

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

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

March 7, 2023  
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**

**March 7, 2023**

*“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 and Recognitions Presentations Student Board Member Report Public Communications</b>
	<b>Closed Session</b>
<b>7:30 P.M. -</b>	<b>Regular Meeting Superintendent’s Update 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 Leona Khachatourian, an 8th grade student at Toll Middle 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 AND RECOGNITIONS**

**1. Crescenta Valley High School Athletes Receive Pacific League Championship Titles**

The Board Of Education would like to recognize Crescenta Valley High School Girls Varsity Basketball and Boys Varsity Soccer teams for receiving the title of Pacific League Champions.

**2. Glendale Council PTA Reflections Art Program**

Thirty students will receive awards from Glendale Council PTA to commemorate their outstanding work in this annual competition, which is part of the National PTA Reflections Program. Students competed in six categories; literature, music composition, film/video production, dance, photography and visual arts. There were 537 entries submitted at the school sites throughout Glendale Unified, and 123 were judged at the Council PTA level. Those 30 outstanding interpretation winners were then forwarded on to First District PTA, out of which 5 moved on to the State competition.

**C. PRESENTATIONS**

**1. Women's History Month**

Every year, March is designated Women's History Month by Presidential proclamation. The month is set aside to honor women's contributions in American history. The theme for Women's History Month in 2023 is, "celebrating women who tell our stories."

**2. Cesar Chavez Day**

In 2014, President Barack Obama declared March 31 as Cesar Chavez Day, a federal commemorative holiday to promote service to the community in honor of educator, environmentalist, labor organizer, and a civil rights leader Cesar Chavez. The City of Glendale will share details on their upcoming event commemorating the day.

**D. STUDENT BOARD MEMBER REPORT**

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

**E. COMMUNICATIONS FROM THE PUBLIC-continued**

Instructions for Public Communication

1. 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.
2. Comment cards for public communication will be available outside of the District office board room shortly before the start of the public meeting.
3. Face masks are strongly recommended for all visitors, including individuals speaking during public communication.
4. 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.
5. Comment cards will be accepted from shortly before the Board meeting begins until the close of the public communication agenda item.

**F. CLOSED SESSION**

1. **Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957**
2. **Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957**
3. **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**

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**
5. **Conference with Legal Counsel-Existing litigation pursuant to Government Code Section §54956.9 (d)(1)  
Case No. LASC19STCV42371**

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

**H. SUPERINTENDENT’S UPDATE**

1. **Student Voice Panel**
2. **Diversity, Equity and Inclusion**

**I. INFORMATION**

1. **Review of GUSD Transportation Plan**

This report will provide an update on the District’s proposed transportation plan.  
(Refer to Action Report No. 4)



**I. INFORMATION-continued**

- 2. Second Interim Financial Report and Certification – AB 1200 (Refer to Action Report No. 2) 12**
- During the fiscal year, two interim financial reports are required. In each of these reports, the Board of Education must determine if it will be able to meet its financial obligations for the current and two subsequent fiscal years.
- 3. Proposed New Basic Textbook for Use in High Schools in the Area of History-Social Science 14**
- The proposed basic textbook (AP Human Geography, A Spatial Perspective) is submitted for review and discussion by the Board of Education. The book has been reviewed for content and evaluated by members of the History-Social Science Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbook to the Board of Education.
- 4. Proposed Modified Course of Study Outline for Use in High Schools in the Area of Career & Technical Education 15**
- The proposed modified course of study outline (Design 3-4 Honors) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Career & Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.
- 5. Proposed Memorandum of Understanding with California College Guidance Initiative (CCGI) 28**
- This report provides the Board of Education with information on the proposed partnership between GUSD and California College Guidance Initiative (CCGI) to provide GUSD families in Grades 6-12 online planning tools for career exploration, college planning, college applications, and financial aid at no charge. The report includes information about data sharing and opportunities for families to opt out of the data sharing. Refer to Consent Calendar No. 15, which includes the Memorandum of Understanding between GUSD and CCGI for approval.
- 6. Proposed Revisions to Board Policy 5145.9 - Hate Speech and Hate-Motivated Conduct 31**
- Based on input received from Board members at the February 21, 2023, Board of Education meeting, additional language has been included to include parent/guardian notification of incidents of hate speech and hate-motivated behavior for both the victim and student who perpetrated the act and additional clarification on how this policy applies to expression on social media and conduct in the community
- 7. Proposed Revisions to Board Policy 9150 - Student Board Member 36**
- Staff is recommending the Board update Board Policy (BP) 9150 to reflect a request from the Student Advisory Council that all five high schools should have equal representation and votes when selecting the student Board member.

**I. INFORMATION-continued**

**8. Proposed Revisions to Board Policies Relating to Business and Noninstructional Operations; Students; and Instruction 40**

This report provides the Board of Education with information on the need to revise existing Board Policies (BP) 3250 (Transportation Fees); BP 5148.2 (Before/After School Programs); BP 5148.3 (Preschool/Early Childhood Education); and BP 6164.2 (Guidance/Counseling) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**9. Acknowledgements of Service 59**

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

**J. ACTION**

**1. Resolution No. 22 - Designating March 2023 as Arts Education in California Month 61**

The Superintendent recommends that the Board of Education adopt Resolution No. 22 to designate March 2023 as Arts Education in California Month to affirm the Board of Education's support of arts education for all students.

**2. Second Interim Financial Report and Certification – AB 1200 65**

The Superintendent recommends that the Board of Education approve the attached certification indicating that, based on the budgetary information available on January 31, 2023, the District will be able to meet its financial obligations for the current and two subsequent fiscal years (positive certification). Additionally, the approval of this report will authorize the 2022-23 budget adjustments identified within this report.

**3. Authorize GUSD to Subscribe to Cybersecurity Managed Support Services from Hexalytics Global Services 169**

The Superintendent recommends that the Board of Education authorize the District to subscribe to Cybersecurity Managed Support Services from Hexalytics Global Services in the amount of \$96,496 paid from General fund.

**4. Approval of the Proposed GUSD Transportation Plan 190**

The Superintendent recommends that the Board of Education approve the proposed GUSD Transportation Plan.

**5. Approval List of Prequalified Contractors from which Request for Proposals on Lease-Leaseback Projects May be Solicited 195**

The Superintendent recommends that the Board of Education approve the list of Prequalified Contractors from which Request for Proposals on Lease-Leaseback projects may be solicited over the next two (2) years.

**J. ACTION-continued**

- 6. Approval to Use the Sourcewell Contract 010521-LTS for the Purchase and Installation of Playground Equipment, Fall Zone Material and Shade from PlayPower LT Farmington, Inc. at Dunsmore Elementary School** **196**
- The Superintendent recommends that the Board of Education approve the purchase and installation of playground equipment, fall zone material and shade with PlayPower LT Farmington, Inc. by using the Sourcewell Contract No. 010521 LT, Inc. for Dunsmore Elementary School in the amount of \$289,081.51.
- 7. Approval for the Adoption of Physical Education Curricula for Elementary Schools** **197**
- The Superintendent recommends that the Board of Education approve the adoption of Physical Education curricula (Push Play PE and SPARK PE/Gopher Sport Equipment) for elementary schools.
- 8. Approval of Services Agreement Between Glendale Unified School District and SPG Therapy & Education** **202**
- The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School Services and SPG Therapy & Education in an amount not to exceed \$120,000 for providing contracted speech therapists to meet the needs of students for the remainder of 2022-2023 school year.
- 9. Title 5, Temporary Athletic Team Coach Certification 2022-2023** **223**
- The Superintendent recommends that the Board of Education approve the Temporary Athletic Team Coach Certification for the 2022-2023 school year to be submitted to the State Board of Education verifying that the provisions of Title 5, California Code of Regulations, Section 5593 have been met.
- 10. Variable Term Waiver Request Elementary Multiple Subject Program for the 2022-2023 School Year** **225**
- The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for the hiring of Henry J. Lubatti on waiver permit based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for the needed position of Teacher, Elementary School, Dual Immersion French.
- 11. Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2022-2023 School Year** **227**
- The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for Henry J. Lubatti on a waiver permit based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for the needed position.

**J. ACTION-continued**

- 12. Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2022-2023 School Year** **229**

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

- 13. Appointment of Angelica Reyes to the Personnel Commission as the CSEA Appointee** **231**

The Superintendent recommends the Board of Education approve the appointment of Angelica Reyes to the District Personnel Commission as the CSEA appointee for a new term beginning March 27, 2023 through November 30, 2025.

**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** **232**

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

- a. Regular Meeting No. 14 February 21, 2023

- 2. Certificated Personnel Report No. 11** **242**

The certificated report recommends approval of the following:

Change of Maternity Leaves of Absence, an extension of maternity leave of absence, parental leaves of absence, extension of health leaves of absence, a family & medical leave of absence, change of family & medical leaves of absence, extension of family & medical leaves of absence, an intermittent family & medical leave of absence, changes of status, additional assignments, notice of potential change of assignment - certificated administrative employees, notice of non-reelection, release - temporary employees, elections, elections hourly/daily, a transportation authorization, revision to previous personnel reports, personal services agreements and conference/workshop/meeting authorizations

- 3. Classified Personnel Report No. 11** **274**

The classified report recommends approval of the following:

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

**J. CONSENT-continued**

- 4. Warrants 286**
- The Superintendent recommends that the Board of Education approve Warrants totaling \$9,122,480.29 for February 14, 2023 through March 1, 2023.
- 5. Purchase Orders 287**
- The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,182,005.21 for the period of February 13, 2023 through February 24, 2023.
- 6. Appropriation Transfer and Budget Revision Report 300**
- 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 New Course of Study Outline for Use in High Schools in the Area of Mathematics 305**
- The Superintendent recommends that the Board of Education approve new course of study outline (AP PreCalculus) for use in high schools in the area of Mathematics (to replace the current PreCalculus Honors).
- 8. Approval of Basic Textbooks for Use in Elementary Schools in the Area of Dual Language Immersion for French Instruction 392**
- The Superintendent recommends that the Board of Education approve elementary basic textbooks Pilotis Methode de Lecture: Manuel (Reading Core Textbook), Fichier de Lecture Comprehension (Comprehension Workbook) and Cahier D'Exercices (Exercise Workbook) for use in the area of dual language immersion for French instruction.
- 9. Approval of Revisions to Board Policy 6144 – Instruction on Topics of Political and Socio-Cultural Importance 394**
- The Superintendent recommends that the Board of Education approve revisions to Board Policy (BP) 6144 (Instruction on Topics of Political and Socio-Cultural Importance-*formerly Controversial Issues*) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 10. Acceptance of Career Technical Education Incentive Grant 399**
- The Superintendent recommends that the Board of Education accept \$1,200,000 in funding from the California Department of Education for the Career Technical Education Incentive Grant through December 31, 2024.
- 11. Acceptance of Computer Science Honors Society Grant 403**
- The Superintendent recommends that the Board of Education accept funds from the Computer Science Teachers Association in the amount of \$1,500 to support outreach and professional development in the area of Computer Science at Hoover High School.

**J. CONSENT-continued**

**12. Acceptance of the Individuals with Disabilities Education Act, Part B, Section 619 Federal Preschool Grant for Foothill SELPA 405**

The Superintendent recommends that the Board of Education accept grant funds from the California Department of Education in the amount of \$196,408 for the 2022-2023 Individuals with Disabilities Education Act, Part B, Section 619 to provide special education and services for preschool children with disabilities through Foothill SELPA.

**13. Increasing Adult Meal Prices 407**

The Superintendent recommends that the Board of Education approve an increase in adult meals to \$3.00 for breakfast and \$5.00 for lunch.

**14. Agreement with Purdue University 408**

The Superintendent recommends that the Board of Education approve the Student Affiliation Agreement between Glendale Unified School District and Purdue University to provide opportunities for students to be assigned as Teacher Candidates.

**15. Approval of Memorandum of Understanding with California College Guidance Initiative (CCGI) 416**

The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and California College Guidance Initiative (CCGI) to provide GUSD families in Grades 6-12 online planning tools for career exploration, college planning, college applications, and financial aid at no charge.

**16. Acceptance of Gifts 441**

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

March 7, 2023

INFORMATION REPORT NO. 1

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer  
SUBJECT: **Review of GUSD Transportation Plan**

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This Information Report allows the Board to review the proposed GUSD Transportation Plan. The Transportation Plan is presented to the Board as Action Report No. 4 on this agenda.

Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) and amended by AB 185 (Chapter 571, Statutes of 2022). It provides reimbursement funding for school districts and county offices of education (COEs) based on the prior year eligible transportation.

Per Education Code 41850.1, commencing with 2022-23 fiscal year and for each fiscal year thereafter, California Department of Education (CDE) will apportion to each school district that provides pupil transportation services, an allowance equal to 60% of the transportation expenditures reported by the District for the prior year. Per Education Code 398001, as a condition of receiving apportionments for Transportation Services, the District must develop a plan describing the transportation services provided. This plan is being presented for adoption by the Board of Education to receive the reimbursements for the prior year's transportation expenses.

The transportation plan for 2022-23 and 2023-24 reflects GUSD's current transportation services for the following required student groups referenced in the education code:

- Elementary and low-income students
- Students with disabilities and youth without homes

We were funded a flat amount of \$750,405 for transportation for the past 10 years. If approved, the District would qualify for the additional reimbursement of \$2,895,383 by June 2023. Additional reimbursement will help mitigate both the existing transportation costs and the rate increase of 20% for 2022-23.

***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

March 7, 2023

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer

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

SUBJECT: **Second Interim Financial Report and Certification – AB 1200  
(Refer to Action Report No. 2)**

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

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

Along with the Interim Financial Report, districts are required to furnish a narrative for each fund, a cash flow analysis, criteria and standards review, and a report of Average Daily Attendance (ADA). **The financial information and certification form included with this report indicates that the District will be able to meet its financial obligations through 2024-25.**

In 2022-23, there is a 6.56% COLA increase to Local Control Funding Formula (LCFF) and an augmented COLA of 6.7%. LCFF funding is projected to get COLA only increases in future years. It is prudent to remember that revenue assumptions may decrease if the legislation appropriation priorities shift, other unexpected State tax shortfalls occur, or the District's student enrollment, ADA, or demographic changes.

While there are many positive economic indicators, there is still a level of economic uncertainty due to the unpredictability of State revenues, as well as, global concerns.



GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

INFORMATION REPORT NO. 2

Page 2

Given the positive balances in all three years, the District is recommending a “**positive**” certification for the Second Interim Report. A “**positive**” Second Interim was achieved using budget assumptions that include utilizing current and future year LCFF growth, as well as, available one-time fundings.

At this point the District does not have any Fiscal Stabilization Plan in place for the current and three out years.

This item is included in the March 7, 2023 agenda for approval by the Board of Education as Action Report No. 2.

***TO SUPPORT 2022-23 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

March 7, 2023

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Lena Kortoshian, Director, Teaching & Learning

SUBJECT: **Proposed New Basic Textbook for Use in High Schools in the Area of History-Social Science**

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The proposed basic textbook (*Human Geography A Spatial Perspective, AP Edition*) is submitted for review and discussion by the Board of Education. The book has been reviewed for content and evaluated by members of the History-Social Science Curriculum Study Committee (CSC). The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbook to the Board of Education.

In accordance with Glendale Unified School District Board Policy 6161.1, the textbook was available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration.

**HIGH SCHOOLS**

**Department:** History-Social Science

AP Human Geography – Grades 9-12

Human Geography: A Spatial Perspective - AP Edition  
(Basic)

Authors: Sarah Bednarz, Mark Bockenbauer, Fred Hiebert

Published by Cengage Learning, 2021

***TO SUPPORT 2022-23 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 2022-23 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

March 7, 2023

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Chris Coulter, Executive Director, Secondary Instruction

PREPARED BY: Dr. Christin Molano, Coordinator III, College & Career Division

SUBJECT: **Proposed Modified Course of Study Outline for Use in High Schools in the Area of Career & Technical Education**

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The proposed modified course of study outline (Design 3-4 Honors - *formerly Design 3-4*) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Career & Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

**HIGH SCHOOLS**

**Department:** Career Technical Education

Course Title: Design 3-4 Honors (*formerly Design 3-4*)

Grade Level: 10-12

School(s)  
Course Offered: Clark Magnet High School

UC/CSU Approved (Y/N: Subject): Yes, "G" Elective

Course Credits: 10

Recommended Prerequisite: Design 1-2

Recommended

Textbook: Graphic Communications, Z.A. Prust, 2010, The Goodheart Wilcox Company, Inc. Fifth Edition

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

***TO SUPPORT 2022-23 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 2022-23 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

Date

Department: Career & Technical Education

Course Title: Design 3-4 Honors

Course Code:

Grade Level(s): 10, 11, 12

School(s): Clark Magnet High School  
Course Offered

UC/CSU Approved Yes  
(Y/N, Subject):  
Course Credits: 10

Recommended  
Prerequisite: Design 1-2

Recommended  
Textbook: Graphic Communications, Z.A. Prust, 2010, The Goodheart-Wilcox  
Company, Inc. Fifth Edition

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

Materials:

HP ZBook Laptops with Pens, Headphones, and Mice  
Adobe Illustrator and Adobe Photoshop Software  
HP laserjet Color Printer and Ink  
HP DesignJet Z5600 PostScript Printer  
Printer Paper of various sizes, quality, texture, and weight  
Drawing and Painting Paper  
Watercolor and Acrylic paint and Paintbrushes  
Paper Palettes  
Rulers of various sizes and kinds

Design 3-4 Honors  
Drawing Compasses

X-Acto Knives  
Cutting Boards  
Double Sided Tape  
Drawing Pencils, Color Pencils, and Markers  
Erasers and Pencil Sharpeners  
Presentation Boards

Course Content:

**First Semester**

**Unit 1: Orientation and Review** (1 week)

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

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

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

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

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

**Unit 2: Connecting Through Art** (2 weeks)

CTE State Standards for Arts, Media, and Entertainment Pathway Standards.

A. Design, Visual, and Media Arts Pathway. A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.

- A. Students will use the Adobe Illustrator software or other art mediums

### Design 3-4 Honors

to create a composition for the Connecting Through Art Project. They will use critical thinking skills to brainstorm ideas, express their experiences, conceptualize the design, and create a strong

composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.

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

### Unit 3: PTA Reflections

(3 weeks)

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

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. A3.2 Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products.

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

### Unit 4: History of Graphic Design

(2 weeks)

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway. A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards. 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

## Design 3-4 Honors

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

### Unit 5: Emulate a Designer

(2 weeks)

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway. A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

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

### Unit 6: Typography Portrait

(3 weeks)

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway. A1.8 Compare how distortion is used in a variety of media to modify the message being communicated. A2.1 Demonstrate skill in the manipulation of digital imagery



### Design 3-4 Honors

(either still or video) in an industry-relevant application. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

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

### Unit 7: Aviation Design

(3 weeks)

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

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

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

### Unit 8: Portfolio Compilation and Final Exam

(2 weeks)

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

## Design 3-4 Honors

### Design, Visual, and Media Arts Pathway.

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

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards. Identify and ask significant questions that clarify various points of view to solve problems. 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

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

## Second Semester

### Unit 1: Healthy Food Packaging Design

(4 weeks)

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

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

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

Design 3-4 Honors  
assessment.

