

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

**BOARD OF EDUCATION**  
**AGENDA**

February 15, 2022  
Meeting No. 15  
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 15**  
Administration Center

**February 15, 2022**

*“Preparing our students for their future.”*

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

<b>Please Note Times</b>	
<b>5:00 P.M. -</b>	<b>Opening, Acknowledgements &amp; Recognitions Presentations Student Board Member Report Public Communications</b>
	<b>Closed Session</b>
<b>8:00 P.M. -</b>	<b>Regular Meeting Superintendent’s Updates Information, Action, Consent Calendar, Reports</b>

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

**AGENDA**

**ITEM**

**PAGE**

**A. OPENING – 5:00 P.M.**

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by, Michelle Tserunian a 5th grade student at Marshall Elementary School.**
- 3. Certification of Compliance**

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

- 4. Approval of Agenda Order**

**B. ACKNOWLEDGEMENTS & RECOGNITIONS**

**1. Daily High School recognized by California Department of Education as a Model Continuation High School**

The Board of Education would like to recognize Daily High School for being named a Model Continuation High School by the California Department of Education. The Model Continuation High School Recognition Program identifies and recognizes outstanding programs that provide comprehensive services to at-risk youth through the use of exemplary instructional strategies, flexible scheduling, and guidance and counseling services.

**2. Clark Magnet High School Students Win NASA TechRise Challenge**

The Board of Education would like to recognize students from Clark Magnet High School team CM (CH4) for winning the NASA TechRise Student Challenge. Students in the Honors Environmental GIS and GIS and Remote Sensing CTE classes won the opportunity to build and fly a payload on a high altitude balloon with Raven Aerostar.

**3. Crescenta Valley High School Student Wins Poetry Out Loud Competition**

The Board of Education would like to recognize Vienna Panossian, an 11<sup>th</sup> grade student from Crescenta Valley High School as the District's winner of the Poetry Out Loud Competition. Vienna was also a finalist in the Los Angeles County Poetry Out Loud Competition on February 9<sup>th</sup>. Vienna recited the poems "Burning in the Rain," by Richard Blanco and "A Song in the Front Yard" by Glendolyn Brooks.

**C. PRESENTATIONS**

**1. Career and Technical Education Month**

February is Career and Technical Education Month. Glendale Unified School District's Career and Technical Education (CTE) programs are industry-aligned and enable all students to explore their college and career goals. CTE programs are dedicated to creating a district-wide culture where students are able to explore, select, and complete specific career pathways. With CTE, students gain knowledge, attitude and skills to succeed in post-secondary education and careers.

**2. Glendale Educational Foundation Teacher Grants**

Glendale Educational Foundation will present the recipients of the 2021-2022 Teacher Grants. This year Glendale Educational Foundation will fund 10 projects submitted by 16 GUSD teachers.

**D. STUDENT BOARD MEMBER REPORT**

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

## E. COMMUNICATIONS FROM THE PUBLIC

1. ADDRESSING THE BOARD OF EDUCATION – An individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction. Individuals wishing to participate in public communication at Board meetings may do so in person or via Zoom. Instructions for public communication are included below. Not more than five minutes may be allotted to each speaker and no more than 20 minutes to each subject, except by unanimous consent of the Board of Education. A speaker's allotted time cannot be deferred to another speaker. Board Members may question the speaker but there will be no debate or decision. The Superintendent may refer the matter to the proper department for review. A student's parent/guardian, or a student if age 18 or older, may request that the minutes exclude the student's directory information, as defined in Education Code 49061, or a parent/guardians' personal information, as defined in Education Code 49073.2. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. Glendale Unified School District will provide accommodations, with reasonable advance notice, for any individual with a disability or any individual requiring translation needing to address the Board of Education during Public Communication. Please contact the Glendale Unified Public Information Office at (818) 241-3111 x1218 or publicinfo@gusd.net at least 24 hours before the start of the meeting to request.

### Instructions for In-Person Communication

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

### Instructions for Zoom Communication

1. A sign-up form will be posted at [www.gusd.net/communication](http://www.gusd.net/communication) 30 minutes prior to the start of the public meeting.
2. Speakers should fill in their name and select if they wish to address the board regarding a specific agenda item/subject or a non-agenda item.
3. Speakers are asked to attend the board meeting virtually via Zoom link: <https://glendaleusd.zoom.us/j/85304526766>
4. When it is time for a speaker to address the Board, the speaker will be upgraded to a webinar panelist and their name will be called. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board.
5. Speakers should rename their Zoom profile to their real names to expedite this process.
6. Speakers are requested to turn on their camera and state their name prior to addressing the Board.
7. After a speaker completes their public comment or if the five minute time limit has been reached, the microphone for the speaker's Zoom profile will be muted.
8. The speaker sign up form will be closed following the close of the public communication agenda item.

**F. CLOSED SESSION**

1. **Conference with Labor Negotiators pursuant to Government Code § 54954.5**  
**Agency designated representatives: Dr. Darneika Watson and Mr. David Greco, Employee organization: Glendale Teachers Association and California School Employees Association-Glendale Chapter No. 3**
2. **Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957**
3. **Threat to Public Services or Facilities (Government Code Section §54957)**  
**Consultation with: Dr. Vivian Ekchian, Superintendent**
4. **Public Employee Performance Evaluation – Government Code §54957**  
**Title: Superintendent of Schools**

**G. RETURN TO REGULAR MEETING – 8:00 P.M.**

**H. SUPERINTENDENT’S UPDATES**

1. **Public Health COVID-19 Safety Update**
2. **Building Healthy Communities**

**I. INFORMATION**

1. **District Budget and Employee Compensation Report** **9**  
  
This report will provide information regarding the District’s Budget and the components of employee compensation.
2. **Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and Mid-Year LCAP Data and Expenditures Update** **10**  
  
This report will provide the Board of Education with information on the Supplement to the Annual Update to the 2021-22 LCAP and the Mid-Year LCAP Data and Expenditure Update, as required by AB 130.
3. **Proposed Revisions to Board Policy and Administrative Regulation 6142.7 - Physical Education and Activity** **35**  
  
This report provides the Board of Education with information on the need to revise existing Board Policy (BP) 6142.7 (Physical Education and Activity) as recommended by the recent findings of the District’s Federal Program Monitoring review.
4. **Proposed Elective Science Instructional Material Adoption Recommendation** **41**  
  
This report will provide the Board of Education with information and process followed for the recommendation of instructional materials for the following elective science courses: AP Chemistry, AP Environmental Science, Marine Biology, Kinesiology, and Physiology.

**I. INFORMATION - continued**

**5. Acknowledgements of Service 44**

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

**J. ACTION**

**1. 2022 California School Boards Association (CSBA) Delegate Assembly Election 46**

The Superintendent recommends that the Board of Education vote for no more than two candidates for the CSBA Delegate Assembly, Subregion 23-A.

**2. Award of Contract to A&B Construction for HVAC Improvement Project at Wilson Middle School 54**

The Superintendent recommends that the Board of Education award a contract to A&B Construction Co. for HVAC improvement project at Wilson Middle School in the amount of \$385,000.00, funded by COVID-19 funds.

**3. Award of Contract to AMB Group, Inc. for HVAC Improvement Project at Rosemont Middle School 55**

The Superintendent recommends that the Board of Education award a contract to AMB Group, Inc. for HVAC improvement project at Rosemont Middle School in the amount of \$365,900, plus a \$50,000 allowance, funded by COVID-19 funds.

**4. Approval of Service Agreement with Hey Tutor, Inc. 56**

The Superintendent recommends that the Board of Education the Services Agreement between the Glendale Unified School District and Hey Tutor, Inc. for providing ELPAC Tutor and Proctor Candidates with a total not to exceed \$324,000.

**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 75**

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

- a. Regular Meeting No. 14 February 1, 2022

**K. CONSENT - continued**

**2. Certificated Personnel Report No. 12 84**

The certificated report recommends approval of the following:

A change of maternity leave of absence, extension of maternity leaves of absence, a parental leave of absence, a change of parental leave of absence, health leaves of absence, a change of health leave of absence, extension of health leaves of absence, family & medical leaves of absence, change of family & medical leaves of absence, extension of family & medical leaves of absence, a general purpose leave of absence, additional assignments, elections, elections hourly/daily, additional compensation, a transportation authorization, revision to previous personnel reports, personal services agreements and conference/workshop/meeting authorizations.

**3. Classified Personnel Report No. 12 100**

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; family & medical leave of absence; extension of family & medical leave of absence; extension of maternity leave of absence; parental leave of absence; election from eligibility list; reinstatement; medical separation; termination – exhaustion of benefits; additional assignments; change of assignments; revisions to previous board report; election of classified hourly substitutes; election of classified/non classified hourly substitutes; personal services agreements; and transportation authorization.

**4. Warrants 115**

The Superintendent recommends that the Board of Education approve Warrants totaling \$27,447,510.98 for January 1, 2022 through February 10, 2022.

**5. Purchase Orders 120**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,129,275.44 for the period of January 24, 2022 through February 4, 2022.

**6. Appropriation Transfer and Budget Revision Report 134**

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

**7. Approval of Agreement with Matchup, LLC DBA MoveSpring 139**

The Superintendent recommends that the Board of Education approve the License and Software Services Agreement with Matchup, LLC DBA MoveSpring in the amount of \$31,800 funded from Wellness Funds.

**K. CONSENT - continued**

**8. Approval of Notice of Completion with A&B Construction for HVAC Improvement Projects at Various Sites 152**

The Superintendent recommends that the Board of Education approve a Notice of Completion with A&B Construction for HVAC improvement projects at RD. White Elementary School, Wilson Middle School, Crescenta Valley High School, and Pacific Avenue Education Center.

**9. Approval of Notice of Completion with Chalmers Construction Services, Inc. for HVAC Improvement Projects at Mountain Avenue and Columbus Elementary Schools 158**

The Superintendent recommends that the Board of Education approve a Notice of Completion with Chalmers Construction Services, Inc. for HVAC improvement projects at Mountain Avenue and Columbus Elementary Schools.

**10. Approval of New and Revised Course of Study Outlines for Use in High Schools in the Area of Career Technical Education 160**

The Superintendent recommends that the Board of Education approve course of study outlines (Business Foundations and Law Honors; Business Communication and Social Media Marketing Honors; Information Technology and Cloud Computing Foundations Honors; Networking and Cyber Security Honors; Intermediate 2D Animation Honors; Advanced 2D Animation Honors; Intermediate Comic Illustration Honors; and Advanced Comic Illustration Honors) for use in high schools in the area of Career Technical Education.

**11. Acceptance of DonorsChoose Awards for Marshall Elementary School 234**

The Superintendent recommends that the Board of Education accept funding from DonorsChoose in the amount of \$406 to support projects submitted by Marshall Elementary School.

**12. Acceptance of Gifts 236**

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

**L. REPORTS AND CORRESPONDENCE**

**1. Board**

**2. Superintendent**

**M. ADJOURNMENT**



GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

INFORMATION REPORT NO. 1

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
SUBJECT: **District Budget and Employee Compensation Report**

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This report provides information regarding the District budget and employee compensation. Personnel costs represent about 80% of a school district expenditure budget. This report will include a review of the components of total compensation.

GUSD 2021-22 General Fund Expenditure Budget (First Interim):

Personnel Costs	\$287.50 million or 78.07%
Services and Operating Costs	\$44.23 million or 12.01%
Books and Supplies	\$34.65 million or 9.41%
Capital Outlay and Other	\$1.89 million or 0.51%
Total	\$368.27 million

Personnel Costs of \$287.50 million Include:

Certificated Salaries	\$149.58 million
Classified Salaries	\$51.35 million
Employee Benefits	\$86.57 million

Non-Negotiated Compensation Components Include:

- State Teachers' Retirement System pension contribution (CalSTRS)
- Public Employees' Retirement System pension contribution (CalPERS)
- Social Security and Medicare
- Workers' Compensation insurance
- State Unemployment insurance

Negotiated Compensation Components Include:

- Wages
- Dental, Vision, Life insurance contributions
- Medical insurance contribution
- Retiree benefits

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.***

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Brook Reynolds, Executive Director, Educational Services  
Dr. Marine Avagyan, Director, Equity, Access, and Family Engagement

SUBJECT: **Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and Mid-Year LCAP Data and Expenditures Update**

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This report will provide the Board of Education with information on the Supplement to the Annual Update to the 2021-22 LCAP and the Mid-Year LCAP data and expenditure update, as required by AB 130.

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

**Supplement for the Annual Update for the 2021–22 LCAP**

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval by July 1, 2022, as part of the LEA’s 2022–23 LCAP.

The 2021-22 Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 -that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.
3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation [i.e., the ESSER III Plan].
5. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

In responding to the five prompts in the 2021-22 Supplement, the District has included and considered the input from all educational partners gathered through various opportunities since the onset of the pandemic.

The attached GUSD 2021-22 Supplement will be included with the 2022-23 LCAP, which will be submitted for approval at the Board of Education meeting prior to July 1, 2022.

• **Available mid-year outcome data related to metrics identified in the 2021–22 LCAP**

<b>GOAL 1 Actions</b>	<b>Baseline</b>	<b>Year 1 Mid-Year</b>	<b>Desired Outcome by 2023-24</b>
Reclassification Rate 2020-21	10.80%	642 reclassified between 8/1/21 and 11/29/21: 12.4%	19.80%
Maintain 1:1 student to device ratio	1:1	1:1	Maintain 1:1

<b>GOAL 2 Actions</b>	<b>Baseline</b>	<b>Year 1 Mid-Year</b>	<b>Desired Outcome by 2023-24</b>
Attendance Rate	96.60%	91.27% (8/18 - 11/5/21)	98.10%
Chronic Absenteeism Rate (2019 Dashboard)	6.30%	2.89%	0.30%
Expulsion Rate	0%	0%	maintain at 0%
Suspension Rate	1.60%	1.6%	0.10%
PBIS major/minor incidents	Major: 1,455 Minor: 3,505	Major: 842 Minor: 1,512 as of 11/19/21	Major: 1,426 Minor: 3,435
Percentage of favorable outcomes on Panorama survey for grades 4 and 5 (Spring 2021)	Emotion Regulation 45% favorable Growth Mindset 61% favorable Self-Efficacy 61% favorable Sense of Belonging (connectedness) 70% favorable Social Awareness 70% favorable	<b>Fall 2021</b> Emotion Regulation 44% favorable Growth Mindset 65% favorable Self-Efficacy 60% favorable Sense of Belonging (connectedness) 69% favorable Social Awareness 70% favorable School Safety 65% favorable	Emotion Regulation 54% favorable Growth Mindset 70% favorable Self-Efficacy 70% favorable Sense of Belonging (connectedness) 79% favorable Social Awareness 79% favorable School Safety 75% favorable
Percentage of favorable outcomes on Panorama survey for students in grades 6-12 (Spring 2021)	Emotion Regulation 49% favorable Growth Mindset 54% favorable Self-Efficacy 49% favorable Sense of Belonging (connectedness) 43% favorable Social Awareness 64% favorable	<b>Fall 2021</b> Emotion Regulation 48% favorable Growth Mindset 56% favorable Self-Efficacy 51% favorable Sense of Belonging (connectedness) 42% favorable Social Awareness 64% favorable School Safety 62% favorable	Emotion Regulation 58% favorable Growth Mindset 63% favorable Self-Efficacy 58% favorable Sense of Belonging (connectedness) 52% favorable Social Awareness 73% favorable School Safety 72% favorable

<b>GOAL 3 Actions</b>	<b>Baseline</b>	<b>Year 1 Mid-Year</b>	<b>Desired Outcome by 2023-24</b>
Fully credentialed and appropriate assigned teachers	96%	96%	Maintain at 100%
Access to standards-aligned instructional materials	100%	100%	Maintain at 100%

**\* Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP**

Glendale USD maintains financial responsibility through implementation of a fiscal plan to preserve District resources, advance planning for the District's future educational and facility needs, and ensuring the fiscal health of the District. The District utilizes LCFF supplemental funding of \$23.35 million to increase and improve services for English Learners, Foster Youth, and Low Income students.

**LCAP 2021-22 Adopted vs. Mid-Year 1st Interim Projection (2/25/22)**

Goal 1							
LCAP GOAL/ ACTION	Action Title	Student Groups	Funding Source	2021-22 Adopted Budget	2021-22 Mid-Year Proj. Form IP	Variance	Comments
1.1	Instruction and Professional Development	All	LCFF Base	3,128,553	3,128,553	0	Spending as planned.
1.2	Instruction-related services for special education	Students with disabilities (SWD)	LCFF Base	35,922,680	33,748,237	-2,174,443*	LCFF Base contributions to Special Ed. Reduced, resulting from increased Special Ed. funds from State Budget Act.
1.3	English Learner Support (repeated expenditure, Goal 1, Action 1)	English Learner (EL)	LCFF Base	0	0	0	Spending as planned.
1.4	College, Career, and Life Readiness	All	LCFF Base	2,732,917	2,763,319	30,402	Primarily prior year carry-over adjustment.
1.5	Educational Technology	All	LCFF Base	1,372,227	1,372,227	0	Spending as planned.
1.6	Gifted and Talented Education (GATE)	All	LCFF Base	100,000	100,000	0	Spending as planned.

\* Due to increased amount of Special Education funds received from the State Budget Act this year, the LCAP funds allocated for Special Education in this amount will not need to be used.

Goal 1							
LCAP GOAL/ ACTION	Action Title	Student Groups	Funding Source	2021-22 Adopted Budget	2021-22 Mid-Year Proj. Form IP	Variance	Comments
1.7	Instructional Support - School Level	English Learner, Low Income, Foster Youth	LCFF Supplemental	<del>2,616,076</del>	4,240,564	1,624,488	Primarily prior year carry-over adjustment.
1.8	Instructional Support - Elementary	Foster Youth, Low Income, English Learner	LCFF Supplemental	<del>3,179,310</del>	3,179,310	0	Spending as planned.
1.9	Instructional Support - Secondary	Foster Youth, Low Income, English Learner	LCFF Supplemental	<del>1,797,790</del>	1,797,790	0	Spending as planned.
1.10	Academic and Behavioral Support	English Learner, Low Income, Foster Youth	LCFF Supplemental	<del>7,771,579</del>	7,771,579	0	Spending as planned.
1.11	Expanded Learning Opportunities	Low Income, Foster Youth, English Learner	LCFF Supplemental	<del>2,074,763</del>	2,074,763	0	Spending as planned.
1.12	Elementary Extracurricular Opportunities	Foster Youth, Low Income, English Learner	LCFF Supplemental	<del>788,960</del>	788,960	0	Spending as planned.
1.13	Elementary Library/Media Education	Foster Youth, Low Income, English Learner	LCFF Supplemental	<del>677,990</del>	677,990	0	Spending as planned.

Goal 1							
LCAP GOAL/ ACTION	Action Title	Student Groups	Funding Source	2021-22 Adopted Budget	2021-22 Mid-Year Proj. Form IP	Variance	Comments
1.14	Instructional Technology Support	Foster Youth, Low Income, English Learner	LCFF Supplemental	62,327	62,327	0	Spending as planned.
1.15	Instructional Support - English Learner	Low Income, English Learner	LCFF Supplemental	630,499	640,750	10,251	Primarily prior year carry-over adjustment.
1.16	English Learner Support in Dual Immersion	English Learner	LCFF Supplemental	305,717	305,717	0	Spending as planned.
1.17	Expanded Opportunities - Advanced Placement Exams	Low Income	LCFF Supplemental	80,510	80,510	0	Spending as planned.
1.18	Instruction-Related Services for Daily HS	Low Income, Foster Youth, English Learner	LCFF Supplemental	1,740,761	1,774,953	34,192	Primarily prior year carry-over adjustment.
1.19	Expanded Opportunities - Transportation for Clark Magnet HS	Low Income	LCFF Supplemental	1,000,000	1,000,000	0	Spending as planned.
1.20	Intervention Support - Elementary Schools	All	LCFF Base	135,292	135,292	0	Spending as planned.
1.21	Instructional Support - Secondary Schools (repeated expenditure, Goal 1, Action 1)	All	LCFF Base	0	0	0	Spending as planned.

Goal 2							
LCAP GOAL/ ACTION	Action Title	Student Groups	Funding Source	2021-22 Adopted Budget	2021-22 Mid-Year Proj. Form IP	Variance	Comments
2.1	Student Services	Foster Youth, Low Income	LCFF Supplemental	459,278	459,278	0	Spending as planned.
2.2	Health and Wellness Services	Foster Youth, Low Income, English Learner	LCFF Supplemental	688,918	688,918	0	Spending as planned.
2.3	Parent Engagement/ Outreach	Foster Youth, Low Income, English Learner	LCFF Supplemental	1,404,144	1,866,357	462,213	Primarily prior-year carry-over adjustment.
2.4	Restorative Justice and PBIS	All	LCFF Base	531,252	531,252	0	Spending as planned.
2.5	Health and Wellness Services - Special Education	All	LCFF Base	1,510,310	1,510,310	0	Spending as planned.
2.6	Communication and Surveys	All	LCFF Base	273,000	273,000	0	Spending as planned.
2.7	Guidance and Counseling	All	LCFF Base	4,537,832	4,537,832	0	Spending as planned.



Goal 3							
LCAP GOAL/ACTION	Action Title	Student Groups	Funding Source	2021-22 Adopted Budget	2021-22 Mid-Year Proj. Form IP	Variance	Comments
3.1	Qualified K-12 Staff	All	LCFF Base	127,677,491	128,787,673	1,110,182	Primarily prior year carry-over adjustment.
3.2	Instructional Materials	All	LCFF Base	7,518,256	15,859,323	8,341,067	Primarily prior year carry-over adjustment.
3.3	Plant/Maintenance Services	All	LCFF Base	22,167,864	22,195,240	27,376	Primarily prior year carry-over adjustment.
3.4	Safety and Security	All	LCFF Base	1,125,298	1,172,650	47,352	Primarily prior year carry-over adjustment.
3.5	Health Services	All	LCFF Base	1,249,874	1,249,874	0	Spending as planned.

**2021-22 LCAP Mid-Year Comparisons of the Data in the "Budget Overview for Parents"**

	Adopted Budget	Mid-Year 1st Interim 31-Oct-21	Variance	Variance Explanation
<b>2021-22 GENERAL FUND REVENUES</b>				
Total LCFF Funds	249,186,570	248,926,012	-260,558	Not significant
LCFF Supplemental & Concentration	23,733,823	23,348,860	-384,963	Not significant
All Other State Funds	26,179,338	54,569,638	28,390,300	Mainly COVID programs & carry-over
All Local Funds	16,910,173	17,411,227	501,054	Primarily carry-over
All Federal	13,835,539	67,155,948	53,320,409	Mainly COVID programs & carry-over
<b>Total Projected Revenue</b>	<b>306,111,620</b>	<b>388,062,825</b>	<b>81,951,205</b>	

2021-22 GENERAL FUND EXPENDITURES				
Total Budgeted General Fund Expenditures	330,719,063	372,119,888	41,400,825	Mainly COVID programs & carry-over
Total Budgeted Expenditures in the LCAP	235,261,468	244,774,548	9,513,080	Primarily carry-over
Total LCAP Budgeted Expense for High Needs	25,278,622	27,409,766	2,131,144	Primarily carry-over
Expenditures Not in the LCAP	95,457,595	127,345,340	31,887,745	Mainly COVID programs & carry-over

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

**TO SUPPORT 2021-22 BOARD PRIORITY NO. 2:** *Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.*

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

**TO SUPPORT 2021-22 BOARD PRIORITY NO. 4:** *Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.*



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glendale Unified School District	Vivian Ekchian, Superintendent	<a href="mailto:vekchian@gusd.net">vekchian@gusd.net</a> 818-241-3111

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

All funds provided through the Budget Act of 2021 were included in the GUSD 2021-22 Local Control and Accountability Plan (LCAP) adopted by the Board of Education and approved by the Los Angeles County Office of Education.

GUSD considers the input from education partners on districtwide programs as a critical component of planning. This has been especially important since the beginning of the pandemic to ensure continuous communication and collaboration with the community. The District has been actively engaging the community to gather input and feedback on programs and services that have informed the development of the plans, including the Learning Continuity Plan (LCP)

<https://www.gusd.net/site/handlers/filedownload.ashx?moduleinstanceid=1211&dataid=39970&FileName=Learning%20Continuity%20and%20Attendance%20Plan.pdf> , Local Control Accountability Plan (LCAP) <https://www.gusd.net/Page/779>, the Expanded

Learning Opportunity (ELO) plan <https://www.gusd.net/Page/15360>, and the ESSER III Expenditure Plan

<https://www.gusd.net/Page/15416>. The process of gathering community input continues to include the following formats to solicit education partners’ voices:

- Superintendent’s Parent Advisory Committee
  - Superintendent’s Updates
  - Superintendent’s Meetings with the Council PTA
- District English Learner Advisory Committee (DELAC)
- Student Voice Panels

- LCAP Town Hall Meetings
- Board of Education Meetings
- Education Partner Surveys

The Superintendent's Parent Advisory Committee was formed in Fall 2019. Principals were asked to nominate 2-4 parent/guardian leaders from their school to encourage new and diverse voices. SPAC meetings were held in both the morning and evening to allow for maximum parent participation. With the pandemic, the meetings transitioned to the virtual setting.

SPAC 2019-2020 Meeting Dates: September 24, 2019 (AM and PM), October 29, 2019 (AM), November 4, 2019 (PM), December 12, 2019 (AM and PM), February 5, 2020 (AM and PM), March 4, 2020 (AM and PM), April 1, 2020 (held virtually), May 6, 2020 (held virtually). The SPAC members decided to work in small groups focusing on three themes: College and Career Readiness, Inclusion/PBIS/Restorative Practices, Budget. The small groups explored these themes in depth, examined data, and provided input directly to the Superintendent and presented their sub-group's recommendations at school Board meetings.

In 2020-2021, 10 SPAC meetings were held monthly the first Thursday of every month and were conducted virtually. Additionally, District PTA leaders from each school met monthly with the Superintendent to provide their feedback on District and school programs and services. A draft of the LCP was presented at a joint meeting of the Superintendent's Parent Advisory Committee (SPAC) and Glendale Council PTA meeting with site-level PTA presidents on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Superintendent Ekchian and posted on the District's website prior to the CDE adoption of the 2020 LCP. On May 6, 2021, staff presented to the SPAC an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, the draft of the new LCAP, and recommendations for the ELO grant. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. Staff held a similar community input meeting with Glendale Council PTA on May 7, 2021.

In 2021-2022, in addition to SPAC meetings (9/3/21, 10/8/21, 11/5/21, 12/10/21, 3/4/22, 4/8/22, 5/6/22), the Superintendent provides monthly updates to the community in a virtual meeting (10/28/21, 1/20/22, 2/17/22, 3/10/22, 4/7/22, 5/12/22), where education partners have an opportunity to provide input on District programs and services. Additional opportunities for input are created through the Superintendent's monthly meetings with the Glendale Council PTA.

The purpose of the District English Language Advisory Committee (DELAC) is to solicit input from parents/guardians and advise the Board of Education on programs and services for English learners. District interpreters are in attendance to provide translation in Armenian, Korean, and Spanish, as needed. Five DELAC meetings are held annually, and were transitioned to the virtual setting from the onset of the pandemic. On May 10, 2021, staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, the draft of the new LCAP, and recommendations for the ELO grant. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit

questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. LCAP is a standing item on the DELAC agenda where at each meeting a different component of the Plan is reviewed and discussed, with a follow up opportunity for parents to provide input.

In 2019-2020 and 2020-2021, five Student Voice Panels were conducted at each of the District high schools, and Voice Panels are continuing during the 2021-22 school year. The District's Student Advisory Council (SAC) selects the students from each high school and determines the topics and questions for each forum. Diverse groups of high school students raise questions and share their perspectives on issues that are important to them. Board Members ask clarifying questions and get feedback directly from students. Topics have included themes such as: creating a sense of belonging; building school spirit; fostering stronger communication; improving attendance; race and equity; and school safety. Student Voice Panels promote leadership, advocacy, civic engagement, and provide students a voice in creating positive change throughout the District. The SAC meets monthly (8/25/21, 9/28/21, 10/20/21, 11/17/21, 12/8/21, 1/19/22, 2/11/22, 2/18/22, 3/9/22, 4/6/22) and provides input and feedback on districtwide programs.

LCAP Town Hall meetings became even more important at the onset of the pandemic to assist in sharing information with the community and for soliciting their input. Two Town Hall Meetings were held on July 8, 2020, to solicit input on distance learning and safety protocols for the 2020-2021 school year. Hundreds of parents and teachers spoke and the meetings were livestreamed. Information was provided through the Public Information Office on how to give comments and District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed. Four Town Hall Meetings were held during the 2020-21 school year to present and gather input on the development of the ELO and the LCAP. Town Hall Meetings continue during the 2021-22 year and serve as an opportunity for all education partners, including the certificate and classified bargaining unit members, administration, parents/guardians, and students to engage, ask questions, and provide input.

Presentations on the LCAP and the budget are made at Board Meetings where the community has the opportunity to learn more and provide input through the shared electronic feedback form. Details for speaking virtually or in person at Board meetings and town hall events are posted on the GUSD website, disseminated through the GUSD App, and through social media providing opportunities for all community members to speak or comment. Board meetings are televised on local Channel 15 and livestreamed and archived on the GUSD website.

Community Surveys of parents/guardians, students, and certificated, classified, and management staff were used throughout the 2019-2020 and 2020-2021 school years to solicit feedback districtwide plans. The results of surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan, the Local Control Accountability Plan, the Expanded Learning Opportunity grant plan, and the ESSER III Expenditure plan. At the end of the 2019-2020 school year, multiple surveys were developed specifically for parents/guardians, teachers/staff, and students to gather information on students' remote learning experience initiated by COVID-19. In all, 5,700 parents completed the survey, accounting for 19,022 households in

Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results. The responses were broken down by levels – Elementary: 3,843; Middle: 859; and High: 998. Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms (detailed analysis is provided in the LCAP and ESSER III Expenditure Plan). GUSD utilized these results in designing the fall distance learning instructional schedules, and designing professional development and instructional resources for teachers to support student's academic success and well-being. Staff surveys included responses from 1,204 certificated and 1,181 classified staff members and solicited input on best practices to inform planning for distance learning. A staff survey to gather feedback on desired instruction and professional development was also developed and received 813 responses. Based on results from the teacher surveys specifically, the District created 54 professional development sessions with more than 6,000 participants registered. to best support the areas of needed training teachers indicated on the survey. A student survey gathered information on students' remote learning experiences during Spring 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand community experiences and utilize the survey results to further improve distance learning experiences for Fall 2020. A total of 3,932 students in grades 4-12 completed the survey.

In addition to the previously mentioned formats to solicit input, the Superintendent and District leadership meet weekly with principal in level-alike meetings and monthly with the group as a whole. On January 21, 2021, District leadership and site principals discussed top priorities for the 2021 LCAP. The annual LCAP self-reflection tool was administered to principals in April 2021. At the April 28, 2021 Principals' Meeting, Assembly Bill (AB) 86 (Expanded Learning Opportunities grant) and draft LCAP were presented to solicit input from District administrators and site principals. Some of the priorities from the input from principals included: targeting the essential standards, differentiated small group instruction, block scheduling (secondary), blended learning, social-emotional support, and using data to drive instruction.

