/17/20
37.	Vanderlinden, Tracie	Teacher, Probationary, 1 <sup>st</sup> year Glendale High School	Effective 8/17/20
38.	Velasquez, Arturo	Teacher, Probationary, 2 <sup>nd</sup> year Fremont Elementary	Effective 8/17/20
39.	Veloz, Torrey J.	Teacher, Probationary, 2 <sup>nd</sup> year Toll Middle School	Effective 8/17/20
40.	Villagran, Ashley O.	Teacher, Probationary, 1 <sup>st</sup> year Lincoln Elementary	Effective 8/17/20
41.	Wilson, Morgan A.	Teacher, Probationary, 2 <sup>nd</sup> year Wilson Middle School	Effective 8/17/20
42.	Workman, Kayla R.	Teacher, Probationary, 1 <sup>st</sup> year Crescenta Valley High School	Effective 8/17/20
43.	Yamashita, Kazusa	Teacher, Probationary, 2 <sup>nd</sup> year Dunsmore Elementary	Effective 8/17/20

rage	5	<u>Position</u>	Effective Dates And Salary Rate
Electi	<u>on</u>		
1.	Castren, Paige	Teacher, Temp Contract Special Education	1/07/21 through 6/11/21
2.	Cha, David	Teacher, Temp Contract Dunsmore Elementary	1/07/21 through 6/11/21
3.	Dertavitian, Araxi	Counselor, Temp Contract Hoover High School	1/07/21 through 6/11/21
4.	Dodd, Priscilla	Teacher, Temp Contract Special Education	1/07/21 through 6/11/21
5.	Donovan, Heine	Teacher, Temp Contract Special Education	1/11/21 through 6/11/21
6.	Gershen, Jocelyn	Teacher, Temp Contract R.D. White Elementary	1/07/21 through 4/04/21
7.	Kim, Deborah	Teacher, Temp Contract Monte Vista Elementary	1/07/21 through 3/31/21
8.	Kim, Ji Suk	Teacher, Temp Contract Crescenta Valley HS	1/07/21 through 6/11/21
9.	Sands, Troy W.	Teacher, Temp Contract Special Education	1/07/21 through 6/11/21

Position Effective Dates
And Salary Rate

Election Hourly/Daily

1. Extra-Curricular First Semester 2020-2021

Assignments

**DUNSMORE ELEMENTARY** 

Cassley, Lori GATE Invention Convention

MUIR ELEMENTARY

Huleis, Lana Student Council Vardani, Agnessa Student Council

VERDUGO WOODLANDS ELEMENTARY

Cruce, Kimberly
Jaffe, Michael
Kingsbury, Jennifer
Sablan, Dianeh
Homework Club (Tutoring)
Homework Club (Tutoring)
Homework Club (Tutoring)

2. Extra-Curricular Fall Semester 2020-2021

Assignments Boys' Sports

GLENDALE HIGH SCHOOL

Shabanian, Alexan Football (Asst. Soph.) Weisman, Brandon Football (JV/Asst.)

#### Position

#### Effective Dates And Salary Rate

# Election Hourly/Daily (Cont.)

3. Aftandilian, Linda Aghajanyan, Gohar Ambartsumyan, Narine Armen, Karine Avedian, Adrine Bocchio, Monica Buchanan, Angela Casciani, Valerie DeBruijn, Janejira Dersaroian, Taleen Doerflinger, Ariane Dombroski, Stefani Forbes, Derrick Gerigorian, Ani Gershen, Jocelyn Golstanyan, Rima Haigh, Cassandra

Teachers and Teacher Specialists, as needed, to attend and participate in professional development training of the "Leader in Me" school-wide program on social-emotional learning for students at R.D. White Elementary

10/01/20 through 6/10/21 \$31.00 per hour Not to exceed 3 hours each Title I 01.0 30100.0 11100 10000 1130 4300000

Baghdasarian, Annette Hank, William Hilario, Monica Jacobs, Mairena Karanfilian, Virginia LaFee, Cassidy Lindke, Jody Luna, Tania Malone, Margaret Markarian, Saakanoush Markosyan, Karmen Martinez, Sylvia Mirzayan, Tamar Mooney, Melissa Ovasapyan, Ariana Page, Samantha Peplow, Teresa Sahakian, Anita Sanamyan, Diana Sarkes Melkoian, Miganoush Scott Short, Christopher Shakhramanyan, Narine

#### Position

# Effective Dates And Salary Rate

#### Election Hourly/Daily (Cont.)

3. Simonyan, Mery
Stupakis, Frances
Svab, Lara
Tabares, Gabriela
Yarijanyan, Ashkhen
Vartanian, Scarlet
Zargaryan, Victoria

4. Begijanmasihi, Gagik Caporicci, Laura Cho, Kristy Diaz, Cynthia Park, Eunji Taylor Toralva-Lobato, Daniel Substitute Teachers, as needed

12/10/20 through 7/15/21 \$165.00 per day 01.0 00000.0 19004 10000 1160 0004615

5. Manin, Jerome (Toll/Hoover)

Lemaire, Michele

Teachers to work outside their contractual dates to participate in Professional Development 11/14/20 through 11/15/20 \$31.00 per hour each Not to exceed 7 hours

Not to exceed 10 hours 01.0 00000.0 17001 10000 1130 0007616

6. Agabalian, Bella
Avagian, Narine
Chobanyan, Hasmik
Grigoryan, Ani
Margaryan, Asmik
Sahakian, Azniv
Tovmasyan, Tatevik
Sarkes Melkoian,
Miganoush

Professional Development IMDPROC online program for distance learning Jefferson Elementary 1/11/21 through 5/28/21 \$31.00 per hour Not to exceed \$950.00 total Title I 01.0 30100.0 11100 10000 1130 3000000

	Effective Dates
<u>Position</u>	And Salary Rate

# Election Hourly/Daily (Cont.)

ostitute teacher, as ded, for intervention upport students	8/01/20 through 6/11/21 \$34.00 per hour
rning below grade el at Verdugo odlands Elementary	Not to exceed 264 hours Not to exceed \$9,000 Donation 01.0 95100.0 11100 10000 1130 4200000
ostitute teacher, as ded, for intervention upport students rning below grade el at Verdugo odlands Elementary	10/01/20 through 6/11/21 \$34.00 per hour Not to exceed 200 hours Not to exceed \$6,833 total Elementary Intervention 01.0 02000.0 11304 10000 1130 4200000
ded, for intervention upport students rning below grade el at Verdugo odlands Elementary	8/01/20 through 6/11/21 \$34.00 per hour Not to exceed 264 hours Not to exceed \$9,000.00 total Supplemental 01.0 01000.0 11100 100000 1130 4200000
scher, as needed, to rk as a coach for Ison's GATE ention Convention Ison Middle School	1/01/21 through 5/30/21 \$31.00 per hour to plan Not to exceed 10 hours total \$34.00 per hour to teach Not to exceed 20 hours total Title I 01.0 30100.0 11100 10000 1130 0800000
	el at Verdugo odlands Elementary  estitute teacher, as ded, for intervention upport students ming below grade el at Verdugo odlands Elementary  estitute teacher, as ded, for intervention upport students ming below grade el at Verdugo odlands Elementary  cher, as needed, to ek as a coach for son's GATE ention Convention

	Effective Dates
<u>Position</u>	And Salary Rate

# Election Hourly/Daily (Cont.)

11.	Samuelson, Monica	Substitute teacher, as needed, to conduct FLOSEM assessments to incoming students for the FLAG Spanish Program at Franklin, Muir and Edison Elementary	1/07/21 through 5/31/21 \$34.00 per hour Not to exceed 30 hours total FLAG Support Program 01.0 00000.0 00000 21004 1130 0008682
		schools	

12. Willi	Williams, Stephen	Retired Administrator, as	12/01/20 through 6/30/21
		needed, to provide	Daily/Hourly rate of pay
	administrative support	Not to exceed 20 days or	
	at elementary school	160 hours	
	sites	01.0 00000.0 00000 71001 1331	
	T1 1 10 1		

Educational Services 0007616

# $\underline{Transportation\ Authorization-2020-2021}$

Decrease in the auto allowance mileage rate to read: 56 ¢ per mile effective 1/01/21. Previous rate of 57.5 ¢ per mile expired on 12/31/20.

# Revision to Previous Personnel Report

1. Revision to Board Report No. 3, September 1, 2020

Page 9, Item 7		
Various names	Teachers, as needed, to provide extended learning and support students with tutoring after school at Roosevelt Middle School	9/02/20 through 6/10/20 \$34.00 per hour to teach Not to exceed \$5,000.00 Title I 01.0 30100.0 11100 10000 1130 0500000

Increase total amount to read: Not to exceed \$8,000.00 total

# Position

# Effective Dates And Salary Rate

# Personal Services Agreement

1. Mercier, Kathleen

Consultant, as needed, to provide transition assessments for Special Education students and provide professional development on performing transition assessments Special Education

10/20/20 through 6/30/21 \$50 per hour \$1,000.00/assessment Not to exceed \$6,000.00 01.0 65000.0 50011 21000 5811 0000600

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

CLASSIFIED PERSONNEL REPORT NO. 9

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. 9

It is recommended that the following report be approved as presented:

Months/Hours, and

<u>Location</u> <u>Salary Rating</u>

#### Minimum Wage Compliance

Effective January 1, 2021, the California Industrial Welfare Commission will establish the State Minimum wage at \$14.00 per hour.

At this time the classification of employees in the District affected by the minimum wage law are Babysitter, Facilities Use Worker, Translator, Yard Duty Assistant, Recreation Leader I, Recreation Leader II, Student Assistant I, High School Stage Crew I, High School Stage Crew II, High School Stage Crew III, Student JTPA - Limited Partnership, Student - Mentor (JTPA), Cafeteria Worker I, Cafeteria Worker II, Cook/Baker, Education Assistant I, Education Assistant – ASES/RAP Site Leader, Education Assistant II, Education Assistant II – Armenian, Education Assistant II – Korean, Education Assistant II- Spanish, Education Assistant II – Tagalog, Physical Education Assistant, Elementary Yard Duty Leader, Library Assistant, and Multimedia Technology Assistant.

Effective Dates, Months/Hours, and

Location

Salary Rating\_\_\_\_

#### Medical Leave of Absence

1. Maintenance Worker II

Davis, Kenneth Crescenta Valley 09/29/20 through 11/01/20

#### Extension of Medical Leave of Absence

1. <u>Cafeteria Worker I</u>

Almendra, Milagro Roosevelt 08/07/20 through 01/31/21

2. Custodian I

Cruz, Margarita Toll 10/12/20 through 03/01/21

3. Education Assistant II

Khalafian, Ezabella Franklin 10/05/20 through 06/16/21

4. Typist Clerk III

Yazlyan, Anahit EEELP 10/05/20 through 02/15/21

# Family & Medical Leave of Absence

1. <u>Heating & Air Conditioning Mechanic</u>

Bashian, Thomas FASO 12/02/20 through 01/12/21

2. Maintenance Worker II

Davis, Kenneth Crescenta Valley 09/29/20 through 11/01/20

#### Extension of Family & Medical Leave of Absence

1. Typist Clerk III

Yazlyan, Anahit EEELP 10/05/20 through 01/13/21

#### Extension of Maternity Leave of Absence

1. Education Assistant Intensive Support

Allen, Dominique Special Education 10/27/20 through 12/14/20

#### Parental Leave of Absence

1. <u>Heating & Air Conditioning Mechanic</u>

Bashian, Thomas FASO 12/02/20 through 01/12/21

> Effective Dates, Months/Hours, and

Location Salary Rating

**Election from Eligibility List** 

1. Senior Administrative Secretary

Niazian, Mariam Hoover 01/05/21; 12/8; 25-2

01.0 00000.0 00000 27004 2410 0300000

2. <u>Senior Buyer</u>

Miller, Lakisha Procurement & 01/25/21; 12/8; 35-4

Contract 01.0 00000.0 00000 72006 2410 0000685

3. Wellness Educator

Cousins, John Nutrition Services 01/19/21; 12/8; M28-1

 $01.0\ 94033.0\ 00000\ 37000\ 2310\ 0000662$ 

Additional Assignment Temporary - At Established Rate of Pay

1. Elementary Yard Duty Leader

Argueta, Catherine Edison 10/01/20 through 06/12/21

Not to exceed 25 hours total

Supplemental

 $01.0\ 01000.0\ 11100\ 10000\ 2930\ 2500000$ 

Lee, Melissa Mountain Avenue 08/01/20 through 08/31/20

01.0 32200.0 11100 10000 2960 0001615

2. <u>Library Assistant</u>

Amirkhanian, Ani Edison 10/01/20 through 06/12/21

Not to exceed 25 hours total

Supplemental

 $01.0\ 01000.0\ 11100\ 10000\ 2930\ 2500000$ 

Boghossian, Linda Muir 10/23/20

01.0 32200.0 11100 10000 2130 0001615

Effective Dates, Months/Hours, and Salary Rating

Location

# Change of Assignment

# 1. Change of Location

a. Education Assistant II

Stepanian, Hasmik Columbus 08/19/19

> From Jefferson 01.0 33100.0 57600 11100 2110 0000600

b. Education Assistant I

Aleksic, Vera R.D. White 12/16/20

> From Marshall 01.0 91100.0 85000 10000 2110 0000671

# 2. Change of Location/Decrease in Hours

a. Education Assistant I

Manolova, Iskra Marshall 12/07/20; 12/3.5

> From Glenoaks 01.0 60100.0 11100 10000 2110 3600000

12/6

#### 3. Increase in Hours

a. Education Assistant I

Diekman, Nicholas Mann 10/19/20; 9.25/5

> 9.25/3.5 01.0 32200.0 11100 10000 2110 0001615

> > 01.0 60100.0 11100 10000 2110 3500000

Effective Dates, Months/Hours, and Salary Rating

Location

Change in Assignment - Continued

#### 4. Provisional Assignment

a. Cafeteria Worker II

Gonzalez, Ruth Muir 12/01/20 through 12/14/20

From Cafeteria 5 hours a day

Worker I, 1-5 4-5

13.0 53100.0 00000 37000 2212 0100000

b. Cook/Baker

Babakhani, Armineh Rosemont 01/07/21 through 01/29/21

From Cafeteria 8 hours a day

Worker I, 1-9 9-7

13.0 53100.0 00000 37000 2212 0600000

Boghosian, Janet Glendale 01/07/21 through 01/29/21

From Cafeteria 8 hours a day

Worker I, 1-9 9-7

13.0 53100.0 00000 37000 2212 0200000

c. Manager, Cafeteria, Secondary School Non-Transport

Tarverdians, Laris Rosemont 01/07/21 through 01/29/21

From Cook/Baker 8 hours a day

9-7 M4-2

13.0 53100.0 00000 37005 2310 0000662

d. Manager, Cafeteria, Secondary School Transport

Issagoolian, Berzwik Crescenta Valley 01/07/21 through 01/29/21

From Cook/Baker 8 hours a day

9-9 M12-1

13.0 53100.0 00000 37005 2310 0000662

Effective Dates, Months/Hours, and Salary Rating

Location

Change of Assignment - Continued

4. Provisional Assignment - Continued

e. Warehouse Worker/Inventory Specialist

Molano, John FASO 02/01/21 through 02/28/21 From Warehouse 04/01/21 through 04/30/21

Worker/Driver I 06/01/21 through 06/30/21

20-9 8 hours a day

24-9

01.0 00000.0 00000 72005 2211 0000640

Leiva, Juan FASO 01/01/21 through 01/31/21

From Warehouse 03/01/21 through 03/31/21 Worker/Driver I, 05/01/21 through 05/31/21

20-9 8 hours a day

24-9

01.0 00000.0 00000 72005 2211 0000640

f. Warehouse Worker/Driver I

Pineda, Miguel FASO 01/01/21 through 06/30/21

From Custodian I 8 hours a day

11-9 20-6

01.0 00000.0 00000 72005 2211 0000640

Effective Dates, Months/Hours, and Salary Rating

Location

# Revisions to Previous Board Reports

### 1. Revision to Personnel Report # 19, June 16, 2020

Page 7, Item 1

# Election of Classified Hourly Substitutes through 06/30/21

Abgaryan, Sona Columbus 08/17/20 through 06/11/21 \$13.00 per hour Alkadimi, Fatimah Not to exceed 3.5 hours/day, each Danielians, Carolin General 01.0 00000.0 19021 10000 2930 2300000 Ghougassian, Maryam Khajiklean, Lena Mendoza, Cheryll Sepanian, Gayane

Change account number to following names and

Change number of hours to read:

Aikob, Natasha Alkadhimi, Fatimah 01.0 32200.0 11100 10000 2160 0001615 Not to exceed 6 hours a day

> Effective Dates, Months/Hours, and Salary Rating

Location

Revisions to Previous Board Reports - Continued

# 2. Revision to Board Report #6, November 2, 2020

Page 21, Item 2

### Personal Services Agreement

Heschi, Nora Consultant,

as needed to provide virtual assistance and language support for the German Dual Language

Dual Langua Program at Franklin Magnet Elementary School during the 2020-2021 school year. 08/31/20 through 12/18/20 Not to exceed \$3,375.00 total

**Educational Services** 

 $01.0\ 00000.0\ 00000\ 71001\ 5811\ 0007616$ 

<u>Change amount to read:</u> <u>Change date to read:</u> Not to exceed \$7,800.00 total 08/31/20 through 06/09/21

Effective Dates, Months/Hours, and Salary Rating

Location

Revisions to Previous Board Reports - Continued

3. Revision to Board Report #5, October 6, 2020

Page 20, Item 2

### Personal Services Agreement

Djelloul-Ledru, Stephanie

as needed to provide virtual assistance and language support for the French Dual Language Program at Franklin Elementary School during the 2020-2021 school year.

Consultant,

08/31/20 through 12/18/20 Not to exceed \$3,375.00 total

**Educational Services** 

 $01.0\ 00000.0\ 00000\ 71001\ 5811\ 0007616$ 

<u>Change amount to read:</u> <u>Change dates to read:</u> Not to exceed \$7,410.00 total 08/31/20 through 06/09/21

Effective Dates, Months/Hours, and Salary Rating

Location

# Revisions to Previous Board Reports - Continued

4. Revision to Board Report #5, October 6, 2020

Page 22, Item 4

### Personal Services Agreement

Gravante, Agata Consultant,

as needed to provide virtual assistance and language support for the Italian Dual Language Program at

Franklin Elementary School during the 2020-2021 school year.

08/31/20 through 12/18/20 Not to exceed \$3,375.00 total

**Educational Services** 

01.0 00000.0 00000 71001 5811 0007616

<u>Change amount to read:</u> Change dates to read: Not to exceed \$8,418.00 total 08/31/20 through 06/09/21

Effective Dates, Months/Hours, and Salary Rating

Location

<u>Revisions to Previous Board Reports</u> - Continued

5. Revision to Board Report #5, October 6, 2020

Page 22, Item 6

Personal Services Agreement

Marriott, Elizabeth Consultant, 09/21/20 through 06/10/21

as needed Not to exceed \$2,500.00, total at Monte 01.0 95100.0 11100 10000 5811 3700000 Vista

Elementary School

Change amount to read: Not to exceed \$13,500.00 total

Effective Dates, Months/Hours, and Salary Rating

Location

Revisions to Previous Board Reports - Continued

6. Revision to Board Report #4, September 15, 2020

Page 13, Item 6

### Personal Services Agreement

Genachte-le Bail, Delphine

as needed to provide virtual assistance and language support in the Flag Language Programs at Franklin Magnet School during the 2020-2021 school year.

Consultant,

08/31/20 through 12/18/20 Not to exceed \$10,125.00 total General Fund Donation

 $01.0\ 95100.0\ 11100\ 10000\ 5811\ 2700000$ 

<u>Change amount to read:</u> Change dates to read:

Not to exceed \$9,818.00 total 08/31/20 through 06/10/21

> Effective Dates, Months/Hours, and Salary Rating

Location

<u>Revisions to Previous Board Reports</u> - Continued

# 7. Revision to Board Report #4, September 15, 2020

Page 13, Item 6

### Personal Services Agreement

Sippel, Eva Consultants,

as needed to provide virtual assistance and language support in the Flag Language

and languag support in the Flag Language Programs at Franklin Magnet School during the

2020-2021 school year.