- B. Students will create a Healthy Food Packaging Design using a template and design of their choice. This is a real life complex project where students get to experience the process of packaging design from conceptualization to construction.

### Unit 2: Advertising Design

(2 weeks)

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

Design, Visual, and Media Arts Pathway. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards. 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

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

### Unit 3: Childhood Memories Booklet

(2 weeks)

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

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will create a multi-page booklet of their childhood memories. They will use critical thinking skills to create an effective layout with an effortless visual flow of images and text. They will add their favorite

### Design 3-4 Honors

memories, stories, photos, and experiences. Students will transform their favorite childhood memories into a visually powerful design by brainstorming ideas, conceptualizing, and creating a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will create a booklet full of their best childhood memories. They will print, trim, staple, and put their booklet together as a professional piece of artwork.

### Unit 4: Movie Poster

(2 weeks)

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

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.

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

### Unit 5: Careers in Art/Design

(2 weeks)

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

A5.2 Explore the role of art and design across various industry sectors and content areas. A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards. 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

## Design 3-4 Honors

- A. Students will work in groups of 2-3 to research and prepare a slide presentation about Careers in Art/Design. Each student will be given a career to research with specific guidelines and instructions. Each group will also collaborate to create a slideshow presentation. Students will use critical thinking skills to analyze, compare and contrast the requirements, education, and demands of the different career options. They will present their slide show to the entire class as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will conduct research about art/design career options. They will also collaborate with their classmates to create a slide show presentation and present it to the entire class.

### Unit 6: Career Poster

(2 weeks)

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

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective

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

### Unit 7: Redesigning Currency

(3 weeks)

CA Standards for Career Practice

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

Design 3-4 Honors

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

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

- A. In this unit students will research historical and cultural traditions including art/design of another country of their choice and redesign the currency of that country. Students will analyze the existing currency of their chosen country and decide what and why they would like to improve in their own version of the currency. They will research the culture of the county and collect important images to be used in their own design.
- B. Students will draw three different thumbnail sketches for four different bills. After choosing one final design, they will create 4 color layouts, one for each bill. Students will digitally design the currency, print and turn it in. Weekly progress checks will be made every week during the process.

**Unit 8: Board Game Design**

(3 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 4. Apply technology to enhance productivity, 5. Utilize critical thinking to make sense of problems and persevere in solving

them. 10. Demonstrate creativity and innovation. 11. Employ valid and reliable research strategies.

Industry Sector Anchor Standard : 2.6, 4.0, 4.1,4,3,5,2, 5.3,5,4, 6.3, 6.4,6,6,7,2,7.4, 7.5, 8.2, 9.7, 10.2, 10.3 Pathway Standard : A1.0, A1.2, A2.0, A2.1, A2.6, A2.9, A4.0, A4.4, A5.7, A8.1, A8.2, A8.7

- A. Students will design a board game of their choice. The design process will include the following criteria; Board game designed using Adobe Illustrator Accessories such as money, etc. Instructions on how the game is played. They will also do research, Search board games, images online and read how each game is played, collect images of different board layouts, styles, themes, rules, instructions, game pieces, etc. The design process will include the following; Designing the layout, Choosing colors, Designing the players and creating the game rules.
- B. Students will only use the graphics they create. They will focus on the quality of the graphics, aesthetics of their board and overall neatness and craftsmanship. After students finish designing each part of the board game, they will print the final design and paste it on a board. They will also design and create the accessories for the board game. Weekly progress checks will be made every week during the process.

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

(2 weeks)

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

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art

### Design 3-4 Honors

that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards. 5.1 Identify and ask significant questions that clarify various points of view to solve problems. 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

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

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Chris Coulter, Executive Director, Secondary Instruction

SUBJECT: **Proposed Memorandum of Understanding with California College Guidance Initiative (CCGI)**

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This report provides the Board of Education with information on the proposed partnership between GUSD and California College Guidance Initiative (CCGI) to provide GUSD families in Grades 6-12 online planning tools for career exploration, college planning, college applications, and financial aid at no charge. The report includes information about data sharing and opportunities for families to opt out of the data sharing. Please refer to Consent Calendar No. 15, which includes the Memorandum of Understanding between GUSD and CCGI for approval.

**What is California College Guidance Initiative (CaliforniaColleges.edu)?**

CaliforniaColleges.edu is managed by the nonprofit California College Guidance Initiative (CCGI) and is funded in part by the State of California as part of the Cradle-to-Career System. CaliforniaColleges.edu is the State of California's official college and career planning platform, which means that accounts are free to all California students in Grades 6 through 12, their parents, and educators.

**Benefits for district, students, and educators and how this platform differs from other college and career readiness programs:**

This one-stop shop platform makes access to higher education more equitable for all students by ensuring continuity of postsecondary education planning and the college application process. The platform features streamlined lessons and tools for:

1. Career and college planning
2. College preparation course (A-G) completion monitoring
3. Financial aid preparation that complies with the State of California's universal FAFSA requirement Assembly Bill 469

School counselors, leadership, and districts are given access to reporting tools to track progress on key college, career, and financial aid planning and application metrics.



Students applying to California community colleges, California State University (CSU) schools, or University of California (UC) schools will benefit from the platform's direct links to those application systems. The platform also streamlines the process for financial aid with integration features with the California Student Aid Commission (CSAC). Students have the ability to directly launch and track their official applications to the California Community Colleges, California State Universities, University of California, Free Application for Federal Student Aid (FAFSA), and the California Dream Act Application (CADAA)

The reporting tools will help educators monitor student progress and comply with state education requirements. All of the college and career planning tools can be used within small or large group classroom settings or independently by students wherever they have access to the internet.

### **What does it mean to become a partner district with CaliforniaColleges.edu?**

Becoming a partner district with CaliforniaColleges.edu allows the district to be in a formal data-sharing agreement with them, making it possible for school districts to securely upload student transcript data into CaliforniaColleges.edu. This allows educators and students to visually see their course progress and completion status to meet the A-G requirements and be admissible to four-year colleges/universities.

The Executive Director of Secondary Education, Dr. Chris Coulter, and the District Counselor on Special Assignment, Ms. Ashley Park, have coordinated the implementation efforts with CCGI and the various district departments that will support this implementation. At this point in the process, staff have submitted the "Intent to Partner" form, had several meetings with the CCGI deputy directors, and reviewed the data-sharing agreement in the form of a Memorandum of Understanding (MOU) (see Consent Calendar No. 15).

Once the MOU is approved, district staff will begin to notify families of the benefits of the partnership and provide information about the required data sharing. Families will have the opportunity to opt out of the data sharing. Even if they opt out of data sharing, there are features of the CCGI platform that they can use, but many of the streamlining benefits will not be available to them.

Once the MOU is fully executed and the parent notification and opt-out deadline has passed, the district will work with the CCGI team to ensure that the transcript information is uploading correctly to match with the CCGI systems. All course titles and course

codes must match exactly. This process will take some time in order to ensure accuracy of information. Once testing has completed, school district data goes live on CaliforniaColleges.edu and students, counselors, teachers, and administrators will begin to benefit from the many features available to them.

***TO SUPPORT 2022-23 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; Offer robust in-person and independent study learning programs; Accelerate learning and improve attendance and engagement.***

***TO SUPPORT 2022-23 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

March 7, 2023

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Proposed Revisions to Board Policy 5145.9 - Hate Speech and Hate-Motivated Conduct**

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Based on input received from Board members at the February 21, 2023, Board of Education meeting, additional language has been included to include parent/guardian notification of incidents of hate speech and hate-motivated behavior for both the victim and student who perpetrated the act and additional clarification on how this policy applies to expression on social media and conduct in the community.

**BP 5145.9 - Hate Speech and Hate-Motivated Conduct**

CSBA Update: June 2021  
Last GUSD Update: November 2021

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 April 4, 2023, meeting agenda for approval.

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

***TO SUPPORT 2022-23 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 2022-23 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.***

Students - Welfare

Hate-Speech and Hate-Motivated ~~Behavior~~ Conduct

The Board of Education is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other ~~behavior~~ conduct motivated by hate.

“Hate speech” is defined as abusive, threatening, insulting, harassing or intimidating speech, writing or symbols directed or targeted at another individual or group of individuals, which (1) infringes on their right to be secure or left alone at school; and (2) which expresses prejudice against a particular group motivated by hostility towards the other individual’s real or perceived characteristics, including, but not limited to, race, color, ancestry, nationality, national origin, immigrant status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, gender, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55. A student’s use of hate speech shall be considered prohibited discrimination and a hate motivated act. Hate speech communicates a message of intolerance, and discrimination and creates an actual or reasonably foreseeable substantial disruption to the educational environment, and negative psychological impact on students.

Hate-motivated ~~behavior~~ conduct is any ~~behavior~~ action intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or whole by bias or hostility towards the victim’s real or perceived race, color, ancestry, nationality, national origin, immigrant status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, gender, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate speech and hate-motivated ~~behavior~~ conduct to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate speech and hate-motivated ~~behavior~~ conduct is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate speech and hate-motivated ~~behavior~~ conduct, and/or education of students who have perpetrated hate-motivated acts.

The District shall provide students with age-appropriate instruction that:

Students - Welfare

Hate-Speech and Hate-Motivated Behavior Conduct

1. Explains that hate speech and all discriminatory conduct is not acceptable.
3. 2. Explains the harm and dangers of explicit and implicit biases.
4. 3. Discourages discriminatory attitudes and practices.
2. 4. Promotes an understanding, awareness, appreciation, and respect for human rights, diversity, and acceptance in a multicultural society.
4. 5. Includes the development of social-emotional learning.
5. 6. Provides strategies to manage conflicts constructively.

This policy shall also apply to expression on social media and conduct in the community, when the speech has some nexus to the school, and the speech substantially disrupts or materially interferes with the school environment or activities.

As a general rule, any student who uses hate speech shall be first counseled about the use of hate speech, educated about the history and social ramifications of the speech, and told that messages and other acts of hate, intolerance, and discrimination are unacceptable at school and, if continued, will lead to further discipline, up to and including suspension and involuntary transfer to another District school.

Suspension and expulsion for hate speech shall be implemented as appropriate and to the extent allowable by law. Suspension and expulsion shall be reserved for students whose use of hate speech has continued to occur after attempts to counsel and educate the student about appropriate speech and behavior; when the hate speech is unprovoked and targeted at other student(s) or staff; when the hate speech is linked to other serious misconduct; or when the behavior is severe or pervasive as defined in Education Code 48900.4.

As necessary, the The District shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate speech and hate-motivated conduct and on effectively enforcing rules for appropriate student behavior, as well as: -The Superintendent or designee shall provide staff with training that:

Students - Welfare

Hate-Speech and Hate-Motivated Behavior Conduct

1. Promotes an understanding of diversity, equity, and inclusion.
2. Discourages the development of discriminatory attitudes and practices.
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods.
4. Supports the prevention, recognition, and response to hate-motivated ~~behavior~~ acts.
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior.
6. Includes effective enforcement of rules for appropriate student conduct.

Employees who engage in hate-motivated ~~behavior~~ acts shall be subject to disciplinary action, up to and including dismissal.

~~Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians. The Superintendent or designee shall ensure that the rules prohibiting hate speech and hate-motivated conduct and procedures for reporting a hate-motivated incident are provided to students, staff and parents/guardians.~~

This policy shall be posted in a prominent location on the District's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints-Process

~~Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for conducting the District's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.~~

A student or parent/guardian who believes ~~the~~ any student is a victim of hate speech or hate-motivated behavior/conduct is strongly encouraged to report the incident to a teacher, the principal, the District's compliance officer, or other staff member. Should the student or parent/guardian wish to make the report anonymously they may do so using the District's tip line.

Students - Welfare

Hate-Speech and Hate-Motivated Behavior Conduct

Any staff member who is notified that a hate-motivated incident has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the school's administration team (e.g. principal or assistant principal) who will then contact the District's compliance officer responsible for coordinating the District's investigation response to complaints and complying with state and federal civil rights laws. As appropriate, the administrator shall also contact law enforcement. It is the responsibility of the school site's administration team to promptly and appropriately respond to hate-motivated incident while coordinating with the District's compliance officer.

Any complaint of hate speech or hate-motivated behavior conduct shall be investigated and, if determined to be discriminatory substantiated, shall be resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Legal Reference: Education Code, Sections 200-262.4; 32282; 48900.3; 48900.4  
Penal Code, Sections 422.55; 422.6  
Code of Regulations, Title 5, Sections 4600-4670; 4900-4965  
Code of Regulations, Title 28, Section 35.107  
Code of Regulations, Title 34, Sections 100.3; 104.7; 106.8; 110.25  
Court Decisions:  
C.R. v. Eugene School District 4J, (9th Cir. 2016) 835 F.3d 1142  
Wymar v. Douglas County School District, (9th Cir. 2013) 728 F.3d 1062  
Tinker v. Des Moines Independent Community School District, (1969) 393  
U.S. 503

Policy Adopted: 01/14/2003

Policy Amended: 10/17/2017; 07/17/2018; 11/02/2021; --/--/2023

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Proposed Revisions to Board Policy 9150 - Student Board Member**

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**BP 9150 - Student Board Members**

CSBA Update: December 2021

Last GUSD Update: February 2022

Staff is recommending the Board update Board Policy (BP) 9150 to reflect a request from the Student Advisory Council that all five high schools should have equal representation and votes when selecting the student Board member.

The proposed revisions to this policy are presented for first reading. Should the consensus of the Board be to move forward, the policy will be placed on the April 4, 2023, Board agenda for approval.

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

***TO SUPPORT 2022-23 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 2022-23 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.***



Student Board Member

The Board believes it is important to seek out and consider students' opinions, viewpoints and reactions to the educational program and to those issues affecting students in order to provide student input and involvement.

The duties of the student Board member include the following:

1. To represent all students and contribute to the discussion of issues affecting students.
2. To strengthen communications between the Board and District students.
3. To provide information to the Board regarding student issues and activities in the District.

The Board shall include a student representative. The term of the student Board member shall be one school year with no term limits, commencing in the fall semester and concluding in June. However, the Board may adjust the term of a student Board member only if a vacancy occurs or in order to give more students an opportunity to serve on the Board (Education Code 35012).

The student representative shall be elected annually by the Student Advisory Council from its membership, comprised of three Student Council members ~~each from each high school: Clark Magnet, Crescenta Valley, Daily, Hoover and Glendale High Schools, and two students each from Clark Magnet and Allen Daily High Schools.~~ each from each high school: Clark Magnet, Crescenta Valley, Daily, Hoover and Glendale High Schools, and two students each from ~~Clark Magnet and Allen Daily High Schools.~~ In the event that a student is unable to complete a term on the Board, the Student Advisory Council shall declare a vacancy and elect another student from its membership to fill the unexpired term. If the Board determines that the student Board member's duties are not being fulfilled, the Board may appoint another student to serve as an alternate student Board member or request that the Student Advisory Council appoint an alternate. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. In addition, all materials given to Board members by the District between meetings, except for materials that pertain to closed session items, shall be distributed to student Board members. (Education Code 35012)

Student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

### Student Board Member

Student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

Student Board members shall be appointed to subcommittees of the Board in the same manner as other Board members, be made aware of the time commitment required to participate in subcommittee meetings and work, and have the right to decline an appointment. The availability of all subcommittee members, including the availability of student Board members, may be considered when scheduling subcommittee meetings. (Education Code 35012)

Student Board members shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

Student Board members may, at the Board's discretion, receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provide. (Education Code 35012, 35120)

Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board, but shall not receive monetary compensation for attendance at Board meetings. (Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)

A student Board member shall not be counted in determining whether a quorum of the Board is in attendance.

### Student Board Member Training

The Superintendent or designee may, at District expense, provide learning opportunities to student Board members through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

The Superintendent or designee may periodically provide information to student Board member candidates to give them an understanding of the position. Once chosen or appointed, incoming student Board members shall be provided an orientation designed to build knowledge of the District and an understanding of the responsibilities and expectations of the position.

Student Board Member

Elimination of Position

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

Student Advisory Council

The Board of Education believes that student opinion and input are important to the decision-making process affecting the educational program of the District. To help facilitate and strengthen communications among the Board of Education, District administration and students, a Student Advisory Council shall be established for the purpose of discussing issues of mutual concern, exchanging ideas, and providing advice on topics affecting students of the District. Matters relating directly to the interest of students may include: rights and responsibilities, curriculum, grading, graduation requirements, school standards, attendance, discipline, and co-curricular activities.

Legal Reference: Education Code, Sections 33000.5; 35012; 35120; 35160  
Government Code, Sections 3540-3549.3; 54950-54964

Policy Adopted: 01/21/1992

Policy Amended: 11/06/2001; 06/24/2003; 03/10/2020; 02/01/2022; --/--/2023

Formerly BP 9120

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

INFORMATION REPORT NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services  
Santhasundari Rajiv, Chief Financial Officer  
Dr. Chris Coulter, Executive Director, Secondary Instruction

SUBJECT: **Proposed Revisions to Board Policies Relating to Business and Noninstructional Operations; Students; and Instruction**

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This report provides the Board of Education with information on the need to revise existing Board Policies (BP) 3250 (Transportation Fees); BP 5148.2 (Before/After School Programs); BP 5148.3 (Preschool/Early Childhood Education) and BP 6164.2 (Guidance/Counseling) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 3250 – Transportation Fees**

CSBA Update: December 2022  
Last GUSD Update: August 2019

Staff recommends Board Policy (BP) 3250 be updated to reflect a new law (AB181, 2022), which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of District students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from the Administrative Regulation (AR) to the BP.

**BP 5148.2 - Before/After School Programs**

CSBA Update: December 2022  
Last GUSD Update: April 2022

GUSD is revising the existing BP per the following:

- Clarifies that the BP applies to expanded learning opportunities beyond the regular school day, which may include before school, after school, summer, vacation, and/or intersessional programs.
- Reflects new laws (AB 181, 2022 and AB 185, 2022), which update the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward.

- Moves detailed information regarding various program collaboration requirements to the administrative regulation.

**BP 5148.3 - Preschool/Early Childhood Education**

CSBA Update: December 2022  
Last GUSD Update: April 2022

GUSD is revising the existing BP per the following:

- Reflects new laws (AB 210, 2022, AB 185, 2022 and SB 1047, 2022) to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting.
- Revised to reflect CSPP-specific new State regulations (Register 2022, No. 26).

**BP 6164.2 - Guidance/Counseling Services**

CSBA Update: September 2022  
Last GUSD Update: September 2017

Revisions to this policy reflect the CSBA recommended updates. The policy was discussed with all District counselors in October and November. The counselors gave feedback and requested some minor wording changes to better align the language of the BP with the California Association of School Counselors best practices.

The proposed revisions to these policies are presented to the Board for first reading. Should the consensus be to move forward, the policies will be on the April 4, 2023, meeting agenda for approval. Upon approval of the BPs, revisions will be made to the accompanying Administrative Regulations as needed following the normal District process.