Furthermore, in 2020-21, Glendale Unified launched a Working Group to Ensure Culturally Relevant and Responsive Education (CRRE), made up of students, teachers, school and district administrators and staff, parents/guardians, and community members. The CRRE Working Group focused on five key areas: eliminating bias in curricula and instructional materials, actively recruiting a more diverse workforce and providing professional development to ensure culturally competent, anti-biased leadership, analyzing student discipline data and continuing the use of Restorative Practices to build community, engaging students and families, and connecting with community partners to proactively develop inclusive school communities. CRRE Working Group committee members utilizing the Theory of Change tool and process examined the five key areas and made recommendations to inform the District's plan and vision of ensuring a culturally relevant and responsive education.

Staff presented the dashboard local indicators/metrics, the draft of the new LCAP, and recommendations for the ELO grant to SPAC on 5/7/21, DELAC on 5/10/21, and at the LCAP Town Hall meeting (including the members of the bargaining units) on 5/17/21. Input and questions were solicited from participants during all meetings and on all surveys, as well as input and questions were welcomed from GUSD's local SELPA. All in attendance had the opportunity to ask questions, and a digital feedback form was shared and posted on the District website to solicit questions and input on the draft from all community members. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

Bargaining unit members participate in the LCAP Town Hall meetings. GUSD evaluated its community engagement opportunities and determined that Civil Rights groups, tribes, and advocates are neither present nor served by the district. GUSD works closely with the PTA Council as noted in the above description of the community engagement.

The 2021-24 GUSD Local Control Accountability Plan has been collaboratively created and revised with input and participation from the Board of Education, District leadership, LCAP community Committee, Superintendent's Parent Advisory Committee, Glendale Council PTA, District English Language Advisory Committee members, principals, counselors, teacher specialists, students and staff. The GUSD 2021-2024 LCAP serves as the GUSD Strategic Plan "Roadmap to Success for Educating the Whole Child" and is reflected in and supported by the GUSD Board Priorities. The new 20212024 GUSD LCAP include provisions for the following:

- Focus on Early Literacy
- Targeted Interventions
- Extended Day Kindergarten
- Block Schedules at the Secondary Level
- Blended Learning
- Increased Professional Development on Technology Integration
- Increased Teacher Collaboration Time
- Teacher Office Hours
- Extended Learning and Enrichment Opportunities
- Reduction of Combination Classes
- Summer and Saturday School Opportunities
- Social-Emotional Learning and Well-being
- Student and Staff Support for Mental Health
- Culturally Relevant and Responsive Education
- Increased Family Engagement Opportunities

The GUSD ESSER III Expenditure Plan reflects the findings and recommendations from the community input and aligns with the goals and actions presented in the 2021-24 LCAP and the ELO grant plans.



A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

GUSD is not eligible for and does not receive the concentration grant.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

GUSD actively engages its educational partners on an ongoing basis and in various forms and settings as described in the earlier prompt. District leadership and staff present information and updates on all GUSD programs and funding with opportunities to gather input and feedback from the educational partners, including staff, families, and students.

As described in the first section of this document, the District has been actively engaging the community to gather input and feedback on programs and services that have informed the development of the plans, including the Learning Continuity Plan (LCP) <https://www.gusd.net/site/handlers/filedownload.ashx?moduleinstanceid=1211&dataid=39970&FileName=Learning%20Continuity%20and%20Attendance%20Plan.pdf> , Local Control Accountability Plan (LCAP) <https://www.gusd.net/Page/779>, the Expanded Learning Opportunity (ELO) plan <https://www.gusd.net/Page/15360>, and the ESSER III Expenditure Plan <https://www.gusd.net/Page/15416>. The process of gathering community input continues to include the following formats to solicit education partners' voices:

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- Student Voice Panels
- LCAP Town Hall Meetings
- Board of Education Meetings
- Education Partner Surveys

Information, presentation, updates, and opportunities for input from educational partners on one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students were conducted within the same process that was used for developing the LCAP and other required plans. Since the onset of the pandemic and upon the availability of each of the one-time federal funds, the staff updated the educational partners on the funds and on the needs of the District. The



Educational partners were provided with various forums and methods for providing input, including digital surveys and Question and Chat features in all zoom meetings. The input was incorporated in the actions and expenditures of each plan accordingly.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The District's implementation of the ESSER III Expenditure Plan has focused on the critical needs identified in the plan which focus on health and safety of students and staff and ensure continuity of services. The following describes the implementation based on the planned actions in the ESSER III Expenditure Plan.

### ***Strategies for continuous and safe in-person learning***

**Health Services:** Services for COVID-19 testing and contact tracing (Vital, Primex, Mend, Healthcare IT Leaders, etc.) - potential costs beyond funding provided through LACOE

GUSD has provided increased access to healthcare professionals through Vital Medical Services at every school from 7:30am-4:00pm to provide on-demand testing for COVID-19. This increased staff also assists with on-site exposure management and contact tracing as needed. Mend Urgent Care provides weekly testing for athletes and instrumental music students at the high schools. This is in addition to the on-demand testing from Vital Medical Services. GUSD also scheduled large-scale testing clinics for students and staff after holidays and has evening testing available at the District office on all weekdays. Since August 2021, GUSD has conducted over 128,860 PCR and rapid antigen tests for students and staff. GUSD has also distributed approximately 30,000 home tests to students and staff to use after the three-day weekend in January, 2022 and has purchased 90,000 more home tests to distribute in anticipation of two three-day weekends in February and Spring Break in March, 2022. GUSD partnered with local pharmacies, Mend Urgent Care and local hospitals to conduct 38 vaccination clinics for students and staff. In addition to the supply and staffing costs covered by the State for free vaccinations, GUSD absorbed the cost for increased staffing to assist families signing up for vaccinations and for maintaining the vaccination clinic sites so that healthcare professionals could focus on administering the vaccinations.

GUSD contracted with Healthcare IT Leaders to support the school sites with contact tracing and the notifications necessary after positive cases were identified. This continues to be a challenge as the site teams had to respond to the Omicron variant and surge in the month of January. Healthcare IT Leaders provided support with making individual phone calls to families whose student had to quarantine and/or test due to close contact. Evidence of GUSD's success with health services is that on-site attendance in the month of January was consistently above 90% with 4% of enrolled students in independent study programs. The ability to keep students in school safely and not have to close schools due to staffing concerns is a success for the District and community. GUSD continues to try to recruit and hire additional health clerk/LVN staff and school nurses. However, finding, hiring and retaining high quality staff is a challenge across all industry sections including school-based healthcare.

**Plant/Maintenance Services:** Compliance with LACDPH “Reopening Protocols for K-12 Schools: Appendix T1”. Implement multiple layers of COVID-19 mitigation strategies to limit cases and transmission. Includes: Continuing supply of PPE, air filtration, cleaning supplies, signage, HVAC upgrades, outdoor areas, and increased cleaning staff.

Environmental Protection Agency approved disinfectants are used as needed when we have a confirmed outbreak at a site. Cleaning and disinfecting protocols are updated regularly based on CDC and CDPH recommendations.

The District's HVAC systems have been and do get inspected to allow for optimum efficiency, functionality and to insure they are in good working order. The HVAC systems are equipped with MERV-13 filters and additionally, we have provided each classroom, offices, staff restrooms and various other spaces with standalone HEPA filter units. Staff has gone through each building to make sure operable windows are actually functioning as they should.

Multiple large white tents are installed at each school site, which function as outdoor learning and activity spaces/areas.

The District's warehouse is stocked with hundreds of thousands of masks (surgical, KN95s, etc.), hundreds of gallons of hand sanitizer, thousands of gloves, face shields, desk shields, and surgical gowns.

The challenges include being short staffed and supply chain issues, timely delivery of materials from vendors, and the availability of contractors.

### ***Addressing the academic impact of lost instructional time***

**Expanded Learning Opportunities:** To ensure continuous instructional support that goes beyond the instructional day and year, secondary students are provided with expanded learning opportunities during summer. This provides students the opportunity for credit recovery and to receive intervention support in areas with significant gaps. The ESSER III plan supplements the work described in the LCAP by providing an increased number of course offerings during summer for secondary students to accelerate their progress on meeting a-g requirements.

The expanded summer program for 2021 included both core and elective courses to support both academic and social-emotional needs for students. Credit recovery and academic support courses were offered in English, ELD, Math, History-Social Science, and Science. Each middle school offered students a schedule that included a mix of core academic classes and elective classes each day. The high schools expanded the elective opportunities available in summer while continuing to offer a range of core academic classes for both credit recovery and advancement. Elective opportunities were included to provide high interest engaging opportunities for students to return to in-person instruction for the summer.

The challenges of offering additional courses in the summer were primarily around staffing. There were some challenges in finding enough staff willing to teach summer school after a grueling year of pivoting to distance learning, then to hybrid learning. In the end the district recruitment efforts were successful and all summer classes were staffed with credentialed teachers.

The summer expanded learning opportunities will be implemented again during summer 2022 to include credit recovery, enrichment, and acceleration based on student need and interest.

**Instructional Support - Elementary (Single-grade classes):** All students benefit greatly from individualized and targeted instruction, where they have the increased opportunity for one-on-one support and to clarify their questions. Combination (split) classes at the elementary level reduce these students' access to the teacher and staff, as they require a greater level of independence on the students' part. Offering single grade classes at the elementary level instead of splitting classes among two grade levels maximizes the teacher's effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.

Increased teacher and student interaction is important for supporting all students; however it is especially key for English learners, low income, and foster youth. In order to increase services for targeted students, GUSD provides single grade classes at the elementary level to ensure that there is greater focus on small group instruction and individualized assistance as teachers provide instruction on the key standards. The single grade classes allow teachers to differentiate instruction and provide targeted interventions in a timely manner. This allows the teacher to use all the instructional minutes focusing on the essential standards for a single grade level in ELA and Math, to close the academic gap for students.

The ESSER III plan supplements the work described in the LCAP by providing additional teachers at the elementary level to ensure that students are in single grade classes where teachers are providing focused, targeted instruction that addresses any identified gaps in learning. Teachers are provided with the tools and resources and the appropriate training and support to implement evidence-based strategies to accelerate learning.

The implementation of this plan to provide additional staffing to break up split classes into grade level specific classes was successful in enabling teachers to better meet the needs of all their students, especially English learners, low income, and foster youth. Given the potential for unfinished learning due to the pandemic school closures, the added ability for teachers to focus intervention and small group efforts on one grade level per class improved outcomes for students. i-Ready data in Reading and Math indicate that most students were able to maintain their learning progression through the pandemic, but those most at risk, such as English learners, foster youth, and students from low income families required additional support to catch up to their peers upon returning to in person learning.

The challenges associated with the increased staffing required to meet this challenge were compounded by the staffing needs for the sudden increase in families choosing independent study and to provide additional teachers for intervention programs. The demand for high quality teachers was much greater than the supply, so principals and human resources staff struggled to find teachers to fill these positions.

### ***Additional Actions***

**Independent Study:** Independent Study, per AB130, is available to students in TK-12 and provides students and families this alternative instructional strategy if they are not able to return to school. This action supports effective implementation of Independent Study, including appropriate staffing and instructional resources and platforms to ensure continued academic growth for students.

The challenges for the program were the hiring and training of numerous additional teachers and support staff to meet the needs of a program that grew from 140 students to nearly one thousand students in a matter of weeks. Once the needed teachers were hired and trained there was still the challenge of many students being enrolled in the program who required intense academic support. The team needed to determine how to provide that support to students that were not physically in the classroom.

The successes of the program are that the challenges described have been overcome and students are now engaging with their teachers and classmates and are being supported by their teachers as they learn from a rigorous standards-based online curriculum. Students who start to fall behind or struggle with class work are immediately identified and re-engagement strategies and academic supports are implemented.

**Health and Wellness Services (psychological services):** Social Emotional Learning and Support are at the forefront of everyone's work in GUSD. The Student Wellness Services (SWS) Department staff work closely with each school's administrative team to ensure that all students and families receive the support needed. SWS Department also provides social work supervisors to provide guidance, training, and assistance to social work interns. Individual and group counseling, parent support groups, social emotional support through psychological service providers are offered based on identified needs. Additional psychological service providers support all schools with individual and group counseling and parent support groups. The foster/homeless counselor provides academic, attendance, social emotional, and support services limited to unduplicated students and families.

With the increased number of psychological services providers in the 2021-22 school year the SWS department was able to support every GUSD school with a mental health therapist and a mental health intern. Their main duty is to provide individual counseling for students in need and provide group counseling to students who would benefit from the additional support. In addition, the team is involved with providing suicide prevention (QPR and YMH First Aid) training to staff, parents and community members. Total of 607 counseling referrals have been made and 366 students were serviced.

Since the pandemic and the anxiety around COVID, the SWS department has provided both in person and zoom opportunities for our students and families to connect with one of our psychological services providers. In order for a student to receive services through zoom, they need to have a confidential space at their residence and it has been a challenge for some of our families. In addition, out of 607 counseling referrals 241 parents either refused counseling or never returned the written consent form. There continues to be a great need for additional therapists to be able to support the referrals coming in and also support not only students but staff and families in the Glendale community.

**Instructional Support - Secondary (Block Scheduling):** GUSD is implementing block scheduling at the middle and high school levels to increase student access to courses and to expand the instructional time for English learners, low income, and foster youth.

Teachers need more time to complete lesson plans, examine and review practices and collaborate to develop supports for at-risk students. Students need opportunities to better understand and retain material and to build relationships. Peer to peer interactions in a structured classroom setting are particularly impactful for English Learners and would also benefit low income and foster youth. In

shorter or traditional classroom periods there is typically insufficient time for English Learners to interact with peers and engage in meaningful activities that will improve their language acquisition. A schedule is needed to accommodate these needs.

According to the National Education Association, block scheduling allows students to have more time for reflection and less information to process over the course of a school day. Research found that students retain information longer, and teachers are able to individualize instruction because of the reduced number of students they see during the day. Block scheduling increases students' ability to focus their attention on the learning building a better understanding and effective implementation of the skill. Increased students' achievement and improved students' behavior are additional findings from research on block scheduling.

The increased course access ensures that English learners have the greater opportunity for elective courses developing a broad experience with the varying learning experiences, including CTE, Visual and Performing Arts, World Languages, etc. The block schedule creates an expanded learning time for students allowing the teacher the opportunity to provide the additional individualized support necessary during the guided and independent practice following the lesson. The increased learning time with the teacher is key to learning for English learners, low income and foster youth, as for most, due to their family and life circumstances, academic learning is often limited to the time spent in school.

Implementation of the 7-period block schedule at all middle and high schools was a collaborative effort between district leadership, principals, and the Glendale Teachers Association. A core group representing district and school administrators and teachers developed a schedule template that each school then revised to meet their unique needs by working with the Instructional Leadership Teams and other school community groups. Professional development was provided in the summer and on an as-requested basis for each school site throughout the year. Resources were shared with principals to provide their own site level Professional development to support the block schedule implementation.

There were relatively few challenges associated with the new schedule. The change from six periods to seven periods per day reduced the number of minutes per year per class while the overall number of instructional minutes per year increased. Some teachers and high school students in Advanced Placement classes have expressed some concern with the slight decrease in time spent per class to prepare for the AP Exams. The concern seems to be outweighed by the benefits of increased opportunities to explore additional electives, especially important for English Learners and Special Education students who can take a support class and still have opportunities to take an elective.

A survey will be conducted in the Spring of 2022 to gather feedback from students, teachers, and other educational partners. Adjustments may be made by individual school sites to ensure the seven period block schedule best meets the needs of the entire educational community.

**Educational Technology:** In its efforts to close the digital divide, GUSD provides technology access to students with a goal of 1:1 ratio student to device (computers/Chromebook). Timely technology device maintenance (computer/Chromebook) is provided to staff and students to ensure student access to technology.

GUSD successfully implemented multiple measures to distribute devices to students who need them. Chromebooks are provided to students without a computing device and hotspots are provided to students without sufficient Internet access at home. Initially,

families were surveyed to determine their need for devices and the district's inventory at the time was sufficient to meet demand. Chromebooks were available for checkout at each school site to minimize distribution time. As the pandemic continued, demand increased. Additional Chromebooks and hotspots were purchased to stay ahead of the demand. A kiosk was established at the district office to maintain a convenient option for students to check out or replace damaged devices. The kiosk is open Monday through Friday, 8:30am - 4:30pm. Schools have messaged their families multiple times to communicate that each student is eligible for either a Chromebook, hotspot or both; and that replacements are available if a device ever stops functioning properly.

Possible challenges were anticipated and avoided by proper planning and implementation as indicated above.

**Technology Infrastructure:** Update bandwidth, Wi-Fi, firewalls, system software, data center components, classrooms TVs, student audio equipment.

GUSD successfully implemented key data center component upgrades such as servers, network switches, firewalls and wireless appliances. Every classroom was equipped with a wireless access point to provide ample connectivity for student and staff devices such as Chromebooks and laptops. With the increase of technology devices relied upon by staff and students in the last 5 years, network and device management software were also purchased. This software is used to configure and monitor the supporting systems in place to ensure reliability and usability of the network to increase student engagement and learning through technology. Every classroom is equipped with a voice amplification system and a majority of the classrooms with a large screen display (flat screen TV/projector) to assist student accessibility to audio/video content related to the curriculum. Lastly, bandwidth has been upgraded to 10G at both the primary and secondary internet connections. Bandwidth needs are assessed annually based on the overall data usage of the district to help support new teaching platforms such as video conferencing.

Initial challenges in upgrading the technology infrastructure included identifying the disparate systems and working towards a goal of unifying the management and warehousing of information into systems that integrated well with each other. The latest challenge is to refresh infrastructure components due to them reaching end of life and support. ESSER funds have been used to replace all three firewalls, various classroom TVs, renew Cisco Advanced Malware Protection and Cisco Umbrella web filtering subscriptions. Ongoing purchases are still being made to replace core & edge switches at each school site, as well as the entire wireless system, including wireless controllers and access points. These purchases will ensure that reliable access to information on a high performing network will continue.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The actions in the GUSD ESSER III Expenditure Plan are aligned with the 2021-22 LCAP goals and action, and the funds are used to supplement and expand the actions and strategies as described below. The District uses the funds received for the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan to support the LCAP goals which focus on Maximizing Student Achievement, Fostering a Positive Culture of Learning, and Ensuring the Health and Safety of Students and Employees.

To support the LCAP goal of Maximizing Student Achievement (Goal 1), the ESSER III funds are utilized to address the academic impact of lost instructional time through expanded learning opportunities and through the focus targeted instruction at the elementary that has been made possible through the elimination of the split classes. Additionally, instructional support is provided at the secondary level through the transition to block scheduling allowing students greater access to courses and to electives, as well as increased time on instruction and individualized support by the teacher. Increased technology resources, training, and infrastructure have expanded teachers' ability to provide services, resources, and a more comprehensive support that prepares students for the digital world.

The District has expanded the services for social emotional support contributing to the LCAP goal of Fostering a Positive Culture of Learning (Goal 2) through the addition of psychological support providers at every campus to monitor, provide ongoing support, and re-engage students and families into the system, the classroom, and the school community. Furthermore, with the expansion of the Independent Study program, the District has ensured that all students in IS are receiving quality instruction and support.

The ESSER III Expenditure Plan contributes to the much-needed health and plant/maintenance services as part of the LCAP goal of Ensuring the Health and Safety of Students and Employees (Goal 3), especially to ensure that the District continues to meet the requirements set for by Los Angeles County Department of Public Health (LACDPH) for continuous and safe in-person learning. These services include the expansion of the services for testing, contract tracing, and sanitation as described in the previous prompt.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.



## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

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. Marine Avagyan, Director, Equity, Access and Family Engagement

SUBJECT: **Proposed Revisions to Board Policy 6142.7 - Physical Education and Activity**

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This report provides the Board of Education with information on the need to revise existing Board Policy (BP) 6142.7 (Physical Education and Activity) as recommended by the recent findings of the District's Federal Program Monitoring review.

**BP 6142.7 - Physical Education and Activity**

CSBA Update July 2020  
Last GUSD Update: November 2020

Staff is recommending the Board of Education approve the proposed revisions to Board Policy (BP) 6142.7 as required to resolve a finding discovered during the recent Federal Program Monitoring process conducted by the California Department of Education (CDE). The CDE reviewer found that the current BP, while aligned to the CSBA model, does not accurately represent the Education Code related to who has the authority to grant PE exemptions for students. The recommended change moves the power to grant PE exemptions to the Board of Education instead of the Superintendent or designee. This change will result in a Board consent item being added twice a year, before each semester, for the Board of Education to formally approve PE exemptions recommended to them by the school sites.

The proposed revisions to this policy are presented to the Board for first reading. Should the consensus be to move forward, the policy will be on the March 8, 2022, meeting agenda for approval. Upon approval of the BP, revisions will be made to the accompanying Administrative Regulation as needed following the normal District process.

A copy of the proposed revised BP 6142.7 is attached to this memo.

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 2:*** *Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.*

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

Instruction

Physical Education and Activity

The Board of Education recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The District shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The District's physical education and activity programs shall support the District's coordinated student wellness program and encourage students' lifelong fitness.

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The District shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

The District's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

The District's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The Superintendent or designee may develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

### Instruction

#### Physical Education and Activity

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

#### Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The District shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

#### Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

#### Temporary Exemptions

~~The Superintendent or designee~~ The governing board of a school district or the office of the county superintendent of schools of a county may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

#### Two-Year Exemptions

With the student's consent, ~~the Superintendent or designee~~ the governing board of a school district or the office of the county superintendent of schools of a county may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

### Instruction

#### Physical Education and Activity

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

#### Permanent Exemptions

~~The Superintendent or designee~~ The governing board of a school district or the office of the county superintendent of schools of a county may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

#### Other Exemptions

~~The Superintendent or designee~~ The governing board of a school district or the office of the county superintendent of schools of a county may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a

Instruction

Physical Education and Activity

minimum of 7,000 minutes of physical education instruction during the school year.  
(Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)
3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the District's program in meeting goals for physical activity.

Legal Reference: Education Code, Sections 220; 221.5; 33126; 33350-33354; 35256; 44250-44277; 49066; 51210; 51220; 51222; 51223; 51241; 51242; 52316; 60800  
Code of Regulations, Title 5, Sections 1040-1044; 1047-1048; 3051.5; 4600-4687; 4900-4965; 10060; 80020; 80037; 80046.1  
United States Code, Title 29, 794 Rehabilitation Act of 1973, Section 504  
United States Code, Title 42, Section 1758b  
Code of Federal Regulations, Title 34, Sections 106.33; 106.34; 300.108  
Attorney General Opinions: 53 Ops.Cal.Atty.Gen. 230 (1970)  
Court Decisions:  
Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668  
Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975  
Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959

Policy Adopted: 11/05/2018

Policy Amended: 11/05/2019; 11/02/2020; --/--/2022



GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

INFORMATION REPORT NO. 4

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: **Proposed Elective Science Instructional Material Adoption Recommendation**

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This report will provide the Board of Education with information and process followed for the recommendation of instructional materials for the following elective science courses: AP Chemistry, AP Environmental Science, Marine Biology, Kinesiology, and Physiology.

As outlined in the science pathways adopted by the Board of Education in March 2020, students in high school may take elective science courses to further enrich their understanding of science after completing the three course science graduation requirements of Living Earth, Chemistry in the Earth System, and Physics of the Universe. GUSD has offered elective Science courses for many years, but the materials are not aligned to current needs. New science instructional materials are needed that align with the Next Generation Science Standards (NGSS), the 2016 Science Framework for California Public Schools, and/or the College Board Course Exam and Descriptions.

Elective science instructional materials reviewed for this adoption are updated with the shifts brought by the CA NGSS. Fundamental components of the CA NGSS are three-dimensional learning (Science & Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts), phenomenon-driven inquiry, students engaged in sense making learning experiences, and incorporation of Environmental Principles and Concepts.

Recently, the College Board updated the course content for AP Chemistry and AP Environmental Science standards. The College Board regularly updates Advanced Placement (AP) course and test content. These changes typically require updated instructional materials to match the updated course content.

**Review Process**

The Science Curriculum Study Committee (CSC) formed the Elective Science Adoption Committee with representatives from Crescenta Valley High School, Glendale High

School, Hoover High School, and Clark Magnet High School. The Teaching and Learning department reached out to publishers to obtain review copies of textbooks aligned with current District science electives in need of updated materials. The Elective Science Adoption Committee used Glendale Unified School District textbook evaluation rubrics and the CA NGSS Toolkit for Instructional Materials Evaluation (TIME) to evaluate and recommend instructional materials. Team members evaluated instructional materials for the subject that they teach on three separate days.

- November 16, 2021 - AP Chemistry
  - Zhenik Avetyan (Hoover)
  - Nabila Jahshan (Glendale)
  - Anna Mkrchyan (Clark Magnet)
  - Julie Patton (Crescenta Valley)
  
- November 17, 2021 - AP Environmental Science, Marine Biology, Kinesiology
  - Christina Engen – AP Environmental Science (Crescenta Valley)
  - Dominique Evans-Bye – AP Environmental Science (Clark Magnet)
  - Michelle Reyes – Marine Biology (Glendale)
  - Susan Smith – Kinesiology (Crescenta Valley)
  
- November 18, 2021 – Physiology
  - Vickie Caplinger (Hoover)
  - Dawn Franck (Crescenta Valley)
  - Talin Arakelian (Glendale)

Teaching and Learning Secondary Science Teacher Specialist, Avik Yahiyayan, facilitated the evaluation and adoption process. The adoption process had eight steps which included: pre-screen, content and standard alignment, program organization, assessment, universal access, instructional planning and support, appropriate supplemental instructional materials, and appropriate level of rigor for target audience. Each step of the process was scored based on rubrics aligned with the TIME toolkit.

Throughout the process, teachers came to a common understanding of the rubric components, indicators, and score values. Additionally, teachers learned the process used for developing consensus on individual lessons and units as a whole to provide rubric-based evidence for high-quality science instructional materials.

### **Recommendations**

The Elective Science Adoption Committee reached consensus and made a recommendation to the Science CSC. The Science CSC approved the recommendation

of the adoption and implementation for the following instructional materials in high school elective science courses on January 24, 2022:

- **AP Chemistry:** Cengage - Chemistry 10th ed. by Zumdahl for all high schools
- **AP Environmental Science:** BFW - Environmental Science 3rd ed. by Friedland for Crescenta Valley and Clark Magnet High Schools
- **Marine Biology:** McGraw Hill - Marine Science 2nd ed. by Peter Castro for Glendale High School
- **Kinesiology:** McGraw Hill - Manual of Structural Kinesiology 21st ed. by R.T. Floyd for Crescenta Valley High School
- **Honors Physiology:** McGraw Hill - Hole's Human Anatomy & Physiology 16th ed. by Welsh for Crescenta Valley, Glendale, and Hoover High Schools
- **Regular Physiology:** McGraw Hill - Hole's Human Anatomy and Physiology 2e HS edition, by Welsh for Crescenta Valley, Glendale, and Hoover High Schools

The textbooks were posted for public review and comment for a two week period and then the recommendation was presented to secondary principals for their review and recommendation. No public comments were offered to share with the principals. All secondary principals approved the recommendation to the Superintendent for approval of the six textbooks listed above.

The recommendation to adopt these materials will be presented as an action item at the March 8, 2022, Board of Education meeting.

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.***

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

INFORMATION REPORT NO. 5

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

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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. Ceballos, Heaven Effective 2/11/22  
Education Assistant I  
John Marshall Elementary School
2. Espinoza-Urbina, Edith Effective 2/18/22  
Health Assistant LVN/RN  
John Muir Elementary School
3. Garcia, Denise Effective 2/22/22  
Typist Clerk III  
College & Career
4. Khachaturian, Carmen Effective 12/17/21  
Education Assistant I  
Keppel Elementary School
5. Lewis, Charles Effective 1/25/22  
Physical Education Assistant  
Keppel Elementary School
6. Sarkissian, Ani Effective 2/11/22  
Behavior Intervention Assistant  
Special Education Department

Resignations: - Continued

- |    |   |                   |
|----|---|-------------------|
| 7. | Terrones, Alex<br>Custodian I<br>Rosemont Middle School | Effective 2/11/22 |
|----|---|-------------------|

Retirements:

- |    |   |  |
|----|---|--|
| 1. | Davis, Jennifer<br>English/Humanities Teacher<br>Clark Magnet High School                       | Effective 6/15/22<br>34 years of service           |
| 2. | Lokmanian, Noemi<br>Account Clerk III<br>Financial Services Department                          | Effective 3/15/22<br>12 years of service           |
| 3. | Patel, Mira<br>Assistant Physically Handicapped<br>La Crescenta Elementary School               | Effective 3/22/22<br>14 years, 4 months of service |
| 4. | Ward, Christine<br>Director, Procurement & Contract Services<br>Procurement & Contract Services | Effective 4/11/22<br>3 years, 8 months of service  |

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **2022 California School Boards Association (CSBA) Delegate Assembly Election**

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The Superintendent recommends that the Board of Education vote for no more than two candidates for the CSBA Delegate Assembly, Subregion 23-A.

The CSBA's Delegate Assembly is a vital link in the Association's governance structure. The CSBA's Delegate Assembly sets the general policy direction for the association. Working with local districts, county offices, the Board of Directors and Executive Committee, delegates ensure that the association reflects the interests of school districts and county offices of education throughout the State. Delegates serve two-year terms.

The Glendale Unified School District is part of Subregion 23-A of the CSBA. In the election for the delegate representatives for this region, there are two candidates running for three vacancies as listed below:

Kimberly Keene, Pasadena Unified School District  
Shant Sahakian, Glendale Unified School District  
Gary Scott, San Gabriel Unified School District

The biographical sketch form and resume, if submitted, for each candidate running for the Delegate Assembly, Subregion 23-A, are attached.

The Board of Education has one vote for each vacancy within its constituency. However, the Board may cast no more than one vote for any one candidate. Voting must be by official action of the Board of Education. Ballots must be postmarked by Monday, March 15, 2022, to be valid.

Election results will be posted on the CSBA's website no later than April 1, 2022. Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024.

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT  
SUBREGION 23-A  
(Los Angeles County)

Number of seats: 2 (Vote for no more than 2 candidates)

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*Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024*

*\*denotes incumbent*

Kimberly Kenne (Pasadena USD)

Shant Sahakian (Glendale USD)

Gary Scott (San Gabriel USD)\*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

---

*School District Name*

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*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

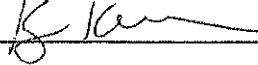
# Delegate Assembly Biographical Sketch Form for 2022 Election



**Deadline: Friday, January 7, 2022 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:  Date: 1/4/2022

Name: <u>Kimberly Kenne</u>	CSBA Region & subregion #: <u>23-A</u>
District or COE: <u>Pasadena Unified</u>	Years on board: <u>Ten</u>
Profession: <u>Retired</u>	Contact Number ( <input checked="" type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.): <u>626-696-9516</u>
Primary E-mail: <u>kenne.kimberly@pusd.us</u>	
Are you an incumbent Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, year you became Delegate: _____	

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

I have been a CSBA Delegate in the past and have found it very informative in my role as a board member. In addition, it allowed me to take local issues and share them with other board members from the region and the state. Through the Delegate Assembly, board members from around the state can work together on concerns that we share and effect change at the state level. In my time on the board, I have seen changes in how districts are funded and how our accountability systems work. This has given me perspective on the advantages and challenges of the various methods. I have had the privilege of learning how many parts of the education system in CA work over the past 10 years, including complex areas such as education finance and special education. I am interested in learning from other districts and sharing what I have learned so that we may better serve our students.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

Over my years on the board I have served on various board level committees – Finance, Policy, Student Safety and Facilities. I am currently the liaison to our Citizen's Oversight Committee for our construction bond. I often attend our parent advisory group meetings to better understand the issues facing our parents and students. I just completed a six-year term on the California Practitioners Advisory Group, a state-level body that advises the State Board of Education regarding the state's accountability system and ESSA plan. Through that group, I worked very hard to ensure that our LCAP documents are readable and understandable to all our education partners. I have also served on regional professional learning networks on Foster Youth and Family Engagement as well as a state professional learning network through CSBA on the Local Control and Accountability Plan.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

Stable funding for education continues to be a major issue for districts in California. Special Education has a large impact on our district budgets and this is an area where CSBA can help to advocate for more state and federal funding as well as help districts understand how to manage their expenses. With the many pressures on a district's budget, it is often difficult to ensure that supplemental funds from LCFF are spent in effective ways that target the students with the most needs. Building more transparency into our district budgets and LCAPs will help boards and the community make intentional spending decisions. In addition, that transparency will help build trust in our communities and help make the case for needed funding for education. CSBA has a role to play in helping districts make education spending more understandable to our education partners and taxpayers as we advocate for the resources our students need.