08/31/20 through 12/18/20 Not to exceed \$10,125.00 total

General Fund Donation

01.0 95100.0 11100 10000 5811 2700000

Change amount to read:

Not to exceed \$3,597.00 total

Effective Dates, Months/Hours, and Salary Rating

Location

<u>Revisions to Previous Board Reports</u> - Continued

8. Revision to Board Report #4, September 15, 2020

Page 15, Item 9

### Personal Services Agreement

Gonzalez Bravo, Karim Alexander

as needed to provide virtual assistance and language support for the Spanish Dual Language Program at Franklin Magnet Elementary School during the 2020-2021 school year.

Consultant,

08/21/20 through 12/18/20 Not to exceed \$6,750.00 total General Fund Donation

 $01.0\ 95100.0\ 11100\ 10000\ 5811\ 2700000$ 

<u>Change amount to read:</u> <u>Change dates to read:</u> Not to exceed \$15,645.00 08/31/20 through 06/10/21

Effective Dates,
Months/Hours, and

Location

Salary Rating\_

Election of Classified Hourly Substitutes through 06/30/21

Alonso, Catalina Guerra, Joyceline

Landry, Mauriene Vega, Michelle 01/01/21 through 06/30/21

# Personal Services Agreement

1. Bennett, Patricia Consultant,

as needed to translate

instructional materials to

Spanish for Green Ninja

2. Mandile, Emanuela Cons

Consultant, as needed to provide virtual

assistance to students in

the Italian
Dual Language
Program at
Franklin
Magnet
School for
the 2020-2021
school year

12/01/20 through 06/30/21

Not to exceed 100 hours total

\$31.00 per hour

 $01.0\ 07405.0\ 11100\ 10000\ 5811\ 0000618$ 

01/07/21 through 06/09/21 Not to exceed \$4,725.00 total

\$15.00 per hour

Italian Language Grant

01.0 94372.0 11100 10000 5811 0000611

#### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

### 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 December 10, 2020 – January 11, 2021 as shown below totaling \$11,147,667.38, and "B" Form (Other than Payroll Warrants) issued December 1 – 31, 2020, totaling \$11,675,112.80 be approved. Funding for Form "A" Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, and 25.0 Capital Facilities Fund.

REGISTERED	WAR	RAì	NT			
NUMBER	NUN	ИВЕ	ER	DESCRIPTION		AMOUNT
343-C				Certificated	\$	(2,765.36)
343-N	680616	-	6806169	Classified		7,874.11
344-C	680651	-	6806510	Certificated		3,174.07
344-N	680651	-	6806514	Classified		421.97
345-N	680675	-	6806754	Classified		1,748.65
346-N	680706	-	6807065	Classified		1,514.65
349-C	680823	-	6808236	Certificated		49.75
349-N	680823	-	6808256	Classified		9,330.10
350-C	680878	-	6808786	Certificated		1,075.46
350-N	680878	-	6808788	Classified		2,989.74
351-N	680935	-	6809362	Classified		5,423.07
E4K-N	681067	-	6810757	Classified		1,286,691.78
352-N	681184	-	6811850	Classified		1,417.36
353-N	681393	-	6813933	Classified		1,299.45
C1F-C	681735	-	6817401	Certificated		7,347,584.58
C5F-C	681910	-	6819147	Certificated		668,992.24
C5F-N	681914	-	6819148	Classified		1,518.21
E4L-N	682093	-	6821024	Classified		1,445,193.89
005-N	682345	-	6823463	Classified		2,589.23
C3F-N	682457	-	6824654	Classified		356,981.39
006-N	682660	-	6826611	Classified		(776.90)
007-C	682678	-	6826782	Certificated		325.21
007-N	682678	-	6826787	Classified		5,014.73
		/		TOTA	L \$_	11,147,667.38

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

# GLENDALE UNIFIED SCHOOL DISTRICT CONSENT CALENDAR NO. 4

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
	1.0 GENERAL FUND		
3932	OTHER DISTRICT PAID BENEFITS	2	2,012.51
4110	TEXTBOOKS	20	619,425.76
4210	BOOKS & OTHER REFERENCE MATERIAL	8	2,447.12
4310	INST. MATERIALS & SUPPLIES	437	83,135.73
4312	INST. PERIODICALS & MAGAZINES	3	2,899.53
4317	COMMENCEMENT	2	2,196.98
4340	INSTRUCTIONAL SOFTWARE/LICENSES	57	101,899.97
4350	OFFICE & OTHER SUPPLIES	93	9,441.74
4351	PRINTING & REPRODUCTION	4	1,002.33
4353	EDIBLE SUPPLIES	17	1,388.00
4360	TIRES, FUEL AND OIL	15	6,846.70
4370	CUSTODIAL/OPERATION SUPPLIES	109	9,289.73
4371	GROUNDS SUPPLIES	18	1,414.15
4372	POOL SUPPLIES	3	844.81
4380	MAINTENANCE SUPPLIES	22	1,760.68
4381	REPAIR SUPPLY & MATERIALS	127	85,388.99
4410	NON-CAP AV/COMPUTER EQUIP UNTAGGED	28	26,943.01
4420	NON-CAP EQUIP -UNTAGGED	140	36,883.41
4430	NON-CAP EQUIP - TAGGED	22	79,298.33
4440	NON-CAP COMPUTER EQUIP - TAGGED	32	305,630.25
5210	MILEAGE & CAR ALLOWANCES	12	1,404.53
5220	TRAVEL AND CONFERENCES	6	1,707.65
5310	DUES AND MEMEBERSHIPS	2	488.99
5510	NATURAL GAS SERVICES	10	19,958.20
5520	ELECTRICITY SERVICES	54	146,838.36
5530	WATER	54	56,580.49
5561	TRASH DISPOSAL	2	22,336.41
5562	SEWER CHARGES	51	24,402.67
5610	RENTALS, LEASES AND REPAIRS	26	127,410.40
5611	ETIS COPIER LEASES	3	6,394.12
5630	REPAIRS	69	39,567.64
5631	ETIS COPIER MAINTENANCE	2	26,181.87
5632	ETIS PRINTER MAINTENANCE	1	4,911.17
5802	NON-INSTRUCT. SOFTWARE LICENSE	6	30,783.50
5804	NON-PUBLIC SCHOOL	53	364,202.27
5811	PERSONAL SERVICES	66	75,162.60
5812	NON-PSA SERVICE AGREEMENT	65	680,266.85
5813	UNIFORM SERVICES	1	3,773.32
5815	OPERATING SERVICES	87	541,220.82
5816	NON-PUBLIC SCHOOL SERVICES	42	106,246.49
5821	LEGAL FEES	9	5,678.80
5823	SPEC ED LEGAL SETTLEMENTS	4	8,415.00

# GLENDALE UNIFIED SCHOOL DISTRICT CONSENT CALENDAR NO. 4

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5828	SPED PARENT ATTORNEY FEES	2	16,625.00
5830	ADVERTISEMENT	1	2,900.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	2	11,916.00
5853	CONTRACTUAL SERVICES	2	1,766.60
5861	FINGERPRINTS FOR EMPLOYEES	1	66.00
5862	PHYSICALS FOR EMPLOYEES	1	530.00
5911	POSTAGE/UPS/FEDEX	3	30,614.36
5912	TELEPHONE	12	32,302.18
5914	DATA LINE	1	59.47
6250	BUILDING CONSTRUCTION/IMPROV	2	131,372.65
6252	OTHER CONSTRUCTION	4	58,173.80
8689	ALL OTHER FEES AND CONTRACTS	14	1,427.44
9320	STORES	1	6,055.30
9530	FRINGE BENEFITS SUBS - H&W	5	3,262,681.48
9543	DIRECT DEPOSIT PAYABLE	1	1,826.37
9552	USE TAX PAYABLE	105	767.03
		1,941	7,233,165.56
7011	10.0 SELPA PASS THROUGH FUND	2	02 110 00
7211	TFR OF PMNTS-THRGH REV TO DIST	2	92,110.00
		2	92,110.00
	12.0 CHILD DEVELOPMENT FUND		
4310	INST. MATERIALS & SUPPLIES	1	417.85
4420	NON-CAP EQUIP -UNTAGGED	4	70.60
5220	TRAVEL AND CONFERENCES	3	319.00
5812	NON-PSA SERVICE AGREEMENT	1	239.60
5815	OPERATING SERVICES	6	738.75
5911	POSTAGE/UPS/FEDEX	2	25.76
		17	1,811.56
	13.0 CAFETERIA FUND		
4350	OFFICE & OTHER SUPPLIES	3	216.11
4360	TIRES, FUEL AND OIL	2	778.90
4380	MAINTENANCE SUPPLIES	12	2,132.12
4395	NON-FOOD SUPPLIES	7	18,837.12
4710	FOOD	42	108,761.17
5310	DUES AND MEMEBERSHIPS	1	132.50
5563	PEST CONTROL	3	1,337.80

# GLENDALE UNIFIED SCHOOL DISTRICT CONSENT CALENDAR NO. 4

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5610	RENTALS, LEASES AND REPAIRS	5	7,674.72
5630	REPAIRS	3	719.00
5813	UNIFORM SERVICES	26	872.79
5817	MONEY PICK-UPS	1	19.57
8634	FOOD SERVICE SALES	5	418.40
		110	141,900.20
	21.1 MEASURE S PROJECTS FUND		
4350	OFFICE & OTHER SUPPLIES	6	226.76
5610	RENTALS, LEASES AND REPAIRS	1	225.81
6154	GEOTECHNICAL STUDY	1	2,175.00
6210	ARCHITECT FEES ON BUILDINGS	3	2,272.50
6211	ELIGIBILITY CONSULTANT	1	290.00
6250	BUILDING CONSTRUCTION/IMPROV	4	970,774.54
6252	OTHER CONSTRUCTION	10	511,421.79
6275	CONST TSTNG ON BLDNGS & IMPROV	2	4,483.00
6293	PRINTING & DISTRIBUTION	3	1,065.54
		31	1,492,934.94
	25.0 CAPITAL FACILITIES FUND		
6210	ARCHITECT FEES ON BUILDINGS	1	1,236.75
6250	BUILDING CONSTRUCTION/IMPROV	1	15,061.10
6252	OTHER CONSTRUCTION	1	3,820.00
6275	CONST TSTNG ON BLDNGS & IMPROV	1	625.00
8681	MITIGATION/DEVELOPERS FEES	26	47,484.60
		30	68,227.45
	40.1 SPEC RESERVE - CAPITAL PROJECTS		
5520	ELECTRICITY SERVICES	2	344.91
5530	WATER	1	605.43
5562	SEWER CHARGES	2	420.56
5610	RENTALS, LEASES AND REPAIRS	2	5,569.00
6210	ARCHITECT FEES ON BUILDINGS	4	11,231.55
6252	OTHER CONSTRUCTION	1	274.28
6275	CONST TSTNG ON BLDNGS & IMPROV	2	17,460.00
6280	BUILDING INSPECTIONS	2	17,450.00
		16	53,355.73

# GLENDALE UNIFIED SCHOOL DISTRICT CONSENT CALENDAR NO. 4

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
	67.0 SELF-INSURANCE FUND		
5872	DELTA ADMINISTRATIVE FEES	2	10,014.59
5873	VSP CLAIMS	7	32,194.42
5874	VSP ADMINISTRATIVE FEES	1	4,015.56
5875	DELTA PAYMENTS	1	146,260.06
5877	MEDIMPACT CLAIMS	2	11,656.75
5878	MEDIMPACT PAYMENTS	2	664,832.10
		15	868,973.48
	67.1 WORKERS' COMPENSATION FUND		
5815	OPERATING SERVICES	1	770,442.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	11,814.92
		2	782,256.92
	67.2 EARLY RETIREMENT BENEFITS FUND		
5815	OPERATING SERVICES	1	156,418.66
		1	156,418.66
	73.0 FOUNDATION TRUST FUND		
7699	ALL OTHER FINANCING USES	1	1,522.56
		1	1,522.56
	76.0 WARRANT PASS-THROUGH FUND		
9517	VOLUNTARY DEDUCTIONS	14	406,871.74
9518	TAX SHELTER ANNUITY	1	347,529.00
9588	ROTH IRA-LACOE USED ONLY	1	28,035.00
		16	782,435.74
	TOTALS	5 2,182	\$ 11,675,112.80

#### GLENDALE UNIFIED SCHOOL DISTRICT

JANUARY 19, 2021

### 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 \$2,033,291.86 for the period of December 7, 2020 through January 8, 2021 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM DECEMBER 7, 2020 THROUGH JANUARY 8, 2021.

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	93	129,048.23
FEDERAL RESTRICTED RESOURCES	133	394,678.73
STATE RESTRICTED RESOURCES	30	243,614.99
LOCAL RESTRICTED RESOURCES	48	118,588.81
CHILD DEVELOPMENT FUND	6	1,615.18
FOOD SERVICES FUND	1	132,50
MEASURE S PROJECTS FUND	9	284,448.86
CAPITAL PROJECTS & IMPROVEMENT FUND	I	89,200.00
WORKERS' COMPENSATION FUND	1	770,442.00
MC LENNAN DONATIONS	1	1,522.56
TOTAL	323	\$2,087,938.27

In support of Board Priority #4 — Maintain District Solvency & Financial Responsibility — Manage district financial resources and facilities to support optimal learning, healthy working conditions, and strong enrollment to ensure long-term stability.

PO NUMBE	UNRESTRICTED RESOURCES  VENDOR	AMOUNT
0021003380	FOLLETT SCHOOL SOLUTIONS, INC. BOOKS - EDUCATIONAL SERVICES	1,300.51
0021003384 0021003390	THE HOME DEPOT PRO (SUPPLYWORKS) CDW GOVERNMENT GRAINGER THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - GLENDALE HIGH SCHOOL	318.22 171.48 115.57 1,549.38
0021003392	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - MANN ELEMENTARY SCHOOL	77.13
0021003395 0021003396 0021003397	GRAINGER STARFALL EDUCATION FOUNDATION DICK BLICK ART MATERIALS THE HOME DEPOT PRO (SUPPLYWORKS) AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - DUNSMORE ELEMENTARY SCHOOL	115.76 117.11 990.81 98.49 30.83
0021003402 0021003403 0021003407 0021003421	THE HOME DEPOT PRO (SUPPLYWORKS) MOTE TECHNOLOGIES, INC. OFFICE DEPOT  BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	188.57 223.91 421.51 755.97 190.00 5,000.00
0021003447	FRANKLIN COVEY BOOKS - RD WHITE ELEMENTARY SCHOOL	3,134.75
0021003449	ACCOUNTANT STATIONERS & PRINTERS ANN SIMON SCHOOLSFIRST FEDERAL CREDIT UNION - VISA TUSHCUSH.COM - OFFICE SUPPLIES - HUMAN RESOURCES	88.60 100.00 64.65
0021003463 0021003465 0021003466 0021003467	SCHOOL HEALTH CORP.  OFFICE DEPOT  OFFICE DEPOT  OFFICE DEPOT  O.H. LYNN PRINTING  OUTLOOK NEWSPAPER  ADVERTISEMENT FOR FLAG ENROLLMENT - PUBLIC INFORMATION	338.79 99.89 697.20 41.14 175.30 2,900.00
	OFFICE DEPOT SCHOOLSFIRST FEDERAL CREDIT UNION - VISA STAPLES.COM - OFFICE SUPPLIES - HUMAN RESOURCES	697.29 28.63
0021003473 0021003474	O.H. LYNN PRINTING U.S. BANK ADMINISTRATION FEES FOR GENERAL OBLIGATION BONDS - FINANCIAL	37.49 1,000.00

SERVICES

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003510 HOT 0021003514 OFF	W GOVERNMENT JSE OF STICKERS ICE DEPOT AZON CAPITAL SERVICES, INC. SAMPLE BOOKS FOR FRENCH FLAG ACADEMY - EDUCATIONAL SERVICES	515.97 500.00 99.20 81.47
0021003521 GOO	DDHEART-WILLCOX CO., INC. BOOKS - EDUCATIONAL SERVICES	5,735.34
0021003526 THE 0021003527 GRA 0021003528 THE 0021003530 FUL 0021003531 BES 0021003532 CDV	HOME DEPOT PRO (SUPPLYWORKS) L COMPASS SYSTEMS	589.23 134.71 151.04 48.95 448.83 380.82 498.33 2,315.25
0021003556 VIS	ΓΑ HIGHER LEARNING LICENSES - EDUCATIONAL SERVICES	2,247.50
0021003562 SCH	OOLSFIRST FEDERAL CREDIT UNION - VISA ELOPAGE.COM - BLANKET PURCHASE ORDER FOR GERMAN BOOKS - ROOSEVELT MIDDLE SCHOOL	100.00
0021003563 MAG	GNATAG PRODUCTS OFFICE EQUIPMENT - CATEGORICAL PROGRAMS	1,041.86
0021003564 SCH	OOLSFIRST FEDERAL CREDIT UNION - VISA DICK'S SPORTNG GOODS - PHYSICAL EDUCATION INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	804.68
0021003570 TEK 0021003572 JOS 0021003574 AMI	ERICAN FINGERPRINTING LIVESCAN RP BUSINESS SYSTEMS	328.11 382.83 529.20 66.00 300.00 6,275.98
0021003589 AMA	AZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - MARSHALL ELEMENTARY SCHOOL	19.83
0021003592 AMA	AZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPIES - MANN ELEMENTARY SCHOOL	63.88
0021003597 CDV 0021003598 THE	HOME DEPOT PRO (SUPPLYWORKS)  GOVERNMENT HOME DEPOT PRO (SUPPLYWORKS) AZON CAPITAL SERVICES, INC. CANOPY REPLACEMENT PARTS - DAILY HIGH SCHOOL	210.58 191.60 384.77 208.37

	UNRESTRICTED RESOURCES (CONTINUATION)	
PO NUMBE	R VENDOR .	AMOUNT
0021003604	AAA FLAG AND BANNER MFG CO. INC.	1,447.29
0021003001	CUSTOM BANNERS - PUBLIC INFROMATION	1,111.25
0021003609	FULL COMPASS SYSTEMS	52,26
	EXPLORELEARNING LLC	875.00
0021003619	LAKESHORE LEARNING	408.37
	JOSTEN'S, INC.	352.80
	HUSCH BLACKWELL LLP	180.00
	OFFICE DEPOT	40.78
0021003631	OFFICE DEPOT	2,000.00
	BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	
0021003633	ISTE	75.00
0021003643	PITNEY BOWES INC.	30,000.00
	BLANKET PURCHASE ORDER FOR POSTAGE - FACILITY & SUPPORT	
	OPERATIONS	
0021003647	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA	104,74
	8NOTES.COM - SUBSCRIPTIONS - GLENDALE HIGH SCHOOL	
0021003649	CV FIRE PROTECTION INC	10,340.00
	SERVICE CONTRACT TO PERFORM KITCHEN HOOD SYSTEM	
	INSPECTIONS DISTRICT WIDE - FACILITY & SUPPORT OPERATIONS	
0021003662	LEXISNEXIS	135.01
0021003663	AMAZON CAPITAL SERVICES, INC.	55.07
	INSTRUCTIONAL SUPPLIES - MANN ELEMENTARY SCHOOL	
0021003664	AMAZON CAPITAL SERVICES, INC.	272.19
	COMPUTER SUPPLIES - TOLL MIDDLE SCHOOL	
0021003665	AMAZON CAPITAL SERVICES, INC.	101.08
	OFFICE SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	
0021003666	SPINITAR	330.68
0021003667	THE HOME DEPOT PRO (SUPPLYWORKS)	68.31
	ULINE SHIPPING SUPPLY	760.70
0021003670		82.31
0021003672	AMAZON CAPITAL SERVICES, INC. HEALTH OFFICE EQUIPMENT - MANN ELEMENTARY SCHOOL	98.11
0021003674	NIPPON SHOSEKI HANBAI, INC.	108,05
	CUSTOMINK	699.92
0021003679	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA	49.60
	SEVILLECLASSICS.COM - OFFICE FURNITURE - HUMAN RESOURCES	
0021003682	CLIFTON LARSON ALLEN LLP	12,750.00
	PROFESSIONAL SERVICES - FINANCIAL SERVICES	•
0021003683	CLIFTON LARSON ALLEN LLP	3,750.00
	PROFESSIONAL SERVICES - FINANCIAL SERVICES	•