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

***TO SUPPORT 2022-23 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 2022-23 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 2022-23 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 2022-23 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.*

Business and Noninstructional Operations

Transportation Fees

~~Because~~ Whenever the cost of providing student transportation exceeds funding provided by the state, the Board of Education believes ~~that in some cases, it may be necessary to~~ may charge fees for home-to-school student transportation and other transportation services as expressly authorized by law.

The Superintendent or designee shall, ~~as requested, provide~~ annually submit proposed transportation fee schedules for Board approval.

The transportation fee shall be waived for students ~~with demonstrated financial need in accordance with Education Code 39807.5. Eligibility for free transportation based on financial need shall be determined in accordance with the income eligibility scales used for the free and reduced-price lunch program~~ any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. (Education Code 39807.5)

At the recommendation of the Superintendent or designee, the Board may also approve a waiver of a transportation fee for any group of District students.

~~No charge shall be made for any transportation of students with a disability whose individualized education program includes transportation as a related service necessary to receive a free appropriate public education. In addition, no charge shall be made for any transportation of a student with a disability. (Education Code 39807.5)~~

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats, or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted, or announced in any manner or used for any purpose other than the transportation program.

The Board shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

Legal Reference:     Education Code, Sections 10900-10914.5; 10913; 35330; 39800-39860; 39801.5; 39807.5; 39809.5; 39837; 41850; 42238.02; 49014; 49557-49558; 56026  
Code of Regulations, Title 5, Section 350  
Court Decisions:     Hartzell v. Connell, 35 Cal.3d 899 (1984)  
                              Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Business and Noninstructional Operations

Transportation Fees

Policy Adopted: 02/04/2003

Policy Revised: 8/13/2019; --/--/2023



Students - Welfare

Before/After School Programs

The Board of Education desires to provide ~~before school and/or after school enrichment programs~~ learning opportunities for students beyond the regular school day that support the regular education in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the District's vision and goals for student learning, local control accountability plan, curriculum, and academic standards.

~~The District's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector.~~ Each program offered by the District shall be planned through a collaborative process as required by law. (Education Code 8422, 8482.5, 8484.75; 46120)

To the extent feasible, the District shall give priority to establishing ~~before school and/or after school programs~~ expanded learning opportunities beyond the regular school day in low-performing schools and/or programs that serve low-income and other at-risk students.

Any After School Education and Safety Program (ASES), ~~21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs),~~ Expanded Learning Opportunities Program (ELO-P), or any other program to be established pursuant to Education Code 8421, 8482.3, or 8484.75, or 46120, shall be approved by the Board and the principal of each participating school.

The Superintendent or designee shall ensure that all staff who directly supervise students in the District's ~~before school and/or after school program~~ expanded learning opportunities programs possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each before-school, after-school, summer, vacation or intersessional expanded learning opportunities program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

A family fee may be charged to participating families based on the actual cost of services. However, for the ~~ASSETs~~ ELO-P program, a family fee shall be waived ~~or reduced~~ for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

For ~~ASES, 21st CCLC,~~ and/or Expanded Learning Opportunities programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the District

Students - Welfare

Before/After School Programs

knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

Eligible students ages 11-12 years shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the priorities established in AR 5148 – Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments, feedback from staff, participating students, and parents/guardians; and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school ELO-P program plan, including but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

Legal Reference:      Education Code, Sections 8263; ~~8264.3~~; 8273.1; ~~8295-8305~~; ~~8322~~; 8350-8359.1; 8360-8370; 8420-8428; 8482-8484.65; 8484.7-8484.9; 8490-8490.7; 17260-17268; 17264; 35021.3; 45125; 45330; 45340-45349; 46120; 49024; 49430-49434; ~~49540-49546~~; 49553; 69530- ~~69547.9~~ 69460  
California Welfare and Institutions Code, Section 10207-10490  
California Welfare and Institutions Code, Section 10273  
United States Code, Title 20, Sections 6311; 6314; 7171-7176  
United States Code, Title 42, Sections 11434a; 1766-1766a  
Code of Federal Regulations, Title 7, Section 226.17

Policy Adopted            03/15/2016

Policy Amended:        08/15/2017; 04/19/2022; --/--/2023

Students - Welfare

Preschool/Early Childhood Education

The Board of Education recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, and abilities. The Board desires to provide a supervised, and cognitively rich environment designed to facilitate the transition to kindergarten for three- and four- year old children.

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

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

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

A. District Preschool Programs

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

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

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

Students - Welfare

Preschool/Early Childhood Education

~~18272-18281~~ 17701-17711 and the accompanying administrative regulation. (5 CCR ~~18271~~ 17701)

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

Preschool classroom needs shall be addressed in the District's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classroom and/or facilities available through partnering organizations or agencies.

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

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

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

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

The Superintendent or designee shall identify dual language learners in District preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The District's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The District's preschool program shall serve children with exceptional needs as required

Students - Welfare

Preschool/Early Childhood Education

by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

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

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

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

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

Preschool admission policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the age of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 48105 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 48106 17746-17748.

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

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children

Students - Welfare

Preschool/Early Childhood Education

and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code ~~8281.5~~ 8322)

~~When a District CSPP program is physically closed by local or state public health order due to the COVID-19 pandemic, the District shall provide distance learning to preschool children when required to do so as a condition of funding or when required by law.~~

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR ~~18279~~ 17709-17711)

The District's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

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

Legal Reference:      Education Code, Sections ~~8200-8499.10~~ 8340; 8200-8209; 8230-8233; 8235-8239.1; 8240-8244; 8250-8252; 8263; 8263.3; 8264.8; 8273.1; 8360-8370; 8400-8409; 8493-8498; 8499.3-8499.7; 8203.5; 8205; 8207; 8208; 8209; 8210; 8211; 8212; 8213; 8214; 8217; 8220-8221; 8241; 8252-8254; 8298; 8322; 8489-8489.1; 17375; 44065; 44256; 48000; 48958 48985  
Health and Safety Code, Sections 1596.70-1596.895; 1596.90-1597.21; 120325-120380  
Welfare and Institutions Code, Sections 10207-10215; 10207-10490; 10217-10224.5; 10225-10234; 10235-10238; 10240-10243; 10250-10252; 10260-10263; 10480-10487  
Code of Regulations, Title 5, Sections 4600-4670; 4690-4694; ~~18000-18434; 18130-18136;~~ 14001-14036; 17700-17833; 17701-17711; 17746-17748; 18295; 80105-80125  
Code of Regulations, Title 22, Sections ~~101151-101239.2~~ 101191; 101151-101239.2; 101212-101231; 101237-101239.2  
Code of Regulations, Title 20, Sections 1400-1482; 6311-6322;

Students - Welfare

Preschool/Early Childhood Education

~~6371-6376; 6381-6381k; 6391-6399~~  
United States Code, Title 42, Sections 9831-9852c; 9857-9858r  
Code of Federal Regulations, Title 45, Sections 1301.1-1305.2

Policy Adopted: 09/03/2013

Policy Amended: 12/11/2018; 02/02/2021; 04/19/2022; --/--/2023

Instruction

Guidance/Counseling Services

The Board of Education recognizes that a structured, coherent and comprehensive counseling program promotes academic achievement and growth, and serves the diverse needs of all District students. The District shall provide an educational counseling program that offers students services and supports within a Multi-Tiered Systems of Support (MTSS) framework, in accordance with law. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning and well-being.

The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing support for all students with respect to learning and achievement direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services.
2. Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all students, including students from low income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities school counseling programs.
3. Using Working within a MTSS that uses multiple data sources of information to monitor and improve student behavior, attendance, engagement, and achievement.
4. Collaborating and coordinating with school and community resources Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies.
5. Promoting and maintaining a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support services, and by



Instruction

Guidance/Counseling Services

developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis.

6. Intervening to ameliorate school-related problems, including issues related to chronic absences.
7. Using research-based strategies to promote mental wellness, reduce mental health stigma, and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing, mistreatment, including mistreatment related to any form of conflict, and student to student mistreatment and or bullying.
8. Improving school climate and student well-being by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services.
9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.
10. Providing counseling interventions and support services for unduplicated students classified as English learners, or foster youth, homeless children, and students eligible for free or reduced-priced meals, or foster youth, including interventions and support services that enhance equity and access to the appropriate education systems and community public and private services.

Educational and Career Counseling

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

The educational counseling program shall include academic counseling and postsecondary services, in the following areas (Education Code 49600):

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans.

Instruction

Guidance/Counseling Services

2. Optimizing progress towards achievement of proficiency standards and competencies.
3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes.
4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid.
5. ~~Career and vocational counseling,~~ High-quality career programs at all grade levels in which students are assisted in doing all of the following:
  - a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition.
  - b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success.
  - c. ~~Developing realistic perceptions of work,~~ self-efficacy for the changing work environment, and the changing needs of the workforce, and the effect of work on lifestyle quality of life.
  - d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options.
  - e. Understanding the value of participating in career technical education pathways, programs, and certifications, and work-based learning activities and programs, including, but not limited to, service learning, those related to regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences the federal program administered by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities.
  - f. Understanding the need to develop essential employable skills and work habits.
  - g. ~~Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures~~ entrance requirements to the Armed Forces of the

Instruction

Guidance/Counseling Services

United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test.

The District's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with ~~the rest of their peers~~ class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for a students who to continue his/her education if he/she fails to meet graduation requirements to continue with their graduation.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuations education. (Education Code 48431)

As part of the District's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health related classroom instruction to reduce stigma and increase awareness of counseling support services.

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 – Nondiscrimination in District Programs and Activities.

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that students' sex. (Education Code 221.5)

For assessing or counseling students, the District shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (See BP/AR 5125.1 regarding the release of directory information.)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

Instruction

Guidance/Counseling Services

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by ~~his/her~~ their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by ~~his/her~~ the student's parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the District's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

Instruction

Guidance/Counseling Services

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

In addition, the Superintendent or designee shall identify crisis counseling resources to train District staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

~~Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.~~

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

Legal Reference:      Education Code, Sections 221.5; 44266; 48431; 49600-49604; 51250-51251; 51513  
                                 Family Code, Sections 6920-6929  
                                 Government Code, Section 6254  
                                 Health and Safety Code, Section 124260  
                                 Labor Code, Section 3074.2  
                                 Penal Code, Sections 11166-11170  
                                 Welfare and Institutions Code, Sections 5850-5883  
                                 Code of Regulations, Title 5, Sections 4930-4931; 80049-80049.1; 80632-80632.5  
                                 United States Code, Title 10, Section 503  
                                 United States Code, Title 20, Sections 1232g; 7908  
                                 Code of Federal Regulations, Title 34, Sections 99.1-99.67

Instruction

Guidance/Counseling Services

Policy Adopted: 09/05/2017

Policy Amended: --/--/2023

GLENDALE UNIFIED SCHOOL

DISTRICT March 7, 2023

INFORMATION REPORT NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

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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. Arutyunyan, Irene Effective 6/09/23  
1<sup>st</sup> Grade Teacher  
Marshall Elementary
2. Cousins, John Effective 2/23/23  
Wellness Educator  
Nutrition Services Department
3. Decker, Patricia Effective 2/17/23  
Behavior Intervention Assistant  
Special Education Department
4. Enciso, Ceaser Effective 12/31/22  
Lead Custodian  
Crescenta Valley High School
5. Keshishian, Nareg Effective 2/28/24  
Social Science Teacher  
Crescenta Valley High School
6. Ovasapyan, Ariana Effective 6/08/23  
1<sup>st</sup> Grade Teacher  
Fremont Elementary

Retirements:

- |    |                               |                                |
|----|-------------------------------|--------------------------------|
| 1. | Herabidian, Karmen            | Effective 4/01/23              |
|    | Clerk II                      | 22 years, 10 months of service |
|    | Mark Keppel Elementary School |                                |



GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Resolution No. 22 - Designating March 2023 as Arts Education in California Month**

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The Superintendent recommends that the Board of Education adopt Resolution No. 22 to designate March 2023 as Arts Education in California Month to affirm the Board of Education's support of arts education for all students.

The Glendale Unified School District believes that the arts, music, literature, dance, drama, and visual arts are central to learning. Infusion of the arts in elementary, secondary, and continuing education curricula is key to the development of students.

The Art & Creative Materials Institute (ACMI) created Children's Art Month in 1961 as an event to emphasize the value to children from participating in visual art education. In 1969, the celebration expanded to include secondary school students, and the Children's Art Month event officially became known as Youth Art Month.

Celebrated in the month of March, the Arts Education in California Month celebrates arts education and includes dance, music, theater, literature, design, and various visual arts. These experiences encourage creative learning in children and young adults. It is important that the schools recognize and celebrate the essential role of arts education. Kisda and Bowen (2019) found that an increase in arts educational experiences has "remarkable impacts on students' academic, social, and emotional outcomes." This included a 3.6 percentage point reduction in disciplinary infractions, an improvement of 13 percent of a standard deviation in standardized writing scores, and an increase of 8 percent of a standard deviation in their compassion for others. The authors summarized that those students who received more arts education experiences are more interested in how other people feel and more likely to want to help people who are treated badly. For elementary aged students, increases in arts learning positively and significantly affect students' school engagement, college aspirations, and their inclinations to draw upon works of art as a means for empathizing with others.

Glendale Unified School District  
Action Report No. 1  
March 7, 2023  
Page 2

Staff is recommending the attached Board Resolution to affirm the Board of Education's support of arts education for all students.

***TO SUPPORT 2022-23 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 2022-23 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**  
**Resolution No. 22**  
2022 - 2023

**DESIGNATING MARCH 2023**  
**AS ARTS EDUCATION IN CALIFORNIA MONTH**

**WHEREAS**, Arts Education, which includes dance, music, theatre, the visual arts, and media arts, is an important part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and

**WHEREAS**, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understanding; and

**WHEREAS**, experience in the arts develops insights and abilities central to the experience of life, and the arts are collectively a most important repository of culture; and

**WHEREAS**, many national and state professional education associations hold celebrations in the month of March focused on students' participation in the arts; and

**WHEREAS**, these celebrations provide California schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the State's outstanding young artists, to focus on careers in the arts available to California students, and to enhance public support for this important part of our curriculum; and

**WHEREAS**, the Every Student Succeeds Act (ESSA) lists the arts and music in a definition of a "well-rounded education," as subject areas eligible for Title I funds and other federal resources administered by state and local education agencies; and

**WHEREAS**, the arts teach children the skills necessary to succeed in life, including learning to solve problems and make decisions, learning to think creatively, building self-esteem and self-discipline, articulating a vision, developing the ability to imagine what might be, and accepting responsibility to complete tasks from start to finish; and

**WHEREAS**, studies have shown that the arts play a unique role in increasing student achievement; and

**WHEREAS**, CREATE CA, California's Standards Arts Education Coalition, states in its Blueprint for Creative Schools that creativity is crucial to youth voice, the desire to learn, diversity, and public participation in intercultural works; and

**WHEREAS**, the California State Board of Education adopted the California Arts Standards for Public Schools, Kindergarten through Grade Twelve (Arts Standards), on January 9, 2019, and states in part that each student should receive a high quality, comprehensive arts

education program based on the adopted Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve;

**NOW, THEREFORE, BE IT RESOLVED**, that the Glendale Unified School District Board of Education proclaims the month of March 2023 as Arts Education Month in California and encourages all District schools to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

**PASSED AND ADOPTED** on this 7th day of March 2023 by the Glendale Unified School District Board of Education.

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Nayiri Nahabedian  
Board President

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Jennifer Freemon  
Board Vice President

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Shant Sahakian  
Board Clerk

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Ingrid Gunnell  
Board Member

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Kathleen Cross  
Board Member

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer

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

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

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The Superintendent recommends that the Board of Education approve the attached certification indicating that, based on the budgetary information available on January 31, 2023, the District will be able to meet its financial obligations for the current and two subsequent fiscal years (positive certification). Additionally, the approval of this report will authorize the 2022-23 budget adjustments identified within this report.

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

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

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

***To Support 2022-23 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.***

Along with the Interim Financial Report, districts are required to furnish a narrative for each fund, a cash flow analysis, criteria and standards review, and a report of Average Daily Attendance (ADA). **The financial information and certification form included with this report indicates that the District will be able to meet its financial obligations through 2024-25.**

In 2022-23, there is a 6.56% COLA increase to Local Control Funding Formula (LCFF) and an augmented COLA of 6.7%. Local Control Funding Formula (LCFF) State funding is projecting to get COLA only increases in future years. It is prudent to remember that revenue assumptions may decrease if the legislation appropriation priorities shift, other unexpected State tax shortfalls occur, or the District's student enrollment, ADA, or demographic changes. While there are many positive economic indicators, there is still a level of economic uncertainty due to the unpredictability of State revenues, as well as other global concerns.

Given the positive balances in all three years, the District is recommending a “**positive**” certification for the Second Interim Report. A “**positive**” Second Interim was achieved using budget assumptions that include utilizing current and future year LCFF growth, as well as, available one-time fundings. At this point the District does not have any Fiscal Stabilization Plan in place for the current and three out years.

### **UNRESTRICTED GENERAL FUND NARRATIVE**

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

The information in this report represents the actual and projected financial position of the General Fund as of January 31, 2023. Column A (Original Budget) represents summarized income or expenditure figures as approved in the adopted budget. Column B (Board-Approved Operating Budget) represents the revised budget as changed by budget revisions and appropriation transfers through January 31, 2023. Column C (Actuals to Date) shows the funds actually received or spent through January 31, 2023. Column D (Projected Year Totals) provides projections for the income or expenditure figures through June 30, 2023. Column E (Difference) reflects the difference between Column B and Column D, which represents positive or negative variances in projected balances. A positive difference in a revenue item indicates that actual income is projected to exceed budgeted income. A positive difference in an expenditure item indicates that actual expenditures will be less than budgeted expenditures.

### **General Fund Highlights**

#### **Multi-Year Budget Assumptions**

The LCFF establishes base grants for four grade spans with supplemental and concentration add-on for English Learners (EL), free and reduced-price meal eligible students and foster youth students, and provides additional funding for TK-3 CSR, Grades 9-12, Home-to-School Transportation and the Targeted Instructional Improvement Grant (TIIG). Please see “Attachments A and B” for comparison

of projection changes and assumptions. As it is noted below, there is a 6.56% COLA in 2022-23 and an augmented COLA of 6.7%.

The Base Grant rates for 2022-23 are:

<u>Grade Level</u>	<u>Base Grant Amount per ADA</u>	<u>COLA 6.56 Percent</u>	<u>Augmented COLA 6.7 Percent</u>	<u>Augmentation</u>	<u>Base Grant</u>
K-3	\$8,093	\$531	\$542	\$953	\$10,119
4-6	\$8,215	\$539	\$550	\$0	\$9,304
7-8	\$8,458	\$555	\$567	\$0	\$9,580
9-12	\$9,802	\$643	\$657	\$289	\$11,391

The Second Interim budget adjustments in Attachment B include several important items to highlight. The following are adjustments to the 2022-23 Second Interim Budget:

- Other Programs
  - Revised LCFF Funding Variables
  - PERS Increase for 2023-24 of 1.8%
  - 2021-22 One-Time Projected Actuals vs. Budget
  - Liability Insurance Estimated Increase
  - Increase in Utility Cost for 202-23

The multi-year plan also reflects adjustments to the LCFF revenue projection. The COLA/ADA assumptions are listed in Attachment A. Although the future years of LCFF revenue increases are only estimates based on the State’s proposals, as it is noted in Attachment B, LCFF revenue increases have been committed or budgeted and they are no longer being reserved. It is important to realize that the GTA negotiations have not settled yet for 2020-21, 2021-22 and 2022-23, and once settled it will have a big impact on the Committed amount and the Unrestricted General Fund balance for the current and three out years.