# Delegate Assembly Biographical Sketch Form for 2022 Election



**Deadline: Friday, January 7, 2022 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: 12/14/21

Name: Shant Sahakian

CSBA Region & subregion #: 23-A

District or COE: Glendale Unified School District

Years on board: 4

Profession: Museum Director Contact Number ( Cell  Home  Bus.): (818) 482-9858

Primary E-mail: ssahakian@gusd.net

Are you an incumbent Delegate?  Yes  No If yes, year you became Delegate: \_\_\_\_\_

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

I would be honored to have the opportunity to serve on the CSBA Delegate Assembly and represent our fellow school districts in the region including the Alhambra, Arcadia, Burbank, Duarte, Garvey, Glendale, La Canada, Monrovia, Pasadena, San Gabriel, and South Pasadena Unified School Districts. As your Delegate, I will be committed to 1) supporting CSBA's statewide efforts to prioritize our public schools, 2) advocating for the priorities of our local school districts, and 3) providing recommendations to CSBA leadership on ways to provide greater support directly to our local School Boards as we make critical decisions on behalf of our students and communities. As a lifelong resident who is a proud product of our K-12 public school and community college systems, I have championed our youth, advocated for the underserved, and served our community through a distinguished record of public service. During my years of community service and volunteerism, I have built bridges that have brought diverse communities together and built trusting relationships with community leaders, business leaders, and fellow elected officials that will support our work together with CSBA.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

I currently serve as the President of the Glendale Unified School District Board of Education. I was elected to the Board in 2017, becoming the youngest School Board Member and first Millennial elected in the city's history. During my tenure, I have served as the school district's representative for many organizations and committees including the Five Star Educational Coalition, GUSD Student Advisory Council, California Association of Suburban School Districts (CALSSD), Los Angeles County School Trustees Association (LACSTA), Glendale Civic Leaders Roundtable (GCLR), and Glendale Educational Foundation. In the past, I have served as the Chair of the City of Glendale Arts & Culture Commission, Chair of Glendale Youth Alliance, President of the Glendale Parks & Open Space Foundation, and Vice President of Kiwanis Club of Glendale. In 2017, I completed the CSBA Masters in Governance program during my first year in office and have benefited from the many educational conferences and workshops provided by CSBA over the years.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

As School Board Members, we are leading our school districts and our communities through one of the most unprecedented and challenging time periods of our lifetimes. CSBA has a pivotal statewide role to play in the halls of the State Capitol to advocate for sustainable funding, resources, and support for our public schools as well as smart and effective education policies that will help our students, employees, and communities succeed with safe and thriving public schools. CSBA also has a vital leadership role to play at the ground level in local school districts by providing best practices, guidance, and support directly to School Boards and School Board Members as we collectively take on a wide range of issues, challenges, and opportunities on behalf of the six million public school students across the State of California.



# SHANT SAHAKIAN

GUSD SCHOOL BOARD PRESIDENT, DISTRICT D

Shant Sahakian is the President of the Glendale Unified School District Board of Education representing District D. He was elected in 2017, becoming the youngest School Board Member and first Millennial elected in Glendale history.

Shant is a lifelong resident of Glendale and a product of Glendale public schools with deep roots in the community. He is a longtime community leader who has championed Glendale's youth, advocated for the underserved, and served the community through a distinguished record of public service. In the past, he has served as the Chair of the City of Glendale Arts & Culture Commission, Chair of Glendale Youth Alliance, President of the Glendale Parks & Open Space Foundation, and Vice President of Kiwanis Club of Glendale.



In addition to his elected role, Shant serves as the Executive Director of the Armenian American Museum and Cultural Center of California. The cultural and educational center is a developing project in Glendale, California. His professional career began as a young entrepreneur at the age of 14 when he founded his own digital agency serving businesses and non-profit organizations with design and technology services.

Shant became the first Armenian American to be honored with the prestigious Man of the Year Award from the Glendale Chamber of Commerce in 2016. He is also a recipient of the Hope Diamond Award from the Glendale Educational Foundation, Community Award from the Character & Ethics Project, and the inaugural Hero Award from Glendale Youth Alliance.

Shant holds a Bachelor's Degree in Graphic Design with a Marketing Minor from California State University, Northridge (CSUN) and a Certificate in Marketing from University of California, Los Angeles (UCLA Extension).

He and his wife, Suzanna Sahakian, reside in Glendale, California with their son, Raffi Sebastian Sahakian, and daughter, Lori Sidney Sahakian.

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## School District Committee Representation (Partial List)

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Five Star Educational Coalition  
California Association of Suburban  
School Districts (CALSSD)  
Glendale Civic Leaders Roundtable (GCLR)

GUSD Student Advisory Council  
Los Angeles County School Trustees  
Association (LACSTA)  
Glendale Educational Foundation

# Delegate Assembly Biographical Sketch Form for 2022 Election



**Deadline: Friday, January 7, 2022 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: Dec. 16, 2021

Name: Dr. Gary Thomas Scott

CSBA Region & subregion #: 23A

District or COE: San Gabriel Unified School District

Years on board: 17

Profession: Retired College Dean

Contact Number  Cell  Home  Bus.: 818-439-2271

Primary E-mail: greats@aol.com

Are you an Incumbent Delegate?  Yes  No

If yes, year you became Delegate: 2015

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

My entire career has been in public education which has included Elementary, Middle School, High School, Community College and University classroom teaching as well as multiple years of college administration. I have a passion for student learning and student success and have spent a great deal of my career trying to improve both. I am also committed to stronger pathways for high school students to higher education (either transfer or careers) by better utilizing and coordinating with the community college system. I am dedicated to doing whatever is necessary to close the achievement gap. All of us need to be thoughtful, creative and committed to ensure that all of our students are well prepared regardless of their circumstances.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

With over 40 years in public education I am in my fourth term on Governing Board, once again serving again as Board President. I was recently elected to the Governing Board of the San Gabriel Valley ROP and have served as a CSBA Delegate since 2015. I am a lifetime member of the community of San Gabriel and attended schools in the district as did my brothers, wife and children. For the past 35 years I have been involved with local school site Councils, District Advisory Councils, Bond Committees, Long Term Planning Committees and Youth Sports. I have donated countless hours of volunteer service to all of our schools and to our Education Foundation. I have been a member of our local Rotary Club, Chair of the Pastoral Council at our church for the past 15 years.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

With the sudden all encompassing move to virtual instruction brought about by the Covid, one of our biggest challenges is to continually improve the implementation of technology in instructional delivery which includes providing access to robust broadband for all students. This is how our students experience their world and how we will assess their progress. We need to identify and share best practices in this rapidly changing arena. The past two years have created a fundamental re-understanding of how our students learn and how effective classrooms and learning environments should operate. With declining enrollments a new funding mechanism for public education must be found. ADA will no longer work as an effective or fair funding process. We also need to double our efforts to close the achievement gap. These things all take money and we must be diligent and committed to getting the legislature to give fair and full funding to the public schools. We need to maintain open communication with our communities in this contentious time.

## Gary's Bio

Dr. Gary Thomas Scott retired as Dean of the School of Creative Arts and Applied Sciences at Long Beach City College after 38 years in education. He previously served as the Director of Bands at the college for 10 years and has continued as the Director of the college's Evening Wind Symphony for the past 35 years. He is the founder and musical director of the Band of the California Battalion, a fully reenacted Union Civil War Brass Band that is celebrating its 30<sup>th</sup> year as an ensemble. The Band has traveled all over the country providing concerts and living history performances including the National Civil War Brass Band Festival, the Grammy Museum, the Smithsonian in Washington D.C., the National Civil War Museum in Harrisburg, PA, Antietam, Harper's Ferry and two performances on the Battlefield at Gettysburg. In June of 2015 the Band performed as guests of the National Park Service at Fort Sumter in Charleston, S.C.

Dr. Scott previously served two terms as an elected member and past President of the Board of Education for the San Gabriel Unified School District and was reelected to a third term in 2013 again serving as Board President. He recently began serving his fourth term on the Board in 2018 once again serving as Board President. Dr. Scott is also a member of the CSBA (California School Board Association) Delegate Assembly representing Region 23A and also serves on the Governing Board of the San Gabriel Valley ROP. Gary has been a music director and church cantor at St. Anthony Catholic Church in San Gabriel, CA for the past 40 years as well as Chair of the Pastoral Council. Additionally, Dr. Scott has frequently served as a guest clinician, judge and conductor for honor bands and festivals throughout the Southwestern United States.

Dr. Scott earned his BA and MA degrees in Music Education from California State University, Los Angeles and a Doctor of Education from UCLA. He has been married to his wife Mary for 47 years, has an adult son and daughter and identical twin grand daughters.

Dr. Scott began his musical career playing clarinet in 4th grade. Although he was a clarinet major in college, Dr. Scott asserts, "I spent most of my time playing sax and made all of my money playing drums". In the past, Dr. Scott has also served as the Director of Bands at Bellflower High School, Director of Bands at Cerritos Community College, Associate Director of Bands at California State University, Los Angeles and Instrumental Musical Specialist for the Rowland Unified School District. The position in Rowland required Dr. Scott to drive modified school bus that served as a "mobile" band room. This innovative and award-winning program, including the CSBA Golden Bell, served multiple school sites in the district.

When not playing, conducting music or tackling the challenges of our educational systems, Dr. Scott loves traveling with his wife Mary in their motorhome and enjoys reading techno-thrillers.

**REGION 23 – 11 Delegates (11 elected)**

**Director: Helen Hall (Walnut Valley USD)**

**Below is a list of all elected or appointed Delegates from this Region.**

**Los Angeles County: San Gabriel Valley & East Los Angeles**

**Subregion 23-A**

Jennifer Freemon (Glendale USD), term expires 2023  
Gregory Krikorian (Glendale USD), term expires 2022  
Zahir Robb (South Pasadena USD), term expires 2023  
Gary Scott (San Gabriel USD), term expires 2022

**Subregion 23-B**

Florencio Briones (El Monte Union HSD), term expires 2023  
Adam Carranza (Mountain View ESD), term expires 2023  
Elizabeth Rivas (El Monte City SD), term expires 2022

**Subregion 23-C**

Cory Ellenson (Glendora USD), term expires 2022  
Steven Llanusa (Claremont USD), term expires 2022  
Christina Lucero (Baldwin Park USD), term expires 2023  
Eileen Miranda Jimenez (West Covina USD), term expires 2023

**County**

Los Angeles

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

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, Innovation and Facilities  
Christine Ward, Director, Procurement and Contract Services

SUBJECT: **Award of Contract to A&B Construction Co. for HVAC Improvement Project at Wilson Middle School**

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The Superintendent recommends that the Board of Education award a contract to A&B Construction Co. for HVAC improvement project at Wilson Middle School in the amount of \$385,000, funded by COVID-19 funds.

Per the Proclamation of a State of Emergency signed by Governor Gavin Newsom on March 4, 2020, and Emergency Resolution No. 19 approved by the Glendale Unified School District Board of Education, competitive bidding requirements can be waived and agencies may enter into contracts needed to assist in preparing, containing, responding to, mitigating the effects of, and recovering from the spread of COVID-19. The heating, ventilation and air-conditioning (HVAC) systems at the Wilson Middle School multipurpose room are aged to the point that parts are not available to repair the systems for ongoing use. It has been determined that the immediate replacement of these systems is required to maintain healthy air quality and circulation in order to combat the spread of COVID-19.

The Planning, Development and Facilities Department completed the solicitation of proposals for the HVAC improvement project Wilson Middle School. The District received three (3) proposals as outlined below:

<b>Contractor</b>	<b>Total</b>
A&B Construction Co.	\$385,000
Chalmers Construction Services, Inc.	\$403,400
Setag Construction, Inc.	\$425,000

After reviewing the proposal documents, staff is recommending the award of a contract to A&B Construction Co. as the lowest responsive and responsible contractor in the amount of \$385,000. Proposal details are available for review in the Planning, Development and Facilities Department. This project is anticipated to be completed by April 10, 2022, and will be funded by COVID-19 funds.

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.***

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

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, Innovation and Facilities  
Christine Ward, Director, Procurement and Contract Services

SUBJECT: **Award of Contract to AMB Group, Inc. for HVAC Improvement Project at Rosemont Middle School**

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The Superintendent recommends that the Board of Education award the contract to AMB Group, Inc. for HVAC improvement project at Rosemont Middle School in the amount of \$365,900, plus a \$50,000 allowance, funded by COVID-19 funds.

Per the Proclamation of a State of Emergency signed by Governor Gavin Newsom on March 4, 2020, and Emergency Resolution No. 19 approved by the Glendale Unified School District Board of Education, competitive bidding requirements can be waived and agencies may enter into contracts needed to assist in preparing, containing, responding to, mitigating the effects of, and recovering from the spread of COVID-19. The heating, ventilation and air-conditioning (HVAC) systems at the Rosemont Middle School multipurpose room are aged to the point that parts are not available to repair the systems for ongoing use. It has been determined that the immediate replacement of these systems is required to maintain healthy air quality and circulation in order to combat the spread of COVID-19.

The Planning, Development and Facilities Department completed the solicitation of proposals for the HVAC improvement project Rosemont Middle School. The District received three (3) proposals as outlined below:

<b>Contractor</b>	<b>Total</b>
AMB Group, Inc.	\$365,900
Setag Construction, Inc.	\$400,000
A&B Construction Co.	\$408,000

After reviewing the proposal documents, staff is recommending the award of a contract to AMB Group, Inc. as the lowest responsive and responsible contractor for a total of \$365,900. An allowance of \$50,000 was given on this project for additional sheet metal, ducting, insulation, and electrical work, for a total project cost of \$415,900. This allowance will only be used if needed, and upon approval by District staff. Proposal details are available for review in the Planning, Development and Facilities Department. This project is anticipated to be completed by April 10, 2022, and will be funded by COVID-19 funds.

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 4:** Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.*



GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Approval of Services Agreement with Hey Tutor, Inc.**

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The Superintendent recommends that the Board of Education approve the Services Agreement between the Glendale Unified School District and Hey Tutor, Inc. for providing ELPAC Tutor and Proctor Candidates with a total not to exceed \$324,000.

In order to provide sufficient instructional support for ELPAC testing, it has been determined that GUSD will add a supplemental contract with Hey Tutor, Inc. As GUSD continues to struggle with the statewide shortage of school employees, this will allow Hey Tutor to provide additional support.

Hey Tutor, Inc. will provide potential Tutors and Proctors to provide services for ELPAC testing. The District shall pay the contractor \$45.00 for each hour of Tutor and Proctor Service, with a total not to exceed \$324,000.

The agreement is in effect January 31, 2022 through June 30, 2022.

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

## GLENDALE UNIFIED SCHOOL DISTRICT

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

### SERVICES AGREEMENT

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

The Parties do hereby contract and agree as follows:

1. **Term**

Contractor shall commence providing services under this Agreement on or about January 31, 2022 and will diligently perform as required and complete performance by June 30, 2022.

2. **Scope of Services**

Hey Tutor will render the services as set forth on Attachment A for sourcing ELPAC tutors.

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

3. **Compensation**

District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a set for in Addendum A “Scope of Work.” District shall pay Contractor the amount set forth in Addendum B “Cost Proposal” according to the following terms and conditions: Not to exceed \$324,000.

Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.

4. **Expenses**

District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District that are not specifically identified in Addendum B “Cost Proposal” and factored into the compensation paid by the District to the Contractor.

5. **Materials**

Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

6. **Independent Contractor**

In the performance of this Agreement, Contractor shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided to employees of the District and/or to which District’s employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers’ Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor’s employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the

details of the work, District being interested only in the results obtained.

## 7. **Joint Employer**

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

## 8. **Contractor's Employee Processing**

- (i) **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.
- (ii) **Fingerprinting and Criminal Background Check:** Contractor shall complete the background check requirements of California Education Code section 45125.1 for all of its employees who will be working on the District's school sites with students. The Contractor shall not staff the program with any employees who have been convicted of a violent felony listed in California Penal Code section 1192.7(c). The Contractor shall provide the District with fingerprinting/criminal background check for all employees who will be used to staff the program.
- (iii) **Tuberculosis Clearance:** Contractor will ensure that all of its employees who will be working on the District's school sites with students are determined to be free of active tuberculosis by a medical professional. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District's school sites are determined to be free of active tuberculosis.
- (iv) **COVID-19 Vaccination Status and Periodic Testing:** Contractor will ensure that all of its employees who will be working on the District's school sites with students have been fully vaccinated for COVID-19. Contractor shall submit documentation to the District verifying that all of its employees who will be working on the District's school sites have received the complete COVID-19 vaccination within two weeks prior to starting to provide services at a District school site. Contractor further will require all of its employees who will be working on the District's school sites to participate in regular COVID-19 testing in compliance with the District's current testing protocols. Contractor's employees can either participate in the District on-site testing program wherein the District will directly receive testing results or seek testing on their own and furnish their

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

9. **Conduct on District Premises**

Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the District's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the District's premises. The operation of vehicles by the Contractor's personnel on the District's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on the District's property and involving either Party's personnel shall be reported promptly to the appropriate Party. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the District's premises, Contractor's personnel shall wear and clearly display identification badges or tags, as approved by the District. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. Contractor's personnel should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

10. **Anti-Discrimination**

District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).

11. **Indemnification**

To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, contractors, employees, trustees, and volunteers ("the Indemnified Parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential

damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the Indemnified Parties.

## **12. Limitation of District Liability**

Other than as provided in this Agreement, the District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall the District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

## **13. Confidentiality**

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

Both Parties will maintain in confidence and safeguard all confidential information, as defined in this paragraph, of the other Party, its affiliates, and its customers. "Confidential Information" means any information that is marked or otherwise identified as confidential or proprietary at the time of disclosure or by law, and includes but is not limited to, trade secrets, know-how, inventions, techniques, data, customers list, personal information, financial information, sales, and marketing plans of the other Party, its affiliates, or its customers. Both Parties recognize and acknowledge the confidential and proprietary nature of any Confidential Information and acknowledge the irreparable harm that could result if such confidential information is disclosed to a third Party or used for unauthorized purposes. Each Party agrees to use any Confidential Information only for the purpose of conducting business with each other and their clients in the manner contemplated by this Agreement. Both Parties will restrict disclosure of any Confidential Information to only those personnel who have a need to know and will bind such personnel to obligations of confidentiality to the same extent that each Party is bound by this Agreement. Upon request of the owner of the confidential information, the other Party will promptly return or destroy all materials incorporating any Confidential Information and any copies. The obligation under this paragraph do not apply to information that: 1) is or becomes generally known or in the public domain through no act or omission of the other Party; 2) was lawfully in Insight's or Client's possession without restriction as to use or disclosure before its receipt from the other Party; 3) is received from, or was made available to, a third Party without any obligation of confidentiality; 4) was independently developed; 5) is otherwise permitted to be disclosed under this Agreement; 6) is disclosed with the prior written consent of the disclosing Party; or 7) is required to be disclosed in any civil or criminal legal proceeding, regulatory proceeding or any similar process, however, the Party required to make the disclosure under the law shall give prompt notice of this to the other Party prior to such disclosure so that the other Party may seek an appropriate protective order or give its consent to such disclosure.

#### 14. **Insurance**

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

<b>Type of Coverage</b>	<b>Minimum Requirement</b>
<b>Commercial General Liability Insurance</b> , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments Each Occurrence General Aggregate	 \$ 1,000,000 \$ 2,000,000
<b>Automobile Liability Insurance - Any Auto</b> Each Occurrence General Aggregate	 \$ 1,000,000 \$ 2,000,000
<b>Professional Liability</b>	\$ 1,000,000
<b>Workers Compensation</b>	Statutory Limits
<b>Employer's Liability</b>	\$ 1,000,000

Contractor shall maintain Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:

- (i) A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."
- (ii) Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.
- (iii) An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
- (iv) All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

## 15. Termination

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

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

## 16. Certificates/Permits/Licenses

Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.

## 17. Delivery

Time of delivery of goods or services is of the essence in this Agreement. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.

///



**18. Notice**

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

**District:**

**Glendale Unified School District**  
223 N. Jackson Street  
Glendale, California 91206  
ATTN: Stephen Dickinson

**Contractor:**

Hey Tutor, Inc.  
8939 S. Sepulveda Blvd. #102  
Los Angeles, CA 90045  
ATTN: Patrick McClure

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

**19. Assignment**

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

**20. No Rights in Third Parties**

This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

**21. Integration/Entire Agreement of Parties**

This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.

**22. Submittal of Documents**

The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

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

**23. Force Majeure Clause**

The Parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, pandemic or epidemic, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory

evidence thereof is presented to the other Party(ies), provided that it is satisfactorily established that the non- performance is not due to the fault or neglect of the Party not performing.

**24. California Law**

This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.

**25. Waiver**

The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

**26. Severability**

If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

**27. Provisions Required By Law Deemed Inserted**

Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.

**28. Authority to Bind Parties**

Neither Party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

**29. Attorneys' Fees and Costs**

Should litigation be necessary to enforce any terms or provisions of this Agreement, then each Party shall bear its own litigation and collection expenses, witness fees, court costs and attorneys' fees.

**30. Headings**

Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a Party because that Party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

**31. Signature Authority**

Each Party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.

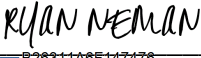
**32. Counterparts**

This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

SIGNATURE PAGE

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

Company Name: Hey Tutor, Inc.

By:   
B26311A6F147476...  
Signature

Ryan Neman  
Print Name

Founder  
Title

Dated: 2/7/2022, 20  

By:   
007867D4817D47F...  
Signature

Skyler Lucci  
Print Name

Chief Executive Officer  
Title

Dated: 2/7/2022, 20  

\*If the Contractor is a corporation, signatures of two specific corporate officers are required as further set forth. The first corporate officer signature must be one of the following: 1) Chairman of the Board; 2) the President; 3) any Vice President. The second corporate officer signature must be one of the following: 1) Secretary; 2) Assistant Secretary; 3) Chief Financial Officer; 4) Assistant Treasurer. Alternatively, a single corporate signature is acceptable when accompanied by a corporate resolution demonstrating the legal authority of the signature to bind the company. (California Corporations Code Section 313)

**Information regarding Contractor:**

License No.: \_\_\_\_\_  
\_\_\_\_\_

Employer Identification Number:  
46-5199755

Address: 8939 S. Sepulveda Blvd. #102  
Los Angeles, CA 90045

Telephone: 855-781-9042

Email: info@heyttutor.com

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

Other: \_\_\_\_\_

**NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.**

**Glendale Unified School District**

By: \_\_\_\_\_

Signature

**Dr. Darneika Watson**

Print Name

Chief Human Resources & Operations Officer

\_\_\_\_\_  
Title

Dated: \_\_\_\_\_, 20\_\_

## **ADDENDUM A**

### **SCOPE OF WORK**

#### **DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR**

##### **PROCTOR SERVICES:**

1. Selection of ELPAC Tutor Candidates. Contractor will connect District with multiple potential tutors and proctors (each, a Tutor/Proctor Candidate) who may ultimately provide proctor services for and on behalf of the District. District acknowledges and agrees that District has the sole, exclusive, and absolute discretion on whether to engage any Tutor/Proctor Candidate for services for and on behalf of District. District shall comply with all laws with respect to the Tutor/Proctor Candidates. Contractor shall prescreen Tutor/Proctor Candidates based on the lawful qualifications furnished in writing by District to Contractor, including having at least a bachelor's degree from an accredited educational institution, and shall forward to District the resumes or curriculum vitae of the Tutor/Proctor Candidates that Contractor believes satisfy the lawful qualifications furnished by District to Contractor. If District requires any replacements of Tutor/Proctor Candidates that become affiliated with the District, or any additional Tutor/Proctor Candidates, Contractor will use commercially reasonable efforts to assign Tutor/Proctor Candidates for District.

##### **SERVICES:**

2. Background Checks. For each Educator Candidate and Tutor/Proctor Candidate, Contractor shall, subject to any federal, state, or local laws, rules or regulations which may limit any HeyTutor action otherwise required by this Section 3, shall make reasonable and legally permitted efforts, including checking background and verifying personal information, to confirm that no such Educator Candidate and Tutor/Proctor Candidate has been convicted, within ten years, of any felony prior to beginning any affiliation with District under this Agreement, or has been convicted of any misdemeanor involving violence, sexual misconduct, theft, or computer crimes, fraud or financial crimes, drug distribution, or crimes involving unlawful possession or use of a dangerous weapon prior to becoming affiliated with Candidate. District shall not permit any Educator Candidate and Tutor/Proctor Candidate having such a conviction to enter into any relationship with District, subject to any federal, state, or local restrictions on the consideration of criminal convictions in making employment decisions, unless in the sole, exclusive and absolute discretion of District, said conviction has no reasonable relationship to the Educator Candidate's or Tutor/Proctor Candidate's fitness or trustworthiness to affiliate with the District.

3. Point of Contact. Each party will designate one or more individuals within their respective organizations as their representative(s) responsible for directing performance of the parties' obligations under this Agreement. Such points of contact shall be the initial points of contact with respect to any matters with respect to the day-to-day provision of such services and this Agreement, including attempting to resolve any issues that may arise during the performance of such Services.

**ADDENDUM B**

**“Cost Proposal”**

**FEES**

For the Services, District shall pay Contractor Forty-Five Dollars (\$45.00) for each and every hour of Tutor and Proctor Service by each Tutor/Proctor Candidate. District shall maintain accurate and complete records of the hours worked for Educator Services and Proctor Services.

Glendale Unified School District

**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

California Labor Code Section 3700 in relevant part provides:

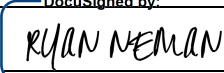
Every employer except the State shall secure the payment of compensation in one or more of the following ways:

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

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

Date: 2/7/2022

Name of Contractor: Hey Tutor, Inc.

Signature: 

Print Name and Title: Ryan Neman, Founder

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

Glendale Unified School District

**EXHIBIT "B"**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

One of the boxes below **must** be checked, with the corresponding certification provided, and this form attached to the Agreement for Professional Services ("Agreement").

- The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows:

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

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

**PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW:**

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



Glendale Unified School District

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

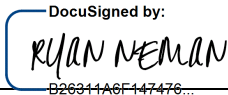
*By signing below, under penalty of perjury, I certify that the information contained on this certification form and attached employee list(s) is accurate. I understand that background clearance extends to all of Contractor’s employees, subcontractors, and employees of subcontractors coming into contact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

*The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.*

Date: 2/7/2022

Name of Contractor or Company: Hey Tutor, Inc.

Representative’s Name and Title: Ryan Neman, Founder

Signature:  B26311A6F147476...

Glendale Unified School District

**EXHIBIT "C"**  
**NONCOLLUSION DECLARATION TO BE EXECUTED BY**  
**BIDDER AND SUBMITTED WITH BID**  
(Public Contract Code section 7106)

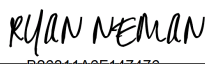
The undersigned declares:

I am the Founder of Hey Tutor, Inc., the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 2/7/2022 [date], at Los Angeles [city], California [state].

DocuSigned by:  
  
B26311A6F147476...  
Signature

Ryan Neman  
Print Name

Glendale Unified School District

**EXHIBIT "D"**  
**TUBERCULOSIS CLEARANCE**

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

I am a representative of the Hey Tutor, Inc. ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

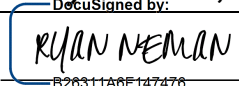
Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

- D The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- D Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: 2/7/2022

Name of Contractor: Hey Tutor, Inc.

Signature: 

Print Name and Title: Ryan Neman, Founder

Glendale Unified School District

**EXHIBIT “E”**

**COVID-19 VACCINATION ADDENDUM**  
**TO**  
**GLENDALÉ UNIFIED SERVICES AGREEMENT**


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

I am a representative of the Hey Tutor, Inc. (“Contractor”) currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

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

Contractor’s responsibility for COVID-19 clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Name of Contractor: Hey Tutor, Inc.

Signature:  B26311A6F147476...

Print Name and Title: Ryan Neman, Founder

Date: 2/7/2022

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 1

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
PREPARED IN: Office of the Superintendent  
SUBJECT: **Minutes**

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

- a) Regular Meeting No. 14, February 1, 2022

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

**BOARD OF EDUCATION MEETING NO. 14**  
**UNADOPTED MINUTES**  
**REGULAR MEETING, February 1, 2022**

**CALL TO ORDER AND ROLL CALL**

The regular meeting of the Glendale Unified School District Board of Education was called to order by Mr. Shant Sahakian, president of the Board of Education, at 5:05 p.m., on Tuesday, February 1, 2022, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Dr. Armina Gharpetian, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, and Mr. Shant Sahakian.

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

**PLEDGE OF ALLEGIANCE**

Mariam Jangozian, a 5<sup>th</sup> grade student at Columbus Elementary School, led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

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

**APPROVAL OF AGENDA ORDER**

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

**RECOGNITIONS**

1. Wilson Middle School Student Wins 3<sup>rd</sup> Place in the Congressional App Challenge

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

PRESENTATIONS

1. National School Counseling Week

Celebrated from February 7-11, 2022, National School Counseling Week highlights the tremendous impact school counselors have in helping students prepare for success in college, career, and life. The Board of Education extended its appreciation to all counselors.

2. American Heart Month

February is American Heart Month. Glendale Unified is partnering with the American Heart Association to celebrate Wear Red Day on February 4, 2022. Several GUSD schools are participating in the American Heart Association Kids Heart Challenge. Jefferson principal Armineh Alexan, Balboa Assistant Principal Karen Kerr, and American Heart Association VP Kathy Young shared information on the program.

STUDENT BOARD MEMBER REPORT

Student Board Member Brandon Doronila reported on activities and events around the district. He is excited to participate in Wear Red Day. He wished everyone a Happy Lunar New Year. The Student Advisory Council is working on the Middle School Leadership conference. Glendale High's Oratorical is next month, and the boys' soccer team is one game away of being the league champions. Hoover High is planning a car show and looking for a new prom venue. Clark Magnet High is preparing for its winter fest event. Crescenta Valley High is planning its winter formal. He reminded seniors to complete their college/financial aid application. The College and Career Division offers many opportunities for grades 9<sup>th</sup> and 12<sup>th</sup>. Visit the website for more information.