PO NUMBEI	UNRESTRICTED RESOURCES (CONTINUATION) R VENDOR	AMOUNT
0021003685	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA STAPLES - OFFICE FURNITURE - HUMAN RESOURCES	192.93
0021003687	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA MEMBERSHIPS - GLENDALE HIGH SCHOOL	128.00
0021003689	STUDIO SPECTRUM, INC PROFESSIONAL VIDEO PRODUCTION PACKAGE - PUBLIC INFORMATION	5,305.00
0021003694	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - HOOVER HIGH SCHOOL	70.56
0021003695	LABORLAWCENTER	667.25
0021003704	THE HOME DEPOT PRO (SUPPLYWORKS)  CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	7,241.91
0021003706	COPY NETWORK PRINTING SERVICES - PUBLIC INFORMATION	4,582.00
	TOTAL	129,048.23
	FEDERAL RESTRICTED RESOURCES	
0021003382	B & H PHOTO VIDEO AUDIOVISUAL EQUIPMENT - EDISON ELEMENTARY SCHOOL	4,027.94
0021003388	CDW GOVERNMENT  CLASSROOM EQUIPMENT - FREMONT ELEMENTARY SCHOOL	5,512.50
0021003387	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA JUST STRINGS - MUSICAL INSTRUMENTS - WILSON MIDDLE SCHOOL	201.17
0021003398	NCS PEARSON INC.	211.83
	NCS PEARSON INC.	201.02
0021003404	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	76.05
0021003405	AMAZON CAPITAL SERVICES, INC. BOOKS - DAILY HIGH SCHOOL	170.76
0021003409	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA PEAR DECK - LICENSES - TOLL MIDDLE SCHOOL	149.99
0021003410	OFFICE DEPOT	715.52
0021003411	OFFICE DEPOT  BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MUIR ELEMENTARY SCHOOL	4,771.49
0021003412	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - TOLL MIDDLE SCHOOL	35,831.25
0021003413	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - DUNSMORE ELEMENTARY SCHOOL	110.19

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003414 I	LIMINEX, INC LICENSES - MUIR ELEMENTARY SCHOOL	1,232.05
	ULINE SHIPPING SUPPLY ENCORE DATA PRODUCTS INC AUDIOVISUAL SUPPLIES - MUIR ELEMENTARY SCHOOL	252.13 1,099.74
0021003417	AMAZON CAPITAL SERVICES, INC. AUDIO VISUAL EQUIPMENT - FREMONT ELEMENTARY SCHOOL	981.23
0021003418 H	BRAIN POP LICENSES - LINCOLN ELEMENTARY SCHOOL	2,950.00
0021003420 C 0021003423 C 0021003424 C	CAMCOR, INC. GENERATION GENIUS, INC CDW GOVERNMENT CDW GOVERNMENT OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CERRITOS ELEMENTARY SCHOOL	197.13 125.00 303.19 961.40 2,525.00
0021003429 T 0021003430 T	FEDERAL EXPRESS CORP. THE HOME DEPOT PRO (SUPPLYWORKS) THE HOME DEPOT PRO (SUPPLYWORKS) APPLE COMPUTER COMPUTER EQUIPMENT - MANN ELEMENTARY SCHOOL	540.28 480.75 319.99 1,442.59
	READ NATURALLY LIMINEX, INC LICENSES - MANN ELEMENTARY SCHOOL	118.00 1,380.00
0021003435 I	CLEVER PROTOTYPES, LLC IXL LEARNING CDW GOVERNMENT IPEVO INC. AUDIOVISUAL EQUIPMENT - MANN ELEMENTARY SCHOOL	199.98 599.00 749.70 2,564.11
	CDW GOVERNMENT AAI GRAPHICS & SIGNS BLANKET PURCHASE ORDER FOR SIGNS - FACILITY & SUPPORT OPERATIONS	298.52 30,000.00
0021003455 V	VETERAN BUILDING MAINTENANCE, LLC EMERGENCY SUPPLIES - FACILITY & SUPPORT OPERATIONS	16,423.95
0021003459 S	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA SMORE FOR EDUCATOR - SUBSCRIPTIONS - HOOVER HIGH SCHOOL	79.00
0021003478 L	STACY STONEROOK LIMINEX, INC I'HE THOMAS METZLER VIOLIN SHOP	652.20 468.78 4,044.97

MUSICAL INSTRUMENTS - WILSON MIDDLE SCHOOL

PO NUMBE	FEDERAL RESTRICTED RESOURCES (CONTINUATION) R VENDOR	AMOUNT
0021003480	BERTRAND MUSIC ENTERPRISES INC MUSICAL INSTRUMENTS - WILSON MIDDLE SCHOOL	8,353.59
0021003485	LIMINEX, INC STARFALL EDUCATION FOUNDATION IXL LEARNING SOFTWARE - VALLEY VIEW ELEMENTARY SCHOOL	308.56 600.00 5,890.00
0021003487	MAKEMUSIC, INC. SUBSCRIPTIONS - GLENDALE HIGH SCHOOL	1,260.00
0021003488	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA PADCASTER - COMPUTER EQUIPMENT - DUNSMORE ELEMENTARY SCHOOL	826.73
0021003489	CAMCOR, INC.  COMPUTER EQUIPMENT - MARSHALL ELEMENTARY SCHOOL	3,154.80
0021003490	AMAZON CAPITAL SERVICES, INC. CANOPY REPLACEMENT PARTS - RD WHITE ELEMENTARY SCHOOL	559.26
0021003491	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	44.08
	GRAINGER AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CLARK MAGNET HIGH SCHOOL	326.34 100.28
0021003494	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA GOBULK.COM - COMPUTER SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	941.15
	OFFICE DEPOT OFFICE DEPOT OFFICE EQUIPMENT - RD WHITE ELEMENTARY SCHOOL	74.93 2,199.48
0021003498	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	164.27
0021003499	CDW GOVERNMENT LICENSES - MONTE VISTA ELEMENTARY SCHOOL	2,670.00
0021003500	CDW GOVERNMENT  COMPUTER EQUIPMENT - MONTE VISTA ELEMENTARY SCHOOL	4,664.55
	DECKER EQUIPMENT/SCHOOL FIX AMAZON CAPITAL SERVICES, INC. BOOKS - MOUNTAIN AVENUE ELEMENTARY SCHOOL	731.08 173.09
0021003503	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	2,341.97

PO NUMBE	FEDERAL RESTRICTED RESOURCES (CONTINUATION) R VENDOR	AMOUNT
0021003504	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	432.20
0021003505	RENAISSANCE LEARNING INC LEARNING MATERIALS - RD WHITE ELEMENTARY SCHOOL	6,900.99
0021003506	OFFICE DEPOT COMPUTER EQUIPMENT - RD WHITE ELEMENTARY SCHOOL	6,105.09
	OFFICE DEPOT YABLA INC SOFTWARE - CRESCENTA VALLEY HIGH SCHOOL	920.61 5,000.00
	AREY JONES EDUCATIONAL SOLUTIONS CDW GOVERNMENT COMPUTER EQUIPMENT - KEPPEL ELEMENTARY SCHOOL	889.79 1,515.94
0021003512	AMAZON CAPITAL SERVICES, INC.  AUDIOVISUAL EQUIPMENT FOR DISTANT LEARNING - VERDUGO  WOODLANDS ELEMENTARY SCHOOL	5,265.54
0021003513	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - GLENOAKS ELEMENTARY SCHOOL	750.80
0021003516	GOLDEN STAR TECHNOLOGY INC.  COMPUTER EQUIPMENT - DAILY HIGH SCHOOL	3,421.34
	CDW GOVERNMENT ENCORE DATA PRODUCTS INC COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	413.44 5,589.02
0021003536	THE HOME DEPOT PRO (SUPPLYWORKS) B & H PHOTO VIDEO AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	319.17 473.06 732.32
0021003538	AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - BALBOA ELEMENTARY SCHOOL	80.17
0021003539	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	457.14
0021003540	AMAZON CAPITAL SERVICES, INC.  AUDIOVISUAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	297.58
0021003541	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	317.32
0021003542	AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - MONTE VISTA ELEMENTARY SCHOOL	177.71

	D	FEDERAL RESTRICTED RESOURCES (CONTINUATION)	i Moy num
PO NUMBE	K	VENDOR	AMOUNT
	OFFICE DEP	OT DEPOT PRO (SUPPLYWORKS)	622.87 984.31
	FASTENAL C	COMPANY	1,025.35
		CUSTODIAL SUPPLIES - GLENDALE HIGH SCHOOL	
0021003546	CDW GOVER	RNMENT	2,468.03
		COMPUTER EQUIPMENT - RD WHITE ELEMENTARY SCHOOL	
0021003547	ENCORE DA	TA PRODUCTS INC	3,151.94
		AUDIOVISUAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	
		ANDELSON, LOYA, RUUD& ROMO	150.00
	JOURNEYED TEACHER SY		115.00 3,600.00
0021003332	TEACHER 5	SOFTWARE - ROSEMONT MIDDLE SCHOOL	3,000.00
0021003553	PADI ET		1,100.00
0021003333	TADLET	SOFTWARE - ROSEMONT MIDDLE SCHOOL	1,100.00
0021003554	EXPLORELE.	ARNING LLC	5,700.00
0021003334	EM BOICEDE	SOFTWARE - ROSEMONT MIDDLE SCHOOL	3,700.00
0021003555	EDPUZZLE, I	INC	1,450.00
0021003333	in out of the state of the stat	SOFTWARE - CRESCENTA VALLEY HIGH SCHOOL	1,150.00
0021003557	KAHOOT! AS	S	1,080.00
		LICENSES - GLENDALE HIGH SCHOOL	.,
0021003558	AMAZON CA	APITAL SERVICES, INC.	2,041.61
		INSTRUCTIONAL SUPPLIES - CATEGORICAL PROGRAMS	•
0021003559	IPEVO INC.		14,533.90
		OFFICE SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	
0021003560	AMAZON CA	APITAL SERVICES, INC.	5,936.79
		INSTRUCTIONAL SUPPLIES - CATEGORICAL PROGRAMS	
0021003561	DISCOUNT S	CHOOL SUPPLY	1,330.82
		INSTRUCTIONAL SUPPLIES - PACIFIC AVENUE EDUCATION CENTER	
0021003567	CLEAN SWE	EP SUPPLY CO INC	843.37
0021003568	AMAZON CA	APITAL SERVICES, INC.	2,464.29
		AUDIOVISUAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	
0021003569	AMAZON CA	APITAL SERVICES, INC.	858.10
		PHYSICAL EDUCATION EQUIPMENT - DAILY HIGH SCHOOL	
	BAUDVILLE MICHAEL KO		155.60
	SOWN TO GR		661.50 1,175.00
		SOFTWARE - CRESCENTA VALLEY HIGH SCHOOL	

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003587 SCHOOI	LSFIRST FEDERAL CREDIT UNION - VISA SEARCH INSTITUTE - CONFERENCE EXPENSES - CLARK MAGNET HIGH SCHOOL	270.11
0021003588 AMAZO	N CAPITAL SERVICES, INC. SMALL APPLIANCES - DUNSMORE ELEMENTARY SCHOOL	366.42
0021003601 YAKLAS	SS AM, LLC (REVOLVING CASH FUND) ANNUAL SUBSCRIPTION - JEFFERSON ELEMENTARY SCHOOL	2,800.00
0021003602 AMAZO	N CAPITAL SERVICES, INC. OFFICE FURNITURE - COLUMBUS ELEMENTARY SCHOOL	198.44
0021003603 LAKESH	IORE LEARNING	683.13
0021003605 DISCOV		4,000.00
	SUBSCRIPTIONS - GLENOAKS ELEMENTARY SCHOOL	, .
0021003606 AMAZO	N CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	484.98
0021003607 IPEVO II	NC.	387.72
0021003608 AMAZO	N CAPITAL SERVICES, INC. AUDIOVISUAL EQUIPMENT - MANN ELEMENTARY SCHOOL	193.07
0021003614 HIGHLIC	GHTS FOR CHILDREN INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	12,581.41
0021003615 CDW GC	OVERNMENT	1,206.17
0021003013	COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL	1,200, 1,7
0021003617 NAMIFY	LLC	676.94
	INOVATIUONS, DBA: SAGA EDUCATION	55.60
0021003623 IXL.CON		99.00
0021003624 BRIGHT 0021003625 CDW GC		200.00 150.00
0021003626 LIMINEX		210.35
	UTHERN CALIFORNIA LEARNING CORPORATION SERVICE AGREEMENT FOR TUTORING SERVICES - RD WHITE ELEMENTARY SCHOOL	39,366.00
0021003632 CDW GC	OVERNMENT	2,740.26
	COMPUTER EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	,,
0021003634 CDW GC	OVERNMENT AUDIOVISUAL EQUIPMENT - WILSON MIDDLE SCHOOL	44,100.00
0021003635 KEYONI	NA KILLINGSWORTH	72.00
0021003640 SHMOOI		4,250.00
	LICENSES - GLENDALE HIGH SCHOOL	-
0021003641 CDW GC		600.86
0021003642 OFFICE		1,117.54
	COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL	

PO NUMBE		EDERAL RESTRICTED RESOURCES (CONTINUATION) ENDOR	AMOUNT
0021003644		TAL SERVICES, INC. HYSICAL EDUCATION SUPPLIES - DAILY HIGH SCHOOL	112.10
0021003645		FAL SERVICES, INC. FFICE EQUIPMENT - GLENOAKS ELEMENTARY SCHOOL	412.34
0021003655	EDGENUITY IN	C. ICENSES - DAILY HIGH SCHOOL	15,000.00
	OFFICE DEPOT	CHOLOGICAL SERVICES ISTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	372.00 7,262.17
	SCHOLASTIC M DISCOVERY ED		441.00 408.85 4,000.00
	TO	OTAL	394,678.73
0021003388	CDW GOVERNM	TATE RESTRICTED RESOURCES MEN'T LASSROOM EQUIPMENT - WILSON MIDDLE SCHOOL	1,504.25
0021003389	CDW GOVERNM	MENT LASSROOM EQUIPMENT - ROSEMONT MIDDLE SCHOOL	1,504.25
0021003393		TAL SERVICES, INC. OMPUTER SUPPLIES - FOOTHILL SELPA	31.96
0021003406		TAL SERVICES, INC. USTODIAL SUPPLIES - COLLEGE VIEW SCHOOL	85.91
0021003422	TOON BOOM AN	NIMATION INC. CENSES - SECONDARY SERVICES	6,330.00
	AMAZON CAPIT	FOR THEATRE TECHNOLOGY TAL SERVICES, INC. ISTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	45.00 66.38
0021003440		TAL SERVICES, INC. DMPUTER SUPPLIES - FOOTHILL SELPA	25.99
0021003461	AI	FEDERAL CREDIT UNION - VISA RT SUPPLY WAREHOUSE - INSTRUCTIONAL SUPPLIES - HOOVER HIGH CHOOL	641.91
	CDW GOVERNM AUDIOMETRICS BI		617.12 1,800.00
0021003482	HOUGHTON MI	FFLIN DFTWARE -SPECIAL EDUCATION	7,225.88

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003484 SWUN MAT	ГН, LLC SOFTWARE -SPECIAL EDUCATION	33,000.00
0021003515 AMAZON C	CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	56.73
0021003517 MCGRAW I	HILL COMPANIES SUBSCRIPTION AND TRAINING -SPECIAL EDUCATION	3,565.00
0021003519 CABE- CAL	ASSOC. FOR BILINGUAL EDUCATION SERVICE AGREEMENT TO PROVIDE PARENT LEADERSHIP MASTERY LEVEL TRAINING WORKSHOPS - CATEGORICAL PROGRAMS	5,500.00
0021003523 FLINN SCIE 0021003524 B & H PHO		663.53 1,089.98
0021003533 AMAZON C	APITAL SERVICES, INC. OFFICE SUPPLIES - FOOTHILL SELPA	17.82
0021003565 BARNES & 0021003576 WOODSMA	NOBLE LL LAW GROUP CLIENT TRUST ACCOUNT PARENT REIMBURSEMENT -SPECIAL EDUCATION	71.61 5,625.00
0021003577 BURBANK	UNIFIED SCHOOL DIST SALARIES & BENEFITS - FOOTHILL SELPA	3,724.72
0021003578 UPS 0021003585 UC REGENT	TS - SEMEL FINANCE PROGRAM PARTICIPATION FEE -SPECIAL EDUCATION	74.08 1,800.00
0021003594 DISCOUNT 0021003613 TIFFANY R		629.10 14,900.00
0021003618 BRUCE STA	ARK PARENT REIMBURSEMENT -SPECIAL EDUCATION	1,028.77
0021003636 MICHAEL C 0021003637 A2Z EDUCA	BREGOS & MARGARET BEDEVIAN ATIONAL ADVOCATES PROFESSIONAL SERVICES -SPECIAL EDUCATION	990.00 11,000.00
0021003638 ARA AND A	IDA GULLESSARIAN PARENT REIMBURSEMENT -SPECIAL EDUCATION	140,000.00

243,614.99

TOTAL

PO NUMBE	D	LOCAL RESTRICTED RESOURCES VENDOR	AMOUNT
	CDW GOVER		191.60 195.73
	CDW GOVER WENGER CO		1,128.94
0021003400	WENGERCE	MUSICAL INSTRUMENTS/SUPP - ROOSEVELT MIDDLE SCHOOL	1,120.74
0021003425	INNOSEAL S	YSTEMS INC.	724.51
		LOS ANGELES	340.00
0021003443	S.T.A.R. INCO		3,330.00
		SERVICE AGREEMENT FOR GARDEN PROGRAM - FRANKLIN ELEMENTARY SCHOOL	
0021003444	S.T.A.R. INCO	ORPORATED	5,250.00
0021005111	Billing in to	SERVICE AGREEMENT FOR GARDEN PROGRAM - FRANKLIN	2,200.00
		ELEMENTARY SCHOOL	
0021003450	GRAINGER	TOOLG BLOW WILL A GUIDDONE OPEN LEVONG	2,366.48
		TOOLS - FACILITY & SUPPORT OPERATIONS	
0021003451	GLENDALE	BUILDER'S SUPPLIES	442,24
	BIG O TIRES		2,504.60
		AUTOMOTIVE PARTS AND LABOR - FACILITY & SUPPORT OPERATIONS	
0021003453	COUNTY OF	LOS ANGELES	37.00
		R STRONG, LLC	279.00
0021003472	FIRST RESPO	ONSE	1,511.25
		FIRST AID TRAINING AND CERTIFICATION - EEELP	
0021003518	CALIFORNIA	A PAVING & GRADING CO INC.	9,300.00
		SERVICE AGREEMENT FOR ASPHALT REPAIRS AT EDISON ELEMENTARY	
		SCHOOL - FACILITY & SUPPORT OPERATIONS	
0021003573	AMAZON CA	APITAL SERVICES, INC.	379.64
		INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL	
0021003583	EDUCATOR	RESOURCES, INC.(ERI)	597.00
		APITAL SERVICES, INC.	121.26
		OFFICE FURNITURE - EEELP	
0021003591	AMAZON CA	APITAL SERVICES, INC.	132,19
		OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS	
0021003594	DISCOUNT S	CHOOL SUPPLY	106.95
		SEKI HANBAI, INC.	472.68
0021003596	NIPPON SHO	SEKI HANBAI, INC.	1,427.74
		INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	
0021003600	NIPPON SHO	SEKI HANBAI, INC.	2,575.00
		INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	
0021003610	BELDERIAN	ENTERPRISES, LLC	2,500.00
		SERVICE CONTRACT TO PROVIDE ELECTRICAL FOR HANDWASHING	
		STATIONS AT DUNSMORE AND LA CRESCENTA ELEMENTARY SCHOOLS -	