Local Control Funding Formula Income (LCFF)

The 2022-23 LCFF calculation results in a net \$28.6 million funding increase, which reflects a 6.56% COLA and an augmented COLA of 6.7%. This is a net change of \$1,343 per ADA and a total grade span average of \$11,412 per ADA. Current year funded ADA is projected to be 24,305 (based on average of three prior year ADA). In the State Budget Act, it was anticipated that there would be a COLA increase of 8.13% in 2023-24. The 2024-25 and 2025-26 COLAs are 3.54% and 3.31%, respectively. Attachment B highlights the fiscal impact of the change in COLA and ADA.

### Other State Revenue

The Governor's January Proposal reflects categorical COLAs at 8.13% for 2023-24, 3.54% for 2024-25, and 3.31% for 2025-26.

### Lottery

Lottery income for years 2022-23 through 2024-25 is based on estimates provided by the California Department of Education, the Los Angeles County Office of Education (LACOE), and School Services of California. The District's estimates \$170 per ADA in the Unrestricted General Fund and \$67 in the Restricted General Fund.

### Interest

The current projection for General Fund interest income is \$1,100,000. In 2021-22, the General Fund received \$2,255,014 in interest income.

### Employee Compensation Adjustments

Certificated and classified salaries have been adjusted to reflect step and column salary adjustments, as applicable, for certificated and classified employees. The cost of 1% salary increase is approximately \$2.4 million. The 2021-22 projection also reflects an annual increase in health and welfare cost of \$3.2 million each year for 2023-24 and 2024-25. The GTA negotiations have settled and a tentative agreement was signed on February 28, 2023 pending the GTA ratification and Board approval for 2020-21, 2021-22, and 2022-23. The increase in cost is not reflected in Second Interim assumptions.

## **BUDGET ADJUSTMENTS**

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

## **OTHER FUNDS NARRATIVE**

### **Student Activity Special Revenue Fund (08.0)**

The California Department of Education (CDE) has required a special revenue fund to use to account for all the revenue and expenses for all the Associate Student Body (ASB) funds. The Governmental Accounting Standard Board Statement No. 84 (GASB84) was established to improve identification of fiduciary activity reporting by state and local governments. CDE has concluded that ASB activities are not fiduciary and, therefore, need to be included in the District's financials. As of 2020-21, the District has 16 elementary, 4 middle and 5 high school ASBs. The Student Activity Special Revenue Fund began the fiscal year with a balance of \$2,257,308.



Student Activity Special Revenue - Fund 8		
Second Interim		
Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	2,257,308
Projected Revenues		1,945,141
<b>TOTAL FUNDS AVAILABLE</b>	\$	4,202,449
Projected Expenditures		1,778,483
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	2,423,966

**Special Education Pass-Through Fund (10.0)**

The CDE has required a special revenue fund for use by the Administrative Unit (AU) of a Special Education Local Area Plan (SELPA) to account for Special Education inter-district pass-through revenues outside the General Fund. As of January 31, 2023, the cash balance in Fund (10.0) was \$0.

Special Education Pass Through - Fund 10		
Second Interim		
Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	-
Projected Revenues		7,339,967
<b>TOTAL FUNDS AVAILABLE</b>	\$	7,339,967
Projected Expenditures		7,339,967
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	-

**Child Development Fund (12.0)**

This fund is used to account separately for federal, state, and local revenues to operate child development programs. The Child Development Fund generates its revenues from State Preschool apportionments and Child Development parent fees.

All moneys received by the school district for, or from the operation of, child development services covered under the Child Care and Development Services Act (*Education Code* Section 8200 et seq.) shall be deposited into this fund. The moneys may only be used for expenditures for the operation of child development programs. The costs incurred in the maintenance and operation of child development services shall be paid from this fund, with accounting to reflect specific funding sources (*Education Code* Section 8328).

Child Development - Fund 12 Second Interim Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	338,682
Projected Revenues		3,662,449
Projected Other Financing Sources		858,773
<b>TOTAL FUNDS AVAILABLE</b>	\$	4,859,904
Projected Expenditures		4,501,222
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	358,682

**Nutrition Service Fund (13.0)**

The Cafeteria Fund (*Education Code* sections 38090–38093) is used to separately account for federal, state, and local resources to operate the food service program. The Cafeteria Fund generates its revenue from Federal and State Child Nutrition Programs. The District operates the National School Lunch Program and the Breakfast Program. In addition to government funding, revenue is derived from sales of lunches and interest on deposits.

The Cafeteria Special Revenue Fund (Fund 13) shall be used only for those expenditures authorized by the governing board as necessary for the operation of the school district’s food service program (*Education Code* sections 38091 and 38100).

Nutrition Services - Fund 13 Second Interim Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	6,479,161
Projected Revenues		10,065,749
<b>TOTAL FUNDS AVAILABLE</b>	\$	16,544,910
Projected Expenditures		10,328,180
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	6,216,730

**Deferred Maintenance Fund (14.0)**

This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes in accordance with Education Code Section 17582.

Principal revenues and other sources in this fund include LCFF transfers, interest earnings and interfund transfers.

Authorized expenditures may be used for:

- Major repair or replacement of plumbing, heating, air-conditioning, electrical, roofing and floor systems.
- Exterior and interior painting of school buildings.
- The inspection, sampling and analysis of building materials to determine the presence of lead or asbestos-containing materials.
- The encapsulation or removal of materials containing asbestos.

Deferred Maintenance Fund Second Interim Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	5,469,837
Projected Revenues		90,000
<b>TOTAL FUNDS AVAILABLE</b>	\$	5,559,837
Projected Expenditures		0
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	5,559,837

All projects previously listed as Deferred Maintenance will be charged to the Capital Projects Fund (40.1), and the Measure S Bond Fund (21.2). The fund balance has been earmarked for future year textbook adoptions.

**Building Fund (21.1)**

The Building Fund is used to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund (Fund 21) are proceeds from the sale or lease-with option-to-purchase of real property (*Education Code* Section 17462) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code* Section 41003). Expenditures in the Building Fund are primarily for capital outlay.

Principal revenues and other sources in this fund include rents and leases, interest earnings, proceeds for the sale of bonds and proceeds from the sale or lease-purchase of land and buildings.

**Clean Renewable Energy Bonds (CREBs) Fund (21.2)**

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

- In October 2012, \$5.38 million in the second series of CREBs was issued. Due to the nature of tax-exempt bonds, the proceeds are held with a banking entity serving as the “Custodian” and the funds are disbursed to the “District” upon a reimbursement request. Deutsche Bank National Trust Company serves as the “Custodian” for Glendale Unified School District. These bonds will mature in 11 years and are expected to be repaid using redevelopment agency proceeds. The annual payment is estimated at \$320,000 with a NER of 1.24%. This payment will be made from the Capital Projects Fund (40.1).
- In October 2016, \$10.7 million of Clean Renewable Energy Bonds were issued. These bonds will mature in 17 years and are expected to be repaid using redevelopment agency proceeds. The annual payment is estimated at \$872,703, with a NER of 3.43%. This payment will be made from the Capital Projects Fund (40.1).

Building Fund (Measure S & Clean Renewable Energy Bonds) - Fund 21			
Second Interim			
Fiscal Year 2022-23			
	21.1	21.2	Total
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$ 77,363,403	\$ 74,872	\$ 77,438,275
Projected Revenues	550,000	0	550,000
<b>TOTAL FUNDS AVAILABLE</b>	77,913,403	\$ 74,872	\$ 77,988,275
Projected Expenditures	34,285,257	0	34,285,257
<b>ENDING FUND BALANCE 6/30/2023</b>	\$ 43,628,146	\$ 74,872	\$ 43,703,018

**Developer Fee Fund (25.0)**

The Capital Facilities Fund is primarily used to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code* sections 17620–17626). The authority for these levies may be county/city ordinances (*Government Code* sections 65970–65981) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code* Section 66006). Expenditures in the Capital Facilities Fund are restricted to the purposes specified in *Government Code* sections 65970–65981 or to the items specified in agreements with the developer (*Government Code* Section 66006).

- In December 2009, the District utilized this fund to purchase three properties that were contiguous with the District administration building.

Developer Fee - Fund 25 Second Interim Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	9,843,517
Projected Revenues		1,130,000
<b>TOTAL FUNDS AVAILABLE</b>	\$	10,973,517
Projected Expenditures		534,178
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	10,439,339

**State Building Fund (35.0)**

This fund is established pursuant to *Education Code* Section 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State

School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), or the 2006 State School Facilities Fund (Proposition 1D) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code* Section 17070.10 et seq.). Funding provided by the State Allocation Board for reconstruction of facilities after disasters such as flooding may be deposited to County Schools Facilities Fund.

Typical expenditures in this fund are payments for the costs of site improvements, buildings, building improvements, and furniture and fixtures capitalized as a part of the construction project.

State Building - Fund 35 Second Interim Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	6,368
Projected Revenues		0
<b>TOTAL FUNDS AVAILABLE</b>	\$	6,368
Projected Expenditures		0
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	6,368

**Capital Projects Fund (40.1)**

This fund provides for the accumulation of General Fund moneys for capital outlay purposes in accordance with Education Code Section 42840 and may also be used to account for any other revenues specifically for capital projects that are not restricted to Fund 21, 25, 30, 35 or 49.

Other authorized resources that may be deposited in this fund include proceeds from the sale or lease with option to purchase of real estate and rentals and leases of real property specifically authorized for deposit to the fund by the governing board.

Principal revenues and other sources in the fund include federal, state and local revenues; rentals and leases; interest earnings; other authorized interfund transfers; proceeds for sales and/or lease-purchase of land and buildings; and Federal Emergency Management Act (FEMA.)

Transfers of moneys from the General Fund to Fund 40 authorized by the governing board must be expended for capital outlay purposes. Salaries of school district employees whose work is directly related to projects financed by Fund 40 revenues are capitalized as a part of the capital facilities project.

**Nutrition Service Capital Outlay Fund (40.2)**

In prior years, the Nutrition Service Program has transferred monies into this fund for capital projects exclusively for child nutrition. Since 2013-14, the revenue source for this fund is interest income.

Capital Projects Fund - Fund 40				
Second Interim				
Fiscal Year 2022-23				
	<b>40.1</b>	<b>40.2</b>	<b>Total</b>	
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$ 19,364,305	\$ 762,179	\$ 20,126,484	
Projected Revenues	665,000	15,000	680,000	
Projected Other Financing Sources	2,984,000	0	2,984,000	
<b>TOTAL FUNDS AVAILABLE</b>	\$ 23,013,305	\$ 777,179	\$ 23,790,484	
Projected Expenditures	6,944,666	203,950	7,148,616	
<b>ENDING FUND BALANCE 6/30/2023</b>	\$ 16,068,639	\$ 573,229	\$ 16,641,868	

**Debt Service Fund (56.0)**

The only revenue source in this fund is interest income. This fund was to be utilized to repay the Certificates of Participation (COPs), the annual payment was approximately \$1.3 million.

Given that Measure S paid off this loan, this reserve can now be utilized by the District for major “one-time” expenditures, for example new textbook adoptions. In 2019-20 and 2020-21, a solvency transfer of \$4.5 million was utilized for textbook adoption. In 2021-22, a solvency transfer of \$1.1 million was utilized for textbook adoption. The balance in this fund will continue to be used for textbook purchases.

Debt Service - Fund 56 Second Interim Fiscal Year 2022-23		
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$	1,370,266
Projected Revenues		60,000
<b>TOTAL FUNDS AVAILABLE</b>	\$	1,430,266
Projected Expenditures		0
<b>ENDING FUND BALANCE 6/30/2023</b>	\$	1,430,266

**Self Insured Health Insurance (67.0)**

This fund is used to account separately for moneys received for self-insurance activities from other operating funds of the District. Workers’ Compensation; health and welfare; property and liability insurance activities must be established separately.

District premiums are the major source of revenues for Fund 67.

Expenditures are restricted for insurance purposes and are authorized to be used for claims and estimates of incurred yet unreported claims, administrative costs, deductibles, excess insurance coverages and other related expenditures are accounted for within the separate insurance activity accounts.

**Workers Compensation Fund (67.1)**

This fund was established solely for the purpose of accounting for expenditures related to the workers compensation program. The ASCIP rate for “dollar one” coverage in 2020-21 is 1.675% of salaries.

The expenditures will include the payment to ASCIP for 2021-22 coverage, expenditures related to claims that occurred prior to 2005-06, consultant expenses for claims management, and other related expenses.

**Early Retirement Benefits Fund (67.2)**

This fund was established to set aside funds for the GASB 45 liability. In 2016-17, the rate was 1.298% with no decrease. The rate has remained the same for 2017-18 and 2018-19, 1.298%, and increased to 1.357% for 2019-20, 2020-21, and 2021-22.

Self Insurance - Fund 67				
Second Interim				
Fiscal Year 2022-23				
	67.0	67.1	67.2	Total
<b>BEGINNING</b>				\$
<b>FUND BALANCE 7/1/2022</b>	\$ 10,603,217	\$ 4,617,380	1,210,335	\$ 16,430,932
Projected Revenues	8,970,000	3,291,920	2,642,420	14,904,340
<b>TOTAL FUNDS AVAILABLE</b>	\$ 19,573,217	\$ 7,909,300	\$ 3,852,755	\$ 31,335,272
Projected Expenditures	8,926,124	3,623,897	2,637,420	15,187,441
<b>ENDING FUND BALANCE 6/30/2023</b>	\$ 10,647,093	\$ 4,285,403	\$ 1,215,335	\$ 16,147,831

**McLennan Trust and Other Scholarships (73.0)**

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

McLennan Trust and Other Scholarship - Fund 73	
Second Interim	
Fiscal Year 2022-23	
<b>BEGINNING FUND BALANCE 7/1/2022</b>	\$ 335,699
Projected Revenues	10,100
<b>TOTAL FUNDS AVAILABLE</b>	\$ 345,799
Projected Expenditures	9,600
<b>ENDING FUND BALANCE 6/30/2023</b>	\$ 336,199



**2022-23 Second Interim Report  
Multi-Year Budget Assumptions**

Category	2021-22	2022-23	2023-24	2024-25	2025-26
<u>Local Control Funding Formula</u>					
- Projected Net District LCFF Revenue Increase	\$11,317,462				
Adopted Budget (June 2022)		\$16,736,752	\$7,083,478	\$2,673,428	\$9,788,041
State Budget Adoption (June 2022)		\$27,261,737	\$7,498,188	\$2,879,681	\$7,115,651
First Interim		\$28,035,193	\$9,474,724	\$5,072,585	\$11,408,529
Second Interim		\$28,632,840	\$17,498,023	\$4,319,733	\$11,457,843
- Revenue Net Percentage Increase	4.79%	13.34%	8.18%	3.74%	3.73%
- Projected Increase In Funding Per ADA	\$461	\$1,343	\$933	\$461	\$478
- Total LCFF Funding Per ADA	\$10,068	\$11,412	\$12,345	\$12,806	\$13,284
- Factors Utilized In Revenue Calculations					
Unduplicated Percentage (3 year average)	52.19%				
Adopted Budget (June 2022)		51.18%	51.11%	51.71%	51.88%
State Budget Adoption (June 2022)		51.18%	51.11%	51.71%	51.88%
First Interim		50.60%	49.96%	50.13%	50.58%
Second Interim		51.80%	52.19%	53.23%	53.23%
Statutory Cost of Living Adjustment (COLA)	5.07%				
Adopted Budget (June 2022)		6.56%	5.38%	4.02%	3.72%
State Budget Adoption (June 2022)		6.56%	5.38%	4.02%	3.72%
First Interim		6.56%	5.38%	4.02%	3.72%
Second Interim		6.56%	8.13%	3.54%	3.31%
Additional Cost of Living Adjustment	0.00%	6.70%	0.00%	0.00%	0.00%
Revenue ADA (Funded, includes cnty ada)	24,703				
Adopted Budget (June 2022)		24,062	23,454	22,747	22,700
State Budget Adoption (June 2022)		24,303	23,695	22,988	22,700
First Interim		24,305	23,885	23,363	23,384
Second Interim		24,305	23,885	23,363	23,384
Enrollment	24,213				
Adopted Budget (June 2022)		23,628	23,392	23,392	23,392
State Budget Adoption (June 2022)		23,628	23,392	23,392	23,392
First Interim		24,455	24,210	23,968	23,728
Second Interim		24,454	24,210	23,968	23,728
Unduplicated Count - Enrollment	12,136				
Adopted Budget (June 2022)		12,136	12,136	12,136	12,136
State Budget Adoption (June 2022)		12,136	12,136	12,136	12,136
First Interim		12,136	12,136	12,136	12,136
Second Interim		13,016	12,886	12,757	12,629
<u>EMPLOYEE BENEFITS</u>					
- STRS Rates	16.920%	19.100%	19.100%	19.100%	19.100%
- PERS Rates	22.910%	25.370%	27.000%	28.100%	28.800%
- State Unemployment Insurance	0.500%	0.500%	0.200%	0.200%	0.200%
- Workers Compensation	1.675%	1.591%	1.591%	1.591%	1.591%
- Retiree Benefits	1.357%	1.357%	1.357%	1.357%	1.357%
Utilizing Fund #67.1 Balance	---	---	---	---	---
- Health & Welfare Insurance Increase (District-wide)	\$400,000	\$3,200,000	\$3,200,000	\$3,200,000	\$3,200,000

**NO GTA SETTLEMENT NOR FISCAL STABILIZATION PLAN**  
**Budget Adjustment Impact on Unrestricted General Fund Ending Balance**  
**2022-23 At Second Interim**