PUBLIC COMMUNICATIONS

1. Sona Aivazi, CSEA member, directed the Board to goal #3, "Ensure the health and safety of students and employees." For the last few years, the employees' morale and mental health are getting worse. Financial security is a key contributor. The vast majority of their members are currently in the low-income range. Cost for foods and gas have increased. Classified employees are the pillars that hold the foundation of GUSD. Do not let the pillars break.
2. Eva Masoudi, CSEA member, spoke about the subs situation. The majority of the time there are no clerical substitutes; therefore, the remaining staff ends up filling the position in addition to their own duties. Everyone is overwhelmed with his or her own position. The cost of living has gone up and it is not reflected in their salary. Compensate them for their hard work and appreciate the value they bring to the district.

MINUTES: February 1, 2022 – Regular Board Meeting

PUBLIC COMMUNICATIONS (Continued)

3. Chris Davis, GTA president, spoke about areas of progress and areas of concern. GTA is pleased that we have a TK committee as we plan for universal TK programs next fall. They had some productive bargaining sessions and look forward to a fair wage increase. Morale is a challenge for the district; everyone is facing emotional challenges. The district leadership needs to recognize them in tangible ways, continue to use the talents and insights of educators, and message the community with accurate information.
4. Celena Mesa said the Board is breaking education laws. The Board is operating under the color of law and hiding behind the Public Health Department guidance. Wearing masks all day causes physical and mental health issues. The Board can stand down or prepare for legal action. She promised that she would help parents file claims against GUSD.
5. Martin Mesa said aside from child endangerment laws being broken; he believes there is proof that masks are harmful. Masks are not recommended by many agencies. Subjecting students to wear masks all day, along with other COVID related measures, are against the law.
6. Rene Montes, parent, said there were a lot of misinformation from the previous speakers. The Board has authority to implement COVID policies. With the surge of the pandemic, he feels the Board should mandate weekly COVID testing.
7. Narinch Antanesian, parent, asked the district to provide the exact legal and official procedure enacted by the California legislature that authorizes GUSD to offer medical advice and have any say in a student's healthcare choices. Additionally, she said she agrees with the CSEA members. She left GUSD because of the COVID restrictions and low salary.
8. Lerna Amiryans, parent, thanked our leadership team for supporting our students during the pandemic. Many parents are feeling more anxious especially after returning from winter break because of the Omicron surge. GUSD has done a great job in providing suicide prevention training to parents. We need to provide suicide awareness training for our students, as well.

CLOSED SESSION

The Board recessed to Closed Session at 6:14 p.m. to discuss the following:

1. Conference with GUSD Labor Negotiators pursuant to Government Code Section 54957.6:  
Agency designated representatives: Dr. Darneika Watson and Mr. David Greco  
Employee organization: Glendale Teachers Association and California School Employees Association-Glendale Chapter No. 3.
2. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957



MINUTES: February 1, 2022 – Regular Board Meeting

CLOSED SESSION (Continued)

3. Threat to Public Services or Facilities (Government Code Section §54957)  
Consultation with: Dr. Vivian Ekchian, Superintendent
4. Conference with Legal Counsel – Anticipated litigation – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section §54956.9: One potential case

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:59 p.m.

REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

SUPERINTENDENT’S UPDATE

1. Early Childhood Education

INFORMATION

1. Proposed Plan to Implement Assembly Bill 130 - Universal Transitional Kindergarten in Glendale Unified School District Elementary Schools
2. Proposed New and Revised Course of Study Outlines for Use in High Schools in the Area of Career Technical Education
3. Acknowledgements of Service

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

ACTION REPORTS

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

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

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

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

MINUTES: February 1, 2022 – Regular Board Meeting

ACTION REPORT (Continued)

3. Approval of Additional License Purchases with Fuel Education

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

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

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

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

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

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

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

CONSENT CALENDAR

1. Minutes

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

2. Certificated Personnel Report No. 11

3. Classified Personnel Report No. 11

4. Warrants totaling \$1,327,638.97 for January 13, 2022 through January 26, 2022

5. Purchase Orders totaling \$26,318,277.39 for the period of January 10, 2022 through January 21, 2022

6. Appropriation Transfer and Budget Revision Report

7. Approval of Textbook for Use in High School Women's Studies Elective Course

8. Approval of Revisions to Board Policies Relating to Bylaws of the Board

CONSENT CALENDAR (Continued)

9. Agreement with SchoolMint, Inc.
10. Acceptance of Gifts

It was moved by Dr. Gharpetian and seconded by Ms. Nahabedian to approve the Consent Calendar, as presented. AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

REPORTS FROM THE BOARD

Mrs. Freemon shared some factoids as to why we celebrate Black History Month. Last year, we were introduced to “Juneteenth,” a new federal holiday. The Emancipation Proclamation was declared in January 1862, which was the official end to slavery, but did not make its way across the country. June 19, 1865 marks the date where federal troops arrived in Texas to take control to ensure all enslaved people were free. Another piece that a lot of us have been learning about is redlining communities. As late as the 1970’s, in some communities in California, homes and communities were defined as being desirable based on who lived there. The racial makeup on the community affected the ability to get a home loan or buy a home in certain communities, locking out many African American families. These pieces of our history are important for us to know. Black History Month not only celebrates our accomplishments, but also teaches us about our history that created inequities.

Ms. Nahabedian spoke about Kimberle Crenshaw’s op ed piece, “King was a critical race theorist before there was a name for it.” Crenshaw writes, “For the first time we’re observing Rev. Martin Luther King Jr. holiday under new laws in multiple states that ban the divisive interpretations of our racial past.” We continue in our school district to proactively teach history so that we move towards preventing discrimination. An example is the Holocaust Survivor Speaker series. Last week, she heard David Lenga speak about his experiences to our middle school students. The district offered multiple sessions for our secondary students. Our students are richer for it. As much as we say never again, the truth is that it has happened again and again. We continue to do the best we can with the circumstances we have so we can communicate our present situation about our neighbors and ourselves.

Dr. Gharpetian spoke about the Healthcare Partners Advisory meeting this week. It allows us to share valuable information. Our partners are always impressed with our district for going above and beyond. Since February 4, 2020, we had 38 vaccination clinics and provided thousands of COVID testing. She also participated in the Holocaust Survivor Speaker program presented by Joseph Alexander, who is 99 years old. The story that he shared was unbelievable. There is a concurrent pandemic, the mental health of our youth. She asked parents to talk to their kids and provide support for them. Do not assume that they are okay or fine.

REPORTS FROM THE BOARD (Continued)

Mr. Krikorian reflected on his experience as a school board member over the last 21 years and feels it is time to move on. He highlighted some notable accomplishments

REPORTS FROM THE BOARD (Continued)

during that time, including the passage of two bond measures. All five of his children graduated from GUSD. He is thankful for all the teachers and superintendents he worked with. He praised his fellow board members, both past and present. Our board members care about the district, and he is hopeful for the future of GUSD. We are the Jewel City; we are all here for the kids. It has been a pleasure to serve this community.

Mr. Sahakian thanked Mr. Krikorian for his 21 years of service for our students and community. He wished everyone a Happy Lunar New Year. Today is the first day of Black History Month. It is important to celebrate the rich culture and contributions of our Black students and families, to learn from our history, and to make our tomorrow better. The Holocaust Survivor Speaker series was incredible. With Zoom technology, so many more students were able to participate and learn life lessons. Lessons on perseverance and how to make a better world. He thanked David Meyerhof for making this possible for our students. As a closing note to Herb Murez' Holocaust presentation, he said, "We are one country, we are one people. We have many backgrounds, many origins. Don't hate anyone and don't let anyone practice hate on you. It is poison." This was truly an invaluable experience.

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian thanked Mr. Krikorian for his 21 years of service. She read a passage from *The Gift of Imperfections* by Brené Brown, "We live in a blame culture—we want to know whose fault it is and how they're going to pay. In our personal, social, and political worlds, we do a lot of screaming and finger-pointing, but we rarely hold people accountable. How could we? We're so exhausted from ranting and raving that we don't have the energy to develop meaningful consequences and enforce them. From Washington, DC, and Wall Street to our own schools and homes, I think this rage-blamed-too-tired-and-busy-to-follow-through mindset is why we're so heavy on self-righteous anger and so low on compassion." She read an email from Jason Moss. He wrote, "Good morning Dr. Ekchian. Allow me to introduce myself. My name is Jason Moss and I am the Executive Director of the Jewish Federation of the Greater San Gabriel and Pomona Valleys. My organization represents the Jewish community from Glendale in the west to Rancho Cucamonga in the east. I am writing you today to express my utmost appreciation for the experience all GUSD 10<sup>th</sup> world history classes and many, many other students got last Tuesday and Wednesday when they had the opportunity to hear directly from Holocaust survivors. As you are aware, this experience will soon no longer be possible as each day those that experienced first-hand the horrors of the Holocaust are dying. You and your district's administration and faculty made sure that this happened as a way to educate your students about what can happen when hatred of all kinds goes unchecked. If I, or the Jewish Federation, can help in any way or can be a resource to your district, please do not hesitate to contact us. To individuals who made public comments asking why we are not going after persons who post hateful comments, she said, "What matters to us is to be able to educate the next generation of students so that they can separate themselves from those who hate to those who show compassion and empathy."

MINUTES: February 1, 2022 – Regular Board Meeting

ADJOURNMENT

There being no further business, President Sahakian adjourned the meeting in honor of Mr. Krikorian for his 21 years of service at 9:40 p.m.

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Shant Sahakian  
President, Board of Education

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Gregory S. Krikorian  
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, February 1, 2022

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

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 12

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

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Change of Maternity Leave of Absence</u>		
1.	Micev, Mary Teacher, Regular 5 <sup>th</sup> Grade Columbus Elementary	1/29/22 through 6/14/22
<u>Extension of Maternity Leave of Absence</u>		
1.	Botts, Narine Teacher, Special Education Marshall Elementary	1/10/22 through 3/21/22
2.	Pelka, Ashley Teacher, Regular 4 <sup>th</sup> Grade Dunsmore Elementary	1/10/22 through 3/28/22
3.	Sahakian, Anita Teacher, Regular 2 <sup>nd</sup> Grade R.D. White Elementary	11/19/21 through 2/14/22
<u>Parental Leave of Absence</u>		
1.	Galdamez, Henry Teacher, Regular Math Roosevelt Middle School	2/15/22 through 3/11/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Change of Parental Leave of Absence</u>		
1.	Pelka, Ashley Teacher, Regular 4 <sup>th</sup> Grade Dunsmore Elementary	3/29/22 through 5/23/22
<u>Health Leave of Absence</u>		
1.	Arora, Surinder Teacher, Regular Muir Elementary School	1/13/22 through 2/11/22
2.	Dall, Jennifer Teacher, Special Education Roosevelt Middle School	1/06/22 through 2/13/22
3.	Grigoryan, Ani Teacher, Regular 3 <sup>rd</sup> Grade FLAG Jefferson Elementary	1/10/22 through 2/03/22
4.	Makasjian, Liza Teacher, Early Education Verdugo Woodlands CDCC	1/05/22 through 2/11/22
5.	Pieprzyca, Gyzela Teacher, Regular Independent Study Daily High School	1/21/22 through 2/27/22
<u>Change of Health Leave of Absence</u>		
1.	Firstman, Jill Assistant Principal Monte Vista Elementary	1/10/22 through 1/30/22
<u>Extension of Health Leave of Absence</u>		
1.	Garza, Nancy Teacher, Regular Dual Language Immersion Muir Elementary	12/27/21 through 6/06/22
2.	Gullessarian, Tamar Teacher, Early Education Fremont Elementary CDCC	1/10/22 through 2/28/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Family &amp; Medical Leave of Absence</u>		
1.	Arora, Surinder Teacher, Regular Muir Elementary School	1/13/22 through 2/11/22
2.	Dall, Jennifer Teacher, Special Education Roosevelt Middle School	1/06/22 through 2/13/22
3.	Galdamez, Henry Teacher, Regular Math Roosevelt Middle School	2/15/22 through 3/11/22
4.	Grigoryan, Ani Teacher, Regular 3 <sup>rd</sup> Grade FLAG Jefferson Elementary	1/10/22 through 2/03/22
<u>Change of Family &amp; Medical Leave of Absence</u>		
1.	Firstman, Jill Assistant Principal Monte Vista Elementary	1/10/22 through 1/30/22
2.	Micev, Mary Teacher, Regular 5 <sup>th</sup> Grade Columbus Elementary	1/29/22 through 5/03/22
<u>Extension of Family &amp; Medical Leave of Absence</u>		
1.	Botts, Narine Teacher, Special Education Marshall Elementary	1/10/22 through 3/21/22
2.	Garza, Nancy Teacher, Regular Dual Language Immersion Muir Elementary	12/27/21 through 4/13/22
3.	Gullessarian, Tamar Teacher, Early Education Fremont Elementary CDCC	1/10/22 through 2/28/22



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Family &amp; Medical Leave of Absence (Cont.)</u>		
4.	Sahakian, Anita Teacher, Regular 2 <sup>nd</sup> Grade R.D. White Elementary	11/19/21 through 2/14/22
<u>General Purpose Leave of Absence</u>		
1.	Valdivia-Abdallah, Vera Teacher, Regular 2 <sup>nd</sup> Grade Franklin Elementary School	3/14/22 through 6/14/22
<u>Additional Assignment</u>		
1.	Boiler, Elizabeth Melikian, Melany Perkins, Thea-Marie Teachers will be tutoring outside their contractual dates to provide accelerating progress to close learnings gaps for Hoover High School	8/16/21 through 6/30/22 \$34 per hour Not to exceed \$70,000 total 01.0 74250.0 11303 10000 1130 0300000
2.	Rose, Phillip Michael Daniel Vasquez, Karla Teachers, as needed, to work on planning for Special Education students in the Independent Study Program	1/10/22 through 6/14/22 \$31 per hour Not to exceed 2 hrs/day each Special Education - SAI - Core 01.0 65000.0 57608 11200 1130 0000600
3.	Arjoyan, Anita Teacher Specialist, as needed, to proctor and score the Bilingual Competency Exam at Toll Middle School	1/28/22 through 2/28/22 Not to exceed \$340.00 Total \$34.00 per hour to teach Supplemental 01.0 01000.0 11100 10000 1130 0000673

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election</u>		
1.	Lopez Negrete, Ana Teacher, Temp Contract Special Education Cerritos Preschool	2/03/22 through 6/14/22
2.	Garrett, Maureen Teacher, Temp Contract GUSD Independent Study Daily High School	2/01/22 through 6/14/22
3.	Sarkissian, Ani Teacher, Temp Contract Special Education Itinerant	2/15/22 through 6/14/22
4.	Schwab, Colleen Teacher, Temp Contract GUSD Independent Study	2/01/22 through 6/14/22
<u>Election Hourly/Daily</u>		
1.	Sanamyan, Diana Shakhramanyan, Narineh Melkoian, Miganoush	Teacher, Teacher Specialist, as needed, to evaluate student assessments from the Armenian Language Test. 12/11/21 through 12/16/21 \$31.00 per hour Not to exceed 12 hours each FLAG Support Program 01.0 00000.0 00000 21004 1130 0008682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily</u>			
<u>(Cont.)</u>			
2.	Alarcon, Jamie Anderson, Patricia Arjoyan, Anita Aroyan, Christine Burt, Christina Dionisio, Benedict Dreyfus, Martha Galvez-Grado, Sylvia Hakobyan, Nare Hanes, Sara Hambarsumian, Melineh Hirdler, Tiffany Johnson, Tamara Keuroghlian, Houri Kleinberg, Sarah O'Rourke, Kathy Policky, Naeiri Reinhard, Anne Rios, Wendy Shahverdian, Estine Silva, Francesca Tamez, Elizabeth Yahiayan, Natalie	Teacher Specialists, as needed, to attend ELPAC Training. Equity, Access and Family Engagement	1/21/22 through 6/30/22 Regular rate of pay Not to exceed 6 hours each \$13,000.00 total ELPAC-EAFE 01.0 00000.0 111308 10000 1130 0002673

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
<u>(Cont.)</u>		
3.	Allen, Christine Cho, Marisela Chuang, Salome Cooper, Kellie-Bea Driffill, Carol Ferguson, Betsy Floor, Athina Gottheil, Ignacio Isaeian, Mazhan Khachatryan, Nushik Kim, Jihyun Machado, Claudette Menaskan, Linette O'Brien, Jeffrey Ribeiro, Jay Ter-Galstyan, Arpi Young, Elizabeth Zaragoza, Andrea	Substitute teachers, as needed 1/10/22 through 7/15/22 01.0 00000.0 19004 10000 1160 0004615
4.	Myles, Robbie Tucci, Louie	Career Technical Education (CTE) after school Teachers 1/01/22 through 6/30/22 \$50.00 Per hour Not to exceed 220 hours CT EIG 01.0 63870.5 38000 10000 1130 0000684

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
	<u>Election Hourly/Daily</u>	
	<u>(Cont.)</u>	
5.	Appell, Kathryn Black, Tracey Burg, Carolyn Burkhart, Melinda Cady, Yelena Danilov, Nicole Dasgupta, Sara Gilbaugh, Karen James, Nicolas Jang, Clotilde Maeshiro, Celeste Maynard, Wendy Mazur, Margaret McReynolds, Rebecca Meguerditchian, Houry Nazaryan, Talin Petitti, Danielle Rovello, Cindy Thomas, Angelina Vales, Heather Villagran, Ashley Wathen, Youngmi	Teachers, as needed, to cover during IEP meetings and emergency circumstances at Lincoln Elementary.  1/10/22 through 6/13/22 \$34.00 per hour Not to exceed 10 hours per teacher 01.0 00000.0 11301 10000 1130 3300000
6.	Extra-Curricular Assignments	Fall Semester 21-22
	ROSEMONT MIDDLE SCHOOL	
	Avery, Elizabeth Cole, Jessica Kracker, Shannon Zimmer, Jennifer	National Honors Society National Honors Society National Honors Society National Honors Society

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
7.	Aroyan, Christine  Teacher Specialist, as needed, to work on (but not limited to) SPSA, budgets, reclassification of students, and create and coordinate communication of EL families. Keppel VAPA	8/01/21 through 6/30/22 Daily rate of pay Not to exceed 5 days 01.0 30100.0 11100 10000 1130 3100000
8.	Beard, David  Teacher, Regular Physical Education Roosevelt Middle School	1/10/22 through 6/10/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0500000
9.	Brownstein, Gina  Teacher, Regular TUPE Hoover High School	8/18/21 through 12/16/21 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 66904.0 11100 10000 1110 0000682
10.	Carroll, John  Teacher, Regular Pathways to College Roosevelt Middle School	1/10/22 through 6/10/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0500000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u> <u>(Cont.)</u>		
11.	Cerda, Humberto Teacher, Regular Physical Education Roosevelt Middle School	1/10/22 through 6/10/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0500000
12.	Galdamez, Henry Teacher, Regular Intro to Technology Roosevelt Middle School	1/10/22 through 6/10/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0500000
13.	Gao, Hezhu Teacher, as needed, to provide lunch and after school tutoring for Integrated Math levels I, II and III. Glendale High School.	9/29/21 through 6/10/22 \$34.00 per hour Not to exceed 75 hours total Title I 01.0 30100.0 11100 10000 1130 0200000
14.	Grigorian, Molly School Nurse, as needed, for extra assignments. Health Services	7/02/21 through 6/30/22 Hourly rate of pay Not to exceed \$20,000.00 Health Services 01.0 00000.0 00000 31401 1234 0000681

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
15. Hamdan, Joyce	Teacher, Regular Intro to Computers Roosevelt Middle School	1/10/22 through 6/10/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0500000
16. Henry-Nicoll, Carol	General Education -Verdugo Academy Home Hospital Teacher, as needed	2/15/22 through 6/30/22 \$34 per hour 6 hours a week per home hospital student. 01.0 00000.0 19006 10000 1130 0000600
17. Ignagni, Deborah	Retired Administrator, to provide support to the Human Resources Department	1/03/22 through 6/30/22 \$100 per hour Not to exceed \$60,000 01.0 00000.0 00000 72002 1314 000161 5
18. Kim, Jihyun	Substitute teacher, as needed, to provide academic support to all students and language support to students in the FLAG program Keppel Elementary	2/07/22 through 6/10/22 \$34.00 Per Hour to teach \$31.00 Per Hour to plan Not to exceed \$11,000 01.0 742 50.0 11100 10000 1130 3100000
19. Ly, Veronica	Teacher, Regular ELD 6 <sup>th</sup> Grade Wilson Middle School	1/20/22 through 6/13/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0800000



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
20.	Mazza, Christina Teacher, as needed, to translate instructional materials to Italian for Green Ninja. Teaching & Learning	7/30/21 through 6/30/22 \$31.00 per hour Not to exceed 50 hours 01.0 07405.0 11100 10000 1130 0000618
21.	Pascale, Jean-Marie Teacher, Regular GENYES Roosevelt Middle School	1/10/22 through 6/10/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0500000
22.	Rodriguez, Corina Teacher, Regular Dance Roosevelt Middle School	1/10/22 through 6/10/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0500000
23.	Sasse, Collin Teacher Specialist, as needed.to assist as needed with Board of Education Meetings Superintendent's Office	12/01/2021 through 06/30/2022 \$31.00/hour Not to exceed \$3,000.00 01.0 00000.0 00000 71004 1930 0000864

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation</u>		
1.	Gonzales, Elena Hartooni, Armineh Jensen, Lisa Martirosian, Anna Ortiz, Wilbert Roberts, Stella Watson, Thomas	Additional Compensation to be provided based on SAI Core Caseload Human Resources
		8/16/21 through 6/30/22 At Hourly Rate of Pay Not to exceed 6 additional hours each teacher, per week 01.0 65000.0 57608 11200 1130 0000600
2.	Alarcon, Jamie Bowman, John Carrasco, Antonia Dilanchyan, Janet Glusovich, Kelly Gonzalez, Jose Alfredo Grigoryan, Satenik Janiaro, Brenda Kmbikyan, Alis Minasyan, Nouneh (Nvard) Moriarity, Don Quock, Gar Ross, Justin Van, Michelle	Teachers who taught one additional hour of distance learning. Daily High School
		8/19/20 through 4/30/21 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 74250.0 32000 10000 1110 0001615

Transportation Authorization

1.	Grigorian, Molly	School Nurse, as needed, for transportation to various sites. Health Services
		7/02/21 through 6/30/22 56 cents per mile (2021) 58.5 cents per mile (2022) 01.0 00000.0 00000 31404 5210 0000681

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report</u>		
1.	Revision to Board Report No. 19, June 15, 2021	
	<u>Page 26, Item 2</u>	
	Various names	Teachers, Substitute Teachers and Retirees, as needed, to attend ELPAC trainings and provide Initial & Summative ELPAC testing at various school sites and the Welcome Center Equity, Access and Family Engagement
		7/01/21 through 6/30/22 \$31.00 per hour for training \$34.00 per hour for testing Not to exceed \$130,000.00 total ELPAC – EAFE 01.0 00000.0 111308 10000 1130 0002673
	Add the following names:	
	Ayala, Diana (Sub)	
	Nagao, Karen (Retiree)	
	Terteryan, Mariam (Sub)	
2.	Revision to Board Report No. 2, August 10, 2021	
	<u>Page 25, Item 5</u>	
	Barnett, Kathy	Consulting teachers, as needed, to create Induction Professional Development menu & workshops.
	Davarhanian, Patrick	Teaching & Learning
	Galfayan, Gagik	
	Lowe, Kristine	
	McLeod, Amber	
	Yegiyants, Anna	
	Add the following name:	
	Manalo, Michelle	
	Change dates to read:	7/01/21 through 6/30/22
	Increase total hours to read:	Not to exceed 60 hours each

Position

Effective Dates  
 And Salary Rate

Revision to Previous Personnel Report (Cont.)

3. Revision to Board Report No. 7, November 2, 2021

Page 16, Item 30

Demirchyan, Armen

Teacher, as needed, to supervise students for Alternative for Suspension (ATS). Hoover High School

9/01/21 through 6/30/22  
 \$34.00 per hour  
 Not to exceed 3 hours per week  
 01.0 00000.0 19028 10000 1130  
 0001682

Add the following name:  
 Herabidian, Azad

4. Revision to Board Report No. 7, November 2, 2021

Page 9, Item 11

Acosta, Arlene  
 Lopez, Gilberto  
 Porter, Tiffany

Teacher, as needed, to supervise students for Alternative for Suspension (ATS). Glendale High School

9/01/21 through 6/30/22  
 \$34.00 per hour  
 Not to exceed 3 hours per week  
 01.0 00000.0 19028 10000 1130  
 0001682

Add the following name:  
 Mkrtchian, Armene

Personal Services Agreement

1. Kilroy, Dr. Patti Rose

Judge needed for the Music Festival. Educational Services

2/26/22  
 No to exceed \$250.00  
 Administration Donation  
 01.0 94230.0 11100 10000  
 5811 0000819

2. Sherman, Dr. Paul

Judge needed for the Music Festival. Educational Services

2/26/22  
 Not to exceed \$250.00  
 Administration Donation  
 01.0 94230.0 11100 10000  
 5811 0000819

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement (Cont.)</u>		
3.	Shin, Henry Judge needed for the Music Festival. Educational Services	2/26/22 Not to exceed \$500.00 Administration Donation 01.0 94230.0 11100 10000 5811 0000819
4.	Switzler, Paul Consultant, as needed, to serve as the Accompanist for the Elementary Honors Recital.	2/22/22 through 2/25/22 Not to exceed \$1,200.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616

Conference/Workshop/Meeting Authorization

In accordance with Board of Education Policy 4011 pertaining to conference and workshop attendance, approval has been given to the following persons to attend the conference as designated, with reimbursement for actual and necessary expenses in accordance with Board Policy:

A. The following workshop authorizations are not paid from District General Funds:

1. It is recommended that approval be given to Dr. Narineh Makijan to attend the ACTE CareerTech Vision 2021 to be held at the Ernest N. Morial Convention Center in New Orleans, Louisiana from December 1, 2021 to December 4, 2021, with all necessary expenses including food, to be paid, not to exceed \$2,724.95

Career Technical Education (CTE)  
 01.0 09635.0 38000 10000 5220 0000684

2. It is recommended that approval be given for Suzan Dunbar, Foothill SELPA Program Manager, to visit Foothill SELPA students attending Nonpublic Residential Treatment Centers in Utah from March 12, 2022 through March 17, 2022 with hotel and ground transportation expenses to be paid for six days, not to exceed \$800.00 (Non-district funded)

SELPA Regionalized Services  
 01.0 65001.0 50500 22000 5220 0000668

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CLASSIFIED PERSONNEL REPORT NO. 12

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. 12

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

	<u>Location</u>	<u>Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Assistant Physically Handicapped</u> Hernandez Llamas, Maria	College View	12/01/21 through 01/16/22
2. <u>Cafeteria Worker II</u> Mickhail, Emile	Muir	11/16/21 through 01/09/22
3. <u>Education Assistant II</u> Garabetian, Flora	Roosevelt	11/04/21 through 01/11/22
<u>Extension of Medical Leave of Absence</u>		
1. <u>Assistant Physically Handicapped</u> Kopp, Mary Ann	College View	10/18/21 through 01/06/22
2. <u>Behavior Intervention Assistant</u> Lizarraga-Savin, Jacquelin	Special Education	08/16/21 through 01/10/22

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Extension of Medical Leave of Absence</u>		
3. <u>Cafeteria Worker I</u> Aghamal, Ledik	R.D. White	08/26/21 through 02/18/22
4. <u>Custodian I</u> Kramer, Sharyn	College View	06/29/21 through 01/03/22
5. <u>Education Assistant I</u> Baltaian, Hasmik	Lincoln	09/21/21 through 12/15/21
6. <u>Education Assistant II</u> Gharakhanian, Mariette	Glendale	10/01/21 through 04/03/22
7. <u>Groundsworker</u> Villacorta, William	FASO	09/29/21 through 02/06/22
8. <u>Psychological Services Provider</u> Gulyan, Armine	Student Wellness	10/07/21 through 12/20/21
9. <u>Typist Clerk III</u> Simon, Christine	Special Education	09/28/21 through 03/31/22
<u>Family &amp; Medical Leave of Absence</u>		
1. <u>Administrative Secretary</u> Wilkins, Leigh	Dunsmore	01/10/22 through 02/11/22
<u>Extension of Family &amp; Medical Leave of Absence</u>		
1. <u>Groundsworker</u> Villacorta, William	FASO	09/29/21 through 01/06/22
2. <u>Psychological Services Provider</u> Gulyan, Armine	Student Wellness	10/07/21 through 12/20/21

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Extension of Maternity Leave of Absence</u>		
1. <u>Behavior Intervention Assistant</u> Mims, Stacey	Special Education	10/04/21 through 12/26/21
2. <u>Education Assistant I</u> Davoodian, Yevginah	Jefferson	08/16/21 through 01/15/22
<u>Parental Leave of Absence</u>		
1. <u>Behavior Intervention Assistant</u> Mims, Stacey	Special Education	01/10/22 through 03/11/22



<u>Election from Eligibility List</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Yard Duty Assistant</u> Abgaryan, Sona	Columbus	02/01/22; 9.25/5.5; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2300000
Dilanchian, Ghohar	Columbus	02/01/22; 9.25/5.5; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2300000
Alkadhimi, Fatimah	Columbus	02/01/22; 9.25/5.5; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2300000
Aikob, Natasha	Columbus	02/01/22; 9.25/5.5; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 2300000
Ghougassian-Borshard, Maryam	Columbus	02/01/22; 9.25/3.5; 1-2 01.0 00000.0 19021 10000 2910 2300000
Moradyan, Marine	Jefferson	03/01/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615
Hernandez-Montague, Sofia	Jefferson	03/01/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615
Ordubegian, Marita	Jefferson	02/01/22; 9.25/6; 1-2 01.0 74250.0 19021 10000 2910 0001615 01.0 00000.0 19021 10000 2910 3000000
<u>Reinstatement</u>		
1. <u>Education Assistant I</u> Navasartian, Jenik	Cloud	02/09/22; 12/3.5; 3-9 12.0 61052.0 85000 10000 2110 0000671
<u>Medical Separation</u> 2022-cl-82341		
		01/31/22
<u>Termination – Exhaustion of Benefits</u> 2022-cl-18511		
		02/07/22

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Education Assistant Intensive Support</u>		
Tellez, Pedro	CDCC	02/07/22 through 06/13/22 Not to exceed 315 hours total ELO 01.0 74250.0 11100 10000 2160 0001615
2. <u>Yard Duty Assistant</u>		
Abnouisian, Rashel	Balboa	12/01/21 through 06/14/22 Not to exceed \$2,000.00 total Supplemental 01.0 01000.0 11100 10000 2930 2000000
Agazaryan, Armine		
Amirkhanyan, Anzhela		
Baghdasaryan, Nadya		
Flores, Rosa		
Margharian-Ghalehsari, Atina		
Sarkesian, Katren		
Shahkarami, Roobina		
Babakhanians, Armineh	Monte Vista	01/24/22 through 06/14/22 Not to exceed 1 hour per day, each 01.0 00000.0 19021 10000 2930 3700000
Moradkhanian, Gayaneh		
Nahabeet, Anette		
Pierson, Deborah		
Rahman, Patricia		