PLANNING, DEVELOPMENT & FACILITIES

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003611 GARCIA'S F	ENCE CORP. SERVICE CONTRACT TO REPAIR AND REINFORCE EXISTING FENCE AT BALBOA ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	3,800.00
0021003612 CROSBY PL	UMBING SERVICE CONTRACT TO INSTALL BACKFLOW AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	13,850.00
0021003628 YEON KYUN	NG PYON CONSULTANT TO PROVIDE KOREAN CULTURE EDUCATION AT VARIOUS ELEMENTARY, MIDDLE AND HIGH SCHOOLS, BOARD APPROVED 12/15/2020 - STUDENT SERVICES	5,200.00
0021003639 AMAZON CA	APITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	104.37
0021003646 AMAZON CA	APITAL SERVICES, INC. OFFICE FURNITURE - EEELP	309.92
0021003648 APPLE VALI	LEY COMMUNICATIONS SERVICE CONTRACT TO REPAIR VARIOUS ELECTRONIC SYSTEMS DISTRICTWIDE - FACILITY & SUPPORT OPERATIONS	5,000.00
0021003651 BELDERIAN	ENTERPRISES, LLC SERVICE CONTRACT TO PROVIDE LABOR AND MATERIAL TO INSTALL PLEXI GLASS AT VARIOUS SCHOOL SITES - PLANNING, DEVELOPMENT & FACILITIES	16,780.00
0021003652 GARCIA'S FI	ENCE CORP. SERVICE CONTRACT TO RENOVATE TENNIS COURT AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	12,000.00
0021003657 BRAIN POP	SUBSCRIPTIONS - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,795.00
0021003658 CAMCOR, IN	IC. INSTRUCTIONAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	2,139.95
0021003668 SCHOOLSFII	RST FEDERAL CREDIT UNION - VISA EPICSPORTS.COM - PHYSICAL EDUCATION SUPPLIES - ROOSEVELT MIDDLE SCHOOL	308.39
0021003671 AMAZON CA	APITAL SERVICES, INC. OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS	111.72
0021003684 GARCIA'S FE	ENCE CORP. EMERGENCY REPAIRS - FACILITY & SUPPORT OPERATIONS	1,565.00
0021003691 LOS ANGELI	ES AIR CONDITIONING, IND.  AIR CONDITIONING SERVICES - FACILITY & SUPPORT OPERATIONS	6,408.91
0021003693 LEXLAND E 0021003696 STUMBAUG		485.51 529.20

PO NUMBE	R	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0021003697	CENTRAL SO	CREEN COMPANY WINDOW REPAIR AND SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,873.04
0021003699	ADVANCED SUNBELT RI CART MART	·	375.00 887.85 2,857.15
	ULINE SHIPI CHARLES M		256.82 2,761.08
0021003703	GARCIA'S FE	ENCE CORP. EMERGENCY REPAIRS AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,465.00
0021003705	COPY NETW	ORK SIGNS - CRESCENTA VALLEY HIGH SCHOOL	1,480.34
0021003707	ARC (AMERI	ICAN REPROGRAPHICS COMPANY,LLC)	330.75
		TOTAL	118,588.81
	FIRST RESPO	CHILD DEVELOPMENT FUND DNSE RST FEDERAL CREDIT UNION - VISA EVERYCHILD CALIFORNIA - CONFERENCE EXPENSES - EEELP	588.75 50.00
0021003586	SCHOOLSFI	RST FEDERAL CREDIT UNION - VISA EVERYCHILD CALIFORNIA - CONFERENCE EXPENSES- EEELP	269,00
0021003621	AMAZON CA	APITAL SERVICES, INC. OUTDOOR STORAGE SHED - EEELP	542.43
0021003654	SCHOOLSFIF	RST FEDERAL CREDIT UNION - VISA EVERYCHILD CALIFORNIA - CONFERENCE EXPENSES- EEELP	50,00
0021003656	JOURNEYED	O.COM INC	115.00
		TOTAL	1,615,18
0021003458	SNA	FOOD SERVICES FUND	132.50
		TOTAL	132.50
0021003446	ARC (AMERI	MEASURE S PROJECTS FUND CAN REPROGRAPHICS COMPANY,LLC) BLUEPRINTING SERVICES - MONTE VISTA ELEMENTARY SCHOOL	1,200.00
0021003525	WIL-POWER	BATTERY DISTRIBUTORS BUILDING MAINTENANCE - CRESCENTA VALLEY HIGH SCHOOL	16,390.25

PO NUMBER	MEASURE S PROJECTS FUND (CONTINUATION) VENDOR	AMOUNT
0021003551 NJP	SPORTS INC SERVICE CONTRACT TO INSTALL PRIVACY WINDSCREEN AT MARSHALL ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	2,275.00
0021003650 KDD	I AMERICA, INC SERVICE CONTRACT TO PROVIDE AND INSTALL TELEPHONE SYSTEM - PLANNING, DEVELOPMENT & FACILITIES	15,486.11
0021003653 CHA	LMERS CONSTRUCTION SERVICES, INC SERVICE CONTRACT FOR WINDOW REPLACEMENT AT LINCOLN ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	174,900.00
0021003660 SOU	THERN BLEACHER CO., INC. BUILDING MAINTENANCE AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	24,185.00
0021003688 BELI	DERIAN ENTERPRISES, LLC SERVICE CONTRACT TO DEMOLISH ARTIFICIAL TURF AND INSTALL CONCRETE - PLANNING, DEVELOPMENT & FACILITIES	3,950.00
0021003690 tBP/A	RCHITECTURE PROFESSIONAL SERVICES - MONTE VISTA ELEMENTARY SCHOOL	25,000.00
0021003692 PARA	AGON SYSTEMS INC SERVICE CONTRACT FOR DATA CABLING AT VARIOUS SCHOOL SITES - PACIFIC AVENUE EDUCATION CENTER - PLANNING, DEVELOPMENT & FACILITIES	21,062.50
	TOTAL	284,448.86
0021003659 TRUI	CAPITAL PROJECTS & IMPROVEMENT FUND ELINE CONSTRUCTION & SURFACING, INC. SERVICE CONTRACT FOR TENNIS COURT RENOVATION AT GLENDAL HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	89,200.00
	TOTAL	89,200.00
0021003476 ALLI	WORKERS' COMPENSATION FUND ANCE OF SCHOOLS FOR INSURANCE - FINANCIAL SERVICES	770,442.00
	TOTAL	770,442.00
0021003477 HOO	MC LENNAN DONATIONS VER HIGH SCHOOL - A.S.B. QUARTERLY INTEREST - FINANCIAL SERVICES	1,522.56
	TOTAL	1,522.56

# LIST OF PO CHANGE ORDERS DURING THE PERIOD OF 12/7/2020 THROUGH 1/8/2021 CONSENT CALENDAR NO. 5 - JANUARY 19, 2021

Change Order Date	PO#	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
12/10/2020	0021002794	LISA MARRIOTT	INCREASED PO FOR ADDITIONAL SERVICES NEEDED	\$2,500.00	\$11,000.00	\$13,500.00
12/10/2020	0020103658	BALFOUR BEATTY	INCREASED PO FOR ADDITIONAL SCOPE OF WORK - BOE 11/7/2020	\$14,008,557.00	\$72,438.00	\$14,080,995.00
12/16/2020	0021000610	INTERNATIONAL SECURITY	INCREASE PO FOR ADDITIONAL SERVICES	\$55,000.00	\$20,000.00	\$75,000.00
1/4/2021	0001026698	THE NAZERIAN GROUP	INCREASE PO DUE TO REQUIRED CHANGES TO THE PROJECTS	\$1,165,708.26	\$29,695.66	\$1,195,403.92
1/4/2021	0021000914	UNITED SITE SERVICES	INCREASE PO FOR ADDITIONAL SERVICES	\$3,000.00	\$319.07	\$3,319.07
1/7/2021	0021002862	ALL AMERICAN SPORTS CORP.	INCREASE PO FOR ADDITIONAL SERVICES	\$5,615.99	\$11,972.40	\$17,588.39
1/8/2021	0021002493	STEPHANIE DJELLOU- LEDRU	INCREASE PO FOR CONTRACT EXTENSION	\$3,375.00	\$4,035.00	\$7,410.00
1/8/2021	0021002492	AGATA GRAVANTE	INCREASE PO FOR CONTRACT EXTENSION	\$3,375.00	\$5,043.00	\$8,418.00
1/8/2021	0021003011	NORA HESCHI	INCREASE PO FOR CONTRACT EXTENSION	\$3,375.00	\$4,425.00	\$7,800.00
1/8/2021	0021002789	DEMCO	INCREASE BPO FOR ADDITIONAL SUPPLIES	\$500.00	\$500.00	\$1,000.00
1/8/2021	0021002025	SCHOOL MINT	INCREASE BPO TO COVER ADDITIONAL COSTS	\$10,000.00	\$10,000.00	\$20,000.00
1/8/2021	0021002557	OFFICE DEPOT	INCREASE PO FOR ADDITIONAL SUPPLIES	\$3,000.00	\$400.00	\$3,400.00
1/8/2021	0021000450	OFFICE DEPOT	INCREASE BPO FOR ADDITIONAL SUPPLIES	\$2,000.00	\$1,000.00	\$3,000.00
1/8/2021	0021000453	OFFICE DEPOT	INCREASE BPO FOR ADDITIONAL SUPPLIES	\$2,500.00	\$500.00	\$3,000.00
1/8/2021	0021000454	OFFICE DEPOT	INCREASE BPO FOR ADDITIONAL SUPPLIES	\$6,000.00	\$1,000.00	\$7,000.00

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

#### 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 and Fund 35.0.

*In support of Board Priority* #4 – Maintain District Financial Responsibility – Ensure the fiscal health of the district; implement a fiscal plan to preserve the district resources; and plan for the district's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT
January 19, 2021
CONSENT CALENDAR NO. 6
BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

		BUDGET	BUDGET
REVENUES		TRANSFERS	ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$1,044
8910-8999	Transfers In/Contributions	\$0	(\$735,800)
TOTAL REVENUES		\$0	(\$734,756)

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	(\$250,000)
2000	Classified Salaries	\$2,394	\$0
3000	Employee Benefits	(\$3,277)	(\$100,000)
4000	Instructional Supplies	\$883	\$0
5000	Contract Services	\$0	\$750
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIA	ATIONS	\$0	(\$349,250)

NET INCREASE/DECREASE IN FUND BALANCE	\$0	(\$385,506)

January 19, 2021
BUDGET TRANSFER AND ADJUSTMENT REPORT
CONSENT CALENDAR NO. 6
BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

#### **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:
					i						
					i		ĵ				
Muir	General	0	(883)	0	883	0	0	0	0	\$0	Supplies
Jefferson	General	0	0	0	0	0	0	0	0	\$0	Supplies
Jefferson	General	0	0	0	0	0	0	0	0	\$0	Supplies
Toll	General	0	0	0	0	0	0	0	0	\$0	Supplies
Toll	General	0	0	0	0	0	0	0	0	\$0	Supplies
Toll	General	0	0	0	0	0	0	0	0	\$0	Services
VARIOUS	Supplemental Program	0	3,277	(3,277)	0	0	0	0	0	\$0	Certificate salaries and Benefits
								<u> </u>			
		\$0	\$2,394	(\$3,277)	<u> </u> \$883	\$0	\$0	\$0	\$0	\$0	<u> </u>

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:
-											
CVHS	Athletics Support Program	0	0	0	0	750	0	0	0	\$750	Cheer Stipend
District Misc. Income	General Fund	0	0	0	0	0	0	0_	294	\$294	Recycling
District	General Fund	0	0	0	0	0	0	0	(735,800)	(\$735,800)	SPED Disproportionality / Contribution
District	SPED	(250,000)	0	(100,000)	0	0	0	0	350,000	\$0	SPED Disproportionality Placehoder Reversal
_									_		
	<b>1</b>	0	0	0	0	0	0	0	0	\$0	
	•	(\$250,000)	\$0	(\$100,000)	\$0	\$750	\$0	\$0	(\$385,506)	(\$734,756)	···

Object Codes

1000 Certificated Salaries

5000 Services & Other Operating Supplies

2000 Classified Salaries 3000 Employee Benefits 6000 Capital Outlay

7000 Other Outgo

4000 Books & Supplies

9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT January 19, 2021 CONSENT CALENDAR NO. 6 BUDGET TRANSFER AND ADJUSTMENT REPORT

# GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

		BUDGET	BUDGET
REVENUES		TRANSFERS	ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	\$3,060,112
8300-8599	Other State	\$0	\$0 [4]
8600-8799	Local	\$0	\$176,155
8910-8999	Transfers In/Contributions	\$0	\$735,800
TOTAL REVENUES		\$0	\$3,972,067

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$1,282,584
2000	Classified Salaries	\$0	\$1,574,000
3000	Employee Benefits	\$0	\$751,525
4000	Instructional Supplies	\$0	\$209,255
5000	Contract Services	\$0	\$136,969
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$17,734
TOTAL BUDGETED APPROPR	IATIONS	\$0	\$3,972,067

NET INCREASE/DECREASE IN FUND BALANCE	\$0   6   6   6   6   6   6   6   6   6	\$0 // / / / / / / / / / / / / / / / / /

January 19, 2021 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										
Total Budget Trsfrs	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	XXX	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
									•			
Cemtos Elementary	CARE program	32200.0	0	0	0	0	0	0	0	0	\$0	Supplies
Toll	General Fund	32200.0	0	0	0	0	0	0	0	G	\$0	Supplies
FACTS	FACTS	32200.0	0	0	0	0	0	0	0	0	\$0	Supplies
Daily HS	CSI	31821.0	0	0	0	0	0	0	0	0	\$0_	Supplies
Adminstration	RSI	42161.0	0	0	0	0	0	0	0	0	\$0	Supplies
VARIOUS	TITLE !	30100.0	0	0	0	0	0	0	0	0	\$0	Supplies
Daily HS	CSI	78102.0	0	0	0	0	0	0	0	0	\$0	Certificated and Benefits
·												
			0	0	0	0	0	0	0	0	\$0	
			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTME	NTS	Resource										
Dept/Site	Program Description	Code	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Daily HS	School Site Donations	95100.0	0	0	0	0	20	0	0	0	\$20	To allocate income
Cerritos	School Site Donations	95100.0	0	0	0	200	0	0	0	0	\$200	To allocate income
Toll	Donation from Community Foundation of the	95100.0	0	0	0	500	0	0	0	0	\$500	To allocate income
Student Services	TUPE program	66903.0	(19,474)	0	(7,400)	3,611	1,179	0	222	0 (	(\$21,862)	Adjustment to correct budget for 20-21
Education Services	Donation from FACE Foundation	94379.0	0	0	0	4,000	0	0	0	0	\$4,000	To allocate income(French FLAG prg-Franklin)
Student Wellness Serv	ic Donations	94310.0	0	0	0	25	0	0	0	0	\$25	To allocate income
Student Wellness Serv	ic Donation from Glendale School Management	94310.0	0	0	0	1,000	0	0	0	0	\$1,000	To allocate income
	ic Donation from Glendale Elementary Principals	94310.0	0	0	0	100	0	0	0	0	\$100	To allocate income
Monte Vista	School Site Donations	95100.0	0	2,000	0	0	0	0	0	0	\$2,000	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	5,000	0	0	0	0	\$5,000	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	28	0	0	0	0	\$28	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	44	0	0	0	0	\$44	To allocate income
District	ESSER Fund	32100.0	780,000	1,572,000	648,000	0	0	0	0	0	\$3,000,000	Additional ESSR Appropriation
District	IDEA Basic	33100.0	0	0	0	0	0	0	0	0	\$0	Adjustment to IDEA Basic
District	IDEA Preschool	33151.1	0	0	0	0	112	0	0	0	\$112	Adjustment to IDEA Preschool
District	CCEIS	33120.0	508,376	0	108,032	37,180	50,494	0	15,842	0	\$719,924	Adjustment for CCEIS for resource 33120.0
District	CCEIS	33180.0	11,211	Ö	2,381	820	1,114	0	350	0	\$15,876	Adjustment for CCEIS for resource 33180.0
Education Services	Donations	94377.0	0	0	0	250	0	0	0	0	\$250	To allocate income
Nutrition Services	Donation from GENYOUth Inc	94008.0	0	0	0	24,000	0	0	0	0	\$24,000	To allocate income (School Nutrition Foundaiton)
District	Cubesat Award	94034.0	0	0	0	5,000	0	0	0	0	\$5,000	To allocate income
Education Services	Donation from Fondazione Italia	94389.0	0	0	0	0	6,250	0	0	0	\$6,250	To allocate income(FLAG-Italian prg -Hoover HS
Education Services	Donation from Fondazione Italia	94372.0	0	0	0	0	19,400	0	0	0	\$19,400	To allocate income(FLAG-Italian prg -Franklin ))
Education Services	Donation from Fondazione Italia	94388.0	0	0	0	0	2,900	0	0	0	\$2,900	To allocate income(FLAG-Italian prg - Toll)
Administration	RSI	42161.0	2,471	0	512	697	55,000	0	1,320	0	\$60,000	To altocate income (new income)
Cateogrical Program	Donation from Glendale Kiwanis Foundation	94003.0	0	0	0	0	500	0	0	0	\$500	To allocate income
District	GEF Arts Grant	94302.1	0	0	0	58,600	0	0	0	0	\$58,600	To allocate income (GEF Art Grant)
District	GEF Teacher Grants Support	94302.2	0	0	0	20,000	0	0	0	0		To allocate income (GEF Teacher Grants Support)
District	GEF Health Grant	94302.3	0	0	0	23,200	0	0	0	0_		To allocate income (GEF Health Grant)
District	GEF Science & Tech	94302.4	0	0	0	23,200	0	0	0	0	\$23,200	To allocate income (GEF Science & Tech)
District	GEF Bently new teachers	94302.6	0	0	0	1,800	0	0	0	0	\$1,800	To allocate income (GEF Bently New teachers)
			0	0	0	0_	0	0	0	0	\$0	

Total Budget Adjustments

\$1,282,584 \$1,574,000 \$751,525

\$209,255 \$136,969

\$17,734

\$0 \$3,972,067

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
January 19, 2021
CONSENT CALENDAR NO. 6
BUDGET TRANSFER AND ADJUSTMENT REPORT

Measure S Project Fund (21.1)

		BUDGET	BUDGET
REVENUES		TRANSFERS	ADJUSTMENTS
8010-8099	Revenue Limit	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$54,510
8910-8999	Transfers In/Contributions	\$0	\$3,000,000
TOTAL REVENUES		\$0	\$3,054,510

		BUDGET	BUDGET
APPROPRIATION OBJECT		TRANSFERS	ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$0
3000	Employee Benefits	\$0	\$0
4000	Instructional Supplies	\$0	\$54,510
5000	Contract Services	\$0	\$0
6000	Capital Outlay	\$0	\$3,000,000
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIA	ATIONS	\$0	\$3,054,510

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0

**GLENDALE UNIFIED SCHOOL DISTRICT** January 19, 2021 CONSENT CALENDAR NO. 6 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT MEASURE S PROJECT FUND (21.1)

#### DUDGET TRANSFERS

RODGELL	KANSFERS										
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	
			**	**	**		40	**	\$0	ėn.	
Total Budge	et Iransters	\$0	\$0	\$U	\$0	<b>\$</b> U	20	\$0	ֆU	\$0	

#### **BUDGET ADJUSTMENTS**

Daniel (Cita	December December	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Dept./Site	Program Description	1000	2000	3000	4000	3000	0000	7000	3000	IOtal	Adjustment appropriates funds for.
ETIS	Technology	0	0	0	54,510	0	0	0	0		Reimbursement from Glenoaks
District	Career ant Technical Education	0	0	0	0	0	3,000,000	0	0	\$3,000,000	CMHS STEM building - cash balance transfe
			<u></u>								
	-									•	
			i i								
Total Budg	et Adjustments	\$0	\$0	\$0	\$54,510	\$0	\$3,000,000	\$0	\$0	\$3,054,510	

Object Codes

1000 Certificated Salaries

2000 Classified Salaries

3000 Employee Benefits

4000 Books & Supplies 5000 Services & Other Operating Supplies

6000 Capital Outlay

7000 Other Outgo

8000 Income

9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
January 19, 2021
CONSENT CALENDAR NO. 6
BUDGET TRANSFER AND ADJUSTMENT REPORT

County School Facilities Fund(35.0)

		BUDGET	BUDGET
REVENUES		TRANSFERS	ADJUSTMENTS
8010-8099	Revenue Limit	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$3,000,000
8600-8799	Local	\$0	\$0
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$3,000,000

		BUDGET	BUDGET
APPROPRIATION OBJECT		TRANSFERS	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	\$3,000,000
TOTAL BUDGETED APPROPRIATION	S	\$0	\$3,000,000

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0

GLENDALE UNIFIED SCHOOL DISTRICT January 19, 2021 CONSENT CALENDAR NO. 6 County School Facilities Fund (35.0)

#### BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	5000	6000	7000	9000	Total Tran	sfer provides funds for:
		0	0	0	0	0	0	0	0	
Total Budget Tra	ansfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

#### BUDGET ADJUSTMENTS

Dept/Site	Program Description	1000	2000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
District	CMHS STEM building	0	0	0	0	0	3,000,000	0	3,000,000	CMHS Stem building - Cash balance transf

\$0

\$0 \$3,000,000

\$0 \$3,000,000

Total Budget Adjustments

Object Codes

1000 Certificated Salaries

2000 Classified Salaries 3000 Employee Benefits

4000 Books & Supplies

5000 Services & Other Operating Supplies

\$0

\$0

6000 Capital Outlay

7000 Other Outgo

9000 Reserves

\$0

January 19, 2021

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

**SUBJECT:** Transfer of Cash Balance from the County Schools Facilities Fund

(35.0) to the Measure S Projects Fund (21.1)

The Superintendent recommends that the Board of Education approve a transfer of cash balance of \$3,000,000 from the County Schools Facilities Fund (35.0) to the Measure S Projects Fund (21.1)

The transfer to the Measure S Projects Fund represents \$3,000,000 of State Career Technical Education Grant funding for the Clark Magnet High School STEM building. The Board of Education approved this project on December 12, 2017 under Action Report No. 8.