**Revised As of 02/28/2023 at 5:00 pm**

Major Changes	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Adopted Budget 2022-23 Ending Balance	\$ 40,151,476	\$ 49,103,714	\$ 71,207,066	\$ 91,530,694	\$ 118,654,446	\$ 141,108,542
Adjustment For Unaudited Actual 2021-22 Ending Balance	\$ 677,484	\$ 677,484	\$ 677,484	\$ 677,484	\$ 677,484	\$ 677,484
<b>Revised 2022-23 Ending Balance Reflecting Above Adjustment</b>	<b>\$ 40,828,960</b>	<b>\$ 49,781,198</b>	<b>\$ 71,884,550</b>	<b>\$ 92,208,178</b>	<b>\$ 119,331,930</b>	<b>\$ 141,786,026</b>
<b>First Interim Adjustments</b>						
45-Day Adjustments (Part Of 2022-23 First Interim Adjustments)		\$ 3,716,059	\$ (11,796,731)	\$ (11,590,478)	\$ (14,262,868)	\$ (13,986,327)
<b>GTA Latest</b>						
4.5% One-Time 2020-21 GTA ONLY - Potential Settlement						
3.5% Ongoing 2021-22 GTA Potential Settlement						
5.0 % Ongoing 2022-23 GTA Potential Settlement						
1.3% GSMA "Me Too"	\$ -					
0.53% CSEA "Me Too"	\$ -					
First Interim Adjustments		\$ 1,297,793	\$ 4,109,502	\$ (4,234,557)	\$ (1,040,524)	\$ (1,040,524)
Carry-Over From Prior Year		\$ (8,494,511)	\$ -	\$ -	\$ -	\$ -
Special Education Net Cost Adjustments		\$ (14,540,000)	\$ (14,250,000)	\$ (14,523,011)	\$ (14,523,011)	\$ (14,523,011)
Estimated New Increase in Special Ed. State Funding (reduced encroachment)		\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000
LCFF Projected ADA Increase & Augmented COLA Increase		\$ 773,456	\$ 2,749,992	\$ 4,942,896	\$ 9,235,774	\$ 17,279,396
Estimated LCFF Transportation Revenue Increase		\$ 2,450,000	\$ 2,450,000	\$ 2,450,000	\$ 2,450,000	\$ 2,450,000
<b>Second Interim Adjustments</b>						
2023-24 PROJECTED FISCAL STABILIZATION PLAN		\$ -	\$ -	\$ -	\$ -	\$ -
Second Interim Adjustments		\$ (1,899,391)	\$ (3,208,358)	\$ (3,867,917)	\$ (4,488,680)	\$ (4,643,870)
COLA Adjustments (23/24 = 2.75% revenue increase)		\$ 597,647	\$ 8,620,946	\$ 7,868,094	\$ 7,917,408	\$ 7,818,748
2022-23 One-Time Projected Actuals vs. Budget Savings Carry-Over (assigned)		\$ 2,853,494	\$ -	\$ -	\$ -	\$ -
2022-23 One-Time Projected Actuals vs. Budget Savings (committed)		\$ 2,757,057	\$ -	\$ -	\$ -	\$ -
Current Year Impact	\$ -	\$ (7,988,397)	\$ (8,824,649)	\$ (16,454,974)	\$ (12,211,901)	\$ (4,145,589)
Cumulative Impact to Ending Balance	\$ -	\$ (7,988,397)	\$ (16,813,046)	\$ (33,268,020)	\$ (45,479,921)	\$ (49,625,510)
<b>Adjusted Ending Balance Projection</b>	<b>\$ 40,828,960</b>	<b>\$ 41,792,801</b>	<b>\$ 55,071,504</b>	<b>\$ 58,940,158</b>	<b>\$ 73,852,009</b>	<b>\$ 92,160,516</b>
<b>Assigned and Restricted Balances:</b>						
Revolving Cash	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000
Stores	\$ 283,211	\$ 283,211	\$ 283,211	\$ 283,211	\$ 283,211	\$ 283,211
All Other Non-Spendable (Glenfield Lease GASB-87)	\$ 827,218	\$ 827,218	\$ 827,218	\$ 827,218	\$ 827,218	\$ 827,218
3% Mandated Reserve for Economic Uncertainties (Estimated)	\$ 12,497,035	\$ 12,786,100	\$ 11,109,300	\$ 11,430,322	\$ 11,399,456	\$ 11,514,908
Reserve For Future LACOE System Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reserve for 2020-21 Carry-Overs Remaining	\$ 2,584,923	\$ -	\$ -	\$ -	\$ -	\$ -
Assigned MAA	\$ 4,295,713	\$ -	\$ -	\$ -	\$ -	\$ -
Assigned Title I Hold Harmless (extracted from Assigned MAA)	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -
Reserve For Projected End of Year 2021-22 Carry-over	\$ 7,564,010	\$ 3,003,494	\$ 3,003,494	\$ 3,003,494	\$ 3,003,494	\$ 3,003,494
Reserve for One-Time 2017-18 Discretionary Funding Carry-Over	\$ 892,353	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Committed</b>	<b>\$ -</b>	<b>\$ 24,822,778</b>	<b>\$ 39,778,282</b>	<b>\$ 43,325,913</b>	<b>\$ 58,268,630</b>	<b>\$ 76,461,686</b>
Unassigned Balance	<u>\$ 11,514,497</u>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Percent of Balance (must stay above 3%)</b>		<b>8.82%</b>	<b>13.74%</b>	<b>14.37%</b>	<b>18.33%</b>	<b>22.92%</b>
Components 3% REU, 2020-21 Carry-Over Remaining, Committed. (numerator)		\$ 37,608,878	\$ 50,887,581	\$ 54,756,235	\$ 69,668,086	\$ 87,976,593
Adopted Budget "Total" General Fund Expenditures		\$ 335,262,849	\$ 321,740,358	\$ 323,163,879	\$ 325,208,276	\$ 328,901,472
New Restricted Program Expenditures		\$ 86,896,508	\$ 29,187,678	\$ 29,187,678	\$ 28,687,678	\$ 28,687,678
New Expenditures Since Budget Adoption	\$ -	\$ 4,042,058	\$ 19,375,885	\$ 28,652,514	\$ 26,079,243	\$ 26,234,434
Revised Total General Fund Expenditures (denominator)		\$ 426,201,415	\$ 370,303,921	\$ 381,004,071	\$ 379,975,197	\$ 383,823,584

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
District Superintendent or Designee

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

To the County Superintendent of Schools:

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

Meeting Date: March 07, 2023 Signed: \_\_\_\_\_  
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

- POSITIVE CERTIFICATION**  
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

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

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	

Second Interim  
DISTRICT CERTIFICATION OF INTERIM REPORT  
For the Fiscal Year 2022-23

S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first Interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multi-year) commitments or debt agreements? • If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2021-22) annual payment? • If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?		X
			X	X
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, have there been changes since first Interim in OPEB liabilities?		X
			X	
S7b	Other Self-Insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)? • If yes, have there been changes since first Interim in self-insurance liabilities?	X	
			n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for: • Certificated? (Section S8A, Line 1b) • Classified? (Section S8B, Line 1b) • Management/supervisor/confidential? (Section S8C, Line 1b)		X
			X	
			X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first Interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for: • Certificated? (Section S8A, Line 3) • Classified? (Section S8B, Line 3)	n/a	
			n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCOF Sources		8010-8099	265,493,424.00	276,759,201.00	146,128,330.77	277,356,848.00	597,647.00	0.2%
2) Federal Revenue		8100-8299	200,000.00	200,000.00	0.00	200,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	5,251,298.00	7,702,436.00	2,806,904.65	7,702,436.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,745,703.00	4,890,540.00	2,069,924.97	4,890,540.00	0.00	0.0%
5) TOTAL, REVENUES			275,690,425.00	289,552,177.00	151,005,160.39	290,149,824.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	103,682,083.00	104,469,510.00	47,973,178.61	103,178,570.00	1,310,940.00	1.3%
2) Classified Salaries		2000-2999	29,554,106.00	28,717,604.00	14,606,039.48	28,117,176.00	600,428.00	2.1%
3) Employee Benefits		3000-3999	68,413,786.00	69,039,651.00	29,064,553.73	67,870,835.00	1,168,816.00	1.7%
4) Books and Supplies		4000-4999	4,229,691.00	8,480,547.00	3,613,554.30	7,760,981.00	719,566.00	8.5%
5) Services and Other Operating Expenditures		5000-5999	22,505,826.00	25,312,438.00	13,994,987.49	25,925,870.00	(613,432.00)	-2.4%
6) Capital Outlay		6000-6999	197,395.00	235,746.00	38,360.52	135,746.00	100,000.00	42.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	220,000.00	220,000.00	158,369.00	220,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,421,597.00)	(1,421,597.00)	0.00	(1,785,830.00)	364,233.00	-25.6%
9) TOTAL, EXPENDITURES			227,381,290.00	235,073,899.00	109,449,033.13	231,423,348.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			48,309,135.00	54,478,278.00	41,556,127.26	58,726,476.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(39,356,898.00)	(57,762,634.00)	0.00	(57,762,634.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(39,356,898.00)	(57,762,634.00)	0.00	(57,762,634.00)		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			8,952,237.00	(3,284,356.00)	41,556,127.26	963,842.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	40,828,959.60	40,828,959.60		40,828,959.60	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,828,959.60	40,828,959.60		40,828,959.60		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,828,959.60	40,828,959.60		40,828,959.60		
2) Ending Balance, June 30 (E + F1e)			49,781,196.60	37,544,603.60		41,792,801.60		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	70,000.00	70,000.00		70,000.00		
Stores		9712	283,211.00	283,211.00		283,211.00		
Prepaid Items		9713	827,218.00	0.00		0.00		
All Others		9719	0.00	827,218.00		827,218.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	22,905,882.60	20,460,180.60		24,822,778.60		
d) Assigned								
Other Assignments		9780	15,636,998.00	3,003,494.00		3,003,494.00		
Assigned 2020-21 Regular Carry-overs	0000	9780	2,584,923.00					
Assigned 2021-22 Regular Carry-overs	0000	9780	7,564,010.00					
Assigned MAA	0000	9780	4,295,713.00					
Assigned ETIS instructional Computer System	0000	9780	892,352.00					
Assigned Title I Hold Harmless	0000	9780	300,000.00					
Assigned for 2022-23 Projected Carry-overs	0000	9780		3,003,494.00				
Assigned for 2022-23 Projected Carry-over	0000	9780				3,003,494.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	10,057,887.00	12,900,500.00		12,786,100.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	137,865,462.00	149,131,239.00	66,105,815.00	149,728,886.00	597,647.00	0.4%
Education Protection Account State Aid - Current Year		8012	35,714,737.00	35,714,737.00	32,822,859.00	35,714,737.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	318,465.00	318,465.00	150,859.01	318,465.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	5,455.00	5,455.00	84.97	5,455.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	60,541,778.00	60,541,778.00	35,527,896.40	60,541,778.00	0.00	0.0%
Unsecured Roll Taxes		8042	1,658,373.00	1,658,373.00	2,002,488.83	1,658,373.00	0.00	0.0%
Prior Years' Taxes		8043	1,393,446.00	1,393,446.00	4,436,912.06	1,393,446.00	0.00	0.0%
Supplemental Taxes		8044	1,346,416.00	1,346,416.00	785,172.24	1,346,416.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	18,841,358.00	18,841,358.00	808,525.02	18,841,358.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	7,807,934.00	7,807,934.00	3,441,051.45	7,807,934.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	46,666.79	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			265,493,424.00	276,759,201.00	146,128,330.77	277,356,848.00	597,647.00	0.2%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

2022-23 Second Interim  
General Fund  
Restricted (Resources 2000-9999)  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	23,347,511.00	28,982,366.00	15,593,880.41	28,982,366.00	0.00	0.0%
3) Other State Revenue		8300-8599	31,676,588.00	92,402,427.00	49,710,662.21	92,402,427.00	0.00	0.0%
4) Other Local Revenue		8600-8799	13,575,821.00	14,694,181.00	6,820,512.22	14,694,181.00	0.00	0.0%
5) TOTAL, REVENUES			68,599,920.00	136,078,974.00	72,125,054.84	136,078,974.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	33,812,403.00	35,771,936.00	15,316,705.27	34,860,717.00	911,219.00	2.5%
2) Classified Salaries		2000-2999	19,238,355.00	21,535,789.00	9,898,197.22	21,190,529.00	345,260.00	1.6%
3) Employee Benefits		3000-3999	28,825,858.00	30,222,916.00	11,436,564.14	29,885,383.00	237,633.00	0.8%
4) Books and Supplies		4000-4999	5,919,697.00	9,429,353.00	4,344,286.12	8,069,353.00	1,360,000.00	14.4%
5) Services and Other Operating Expenditures		5000-5999	14,598,776.00	91,845,388.00	12,787,670.99	93,958,368.00	(2,113,000.00)	-2.3%
6) Capital Outlay		6000-6999	54,102.00	138,687.00	3,595,758.60	717,887.00	(579,200.00)	-417.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	809,000.00	809,000.00	301,888.80	809,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	980,597.00	1,344,630.00	0.00	1,344,630.00	0.00	0.0%
9) TOTAL, EXPENDITURES			104,038,786.00	191,097,879.00	57,661,071.14	190,936,067.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(35,438,866.00)	(55,018,905.00)	14,463,983.70	(54,857,093.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,842,773.00	3,842,773.00	0.00	3,842,773.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		6980-8999	39,356,898.00	57,762,634.00	0.00	57,762,634.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			35,514,125.00	53,919,861.00	0.00	53,919,861.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			75,259.00	(1,099,044.00)	14,463,983.70	(937,232.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	17,383,117.54	17,383,117.54		17,383,117.54	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,383,117.54	17,383,117.54		17,383,117.54		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,383,117.54	17,383,117.54		17,383,117.54		
2) Ending Balance, June 30 (E + F1e)			17,458,376.54	16,284,073.54		16,445,665.54		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	17,458,376.54	16,294,073.54		16,445,885.54		
c) Committed								
Stabilization Arrangements		8750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%



2022-23 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes In Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	265,493,424.00	276,769,201.00	146,128,330.77	277,358,648.00	597,647.00	0.2%
2) Federal Revenue		8100-8299	23,547,511.00	29,182,366.00	15,593,880.41	29,182,366.00	0.00	0.0%
3) Other State Revenue		8300-8599	36,927,886.00	100,104,863.00	52,517,566.86	100,104,863.00	0.00	0.0%
4) Other Local Revenue		8600-8799	18,321,524.00	19,584,721.00	8,890,437.19	19,584,721.00	0.00	0.0%
5) TOTAL, REVENUES			344,290,345.00	425,631,151.00	223,130,215.23	426,228,798.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	137,294,486.00	140,261,446.00	63,289,883.88	138,039,287.00	2,222,159.00	1.6%
2) Classified Salaries		2000-2999	48,792,481.00	50,253,393.00	24,504,236.70	49,307,705.00	945,688.00	1.9%
3) Employee Benefits		3000-3999	97,239,642.00	99,282,587.00	40,501,117.87	97,856,218.00	1,406,349.00	1.4%
4) Books and Supplies		4000-4999	10,149,388.00	17,909,900.00	7,957,840.42	15,830,334.00	2,079,566.00	11.6%
5) Services and Other Operating Expenditures		5000-5999	37,104,602.00	117,157,806.00	26,782,658.48	119,884,238.00	(2,726,432.00)	-2.3%
6) Capital Outlay		6000-6999	251,497.00	374,433.00	3,634,109.12	853,633.00	(479,200.00)	-128.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,029,000.00	1,029,000.00	480,257.80	1,029,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(441,000.00)	(76,767.00)	0.00	(441,000.00)	364,233.00	-474.5%
9) TOTAL, EXPENDITURES			331,420,076.00	426,171,778.00	167,110,104.27	422,359,415.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			12,870,269.00	(540,627.00)	56,020,110.96	3,869,383.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,842,773.00	3,842,773.00	0.00	3,842,773.00	0.00	0.0%
2) Other Sources/Uses								
e) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,842,773.00)	(3,842,773.00)	0.00	(3,842,773.00)		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>								
			9,027,496.00	(4,383,400.00)	56,020,110.96	26,610.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	58,212,077.14	58,212,077.14		58,212,077.14	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			58,212,077.14	58,212,077.14		58,212,077.14		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58,212,077.14	58,212,077.14		58,212,077.14		
2) Ending Balance, June 30 (E + F1e)			67,239,573.14	53,828,677.14		58,238,687.14		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	70,000.00	70,000.00		70,000.00		
Stores		9712	283,211.00	283,211.00		283,211.00		
Prepaid Items		9713	827,218.00	0.00		0.00		
All Others		9719	0.00	827,218.00		827,218.00		