<u>Change of Assignment</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<b>1. <u>Provisional Assignments</u></b>		
<b>a. <u>Cafeteria Worker II</u></b>		
Boyadjian, Eliza	R.D. White From CWI, 1-9	02/01/22 through 02/28/22 6.5 hours a day 4-9 13.0 53100.0 00000 37000 2212 0300000
Boyadjian, Eliza	R.D. White From CWI, 1-9	01/10/22 through 01/31/22 6.5 hours a day 4-9 13.0 53100.0 00000 37000 2212 0300000
Gabriele, Nina	Mann From CWI, 1-7	02/01/22 through 02/28/22 6.5 hours a day 4-7 13.0 53100.0 00000 37000 2212 0200000
Gabriele, Nina	Mann From CWI, 1-7	01/10/22 through 01/31/22 6.5 hours a day 4-7 13.0 53100.0 00000 37000 2212 0200000
Gonzalez, Ruth	Muir From CWI, 1-6	01/18/22 through 01/20/22 01/24/22 through 01/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0100000
Lian, Jenny	Daily From CWI, 1-6	02/01/22 through 02/28/22 5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0200000
Lian, Jenny	Daily From CWI, 1-6	01/10/22 through 01/31/22 5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0200000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location  
Change of Assignment - Continued

1. Provisional Assignments - Continued

a. Cafeteria Worker II - Continued

Manukyan, Manushak	Keppel From CWI, 1-5	01/10/22 through 01/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0700000
Manukyan, Manushak	Keppel From CWI, 1-5	02/01/22 through 02/28/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0700000
Nessim, Vivan	Verdugo Woodlands From CWI, 1-5	01/10/22 through 01/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0100000
Nessim, Vivan	Verdugo Woodlands From CWI, 1-5	02/01/22 through 02/28/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0100000
Rabanes, Edwina	Mountain Avenue From CWI, 1-3	01/10/22 through 01/31/22 6.5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0200000
Rabanes, Edwina	Mountain Avenue From CWI, 1-3	02/01/22 through 02/28/22 6.5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0200000
Tammo, Dalia	Valley View From CWI, 1-3	01/10/22 through 01/31/22 6.5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0200000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location  
Change of Assignment - Continued

1. Provisional Assignments - Continued

a. Cafeteria Worker II - Continued

Tammo, Dalia	Valley View From CWI, 1-3	02/01/22 through 02/28/22 6.5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0200000
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b. Cook/Baker

Rostamians, Armineh	Glendale From CWI, 1-9	02/01/22 through 02/28/22 6.5 hours a day 9-7 13.0 53100.0 00000 37000 2212 0200000
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Rostamians, Armineh	Glendale From CWI, 1-9	01/10/22 through 01/31/22 6.5 hours a day 9-7 13.0 53100.0 00000 37000 2212 0200000
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Ebrahimian, Jaklin	Wilson From CWI, 1-9	01/10/22 through 01/31/22 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0800000
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c. Education Assistant II

Pulido, Paula	Keppel From Education Assistant I, 3-1	01/01/22 through 06/14/22 3 hours a day 6-1 01.0 74260.0 11100 10000 2110 3100000
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Effective Dates,  
 Months/Hours, and  
Salary Rating

Change of Assignment - Continued  
Location

1. Provisional Assignments - Continued

d. Manager, Cafeteria, Secondary School (Non-Transport)

Ayvazian, Natasha	Wilson From Cook/Baker 9-9	01/10/22 through 01/31/22 8 hours a day M4-3 13.0 53100.0 00000 37005 2310 0000662
Ayvazian, Natasha	Wilson From Cook/Baker 9-9	02/01/22 through 02/28/22 8 hours a day M4-3 13.0 53100.0 00000 37005 2310 0000662
Soghomonian, Naira	Toll From Cook/Baker 9-8	01/10/22 through 01/31/22 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662
Soghomonian, Naira	Toll From Cook/Baker 9-8	02/01/22 through 02/28/22 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662
Tarverdians, Laris	Rosemont From Cook/Baker 9-7	01/10/22 through 01/31/22 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662
Tarverdians, Laris	Rosemont From Cook/Baker 9-7	02/01/22 through 02/28/22 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location  
Change of Assignment - Continued

1. Provisional Assignments

e. Manager, Cafeteria, Secondary School – (Transport)

Issagoolian, Berzwik	Crescenta Valley From Cook/Baker 9-9	01/10/22 through 01/31/22 8 hours a day M12-1 13.0 53100.0 00000 37005 2310 0000662
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Issagoolian, Berzwik	Crescenta Valley From Cook/Baker 9-9	02/01/22 through 02/28/22 8 hours a day M12-1 13.0 53100.0 00000 37005 2310 0000662
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f. Warehouse Driver/Inventory Specialist

Leiva, Juan	FASO From Warehouse Worker/Driver I 20-9	01/01/22 through 01/31/22 03/01/22 through 03/31/22 05/01/22 through 05/31/22 8 hours a day 24-9 01.0 00000.0 00000 72005 2211 0000640
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g. Warehouse Worker/Driver I

Pineda, Miguel	FASO From Custodian I 11-9	01/01/22 through 06/30/22 8 hours a day 20-6 01.0 00000.0 00000 72005 2211 0000640
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Effective Dates,  
Months/Hours, and  
Salary Rating

Location  
Revisions to Previous Board Reports

1. Revision to Board Report #11, February 1, 2022

Page 13, Item 2

Personal Services Agreement

Tokumaru, Yukari

Consultant,  
as needed  
to provide  
Calligraphy  
Instruction  
for students  
in the  
Japanese  
FLAG  
Program at  
Dunsmore and  
Verdugo  
Woodlands  
Elementary  
schools

02/01/22 through 06/30/22

Not to exceed \$2,250.00 total

Japanese FLAG Donation-Dunsmore

01.0 94386.0 11100 10000 5811 0000611=\$1,500.00

Japanese FLAG Donation-Verdugo Woodlands

01.0 94377.0 11100 10000 5811 0000611=\$750.00

Change funding source to read:

Japanese FLAG Donation-Dunsmore

01.0 94386.0 11100 10000 5811 0000611-\$750.00

Japanese FLAG Donation-Verdugo Woodlands

01.0 94377.0 11100 10000 5811 0000611=\$1,500.00



	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified Hourly Substitutes through 06/30/22</u>		
Aslanian, Revlin		01/01/22 through 06/30/22
Gutierrez, Juan Jose		
Haworth, Brian		
Hidalgo, Natalie		
Mikirdichian, Lucy		
Mueckay, Matthew		
Natividad, Julio		
Seifried, Ursula		
Tawussi, Serly		
Fuentes, Cristal	Superintendent's Office	01/03/22 through 06/30/22 \$18.06 hourly Not to exceed 10 hours per week 01.0 00000.0 00000 71005 2430 0000610
Mirzayans, Armineh	Balboa	08/16/21 through 06/11/22 Not to exceed \$1,000.00 total Supplemental 01.0 01000.0 11100 10000 2930 2000000
<u>Yard Duty Assistants</u>		
Keshishian, Aylin	R.D. White	02/01/22 through 06/30/22 \$15.00 per hour Not to exceed 6 hours per day 01.0 74250.0 11301 10000 2930 4300000
Mirzayans, Armineh	Balboa	11/01/21 through 06/11/22 \$15.00 per hour Not to exceed 6 hours per day 01.0 00000.0 19021 10000 2930 2000000
Emmerson, Maria De Jesus Hovsepien, Biayna	Valley View	08/17/21 through 06/13/22 \$15.00 per hour Not to exceed \$23,130.00 total 01.0 00000.0 19021 10000 20000 2930 4100000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified/Non Classified Hourly Substitutes through 06/30/22</u>		
1. <u>Student Assistant I</u>		
Ayala, Andrea	SELPA	02/15/22 through 06/30/22
Silvera-Linares, Natalie		\$15.00 per hour
		SELPA Workability I
		01.0 65200.0 57600 11133 2180 0000668

<u>Personal Services Agreement</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. Dillet, Clemence	Consultant, as needed to provide assistance and language support to students in the French Dual Language Program at Franklin Magnet School for the 2021-2022 school year.	01/10/22 through 06/13/22 Not to exceed \$2,500.00 total General Fund Donation Account 01.0 95100.0 11100 10000 5811 2700000
2. Hirshfield, Laura	Consultant, as needed to assess Glendale High School's Current Construction Training Program and make recommendations to increase student enrollment, engagement, and achievement.	01/01/22 through 06/30/22 Not to exceed \$24,750.00 total Harbor Freight Grant 01.0 94313.1 38000 10000 5811 0000684

Effective Dates,  
 Months/Hours, and  
Salary Rating

Personal Services Agreement - Location  
 - Continued

3. Mendoza, Shayna Lyza	Nurse as needed to provide COVID testing for employees and students at the Glendale Unified School District-Administration Center.	01/09/22 \$37.50 per hour Not to exceed 9 hours total 01.0 58104.0 00000 31400 5812 0000612
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Transportation Authorization – 2021-22

1. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 58.5¢ per mile, effective July 1, 2021, through June 30, 2022:

<u>Typist Clerk III</u> Tsatryan, Arsine	EAFE	02/01/22 through 06/30/22: 58.5¢ General Account 01.0 00000.0 00000 21005 5210 0003673
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GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 4

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
PREPARED BY: Karineh Savarani, Director, Financial Services  
SUBJECT: **Warrants – District Funds**

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The Superintendent recommends that “A” Form (Payroll Warrants) issued – February 1, 2022 – February 10, 2022, as shown below totaling \$9,621,889.64, and “B” Form (Other than Payroll Warrants) issued January 1 – January 31, 2022, totaling \$17,825,621.34. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, 40.1 Spec Reserve-Capital Projects Fund, 67.0 Self-Insurance Fund, 67.2 Early Retirement Benefits Fund and 76.0 Warrant Pass-Through Fund.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
C1G-C	719427 - 7194318	Certificated	\$ 7,679,690.05
028-N	719523 - 7195234	Classified	(722.97)
032-N	719546 - 7195465	Classified	3,703.35
C5G-C	719664 - 7196701	Certificated	506,700.95
C5G-N		Classified	3,825.93
033-N		Classified	(358.78)
034-C	719881 - 7198824	Certificated	7,656.49
034-N		Classified	583.16
035-C	719959 - 7199598	Certificated	833.08
E4-N	720058 - 7200679	Classified	1,419,978.38
			<u>\$ 9,621,889.64</u>

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

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 JANUARY 1 THRU JANUARY 31, 2022

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>1.0 GENERAL FUND</b>			
4110	TEXTBOOKS	18	\$ 374,133.19
4210	BOOKS & OTHER REFERENCE MATERIAL	12	3,714.90
4220	LIBRARY BOOKS	2	882.84
4310	INST. MATERIALS & SUPPLIES	716	195,840.82
4312	INST. PERIODICALS & MAGAZINES	5	191.35
4317	COMMENCEMENT	0	0.00
4340	INST. SOFTWARE/LICENSES	42	92,118.84
4350	OFFICE & OTHER SUPPLIES	125	12,943.47
4351	PRINTING & REPRODUCTION	12	2,139.73
4353	EDIBLE SUPPLIES	35	9,535.74
4360	TIRES, FUEL AND OIL	5	364.61
4370	CUSTODIAL/OPERATION SUPPLIES	96	18,513.39
4371	GROUND SUPPLIES	5	287.53
4372	POOL SUPPLIES	1	5,225.11
4380	MAINTENANCE SUPPLIES	21	14,438.32
4381	REPAIR SUPPLY & MATERIALS	61	2,929,073.50
4410	NON-CAP AV/COMPUTER EQ UNTAGGED	21	9,927.14
4420	NON-CAP EQUIP - UNTAGGED	201	125,715.75
4430	NON-CAP EQUIP - TAGGED NON-COMPUTER	49	194,984.05
4440	NON-CAP COMPUTER EQUIP TAGGED	21	109,522.01
4710	FOOD	1	2,700.00
5210	MILEAGE & CAR ALLOWANCES	25	1,658.52
5220	TRAVEL AND CONFERENCES	66	49,963.04
5310	DUES AND MEMEBERSHIPS	3	1,384.40
5311	CERTIFICATES AND LICENSES	1	75.00
5450	OTHER INSURANCE	1	125.00
5510	NATURAL GAS SERVICES	12	78,119.46
5520	ELECTRICITY SERVICES	55	297,496.70
5530	WATER	49	50,059.71
5561	TRASH DISPOSAL	4	65,697.06
5562	SEWER CHARGES	48	16,760.98
5590	OPERATIONS & OTH HOUSEKEEPING	1	385.88
5610	RENTALS, LEASES AND REPAIRS	63	35,882.64
5611	ETIS COPIER LEASES	7	12,832.91
5630	REPAIRS	35	42,294.27
5631	ETIS COPIER MAINTENANCE	73	23,198.58
5632	ETIS PRINTER MAINTENANCE	3	29,903.11
5802	FREIGHT EXPENSE	4	9,140.00
5804	NON-PUBLIC SCHOOL	37	284,489.49
5811	PERSONAL SERVICES	34	61,252.33
5812	NON-PSA SERVICE AGREEMENT	76	673,544.57
5813	UNIFORM SERVICES	1	4,166.84
5814	TRANSPORTATION	1	551.14
5815	OPERATING SERVICES	264	2,387,479.66
5816	NON-PUBLIC SCHOOL SERVICES	207	1,051,291.07

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 JANUARY 1 THRU JANUARY 31, 2022

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5821	LEGAL FEES	10	24,345.89
5823	SPEC ED LEGAL SETTLEMENTS	8	210,525.63
5825	AUDIT FEES	3	25,750.00
5828	SPED PARENT ATTORNEY FEES	2	24,250.00
5830	ADVERTISEMENT	2	3,270.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	7	72,667.63
5853	CONTRACTUAL SERVICES	19	2,419,408.54
5862	PHYSICALS FOR EMPLOYEES	1	370.75
5911	POSTAGE/UPS/FEDEX	2	525.83
5912	TELEPHONE	9	16,152.91
5914	DATA LINE	2	10,436.35
6231	DSA PLAN CHECK FEES	1	12,130.00
6250	BUILDING CONSTRUCTION/IMPROV	2	8,960.02
6252	OTHER CONSTRUCTION	12	1,826,543.65
6490	CAPITALIZED EQUIPMENT	5	43,579.84
8689	ALL OTHER FEES AND CONTRACTS	3	290.00
8699	ALL OTHER LOCAL REVENUES	1	439.28
9320	STORES	12	111,850.88
9530	FRINGE BENEFITS SUBS - H&W	2	6,444.28
9543	DIRECT DEPOSIT PAYABLE	2	1,008.46
9552	USE TAX PAYABLE	129	967.21
		-----	-----
		2,753	14,099,921.80
	<b>10.0 SELPA PASS THROUGH FUND</b>		
7211	TFR OF PMTS-THROUGH REV TO DIST	4	436,646.00
		-----	-----
		4	436,646.00
	<b>12.0 CHILD DEVELOPMENT FUND</b>		
4310	INST. MATERIALS & SUPPLIES	29	1,492.19
4350	OFFICE & OTHER SUPPLIES	18	618.05
4353	REFRESHMENTS	1	176.24
5630	REPAIRS	3	10.67
5812	NON-PSA SERVICE AGREEMENT	16	7,458.20
5815	OPERATING SERVICES	12	7,716.20
9552	USE TAX PAYABLE	1	0.51
		-----	-----
		80	17,472.06

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 JANUARY 1 THRU JANUARY 31, 2022

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>13.0 CAFETERIA FUND</b>			
4350	OFFICE & OTHER SUPPLIES	7	627.87
4360	TIRES, FUEL AND OIL	2	477.45
4380	MAINTENANCE SUPPLIES	10	1,507.16
4381	REPAIR SUPPLY AND MATERIALS	2	49.16
4395	NON-FOOD SUPPLIES	4	13,979.28
4420	NON-CAP EQUIP-UNTAGGED	2	115.17
4710	FOOD	64	236,131.98
5220	TRAVEL AND CONFERENCES	1	90.00
5563	PEST CONTROL	1	1,118.00
5610	RENTALS, LEASES AND REPAIRS	2	5,510.34
5630	REPAIRS	1	354.00
5813	UNIFORM SERVICES	37	1,652.78
5815	OPERATING SERVICES	7	7,155.94
5817	MONEY PICK-UP	6	6,675.27
6490	CAPITALIZED EQUIPMENT	2	9,152.40
8634	FOOD SERVICE SALES	4	403.00
9552	USE TAX PAYABLE	5	12.67
		----- 157	----- 285,012.47
<b>21.1 MEASURE S PROJECTS FUND</b>			
4350	OFFICE & OTHER SUPPLIES	1	63.02
5210	MILEAGE & CAR ALLOWANCES	1	92.69
5220	TRAVEL AND CONFERENCES	1	100.00
5590	OPERATIONS & OTH HOUSEKEEPING	2	279.07
5610	RENTALS, LEASES AND REPAIRS	5	971.68
5630	REPAIRS	1	72.96
5802	NON-INSTRUCT.SOFTWARE LICENSE	2	4,492.05
5821	LEGAL FEES	1	88.50
5911	POSTAGE/UPS/FEDEX	1	7.68
6210	ARCHITECT FEES ON BUILDINGS	10	113,081.32
6231	DSA PLAN CHECK FEES	4	217,855.04
6250	BUILDING CONSTRUCTION/IMPROV	3	382,138.22
6252	OTHER CONSTRUCTION	10	24,955.54
6275	CONST TSTNG ON BLDNGS & IMPROV	3	43,817.50
6280	BUILDING INSPECTIONS	5	13,547.50
6293	PRINTING & DISTRIBUTION	1	488.91
		----- 51	----- 802,051.68



GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 JANUARY 1 THRU JANUARY 31, 2022

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
	<b>25.0 CAPITAL FACILITIES FUND</b>		
8681	MITIGATION/DEVELOPERS FEES	1	2,035.80
		-----	-----
		1	2,035.80
	<b>40.1 SPEC RESERVE - CAPITAL PROJECTS</b>		
5520	ELECTRICITY SERVICES	2	97.25
5530	WATER	1	313.87
5562	SEWER CHARGES	2	182.03
6210	ARCHITECT FEES ON BUILDINGS	1	277.50
9552	USE TAX PAYABLE	1	3.60
		-----	-----
		7	874.25
	<b>67.0 SELF-INSURANCE FUND</b>		
5872	DELTA ADMINISTRATIVE FEES	2	13,696.95
5873	VSP CLAIMS	7	29,392.73
5874	VSP ADMINISTRATIVE FEES	1	4,061.98
5875	DELTA PAYMENTS	1	208,327.84
5877	MEDIMPACT CLAIMS	2	13,098.34
5878	MEDIMPACT PAYMENTS	2	633,810.06
		-----	-----
		15	902,387.90
	<b>67.1 WORKERS' COMPENSATION FUND</b>		
5815	OPERATING SERVICES	1	415.07
8699	ALL OTHER LOCAL REVENUES	1	10,932.99
		-----	-----
		2	11,348.06
	<b>76.0 WARRANT PASS-THROUGH FUND</b>		
9517	VOLUNTARY DEDUCTIONS	17	808,430.32
9518	TAX SHELTER ANNUITY	4	69,498.00
9550	ROTH IRA-LACOE USED ONLY	3	389,943.00
		-----	-----
		24	1,267,871.32
	<b>TOTALS</b>	<b>3,094</b>	<b>\$ 17,825,621.34</b>
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GLENDALE UNIFIED SCHOOL DISTRICT

FEBRUARY 15, 2022

CONSENT CALENDAR NO. 5

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
PREPARED BY: Christine J. Ward, Director, Procurement & Contract Services  
SUBJECT: **PURCHASE ORDER LISTING**

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The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,129,275.44 for the period of January 24, 2022 through February 4, 2022 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM JANUARY 24, 2022 THROUGH FEBRUARY 4, 2022.

<b>Funding Source</b>	<b>Number of Purchase Orders</b>	<b>Amount</b>
UNRESTRICTED RESOURCES	100	172,231.28
FEDERAL RESTRICTED RESOURCES	20	724,217.66
STATE RESTRICTED RESOURCES	45	922,223.91
LOCAL RESTRICTED RESOURCES	62	170,604.61
CHILD DEVELOPMENT FUND	4	10,469.60
FOOD SERVICES FUND	4	11,487.16
MEASURE S PROJECTS FUND	3	117,626.05
MC LENNAN DONATIONS	1	415.17
<b>TOTAL</b>	<b>239</b>	<b>\$2,129,275.44</b>

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***TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.***

## UNRESTRICTED RESOURCES

PO NUMBER	VENDOR	AMOUNT
PO1-220000002730	AMERICAN RED CROSS	129.00
PO1-220000002731	GALE SUPPLY COMPANY	181.91
PO1-220000002744	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR CULINARY SUPPLIES AND INGREDIENTS - ROOSEVELT MIDDLE SCHOOL	3,500.00
PO1-220000002745	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR CULINARY SUPPLIES AND INGREDIENTS - WILSON MIDDLE SCHOOL	3,500.00
PO1-220000002746	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR CULINARY SUPPLIES AND INGREDIENTS - GLENDALE HIGH SCHOOL	3,500.00
PO1-220000002747	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR CULINARY SUPPLIES AND INGREDIENTS - GLENDALE HIGH SCHOOL	3,500.00
PO1-220000002748	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR CULINARY SUPPLIES AND INGREDIENTS -HOOVER HIGH SCHOOL	3,500.00
PO1-220000002754	IMAGE IV SYSTEMS, INC.	81.14
PO1-220000002756	LANGUAGE TESTING INTERNATIONAL INC FEES FOR TESTINGS TAKEN BY FLAG STUDENTS - EDUCATIONAL SERVICES	1,660.00
PO1-220000002757	5 STAR STUDENTS SUBSCRIPTION RENEWAL - CRESCENTA VALLEY HIGH SCHOOL	1,700.00
PO1-220000002758	PROCURE AMERICA INC. REIMBURSEMENT FOR COPIER SAVINGS PER AGREEMENT RFP- PA#1 - PROCUREMENT & CONTRACT SERVICES	10,000.00
PO1-220000002761	SUNPOWER CORPORATION SYSTEMS OPERATION & MAINTENANCE FEE FOR SOLAR PANELS AT VARIOUS SCHOOL SITES - PLANNING, DEVELOPMENT & FACILITIES	22,044.09
PO1-220000002764	ASSOCIATION OF TWO-WAY & DUAL LANGUAGE EDUCATION	225.00
PO1-220000002765	EVALUMETRICS, INC. ELECTRONIC MANDATED CALIFORNIA PHYSICAL FITNESS TEST - EDUCATIONAL SERVICES	1,925.00
PO1-220000002774	BRAIN POP	774.16
PO1-220000002777	NUCLEUS ROBOTICS, LLC ACCESS TO ONLINE CURRICULUM - ROSEMONT MIDDLE SCHOOL	8,100.00
PO1-220000002784	TOON BOOM ANIMATION INC.	892.50
PO1-220000002785	THE HOME DEPOT PRO (SUPPLYWORKS)	328.77

## UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-220000002798	UNIVERSAL MUSIC - MGB NA LLC LICENSE FOR CINEMATOGRAPHY/SOUND EFFECTS PACKAGE - CLARK MAGNET HIGH SCHOOL	3,377.00
PO1-220000002799	CAREERSAFE, LLC	250.00
PO1-220000002800	APPLIED EDUCATIONAL SYSTEMS LICENSES FOR HEALTH SCIENCE CURRICULUM - SECONDARY SERVICES	1,890.00
PO1-220000002818	LANGUAGE TESTING INTERNATIONAL INC	30.00
PO1-220000002819	LACOE	99.00
PO1-220000002821	FOLLETT SCHOOL SOLUTIONS, INC.	175.00
PO1-220000002824	GRAINGER	255.77
PO1-220000002829	ADAPTCONN, INC. SATELLITE PHONE SERVICES - PLANNING, DEVELOPMENT & FACILITIES	1,695.00
PO1-220000002836	LEXLAND ENTERTAINMENT	279.34
PO1-220000002840	THE HOME DEPOT PRO (SUPPLYWORKS) PARTS AND LABOR TO REPAIR TENNANT SCRUBBER - PLANNING, DEVELOPMENT & FACILITIES	1,346.57
PO1-220000002841	SHARP BUSINESS SYSTEMS	550.00
PO1-220000002849	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR CULINARY SUPPLIES AND INGREDIENTS - TOLL MIDDLE SCHOOL	3,500.00
PO1-220000002851	WIL-POWER BATTERY DISTRIBUTORS	459.89
PO1-220000002852	GOPHER	133.83
PO1-220000002854	ACCO BRANDS USA LLC.	585.00
PO1-220000002858	OFFICE DEPOT	59.85
PO1-220000002860	SAN BERNARDINO COUNTY (SBCSS)	250.00
PO1-220000002861	SCHOOL SPECIALTY LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS - DUNSMORE ELEMENTARY SCHOOL	6,000.00
PO1-220000002863	GLENDAL BUILDERS SUPPLIES	404.61
PO1-220000002871	SHARP BUSINESS SYSTEMS	303.19
PO1-220000002877	SHIFFLER EQUIPMENT SALES, INC.	88.39
PO1-220000002878	UNIVERSAL WASTE DISPOSAL COMPANY CUSTODIAL SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	3,820.51
PO1-220000002879	MINUTEMAN PRESS	27.56
PO1-220000002881	BELLA PRINTING SERVICES PRINTING & REPRODUCTION - MONTE VISTA ELEMENTARY SCHOOL	1,047.37
PO1-220000002882	NOVA GRAPHIC SYSTEMS RENEWAL OF ANNUAL SERVICE CONTRACT FOR E-IMAGE MICROFILM SCANNER - STUDENT SUPPORT SERVICES	1,800.00

## UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO3W-220000001150	KAMRAN & COMPANY, INC CULINARY EQUIPMENT - WILSON MIDDLE SCHOOL	4,575.39
PO3W-220000001315	THE HOME DEPOT PRO (SUPPLYWORKS)	92.61
PO3W-220000001406	THE HOME DEPOT PRO (SUPPLYWORKS)	580.32
PO3W-220000001475	PATRICK WOOLFENDEN ROBOTIC INSTRUCTIONAL EQUIPMENT - CLARK MAGNET HIGH SCHOOL	3,458.11
PO3W-220000001584	AMAZON CAPITAL SERVICES, INC.	145.44
PO3W-220000001587	THE HOME DEPOT PRO (SUPPLYWORKS)	751.50
PO3W-220000001589	THE HOME DEPOT PRO (SUPPLYWORKS)	539.87
PO3W-220000001591	THE HOME DEPOT PRO (SUPPLYWORKS)	28.63
PO3W-220000001592	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - GLENDALE HIGH SCHOOL	1,372.94
PO3W-220000001594	AMAZON CAPITAL SERVICES, INC.	58.93
PO3W-220000001595	AMAZON CAPITAL SERVICES, INC.	240.30
PO3W-220000001596	THE HOME DEPOT PRO (SUPPLYWORKS)	975.32
PO3W-220000001603	IPEVO INC.	743.14
PO3W-220000001605	VETERAN BUILDING MAINTENANCE, LLC WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	23,154.97
PO3W-220000001606	MAINTEX	195.03
PO3W-220000001607	SCHOOL SPECIALTY LLC FIRST AID KITS FOR CLASSROOM EMERGENCY TEACHER BACKPACKS - ROOSEVELT MIDDLE SCHOOL	1,170.59
PO3W-220000001608	KINETIC LIGHTING, INC.	55.28
PO3W-220000001610	BURBANK PRINTING OFFICE SUPPLIES - FINANCIAL SERVICES	2,658.35
PO3W-220000001611	CDW GOVERNMENT	220.87
PO3W-220000001612	AMAZON CAPITAL SERVICES, INC.	252.41
PO3W-220000001615	ULINE SHIPPING SUPPLY	647.39
PO3W-220000001616	GALE SUPPLY COMPANY	330.75
PO3W-220000001617	OFFICE DEPOT	326.33
PO3W-220000001618	DEMCO	45.31
PO3W-220000001619	CLEAN SWEEP SUPPLY CO INC CUSTODIAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	1,036.07
PO3W-220000001623	ULINE SHIPPING SUPPLY	132.04
PO3W-220000001624	DAVID BRODERICK FILAMENT FOR 3D PRINTER - CLARK MAGNET HIGH SCHOOL	1,710.80
PO3W-220000001631	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - GLENDALE HIGH SCHOOL	5,016.38
PO3W-220000001632	CDW GOVERNMENT	222.94
PO3W-220000001633	CDW GOVERNMENT	393.60

## UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO3W-220000001635	OFFICE DEPOT OFFICE FURNITURE - EDUCATIONAL SERVICES	3,072.87
PO3W-220000001636	IMAGEWORKS PES INC. LAMINATING EQUIPMENT WITH MAINTENANCE AGREEMENT - MUIR ELEMENTARY SCHOOL	2,955.55
PO3W-220000001642	AMAZON CAPITAL SERVICES, INC.	418.84
PO3W-220000001643	CLEAN SWEEP SUPPLY CO INC CUSTODIAL SUPPLIES - CERRITOS ELEMENTARY SCHOOL	1,267.66
PO3W-220000001645	BENCHMARK EDUCATION COMPANY	439.90
PO3W-220000001646	BENCHMARK EDUCATION COMPANY	439.90
PO3W-220000001648	THE HOME DEPOT PRO (SUPPLYWORKS)	544.64
PO3W-220000001649	COMPUTER & PERIPHERALS GROUP INC INSTRUCTIONAL MATERIALS - GLENDALE HIGH SCHOOL	1,509.24
PO3W-220000001650	COMPUTER & PERIPHERALS GROUP INC	125.69
PO3W-220000001651	CHEFS' TOYS FOOD SERVICE EQUIPMENT CULINARY SUPPLIES - GLENDALE HIGH SCHOOL	1,057.47
PO3W-220000001654	THE HOME DEPOT PRO (SUPPLYWORKS) WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	8,127.63
PO3W-220000001656	AMAZON CAPITAL SERVICES, INC.	131.93
PO3W-220000001657	THE HOME DEPOT PRO (SUPPLYWORKS)	185.20
PO3W-220000001661	SAVVAS LEARNING COMPANY LLC	285.41
PO3W-220000001663	SCHOOL HEALTH CORP.	582.28
PO3W-220000001665	BURBANK PRINTING	37.49
PO3W-220000001666	BURBANK PRINTING	230.42
PO3W-220000001667	SCHOOL SPECIALTY LLC	671.20
PO3W-220000001669	AMAZON CAPITAL SERVICES, INC.	43.97
PO3W-220000001670	SCHOOL HEALTH CORP. HEALTH SUPPLIES - HEALTH SERVICES	2,221.81
PO3W-220000001671	SCHOOL HEALTH CORP.	476.11
PO3W-220000001673	MINUTEMAN PRESS	758.50
PO3W-220000001674	IBOOKPARK INC	160.54
PO3W-220000001675	IBOOKPARK INC	22.30
PO3W-220000001676	IBOOKPARK INC	957.52
PO3W-220000001680	WIPEBOOK CORPORATION	90.55
PO3W-220000001682	GRANICK SPORT INC.	315.60
	TOTAL	172,231.28