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

January 19, 2021

#### CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: Termination of Contract with Rachlin Partners for Architectural

Services at the Monte Vista Elementary School New Building Project

The Superintendent recommends that the Board of Education terminate the contract with Rachlin Partners for architectural services at the Monte Vista Elementary School New Building Project.

On May 19, 2020, the Board approved a Project Authorization Addendum with Rachlin Partners (Rachlin) for architectural services for the Monte Vista Elementary School New Building Project for a not-to-exceed cost of \$800,000. Following this approval, staff worked with Rachlin to finalize the contract and determine the percentage of the project that would be paid based on the approved Master Agreement.

Throughout the course of the project, Planning, Development and Facilities (PDF) staff encountered several obstacles while working with Rachlin. In addition to these obstacles, on December 14, 2020, the District received a termination letter from Rachlin asking that the District "find an Architect more suitable" for the project, citing their lack of expertise with modular building construction, as well as difficulties with obtaining a fully dedicated team for the project.

As a result, PDF staff is recommending to terminate the contract with Rachlin Partners for convenience pursuant to Article 9.2 of the Master Agreement for Architectural Services. Any outstanding invoices for work performed at the Monte Vista Project prior to the termination will be requested from Rachlin following this approval. Prior to being submitted for payment, invoices will be reviewed for accuracy and to confirm services rendered.

An agreement with a new architectural firm for the project is being approved on this agenda, listed as Action Report No. 3, in order to minimize delay costs on the project and recover lost time.

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

January 19, 2021

#### CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: Approval of Annual Deferred Maintenance Projects List for 2021

The Superintendent recommends that the Board of Education approve the Annual Deferred Maintenance Projects List for 2021 for a total of \$1.5 million, funded by Measure S Annual Deferred Maintenance Projects funds.

Each year, Facility and Support Operations (FASO) along with Planning and Development staff compile a list of prioritized Annual Deferred Maintenance projects that focus on necessary student & staff safety and physical plant repairs. This list of work is prioritized based on the needs of each school and is paramount to the ongoing operations of our school sites.

In November 2012, the Board approved an annual allocation of \$1.5 million in Measure S funding to continue the Deferred Maintenance program. On May 3, 2016, the Board approved the continued funding of \$1.5 million for Annual Deferred Maintenance projects for seven (7) years, until 2023. The attached 2021-2022 Measure S – Annual Deferred Maintenance Projects list is within the previously approved budget of \$1,500,000.

This project is funded by Measure S – Annual Deferred Maintenance, 2021 funds.

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

# FASO Deferred Maintenance Project List 2021 – Recommendation Measure "S" Funded

	Facility	Trade	Scope of work	Estimate
1	Clark	Pavement	Type III slurry seal and stripe student parking lot	100,000
2	Cloud	Pavement	Type III slurry seal and stripe. CVHS and Cloud staff lot	50,000
3	Cloud	Plumbing	Replace root impacted storm drain line	24,000
4	Dunsmore	Plumbing	Replace sanitary sewer line that connects the row buildings	75,000
5	Franklin	Roofing	Remove and replace the roof in the kitchen and lunch shelter	112,000
6	Fremont	Roofing	Recoat the 6000 and Administration buildings	200,000
7	GHS	Plumbing	Replace drain line for restroom 1000 bldg. 1st floor	25,000
8	Marshall	Pavement	Type III slurry seal and stripe staff parking lot and playground	100,000
9	Mountain	Roofing	Recoat the main building	80,000
10	Mountain	Painting	Repaint limited exterior areas	70,000
11	Rosemont	HVAC	Replace the AC units in the 6000 building (6) rooms – Phase 1 or 2	400,000
12	Rosemont	Carpentry	Replace sliding glass door system.	45,000
13	Verdugo Woodlands	Painting	Repaint exterior of main building	95,000

Subtotal \$1,376,000
+ Project Manager fees (P&D) \$75,000
+ Contingency \$50,000

Total

1,501,000

January 19, 2021

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: Authorization to Dispose of Surplus Property

The Superintendent recommends that the Board of Education declare various computer equipment located at Educational Technology and Information Services department listed on the attached as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

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

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
20665	45121hd9f5w	присавте)	Laptop	Apple	MacBook	VVW	10/1/2020
20660	45121hdaf5w		Laptop	Apple	MacBook	VVW	10/1/2020
20000	5cd6478ilf	1	Chromebook	hp	G4	ETIS	10/1/2020
	MXL024266S		Desktop	HP	800 Elite	CLV	10/2/2020
	MXL024266X	<del> </del>	Desktop	HP	800 Elite	CLV	10/6/2020
32380	MXL2100YMF	<del> </del>	Desktop	HP	800 Elite	CLV	10/6/2020
32360	MXL024266Q		Desktop	HP	800 Elite	CLV	
	MXL024266R	1	Desktop	HP	800 Elite	CLV	10/6/2020
32376	MXL2100YMD	-	Desktop	HP	800 Elite	CLV	10/6/2020 10/6/2020
32370	MXL2100YM8		Desktop	HP	800 Elite	CLV	
32379	MXL21001M8 MXL2100YM7			- A			10/6/2020
32379	MXL2100YM6		Desktop	HP	800 Elite	CLV	10/6/2020
	A THE RESERVE OF THE PROPERTY		Desktop	HP	800 Elite	CLV	10/6/2020
32377	MXL2100YMB		Desktop	HP	800 Elite	CLV	10/6/2020
32382	MXL2100YMC	4	Desktop	HP	800 Elite	CLV	10/6/2020
37105	3C13000835		Chromebook	hp	G1	MAN	10/9/2020
37207	3C12000315		Chromebook	hp	g1	MAN	10/9/2020
377059	3C13000643	ļ	Chromebook	hp	g1	MAN	10/9/2020
40442	3C18001691	-	Chromebook	hp	g1	JEF	10/9/2020
40442	3C18001691		Chromebook	HP	Gl	JEF	10/9/2020
21656	2UA314031Z	-	Desktop	HP	8300 Elite		10/22/2020
40616	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40678	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40786	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40711	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40635	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40536	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40528	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40602	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40677	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40758	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40669	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40780	Illegible		Chromebook	HP	G1	BAL	10/22/2020
40659	Illegible	0.2	Chromebook	HP	G1	BAL	10/22/2020
N/A	3A06001340		Chromebook	HP	G1	BAL	10/22/202
40743	Illegible		Chromebook	HP	G1	BAL	10/22/202
40636	Illegible		Chromebook	HP	G1	BAL	10/22/202
40756	Illegible		Chromebook	HP	G1	BAL	10/22/202
40759	Illegible		Chromebook	HP	G1	BAL	10/22/202
40652	Illegible		Chromebook	HP	G1	BAL	10/22/202
40796	Illegible		Chromebook	HP	G1	BAL	10/22/202
40779	Illegible		Chromebook	HP	G1	BAL	10/22/202
40774	Illegible		Chromebook	HP	G1	BAL	10/22/202
40642	Illegible		Chromebook	HP	G1	BAL	10/22/202
N/A	3A14001593		Chromebook	HP	G1	BAL	10/22/202
40782	Illegible		Chromebook	HP	G1	BAL	10/22/202
40745	Illegible		Chromebook	HP	G1	BAL	10/22/202
40785	Illegible		Chromebook	HP	G1	BAL	10/22/202
40524	Illegible	1	Chromebook	HP	G1	BAL	10/22/202
40515	Illegible		Chromebook	HP	G1	BAL	10/22/202
40755	Illegible		Chromebook	HP	G1	BAL	10/22/202
39723	Illegible	1	Chromebook	HP	G1	BAL	10/22/202
40633	Illegible		Chromebook	HP	G1	BAL	10/22/202
40799	Illegible	Y	Chromebook	HP	G1	BAL	10/22/202
40631	Illegible		Chromebook	HP	G1	BAL	10/22/202
40668	Illegible		Chromebook	HP	GI	BAL	10/22/202
40767	Illegible		Chromebook	HP	G1	BAL	10/22/202
40742	Illegible		Chromebook	HP	G1	BAL	10/22/202
N/A	3928001672		Chromebook	HP	G1	BAL	10/22/202

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
N/A	60410450	AND A DESCRIPTION OF THE PERSON OF THE PERSO	Video Camcorder	Hitachi	VM2900A	LCR	10/22/2020
21312	c02hc0a7dhjf		DESKTOP	Apple	IMAC	ADM	11/6/2020
41167	CR3KA002251		Video Camcorder	Panasonic	HC-V720	CV	7/2/2020
20438	KOHX02026		Video Camcorder	Panasonic	HDC-TM700	CV	7/2/2020
20438	KUHAU2U2U		video Camcorder	Panasonic		CV	11212020
44536	5CG5191L9W		Laptop	HP	Elitebook Folio 9480m	ADM	11/13/2020
37363	3C13000504		Chromebook	HP	Gl	MAN	12/2/2020
n/a	ence6e52re		Printer	HP	Laserjet 1600	adm	12/4/2020
51186	8CG6375QZV	805762	Chromebook	HP	Chromebook 11 G5	mur	12/4/2020
44276	5CD5166KCD	806103	Chromebook	HP	Chromebook 11 G3	mur	12/4/2020
26724	CNU0131QGM	000105	Laptop	HP	6730b	DHS	12/14/2020
	CNOUISIQUIVI	002100					
26132		802180	Copier	Toshiba	e-studio 523	MUR	12/14/2020
42579	5CD4481L22		Chromebook	HP	Chromebook 11 G3	SPED	12/21/2020
40741	3C14001067		Chromebook	HP	Chromebook 11 G1	ETIS	12/21/2020
45223	5CD5256YQL		Chromebook	HP	Chromebook 11 G3	ADM	12/21/2020
49706	DMPS8W67HG5D		Tablet	Apple	iPad Air 2	SPED	12/22/2020
31177	MXL6072737		Desktop	HP	EliteDesk 800 G2 SFF	ADM	12/22/2020
						95 199 11	
		1					

January 19, 2021

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

**SUBJECT:** Consideration of Damage Claim

The Superintendent recommends that the Board of Education reject Claim #013-000273, and refer the claim to the District's claims administrator for processing in accordance with applicable laws.

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

January 19, 2021

#### CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Marine Avagyan, Director, Equity, Access, and Family

Engagement

SUBJECT: Quarterly Uniform Complaint Report Summary, Williams

**Settlement Legislation** 

The Superintendent recommends that the Board of Education approve the submission of the Quarterly Uniform Complaint Report Summary, as mandated under the Williams Court Case Settlement, to the Superintendent of the Los Angeles County Office of Education.

Recent legislation regarding the settlement of the Williams Lawsuit requires Local Educational Agencies to file Quarterly Uniform Complaint Report Summaries to the school district Governing Board and to the County Office of Education. The Quarterly Report documents information regarding complaints about instructional materials, facilities, teacher vacancies and mis-assignments.

The Quarterly Uniform Complaint Report Summary for the period of October 1, 2020 through December 31, 2020 is attached and will be sent to the Los Angeles County Office of Education (LACOE).

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

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



Telephone: FAX:

E-Mail:

(562) 803-8382 (562) 803-8325

Chauhan\_Kirit@lacoe.edu

## Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2020-2021

District Name: Glendale Unified Sc	hool District	Date:	January 6, 20	)21
Person completing this form: Carol C	Corbo	Title:	Sr. Administrative	e Secretary
Quarter covered by this report (Check	One Below):			
☐ 1st QTR July 1 to Septe ☐ 2nd QTR October 1 to D ☐ 3rd QTR January 1 to M ☐ 4th QTR April 1 to June	Pecember 31 farch 31	Due 1 Due 1	6-Oct 2020 5- Jan 2021 6-Apr 2021 6-Jul 2021	
Date for information to be reported pul	olicly at governing board n	neeting:	January 19,	2021
Please check the box that applies:				
No complaints were fil indicated above.	ed with any school in the	district d	luring the quar	ter
Complaints were filed above. The following complaints.	with schools in the district chart summarizes the natu	during tre and re	the quarter indi esolution of the	icated ese
	Number of Complaints Received in Quarter	Nur	mber of Complain Resolved	ts Number of Complaints Unresolved
Instructional Materials			- ,,,,,,,	
Facilities				
Teacher Vacancy and Misassignment	,			
TOTAL				
Print Name of District Superintendent	Dr. Vivian Ekchian		, , , , , , , , , , , , , , , , , , , ,	,
Signature of District Superintendent _		***************************************	Date	<del></del>
Return the Quarterly Summary to: Williams Legislation Implementation P Los Angeles County Office of Education c/o Kirit Chauhan, Williams Settlement 9300 Imperial Highway, ASM/Williams Downey, CA 90242	n Legislation			

January 19, 2021

#### CONSENT CALENDAR NO. 13

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 Services Agreement Between Glendale Unified

School District and California Respite Care, Inc.

The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and California Respite Care, Inc. in the amount of \$25,000 to provide home-based services to meet the needs of students.

California Respite Care, Inc. is an agency that provides home-based intensive individual support services to meet the needs of students. It is estimated that \$25,000 will be needed to pay for services for the remainder of 2020-2021 school year. Special education resources will be used to pay for these services.

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

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

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

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

### SERVICES AGREEMENT

of	is <b>Agreement</b> for Professional Services ("Agreement") is made and entered into as of the7thday, 2021 by and between the Glendale Unified School District, ("District") and
1S	California Respite Care, inc a corporation, whose place of business  Upland, CA [City], herein referring to as ("Contractor"), (together, "Parties").
W.	TTNESSETH: The parties do hereby contract and agree as follows:
1.	Services Description. CONTRACTOR will perform the services described in the "Scope of Work"
	attached hereto as Addendum A and made a part thereof.
N(	DW, THEREFORE, the Parties agree as follows:
1.	<b>Term</b> . Contractor shall commence providing services under this Agreement on January 7, 2021 and will diligently perform as required and complete performance by June 30, 2021
2.	Submittal of Documents. The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:
	<ul> <li>X Signed Agreement</li> <li>X Workers' Compensation Certification</li> <li>X Fingerprinting/Criminal Background Investigation Certification</li> <li>X Insurance Certificates and Endorsements</li> <li>X W-9 Form</li> <li>X Non-collusion Declaration</li> <li>X Tuberculosis Clearance</li> </ul>
3,	Compensation. District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE)  Twenty five thousand dollars (\$ 25,000.00 ) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:
	Note: Accounts Payable will not process payment until the services have been completed. Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.
4.	Expenses. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:  4.1. N/A

- 5. Independent Contractor. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
- 6. **Materials**. Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
- 7. Copyright/Trademark/Patent. Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

#### 8. Termination.

- 8.1. Without Cause by District. District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
- 8.2. Without Cause by Contractor. Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
- 8.3. With Cause by District. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
  - 8.3.1. material violation of this Agreement by the Contractor; or
  - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
  - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

9. Indemnification. To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

#### 10. Insurance.

10.1. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance, including Bodily	
Injury, Personal Injury, Property Damage, Advertising Injury, and	
Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

10.1.1. Commercial General Liability and Automobile Liability Insurance.

Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

- 10.1.2. Workers' Compensation and Employers' Liability Insurance. Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.
- 10.1.3. **Professional Liability (Errors and Omissions)**. Professional Liability Insurance as appropriate to the Contractor's profession.
- 10.2. **Proof of Carriage of Insurance**. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:
  - 10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."
  - 10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.
  - 10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
    - 10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 10.3. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.
- 11. **Assignment**. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

- 12. Compliance with Laws. Debarment and Suspension. Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
- 13. Certificates/Permits/Licenses. Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
- 14. **Employment with Public Agency**. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
- 15. **Anti-Discrimination**. District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
- 16. **Fingerprinting of Employees**. The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
- 17. No Rights in Third Parties. This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors**. The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
  - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
- 19. Limitation of District Liability. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. Confidentiality. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

Both parties will maintain in confidence and safeguard all confidential information, as defined in this paragraph, of the other party, it 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 conduction 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.

21. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

#### District:

#### Glendale Unified School District

223 N. Jackson Street Glendale, California 91206 ATTN: Arlk Panossian

#### **Contractor:**

California Respite Care, Inc
545 N. Mountain Avenue, Suite 203
Upland, CA 91786
ATTN: Matt Francis

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

- 22. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
- 23. California Law. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
- 24. Waiver. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
- 25. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
- 27. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
- 28. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
- 29. Captions and Interpretations. Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

- representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
- 30. Calculation of Time. For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
- 31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
- 32. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 33. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
- 34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
- .39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
- 40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
- 41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. The operation of vehicles by either Party's personnel on the other Party's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party's property and involving either Party's personnel shall be reported promptly to the appropriate Party's personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

42. Employee Eligibility Verification: The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statues and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

## SIGNATURE PAGE

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

		President			
Signatu Matt Fran		Title:	20.04		
Print Na		Dated:	, 20 <u>21</u>		
		Office Manager			
Signatu	re	Title:			
Marlene M		Dated:	, 20 <b>21</b>		
Print Na	ame				
first corporate second corpor stant Treasure rnatively, a sir	is a corporation, signatures of two specific of officer signature must be one of the follow ate officer signature must be one of the follor.  In the company of the corporations of the company. (California Corporations Corporat	ing: 1) Chairman of the Board; 2) the owing: 1) Secretary; ) Assistant Secretary; ) Assistant Secretary; ) Assistant Secretary; )	e President; 3) any Vice President. retary; 3) Chief Financial Officer; 4		
ormation re	egarding Contractor:	37-1578833			
dress:	545 N. Mountain Avenue, Suite 203	Employer Identification Social Security No.			
	Upland, CA 91786	NOTE: Section 6	041 of the Internal		
lephone: (909)910-1522 Ext. 0		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)			
simile: Iail:	mfrancis@calrespitecare.com	more to furnish t information to th	pients of \$600.00 or heir taxpayer le payer. In order to e requirements, the		
e of Busine		District requires	the Contractor to		
] Individua			mation requested in this		
⊒ Sole Flop ☐ Partnersh	orietorship in	section.			
	r Partnership				
	on, State: California				
<del>-</del>	Liability Company				
] Other:					
ndale Uni	fied School District				
		Date:			
nt Name:	Dr. Kelly King				

## **ATTACHMENT A**

## DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Contractor's entire Proposal is <u>not</u> made part of this Agreement.