2022-23 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
b) Restricted		9740	17,458,376.54	16,284,073.54		16,445,666.54		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	22,905,882.60	20,460,180.60		24,822,778.60		
d) Assigned								
Other Assignments		9780	15,636,908.00	3,003,494.00		3,003,494.00		
Assigned 2020-21 Regular Carry-overs	0000	9780	2,584,923.00					
Assigned 2021-22 Regular Carry-overs	0000	9780	7,564,010.00					
Assigned MAA	0000	9780	4,295,713.00					
Assigned ETIS Instructional Computer System	0000	9780	692,352.00					
Assigned Title I Hold Harmless	0000	9780	300,000.00					
Assigned for 2022-23 Projected Carry-overs	0000	9780		3,003,494.00				
Assigned for 2022-23 Projected Carry-over	0000	9780				3,003,494.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	10,057,887.00	12,900,500.00		12,786,100.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	137,865,462.00	149,131,239.00	66,105,815.00	149,728,686.00	597,647.00	0.4%
Education Protection Account State Aid - Current Year		8012	35,714,737.00	35,714,737.00	32,822,859.00	35,714,737.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	318,465.00	318,465.00	150,859.01	318,465.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	5,455.00	5,455.00	84.97	5,455.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	60,541,778.00	60,541,778.00	35,527,896.40	60,541,778.00	0.00	0.0%
Unsecured Roll Taxes		8042	1,658,373.00	1,658,373.00	2,002,488.83	1,658,373.00	0.00	0.0%
Prior Years' Taxes		8043	1,393,446.00	1,393,446.00	4,436,912.06	1,393,446.00	0.00	0.0%
Supplemental Taxes		8044	1,346,416.00	1,346,416.00	785,172.24	1,346,416.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	18,841,358.00	18,841,358.00	808,525.02	18,841,358.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	7,807,934.00	7,807,934.00	3,441,051.45	7,807,934.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	46,666.79	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			265,493,424.00	276,759,201.00	146,128,330.77	277,356,848.00	597,647.00	0.2%
LCFF Transfers								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	1,945,141.00	0.00	1,945,141.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	1,945,141.00	0.00	1,945,141.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	1,778,483.00	0.00	1,778,483.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	1,778,483.00	0.00	1,778,483.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	166,658.00	0.00	166,658.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	166,658.00	0.00	166,658.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,257,307.83	2,257,307.83		2,257,307.83	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,257,307.83	2,257,307.83		2,257,307.83		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,257,307.83	2,257,307.83		2,257,307.83		
2) Ending Balance, June 30 (E + F1e)			2,257,307.83	2,423,965.83		2,423,965.83		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	82,360.35	82,360.35		82,360.35		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,174,947.48	2,341,605.48		2,341,605.48		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>REVENUES</b>								
Sale of Equipment and Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	6,343.00	0.00	6,343.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	1,938,798.00	0.00	1,938,798.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			<b>0.00</b>	<b>1,945,141.00</b>	<b>0.00</b>	<b>1,945,141.00</b>		
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,899,882.00	4,899,882.00	41,721.25	4,899,882.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,440,085.00	2,440,085.00	0.00	2,440,085.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			7,339,967.00	7,339,967.00	41,721.25	7,339,967.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	7,339,967.00	7,339,967.00	41,721.25	7,339,967.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,339,967.00	7,339,967.00	41,721.25	7,339,967.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			0.00	0.00	0.00	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>								
			0.00	0.00	0.00	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9760	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
LCFF Transfers								
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Pass-Through Revenues From Federal Sources								
		8287	4,899,882.00	4,899,882.00	41,721.25	4,899,882.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			4,899,882.00	4,899,882.00	41,721.25	4,899,882.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	2,440,085.00	2,440,085.00	0.00	2,440,085.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			2,440,085.00	2,440,085.00	0.00	2,440,085.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Interest								
		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments								
		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources								
		8697	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
From Districts or Charter Schools								
		8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices								
		8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs								
		8793	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			7,339,967.00	7,339,967.00	41,721.25	7,339,967.00		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools								
		7211	7,339,967.00	7,339,967.00	41,721.25	7,339,967.00	0.00	0.0%
To County Offices								
		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs								
		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools								
	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices								
	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs								
	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	636,093.00	636,093.00	338,364.00	636,093.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,576,408.00	2,676,311.00	3,722,160.00	2,676,311.00	0.00	0.0%
4) Other Local Revenue		8600-8799	350,045.00	350,045.00	58.22	350,045.00	0.00	0.0%
5) TOTAL, REVENUES			3,562,546.00	3,662,449.00	4,060,582.22	3,662,449.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	1,773,654.00	1,789,792.00	893,652.77	1,789,792.00	0.00	0.0%
2) Classified Salaries		2000-2999	801,523.00	858,591.00	728,796.54	858,591.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,430,354.00	1,457,051.00	783,108.80	1,457,051.00	0.00	0.0%
4) Books and Supplies		4000-4999	153,305.00	153,305.00	31,509.92	153,305.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	131,483.00	131,483.00	237,511.62	131,483.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	111,000.00	111,000.00	0.00	111,000.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,401,319.00	4,501,222.00	2,674,579.65	4,501,222.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(838,773.00)	(838,773.00)	1,386,002.57	(838,773.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	858,773.00	858,773.00	0.00	858,773.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			858,773.00	858,773.00	0.00	858,773.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			20,000.00	20,000.00	1,386,002.57	20,000.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	338,682.12	338,682.12		338,682.12	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			338,682.12	338,682.12		338,682.12		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			338,682.12	338,682.12		338,682.12		
2) Ending Balance, June 30 (E + F1e)			358,682.12	358,682.12		358,682.12		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	301,459.22	301,459.22		301,459.22		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	57,222.90	57,222.90		57,222.90		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	636,093.00	636,093.00	338,364.00	636,093.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>636,093.00</b>	<b>636,093.00</b>	<b>338,364.00</b>	<b>636,093.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	2,576,408.00	2,676,311.00	3,722,160.00	2,676,311.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>2,576,408.00</b>	<b>2,676,311.00</b>	<b>3,722,160.00</b>	<b>2,676,311.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	(14.78)	20,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	330,045.00	330,045.00	73.00	330,045.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>350,045.00</b>	<b>350,045.00</b>	<b>58.22</b>	<b>350,045.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>3,562,546.00</b>	<b>3,662,449.00</b>	<b>4,060,582.22</b>	<b>3,662,449.00</b>		
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	1,534,195.00	1,534,195.00	644,610.32	1,534,195.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	239,459.00	255,597.00	249,042.45	255,597.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,773,654.00</b>	<b>1,789,792.00</b>	<b>893,652.77</b>	<b>1,789,792.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	695,138.00	752,206.00	605,583.85	752,206.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	24,596.92	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,990,000.00	6,990,000.00	3,995,553.76	6,990,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	754,949.00	2,754,949.00	3,042,690.35	2,754,949.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,320,800.00	320,800.00	159,205.06	320,800.00	0.00	0.0%
5) TOTAL, REVENUES			10,065,749.00	10,065,749.00	7,197,449.17	10,065,749.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,323,918.00	3,556,523.00	1,521,635.51	3,556,523.00	0.00	0.0%
3) Employee Benefits		3000-3999	2,118,521.00	2,203,347.00	730,656.02	2,203,347.00	0.00	0.0%
4) Books and Supplies		4000-4999	3,951,660.00	3,951,660.00	2,652,913.10	3,951,660.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	286,650.00	286,650.00	161,826.50	286,650.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	59,670.21	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	330,000.00	330,000.00	0.00	330,000.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,010,749.00	10,328,180.00	5,126,501.34	10,328,180.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			55,000.00	(262,431.00)	2,070,947.83	(262,431.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			55,000.00	(262,431.00)	2,070,947.83	(262,431.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9781	6,479,161.30	6,479,161.30		6,479,161.30	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,479,161.30	6,479,161.30		6,479,161.30		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,479,161.30	6,479,161.30		6,479,161.30		
2) Ending Balance, June 30 (E + F1e)			6,534,161.30	6,216,730.30		6,216,730.30		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	700.00	700.00		700.00		
Stores		9712	169,243.25	169,243.25		169,243.25		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	5,679,030.31	5,361,599.31		5,361,599.31		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	685,187.74	685,187.74		685,187.74		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	6,990,000.00	6,990,000.00	3,807,161.85	6,990,000.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	88,391.91	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			6,990,000.00	6,990,000.00	3,995,553.76	6,990,000.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	754,949.00	2,754,949.00	3,042,690.35	2,754,949.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			754,949.00	2,754,949.00	3,042,690.35	2,754,949.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	2,265,800.00	265,800.00	143,539.42	265,800.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	55,000.00	55,000.00	15,665.64	55,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,320,800.00	320,800.00	159,205.06	320,800.00	0.00	0.0%
TOTAL, REVENUES			10,065,749.00	10,065,749.00	7,197,449.17	10,065,749.00		
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	2,470,247.00	2,657,903.00	1,041,601.23	2,657,903.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	631,305.00	676,254.00	336,297.94	676,254.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	222,366.00	222,366.00	143,736.34	222,366.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,323,918.00	3,556,523.00	1,521,635.51	3,556,523.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	639,316.00	698,327.00	263,676.66	698,327.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	253,479.00	271,274.00	122,906.22	271,274.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	1,123,283.00	1,123,283.00	295,008.85	1,123,283.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	90,000.00	90,000.00	21,914.99	90,000.00	0.00	0.0%
5) TOTAL, REVENUES			90,000.00	90,000.00	21,914.99	90,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			90,000.00	90,000.00	21,914.99	90,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			90,000.00	90,000.00	21,914.99	90,000.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	5,469,837.70	5,469,837.70		5,469,837.70	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,469,837.70	5,469,837.70		5,469,837.70		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,469,837.70	5,469,837.70		5,469,837.70		
2) Ending Balance, June 30 (E + F1e)			5,559,837.70	5,559,837.70		5,559,837.70		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	5,559,837.70	5,559,837.70		5,559,837.70		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	90,000.00	90,000.00	21,914.99	90,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			90,000.00	90,000.00	21,914.99	90,000.00	0.00	0.0%
TOTAL, REVENUES			90,000.00	90,000.00	21,914.99	90,000.00		
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	550,000.00	550,000.00	311,333.32	550,000.00	0.00	0.0%
5) TOTAL, REVENUES			550,000.00	550,000.00	311,333.32	550,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	995,233.00	1,066,094.00	462,458.40	1,066,094.00	0.00	0.0%
3) Employee Benefits		3000-3999	574,352.00	600,193.00	250,116.81	600,193.00	0.00	0.0%
4) Books and Supplies		4000-4999	9,093.00	9,093.00	12,219.96	9,093.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	17,172.69	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	32,609,877.00	32,609,877.00	6,148,000.20	32,609,877.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			34,188,555.00	34,285,257.00	6,889,968.06	34,285,257.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(33,638,555.00)	(33,735,257.00)	(6,578,634.74)	(33,735,257.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(33,638,555.00)	(33,735,257.00)	(6,578,634.74)	(33,735,257.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	77,438,273.36	77,438,273.36		77,438,273.36	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			77,438,273.36	77,438,273.36		77,438,273.36		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			77,438,273.36	77,438,273.36		77,438,273.36		
2) Ending Balance, June 30 (E + F1e)			43,799,718.36	43,703,016.36		43,703,016.36		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	25,451,900.99	25,355,198.99		25,355,198.99		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	18,347,817.37	18,347,817.37		18,347,817.37		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	550,000.00	550,000.00	311,333.32	550,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			550,000.00	550,000.00	311,333.32	550,000.00	0.00	0.0%
TOTAL, REVENUES			550,000.00	550,000.00	311,333.32	550,000.00		
<b>CLASSIFIED SALARIES</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,130,000.00	1,130,000.00	1,618,981.31	1,130,000.00	0.00	0.0%
5) TOTAL, REVENUES			1,130,000.00	1,130,000.00	1,618,981.31	1,130,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	36,888.00	39,514.00	20,030.24	39,514.00	0.00	0.0%
3) Employee Benefits		3000-3999	30,206.00	31,164.00	14,572.81	31,164.00	0.00	0.0%
4) Books and Supplies		4000-4999	500.00	500.00	0.00	500.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	363,000.00	363,000.00	0.00	363,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			530,594.00	534,178.00	34,603.05	534,178.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			599,406.00	595,822.00	1,584,378.26	595,822.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			599,406.00	595,822.00	1,584,378.26	595,822.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	9,843,516.51	9,843,516.51		9,843,516.51	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,843,516.51	9,843,516.51		9,843,516.51		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,843,516.51	9,843,516.51		9,843,516.51		
2) Ending Balance, June 30 (E + F1e)			10,442,922.51	10,439,338.51		10,439,338.51		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	3,677,578.49	3,677,578.49		3,677,578.49		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	6,765,344.02	6,761,760.02		6,761,760.02		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	130,000.00	130,000.00	39,076.57	130,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	1,000,000.00	1,000,000.00	1,579,904.74	1,000,000.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,130,000.00	1,130,000.00	1,618,981.31	1,130,000.00	0.00	0.0%
TOTAL, REVENUES			1,130,000.00	1,130,000.00	1,618,981.31	1,130,000.00		
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	36,888.00	39,514.00	20,030.24	39,514.00	0.00	0.0%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	25.51	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	25.51	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	25.51	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	25.51	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,367.63	6,367.63		6,367.63	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,367.63	6,367.63		6,367.63		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,367.63	6,367.63		6,367.63		
2) Ending Balance, June 30 (E + F1e)			6,367.63	6,367.63		6,367.63		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	6,367.63	6,367.63		6,367.63		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	25.51	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	25.51	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	25.51	0.00		
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	104,840.44	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	680,000.00	680,000.00	143,498.28	680,000.00	0.00	0.0%
5) TOTAL, REVENUES			680,000.00	680,000.00	248,338.72	680,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	719,500.00	719,500.00	0.00	719,500.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	429,481.00	429,481.00	12,495.54	429,481.00	0.00	0.0%
6) Capital Outlay		6000-6999	4,697,950.00	4,697,950.00	0.00	4,697,950.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,301,685.00	1,301,685.00	654,559.63	1,301,685.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,148,616.00	7,148,616.00	667,055.17	7,148,616.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(6,468,616.00)	(6,468,616.00)	(418,716.45)	(6,468,616.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	2,984,000.00	2,984,000.00	0.00	2,984,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,984,000.00	2,984,000.00	0.00	2,984,000.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(3,484,616.00)	(3,484,616.00)	(418,716.45)	(3,484,616.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	20,126,484.87	20,126,484.87		20,126,484.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,126,484.87	20,126,484.87		20,126,484.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,126,484.87	20,126,484.87		20,126,484.87		
2) Ending Balance, June 30 (E + F1e)			16,641,868.87	16,641,868.87		16,641,868.87		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	2,848,369.57	2,848,369.57		2,848,369.57		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>c) Committed</b>								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
<b>d) Assigned</b>								
Other Assignments		9780	13,793,499.30	13,793,499.30		13,793,499.30		
<b>e) Unassigned/Unappropriated</b>								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	104,840.44	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	104,840.44	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	115,000.00	115,000.00	54,629.61	115,000.00	0.00	0.0%
Interest		8660	565,000.00	565,000.00	80,283.05	565,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	8,585.62	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			680,000.00	680,000.00	143,498.28	680,000.00	0.00	0.0%
TOTAL, REVENUES			680,000.00	680,000.00	248,338.72	680,000.00		
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
QASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCOFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	19,575,783.00	19,575,783.00	0.00	19,575,783.00	0.00	0.0%
5) TOTAL, REVENUES			19,575,783.00	19,575,783.00	0.00	19,575,783.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	21,643,468.00	21,643,468.00	0.00	21,643,468.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			21,643,468.00	21,643,468.00	0.00	21,643,468.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,067,685.00)	(2,067,685.00)	0.00	(2,067,685.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,067,685.00)	(2,067,685.00)	0.00	(2,067,685.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	19,393,036.00	19,393,036.00		19,393,036.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,393,036.00	19,393,036.00		19,393,036.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,393,036.00	19,393,036.00		19,393,036.00		
2) Ending Balance, June 30 (E + F1e)			17,325,351.00	17,325,351.00		17,325,351.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	17,325,351.00	17,325,351.00		17,325,351.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
<b>Voted Indebtedness Levies</b>								
Homeowners' Exemptions		8571	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Voted Indebtedness Levies								
Secured Roll		8611	18,839,398.00	18,839,398.00	0.00	18,839,398.00	0.00	0.0%
Unsecured Roll		8612	209,486.00	209,486.00	0.00	209,486.00	0.00	0.0%
Prior Years' Taxes		8613	255,553.00	255,553.00	0.00	255,553.00	0.00	0.0%
Supplemental Taxes		8614	252,448.00	252,448.00	0.00	252,448.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	18,898.00	18,898.00	0.00	18,898.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>19,575,783.00</b>	<b>19,575,783.00</b>	<b>0.00</b>	<b>19,575,783.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>19,575,783.00</b>	<b>19,575,783.00</b>	<b>0.00</b>	<b>19,575,783.00</b>		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Bond Redemptions		7433	13,120,000.00	13,120,000.00	0.00	13,120,000.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	8,523,468.00	8,523,468.00	0.00	8,523,468.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>21,643,468.00</b>	<b>21,643,468.00</b>	<b>0.00</b>	<b>21,643,468.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>21,643,468.00</b>	<b>21,643,468.00</b>	<b>0.00</b>	<b>21,643,468.00</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	60,000.00	60,000.00	5,479.22	60,000.00	0.00	0.0%
5) TOTAL, REVENUES			60,000.00	60,000.00	5,479.22	60,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			60,000.00	60,000.00	5,479.22	60,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			60,000.00	60,000.00	5,479.22	60,000.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	67,858,289.00	67,858,289.00		67,858,289.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			67,858,289.00	67,858,289.00		67,858,289.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			67,858,289.00	67,858,289.00		67,858,289.00		
2) Ending Balance, June 30 (E + F1e)			67,918,289.00	67,918,289.00		67,918,289.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Stablization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	67,918,289.00	67,918,289.00		67,918,289.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	60,000.00	60,000.00	5,479.22	60,000.00	0.00	0.0%
Net Increase (Decrease) In the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			60,000.00	60,000.00	5,479.22	60,000.00	0.00	0.0%
TOTAL, REVENUES			60,000.00	60,000.00	5,479.22	60,000.00		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,904,340.00	14,904,340.00	3,765,313.79	14,904,340.00	0.00	0.0%
5) TOTAL, REVENUES			14,904,340.00	14,904,340.00	3,765,313.79	14,904,340.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	93,900.00	100,586.00	46,553.12	100,586.00	0.00	0.0%
3) Employee Benefits		3000-3999	50,525.00	52,963.00	23,970.69	52,963.00	0.00	0.0%
4) Books and Supplies		4000-4999	10,000.00	10,000.00	1,770.98	10,000.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	15,023,892.00	15,023,892.00	9,856,124.38	15,023,892.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			15,178,317.00	15,187,441.00	9,928,419.17	15,187,441.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)</b>			(273,977.00)	(283,101.00)	(6,163,105.38)	(283,101.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			(273,977.00)	(283,101.00)	(6,163,105.38)	(283,101.00)		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	16,430,933.14	16,430,933.14		16,430,933.14	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			16,430,933.14	16,430,933.14		16,430,933.14		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			16,430,933.14	16,430,933.14		16,430,933.14		
2) Ending Net Position, June 30 (E + F1e)			16,156,956.14	16,147,832.14		16,147,832.14		
Components of Ending Net Position								
a) Net Investment In Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	16,156,956.14	16,147,832.14		16,147,832.14		
<b>OTHER STATE REVENUE</b>								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Seles								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	95,000.00	95,000.00	68,661.96	95,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	14,809,340.00	14,809,340.00	2,942,139.70	14,809,340.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	754,512.13	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,904,340.00	14,904,340.00	3,765,313.79	14,904,340.00	0.00	0.0%
TOTAL, REVENUES			14,904,340.00	14,904,340.00	3,765,313.79	14,904,340.00		
<b>CERTIFICATED SALARIES</b>								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	3,343.00	(3,287.00)	3,343.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	93,900.00	97,243.00	49,840.12	97,243.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			93,900.00	100,586.00	46,553.12	100,586.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	23,822.00	25,520.00	11,819.64	25,520.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	7,184.00	7,694.00	3,826.45	7,694.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	16,625.00	16,625.00	6,816.16	16,625.00	0.00	0.0%
Unemployment Insurance		3501-3502	47.00	81.00	249.06	81.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,100.00	10,100.00	1,350.08	10,100.00	0.00	0.0%
5) TOTAL, REVENUES			10,100.00	10,100.00	1,350.08	10,100.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B9)</b>			10,100.00	10,100.00	1,350.08	10,100.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	9,600.00	9,600.00	0.00	9,600.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(9,600.00)	(9,600.00)	0.00	(9,600.00)		
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			500.00	500.00	1,350.08	500.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	335,698.92	335,698.92		335,698.92	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
c) As of July 1 - Audited (F1a + F1b)			335,698.92	335,698.92		335,698.92		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			335,698.92	335,698.92		335,698.92		
2) Ending Net Position, June 30 (E + F1e)			336,198.92	336,198.92		336,198.92		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	331,180.08	331,180.08		331,180.08		
c) Unrestricted Net Position		9790	5,018.84	5,018.84		5,018.84		
<b>OTHER STATE REVENUE</b>								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	7,500.00	7,500.00	1,350.08	7,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	2,600.00	2,600.00	0.00	2,600.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>10,100.00</b>	<b>10,100.00</b>	<b>1,350.08</b>	<b>10,100.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>10,100.00</b>	<b>10,100.00</b>	<b>1,350.08</b>	<b>10,100.00</b>		
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	24,032.00	24,274.00	23,667.00	24,274.00	0.00	0.0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4. Total, District Regular ADA</b> (Sum of Lines A1 through A3)	24,032.00	24,274.00	23,667.00	24,274.00	0.00	0.0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	30.00	30.00	30.00	30.00	0.00	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
<b>g. Total, District Funded County Program ADA</b> (Sum of Lines A5a through A5f)	30.00	30.00	30.00	30.00	0.00	0.0%
<b>6. TOTAL DISTRICT ADA</b> (Sum of Line A4 and Line A5g)	24,062.00	24,304.00	23,697.00	24,304.00	0.00	0.0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0.0%
<b>8. Charter School ADA</b> (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			43,914,164.63	15,732,066.06	14,354,985.79	37,601,997.75	33,879,421.10	41,574,277.95	83,724,994.03	94,826,193.36
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		6,009,620.00	6,009,620.00	27,228,744.00	10,817,315.00	10,817,315.00	27,228,745.00	10,817,315.00	13,885,468.00
Property Taxes	8020-8079		3,249,758.42	2,689,014.01	(1,136.43)		1,418,118.32	29,039,562.43	10,122,263.05	1,825,228.00
Miscellaneous Funds	8080-8099								682,076.97	
Federal Revenue	8100-8299		2,541,552.00	322,863.25	13,874,116.00	1,940,052.48	4,556,580.57	(8,649,305.65)	1,008,021.76	2,552,909.00
Other State Revenue	8300-8599		2,234,878.50	1,862,367.00	6,359,140.41	7,363,206.06	18,808,520.77	12,612,262.41	3,277,191.71	5,544,785.00
Other Local Revenue	8600-8799		340,943.24	245,944.07	614,092.97	3,115,362.58	852,273.54	923,306.28	2,798,514.51	1,590,282.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			14,376,752.16	11,129,808.33	48,074,956.95	23,235,936.12	36,452,808.20	61,154,570.47	28,705,383.00	25,398,672.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,006,709.39	2,120,217.41	11,721,045.48	12,438,174.15	11,703,852.26	11,993,131.22	12,306,753.97	12,458,233.85
Classified Salaries	2000-2999		130,819.00	3,004,412.30	3,837,599.77	6,448,149.75	2,511,524.20	4,285,814.10	4,285,917.58	4,133,911.38
Employee Benefits	3000-3999		305,882.27	1,366,859.09	3,887,486.48	9,494,136.24	8,045,883.86	8,626,274.82	8,774,595.11	9,559,183.35
Books and Supplies	4000-4999		438,120.82	2,222,377.38	1,915,565.27	1,113,838.30	866,097.06	594,341.23	807,500.36	1,312,082.26
Services	5000-5999		5,240,466.41	2,543,509.93	2,666,553.50	3,670,312.81	3,980,867.58	3,461,403.00	5,199,545.25	15,520,263.25
Capital Outlay	6000-6599		97,988.71	322,229.27	582,603.33	952,495.86	71,173.89	191,853.80	1,415,764.26	(230,185.60)
Other Outgo	7000-7499		315,397.00	14,397.00	26,097.99	25,732.01	26,803.80	25,915.00	25,915.00	25,915.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
<b>TOTAL DISBURSEMENTS</b>			7,535,383.60	11,594,002.38	24,636,951.82	34,142,839.12	27,206,202.65	29,178,733.17	32,815,991.53	42,779,403.49
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		1,217,933.17	338,540.47	(61,063.26)	16,904,389.38	143,681.69	9,820,271.22	14,256,935.51	325,786.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
<b>SUBTOTAL</b>		0.00	1,217,933.17	338,540.47	(61,063.26)	16,904,389.38	143,681.69	9,820,271.22	14,256,935.51	325,786.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		36,298,148.37	646,025.70	129,929.91	9,720,063.03	1,695,430.39	(354,789.08)	(954,690.83)	4,845,216.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
<b>SUBTOTAL</b>		0.00	36,298,148.37	646,025.70	129,929.91	9,720,063.03	1,695,430.39	(354,789.08)	(954,690.83)	4,845,216.00
<u>Nonoperating</u>										
Suspense Clearing	9910		56,748.07	(605,400.99)				(181.52)	181.52	
<b>TOTAL BALANCE SHEET ITEMS</b>		0.00	(35,023,467.13)	(912,886.22)	(190,993.17)	7,184,326.35	(1,551,748.70)	10,174,878.78	15,211,807.86	(4,519,430.00)
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			(28,182,098.57)	(1,377,080.27)	23,247,011.96	(3,722,576.65)	7,694,856.85	42,150,716.08	11,101,199.33	(21,900,161.49)
<b>F. ENDING CASH (A + E)</b>			15,732,066.06	14,354,985.79	37,601,997.75	33,879,421.10	41,574,277.95	83,724,994.03	94,826,193.36	72,926,031.87
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		72,926,031.87	65,145,437.25	61,540,288.47	56,146,736.76				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	22,429,272.00	13,885,468.00	13,885,468.00	22,429,273.00	0.00		185,443,623.00	185,443,623.00
Property Taxes	8020-8079	205,609.51	19,274,971.00	10,135,700.00	13,954,166.69			91,913,255.00	91,913,225.00
Miscellaneous Funds	8080-8099				(682,076.97)			0.00	0.00
Federal Revenue	8100-8299	989,373.00	1,455,870.00	2,390,920.00	1,335,787.00	4,863,626.59		29,182,366.00	29,182,366.00
Other State Revenue	8300-8599	7,997,739.00	4,399,433.00	10,098,346.00	5,783,016.02	13,763,977.12		100,104,863.00	100,104,863.00
Other Local Revenue	8600-8799	2,499,083.00	2,847,292.00	1,319,946.00	1,489,542.92	948,137.89		19,584,721.00	19,584,721.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		34,121,076.51	41,863,034.00	37,830,380.00	44,309,708.66	19,575,741.60	0.00	426,228,828.00	426,228,798.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	12,458,233.85	12,458,233.85	12,458,233.85	12,458,233.86	12,458,233.86		138,039,287.00	138,039,287.00
Classified Salaries	2000-2999	4,133,911.38	4,133,911.38	4,133,911.38	4,133,911.39	4,133,911.39		49,307,705.00	49,307,705.00
Employee Benefits	3000-3999	9,559,183.35	9,559,183.35	9,559,183.36	9,559,183.36	9,559,183.36		97,856,218.00	97,856,218.00
Books and Supplies	4000-4999	1,312,082.26	1,312,082.26	1,312,082.26	1,312,082.27	1,312,082.27		15,830,334.00	15,830,334.00
Services	5000-5999	15,520,263.25	15,520,263.25	15,520,263.25	15,520,263.26	15,520,263.26		119,884,238.00	119,884,238.00
Capital Outlay	6000-6599	(839,194.96)	45,287.69	(985,487.59)	(835,476.21)	64,580.55		853,633.00	853,633.00
Other Outgo	7000-7499	25,915.00	25,915.00	28,717.20	21,280.00			588,000.00	588,000.00
Interfund Transfers Out	7600-7629				3,842,773.00			3,842,773.00	3,842,773.00
All Other Financing Uses	7630-7699							0.00	0.00



Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		42,170,394.13	43,054,876.78	42,026,903.71	46,012,250.93	43,048,254.69	0.00	426,202,188.00	426,202,188.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	1,485,635.00	1,025,681.00	828,158.00	2,186,153.00			48,472,101.18	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	0.00
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		1,485,635.00	1,025,681.00	828,158.00	2,186,153.00	0.00	0.00	48,472,101.18	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	1,216,912.00	3,438,987.00	2,025,186.00	5,431,185.00			64,137,603.49	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		1,216,912.00	3,438,987.00	2,025,186.00	5,431,185.00	0.00	0.00	64,137,603.49	
<u>Nonoperating</u>									
Suspense Clearing	9910							(548,652.92)	
TOTAL BALANCE SHEET ITEMS		268,723.00	(2,413,306.00)	(1,197,028.00)	(3,245,032.00)	0.00	0.00	(16,214,155.23)	
E. NET INCREASE/DECREASE (B - C + D)		(7,780,594.62)	(3,605,148.78)	(5,393,551.71)	(4,947,574.27)	(23,472,513.09)	0.00	(16,187,515.23)	26,610.00
F. ENDING CASH (A + E)		65,145,437.25	61,540,288.47	56,146,736.76	51,199,162.49				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								27,726,649.40	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			51,199,162.49	38,790,181.43	38,835,157.37	44,749,617.05	30,928,258.93	28,484,968.67	57,519,787.41	49,897,751.15
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		6,674,806.00	6,674,806.00	28,426,079.00	12,014,650.00	12,014,650.00	28,426,079.00	12,014,650.00	12,014,650.00
Property Taxes	8020-8079		531,697.00	2,213,729.00	68,828.00		1,084,848.00	27,899,467.00	10,931,854.00	4,170,228.00
Miscellaneous Funds	8080-8099								643,180.00	
Federal Revenue	8100-8299		84,939.00	100,292.00	1,362,750.00	1,467,334.00	913,383.00	589,234.00	723,877.00	2,150,909.00
Other State Revenue	8300-8599		1,046,424.40	1,546,424.40	2,504,672.14	2,646,370.14	10,990,441.00	3,898,362.00	2,572,453.00	3,544,785.00
Other Local Revenue	8600-8799		299,765.00	3,090,222.00	1,322,388.00	997,234.00	2,967,524.00	989,534.00	2,009,759.00	1,790,282.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			8,637,631.40	13,625,473.40	33,684,717.14	17,125,588.14	27,970,846.00	61,802,676.00	28,895,773.00	23,670,854.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		528,185.00	762,790.00	12,482,929.55	12,482,929.55	12,482,929.55	12,482,929.55	12,482,929.55	12,482,929.55
Classified Salaries	2000-2999		712,080.00	1,129,485.00	4,470,400.45	4,470,400.45	4,470,400.45	4,470,400.45	4,470,400.45	4,470,400.45
Employee Benefits	3000-3999		839,486.00	1,925,875.00	3,972,156.00	9,402,488.80	9,402,488.80	9,402,488.80	9,402,488.80	9,402,488.80
Books and Supplies	4000-4999		704,963.46	704,963.46	704,963.46	704,963.46	704,963.46	704,963.46	704,963.46	704,963.46
Services	5000-5999		5,135,642.00	5,135,642.00	5,135,642.00	5,135,642.00	5,135,642.00	5,135,642.00	5,135,642.00	5,135,642.00
Capital Outlay	6000-6599		18,186.00		115,174.00	63,467.00		25,459.00		46,138.00
Other Outgo	7000-7499					27,895.00	240,605.00		280,143.00	150,254.00
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			7,938,542.46	9,658,755.46	26,881,265.46	32,287,786.26	32,437,029.26	32,221,883.26	32,476,567.26	32,392,816.26
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		11,215,186.00	3,189,456.00	1,145,620.00	1,600,406.00	2,062,055.00	2,453,898.00	143,896.00	691,018.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	11,215,186.00	3,189,456.00	1,145,620.00	1,600,406.00	2,062,055.00	2,453,898.00	143,896.00	691,018.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		24,323,256.00	7,111,198.00	2,034,612.00	259,566.00	39,162.00	2,999,872.00	4,185,138.00	1,598,281.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	24,323,256.00	7,111,198.00	2,034,612.00	259,566.00	39,162.00	2,999,872.00	4,185,138.00	1,598,281.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(13,108,070.00)	(3,921,742.00)	(888,992.00)	1,340,840.00	2,022,893.00	(545,974.00)	(4,041,242.00)	(907,263.00)
E. NET INCREASE/DECREASE (B - C + D)			(12,408,981.06)	44,975.94	5,914,459.68	(13,821,358.12)	(2,443,290.26)	29,034,818.74	(7,622,036.26)	(9,629,225.26)
F. ENDING CASH (A + E)			38,790,181.43	38,835,157.37	44,749,617.05	30,928,258.93	28,484,968.67	57,519,787.41	49,897,751.15	40,268,525.89
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		40,268,525.89	41,297,065.63	43,862,927.37	43,806,075.11				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	28,426,079.00	12,014,650.00	12,014,650.00	28,426,079.00			199,141,828.00	
Property Taxes	8020-8079	242,136.00	19,274,971.00	12,302,730.00	16,992,555.00			95,713,043.00	
Miscellaneous Funds	8080-8099				(643,180.00)			0.00	
Federal Revenue	8100-8299	989,373.00	955,870.00	590,920.00	1,335,787.00	3,271,859.00		14,536,527.00	
Other State Revenue	8300-8599	4,997,239.00	2,899,433.00	3,998,346.00	4,635,199.00	3,611,832.92		48,891,982.00	
Other Local Revenue	8600-8799	1,051,743.00	947,292.00	1,113,253.00	846,378.00	956,218.00		18,381,592.00	
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		35,706,570.00	36,092,216.00	30,019,899.00	51,592,818.00	7,839,909.92	0.00	376,664,972.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	12,482,929.54	12,482,929.54	12,482,929.54	12,482,929.54	12,482,929.54		138,603,200.00	
Classified Salaries	2000-2999	4,470,400.46	4,470,400.46	4,470,400.46	4,470,400.46	4,470,400.46		51,015,970.00	
Employee Benefits	3000-3999	9,402,488.80	9,402,488.80	9,402,488.80	9,402,488.80	9,402,488.80		100,762,405.00	
Books and Supplies	4000-4999	704,963.46	704,963.46	704,963.46	704,963.47	704,963.47		9,164,525.00	
Services	5000-5999	5,135,642.00	5,135,642.00	5,135,642.00	5,135,642.00	5,135,642.00		66,763,346.00	
Capital Outlay	6000-6599	65,152.00				15,186.00		348,762.00	
Other Outgo	7000-7499	141,521.00	30,794.00	(210,633.00)	(123,928.00)			536,651.00	
Interfund Transfers Out	7600-7629				3,109,062.00			3,109,062.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		32,403,097.26	32,227,218.26	31,985,791.26	35,181,558.27	32,211,610.27	0.00	370,303,921.00	0.00
<b>D. BALANCE SHEET ITEMS</b>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	201,252.00	1,845,756.00	4,385,182.00	780,125.00			29,713,850.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		201,252.00	1,845,756.00	4,385,182.00	780,125.00	0.00	0.00	29,713,850.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	2,476,185.00	3,144,892.00	2,476,142.00	6,925,186.00			57,573,490.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		2,476,185.00	3,144,892.00	2,476,142.00	6,925,186.00	0.00	0.00	57,573,490.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(2,274,933.00)	(1,299,136.00)	1,909,040.00	(6,145,061.00)	0.00	0.00	(27,859,640.00)	
E. NET INCREASE/DECREASE (B - C + D)		1,028,539.74	2,565,861.74	(56,852.26)	10,266,198.73	(24,371,700.35)	0.00	(21,498,589.00)	0.00
F. ENDING CASH (A + E)		41,297,065.63	43,862,927.37	43,806,075.11	54,072,273.84				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								29,700,573.49	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	277,356,848.00	6.31%	294,864,871.00	1.47%	299,174,804.00
2. Federal Revenues	8100-8299	200,000.00	0.00%	200,000.00	0.00%	200,000.00
3. Other State Revenues	8300-8599	7,702,436.00	(.24%)	7,683,607.00	.63%	7,731,648.00
4. Other Local Revenues	8600-8799	4,890,540.00	(1.73%)	4,805,771.00	.81%	4,844,641.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(57,762,634.00)	(7.48%)	(53,443,107.00)	.73%	(53,831,709.00)
6. Total (Sum lines A1 thru A5c)		232,387,190.00	9.34%	254,101,142.00	1.58%	258,119,182.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				103,178,570.00		107,019,993.00
b. Step & Column Adjustment				1,100,000.00		1,100,000.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				2,741,423.00		1,466,808.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	103,178,570.00	3.72%	107,019,993.00	2.40%	109,588,801.00
2. Classified Salaries						
a. Base Salaries				28,117,176.00		31,473,675.00
b. Step & Column Adjustment				180,000.00		180,000.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				3,176,499.00		1,086,231.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	28,117,176.00	11.94%	31,473,675.00	4.03%	32,742,906.00
3. Employee Benefits	3000-3999	67,870,835.00	8.18%	73,421,882.00	5.87%	77,734,635.00
4. Books and Supplies	4000-4999	7,760,981.00	(46.95%)	4,117,500.00	85.43%	7,635,107.00
5. Services and Other Operating Expenditures	5000-5999	25,925,870.00	(1.22%)	25,609,910.00	6.68%	27,320,827.00
6. Capital Outlay	6000-6999	135,746.00	118.64%	294,356.00	1.97%	300,155.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	220,000.00	0.00%	220,000.00	0.00%	220,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,785,830.00)	(25.25%)	(1,334,876.00)	(3.22%)	(1,291,903.00)
9. Other Financing Uses						
a. Transfers Out	7800-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		231,423,348.00	4.06%	240,822,440.00	5.58%	254,250,528.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		963,842.00		13,278,702.00		3,868,654.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		40,828,959.60		41,792,801.60		55,071,503.60
2. Ending Fund Balance (Sum lines C and D1)		41,792,801.60		55,071,503.60		58,940,157.60
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	1,180,429.00		1,180,429.00		1,180,429.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	24,822,778.60		39,778,280.60		43,325,912.60
d. Assigned	9780	3,003,494.00		3,003,494.00		3,003,494.00
e. Unassigned/Unappropriated						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
1. Reserve for Economic Uncertainties	9789	12,786,100.00		11,109,300.00		11,430,322.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		41,792,801.60		55,071,503.60		58,940,157.60
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	12,786,100.00		11,109,300.00		11,430,322.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		12,786,100.00		11,109,300.00		11,430,322.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
A1 is based on the State Budget factors for LCFF. B1d reflects projected salary savings, enrollment changes, retirees savings, attrition savings, cost of SPED disproportionality, STRS, PERS, H&W reflect increases in all years. 2024-25 reflect Secondary block schedule and Elementary non-split staffing costs to no longer covered COVID programs. Other adjustments reflected in the MYP are SPED services cost increase, textbook savings, SPED Disprop. costs, CSEA/GSMA settlements, transportation cost increases, Juneteenth costs, supply adjustments, carry-over reflected in 22/23. B2d reflects projected salary savings.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	28,882,366.00	(50.53%)	14,336,527.00	0.00%	14,336,527.00
3. Other State Revenues	8300-8599	92,402,427.00	(55.40%)	41,208,375.00	1.75%	41,929,773.00
4. Other Local Revenues	8600-8799	14,694,151.00	(7.81%)	13,575,821.00	0.00%	13,675,821.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	57,762,634.00	(7.48%)	53,443,107.00	.73%	53,831,709.00
6. Total (Sum lines A1 thru A5c)		193,841,608.00	(36.77%)	122,563,830.00	.91%	123,673,830.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				34,860,717.00		31,583,207.00
b. Step & Column Adjustment				250,000.00		250,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(3,527,510.00)		(1,133,681.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	34,860,717.00	(9.40%)	31,583,207.00	(2.80%)	30,699,526.00
2. Classified Salaries						
a. Base Salaries				21,190,529.00		19,542,295.00
b. Step & Column Adjustment				150,000.00		150,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,798,234.00)		(451,054.00)
e. Total Classified Salaries (Sum lines B2e thru B2d)	2000-2999	21,190,529.00	(7.78%)	19,542,295.00	(1.54%)	19,241,241.00
3. Employee Benefits	3000-3999	29,985,383.00	(8.82%)	27,340,523.00	(2.27%)	26,719,638.00
4. Books and Supplies	4000-4999	8,069,353.00	(37.45%)	5,047,025.00	(8.14%)	4,836,349.00
5. Services and Other Operating Expenditures	5000-5999	93,958,385.00	(56.20%)	41,153,436.00	(.25%)	41,052,502.00
6. Capital Outlay	6000-6999	717,887.00	(92.42%)	54,406.00	.01%	54,409.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	809,000.00	(6.35%)	757,651.00	(3.31%)	732,562.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,344,830.00	(33.53%)	893,876.00	(4.81%)	850,903.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	3,842,773.00	(19.09%)	3,109,062.00	(11.02%)	2,766,413.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		194,776,840.00	(33.52%)	129,481,481.00	(2.11%)	126,753,543.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(937,232.00)		(6,917,651.00)		(3,079,713.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		17,383,117.54		16,445,885.54		9,528,234.54
2. Ending Fund Balance (Sum lines C and D1)		16,445,885.54		9,528,234.54		6,448,521.54
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	16,445,885.54		9,528,234.54		6,448,521.54
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		16,445,885.54		9,528,234.54		6,448,621.54
<b>E. AVAILABLE RESERVES</b>						
1. General Fund )						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
<p>B1d and B2d reflect attrition. 2022-23 reflects carry-over budgeted.                  2022-23 and 2023-24 reflect various covid related one-time funds gradually spent down. 2024-25 assumes all COVID funding has been spent. Other adjustments reflected in the MYP are SPED funding increases, SPED services cost increase, CSEA/GSMA Salary settlements.</p>						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	277,356,848.00	6.31%	294,654,871.00	1.47%	299,174,604.00
2. Federal Revenues	8100-8299	29,182,366.00	(50.19%)	14,536,527.00	0.00%	14,536,527.00
3. Other State Revenues	8300-8599	100,104,863.00	(51.16%)	48,891,982.00	1.57%	49,661,419.00
4. Other Local Revenues	8600-8799	19,584,721.00	(6.14%)	18,361,592.00	.21%	18,420,462.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		426,228,798.00	(11.63%)	376,664,972.00	1.36%	381,793,012.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				138,039,287.00		138,603,200.00
b. Step & Column Adjustment				1,350,000.00		1,350,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(786,087.00)		335,127.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	138,039,287.00	.41%	138,603,200.00	1.22%	140,288,327.00
2. Classified Salaries						
a. Base Salaries				49,307,705.00		51,015,970.00
b. Step & Column Adjustment				330,000.00		330,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				1,378,265.00		638,177.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	49,307,705.00	3.46%	51,015,970.00	1.90%	51,984,147.00
3. Employee Benefits	3000-3999	97,856,218.00	2.97%	100,762,405.00	3.66%	104,454,273.00
4. Books and Supplies	4000-4999	15,830,334.00	(42.11%)	9,164,526.00	33.90%	12,271,456.00
5. Services and Other Operating Expenditures	5000-5999	119,884,238.00	(44.31%)	66,763,346.00	2.41%	68,373,329.00
6. Capital Outlay	6000-6999	853,633.00	(59.14%)	348,762.00	1.68%	354,584.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,029,000.00	(4.99%)	977,651.00	(2.57%)	952,562.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(441,000.00)	0.00%	(441,000.00)	0.00%	(441,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	3,842,773.00	(19.09%)	3,109,062.00	(11.02%)	2,766,413.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		426,202,188.00	(13.12%)	370,303,921.00	2.89%	381,004,071.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		26,610.00		6,361,051.00		788,941.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		58,212,077.14		58,238,687.14		64,699,738.14
2. Ending Fund Balance (Sum lines C and D1)		58,238,687.14		64,599,738.14		65,388,679.14
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	1,180,429.00		1,180,429.00		1,180,429.00
b. Restricted	9740	16,445,885.54		9,528,234.54		6,448,521.54
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	24,822,778.60		39,778,280.60		43,325,912.60
d. Assigned	9780	3,003,494.00		3,003,494.00		3,003,494.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	12,786,100.00		11,109,300.00		11,430,322.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		58,238,687.14		64,599,738.14		65,388,679.14
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
<b>1. General Fund</b>						
e. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	12,786,100.00		11,109,300.00		11,430,322.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		12,786,100.00		11,109,300.00		11,430,322.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
<b>F. RECOMMENDED RESERVES</b>						
<b>1. Special Education Pass-through Exclusions</b>						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<b>2. Special education pass-through funds</b>						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546 objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		7,339,967.00		7,339,967.00		7,339,967.00
<b>2. District ADA</b>						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		23,887.00		23,361.00		23,127.00
<b>3. Calculating the Reserves</b>						
a. Expenditures and Other Financing Uses (Line B11)		426,202,188.00		370,303,921.00		381,004,071.00
b. Plus: Special Education Pass-through Funds (Line F1b2, If Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		426,202,188.00		370,303,921.00		381,004,071.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		12,786,065.64		11,109,117.83		11,430,122.13
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		12,786,065.64		11,109,117.83		11,430,122.13
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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