## FEDERAL RESTRICTED RESOURCES

PO NUMBER	VENDOR	AMOUNT
PO1-220000002729	AMERICAN EXPRESS CPS JW MARRIOT DESERT SPRINGS RESORT - CONFERENCE EXPENSES - EQUITY, ACCESS & FAMILY ENGAGEMENT	1,211.84
PO1-220000002732	ELITE SANITATION INC	917.85
PO1-220000002733	AA1 GRAPHICS & SIGNS	385.88
PO1-220000002741	AMERICAN EXPRESS CPS LUCIRA CHECK IT - PURCHASE OF TEST KITS RELATED TO COVID 19 - PROCUREMENT & CONTRACT SERVICES	539,805.00
PO1-220000002752	LAKESHORE LEARNING BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLY - BALBOA ELEMENTARY SCHOOL	6,000.00
PO1-220000002763	AMB GROUP INC. AGREEMENT TO INSTALL ELECTRICAL FOR THE NEW HVAC AT TOLL MIDDLE SCHOOL - PLANNING, DEVELOPMENT &	24,300.00
PO1-220000002768	JOANN MERRICK CONSULTANT TO COACH, PLAN AND PROVIDE PROFESSIONAL DEVELOPMENT FOR ADMINSTRATORS, BOARD APPROVED 1/18/2022 - EQUITY, ACCESS & FAMILY ENGAGEMENT	5,000.00
PO1-220000002773	STUDENT TELEVISION NETWORK, INC. CONFERENCE EXPENSES - CLARK MAGNET HIGH SCHOOL	4,040.00
PO1-220000002775	EDPUZZLE, INC INSTRUCTIONAL SOFTWARE LICENSE - WILSON MIDDLE SCHOOL	1,750.00
PO1-220000002776	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL ELECTRICAL FOR THE NEW HVAC AT ROSEMONT MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	24,650.00
PO1-220000002787	EXPLORELEARNING LLC INSTRUCTIONAL SOFTWARE LICENSE - WILSON MIDDLE SCHOOL	1,965.00
PO1-220000002801	CABE- CAL ASSOC. FOR BILINGUAL EDUCATION CONFERENCE EXPENSES - EQUITY, ACCESS & FAMILY ENGAGEMENT	2,174.00
PO1-220000002816	TREMCO, INC. ROOF REPAIR SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	1,961.24

FEDERAL RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-220000002823	SHMOOP UNIVERSITY, INC. INSTRUCTIONAL SOFTWARE LICENCE - GLENDALE HIGH SCHOOL	3,750.00
PO1-220000002848	MHS, INC	93.72
PO1-220000002884	PALOS SPORTS INC	78.28
PO1-220000002888	EDUCATIONAL FURNITURE LLC CLASSROOM FURNITURE - CRESCENTA VALLEY HIGH SCHOOL	15,557.54
PO3W-220000001621	VWR FUNDING, LLC	85.21
PO3W-220000001628	VETERAN BUILDING MAINTENANCE, LLC MASK FOR STUDENTS - PROCUREMENT & CONTRACT SERVICES	84,892.50
PO3W-220000001644	SHARP BUSINESS SYSTEMS OFFICE EQUIPMENT - GLENDALE HIGH SCHOOL	5,599.60
	TOTAL	724,217.66
	STATE RESTRICTED RESOURCES	
PO1-220000002749	PARKER-ANDERSON LEARNING CENTER SERVICE AGREEMENT TO PROVIDE AFTERSCHOOL ENRICHMENT CLASSES - MUIR ELEMENTARY SCHOOL	49,920.00
PO1-220000002750	RENAISSANCE LEARNING INC INSTRUCTIONAL SOFTWARE LICENSES - KEPPEL ELEMENTARY SCHOOL	14,651.00
PO1-220000002753	RUMON INC STAGE ART BUILDING SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	2,191.91
PO1-220000002769	RIVERS LAW INC PROFESSIONAL SERVICES - SPECIAL EDUCATION	6,850.00
PO1-220000002779	CAPSTONE PSYCHOLOGICAL SERVICES SERVICE AGREEMENT TO PROVIDE COMPREHENSIVE PSYCHOEDUCATIONAL ASSESSMENTS - SPECIAL EDUCATION	14,900.00
PO1-220000002780	TOTAL RECALL CAPTIONING SERVICE AGREEMENT TO PROVIDE CART CAPTIONING (VOICE- TO-TEXT) SERVICES - SPECIAL EDUCATION	220,000.00
PO1-220000002781	THE STEPPING STONES GROUP LLC SERVICE AGREEMENT TO PROVIDE PSYCHOLOGICAL ASSESSMENTS, SPEECH AND OT/PT SERVICES - SPECIAL EDUCATION	250,000.00



PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000002790	WOODSMALL LAW GROUP CLIENT TRUST ACCOUNT PROFESSIONAL SERVICES - SPECIAL EDUCATION	35,000.00
PO1-220000002791	MELISSA & GARRET HINE PARENT REIMBURSEMENT - SPECIAL EDUCATION	1,602.08
PO1-220000002792	ROBERT RUSSELL PARENT REIMBURSEMENT - SPECIAL EDUCATION	45,000.00
PO1-220000002793	VAHE STAMBULST & LILIT GASPARYAN PARENT REIMBURSEMENT - SPECIAL EDUCATION	1,850.00
PO1-220000002794	STUDENT RIGHTS ATTORNEYS PROFESSIONAL SERVICES - SPECIAL EDUCATION	6,500.00
PO1-220000002795	WOODSMALL LAW GROUP CLIENT TRUST ACCOUNT PROFESSIONAL SERVICES - SPECIAL EDUCATION	11,000.00
PO1-220000002796	VALERIE FLETCHER AND ROGER ODA PARENT REIMBURSEMENT - SPECIAL EDUCATION	21,600.00
PO1-220000002797	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BRIDGE TO THE FUTURE - CONFERENCE EXPENSES - FOOTHILL SELPA	100.00
PO1-220000002802	TINA DEMIRDJIAN BLANKET PURCHASE ORDER FOR PARENT REIMBURSEMENT - SPECIAL EDUCATION	6,500.00
PO1-220000002835	CPI NCI CERTIFICATION RENEWAL - FOOTHILL SELPA	1,399.00
PO1-220000002837	WORLD BOOK INC.	205.89
PO1-220000002838	FOLLETT SCHOOL SOLUTIONS, INC.	112.09
PO1-220000002845	SYNERGY PSYCHOLOGICAL INC. SERVICE AGREEMENT FOR PSYCHOEDUCATIONAL ASSESSMENTS - SPECIAL EDUCATION	14,900.00
PO1-220000002846	ALICIA PELETZ SERVICE AGREEMENT FOR PROFESSIONAL DEVELOPMENT SERVICES - DAILY HIGH SCHOOL	2,500.00
PO1-220000002847	BLUEJACK KIDS	373.00
PO1-220000002864	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CRICUT - INSTRUCTIONAL EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	408.92

## STATE RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-220000002869	THE SOUTHERN CA LEARNING CORP SERVICE AGREEMENT TO PROVIDE ONLINE TUTORING SERVICES - EQUITY, ACCESS & FAMILY ENGAGEMENT	14,688.00
PO1-220000002870	THERAPY TRAVELERS, LLC AGREEMENT TO PROVIDE SPEECH, OT,PT & PSYCHOLOGICAL SERVICES - SPECIAL EDUCATION	160,000.00
PO1-220000002873	JERRY L. TURNER JR SERVICE AGREEMENT TO PROVIDE PSYCHOEDUCATIONAL EVALUATIONS - SPECIAL EDUCATION	14,900.00
PO1-220000002887	EDUCATIONAL FURNITURE LLC OUTDOOR FURNITURE - LINCOLN ELEMENTARY SCHOOL	4,962.32
PO3W-220000000791	SCHOOL OUTFITTERS CLASSROOM FURNITURE FOR WRITING LAB - HOOVER HIGH SCHOOL	13,353.51
PO3W-220000001590	AMAZON CAPITAL SERVICES, INC.	38.53
PO3W-220000001593	MORGAN C HAMMAR INSTRUCTIONAL MATERIALS - MUIR ELEMENTARY SCHOOL	1,673.38
PO3W-220000001601	AMAZON CAPITAL SERVICES, INC. WELLNESS CENTER SUPPLIES - CLARK MAGNET HIGH SCHOOL	1,136.30
PO3W-220000001609	RIFTON EQUIPMENT	355.56
PO3W-220000001613	LHP MUSIC, INC MUSICAL INSTRUMENTS - ROOSEVELT MIDDLE SCHOOL	1,653.75
PO3W-220000001620	ROBERTA BECKER - ACTUAL TACTUALS BRAILLE	266.75
PO3W-220000001625	LIGHTSPEED	192.94
PO3W-220000001638	AMAZON CAPITAL SERVICES, INC.	171.92
PO3W-220000001639	AMAZON CAPITAL SERVICES, INC.	23.13
PO3W-220000001640	AMAZON CAPITAL SERVICES, INC.	109.11
PO3W-220000001647	PRO-ED	227.27
PO3W-220000001652	AMAZON CAPITAL SERVICES, INC.	275.84
PO3W-220000001653	AMAZON CAPITAL SERVICES, INC.	207.11
PO3W-220000001658	OFFICE DEPOT	140.15
PO3W-220000001659	AMAZON CAPITAL SERVICES, INC.	197.35
PO3W-220000001668	APPLE COMPUTER	87.10
	TOTAL	922,223.91

## LOCAL RESTRICTED RESOURCES

PO NUMBER	VENDOR	AMOUNT
PO1-220000001540	B & H PHOTO VIDEO	875.55
PO1-220000002736	VALLEY FLOOD-LITE SERVICE INC. BUILDING AND FACILITY REPAIR SERVICES AND SUPPLIES - FACILITY & SUPPORT SERVICES	3,716.43
PO1-220000002737	MSI MOVER SERVICES, INC. MOVING SERVICES - PLANNING, DEVELOPMENT & FACILITIES	12,475.00
PO1-220000002738	SUNBELT RENTALS, INC EQUIPMENT RENTAL - PLANNING, DEVELOPMENT & FACILITIES	1,740.09
PO1-220000002740	AA1 GRAPHICS & SIGNS	633.94
PO1-220000002755	DAVID GRANT, INC. SOFTWARE LICENSE RENEWAL - CHILD DEVELOPMENT & CHILD CARE	20,253.80
PO1-220000002766	CHILDCARE CAREERS LLC BLANKET PURCHASE ORDER FOR CHILDCARE CAREERS - CHILD DEVELOPMENT & CHILD CARE	30,000.00
PO1-220000002767	HEARTLAND CUSTOMER SOLUTIONS, LLC	220.14
PO1-220000002778	ACCO ENGINEERED SYSTEMS, INC AGREEMENT TO REPLACE PARTS ON THE HOT WATER BOILER AT ADMINSTRATION BUILDING - PLANNING, DEVELOPMENT & FACILITIES	3,481.00
PO1-220000002783	GMS ELEVATOR SERVICES, INC SERVICE AGREEMENT FOR ELEVATOR SERVICES AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	2,888.00
PO1-220000002786	GMS ELEVATOR SERVICES, INC SERVICE AGREEMENT FOR ELEVATOR SERVICES AT MUIR ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT &	14,275.00
PO1-220000002788	ARMORY CENTER FOR THE ARTS SERVICE AGREEMENT TO PROVIDE ART INSTRUCTION - FREMONT ELEMENTARY SCHOOL	16,594.00
PO1-220000002803	KAROL'S GENERAL GARAGE & BODY SHOP	250.00
PO1-220000002804	AMAZON CAPITAL SERVICES, INC.	311.66
PO1-220000002805	GMS ELEVATOR SERVICES, INC ANNUAL ELEVATOR TESTING AT VARIOUS SCHOOL SITES - FACILITY & SUPPORT OPERATIONS	4,025.00
PO1-220000002806	GMS ELEVATOR SERVICES, INC	815.00
PO1-220000002807	GMS ELEVATOR SERVICES, INC	280.00

## LOCAL RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-220000002808	GMS ELEVATOR SERVICES, INC SERVICE ON ELEVATOR AT ADMINISTRATION BUILDING - FACILITY & SUPPORT OPERATIONS	1,120.00
PO1-220000002809	GMS ELEVATOR SERVICES, INC SERVICE ON ELEVATOR AT ADMINISTRATION BUILDING - FACILITY & SUPPORT OPERATIONS	1,120.00
PO1-220000002810	GMS ELEVATOR SERVICES, INC	880.00
PO1-220000002811	GMS ELEVATOR SERVICES, INC SERVICE ON ELEVATOR AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,960.00
PO1-220000002812	GMS ELEVATOR SERVICES, INC	280.00
PO1-220000002813	GMS ELEVATOR SERVICES, INC	348.00
PO1-220000002814	GMS ELEVATOR SERVICES, INC	525.00
PO1-220000002815	GMS ELEVATOR SERVICES, INC SERVICE ON ELEVATORS AT CRESCENTA VALLEY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,680.00
PO1-220000002817	IBOOKPARK INC INSTRUCTIONAL MATERIALS - ROSEMONT MIDDLE SCHOOL	1,532.48
PO1-220000002820	U.S. BLINDS WINDOW TREATMENTS - FACILITY & SUPPORT OPERATIONS	1,747.46
PO1-220000002825	KING'S CUSTOM SHEET METAL	38.59
PO1-220000002826	GAY'S AUTOMOTIVE & TOWING INC.	65.00
PO1-220000002827	TRANS-GAS PROPANE INC	509.29
PO1-220000002828	TURF STAR, INC.	108.24
PO1-220000002830	STAR FORD	299.12
PO1-220000002831	U.S. AIR CONDITIONING HVAC EQUIPMENT REPAIRS AT VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	5,147.57
PO1-220000002832	GMS ELEVATOR SERVICES, INC SERVICE ON ELEVATOR AT VARIOUS SCHOOL SITES - FACILITY & SUPPORT OPERATIONS	3,450.00
PO1-220000002833	FOUNDATION BUILDING MATERIALS HOLDING CO	718.20
PO1-220000002834	COILMEN PLUS INC HVAC REPAIR SUPPLIES - FACILITY & SUPPORT OPERATIONS	5,647.01
PO1-220000002836	LEXLAND ENTERTAINMENT BOOKS FOR GERMAN FLAG PROGRAM - EDUCATIONAL SERVICES	1,229.71

## LOCAL RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-220000002844	APPLE VALLEY COMMUNICATIONS BLANKET PURCHASE ORDER FOR REPAIR OF VARIOUS ELECTRONIC SYSTEMS AS NEEDED, DISTRICTWIDE - FACILITY & SUPPORT OPERATIONS	5,000.00
PO1-220000002848	MHS, INC	93.72
PO1-220000002853	ANN MARIE SMITH SERVICE AGREEMENT TO UPDATE MURAL ARTWORK, BOARD APPROVED 11/18/2021 - DUNSMORE ELEMENTARY SCHOOL	7,550.00
PO1-220000002855	VERIZON WIRELESS BLANKET PURCHASE ORDER FOR TELECOMMUNICATION COSTS FOR CALFRESH PROGRAM - FOOD SERVICES	1,000.00
PO1-220000002857	A RENTAL CONNECTION	648.20
PO1-220000002863	GLENDAL BUILDERS SUPPLIES	38.50
PO1-220000002865	SCOTTY'S INDUSTRIAL PRODUCTS	413.43
PO1-220000002866	BUILDERS FENCE CO INC	549.87
PO1-220000002868	APPLE VALLEY COMMUNICATIONS	580.00
PO1-220000002875	EWING IRRIGATION PRODUCTS	353.20
PO1-220000002883	ARAKELIAN ENTERPRISES DBA ATHENS SERVICES BLANKET PURCHASE ORDER FOR WASTE DISPOSAL SERVICES AT STENGEL FIELD - FACILITY & SUPPORT OPERATIONS	2,000.00
PO1-220000002885	AUTO ZONE PARTS, INC	418.34
PO1-220000002889	TOMOMI HONGO CONSULTANT TO PROVIDE TIKO DRUM LESSONS TO K-6 STUDENTS, BOARD APPROVED 1/18/2022 - DUNSMORE ELEMENTARY SCHOOL	5,000.00
PO3W-220000000475	R.W. SMITH & CO.	385.21
PO3W-220000001604	ANDY MARK, INC.	859.16
PO3W-220000001622	PRO-ED INSTRUCTIONAL MATERIALS - SPECIAL EDUCATION	1,356.42
PO3W-220000001626	SOUTHWEST SCHOOL & OFFICE SUPPLY	193.92
PO3W-220000001627	OFFICE DEPOT	340.09
PO3W-220000001629	CURRICULUM ASSOCIATES INC	443.30
PO3W-220000001637	SONOVA USA INC	819.30
PO3W-220000001641	SUPER DUPER PUBLICATIONS	78.28
PO3W-220000001655	SUPER DUPER PUBLICATIONS	78.28
PO3W-220000001660	INDUSTRIAL METAL SUPPLY CO.	931.87
PO3W-220000001664	THE HOME DEPOT PRO (SUPPLYWORKS)	124.03
PO3W-220000001681	TAKKT AMERICA HOLDING INC	109.21
	TOTAL	170,604.61

PO NUMBER	CHILD DEVELOPMENT FUND VENDOR	AMOUNT
PO1-220000002743	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA EVERYCHILD CALIFORNIA - CONFERENCE EXPENSES - CHILD DEVELOPMENT & CHILD CARE	129.00
PO1-220000002755	DAVID GRANT, INC. SOFTWARE LICENSE RENEWAL - CHILD DEVELOPMENT & CHILD CARE	7,116.20
PO1-220000002856	CHILDCARE CAREERS LLC BLANKET PURCHASE ORDER FOR CHILDCARE SERVICES - CHILD DEVELOPMENT & CHILD CARE	3,000.00
PO3W-220000001585	THE HOME DEPOT PRO (SUPPLYWORKS)	224.40
	TOTAL	----- 10,469.60

PO NUMBER	FOOD SERVICES FUND VENDOR	AMOUNT
PO1-220000002734	KB FOODS DISTRIBUTION, INC EDIBLE SUPPLIES FOR ALL SCHOOL SITES - FOOD SERVICES	4,605.44
PO1-220000002735	LOS ANGELES COUNTY PUBLIC HEALTH CAFETERIA FOOD SAFETY INSPECTION FEE DISTRICTWIDE - FOOD SERVICES	5,910.00
PO1-220000002850	KB FOODS DISTRIBUTION, INC	936.84
PO1-220000002859	WRIGHT'S SUPPLY INC	34.88
	TOTAL	----- 11,487.16

MEASURE S PROJECTS FUND		
PO NUMBER	VENDOR	AMOUNT
PO1-220000002759	DIVISION OF THE STATE ARCHITECT DSA PLAN REVIEW FEE - PLANNING, DEVELOPMENT & FACILITIES	59,312.40
PO1-220000002760	DIVISION OF THE STATE ARCHITECT DSA PLAN REVIEW FEE - PLANNING, DEVELOPMENT & FACILITIES	53,821.60
PO1-220000002782	CONVERGINT TECHNOLOGIES LLC SECURITY CAMERA LICENSE RENEWAL FOR ADMINISTRATION BUILDING - PLANNING, DEVELOPMENT & FACILITIES	4,492.05
	TOTAL	----- 117,626.05

MC LENNAN DONATIONS		
PO NUMBER	VENDOR	AMOUNT
PO1-220000002789	HOOVER HIGH SCHOOL - A.S.B.	415.17
	TOTAL	----- 415.17

**LIST OF PO CHANGE ORDERS  
DURING THE PERIOD OF 1/24/2021 THROUGH 2/4/2022  
CONSENT CALENDAR NO. 5 - FEBRUARY 15, 2022**

Change Order Date	PO#	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
1/24/2022	PO1-220000001716	CORTES & LEE INC.	INCREASED PO FOR REQUIRED EXTRA SCOPE OF WORK	\$27,975.00	\$18,350.00	\$46,325.00
1/25/2022	PO1-220000000174	ENTERPRISE FLEET MANAGEMENT	INCREASED PO TO COVER PAYMENTS THROUGH 6/30/2022	\$205,000.00	\$120,000.00	\$325,000.00
1/25/2022	PO1-220000000836	NATIONAL CONSTRUCTION RENTALS	INCREASED PO TO EXTEND THE RENTAL PERIOD	\$29,920.01	\$1,652.40	\$31,572.41
1/26/2022	PO1-220000000544	OFFICE DEPOT	INCREASED PO FOR ADDITIONAL PURCHASES	\$1,000.00	\$1,000.00	\$2,000.00
1/26/2022	PO1-220000001099	STELLA PETROS	INCREASED PO FOR ADDITIONAL SERVICES NEEDED	\$20,000.00	\$30,000.00	\$50,000.00
1/27/2022	PO1-220000002179	NAIRA NIKOGOSIAN	INCREASED PO FOR ADDITIONAL SERVICES NEEDED	\$5,100.00	\$7,140.00	\$12,240.00
2/2/2022	PO1-220000002358	SASHA OCHOA	INCREASED PO FOR ADDITIONAL SERVICES NEEDED	\$500.00	\$2,000.00	\$2,500.00
2/2/2022	PO1-220000001594	FUEL EDUCATION LLC	INCREASED PO FOR ADDITIONAL ONLINE SERVICES	\$152,768.00	\$327,232.00	\$480,000.00
2/3/2022	PO1-220000000756	MAINTEX	INCREASED PO TO COVER ADDITIONAL PURCHASES	\$35,000.00	\$35,000.00	\$70,000.00
2/4/2022	PO1-220000002661	MYRNA MEDINA	INCREASED PO FOR ADDITIONAL SERVICES NEEDED	\$500.00	\$2,000.00	\$2,500.00
2/4/2022	PO1-220000001538	DONNA GUSKE	INCREASED PO FOR ADDITIONAL SERVICES NEEDED	\$500.00	\$2,000.00	\$2,500.00

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Craig Larimer, Financial Analyst

**SUBJECT: Appropriation Transfer and Budget Revision Report**

The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted and Restricted.

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.***



GLENDALE UNIFIED SCHOOL DISTRICT  
 February 15, 2022  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$4,000
8910-8999	Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>		<b>\$0</b>	<b>\$4,000</b>

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$2,993
3000	Employee Benefits	\$0	\$1,007
4000	Instructional Supplies	\$0	\$0
5000	Contract Services	\$0	\$0
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>		<b>\$0</b>	<b>\$4,000</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>\$0</b>
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February 15, 2022  
 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:
VARIOUS	Supplemental program	0	0	0	0	0	0	0	0	\$0	Supplies and Services
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Adjustment appropriates funds for:
CVHS	Athletics	0	2,993	1,007	0	0	0	0	0	\$4,000	Coaching stipend
		0	0	0	0	0	0	0	0	\$0	
		\$0	\$2,993	\$1,007	\$0	\$0	\$0	\$0	\$0	\$4,000	

Object Codes

- |                            |  |
|----------------------------|--|
| 1000 Certificated Salaries | 5000 Services & Other Operating Supplies |
| 2000 Classified Salaries   | 6000 Capital Outlay                      |
| 3000 Employee Benefits     | 7000 Other Outgo                         |
| 4000 Books & Supplies      | 9000 Reserves                            |

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	\$79,686
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$44,457
8910-8999	Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>		<b>\$0</b>	<b>\$124,143</b>

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$20,467
2000	Classified Salaries	\$0	\$0
3000	Employee Benefits	\$0	\$4,393
4000	Instructional Supplies	\$0	\$49,876
5000	Contract Services	\$0	\$91,987
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$2,057
<b>TOTAL BUDGETED APPROPRIATIONS</b>		<b>\$0</b>	<b>\$168,780</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$44,637)</b>
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GLENDALE UNIFIED SCHOOL DISTRICT  
 February 15, 2022  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT REPORT  
 GENERAL FUND, RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

BUDGET TRANSFERS		Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
Total Budget Trsfers	Program Description	Resource										
	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX											
VARIOUS	TITLE I	30100.0	0	0	0	0	0	0	0	0	\$0	Supplies and Services
			0	0	0	0	0	0	0	0	\$0	
			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS		Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Dept/Site	Program Description	Code										
CMHS	Manufacturing ED Initiative	94010.0	0	0	0	6,489	0	0	0	0	\$6,489	Carry-over 20-21
CMHS	Robotics prgram	95210.0	0	0	0	41,637	3,000	0	0	(44,637)	\$0	Carry-over 20-21
Educational Services	Donation from Capital Group Co	94377.0	0	0	0	750	0	0	0	0	\$750	To allocate income (FLAG- Japanese FLAG prg)
Keppel	School Site Foundation	95100.0	16,467	0	3,533	0	0	0	0	0	\$20,000	To allocate income (Certificated salaries and benefits)
Dunsmore	School Site Foundation	95100.0	0	0	0	0	438	0	0	0	\$438	To allocate income
Keppel	School Site Foundation	95100.0	0	0	0	0	16,780	0	0	0	\$16,780	To allocate income (Services)
Foothill SELPA	ADR COVID	33952.0	4,000	0	860	1,000	71,769	0	2,057	0	\$79,686	To allocate income (Grant award)
			0	0	0	0	0	0	0	0	\$0	
<b>Total Budget Adjustments</b>			<b>\$20,467</b>	<b>\$0</b>	<b>\$4,393</b>	<b>\$49,876</b>	<b>\$91,987</b>	<b>\$0</b>	<b>\$2,057</b>	<b>(\$44,637)</b>	<b>\$124,143</b>	

Object Codes  
 1000 Certificated Salaries                    4000 Books & Supplies                    7000 Other Outgo  
 2000 Classified Salaries                    5000 Services & Other Operating Expenses                    8000 Income  
 3000 Employee Benefits                    6000 Capital Outlay                    9000 Designated Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Agreement with Matchup, LLC DBA MoveSpring**

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The Superintendent recommends that the Board of Education approve the License and Software Services Agreement with Matchup, LLC DBA MoveSpring in the amount of \$31,800.

This Agreement is effective February 1, 2022 and expires January 31, 2023. The MoveSpring group health/annual program includes ultimate/full service including full premium challenge modes, 4-6 challenges/events throughout the year, user created challenges, full access administrative reporting and end user support through the duration of engagement.

This service was selected by the District Employee Benefit Committee and is funded from Wellness Funds.

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

**LICENSE AND SOFTWARE SERVICES AGREEMENT**

This License and Software Services Agreement (this “Agreement”) is dated the Effective Date set forth below between MatchUp, LLC, a Delaware limited liability company located at 337 Atlantis Ave NE, Atlanta, GA 30307 (“MatchUp”) and the customer listed below (“Customer”). This Agreement sets forth the terms and conditions that govern orders placed by Customer for Software Services under this Agreement.

This Agreement consists of:

- The attached terms and conditions;
- With respect to Customer’s users, the terms of service, privacy policy and other applicable policies referenced at [MoveSpring.com](http://MoveSpring.com);
- Any terms or documents referenced in “Transaction Details” below.


**Addresses and contact details**

**Term and Other Agreements**

<b>Matchup, LLC , MoveSpring DBA</b>		<b>Glendale Unified School District</b>	
Address: 337 Atlantis Ave. NE, Atlanta, GA 30307		Address: 233 North Jackson Street, Glendale, CA 91206	
Attention: Anthony Knierim		Attention:	
Phone Number: 630.532.7941		Phone Number:	
E-Mail Address: Anthony@stridekick.com		E-Mail Address:	
<b>Transaction Details</b>	<b>Charge Amount</b>	<b>Detail</b>	<b>Total</b>
Group(s) of Users & Services Fees	\$2,650/month (paid Annually)	MoveSpring Group Health / Annual Program, for <2,400, (employee & spouses) includes Ultimate / Full Service including full premium challenge modes, 4-6 challenges / events throughout the year, user created challenges, full access admin reporting & end user support throughout duration of engagement.	<b>\$31,800</b>
On-boarding Support	\$1,000	Annual Platform License	<b>(Waived in Year 1)</b>
<b>Total</b>			<b>\$ 31,800</b>

Agreement Effective Date:	___ 2 ___, _1___, 2021
Term of Agreement:	<u>12</u> Months from the Effective Date unless earlier terminated as provided in the terms and conditions.

**Agreed and accepted**

<b>Matchup</b>	<b>Customer</b>
Matchup Signature: 	Customer Signature:
Matchup Name: Anthony Knierim	Customer Name:

Matchup Title: Chief Operating Officer	Customer Title:
Matchup Date: 1/19 /22	Customer Date:

## 1. AGREEMENT DEFINITIONS

1.1. “Software Services” means, collectively, the MatchUp software as a service offerings delivered through matchup.io or other online sites controlled by MatchUp, as listed in Customer order and defined in the Software Service Specifications.

1.2. “MatchUp Programs” refers to the software products owned or licensed by MatchUp to which MatchUp grants Customer access as part of the Software Services, including Program Documentation, and any program updates provided as part of the Software Services. The term “MatchUp Programs” does not include Separately Licensed Third Party Technology.

1.4. “Program Documentation” refers to the program user manuals for the MatchUp Programs referenced within the Software Service Specifications for Software Services, as well as any help windows for such MatchUp Programs that are accessible from within the Software Services. The Program Documentation describes technical and functional aspects of the MatchUp Programs.

1.5. “Separate Terms” refers to separate license terms that are specified in the Program Documentation, Software Service Specifications and that apply to Separately Licensed Third Party Technology.

1.6. “Separately Licensed Third Party Technology” refers to third party technology that is licensed under Separate Terms and not under the terms of this Agreement.

1.8. “Software Services Environment” refers to then current cloud platform that MatchUp utilizes and such other combination of hardware and software components owned, licensed or managed by MatchUp, to which MatchUp grants Customer and Customer Users access as part of the Software Services which Customer has ordered. As applicable and subject to the terms of this Agreement and Customer order, MatchUp Programs, Third Party Content, Customer Content and Customer

Applications may be hosted in the Software Services Environment.

1.9. “Software Service Specifications” means any terms expressly agreed to in writing by MatchUp and otherwise, it’s standard terms of service for a respective Software Service.

1.10. “Software Services Period” refers to the period of time for which Customer ordered Software Services as specified in Customer order.

1.11. “Third Party Content” means all text, files, images, graphics, illustrations, information, data, audio, video, photographs and other content and material, in any format, that are obtained or derived from third party sources outside of MatchUp and made available to Customer through, within, or in conjunction with Customer use of, the Software Services. Third Party Content does not include Separately Licensed Third Party Technology.

1.12. “Users” means those employees, contractors, and end users, as applicable, authorized by Customer or on Customer behalf to use the Software Services in accordance with this Agreement and Customer order.

1.13. “Customer” refers to the individual or entity that has executed this Agreement.

1.14. “Customer Applications” means all software programs that Customer or Customer Users provide use in connection the Software Services. Software Services under this Agreement, including MatchUp Programs, MatchUp intellectual property, and all derivative works thereof, do not fall within the meaning of the term “Customer Applications.”

1.15. “Customer Content” means (i) with respect to a User, the respective User data; and (ii) with respect to any customization the files, images, graphics, illustrations, information and data provided by Customer or Customer Users that reside in, or run on or through, the Software Services Environment.

## 2. TERM OF AGREEMENT

This Agreement is valid for the order which this Agreement accompanies and if no period is specified for a Software Service, then the Software Service is terminable at any time by Customer or MatchUp on notice. This agreement does not auto-renew unless otherwise indicated in the order. This Agreement may also be referenced for any purchase that increases the quantity of the original Software Services ordered (e.g., additional Users), for any additional Software Services options offered by MatchUp, and for any renewal of the Software Services Period of the original order.