Contractor may provide the following General Services:

Consultant, as needed, to provide One to One Personal Assistance to Special Education students.

Rates: \$39/hour

#### **EXHIBIT "A"**

#### **WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Work of this Contract.

Date:	
Name of Contractor:	California Respite Care, Inc
Signature:	
Print Name and Title:	

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

## EXHIBIT "B" <u>FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION</u>

One of attache	One of the three boxes below <u>must</u> be checked, with the corresponding certific attached to the Independent Contractor Agreement for Professional Services ("Agr	ation provided, and this form eement"):					
	The fingerprinting and criminal background investigation requirements 45125.1 apply to Contractor's services under this Agreement and Contra with these provisions as follows:						
	Contractor certifies that the Contractor has complied with the fingerprint investigation requirements of Education Code section 45125.1 with employees, subcontractors, agents, and subcontractors' employees or ager of whether those Employees are paid or unpaid, concurrently employed independent contractors of the Contractor, who may have contact with Diproviding services pursuant to the Agreement, and the California Department that none of those Employees has been convicted of a felony, as that term section 45122.1. A complete and accurate list of all Employees who may pupils during the course and scope of the Agreement is attached hereto.	respect to all Contractor's ats ("Employees") regardless by the District, or acting as istrict pupils in the course of ent of Justice has determined is defined in Education Code					
		Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or					
	continual supervision of, and monitored by, an employee of the Con Department of Justice has ascertained has not been convicted of a violent	Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is					
	Name:						
	Title:						
employ as emp The un the Dis	Contractor's responsibility for background clearance extends to all of its emember of Subcontractors coming into contact with District pupils regardless of semployees or acting as independent contractors of the Contractor.  The undersigned does hereby certify that I am a representative of the Contractor he District; that I am familiar with the facts herein certified, and am authorized certificate on behalf of Contractor.	of whether they are designated currently under contract with					
Date: .	Date:						
Name (	Name of Contractor or Company: California Respite Care	, Inc					
Repres	Representative's Name and Title:						
Signatı	Signature:						

#### **EXHIBIT "C"**

## NONCOLLUSION DECLARATION TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

(Public Contract Code section 7106)

The undersigned declares:				
I am the	of	California Respite Care, Inc., the p	earty making the foreg	oing bid.
The bid is not made in association, organization, or directly or indirectly inductive directly or indirectly colluded bid, or to refrain from bidd communication, or conference overhead, profit, or cost elebid are true. The bidder has or the contents thereof, or company, association, organ or sham bid, and has not particle. Any person executing this limited liability company, I full power to execute, and described in the contents of the conten	or corporation. The dor solicited a led, conspired, coing. The bidder nee with anyone ament of the bid part of the bid part of the bid part of divulged informization, bid depid, and will not part of declaration on a limited liability part of solicited part of the bid pa	The bid is genuine and not any other bidder to put in a connived, or agreed with any has not in any manner, director fix the bid price of the price, or of that of any other indirectly, submitted his or mation or data relative the pository, or to any member of any, any person or entity for behalf of a bidder that is a partnership, or any other entity	collusive or sham. I false or sham bid. I false or sham bid. I false or anyone electly or indirectly, so bidder or any other broidder. All statemes her bid price or any nereto, to any corpoor agent thereof, to effect such purpose. I corporation, partner tity, hereby represent	The bidder has not The bidder has not se to put in a sham ught by agreement, idder, or to fix any nts contained in the breakdown thereof, ration, partnership, fectuate a collusive
I declare under penalty of p and that this declaration is e				
		Signat	ure	
		Print N	Name	

#### EXHIBIT "D"

## TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:
I am a representative of the("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.
Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.
Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:
The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or  Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.
Date:
Name of Contractor:
Signature:
Print Name and Title:

Services cannot be rendered until all documentation is submitted and final approval is received.

Revised on 07/01/2016 Page 15

January 19, 2021

#### **CONSENT CALENDAR NO. 14**

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Narineh Makijan, Coordinator III, College & Career Division

#### SUBJECT: Acceptance of California Partnership Academies Grants

The Superintendent recommends that the Board of Education approve the acceptance of California Partnership Academies Grants of \$77,670 each for the Glendale High School Construction and Technology Academy; the Glendale High School Cosmetology Business and Industry Academy; and the Crescenta Valley High School Academy of Science and Medicine for a total of \$233,010.00

In the early 1990's, the Board of Education assembled a task force composed of educators and community leaders to explore and make recommendations on career academies. The report led to creation of academies at all of the District's comprehensive high schools and application by three academies for funding under the California Partnership Academies program.

Grants are performance-based and funding is determined by the number of students in the program who meet the required performance criteria of 80 percent attendance and 90 percent credit, plus on-time graduation for seniors up to the maximum amount of \$77,670. Funding requires 90 students (sophomores, juniors, and seniors) to be enrolled and meet performance outcomes.

The California Department of Education has awarded each academy \$77,670 for the period July 1, 2020 – June 30, 2022.

Schools must use the funds in accordance with their grant proposal and complete an annual report on their activities and performance outcomes.

Glendale Unified School District Consent Calendar No. 14 January 19, 2021 Page 2

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

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

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

January 19, 2021

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: Approval of New Course of Study Outlines for Use in High

Schools in the Area of Science

The Superintendent recommends that the Board of Education approve course of study outlines (Chemistry in the Earth System; Physics of the Universe; and The Living Earth) for use in high schools in the area of Science.

The course of study outlines are submitted for approval by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Science Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

#### **HIGH SCHOOLS**

**Department:** Science

Course Title: Chemistry in the Earth System

Course Code: 7110/7111

Grade Level(s): 9-12

School(s)

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

Glendale High School, Hoover High School

UC/CSU Approved

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

Course Credits: 10

Glendale Unified School District Consent Calendar No. 15 January 19, 2021 Page 2

Recommended

Prerequisite: Concurrent with Mathematics - Integrated I or higher

Recommended

Textbook: California HMH Science Dimensions – Chemistry in the Earth

System (2020)

Course Overview: Chemistry in the Earth System is a lab science course based upon

the California Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with physical science when applicable. The Disciplinary Core Ideas addressed are Matter and its Interactions, Waves and their Applications in Technologies for Information Transfer, Energy, Earth's Systems, and Earth and Human Activity. Additionally, the course includes Engineering Design and Links Among

Engineering, Technology, Science, and Society.

**Department:** Science

Course Title: Physics of the Universe

Course Code: 7163/7164

Grade Level(s): 9-12

School(s)

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

Glendale High School, Hoover High School

UC/CSU Approved

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

Course Credits: 10

Recommended

Prerequisite: Concurrent with Mathematics - Integrated I or higher

Recommended

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

Glendale Unified School District Consent Calendar No. 15 January 19, 2021 Page 3

Course Overview: Physics

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

Science, and Society.

**Department:** Science

Course Title: The Living Earth

Course Code: 7173/7174

Grade Level(s): 9-12

School(s)

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

Daily High School, Glendale High School, Hoover High School

UC/CSU Approved

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

Course Credits: 10

Recommended

Prerequisite: None

Recommended

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

Course Overview: The Living Earth is a lab science course based upon the California

Next Generation Science Standards (CA NGSS), authentically integrating Earth and space science content with life science when applicable. The Disciplinary Core Ideas addressed are From

Glendale Unified School District Consent Calendar No. 15 January 19, 2021 Page 4

Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity; Earth's Systems; Earth's Place in the Universe; and Earth and Human Activity. Additionally, the course includes Engineering Design and Links Among Engineering, Technology, Science, and Society.

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

# Glendale Unified School District

# High School

#### Date

(Meeting date will be typed in <u>after</u> Board Approval)

Department:

Science

Course Title:

Chemistry in the Earth System

Course Code:

7110/7111

Grade Level(s):

9-12

School(s)

Course Offered:

Crescenta Valley High School, Clark Magnet High School,

Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject):

Yes, (D) Science

Course Credits:

10

Recommended

Prerequisite:

Concurrent with Mathematics - Integrated I or higher

Recommended

Textbook:

California HMH Science Dimensions - Chemistry in the Earth System

(2020)

Course Overview:

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

### **First Semester-Course Content**

## Unit 1: Measuring Matter and Energy

(5 weeks)

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

#### B. Lessons

Lesson 1 – In this lesson, students explore energy in an everyday chemical process
by performing an experiment in which they measure the changes in energy
content of food samples and then analyze and interpret data (SEP Developing and
Using Models, DCI PS3.A, CCC Energy and Matter). Students will use their
knowledge of chemical properties of substances (DCI PS1.B) as well as
dimensional analysis (SEP Using Mathematical and Computational Thinking) to
analyze data using SI Units of measurement (CCC Patterns). Students use the

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

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

## Unit 2: Heat and Energy in the Earth System

(6 weeks)

- A. In this unit, students will investigate heat and other forms of energy in the Earth system. They will investigate a phenomenon in which water exists in three different states in the same area and explore how energy flowing in systems causes changes in motion of the particles within those systems. They will use models to learn about the flow of energy through systems and gather evidence to develop a model of Earth's interior that explains how energy flows inside Earth. Then, they will construct an explanation for how energy is transferred inside Earth.
  - The learning experiences in this unit prepare students for mastery of the following performance expectations:
    - HS-PS3-1: Create a computational model to calculate the change in the energy
      of one component in a system when the change in energy of the other
      component(s) and energy flows in and out of the system are known.
    - HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
    - HS-PS3-4: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
    - HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
    - HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and

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

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

### B. Lessons

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

### Unit 3: <u>Patterns in the Properties of Matter</u>

(6 weeks)

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

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

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

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

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

### **Second Semester-Course Content**

## Unit 4: Chemical Attractions

(6 weeks)

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

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

#### B. Lessons

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

### Unit 5: Reaction Energy

(4 weeks)

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

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

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

# Unit 6: Human Activity and Earth's Atmosphere

(5 weeks)

- A. In this unit, students evaluate the benefits and costs of nonrenewable and renewable energy sources, including the impacts that energy extraction, transportations, and use have on the environment and human health. They will analyze data and develop models for energy flows and feedback in Earth's atmosphere, analyze human impacts on the Earth system, and evaluate possible solutions that involve acid-base chemistry.
  - The learning experiences in this unit prepare students for mastery of the following performance expectations:
    - HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
    - HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
    - HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*
    - HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
    - HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
    - HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
  - The learning experiences in this unit prepare students for mastery of the following Environmental Principle's and Concepts:
    - Principle 3: Natural Systems Change in Ways that People Benefit From and Can Influence
    - Principle 4: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems
    - Principle 5: Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

### B. Lessons

Lesson 1 – In this lesson, students will analyze data about human energy consumption and the environmental impacts related to energy provision and energy use (SEP Analyzing and Interpreting Data, DCI ESS3.C, CCC Cause and Effect, CCC Patterns). Students will compare tradeoffs associated with different energy sources (DCI ETS1.B) and discuss energy transformations that take place as primary sources of energy are converted into the electrical energy that powers devices (CCC Matter and Energy). Students will distinguish between renewable and nonrenewable energy sources. They will also calculate efficiency for different energy systems (SEP Using Mathematics and Computational Thinking) and identify ways in which humans can reduce their energy use or increase the efficiency of technologies that provide or use energy (DCI ETS1.B). Students will

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

### Unit 7: <u>Chemical Equilibrium Systems</u>

(6 weeks)

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

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

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

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

# Glendale Unified School District

## High School

#### Date

(Meeting date will be typed in after Board Approval)

Department:

Science

Course Title:

Physics of the Universe

Course Code:

7163/7164

Grade Level(s):

9-12

School(s)

Course Offered:

Crescenta Valley High School, Clark Magnet High School,

Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject):

Yes, (D) Science

Course Credits:

10

Recommended

Prerequisite:

Concurrent with Mathematics - Integrated I or higher

Recommended

Textbook:

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

Course Overview:

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

and Links Among Engineering, Technology, Science, and Society.

### First Semester-Course Content

### Unit 1: Mechanics in One Dimension

(5 weeks)

- A. In this unit, students will seek to answer the questions "How can we model motion and forces?" Students will learn that motion can be modeled by motion diagrams, particle models, vectors, graphs, and mathematical equations. They will expand their knowledge of modeling motion to include accelerated motion. Then, students will learn that forces can be modeled using free-body diagram and that forces cause changes in motion, as described by Newton's laws of motions.
  - The learning experiences in this unit prepare students for mastery of the following performance expectations:
    - HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
  - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
    - Principle

- Module 2: Representing Motion In this module, students will seek to answer the questions "How does a GPS unit know where you are?" Students will explore how motion diagrams and particle models can be used to represent motion. This will lead them to understand the basic ways to model motion. Then, they will explore how coordinate systems, vectors, and scalars are used to describe motion, leading them to understand that GPS can provide locations because we all agreed to use the same coordinate system latitude and longitude. Students will then explore how position-time graphs can be created and interpreted, leading them to understand that position-time graphs are another way to model motion. Finally, students will explore the differences between speed and velocity and how motion can be modeled using equations. This will lead them to understand how to describe how fast something is moving.
- Module 3: Accelerated Motion In this module, students will seek to answer the question "Why do sudden changes in the direction or speed of jet planes affect pilots?" Students will explore nonuniform motion diagrams, velocity-time graphs, average and instantaneous acceleration, and how to calculate acceleration. This will lead them to understand that changes in direction and speed are two ways jets can accelerate. Then, students will explore how equations can be used to describe the position and velocity of an object with a constant acceleration. This will lead them to understand the most basic cases of accelerated motion, which can be expanded to understand the more complex acceleration of jets. Finally, students will explore how objects accelerate in freefall, leading them to understand that when the acceleration of a pilot is given in multiples of g, g refers to the feefall acceleration.

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

## Unit 2: Mechanics in Two Dimensions

(6 weeks)

- A. In this unit, students will seek to answer the question "How can forces cause so many different types of motion?" They will learn about the basics analyzing forces in two dimensions, friction, and motion on inclined planes. Then, they will learn that gravity and drag forces determines the path of a projectile, while centripetal forces result in circular motion. Students will then learn that the gravitational force is responsible for objects falling to the ground, as well as orbits. Finally, students will learn that forces can produce changes in rotation.
  - The learning experiences in this unit prepare students for mastery of the following performance expectations:
    - HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
    - HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
    - HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
    - HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
  - The learning experiences in this unit prepare students for mastery of the following Environmental Principles and Concepts:
    - Principle

#### B. Lessons

Module 5: Displacement and Force in Two Dimensions – In this module, students
will seek to answer the questions "Why is this specialized train washing the train
tracks?" Students will explore how to graphically and algebraically add vectors in
two dimensions and how to resolve vectors into their components. This will
provide them with the necessary tools to analyze the friction forces on a train.

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

## Unit 3: **Momentum and Energy**

(9 weeks)

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

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

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

## B. Lessons

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

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

### **Second Semester-Course Content**

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

# Unit 4: Waves and Light

(7 weeks)

- A. In this unit, students will answer the question "How do waves affect our everyday lives?" They will learn about periodic motion and develop and understanding of the basic properties and behaviors of waves. Then, students will learn about the generation, manipulations, detection, and applications of sound waves. They will learn that light allows us to see and that its wave properties are responsible for effects like color and polarization. Additionally, students will learn mirrors and lenses can be used to reflect and refract light in ways that are helpful to humans. Finally, students will learn that the interference and diffraction of light are responsible for optical effects such as thin-film interference, iridescence, and diffraction patterns.
  - The learning experiences in this unit prepare students for mastery of the following performance expectations:
    - HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
    - HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
    - HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

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

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

### Unit 5: Electricity and Magnetism

(6 weeks)

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

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

## B. Lessons

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

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

### Unit 6: Subatomic Radiation

(6 weeks)

A. In this unit, students will seek to answer the question "What is the universe made of?"

They will learn about the development of the quantum mechanics and its influence on
the current atomic model. Then, they will learn that the atomic structure of materials
relates to their electrical conductivity and how that conductivity can be controlled.

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

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

### B. Lessons

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

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

# Glendale Unified School District

# High School

#### Date

(Meeting date will be typed in after Board Approval)

Department:

Science

Course Title:

The Living Earth

Course Code:

7173/7174

Grade Level(s):

9-12

School(s)

Course Offered:

Clark Magnet High School, Crescenta Valley High School, Daily High

School, Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject):

Yes, (D) Science

Course Credits:

10

Recommended

Prerequisite:

None

Recommended

Textbook:

California HMH Science Dimensions – The Living Earth (2020)

Course Overview:

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

## Course Content:

### **First Semester:**

## Unit 1: Living Systems

(5 weeks)

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

## B. Lessons

Lesson 1 – In this lesson, students will explore properties of open and closed systems and learn how to use models to simulate systems and interactions (SEP – Developing and Using Models, CCC – Systems and System Models). They will learn that a system is made of parts, and that models are used to explain

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

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

### Unit 2: <u>Carbon in the Earth System</u>

(3.5 weeks)

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

- The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
  - HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
  - HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
  - HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
  - HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
  - HS-ESS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Environmental Principles & Concepts
  - Principle 2 People Influence Natural Systems
  - Principle 3 Natural Systems Change in Ways that People Benefit From and Can Influence
  - Principle 4 There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

### • Lessons

- Lesson 1 In this lesson, students will develop and use models (SEP Developing and Using Models) to illustrate how solar energy is captured and stored through the process of photosynthesis (DCI LS1.C). Students begin to consider the role of photosynthesis in cycling matter and energy through the Earth System (DCI LS2.B). Students also use evidence to make a claim (SEP Engaging in Argument from Evidence) that photosynthetic organisms altered the chemical makeup of Earth's systems and therefore set the stage for the evolution of life as we know it (DCI eSS2.D, DCI ESS2.E). In addition, students relate chemical bonding to the stability of atoms, which depends on changes in energy within the system of atoms that bond (CCC Stability and Change). Students also use models to describe and explain (SEP Constructing Explanations) the changes of energy and matter in the photosynthesis system in terms of energy and matter flows into, out of, and within that system (CCC Energy and Matter).
- Lesson 2 In this lesson, students will construct explanations about changes in matter and energy during cellular respiration (SEP Constructing Explanations and Designing Solutions, DCI LS1.C). Students will illustrate the main inputs and outputs for cellular respiration and describe the flow of energy and matter between photosynthesis and cellular respirations (CCC Energy and Matter, DCI LS1.C). They will model the movement of matter through photosynthesis and cellular respiration and use models to draw

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

# Unit 3: Ecosystem Interactions and Energy Flow

(3.5 weeks)

- A. In this unit about ecosystem interactions and energy flow, students explain, analyze, and model the flow of matter and energy through trophic levels using food chains, food webs, and pyramid models. They model the flow of matter and energy through Earth's spheres and analyze the impacts of human activities on these cycles. Students create a self-sustaining ecosystem, collect data on the biotic and abiotic factors in the system, and use the data to explain how energy and matter flow through the system.
  - The learning experiences in this unit prepare students for mastery of the following Performance Expectations:
    - HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
    - HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
    - HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
    - HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
  - Environmental Principles & Concepts
    - Principle 2 People Influence Natural Systems
    - Principle 3 Natural Systems Change in Ways that People Benefit From and Can Influence
    - Principle 4 There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

- Lesson 1 In this lesson, students will apply evidence to construct an explanation of how energy and matter flow through an ecosystem (SEP Constructing Explanations and Designing Solutions, CCC Energy and Matter, DCI LS2.B). Students will learn concepts behind energy and matter flow models such as food chains, food webs, trophic pyramids, energy pyramids, biomass pyramids, and pyramids of numbers (SEP Developing and Using Models). They will learn that in an ecosystem, overall energy is conserved (CCC Energy and Matter, DCI LS2.B) s it flows through different organizational levels of living systems (CCC Energy and Matter, DCI LS2.B).
- Lesson 2 In this lesson, students will use a model based on evidence to show the flow of matter and energy through cycles of matter (SEP Developing and Using Models, CCC Energy and Matter, DCI LS2.B.2). Students will learn that as matter

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

# Unit 4: Evidence for Evolution

(4 weeks)

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

# B. Lessons

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

### **Second Semester-Course Content**

### Unit 5: Mechanisms of Inheritance

(6 weeks)

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

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

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

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

## Unit 6: Genetic Variation and Evolution

(4 weeks)

- A. In this unit about genetic variation and evolution, students explain how mutations can increase genetic diversity. They explain the different mechanisms that cause populations to evolve, and construct explanations about the evolution of group behavior. Students analyze information about the unique water-collecting adaptations certain organisms have and research how engineers are applying their knowledge of these adaptations to address water shortages in desert environments.
  - The learning experiences in this unit prepare students for mastery of the following
     Performance Expectations:
    - HS-LS2-8: Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
    - HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
    - HS-LS4-3: Apply concepts of statistics and probability to support explanations
      that organisms with an advantageous heritable trait tend to increase in
      proportion to organisms lacking this trait.
    - HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
  - Environmental Principles & Concepts
    - Principle 1 People Depend on Natural Systems

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

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

# Unit 7: Structure and Function in Living Things

(5 weeks)

- A. In this unit on structure and function in living things, students use a model to illustrate the roles of the cell cycle and cell division in the development and maintenance of multicellular organisms. They also use models to explain how systems within an organism interact at different levels to carry out functions necessary for life. Students explain how positive and negative feedback loops help an organism maintain homeostasis.
  - The learning experiences in this unit prepare students for mastery of the following Performance Expectations;
    - HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
    - HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
    - HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
    - HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
  - Environmental Principles & Concepts
    - Principle 1 People Depend on Natural Systems
    - Principle 2 People Influence Natural Systems
    - Principle 3 Natural Systems Change in Ways that People Benefit From and Can Influence

### Lessons

Lesson 1 – In this lesson, students will develop and use models (SEP Developing and Using Models), to illustrate how the cells of multicellular organisms undergo a controlled cell cycle. Students will learn how individual cells grow and then divide via mitosis, thereby allowing the organisms to grow. Students will develop a model to simulate how mitosis results in two genetically identical cells and why this process is important. Cellular division and differentiation produce and maintain a complex organism (DCI LS1.B). Students will use system models (CCC Systems and System Models) to illustrate factors that control the cell cycle. Students use a system model based on mathematic to determine why cells must remain small in size. By comparing ratios of surface area to volume of different-sized cells, students describe the relationship between two quantities. They will learn that the regulation of growth and development sometimes fails, resulting in cancer and other problems. Students are introduced to the three major principles of the cell theory. Using a timeline for the development of the cell theory, students will recognize that a scientific theory is a substantiated explanation of some aspect of the natural world that is based on a body of facts that have been repeatedly confirmed and validated.