### 3. RIGHTS GRANTED

3.1 For the duration of the Software Services Period and subject to Customer payment obligations, and except as otherwise set forth in this Agreement or Customer order, Customer has the non-exclusive, non-assignable, free, worldwide limited right and license to access and use the Software Services for the number of designated Users that Customer ordered, including anything developed by MatchUp and delivered to Customer as part of the Software Services, solely for Customer internal business operations and subject to the terms of this Agreement and Customer order, including the Software Service Specifications. Customer may allow its designated Users to use the Software Services for this purpose and Customer is responsible for Customer Users' compliance with this Agreement and the order. Use rights for Customer Users are subject to MatchUp's then existing Terms and Conditions governing Users.

3.2 Customer does not acquire under this Agreement any right or license to use the Software Services, including the MatchUp Programs and Software Services Environment, in excess of the scope and/or duration of the Software Services stated in Customer order. Upon the end of the Software Services ordered, Customer's right to access and use the Software Services will terminate, including the rights of Customer's Users.

3.3 To enable MatchUp to provide Customer and Customer's Users with the Software Services, Customer grants MatchUp the right to use, process and transmit, Customer Content and Customer Applications for the duration of the Software Services Period plus any additional post-termination

period during which MatchUp provides Customer with access to retrieve an export file of Customer Content and Customer Applications. If Customer Applications include third party programs, Customer acknowledges that MatchUp may allow providers of those third party programs to access the Software Services Environment, including Customer Content and Customer Applications, as required for the interoperation of such third party programs with the Software Services. MatchUp will not be responsible for any use, disclosure, modification or deletion of Customer Content or Customer Applications resulting from any such access by third party program providers or for the interoperability of such third party programs with the Software Services.

3.4 Customer acknowledges that MatchUp has no delivery obligation for MatchUp Programs and will not ship copies of such programs to Customer as part of the Software Services.

3.5 The Software Services may require the use of Separately Licensed Third Party Technology. Customer is responsible for complying with the Separate Terms that govern Customer's use of Separately Licensed Third Party Technology. The third party owner, author or provider of such Separately Licensed Third Party Technology retains all ownership and intellectual property rights in and to such Separately Licensed Third Party Technology.

3.6 As part of certain Software Services offerings, MatchUp may provide Customer with access to Third Party Content within the Software Services Environment. The type and scope of any Third Party Content is defined in the Software Service Specifications applicable to Customer order. The third party owner, author or provider of such Third Party Content retains all ownership and intellectual property rights in and to that content, and Customer rights to use such Third Party Content are subject to, and governed by, the terms applicable to such content as specified by such third party owner, author or provider.

### 4. OWNERSHIP AND RESTRICTIONS

4.1 Customer and Customer's Users retain all ownership and intellectual property rights in and to their respective content and applications. MatchUp



or its licensors retain all ownership and intellectual property rights to the Software Services, including MatchUp Programs, and derivative works thereof, and to anything developed or delivered by or on behalf of MatchUp under this Agreement.

4.2 Customer may not, or cause or permit Customer Users to:

a) remove or modify any program markings or any notice of MatchUp's or its licensors' proprietary rights;

b) make the programs or materials resulting from the Software Services (excluding Customer Content and Customer Applications) available in any manner to any third party for use in the third party's business operations (unless such access is expressly permitted for the specific Software Services Customer has acquired);

c) modify, make derivative works of, disassemble, decompile, or reverse engineer any part of the Software Services (the foregoing prohibition includes but is not limited to review of data structures or similar materials produced by programs), or access or use the Software Services in order to build or support, and/or assist a third party in building or supporting, products or Software Services competitive to MatchUp;

d) perform or disclose any of the following security testing of the Software Services Environment or associated infrastructure without MatchUp's prior written consent: network discovery, port and service identification, vulnerability scanning, password cracking, remote access testing, or penetration testing; and

e) license, sell, rent, lease, transfer, assign, distribute, display, host, outsource, disclose, permit timesharing or service bureau use, or otherwise commercially exploit or make the Software Services, MatchUp Programs, Software Services Environments or materials available, to any third party, other than as expressly permitted under the terms of the applicable order.

4.3 The rights granted to Customer under this Agreement are also conditioned on the following:

a) except as expressly provided herein or in a Customer order, no part of the Software Services may be copied, reproduced, distributed, republished, downloaded, displayed, posted or transmitted in any form or by any means, including but not limited to electronic, mechanical, photocopying, recording, or other means; and

b) Customer will make reasonable efforts to prevent unauthorized third parties from accessing the Software Services.

## 5. SERVICE SPECIFICATIONS

5.1 Customer agrees that that MatchUp and its third party providers will not be liable or responsible for any failure in, or delay to, the provision of the Software Services or in MatchUp complying with its obligations under this Agreement where such failure or delay has arisen as a direct or indirect result of:

a) fire, earthquake, storm, flood, hurricane, inclement weather or other act of God, war, terrorism, explosion, sabotage, industrial accident or industrial strike;

b) telecommunications failure, hardware failure or software failure;

c) the failure of any third party to fulfill any obligations to MatchUp; or

d) any other circumstance or event which is or is not within the reasonable control of MatchUp.

5.2 Customer is not a third party beneficiary to our service level terms with any MatchUp providers, including cloud platform providers. However, MatchUp agrees to use reasonable efforts to limit downtime to scheduled events and permitted downtime under our service terms of service providers to MatchUp.

5.3 The Software Services are subject to and governed by Software Service Specifications applicable to a Customer order, but in all cases are limited by the provisions of Section 5.1 except as amended by a documents signed by Customer and MatchUp. Customer acknowledges that use of the Software Services in a manner not consistent with the Software Service Specifications may adversely affect

Software Services performance and/or may result in additional fees.

5.4 MatchUp may make changes or updates to the Software Services (such as infrastructure, security, technical configurations, application features, etc.) during the Software Services Period, including to reflect changes in technology, industry practices, patterns of system use, and availability of Third Party Content. The Software Service Specifications are subject to change at MatchUp's discretion; however, MatchUp changes to the Software Service Specifications will not result in a material reduction in the level of performance or availability of the applicable Software Services provided to Customer for the duration of the Software Services Period.

## 6. USE OF THE SOFTWARE SERVICES

6.1 Customer is responsible for identifying and authenticating all Users, for approving access by such Users to the Software Services, for controlling against unauthorized access by Users, and for maintaining the confidentiality of usernames, passwords and account information. By associating Customer and Customer Users' usernames, passwords and accounts with MatchUp, Customer accepts responsibility for the timely and proper termination of user records in Customer local (intranet) identity infrastructure or on Customer local computers. MatchUp is not responsible for any harm caused by Customer Users, including individuals who were not authorized to have access to the Software Services but who were able to gain access because usernames, passwords or accounts were not terminated on a timely basis in Customer local identity management infrastructure or Customer local computers. Customer is responsible for all activities that occur under Customer and Customer Users' usernames, passwords or accounts or as a result of Customer or Customer Users' access to the Software Services, and agree to notify MatchUp immediately of any unauthorized use.

6.2 Customer agree not to use or permit use of the Software Services, including by uploading, emailing, posting, publishing or otherwise transmitting any material, including Customer Content, Customer Applications and Third Party Content, for any purpose that may (a) menace or harass any person or

cause damage or injury to any person or property, (b) involve the publication of any material that is false, defamatory, harassing or obscene, (c) violate privacy rights or promote bigotry, racism, hatred or harm, (d) constitute unsolicited bulk e-mail, "junk mail", "spam" or chain letters; (e) constitute an infringement of intellectual property or other proprietary rights, or (f) otherwise violate applicable laws, ordinances or regulations. In addition to any other rights afforded to MatchUp under this Agreement, MatchUp reserves the right, but has no obligation, to take remedial action if any material violates the foregoing restrictions, including the removal or disablement of access to such material. MatchUp shall have no liability to Customer in the event that MatchUp takes such action. Customer shall have sole responsibility for the accuracy, quality, integrity, legality, reliability, appropriateness and ownership of all of Customer Content and Customer Applications. Customer agrees to defend and indemnify MatchUp against any claim arising out of a violation of Customer obligations under this section.

6.3 If applicable, with respect to Customer's software environment for access by Customer Users, Customer agree to maintain the environment with all patches, bug fixes, updates, maintenance and service packs (collectively, "Patches") necessary for the proper function and security of the Software Services.

## 7. EVALUATION SOFTWARE

MatchUp may make available certain Software Services for trial, non-commercial purposes. Software Services for trial purposes must be ordered under a separate Agreement. Software Services acquired for trial purposes are provided on an "as is" and "as available" basis and may not be used with production data or in a commercial environment. MatchUp does not provide technical or other support or offer any warranties for such Software Services.

## 8. FEES AND TAXES

8.1 All fees payable to MatchUp for subscriptions are due and payable prior to commencement of Software Services for the respective subscription period or within 30 days from the invoice date if MatchUp has agreed to invoicing. Once placed, Customer

order is non-cancelable and the sums paid nonrefundable, except as provided in this Agreement or Customer order. Customer will pay any sales, value-added or other similar taxes imposed by applicable law that MatchUp must pay based on the Software Services Customer ordered, except for taxes based on MatchUp's income. Fees for Software Services listed in an order are exclusive of taxes and expenses.

8.2 Overdue amounts bear interest at the rate of 1% per month.

## 9. SOFTWARE SERVICES PERIOD; END OF SOFTWARE SERVICES

9.1 Software Services provided under this Agreement shall be provided for the Software Services Period defined in Customer order, unless earlier suspended or terminated in accordance with this Agreement or the order. If stated in the Software Service Specifications, certain Software Services that are ordered will auto renew for additional Software Services Periods unless (i) Customer provide MatchUp with written notice no later than thirty (30) days prior to the end of the applicable Software Services Period of Customer's intention not to renew such Software Services, or (ii) MatchUp provides Customer with written notice no later than ninety (90) days prior to the end of the applicable Software Services Period of its intention not to renew such Software Services.

9.2 Upon the end of the Software Services, Customer and Customer Users no longer have rights to access or use the Software Services, including the associated MatchUp Programs and Software Services Environments; however, at Customer request, and for a period of up to 60 days after the end of the applicable Software Services, MatchUp will make available to Customer (or a respective Customer User, as applicable) Customer Content and Customer Applications as existing in the Software Services Environment on the date of termination. At the end of such 60 day period, and except as may be required by law, MatchUp will delete or otherwise render inaccessible any of Customer Content and Customer Applications that remain in the Software Services Environment.

9.3 MatchUp may temporarily suspend Customer password, account, and access to or use of the Software Services if Customer or Customer Users violate any provision within the 'Rights Granted', 'Ownership and Restrictions', 'Fees and Taxes', 'Use of the Software Services', or 'Export' sections of this Agreement, or if in MatchUp's reasonable judgment, the Software Services or any component thereof are about to suffer (or are suffering) a significant threat to security or functionality. MatchUp will provide advance notice to Customer of any such suspension in MatchUp's reasonable discretion based on the nature of the circumstances giving rise to the suspension. MatchUp will use reasonable efforts to re-establish the affected Software Services promptly after MatchUp determines, in its reasonable discretion, that the situation giving rise to the suspension has been cured; however, during any suspension period, MatchUp will make available to Customer or Customer User, as applicable, all Customer Content and Customer Applications as existing in the Software Services Environment on the date of suspension. MatchUp may terminate the Software Services under an order if any of the foregoing causes of suspension is not cured within 30 days after MatchUp's initial notice thereof. Any suspension or termination by MatchUp under this paragraph shall not excuse Customer from Customer obligation to make payment(s) under this Agreement.

9.4 If either of party breaches a material term of this Agreement and fails to correct the breach within 30 days of written specification of the breach, then the breaching party is in default and the non-breaching party may terminate the order under which the breach occurred. If MatchUp terminates the order as specified in the preceding sentence, Customer must pay within 30 days all amounts that have accrued prior to such termination, as well as all sums remaining unpaid for the Software Services ordered under this Agreement plus related taxes and expenses. Except for nonpayment of fees, the nonbreaching party may agree in its sole discretion to extend the 30 day period for so long as the breaching party continues reasonable efforts to cure the breach. Customer agrees that if Customer is in default under this Agreement, Customer may not use those Software Services ordered.

9.5 Provisions that survive termination or expiration of this Agreement are those relating to limitation of liability, infringement indemnity, payment and others which by their nature are intended to survive.

## 10. NONDISCLOSURE

10.1 By virtue of this Agreement, the parties may have access to information that is confidential to one another (“Confidential Information”). The parties agree to disclose only information that is required for the performance of obligations under this Agreement. Confidential information shall be limited to the terms and pricing under this Agreement, Customer Content and Customer Applications residing in the Software Services Environment, and all information clearly identified as confidential at the time of disclosure.

10.2 A party’s Confidential Information shall not include information that: (a) is or becomes a part of the public domain through no act or omission of the other party; (b) was in the other party’s lawful possession prior to the disclosure and had not been obtained by the other party either directly or indirectly from the disclosing party; (c) is lawfully disclosed to the other party by a third party without restriction on the disclosure; or (d) is independently developed by the other party.

10.3 The parties agree not to disclose each other’s Confidential Information to any third party other than as set forth in the following sentence for a period of three years from the date of the disclosing party’s disclosure of the Confidential Information to the receiving party; however, MatchUp will hold Customer Confidential Information that resides within the Software Services Environment in confidence for as long as such information resides in the Software Services Environment. The parties may disclose Confidential Information only to those employees, agents or subcontractors who are required to protect it against unauthorized disclosure in a manner no less protective than required under this Agreement. MatchUp will protect the confidentiality of Customer Content or Customer Applications residing in the Software Services Environment in accordance with the MatchUp security practices defined as part of the Software Service Specifications applicable to Customer order. In addition, Customer Personal Data will be treated in accordance with the

terms of Section 11 below. Nothing shall prevent either party from disclosing the terms or pricing under this Agreement or orders placed under this Agreement in any legal proceeding arising from or in connection with this Agreement or from disclosing the Confidential Information to a governmental entity as required by law.

## 11. DATA PROTECTION

11.1 In performing the Software Services, MatchUp will comply with the MatchUp Software Services Privacy Policy, which is available at the MatchUp web site [www.MatchUp.io](http://www.MatchUp.io) and incorporated herein by reference. The MatchUp Software Services Privacy Policy is subject to change at MatchUp’s reasonable discretion to adjust to changes in law and technology.

11.2 The Software Service Specifications applicable to Customer order define the administrative, physical, technical and other safeguards applied to Customer Content residing in the Software Services Environment, and describe other aspects of system management applicable to the Software Services. Customer is responsible for any security vulnerabilities, and the consequences of such vulnerabilities, arising from Customer Content and Customer Applications, including any viruses, Trojan horses, worms or other programming routines contained in Customer Content or Customer Applications that could limit or harm the functionality of a computer or that could damage, intercept or expropriate data.

11.4 If available, you may purchase, or may be required to purchase, additional Software Services from MatchUp or Separately Licensed Third Party Technology to address particular data protection requirements applicable to Customer business or Customer Content.

11.5 We may switch cloud platforms on thirty days advance notice or, in the event of we reasonably believe a threat or vulnerability exists, we may switch cloud platforms without Customer’s consent, but will give prompt notice thereof.

## 12. WARRANTIES, DISCLAIMERS AND EXCLUSIVE REMEDIES

12.1 MatchUp warrants that it will perform (i) Software Services in all material respects as described in the Software Service Specifications, and (ii) Professional Software Services in a professional manner in accordance with the Software Service Specifications. If the Software Services provided to Customer were not performed as warranted, Customer must promptly provide written notice to MatchUp that describes the deficiency in the Software Services (including, as applicable, the service request number notifying MatchUp of the deficiency in the Software Services).

12.2 MATCHUP DOES NOT GUARANTEE THAT (A) THE SOFTWARE SERVICES WILL BE PERFORMED ERROR-FREE OR UNINTERRUPTED, OR THAT MATCHUP WILL CORRECT ALL SOFTWARE SERVICES ERRORS, (B) THE SOFTWARE SERVICES WILL OPERATE IN COMBINATION WITH CUSTOMER'S CONTENT OR CUSTOMER'S APPLICATIONS, OR WITH ANY OTHER HARDWARE, SOFTWARE, SYSTEMS OR DATA NOT PROVIDED BY MATCHUP, AND (C) THE SOFTWARE SERVICES WILL MEET CUSTOMER'S REQUIREMENTS, SPECIFICATIONS OR EXPECTATIONS. YOU ACKNOWLEDGE THAT MATCHUP DOES NOT CONTROL THE TRANSFER OF DATA OVER COMMUNICATIONS FACILITIES, INCLUDING THE INTERNET, AND THAT THE SOFTWARE SERVICES MAY BE SUBJECT TO LIMITATIONS, DELAYS, AND OTHER PROBLEMS INHERENT IN THE USE OF SUCH COMMUNICATIONS FACILITIES. MATCHUP IS NOT RESPONSIBLE FOR ANY DELAYS, DELIVERY FAILURES, OR OTHER DAMAGE RESULTING FROM SUCH PROBLEMS. MATCHUP IS NOT RESPONSIBLE FOR ANY ISSUES RELATED TO THE PERFORMANCE, OPERATION OR SECURITY OF THE SOFTWARE SERVICES THAT ARISE FROM CUSTOMER'S CONTENT, CUSTOMER'S APPLICATIONS OR THIRD PARTY CONTENT. MATCHUP DOES NOT MAKE ANY REPRESENTATION OR WARRANTY REGARDING THE RELIABILITY, ACCURACY, COMPLETENESS, CORRECTNESS, OR USEFULNESS OF THIRD PARTY CONTENT,

AND DISCLAIMS ALL LIABILITIES ARISING FROM OR RELATED TO THIRD PARTY CONTENT.

12.3 FOR ANY BREACH OF THE SOFTWARE SERVICES WARRANTY, CUSTOMER'S EXCLUSIVE REMEDY AND MATCHUP'S ENTIRE LIABILITY SHALL BE THE CORRECTION OF THE DEFICIENT SOFTWARE SERVICES THAT CAUSED THE BREACH OF WARRANTY, OR, IF MATCHUP CANNOT SUBSTANTIALLY CORRECT THE DEFICIENCY IN A COMMERCIALY REASONABLE MANNER, YOU MAY END THE DEFICIENT SOFTWARE SERVICES AND MATCHUP WILL REFUND TO YOU THE FEES FOR THE TERMINATED SOFTWARE SERVICES THAT YOU PRE-PAID TO MATCHUP FOR THE PERIOD FOLLOWING THE EFFECTIVE DATE OF TERMINATION.

12.4 TO THE EXTENT NOT PROHIBITED BY LAW, THESE WARRANTIES ARE EXCLUSIVE AND THERE ARE NO OTHER EXPRESS OR IMPLIED WARRANTIES OR CONDITIONS INCLUDING FOR SOFTWARE, HARDWARE, SYSTEMS, NETWORKS OR ENVIRONMENTS OR FOR MERCHANTABILITY, SATISFACTORY QUALITY AND FITNESS FOR A PARTICULAR PURPOSE.

### 13. LIMITATION OF LIABILITY

NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL, PUNITIVE, OR CONSEQUENTIAL DAMAGES, OR ANY LOSS OF REVENUE OR PROFITS (EXCLUDING FEES UNDER THIS AGREEMENT), DATA, OR DATA USE. MATCHUP'S MAXIMUM LIABILITY FOR ALL DAMAGES ARISING OUT OF OR RELATED TO THIS AGREEMENT OR CUSTOMER'S ORDER, WHETHER IN CONTRACT OR TORT, OR OTHERWISE, SHALL IN NO EVENT EXCEED, IN THE AGGREGATE, THE TOTAL AMOUNTS ACTUALLY PAID TO MATCHUP FOR THE SOFTWARE SERVICES UNDER THE ORDER THAT IS THE SUBJECT OF THE CLAIM IN THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE EVENT GIVING RISE TO SUCH CLAIM LESS

ANY REFUNDS OR CREDITS RECEIVED BY YOU FROM MATCHUP UNDER SUCH ORDER..

#### 14. INDEMNIFICATION

14.1 Subject to the terms of this Section 14 (Indemnification), if a third party makes a claim against either Customer or MatchUp (“Recipient” which may refer to Customer or MatchUp depending upon which party received the Material), that any information, design, specification, instruction, software, service, data, hardware, or material (collectively, “Material”) furnished by either Customer or MatchUp (“Provider” which may refer to Customer or MatchUp depending on which party provided the Material) and used by the Recipient infringes the third party’s Unites States intellectual property rights, the Provider, at the Provider’s sole cost and expense, will defend the Recipient against the claim and indemnify the Recipient from the damages, liabilities, costs and expenses awarded by the court to the third party claiming infringement or the settlement agreed to by the Provider, if the Recipient does the following:

- a. notifies the Provider promptly in writing, not later than 30 days after the Recipient receives notice of the claim (or sooner if required by applicable law);
- b. gives the Provider sole control of the defense and any settlement negotiations; and
- c. gives the Provider the information, authority and assistance the Provider needs to defend against or settle the claim.

14.2 If the Provider believes or it is determined that any of the Material may have violated a third party’s intellectual property rights, the Provider may choose to either modify the Material to be non-infringing (while substantially preserving its utility or functionality) or obtain a license to allow for continued use, or if these alternatives are not commercially reasonable, the Provider may end the license for, and require return of, the applicable Material and refund any unused, prepaid fees the Recipient may have paid to the other party for such Material. If such return materially affects MatchUp’s ability to meet its obligations under the relevant

order, then MatchUp may, at its option and upon 30 days prior written notice, terminate the order.

14.3 The Provider will not indemnify the Recipient if the Recipient (a) alters the Material or uses it outside the scope of use identified in the Provider’s user or program documentation or Software Service Specifications, (b) uses a version of the Material which has been superseded, if the infringement claim could have been avoided by using an unaltered current version of the Material which was made available to the Recipient, or (c) continues to use the applicable Material after the end of the license to use that Material. The Provider will not indemnify the Recipient to the extent that an infringement claim is based upon any information, design, specification, instruction, software, service, data, hardware or material not furnished by the Provider. MatchUp will not indemnify Customer for any portion of an infringement claim that is based upon the combination of any Material with any products or Software Services not provided by MatchUp. MatchUp will not indemnify Customer to the extent that an infringement claim is based on Third Party Content or any Material made available to Customer from a third party. MatchUp will not indemnify Customer for infringement caused by Customer or Customer User actions against any third party if the Software Services as delivered to Customer and Customer User used in accordance with the terms of this Agreement would not otherwise infringe any third party intellectual property rights. MatchUp will not indemnify Customer for any intellectual property infringement claim(s) known to Customer at the time Software Services rights are obtained.

14.4 The term “Material” defined above does not include Separately Licensed Third Party Technology. Solely with respect to Separately Licensed Third Party Technology that is part of or is required to use the Software Services and that is used: (a) in unmodified form; (b) as part of or as required to use the Software Services; and (c) in accordance with the usage grant for the relevant Software Services and all other terms and conditions of this Agreement, MatchUp will indemnify Customer for infringement claims for Separately Licensed Third Party Technology to the same extent as MatchUp is

required to provide infringement indemnification for Materials under the terms of the Agreement.

14.5 This Section 14 provides the parties' exclusive remedy for any infringement claims or damages. There is no indemnity by either party arising from intellectual property rights outside of the United States.

## 15. THIRD PARTY WEB SITES, CONTENT, PRODUCTS AND SOFTWARE SERVICES

15.1 The Software Services may enable Customer to link to, transmit Customer Content to, or otherwise access, other Web sites, content, products, Software Services, and information of third parties. MatchUp does not control and is not responsible for such Web sites or any such content, products, Software Services and information accessible from or provided through the Software Services, and Customer bear all risks associated with access to and use of such Web sites and third party content, products, Software Services and information.

15.2 Any Third Party Content made accessible by MatchUp in or through the Software Services Environment is provided on an "as-is" and "as available" basis without any warranty of any kind.

15.3 Customer acknowledge that: (i) the nature, type, quality and availability of Third Party Content may change at any time during the Software Services Period, and (ii) features of the Software Services that interoperate with third parties depend on the continuing availability of such third parties' respective application programming interfaces (APIs) for use with the Software Services.

15.4 Any Third Party Content that Customer store in Customer Software Services Environment will count towards any storage or other allotments applicable to the Software Services that Customer ordered.

## 16. SOFTWARE SERVICES TOOLS

MatchUp may use tools, scripts, software, and utilities (collectively, the "Tools") to monitor and administer the Software Services and to help resolve Customer MatchUp service requests. The Tools will not collect or store any of Customer Content or Customer Applications residing in the Software

Services Environment, except as necessary to provide the Software Services or troubleshoot service requests or other problems in the Software Services. Information collected by the Tools (excluding Customer Content and Customer Applications) may also be used to assist in managing MatchUp's product and service portfolio, to help MatchUp address deficiencies in its product and service offerings, and for license and Software Services management.

## 17. SERVICE ANALYSES

MatchUp may (i) compile statistical and other information related to the performance, operation and use of the Software Services, and (ii) use data from the Software Services Environment in aggregated form for security and operations management, to create statistical analyses, and for research and development purposes (clauses i and ii are collectively referred to as "Software Service Analyses"). MatchUp may make Software Service Analyses publicly available; however, Software Service Analyses will not incorporate Customer Content or Confidential Information in a form that could serve to identify Customer or any individual, and Software Service Analyses do not constitute Personal Data. MatchUp retains all intellectual property rights in Software Service Analyses.

## 18. EXPORT

Export laws and regulations of the United States and any other relevant local export laws and regulations apply to the Software Services. Customer agree that such export laws govern Customer use of the Software Services (including technical data) and any Software Services deliverables provided under this Agreement, and Customer agree to comply with all such export laws and regulations (including "deemed export" and "deemed re-export" regulations). Customer agree that no data, information, software programs and/or materials resulting from Software Services (or direct product thereof) will be exported, directly or indirectly, in violation of these laws, or will be used for any purpose prohibited by these laws including, without limitation, nuclear, chemical, or biological weapons proliferation, or development of missile technology.

## 19. GOVERNING LAW AND JURISDICTION

This Agreement is governed by the substantive and procedural laws of the State of Illinois and Customer and MatchUp agree to submit to the exclusive jurisdiction of, and venue in, the courts in Chicago in any dispute arising out of or relating to this Agreement. The Uniform Computer Information Transactions Act does not apply to this Agreement or to orders placed under it.

## 20. NOTICE

20.1 Any notice required under this Agreement shall be provided to the other party in writing. If Customer has a dispute with MatchUp or if Customer wish to provide a notice under the Indemnification Section of this Agreement, or if Customer become subject to insolvency or other similar legal proceedings, Customer will promptly send written notice to: MatchUp, Inc. at the address first set forth above, ATTN: Legal Department.

20.2 To request the termination of Software Services in accordance with this Agreement, Customer must submit a service request to MatchUp at the address specified in Customer order or the Software Service Specifications.

20.3 MatchUp may give notices applicable to MatchUp's Software Services customer base by means of a general notice by electronic mail to Customer e-mail address on record in MatchUp's account information or by written communication sent by first class mail or pre-paid post to Customer address on record in MatchUp's account information.

## 21. ASSIGNMENT

Customer may not assign this Agreement or give or transfer the Software Services (including the MatchUp Programs) or an interest in them to another individual or entity.

## 22. OTHER

22.1 MatchUp is an independent contractor and we agree that no partnership, joint venture, or agency relationship exists between us. The parties will be responsible for paying our own employees, including employment related taxes and insurance. Customer

shall defend and indemnify MatchUp against liability arising under any applicable laws, ordinances or regulations related to Customer termination or modification of the employment of any of Customer employees in connection with any Software Services under this Agreement. Customer understand that MatchUp's business partners, including any third party firms retained by Customer to provide consulting Software Services or applications that interact with the Software Services, are independent of MatchUp and are not MatchUp's agents. MatchUp is not liable for nor bound by any acts of any such business partner, unless the business partner is providing Software Services as a MatchUp subcontractor on an engagement ordered under this Agreement and, if so, then only to the same extent as MatchUp would be responsible for MatchUp resources under this Agreement.

22.2 If any term of this Agreement is found to be invalid or unenforceable, the remaining provisions will remain effective and such term shall be replaced with another term consistent with the purpose and intent of this Agreement.

22.3 Except for actions for nonpayment or breach of MatchUp's proprietary rights, no action, regardless of form, arising out of or relating to this Agreement may be brought by either party more than three years after the cause of action has accrued.

22.4 MatchUp Programs and Software Services are planning tools and not designed for or specifically intended for use in direct patient health care or direct monitor of any hazardous applications. Customer agrees that it is Customer responsibility to ensure safe use of MatchUp Programs and Software Services in such applications.

22.5 Customer shall obtain at Customer sole expense any rights and consents from third parties necessary for Customer Content, Customer Applications, and Third Party Content, as well as other vendor's products provided by Customer that Customer use with the Software Services, including such rights and consents as necessary for MatchUp to perform the Software Services under this Agreement.

22.6 Customer agree to provide MatchUp with all information, access and full good faith cooperation



reasonably necessary to enable MatchUp to provide the Software Services and Customer will perform the actions identified in Customer order as Customer responsibilities.

22.7 Customer remains solely responsible for Customer regulatory compliance in connection with Customer use of the Software Services. Customer is responsible for making MatchUp aware of any technical requirements that result from Customer regulatory obligations prior to entering into an order governed by this Agreement. MatchUp will cooperate with Customer's efforts to determine whether use of the standard MatchUp Software Services offering is consistent with those requirements. Additional fees may apply to any additional work performed by MatchUp or changes to the Software Services.

22.8 MatchUp may audit Customer use of the Software Services (e.g., through use of software tools) to assess whether Customer use of the Software Services is in accordance with Customer order. Customer agrees to cooperate with MatchUp's audit and provide reasonable assistance and access to information. Any such audit shall not unreasonably interfere with Customer normal business operations. Customer agrees to pay within 30 days of written notification any fees applicable to Customer use of the Software Services in excess of Customer rights. If Customer does not pay, MatchUp can end Customer Software Services and/or Customer order. Customer agrees that MatchUp shall not be responsible for any of Customer costs incurred in cooperating with the audit.

22.9 The purchase of Software Services, Professional Software Services, or other service offerings, programs or products are all separate offers and separate from any other order. Customer understands that you may purchase Software Services, Professional Software Services, or other service offerings, programs or products independently of any other order. Customer obligation to pay under any order is not contingent on performance of any other service offerings or delivery of programs or products.

## 23. ENTIRE AGREEMENT

23.1 Customer agree that this Agreement and the information which is incorporated into this

Agreement by written reference (including reference to information contained in a URL or referenced policy), together with the applicable order, is the complete agreement for the Software Services ordered by Customer and supersedes all prior or contemporaneous agreements or representations, written or oral, regarding such Software Services.

23.2 It is expressly agreed that the terms of this Agreement and any MatchUp order shall supersede the terms in any purchase order, procurement internet portal, or other similar non-MatchUp document and no terms included in any such purchase order, portal, or other non-MatchUp document shall apply to the Software Services ordered unless expressly incorporated by reference under "Transaction Details" above. In the event of any inconsistencies between the terms of a document incorporated by reference and this Agreement, this Agreement shall take precedence. No third party beneficiary relationships are created by this Agreement.

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

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, Innovation and Facilities

SUBJECT: **Approval of Notices of Completion for Contracts with A&B Construction Co. for HVAC Improvement Projects at Various Sites**

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The Superintendent recommends that the Board of Education approve Notices of Completion for contracts with A&B Construction Co. for HVAC improvement projects at RD. White Elementary School, Wilson Middle School, Crescenta Valley High School, and Pacific Avenue Education Center.

On various dates as noted below, the Board of Education approved the award of contracts to A&B Construction Co. for five HVAC improvement projects as listed below:

<b>Board Approval</b>	<b>Site</b>	<b>Project</b>	<b>Total Amount</b>	<b>Date Completed</b>
09/28/21	Pac. Ave. Ed. Center	Classrooms and cafeteria	\$1,029,993	01/04/2022
11/02/21	Crescenta Valley H.S.	Classroom, weight rm., spin rm.	\$480,400	01/20/2022
11/02/21	R.D. White E.S.	Cafeteria	\$78,426	01/23/2022
11/02/21	Wilson M.S.	P.E. locker rooms	\$224,473	01/27/2022
11/02/21	Wilson M.S.	Classroom, weight rm., spin rm.	\$289,600	02/04/2022
		<b>Total:</b>	<b>\$2,102,892</b>	

Of the \$70,000 allowance on the Pacific Avenue Education Project, a total of \$69,993 was used for additional demotion, backings, ceiling and duct work. This resulted in a total cost of \$1,029,993 on the project. These projects had no additional Change Orders and were completed in a satisfactory manner on the dates noted above, for a total cost of \$2,102,892. The projects were funded by COVID-19 funds.

***TO SUPPORT 2021-2022 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; and plan for the District’s future educational and facility needs.***

Recording Requested by  
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

### **NOTICE OF COMPLETION**

**PROPERTY:** Pacific Ave. Education Center (PAEC)  
**ADDRESS:** 440 West Lomita Ave.  
Glendale, California 91204

**OWNER:** Glendale Unified School District  
223 N. Jackson Street  
Glendale, California 91206

**IMPROVEMENT:** HVAC Replacement Project  
**DATE of COMPLETION:** January 4, 2022  
**CONTRACTOR:** Belderian Enterprises, LLC.(A & B Construction)  
**BOARD APPROVAL:** September 28, 2021  
**CONTRACT DATE:** October 8, 2021  
**Bid Number:** 220-20/21  
**PURCHASE ORDER No.:** 220000002017

### **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 February 16, 2022 at Glendale, California

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

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**

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### **NOTICE OF COMPLETION**

**PROPERTY:** Crescenta Valley High School  
2900 Community Ave.  
La Crescenta, California 91214

**OWNER:** Glendale Unified School District  
223 N. Jackson Street  
Glendale, California 91206

**IMPROVEMENT:** HVAC Replacement Project  
**DATE of COMPLETION:** January 20, 2022  
**CONTRACTOR:** Belderian Enterprises, LLC.(A & B Construction)  
**BOARD APPROVAL:** November 2, 2021  
**CONTRACT DATE:** November 18, 2021  
**Bid Number:** 223-20/21  
**PURCHASE ORDER No.:** 220000002703

### **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 February 16, 2022 at Glendale, California

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

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:** RD White High School  
744 East Doran St.  
Glendale, California 91206

**OWNER:** Glendale Unified School District  
223 N. Jackson Street  
Glendale, California 91206

**IMPROVEMENT:** HVAC Replacement Project  
**DATE of COMPLETION:** January 23, 2022  
**CONTRACTOR:** Belderian Enterprises, LLC.(A & B Construction)  
**BOARD APPROVAL:** November 2, 2021  
**CONTRACT DATE:** November 18, 2021  
**Bid Number:** 224-20/21  
**PURCHASE ORDER No.:** 220000002704

### **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 February 16, 2022 at Glendale, California

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

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:** Wilson Middle School  
1221 Monterey Rd.  
Glendale, California 91206

**OWNER:** Glendale Unified School District  
223 N. Jackson Street  
Glendale, California 91206

**IMPROVEMENT:** HVAC Replacement Project (Locker Room)  
**DATE of COMPLETION:** January 27, 2022  
**CONTRACTOR:** Belderian Enterprises, LLC (A & B Construction)  
**BOARD APPROVAL:** November 2, 2021  
**CONTRACT DATE:** November 18, 2021  
**Bid Number:** 228-20/21  
**PURCHASE ORDER No.:** 220000002705

### **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 February 16, 2022 at Glendale, California

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

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:** Wilson Middle School  
1221 Monterey Rd.  
Glendale, California 91206

**OWNER:** Glendale Unified School District  
223 N. Jackson Street  
Glendale, California 91206

**IMPROVEMENT:** HVAC Replacement Project  
**DATE of COMPLETION:** February 4, 2022  
**CONTRACTOR:** Belderian Enterprises, LLC (A & B Construction)  
**BOARD APPROVAL:** November 2, 2021  
**CONTRACT DATE:** November 18, 2021  
**Bid Number:** 229-20/21  
**PURCHASE ORDER No.:** 220000002706

### **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 February 16, 2022 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

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, Innovation and Facilities

SUBJECT: **Approval of Notice of Completion for Contract with Chalmers Construction Services, Inc. for HVAC Improvement Projects at Mountain Avenue and Columbus Elementary Schools**

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The Superintendent recommends that the Board of Education approve a Notice of Completion for the contract with Chalmers Construction Services, Inc. for HVAC improvement projects at Mountain Avenue and Columbus Elementary Schools.

On September 28, 2021, the Board of Education approved the award of contract to Chalmers Construction Services, Inc. for HVAC improvement projects at Mountain Avenue and Columbus Elementary Schools as listed below:

School	Amount	Completion Date
Mountain Ave. Elementary School	\$139,500	January 2, 2022
Columbus Elementary School	\$226,800	January 2, 2022
(Allowance used)	\$29,590	
<b>Total:</b>	<b>\$395,890</b>	

Of the \$30,000 allowance on the projects, a total of \$29,590 was used for additional demotion, backings, ceiling and duct work. These projects had no Change Orders and were completed in a satisfactory manner as noted, for a total cost of \$395,890, including the allowance approved. The projects were funded by COVID-19 funds.

***TO SUPPORT 2021-2022 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; and plan for the District’s future educational and facility needs.***



Recording Requested by  
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

### **NOTICE OF COMPLETION**

<b>PROPERTY:</b>	Columbus Elementary School	Mountain Ave. Elementary
<b>ADDRESS:</b>	425 West Milford Glendale, Ca. 91203	2307 Mountain Ave. La Crescenta, Ca. 91214

**OWNER:** Glendale Unified School District  
223 N. Jackson Street  
Glendale, California 91206

**IMPROVEMENT:** HVAC Replacement Project  
**DATE of COMPLETION:** January 2, 2022  
**CONTRACTOR:** Chalmers Construction Services, Inc.  
**BOARD APPROVAL:** September 28, 2021  
**CONTRACT DATE:** October 8, 2021  
**Bid Number:** 219-20/21  
**PURCHASE ORDER No.:** 220000002008

### **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 February 16, 2022 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

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

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The Superintendent recommends that the Board of Education approve new and revised course of study outlines (Business Foundations and Law Honors; Business Communication and Social Media Marketing Honors; Information Technology and Cloud Computing Foundations Honors; Networking and Cyber Security Honors; Intermediate 2D Animation Honors; Advanced 2D Animation Honors; Intermediate Comic Illustration Honors; and Advanced Comic Illustration Honors) 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 Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

**HIGH SCHOOLS**

**Department:** Career Technical Education

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

Course Code: 5009V/5010V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Tech Lit

Recommended

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

Business Law, 17<sup>th</sup> ed.  
Arlen Langvardt, A. James Barnes, Jamie Darin Prenkert,  
Martin A. McCrory, Joshua Perry  
ISBN: 9781259917110

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

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

**Department:** Career Technical Education / Business

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

Course Code: 5011V/5012V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

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

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

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

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

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

**Department:** Career Technical Education

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

**Course Code:** 5144V/5145V

**Grade Level(s):** 10-12

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

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

**Course Credits:** 10

**Prerequisite:** Tech Lit

Recommended

Textbook: CompTIA A+ Certification All-in-One Exam Guide, 10<sup>th</sup> ed.  
McGraw-Hill Education, 2019, 978-1260454031

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

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

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

**Department:** **Career Technical Education**

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

Course Code: 5146V/5147V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

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

Recommended

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

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

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

For High Schools: Most importantly, use the unit and key assignment descriptions to demonstrate that the curriculum meets the a-g course criteria. Courses are to be academically

challenging, involving substantial reading, writing, problems, and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills, this is the criteria UC analysts use to review courses for "a-g" approval.

**Department:** Career Technical Education / Animation

Course Title: Intermediate 2D Animation Honors

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

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Tech Lit

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

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

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



ISBN: 978-193349295-7

**Course Overview:** 2D Animation 1-2 is a concentrator course that formalizes the skills of foundational drawing for animation and the Principles of Animation. Topics covered in this course include drawing foundations, color and design theory, the Principles of Animation, storyboarding, character building, motion tweening, lip sync animation, and editing. Students in this course build a working knowledge of the animation process and filmmaking through the lens of industry approved practices. This course emphasizes drawing principles and techniques where students become proficient at gesture and quick sketch, solid drawing, structure, weight, perspective, rendering light, character design, and storyboarding. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best still and moving work throughout the course.

**Department:** Career Technical Education / Animation

**Course Title:** Advanced 2D Animation Honors

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

**Grade Level(s):** 10-12

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

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

**Course Credits:** 10

Prerequisite: Intermediate Animation Honors

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

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

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

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

**Department:** Career Technical Education / Comics

Course Title: Intermediate Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Clark Magnet High School  
Offered:

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

Course Credits: 10

Prerequisite: Tech Lit

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

Graphic Storytelling and Visual Narrative  
Will Eisner  
ISBN: 9780393331271

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

The Art of Responsive Drawing  
Nathan Goldstein  
ISBN: 9780131945616

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

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

**Department:** Career Technical Education / Comics

Course Title: Advanced Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Intermediate Comic Illustration - Honors

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

Graphic Storytelling and Visual Narrative

Will Eisner

ISBN: 9780393331271

Framed Ink: Drawing and Composition for Visual Storytellers

Marcos Mateu-Mestre

ISBN: 9781933492957

The Art of Responsive Drawing

Nathan Goldstein

ISBN: 9780131945616

Course Overview: Comic Book Production 3-4 is a capstone course that provides advanced instruction in drawing practice and creative expression through the creation of comic books, graphic novels, and Manga. Topics covered in the course include digital drawing techniques, the Principles of Design, graphic novel layout design, visual narrative, storytelling, and creative expression. Students in this course expand upon illustration skills taught in the previous course in order to make original comic books and graphic novels. This course emphasizes shape based drawing, engaging storytelling, visual development, layout design, story flow, and comic creation. The culminating task in this course is a print-ready and digital portfolio that highlights the artist's best imagery created throughout the course.

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.***

Glendale Unified School District

High School

May 19, 2020

*(Revised Course Outline Pending Board Approval)*

Department: Career Technical Education / Business

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

Course Code: 5009V/5010V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Tech Lit

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

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

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

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

### **Course Content-First Semester**

#### **Unit 1: Business Nature and Opportunities in a Modern Economy**

*(3 weeks)*

#### **STANDARDS**

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

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

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

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

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

*(3 weeks)*

**STANDARDS**

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

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

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

**Unit 3: Business Marketing**

*(4 weeks)*

**STANDARDS**

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

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

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



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

Unit 4: **Personnel and Physical Factors**

*(3 weeks)*

STANDARDS

Business Management Pathway A3.0

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

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

Unit 5: **Business Finance**

*(3 weeks)*

STANDARDS

Business Management Pathway A4.0, A5.0

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

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

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

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

(3 weeks)

STANDARDS

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

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

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

**Course Content-Second Semester**

Unit 1: **Law and Society**

(5 weeks)

STANDARDS

Health and Safety 6.7

Ethics and Legal Responsibilities 8.6, 8.7

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

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

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

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

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

Unit 2: Contract Law

*(5 weeks)*

STANDARDS

Ethics and Legal Responsibilities 8.6, 8.7

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

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

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

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

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

Unit 3: **Bailment**

(5 weeks)

STANDARDS

Ethics and Legal Responsibilities 8.6, 8.7

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

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

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

Unit 4: **Agency**

(5 weeks)

STANDARDS

Ethics and Legal Responsibilities 8.6, 8.7

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

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

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

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

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

Glendale Unified School District

High School

May 19, 2020

*(Revised Course Outline Pending Board Approval)*

Department: Career Technical Education / Business

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

Course Code: 5011V/5012V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

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

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

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

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

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

### **Course Content-First Semester**

#### **Unit 1: Workplace Success: Social, Mobile and Entrepreneurial**

*(1 week)*

#### **STANDARDS**

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

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

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

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

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

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

**Unit 2: Modern Written Communication for Business**

*(3 weeks)*

**STANDARDS**

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

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

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

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

- A. The topics covered in this unit include the hands-on creation and best practices of Planning, Organizing and Revising Business Communication to business needs. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research modern written business communications practices and approaches, from which students will write a research paper to analyze the current applications of written communication best practices with applications to their business plans. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

**Unit 3: Workplace Communication**

*(4 weeks)*

**STANDARDS**

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

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

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

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

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



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

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

**Unit 4: Best Practices for Business Proposals and Reports**

*(4 weeks)*

**STANDARDS**

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

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

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

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

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

Unit 5: **Teamwork, Meeting, Professionalism and Speaking Skills**

*(3 weeks)*

STANDARDS

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

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

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

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

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

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

STANDARDS

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

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

International Business Pathway C5.2, C2.3

Business Management Pathway A7.2, A7.4

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

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

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

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

### Course Content-Second Semester

#### Unit 1: Business Models, Strategy, Digital Marketing

(3 weeks)

#### STANDARDS

Financial Services Pathway B1.3

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

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

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

*(3 weeks)*

STANDARDS

Business Management Pathway A4.1, A8.2

International Business Pathway C1.2, C1.5

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

- A. The topics covered in this unit include researching and modeling consumer behavior using big data and data analytics. Also included is realizing a product for customer use, product development and improvement, crowdsourcing, and collaboration. The students will have projects on the topic and will learn the components using collaborative and hands-on methods. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards. The students will be able to describe and apply the topics covered in this unit.
  
- B. Each unit will have a respective project that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding best practices of Market Sensing and Product Realization for their chosen business industry. Students will write a research paper on the various Market Sensing and Product Realization failures and provide recommendations to fix these failures based on referenced best practices and data analytics. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

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

*(5 weeks)*

STANDARDS

International Business Pathway C8.3

Communications 2.6

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

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

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

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

*(3 weeks)*

**STANDARDS**

Business Management Pathway A8.5, A9.4

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

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

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

*(3 weeks)*

**STANDARDS**

Financial Services Pathway B9.3

Technical Knowledge and Skills 10.8

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

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

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

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

Unit 6: Data Analytics, Planning and Organization

(3 weeks)

STANDARDS

Business Management Pathway A8.5, A9.4

Financial Services Pathway B2.3

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

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

**Final Exam / Project**

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

Glendale Unified School District

High School

August 13, 2019

*(Revised Course Outline Pending Board Approval)*

Department: Career Technical Education

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

Course Code: 5144V/5145V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Tech Lit

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

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

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



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

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

### **Course Content-First Semester**

#### **Unit 1: Computer Hardware**

*(4 weeks)*

#### **STANDARDS**

Information Support and Services Pathway Standards A2.0, A2.1, A2.2, A2.3, A2.4

Common Core State Standards (RSIT 12.3, WS 11-12.6, 9)

- A. The topics covered in this unit include CPU's, RAM, BIOS/UEFI, Motherboard, Power Supplies, Hard drives/SSDs, and Troubleshooting Techniques. Each component in this unit will be covered in depth, including diagnostics procedures for each component and correct installation methods. The students will have labs on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA A+ Exam or the TestOut PC Pro Exam. The students will be able to describe and apply the topics covered in this unit.
  
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of sourcing and troubleshooting hardware. Students will write a research paper on the various Computer Hardware failures and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

#### **Unit 2: Networking and Printers**

*(4 weeks)*

#### **STANDARDS**

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

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

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

Unit 3: Operating Systems

*(5 weeks)*

STANDARDS

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

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

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

Unit 4: Security

(3 weeks)

STANDARDS

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

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

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

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

Unit 5: Digital and Mobile Forensics

(2 weeks)

STANDARDS

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

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

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

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

**Unit 6: Mobile Devices and Virtualization**

*(2 weeks)*

**STANDARDS**

Information Support and Services Pathway Standards A1.1.

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

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

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

**Course Content-Second Semester**

**Unit 1: Cloud Computing Fundamentals**

*(3 weeks)*

**STANDARDS**

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

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

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

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

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

Unit 2: Software as a Service (SaaS)

*(3 weeks)*

STANDARDS

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

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

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

Unit 3: Platform as a Service (PaaS)

*(3 weeks)*

STANDARDS

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

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

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

Unit 4: Infrastructure as a Service (IaaS)

(3 weeks)

STANDARDS

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

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

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

Unit 5: Security for Cloud

(3 weeks)

STANDARDS

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

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

- A. The topics covered in this unit include the application of security to all aspects of cloud and business operations for Cloud Computing including training for security, security design, security testing, cost of cloud security tools and services, and hybrid cloud options for security. The students will learn about these technologies, and their applications via hands on labs. The students will discuss and diagnose common Cloud Security problems and determine the appropriate corrective actions. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Cloud+ Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a lab report. Students will research regarding the best practices of secure implementation of Cloud Computing applications to modern business. Students will write a research paper on the various security failures for Cloud Computing and provide recommendations to fix these failures based on referenced best practices. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

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

(5 weeks)

STANDARDS

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

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

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

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

**Final Exam / Project**

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



Glendale Unified School District

High School

February 18, 2020

*(Revised Course Outline Pending Board Approval)*

Department: Career Technical Education

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

Course Code: 5146V/5147V

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

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

Recommended  
Textbook: CompTIA Network+ Certification All-in-One Exam Guide, Seventh Edition, Mike Meyers, ISBN: 978-1260122381  
CompTIA Security+ All-in-One Exam Guide, Sixth Edition, Wm. Arthur Conklin, and Greg White, ISBN: 978-1260464009

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

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

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

### **Course Content-First Semester**

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

*(3 weeks)*

#### **STANDARDS**

Information and Communication Technologies Pathway Standards

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

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

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

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

**STANDARDS**

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

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

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

**STANDARDS**

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

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

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

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

*(4 weeks)*

**STANDARDS**

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

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

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

*(7 weeks)*

**STANDARDS**

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

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

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

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

#### Course Content-Second Semester

##### Unit 1: Security Vulnerabilities, Threats, and Attacks

*(3 weeks)*

#### STANDARDS

Information Support and Services Pathway Standards

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

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

**Unit 2: Security Tools and Technologies**

*(3 weeks)*

**STANDARDS**

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

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

- A. The topics covered in this unit include Security tools and techniques that are available to monitor and troubleshoot networks, best practices to deal with common security issues and vulnerabilities, deployment of secured equipment and implementation of secured protocols. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. The students will have projects on the topic and will learn the components in a hands-on way. Students will research regarding the best practices of utilizing security tools to manage security more efficiently. Students will write a research paper on the various security tool failures and provide recommendations to fix these failures based on referenced best practices. The students will update their advanced network installation from the previous unit to include security tool best practices with their lab team. Each unit will also have a quiz and will be covered in the exams that will assess the student's retention of the topics covered in the lecture and discussions.

**Unit 3: Security Design and Architecture**

*(4 weeks)*

**STANDARDS**

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

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

- A. The topics covered in this unit will include security frameworks such as NIST, ISO, and PCI DSS, Secure design of systems and deployment of secure systems including embedded and IoT. Also included is topics regarding development of scripts for deployment, secure cloud computing, virtualization, automation of security and physical controls of hardware and deployed technologies. The students will have projects on the topic and will learn the components in a hands-on way. Students will be assessed on the topics via a quiz and exam. The standards for these assessments will be based on industry standards and the CompTIA Security+ or the TestOut Security Pro Exam. The students will be able to describe and apply the topics covered in this unit.
- B. Each unit will have a respective lab that will test students' knowledge on the topics and where each student will produce a report. Students will research regarding the best practices of Security Design and Architecture. Students will write a research paper on the various Security Design failures and provide recommendations to fix these failures based

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

**Unit 4: Access and Identity Management**

*(2 weeks)*

**STANDARDS**

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

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

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

**Unit 5: Risk Management, PKI, and Cryptography**

*(5 weeks)*

**STANDARDS**

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

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

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

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

**Unit 6: Cyber Security**

*(3 weeks)*

**STANDARDS**

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

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

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

**Final Exam / Project**

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

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



Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Animation

Course Title: Intermediate 2D Animation Honors

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

Grade Level(s): 10-12

School(s)  
Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Tech Lit

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

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

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

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

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

### **First Semester-Course Content**

#### **Unit 1: Foundations of Drawing - Part 1**

*(3 weeks)*

##### **STANDARDS**

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

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

Common Core State Standards: LS11-12.5

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

#### **Unit 2: Foundations of Drawing - Part 2**

*(3 weeks)*

##### **STANDARDS**

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

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

Common Core State Standards: LS11-12.5

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

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

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

**Unit 3: Principles of Animation**

*(4 weeks)*

**STANDARDS**

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

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

Common Core State Standards: LS11-12.4

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

**Unit 4: Storyboards and Visual Storytelling**

*(4 weeks)*

**STANDARDS**

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

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

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

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

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

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

Unit 5: Film and Animatics

(4 weeks)

STANDARDS

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

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

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

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

Unit 6: Portfolio and Demo Reel

(2 weeks)

STANDARDS

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

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

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

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

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

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

### **Second Semester-Course Content**

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

*(4 weeks)*

##### **STANDARDS**

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

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

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

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

#### **Unit 2: Character Rigging for Animation**

*(4 weeks)*

##### **STANDARDS**

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

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

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

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

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

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

Unit 3: **Lip Sync Animation**

*(2 weeks)*

STANDARDS

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

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

Common Core State Standards: RLST11-12.4

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

Unit 4: **Animation Production - Part 1**

*(4 weeks)*

STANDARDS

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

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

Common Core State Standards: RLST11-12.4

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

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

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

**Unit 5: Animation Production - Part 2**

*(4 weeks)*

**STANDARDS**

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

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

Common Core State Standards: RLST11-12.4

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

**Unit 6: Portfolio Website**

*(2 weeks)*

**STANDARDS**

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

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

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

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

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



Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Animation

Course Title: Advanced 2D Animation Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Intermediate Animation Honors

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

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

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

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

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

### **First Semester-Course Content**

#### **Unit 1: Foundations of Drawing for Animation**

*(5 weeks)*

##### **STANDARDS**

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

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

Common Core State Standards: RLST11-12.4

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

#### **Unit 2: The Principles of Animation**

*(5 weeks)*

##### **STANDARDS**

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

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

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

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

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

**Unit 3: Visual Development**

*(4 weeks)*

**STANDARDS**

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

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

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

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

**Unit 4: Animation Production Short Film**

*(4 weeks)*

**STANDARDS**

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

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

Common Core State Standards: RLST11-12.4

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

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

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

**Unit 5: Portfolio and Demo Reel**

*(2 weeks)*

**STANDARDS**

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

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

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

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

**Second Semester-Course Content**

**Unit 1: Advanced Principles of Animation**

*(4 weeks)*

**STANDARDS**

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

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

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

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

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

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

Unit 2: **Animation Pipeline**

*(4 weeks)*

STANDARDS

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

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

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

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

Unit 3: **Character Design and Rigging**

*(4 weeks)*

STANDARDS

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

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

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

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

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

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

**Unit 4: Animation Production Short Film**

*(6 weeks)*

**STANDARDS**

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

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

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

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

**Unit 5: Portfolio Website**

*(2 weeks)*

**STANDARDS**

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

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

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

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

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

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Comics

Course Title: Intermediate Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Tech Lit

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

Graphic Storytelling and Visual Narrative  
Will Eisner  
ISBN: 9780393331271

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

The Art of Responsive Drawing  
Nathan Goldstein  
ISBN: 9780131945616

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



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

**First Semester-Course Content**

**Unit 1: Foundations of Drawing - Traditional Media**

*(4 weeks)*

**STANDARDS**

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

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

Common Core State Standards: LS11-12.5

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

**Unit 2: Foundations of Drawing - Digital Media**

*(4 weeks)*

**STANDARDS**

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

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

Common Core State Standards: LS11-12.5

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

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

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

**Unit 3: Elements of Comics**

*(4 weeks)*

**STANDARDS**

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

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

Common Core State Standards: LS11-12.4

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

**Unit 4: Narrative Tools and the Writing Process**

*(4 weeks)*

**STANDARDS**

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

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

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

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

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

Unit 5: Portfolio and Website

*(4 weeks)*

STANDARDS

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

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

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

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

**Second Semester-Course Content**

Unit 1: Fundamentals of Story

*(4 weeks)*

STANDARDS

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

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

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

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

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

Unit 2: Plot Development and Scripts

*(4 weeks)*

STANDARDS

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

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

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

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

Unit 3: World Building

*(4 weeks)*

STANDARDS

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

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

Common Core State Standards: RLST11-12.4

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

Unit 4: Comic Production

(4 weeks)

STANDARDS

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

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

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include a full review of drawing and story concepts, consolidating learning, publishing, licensing, and developing your own process. Students will research publishing and licensing requirements with the goal of using those practices with their own creations. They will also consolidate learning from the year in order to illustrate in a manner that fits their needs.
- B. The culminating task in this unit is a completed four issue trade designed by the student (or equivalent based on format). The finished comic will include a smart use of composition, high quality drawings, reasonable spatial relations, hand lettered text, original design, engaging story, and character development.

Unit 5: Portfolio and Website

(4 weeks)

STANDARDS

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

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

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

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

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Comics

Course Title: Advanced Comic Illustration Honors

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

Grade Level(s): 10-12

School(s) Course Offered: Clark Magnet High School

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

Course Credits: 10

Prerequisite: Intermediate Comic Illustration - Honors

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

Graphic Storytelling and Visual Narrative  
Will Eisner  
ISBN: 9780393331271

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

The Art of Responsive Drawing  
Nathan Goldstein  
ISBN: 9780131945616

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

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

### **First Semester-Course Content**

#### **Unit 1: Industry Overview**

*(4 weeks)*

#### **STANDARDS**

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

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

Common Core State Standards: LS11-12.4

- A. Topics covered in this unit include research, industry outreach, and freelance illustration. Students will conduct research on how to monetize their illustration career through in-house and freelance employment. The entire class will collaborate in a research study and will contribute 5-10 sources that can potentially lead to employment and internship opportunities in the illustration industry. Students will consider popular avenues for illustrations such as editorial illustration, illustration for websites, magazine, storybook, comic book, graphic novels, and Manga.
  
- B. The culminating task in this unit is a written business plan where students select specific resources from the class collaborative project and develop an employment strategy that fits their needs. The business plan will delineate a timeline of actionable steps students will take during the school year for internship and employment opportunities with their illustration work.

#### **Unit 2: Elements of Comics**

*(4 weeks)*

#### **STANDARDS**

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

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

Common Core State Standards: LS11-12.4

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

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

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

Unit 3: **World Building**

*(4 weeks)*

STANDARDS

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

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

Common Core State Standards: RLST11-12.4

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

Unit 4: **Character Building**

*(4 weeks)*

STANDARDS

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

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

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

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



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

Unit 5: **Portfolio and Website**

(4 weeks)

STANDARDS

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

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

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

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

**Second Semester-Course Content**

Unit 1: **Plot Development and Scripts**

(4 weeks)

STANDARDS

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

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

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

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

Unit 2: Comic Production #1

(6 weeks)

STANDARDS

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

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

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include a full review of drawing and story concepts, consolidating learning, publishing, licensing, and developing your own process. Students will research publishing and licensing requirements with the goal of using those practices with their own creations. They will also consolidate learning from the year in order to illustrate in a manner that fits their needs.
- B. The culminating task in this unit is a completed four issue trade designed by the student. The finished comic will include a smart use of composition, high quality drawings, reasonable spatial relations, hand lettered text, original design, engaging story, and character development.

Unit 3: Comic Production #2

(6 weeks)

STANDARDS

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

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

Common Core State Standards: RLST11-12.4

- A. Topics covered in this unit include a full review of drawing and story concepts, consolidating learning, publishing, licensing, and developing your own process. Students will research publishing and licensing requirements with the goal of using those practices with their own creations. They will also consolidate learning from the year in order to illustrate in a manner that fits their needs. Advanced lessons on illustration, digital art creation, and conceptual approaches to image making will be emphasized in this section.
- B. The culminating task in this unit is a completed four issue trade designed by the student that is entirely new, or a continuation of the previous book. The finished comic will include a smart use of composition, conceptually inspired imagery, accurate spatial relations, hand lettered text, original design, engaging story, and character development.

Unit 4: Portfolio and Website

(4 weeks)

STANDARDS

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

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

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Acceptance of DonorsChoose Awards for Marshall Elementary School**

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The Superintendent recommends that the Board of Education accept funding from DonorsChoose in the amount of \$406 to support projects submitted by Marshall Elementary 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 projects were submitted and awarded by DonorsChoose:

Marshall Elementary School – Adrineh Satchyan, Teacher

Project: Ready, Set, Build!

This project was awarded new Kids Workshop kit packs, furnished by Home Depot, valued at \$236.00. The workshop kits packs will be used by Ms. Satchyan's third grade students to have a hands-on, active, engaging experience in building one-of-a-kind pieces in the classroom. The kits include pre-cut wooden pieces, wood glue, tape, hammer, pliers, and screwdrivers, which will encourage students to work as a group or individually to assemble different projects. The tools included in the kits are deemed safe for use by children five years old and up.

Marshall Elementary School – Adrineh Satchyan, Teacher

Project: Love of Learning!

This project was awarded new books for the classroom library, furnished by Amazon, valued at \$170. The new books will include topics for students to learn ranging from the Armenian Genocide, History of the Armenian People, Farming, Mythology and Science. Ms. Satchyan's goal is to supplement the classroom's dated library with an infusion of new and interesting books that will enable her students to read, imagine, wonder, create and ask questions to entice a love for learning.

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

***TO SUPPORT 2021-22 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.***

GLENDALE UNIFIED SCHOOL DISTRICT

February 15, 2022

CONSENT CALENDAR NO. 12

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBJECT: **Acceptance of Gifts**

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

- a. Community Foundation of the Verdugos wishes to donate to the District \$5,000.00 to purchase a new server to expand the Cyber Security Program for use at Clark Magnet High School.
- b. Dunsmore PTA wishes to donate to the District \$437.50 to provide a gender equity consultant for use at Dunsmore Elementary School.
- c. Make Keppel Special Foundation wishes to donate to the District \$20,000.00 to provide intervention support for students at Mark Keppel Elementary School.
- d. Make Keppel Special Foundation wishes to donate to the District \$16,780.00 to provide art education programs for students at Mark Keppel Elementary School.
- e. K Boom Beauty Inc., wishes to donate to the District 588 packages of hand sanitizer valued at \$6,468.00 for students at Monte Vista Elementary School.
- f. Korean Consulate General Education Center wishes to donate to the District through the Educational Services Department \$1,000.00 to purchase instructional materials to purchase materials and supplies for use at Rosemont Middle School.