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

# Unit 8: <u>Ecosystem Stability and the Response to Climate Change</u> (5 weeks

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

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

### B. Lessons

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

- and Designing Solutions, CCC Patterns). Students will examine the effect of overharvesting and learn that overexploitation of natural resources can upset the stability of natural populations and ecosystems (CCC Stability and Change). They will analyze the factors that contribute to the problem (SEP Engaging in Argument from Evidence). Students will consider how environmental changes have contributed to the expansion and extinction of species (DCI LS4.C, DCI LS4.D).
- Lesson 3 In this lesson, students will evaluate solutions to world energy consumption based on evidence, criteria, and tradeoff considerations. They will make decisions about the priority of certain criteria while analyzing the causes and effects of wastes generated from the production of electricity (SEP Asking Questions and Defining Problems, DCI ETS1.B). Students will design a green roof prototype to mitigate problems associated with urbanization and consider the social, cultural, and environmental impacts (SEP Constructing Explanations and Designing Solutions). Students will analyze the problem of water pollution and the need for clean water. They will design and evaluate a rainwater harvesting system and produce a graph to model and optimize the system (DCI ETS1.C).

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

CONSENT CALENDAR NO. 16

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: Approval of New and Revised Course of Study Outlines for

**Use in High Schools in the Area of Career Technical Education** 

The Superintendent recommends that the Board of Education approve course of study outlines (Design 1-2; Design 3-4; and Design 5-6 Honors) for use in high schools in the area of Career Technical Education.

The course of study outlines are submitted for approval by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

### **HIGH SCHOOLS**

**Department:** Career Technical Education

Course Title: Design 1-2 (Revision)

Course Code: 2231/2232

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

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

Course Credits: 10

Recommended

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Prerequisite: None

Recommended

Textbook(s): <u>Graphic Communications</u>, 5<sup>th</sup> ed. Author: Z. A. Prust, 2010

The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: This course will introduce students to the media and techniques

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

developing a portfolio.

**Department:** Career Technical Education

Course Title: Design 3-4 (Revision)

Course Code: 2233/2234

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

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

Course Credits: 10

Recommended

Prerequisite: Design 1-2

Recommended

Textbook: Graphic Communications, 5<sup>th</sup> ed. Author: Z. A. Prust, 2010

The Goodheart-Willcox Company, Inc. Fifth Edition

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Course Overview: This course will continue expanding the student's knowledge of

media and techniques used in creating expressive two-dimensional designs using industry standard software such as Adobe Illustrator and Photoshop. Students will Identify and use the fundamental principles and elements of visual communication. They will familiarize themselves with design concepts beginning with handson problem-solving exercises and abstract visual experimentation. Students will also show an understanding of historical contributions and cultural dimensions of Design/Art in addition to

developing a portfolio.

**Department:** Career Technical Education

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

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

Approval)

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

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

Course Credits: 10

Recommended

Prerequisite: Design 1-2 and Design 3-4

Recommended

Textbook: <u>Graphic Communications</u>, 5<sup>th</sup> ed. Author: Z. A. Prust, 2010

The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: Design 5-6 is the capstone course for the Arts, Media and

Entertainment industry sector, Design, Visual & Media Arts Pathway. This course will cover the fundamental principles and

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elements of visual communication. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. Design 5-6 is intended for self-motivated students who wish to continue their education in the Design field and who would like to contribute to the community through service projects using the students' design skills. Students will familiarize themselves with design concepts beginning with hands-on problem-solving exercises and abstract visual experimentation. They will move on to interact with state-of-the-art graphic design tools, namely, Adobe CS6; Illustrator, Photoshop, and InDesign, and also gain a basic understanding of previous technology which has provided the foundation for current methods.

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

"Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for lifelong success."

### Glendale Unified School District School

# High School

#### Date

(Meeting date will be typed in after Board Approval)

Department:

Career Technical Education

Course Title:

Design 1-2 (Revision)

Course Code:

2231/2232

Grade Level(s):

9-12

School(s)

Course Offered:

Clark Magnet High School

UC/CSU Approved

(Y/N, Subject):

Yes; F-Visual and Performing Arts

Course Credits:

10

Recommended

Prerequisite:

None

Recommended

Textbook(s):

Graphic Communications, 5th ed. Author: Z. A. Prust, 2010

The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview:

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

developing a portfolio.

### First Semester-Course Content

### Unit 1: Orientation

(2 weeks)

### **STANDARDS**

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

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

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

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

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

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

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

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

### Unit 2: Adobe Illustrator Tutorials Part 1

(2 weeks)

#### **STANDARDS**

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

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

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

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

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

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

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

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

# Unit 3: Character in a Scene

(2 weeks)

### **STANDARDS**

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

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

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

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

### Unit 4: Adobe Illustrator Tutorials Part 2

(2 weeks)

### STANDARDS

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

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

Design 1-2 Page 4

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

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

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

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

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

### Unit 5: Phobia Poster

(2 weeks)

### **STANDARDS**

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

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

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

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

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

elements/principles of design.

# Unit 6: Negative and Positive Space Designs

(2 weeks)

### **STANDARDS**

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

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

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

- A. Students will learn to identify, create, and balance the positive and negative space in a composition. Students will use critical thinking skills to brainstorm ideas on their overall theme, conceptualize each part of the design, and create an 8 square digital black and white composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students will learn to identify the positive and negative space in a composition and create designs that demonstrate their knowledge. They will pick a theme of their choice, create 8 equally spaced squares, and each square will have detailed and original black and white design. Students will also learn to create pattern and unity throughout their composition as part of their ongoing exploration of elements/principles of design.

# Unit 7: Color Theory

(4 weeks)

### **STANDARDS**

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

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

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

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

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

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

# Unit 8: Portfolio Compilation and Final Exam

(2 weeks)

### **STANDARDS**

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

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

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

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

- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators
  - A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
  - B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

### **Second Semester-Course Content**

### Unit 1: Perspective

(4 weeks)

#### **STANDARDS**

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

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

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

- A. Students will learn how artists create an illusion of depth on a two-dimensional surface. They will learn to identify and create one and two-point perspective sketches and designs. Students will use critical thinking skills to brainstorm ideas for one-point perspective of a room, conceptualizing the entire picture, and creating a digital design using the perspective tool in Adobe Illustrator. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will take notes, research, and participate in learning how artists create the illusion of depth on a two-dimensional surface. They will practice by sketching one and two-point perspective drawings. As a final design, students will create a room of their choice using the one-point perspective tool in Adobe Illustrator. Students will also learn to use lines, value, proportion, and balance throughout their composition as part of their ongoing exploration of elements/principles of design.

### Unit 2: <u>Low-Poly Design</u>

(3 weeks)

### **STANDARDS**

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

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

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

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

also be used as part of a diagnostic assessment.

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

# Unit 3: Adobe Photoshop Tutorials Part 1

(2 weeks)

#### STANDARDS

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

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

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

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

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

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

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

### Unit 4: Music Poster

(2 weeks)

#### **STANDARDS**

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

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

and design applications.

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

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

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

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

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

# Unit 5: Adobe Photoshop Tutorials Part 2

(2 weeks)

#### **STANDARDS**

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

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

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

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

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

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

will also be used as part of a diagnostic assessment.

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

# Unit 6: <u>Double Exposure</u>

(2 weeks)

#### STANDARDS

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

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

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

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

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

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

### Unit 7: Logo and Stationary Package Design

(3 weeks)

### STANDARDS

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

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

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

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

skills.

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

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

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

# Unit 8: Advertising Design

(2 weeks)

#### **STANDARDS**

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

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

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

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

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

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

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

# Unit 9: Portfolio Compilation and Final Exam

(2 weeks)

#### STANDARDS

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

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

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

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

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

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

### Glendale Unified School District School

# High School

#### Date

(Meeting date will be typed in after Board Approval)

Department:

Career Technical Education

Course Title:

Design 3-4 (Revision)

Course Code:

2233/2234

Grade Level(s):

9-12

School(s)

Course Offered:

Clark Magnet High School

UC/CSU Approved

(Y/N, Subject):

F-Visual and Performing Arts

Course Credits:

10

Recommended

Prerequisite:

Design 1-2

Recommended

Textbook:

Graphic Communications, 5th ed. Author: Z. A. Prust, 2010

The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview:

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

### First Semester-Course Content

### Unit 1: Orientation and Review

(1 week)

### **STANDARDS**

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

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

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

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

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

# Unit 2: Connecting Through Art

(2 weeks)

### **STANDARDS**

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

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

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

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

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

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

# Unit 3: PTA Reflections

(3 weeks)

### STANDARDS

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

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

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

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

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

### Unit 4: History of Graphic Design

(2 weeks)

### **STANDARDS**

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

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

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

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

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

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

# Unit 5: Emulate a Designer

(2 weeks)

### **STANDARDS**

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

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

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

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

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

# Unit 6: Typography Portrait

(3 weeks)

### **STANDARDS**

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

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

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

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

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

# Unit 7: Aviation Design

(3 weeks)

### STANDARDS

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

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

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

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

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

# Unit 8: Portfolio Compilation and Final Exam

(2 weeks)

#### **STANDARDS**

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

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

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

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

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

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

### **Second Semester-Course Content**

### Unit 1: Future Goals

(2 weeks)

### **STANDARDS**

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

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

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

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

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

# Unit 2: Healthy Food Packaging Design

(5 weeks)

### **STANDARDS**

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

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

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

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

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

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

# Unit 3: Advertising Design

(2 weeks)

#### **STANDARDS**

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

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

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

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

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

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

### Unit 4: Childhood Memories Booklet

(3 weeks)

### **STANDARDS**

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

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

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

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

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

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

### Unit 5: Movie Poster

(3 weeks)

#### STANDARDS

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

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

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

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

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

### Unit 6: Careers in Art/Design

(3 weeks)

### **STANDARDS**

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

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

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

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

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

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

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

## Unit 7: Career Poster

(2 weeks)

### **STANDARDS**

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

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

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

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

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

### Unit 8: Portfolio Compilation and Final Exam

(2 weeks)

### **STANDARDS**

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

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

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

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

Design 3-4 Page 11

- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators
- A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

### Glendale Unified School District School

# High School

#### Date

(Meeting date will be typed in <u>after</u> Board Approval)

Department:

Career Technical Education

Course Title:

Design 5-6 Honors (New Course)

Course Code:

(Educational Services will assign course number <u>after</u> Board Approval)

Grade Level(s):

11-12

School(s)

Course Offered:

Clark Magnet High School

UC/CSU Approved

(Y/N, Subject):

F-Visual and Performing Arts with honors designation

Course Credits:

10

Recommended

Prerequisite:

Design 1-2 and Design 3-4

Recommended

Textbook:

<u>Graphic Communications, 5<sup>th</sup> ed.</u> Author: Z. A. Prust, 2010

The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview:

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

design skills.

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

### First Semester-Course Content

### Unit 1: Orientation and Review

(2 weeks)

#### **STANDARDS**

CA Standards for Career Practice

3. Develop an education and career plan aligned with personal goals Industry Sector Anchor Standard:

2.6, 3.0, 3.1, 3.2, 3.3, 3.5, 3.9, 6.2 6.3,6.4, 6.6, 7.2, 8.3, 8.4, 8.7, 101, 10.2

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

### Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies; 11-12,7 Writing Standards: 11-124 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.5

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

### Unit 2: Social Issues Booklet

(6 weeks)

### CA Standards for Career Practice

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

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

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

Design 5-6 Page 3 Common Core State Standards

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

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

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

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

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

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

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

# Unit 3: Redesigning Currency

(6 weeks)

CA Standards for Career Practice

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

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

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

Common Core State Standards

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

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

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

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

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

# Unit 4: Food Packaging Design

(6 weeks)

CA Standards for Career Practice

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

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

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

Common Core State Standards

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

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

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

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

# **Second Semester-Course Content**

# Unit 5: Special Edition DVD

(6 weeks)

### CA Standards for Career Practice

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

Industry Sector Anchor Standard 2.6, 4.0, 4.1, 4.3, 5.1,5.26.3, 7.5, 8.2, 8.6, 10.2

# Pathway Standards

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

### Common Core State Standards

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

- A. Students will design a special edition DVD package for a movie of their choice. The design process will include the following:
  - Research of the movie of their choice, collecting images
  - Drawing three different thumbnail sketches of the packaging layout

- Designing the front and back cover and inside panels
- Designing the cover for the DVD insert
- •Designing the DVD disc covers
- Designing the booklet that will go inside the package
- Designing any cutouts or pop up images that may be inside the package
- B. After students finish designing each part of the DVD package, they will print, construct and turn in their final special edition package design. Weekly progress checks will be made every week during the process.

# Unit 6: Board Game Design

(6 weeks)

CA Standards for Career Practice

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

Industry Sector Anchor Standard 2.6, 4.0, 4.1,4,3,5.2, 5.3,5,4, 6.3, 6.4,6,6,7,2,7.4, 7.5, 8.2, 9.7, 10.2, 10.3

Pathway Standard

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

Common Core State Standards

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

- A. Students will design a board game of their choice. The design process will include the following criteria:
  - Board game designed using Adobe Illustrator
  - Game pieces modeled with 3D software
  - Accessories such as money, etc. .
  - Instructions on how the game is played

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

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

# Unit 7: Typography

(4 weeks)

CA Standards for Career Practice

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

Industry Sector Anchor Standard 2.4, 4.0, 4.1, 4.3,5.4, 7.4, 10.3

Pathway Standard

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

Common Core State Standards

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

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

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

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

- Type Anatomy: height, cap height, baseline, ascender, descender, bowl, serif, stem, ligature, terminal, spine. Type Identification: The ability to distinguish between font families and typefaces. Type Categories: Serif, Sans-Serif, Blackletter, Modern, Roman, Old Style, Transitional, Humanist Sans, Geometric Sans.
- Proper Usage: Display vs. Body copy, Uppercase vs. lowercase
- Typesetting: tracking, leading, kerning
- B. Once the students have designed their artwork, students will share and discuss their outcomes. Why did they make the choices they mad, why did they elect the font or color? What was their intention? Students will share out, demonstrating an understanding of vocabulary and speak to the successes of their work while also sharing ideas for improvement.

# Unit 8: Self Promotional Design

(4 weeks)

### CA Standards for Career Practice

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

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

# Pathway Standards

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

### Common Core State Standards

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

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

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

# Unit 9: Portfolio Compilation and Final Exam

(2 weeks)

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

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

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

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators
- A. Students will put together a digital portfolio of their best design pieces. They will create a Google slide-show presentation of their portfolio to share with the class. Each piece will have the title, date, medium used and a short artist's statement. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.
  - Students will create a Google slide-show presentation of their portfolio to share with the class. Each piece will have the title, date, medium used and a short artist's statement.

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

CONSENT CALENDAR NO. 17

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

Dr. Darneika Watson, Chief Human Resources and Operations

Officer

SUBJECT: Approval of Revisions to Board Policies Relating to Personnel

and Instruction

The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 4119.11/4219.11/4319.11 (Sexual Harassment); BP (4157/4257/4357) (Employee Safety); and 6161.1 (Selection and Evaluation of Instructional Materials) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

## **BP 4119.11/4219.11/4319.11 – Sexual Harassment**

CSBA Update: October 2020 Last GUSD Update: November 2020

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

### **BP 4157/4257/4357 – Employee Safety**

CSBA Update: October 2020

Last GUSD Update: N/A

This policy is updated to reflect new state regulation (Register 2020, No. 10), which requires districts to provide employees with access to the district's injury and illness prevention program, and to add the prohibition against discharging or discriminating

Glendale Unified School District Consent Calendar No. 17 January 19, 2021 Page 2

against an employee for exercising any right protected by the Occupational Safety and Health Act.

## **BP 6161.1 – Selection and Evaluation of Instructional Materials**

CSBA Update October 2020 Last GUSD Update: November 2019

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

Upon approval of the BPs, revisions will be made to the accompanying Administrative Regulations (ARs), as needed, following the normal District process.

Copies of the revised BPs are attached to this report.

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

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

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

## Personnel

## Sexual Harassment

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

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

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

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

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

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

## Sexual Harassment Reports and Complaints

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

## Personnel

## Sexual Harassment

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

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

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

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

Legal Reference:

Education Code, Sections 200-262.4

Government Code, Sections 12900-12996; 12940; 12950; 12950.1

Labor Code, Sections 1101; 1102.1

Code of Regulations, Title 2, Sections 11009; 11021; 11023; 11024;

11034

Code of Regulations, Title 5, Sections 4900-4965 United States Code, Title 20, Sections 1681-1688 United States Code, Title 42, Sections 2000e-2000e-17

Code of Federal Regulations, Title 34, Sections 106.1-106.9: 106.51-

106.82

Policy Adopted:

07/17/1990

Policy Amended:

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

09/01/2015; 01/17/2017; 01/15/2019; 11/02/2020; 01/19/2021

Formerly BP 4012

## <u>Personnel</u>

## **Employee Safety**

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

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

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

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

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

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

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

- 1. Making a report or complaint.
- 2. Instituting proceedings or causing proceedings to be instituted.
- 3. Testifying with regard to employee safety or health.
- 4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7.
- 5. Requesting access to injury or illness reports and records.
- 6. Exercising any other right protected by the Occupational Safety and Health Act.

# Glendale Unified School District Board Policy

BP 4157, 4257, 4357 Page 2 of 2

## Personnel

# **Employee Safety**

Legal Reference:

Education Code, Sections 32030-32034; 32225-32226; 32280-32289.5;

44984

Government Code, Section 3543.2

Labor Code, Sections 132; 3300; 6305; 6310; 6400-6413.5; 6401.7 Code of Regulations, Title 8, Sections 3203; 3204; 3400; 5095-5100;

5193; 14000-14316

Code of Federal Regulations, Title 17, Section 2508

Code of Federal Regulations, Title 29, Sections 651-678; 1910.95;

1910.1030

Policy Adopted:

08/15/2017

Policy Amended:

01/19/2021

## **Instruction**

## Selection and Evaluation of Instructional Materials

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

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

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

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

## Public Hearing on Sufficiency of Instructional Materials

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

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

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

At the hearing(s), the Board shall determine, through a resolution, whether each student in each

## Instruction

# Selection and Evaluation of Instructional Materials

school, including each English learner, has sufficient textbooks or instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum frameworks by SBE in each of the following subjects: (Education Code 60119)

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

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

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

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

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

The degree to which every student has sufficient access to standards-aligned instructional materials

## Instruction

## Selection and Evaluation of Instructional Materials

shall be included in the District's local control and accountability plan. (Education Code 52060)

## Complaints

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

Legal Reference:

Education Code, Sections 220; 1240; 33050-33053; 33126; 35272; 44805; 49415; 51501; 52060-52077; 60000-60005; 60010; 60040-60052; 60060-60063.5; 60070-60076; 60110-60115; 60119; 60200-60210; 60226; 60350-60352; 60400-60411; 60510-60511; 60605; 60605.8; 60605.86-60605.88

Code of Regulations, Title 5, Sections 9505-9530

Policy Adopted:

06/01/1976

Policy Amended:

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

01/19/2021

(Formerly BP 6162)

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

### CONSENT CALENDAR NO. 18

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

# SUBJECT: Acceptance of DonorsChoose Award

The Superintendent recommends that the Board of Education accept funding from DonorsChoose to support a project submitted by Glendale High School.

DonorsChoose is an organization that connects concerned individuals, called "Citizen Philanthropists," with classroom teachers, to provide funds or materials for class projects. Public school teachers create student project proposals and submit the one-page essay and list of resources needed. These concerned individuals fund the student projects of their choice, in whole or in part.

DonorsChoose purchases the student materials and ships items directly to the school, using a network of partnerships and vendors. Teachers are required to complete a feedback package, including documenting the project with photographs, which in turn are shared with the individual that funded the project.

The following project was submitted and awarded by DonorsChoose:

## Glendale High School – Ms. Ayala, Teacher

Project: The Gift of Speaking!

This project was awarded two Apple - iPads (Latest Model) with Wi-Fi - 32GB valued at \$894.46. The devices will be used to help Ms. Ayala's secondary school students who have moderate to severe communication needs—some of them are limited verbal speakers, while some are completely nonverbal. The devices will provide students with hands-on experience to learn functional living and social skills in and out of the classroom setting and expand their social interactions with other people.

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

Glendale Unified School District Consent Calendar No. 18 January 19, 2021 Page 2

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

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

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

CONSENT CALENDAR NO. 19

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: Agreement with Fitbit to Provide Health and Wellness Services to

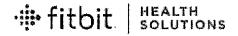
**GUSD Employees** 

The Superintendent recommends that the Board of Education approve an agreement with Fitbit to provide health and wellness services to GUSD employees. The cost of the agreement is not to exceed \$108,000 and is funded by Wellness Funds.

Each year, the District receives about \$175,000 of wellness funds through our medical benefits plan with Blue Shield. In typical years, the Employee Benefits Committee (EBC) recommends that the funds be used to hold an annual health fair and provide employee incentives for things like health screenings, walking challenges and flu shots. For 2020 and 2021, the in-person health fairs have not been possible.

On December 17, 2020, the EBC voted unanimously to recommend a one-year contract with Fitbit. This service will provide all employees with one standard Fitbit device, daily COVID-19 reminders, emotional wellbeing support, 1:1 coaching, group exercise challenges and more. The cost of this contract is \$3.60 per member, per month, which equates to a maximum of \$108,000 and is funded by Wellness Funds.

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



### **Fitbit Health Solutions Order Form**

This Fitbit Health Solutions Order Form ("Order Form") governs the purchase and/or use of the Fitbit Health Solutions Products and Services described herein and is subject to the terms and conditions set forth at <a href="www.fitbit.com/cwterms">www.fitbit.com/cwterms</a> (the "Master Terms"). Capitalized terms used but not defined in this Order Form shall have the meanings set forth in the Master Terms.

Client Name (full legal name):	Glendale Unified School District	Invoice email/mailing address:	Same as Client Address
Client Address:	223 North Jackson Street Glendale, California 91206 United States	Order Form Term:	This Order Form shall remain in effect for an initial period of twelve (12) months from the Order Form Effective Date (the "Initial Term"). Following the Initial Term, this Order Form shall automatically renew in accordance with the Master Terms.
Client Name & Email:	Stephen Dickinson; sdickinson@gusd.net	Order Form Effective Date:	Date of last signature below
Fitbit Contact Name& Email:	Kristi Lee; clientcare@fitblt.com	Territory	United States

### 1. Product/Service Information:

Product or Service	Description	Fees
Bulk Order	Fitbit will sell Client the Products listed at the Bulk Order Schedule attached hereto.	As set forth in the Bulk Order Schedule
Client Storefront	Fitbit will provision a web-based storefront through which the Eligible Participants (identified below) can order Fitbit Products in accordance with the Client Storefront Schedule attached hereto.  Type of Client Storefront: Hosted	As set forth in the Client Storefront Schedule
	Eligible Participants: Up to 2,400 Program participants	
Fitbit Ready for Work Bu	ndle, including the following :	As set forth in the Fitbit
Program Management Dashboard	Fitbit will provision Client with access for administrators on the Fitbit Care Administration Dashboard for administrators to:	Care Software Schedule
	<ul> <li>Manage Participant eligibility for the Program</li> </ul>	
	<ul> <li>Set goals and settings for their program participants</li> </ul>	
	<ul> <li>Configure, launch, and monitor Program challenges</li> </ul>	
	<ul> <li>Communicate with program participants regarding the Program</li> </ul>	

Premium	Fitbit will provide Client's Participants with subscription access to Fitbit Premium. Fitbit Premium is a paid services offering that includes personalized health insights, health guidance, advanced sleep tools, customized programs, and workouts.
Health Coaching	Fitbit will provide Client's Participants with subscription access to Fitbit's Health Coaching Services. Fitbit's Health Coaching Services is a paid services offering that provides Participants with a range of coaching options from general health and wellness to complex care and disease management, including, in the areas of diabetes, hypertension, tobacco cessation, and weight loss.
Ready for Work	Fitbit will provide Client's Participants with access to the Fitbit Ready for Work Solution. The Fitbit Ready for Work Solution helps Client and Participants make informed decisions about returning to the workplace with:  - Simple in-app Daily Check-In feature, which includes key health metrics tracking from their Fitbit device and manual exposure, symptom, and temperature logging.  - Access to Fitbit's emotional wellbeing content as part of its Ready for Work Solution, which includes support via webinars and podcasts.  Client's access and use of the Fitbit Ready for Work Solution is also subject to the additional terms and conditions set forth in the Fitbit Ready For Work schedule attached hereto.

## 2. Invoicing & Payment Terms:

Client will be invoiced for the fees as described in the table above and in accordance with the Master Terms. The Fees shown above are exclusive of any applicable taxes that may apply, whether direct or indirect. Any such taxes are the sole responsibility of the Client as further described in the Master Terms.

### 3. Special Terms: N/A

Upon signature by the parties, this Order Form shall become legally binding, including signatures exchanged by any electronic means or in counterparts.

FITBIT, INC.:	CLIENT:
Ву:	Ву:
Name:	Name:
Title:	Title:
Date:	Date:



#### **Bulk Order Schedule**

In addition to the Master Terms the bulk order purchases set forth in this Order Form and this schedule shall be subject to the Fitbit Bulk Order Supplemental Terms and Conditions set forth at <a href="https://www.fitbit.com/us/legal/bulkorder-policy">https://www.fitbit.com/us/legal/bulkorder-policy</a> (the "Bulk Order Supplemental Terms"). To the extent that there is any conflict between the Bulk Order Supplemental Terms, the Order Form and the Master Terms, the Bulk Order Supplemental Terms shall prevail and control with respect to Client's bulk orders.

Product:	Client Pricing (USD):	
Inspire 2	\$81.00	
Charge 4	\$121.50	
Charge 4 SE	\$137.50	
Versa 2	\$149.50	
Versa 3	\$191.00	
Sense	\$274.00	

## Applicable Bulk order pricing tier: 250

The pricing set forth above only applies to Client purchases that fall within such tier.

### **Guaranteed Minimums**

- Minimum Order Quantity: 250 units of Products
- Minimum Order Period: 12 months, beginning with the Initial Term and starting again with each subsequent Renewal Term.

Purchases of Products directly from Fitbit through any available method will count towards this amount.

### Shipping:

The pricing set forth in the table above is exclusive of any applicable shipping costs that may apply. Shipment will be FOB (in accordance with Incoterms 2010) Fitbit's shipping point, with Client responsible for all shipping costs, including any insurance or additional shipping expenses that may be incurred by Fitbit as a result of Client's specific instructions.



#### **Client Storefront Schedule**

#### 1. Client Storefront Pricing

Product:	Eligible Participant Pricing (USD):		
Inspire 2	\$0.00		
Charge 4	\$78.50		
Charge 4 SE	\$94.50		
Versa 2	\$123.00		
Versa 3	\$148.00		
Sense	\$231.00		

Applicable Storefront Pricing Tier: 250

Fitbit may add new Products to this Schedule at the appropriate pricing tier as they become available by providing notice to Client (email shall be sufficient). Fitbit may reduce the price for any Products at any time in its sole discretion without providing notice to Client.

#### **Guaranteed Minimums**

- Minimum Order Quantity: 250 units of Products
- Minimum Order Period: 12 months, beginning with the Initial Term and starting again with each subsequent Renewal Term.

Purchases of Products directly from Fitbit through any available method will count towards this amount.

#### Shipping

The Eligible Participant pricing set forth in the table above is inclusive of the cost of shipping the Product to the Participant by our regular shipping method, which is described to the Eligible Participant in the Storefront. If an Eligible Participant chooses an expedited shipping method, they will be charged an additional amount for such shipping as described at the time of purchase. Shipping methods may vary depending on Territory.

#### Taxes

The Eligible Participant pricing is exclusive of any taxes due on the sale of the Product to an Eligible Participant and such taxes shall be displayed at the time of purchase and paid for by the Eligible Participant.

<u>Subsidy</u>. On a monthly basis, Fitbit shall invoice Client for a subsidy amount which is meant to offset the Eligible Participant Pricing set forth above ("Subsidy"). The Subsidy shall be \$50.00 per Product purchase by an Eligible Participant during the prior month. Client may adjust such Subsidy amount at its discretion at any time upon written notice to Fitbit (email shall be sufficient), provided that such adjustment meets the subsidy minimum of \$25.00 per Product. So long as Client maintains the Subsidy set forth herein, then the amount an Eligible Participant pays in the Storefront for a particular Product shall be reduced by such Subsidy amount. The Subsidy amount is exclusive of any taxes due on the sale of the Product to an Eligible Participant and such taxes shall on the Subsidy amount shall be included on the Subsidy invoice and paid for by the Client.

## **Utilization Fees:**

Following 75% utilization of Storefront purchases (1,800 Products), Fitbit shall charge Client \$50.00 for each Product purchased by an Eligible Participant in the Storefront. For the avoidance of doubt, each Eligible Participant may only purchase one Product in the Storefront. Notwithstanding the foregoing, upon the third anniversary of the Initial Term, all Client employees will be eligible to purchase a new Product via the Storefront.



#### **Fitbit Care Software Schedule**

In addition to the Master Terms, Client's use of the Fitbit Care Platform, including Fitbit Health Coaching and the Program Management Dashboard shall be subject to the Fitbit Care Platform License Terms set forth at <a href="https://healthsolutions.fitbit.com/fitbit-care-license-terms/">https://healthsolutions.fitbit.com/fitbit-care-license-terms/</a>, including the Coaching Platform Supplemental Terms and Program Management Dashboard Supplemental Terms therein, as applicable. To the extent that there is any conflict between the Fitbit Care Platform License Terms, the Order Form and the Master Terms, the Fitbit Care Platform License Terms prevail and control with respect to Client's use of the Fitbit Care Platform.

1. <u>Fitbit Care Platform Bundle:</u> Fitbit Care's Ready for Work Platform Bundle shall include: Fitbit Premium, Fitbit Care Program Management Dashboard and Human Coaching.

#### 2. Software + Services Pricing:

Eligible Participants: up to 2,400

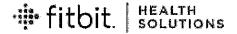
PEPM Fee: \$3.60

Client will pay Fitbit a minimum fee of \$3.60 per Eligible Participant per month ("PEPM"), for a total monthly fee of \$8,640 per month for the Fitbit Care Platform Bundle ("Minimum Fee"), which is calculated by multiplying the PEPM Fee (\$3.60) by the number of Eligible Participants (2,400) set forth above. For purposes of clarification, Client is required to pay Fitbit the Bundle Minimum Fee each month, regardless of the actual number of Eligible Participants that purchase or receive Products and Services under this Agreement.

If Client's actual number of Eligible Participants falls below the number of Eligible Participants set forth above (i.e., 2,400), Client shall still pay the Minimum Fee. By way of example, in any given month Client's Eligible Participants drops to 2,000 Client will pay the Minimum Fee of \$8,640 i.e., \$3.60 x 2,400).

If Client's actual number of Eligible Participants exceeds the number of Eligible Participants set forth above (i.e., 2,400), Client shall pay Fitbit, in addition to the Minimum Fee each month, an additional monthly fee ("Incremental Participant Fee") calculated by multiplying the applicable PEPM Fee set forth above (\$3.60) by the number of Eligible Participants in excess of the minimum Eligible Participants amount, as invoiced by Fitbit to Client from time-to-time. By way of example, if the number of Eligible Participants grows to 3,000 Client will pay Fitbit per month: (i) the Minimum Fee of \$8,640, plus (ii) an Incremental Participant Fee for the additional 600 Eligible Participants in the amount of \$2,160 (i.e., 600 x PEPM Fee of \$3.60).

Client agrees to provide Fitbit an eligibility file to Fitbit on a monthly basis detailing the number of Eligible Participants in accordance with Fitbit's data guidelines.



### Fitbit Ready For Work Solution Supplemental Terms And Conditions Schedule

This supplemental terms and conditions schedule (the "Supplemental Terms") sets out certain additional terms and conditions that govern Client's access and use of the Fitbit Ready For Work Solution (the "Solution"). These Supplemental Terms are in addition to the terms and conditions in the Order Form to which it is attached, as well as the Master Terms referenced therein. To the extent that there is any conflict between these Supplemental Terms, the Order Form and the Master Terms, these Supplemental Terms shall prevail and control with respect to Client's use of the Solution. Any capitalized terms used but not defined herein shall have the meaning set forth in the Order Form or the Master Terms, as applicable.

- 1. Permitted use of the Solution. Client may only access and use the Solution for its internal business purposes in the territory(ies) set forth in the Order Form as part of its program to manage its Participants' readiness to return to Client's locations during the ongoing COVID-19 pandemic ("Client's Ready For Work Program").
- 2. Handling of Data. As part of the Solution, Fitbit may make certain End User Data, Aggregate Data and Aggregate/Individual Data about Client Participants' use of the Solution ("Solution Data") available to Client. Client will: (a) only access, use and maintain the Solution Data for the limited purpose of administering Client's Ready For Work Program and for no other purpose, and at all times in accordance with any and all applicable laws; (b) obtain any necessary consents from its Participants before it shares any Solution Data with any third party in connection with Client's Ready For Work Program; and (c) maintain data security by using technical, administrative, and physical controls that are appropriate to the sensitivity of the Solution Data, meet or exceed industry standards, and are reasonably designed to protect against unauthorized access, use, or disclosure of the Solution Data, and at a minimum, deploy the following: data encryption, access controls, logging, auditing, confidentiality requirements, data use policies (including incident response and breach notification plans, as applicable), and training.
- 3. Assumption of Risk. The exact methods of spread and contraction of COVID-19 are unknown, and evidence has shown that COVID-19 can cause serious and potentially life threatening illness and even death. Therefore, Client hereby acknowledges and agrees that: (a) Fitbit's Solution is meant to provide general guidance to aid Client's Ready for Work Program; (b) Fitbit is not responsible for efficacy of Client's Ready for Work Program; and (c) Fitbit cannot guarantee that Client's Participants or any other individual will not become exposed to, or infected with, COVID-19.
- 4. Additional Representations & Warranties applicable to the Solution. In addition to the representations and warranties contained in the Order Form and Master Terms, Client represents and warrants that it is solely responsible for establishing Client's Ready for Work Program and ensuring that it complies with all applicable laws and regulations, which may include, without limitation, the Americans with Disabilities Act, the Family and Medical Leave Act, the California Confidentiality of Medical Information Act, the California Consumer Privacy Act, the General Data Protection Regulation, the Occupational Safety and Health Act (OSHA) and any federal, state and local laws and regulations, including but not limited those relating to COVID-19 shelter-in-place and social distancing mandates and guidelines.
- 5. Waiver of Liability. Client hereby forever releases, waives and discharges its right to bring suit against Fitbit and its affiliates, owners, officers, directors, employees, agreements, successors and assigns (collectively the "Released Parties") from any and all claims, demands, losses, costs, expenses, damages and liabilities (including reasonable attorneys' fees) ("Claims") of any kind arising, directly or indirectly, out of or related to exposure, infection, and/or spread of COVID-19 that may result from any use or misuse of the Solution. Client understands that this waiver means it is waiving its right to bring any Claims against the Released Parties in relation thereto and hereby surrenders any Claim it may have to seek damages against the Released Parties hereunder, whether known or unknown, foreseen or unforeseen. As this release extends to both known and unknown Claims, Client acknowledge that they are familiar with Section 1542 of the California Civil Code, which provides:

A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS THAT THE CREDITOR OR RELEASING PARTY DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE AND THAT, IF KNOWN BY HIM OR



HER, WOULD HAVE MATERIALLY AFFECTED HIS OR HER SETTLEMENT WITH THE DEBTOR OR RELEASED PARTY. Client expressly waives and relinquishes any right or benefit which they have or may have under Section 1542 of the California Civil Code and under any other statute or legal principle with similar effect.

6. Indemnity. In addition to any indemnity obligations under the Master Terms, Client will indemnify, defend and hold harmless the Released Parties from and against any and all third party Claims of any kind arising, directly or indirectly, out of, or related to, any exposure, infection, or spread of COVID-19 that may result from any use or misuse by Client or its Participants of the Solution.

Acknowledged and Agreed:			
Glendale Unified School District			
Signature:			
Name:			
Title:	·		
Date			

### GLENDALE UNIFIED SCHOOL DISTRICT

January 19, 2021

### CONSENT CALENDAR NO. 20

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. Once Upon a Time Bookstore wishes to donate to the District various children's books for use at Cerritos Elementary School.
- b. Rodolfo Saenz-Garza and Laura De La Garza wish to donate to the District \$200.00 to provide instructional materials and supplies for use at Cerritos Elementary School.
- c. Community Foundation of the Verdugos wishes to donate to the District a \$500.00 grant to purchase instructional materials and supplies for use by the History Department at Toll Middle School
- d. FACE Foundation wishes to donate to the District through the Educational Services Department \$4,000.00 to purchase instructional materials and supplies for use in the French FLAG Program at Franklin Elementary School.
- e. Jennifer De Ladurantey and Brian Colburn wish to donate to the District through the Student Wellness Services Department \$25.00 to purchase office materials and supplies for homeless students.
- f. Glendale School Management Association wishes to donate to the District through the Student Wellness Services Department \$1,000.00 to purchase office materials and supplies for homeless students.
- g. Glendale Elementary Principals Association wishes to donate to the District through the Student Wellness Services Department \$100.00 to purchase office materials and supplies for homeless students.
- h. Ken and Dee Learmon wish to donate to the District through the Educational Services Department \$250.00 to purchase instructional materials and supplies for use in the Japanese FLAG Program at Verdugo Woodlands Elementary School.

January 19, 2021 Consent Calendar No. 20 Page 2 of 2

i. Glendale Kiwanis wishes to donate to the District through the Equity, Access and Family Engagement Department \$500.00 to pay for operating services for the GATE Scholastic Bowl.