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

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

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

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

**1A. Calculating the District's ADA Variances**

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

Estimated Funded ADA

Fiscal Year		First Interim	Second Interim	Percent Change	Status
		Projected Year Totals (Form 01CSI, Item 1A)	Projected Year Totals (Form AI, Lines A4 and C4)		
Current Year (2022-23)	District Regular	24,274.00	24,274.00	0.0%	Met
	Charter School	0.00	0.00		
	<b>Total ADA</b>	<b>24,274.00</b>	<b>24,274.00</b>		
1st Subsequent Year (2023-24)	District Regular	23,855.00	23,855.00	0.0%	Met
	Charter School	0.00	0.00		
	<b>Total ADA</b>	<b>23,855.00</b>	<b>23,855.00</b>		
2nd Subsequent Year (2024-25)	District Regular	23,332.00	23,332.00	0.0%	Met
	Charter School	0.00	0.00		
	<b>Total ADA</b>	<b>23,332.00</b>	<b>23,332.00</b>		

**1B. Comparison of District ADA to the Standard**

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

1a. STANDARD MET - Funded ADA has not changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:  
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections

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

**2A. Calculating the District's Enrollment Variances**

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

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
<b>Current Year (2022-23)</b>				
District Regular	24,455.00	24,455.00		
Charter School	0.00	0.00		
<b>Total Enrollment</b>	<b>24,455.00</b>	<b>24,455.00</b>	<b>0.0%</b>	<b>Met</b>
<b>1st Subsequent Year (2023-24)</b>				
District Regular	24,210.00	24,210.00		
Charter School	0.00	0.00		
<b>Total Enrollment</b>	<b>24,210.00</b>	<b>24,210.00</b>	<b>0.0%</b>	<b>Met</b>
<b>2nd Subsequent Year (2024-25)</b>				
District Regular	23,968.00	23,968.00		
Charter School	0.00	0.00		
<b>Total Enrollment</b>	<b>23,968.00</b>	<b>23,968.00</b>	<b>0.0%</b>	<b>Met</b>

**2B. Comparison of District Enrollment to the Standard**

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

1a. STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Unaudited Actuals (Form A, Lines A4 and C4)	CBEDS Actual (Form 01CS1, Item 3A)	
Third Prior Year (2019-20)	District Regular	24,691	25,528	96.7%
	Charter School			
	<b>Total ADA/Enrollment</b>	<b>24,691</b>	<b>25,528</b>	
Second Prior Year (2020-21)	District Regular	24,691	24,924	99.1%
	Charter School			
	<b>Total ADA/Enrollment</b>	<b>24,691</b>	<b>24,924</b>	
First Prior Year (2021-22)	District Regular	22,749	24,213	94.0%
	Charter School	0	0	
	<b>Total ADA/Enrollment</b>	<b>22,749</b>	<b>24,213</b>	
Historical Average Ratio:				96.6%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):				97.1%

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year		Estimated P-2 ADA	Enrollment	Ratio of ADA to Enrollment	Status
		(Form A, Lines A4 and C4)	CBEDS/Projected (Criterion 2, Item 2A)		
Current Year (2022-23)	District Regular	23,667	24,455	96.8%	Met
	Charter School	0	0		
	<b>Total ADA/Enrollment</b>	<b>23,667</b>	<b>24,455</b>		
1st Subsequent Year (2023-24)	District Regular	23,361	24,210	96.5%	Met
	Charter School	0	0		
	<b>Total ADA/Enrollment</b>	<b>23,361</b>	<b>24,210</b>		
2nd Subsequent Year (2024-25)	District Regular	23,127	23,968	96.5%	Met
	Charter School	0	0		
	<b>Total ADA/Enrollment</b>	<b>23,127</b>	<b>23,968</b>		

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

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

4A. Calculating the District's Projected Change In LCFF Revenue

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals		
	Current Year (2022-23)	276,759,201.00		
1st Subsequent Year (2023-24)	286,233,925.00	294,854,871.00	3.0%	Not Met
2nd Subsequent Year (2024-25)	291,306,510.00	299,174,604.00	2.7%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD NOT MET - Projected LCFF revenue has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:  
(required if NOT met)

2023-24 COLA increased from 5.38% to 8.13% in Governor's January Budget.

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000- 3999)	Total Expenditures (Form 01, Objects 1000- 7499)	
	Third Prior Year (2019-20)	190,492,254.68	
Second Prior Year (2020-21)	190,119,091.24	212,035,234.75	89.7%
First Prior Year (2021-22)	194,812,344.00	220,795,097.00	88.3%
	Historical Average Ratio:		89.8%

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3%	3%	3%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	86.8% to 92.8%	86.8% to 92.9%	86.8% to 92.8%

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)			Status
	Salaries and Benefits (Form 011, Objects 1000- 3999)	Total Expenditures (Form 011, Objects 1000- 7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
	(Form MYPI, Lines B1-B3)	(Form MYPI, Lines B1-B8, B10)		
Current Year (2022-23)	199,166,581.00	231,423,348.00	86.1%	Not Met
1st Subsequent Year (2023-24)	211,915,550.00	240,822,440.00	88.0%	Met
2nd Subsequent Year (2024-25)	220,066,342.00	254,250,528.00	86.6%	Not Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

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

- 1a. STANDARD NOT MET - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:  
(required if NOT met)

2022-23 Total Expenditures reflect prior year carry-overs, thereby pulling down the ratio. While not significant, 2022-23 and 2024-25 were only slightly outside of the standard percentage, in the not met category.



6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections. Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First interim data that exist will be extracted; otherwise, enter data into the first column. Second interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column. Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim	Second Interim	Percent Change	Change Is Outside Explanation Range
	Projected Year Totals (Form 01CSI, Item 6A)	Projected Year Totals (Fund 01) (Form MYPI)		
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2022-23)	28,109,478.00	29,182,366.00	3.8%	No
1st Subsequent Year (2023-24)	14,536,527.00	14,536,527.00	0.0%	No
2nd Subsequent Year (2024-25)	14,536,527.00	14,536,527.00	0.0%	No

Explanation:  
(required if Yes)

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2022-23)	99,657,997.00	100,104,863.00	.4%	No
1st Subsequent Year (2023-24)	48,891,982.00	48,891,982.00	0.0%	No
2nd Subsequent Year (2024-25)	48,661,419.00	49,681,419.00	0.0%	No

Explanation:  
(required if Yes)

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2022-23)	19,183,383.00	19,584,721.00	2.1%	No
1st Subsequent Year (2023-24)	18,381,592.00	18,381,592.00	0.0%	No
2nd Subsequent Year (2024-25)	18,420,462.00	18,420,462.00	0.0%	No

Explanation:  
(required if Yes)

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2022-23)	21,433,103.00	15,830,334.00	-26.1%	Yes
1st Subsequent Year (2023-24)	8,814,525.00	9,164,525.00	4.0%	No
2nd Subsequent Year (2024-25)	11,921,456.00	12,271,456.00	2.9%	No

Explanation:  
(required if Yes)

2022-23 = 2nd Interim IP2 Projection reflects estimated actual projected savings.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2022-23)	116,014,521.00	119,884,238.00	3.3%	No
1st Subsequent Year (2023-24)	65,003,347.00	66,763,346.00	2.7%	No
2nd Subsequent Year (2024-25)	66,513,328.00	68,373,329.00	2.6%	No

Explanation:  
(required if Yes)

**6B. Calculating the District's Change In Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2022-23)	146,950,858.00	148,871,950.00	1.3%	Met
1st Subsequent Year (2023-24)	81,810,101.00	81,810,101.00	0.0%	Met
2nd Subsequent Year (2024-25)	82,618,408.00	82,618,408.00	0.0%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2022-23)	137,447,624.00	135,714,572.00	-1.3%	Met
1st Subsequent Year (2023-24)	73,817,872.00	75,927,871.00	2.9%	Met
2nd Subsequent Year (2024-25)	78,534,784.00	80,644,785.00	2.7%	Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

1a. STANDARD MET - Projected total operating revenues have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
Federal Revenue  
(linked from 6A  
if NOT met)

Explanation:  
Other State Revenue  
(linked from 6A  
if NOT met)

Explanation:  
Other Local Revenue  
(linked from 6A  
if NOT met)

1b. STANDARD MET - Projected total operating expenditures have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
Books and Supplies  
(linked from 6A  
if NOT met)

Explanation:  
Services and Other Exps  
(linked from 6A  
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statutes exclude the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7890.

DATA ENTRY: Enter the Required Minimum Contribution if First Interim data does not exist. First Interim data that exist will be extracted; otherwise, enter First Interim data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	Second Interim Contribution	
		Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	9,787,555.95	10,057,885.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		10,057,885.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:  
(required if NOT met  
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Available Reserve Percentages (Criterion 10C, Line B)	3.0%	3.0%	3.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage)	1.0%	1.0%	1.0%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2022-23)	963,842.00	231,423,348.00	N/A	Met
1st Subsequent Year (2023-24)	13,278,702.00	240,822,440.00	N/A	Met
2nd Subsequent Year (2024-25)	3,868,654.00	254,250,528.00	N/A	Met

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in any of the current year or two subsequent fiscal years.

Explanation:  
(required if NOT met)

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2 ) (Form MYPI, Line D2)		
Current Year (2022-23)	58,238,687.14		Met
1st Subsequent Year (2023-24)	64,599,738.14		Met
2nd Subsequent Year (2024-25)	65,388,679.14		Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

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

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2022-23)	51,189,162.49		Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$75,000 (greater of)	0	to 300
4% or \$75,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4, Subsequent Years, Form MYPI, Line F2, if available.)	23,667.00	23,361.00	23,127.00
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for Item 1 and, if Yes, enter data for Item 2a and for the two subsequent years in Item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	7,339,967.00	7,339,967.00	7,339,967.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	426,202,188.00	370,303,921.00	381,004,071.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	426,202,188.00	370,303,921.00	381,004,071.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	12,786,065.64	11,109,117.63	11,430,122.13

- 6. Reserve Standard - by Amount  
(\$75,000 for districts with less than 1,001 ADA, else 0)
- 7. District's Reserve Standard  
(Greater of Line B5 or Line B6)

0.00	0.00	0.00
12,786,065.64	11,109,117.63	11,430,122.13

**10C. Calculating the District's Available Reserve Amount**

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year	1st Subsequent Year	2nd Subsequent Year
	Projected Year Totals (2022-23)	(2023-24)	(2024-25)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	12,786,100.00	11,109,300.00	11,430,322.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9780) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	12,786,100.00	11,109,300.00	11,430,322.00
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>12,786,065.64</b>	<b>11,109,117.63</b>	<b>11,430,122.13</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

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

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)



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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for Items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first Interim projections that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first Interim projections by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Temporary Interfund Borrowings**

1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0% or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the Second Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the Second Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund</b>					
<b>(Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2022-23)	(57,762,634.00)	(57,762,634.00)	0.0%	0.00	Met
1st Subsequent Year (2023-24)	(53,443,107.00)	(53,443,107.00)	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	(53,831,709.00)	(53,831,709.00)	0.0%	0.00	Met

<b>1b. Transfers In, General Fund *</b>					
Current Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	0.00	Met

<b>1c. Transfers Out, General Fund *</b>					
Current Year (2022-23)	3,842,773.00	3,842,773.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	3,109,062.00	3,109,062.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	2,766,413.00	2,766,413.00	0.0%	0.00	Met

1d. **Capital Project Cost Overruns**  
 Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget? No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for Items 1a-1c or if Yes for Item 1d.

1a. MET - Projected contributions have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:   
 (required if NOT met)

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:   
 (required if NOT met)

1c. MET - Projected transfers out have not changed since first Interim projections by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

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1d. NO - There have been no capital project cost overruns occurring since first Interim projections that may impact the general fund operational budget.

**Project Information:**  
(required if YES)




Has total annual payment increased over prior year (2021-22)?

Yes	Yes	Yes
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**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

**Explanation:**  
(Required if Yes  
to increase in total  
annual payments)

Increases are primarily existing G.O. Bond payment schedule (no new loans)

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**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

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DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

**Explanation:**  
(Required if Yes)

87. **Unfunded Liabilities**

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button(s) for Items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in Items 2-4.

1 a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip Items 1b-4)

Yes

b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

No

c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

No

2 OPEB Liabilities	First Interim (Form 01CSI, Item S7A)		Second Interim
	a. Total OPEB liability	116,076,423.00	116,076,423.00
b. OPEB plan(s) fiduciary net position (if applicable)	116,076,423.00	116,076,423.00	116,076,423.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	0.00	0.00	0.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

Actuarial	Actuarial
Jun 30, 2022	Jun 30, 2022

3 OPEB Contributions	First Interim (Form 01CSI, Item S7A)		Second Interim
	a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2022-23)	4,493,483.00	4,493,483.00	4,493,483.00
1st Subsequent Year (2023-24)	4,493,483.00	4,493,483.00	4,493,483.00
2nd Subsequent Year (2024-25)	4,493,483.00	4,493,483.00	4,493,483.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2022-23)	2,616,646.00	2,660,078.00
1st Subsequent Year (2023-24)	2,616,646.00	2,660,078.00
2nd Subsequent Year (2024-25)	2,616,646.00	2,660,078.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2022-23)	2,769,690.00	2,769,690.00
1st Subsequent Year (2023-24)	2,769,690.00	2,769,690.00
2nd Subsequent Year (2024-25)	2,769,690.00	2,769,690.00

d. Number of retirees receiving OPEB benefits

Current Year (2022-23)	115	115
1st Subsequent Year (2023-24)	115	115
2nd Subsequent Year (2024-25)	115	115

4. Comments:





**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in Items 2-4.

1 a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No

b. If Yes to Item 1a, have there been changes since first interim in self-insurance liabilities?

n/a

c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

n/a

2 Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

	First Interim (Form 01CSI, Item S7B)	Second Interim
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

3 Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

b. Amount contributed (funded) for self-insurance programs

Current Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

	First Interim (Form 01CSI, Item S7B)	Second Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2022-23)		
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2022-23)		
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		

4 Comments:

Health and Welfare is fully insured. Workers Comp is currently "dollar-one" coverage. Pre 2005 workers comp are self insured (minor programs). Property and Liability insurance is in a JPA.

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of first interim projections?

No

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full-time-equivalent (FTE) positions	1,285.0	1,230.0	1,225.0	1,220.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

Yes

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

[ ]

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

[ ]

If Yes, date of Superintendent and CBO certification:

[ ]

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

[ ]

4. Period covered by the agreement:

Begin Date: [ ]

End Date: [ ]

5. Salary settlement:

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

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**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--	--

or

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

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Identify the source of funding that will be used to support multiyear salary commitments:

[ ]

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits 1,493,307

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7. Amount Included for any tentative salary schedule increases	0	0	0

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the Interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Yes	Yes	Yes
	28,250,000	30,510,000	33,000,000
	99.0%	99.0%	99.0%
	8.0%	8.0%	8.0%

**Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections**

Are any new costs negotiated since first interim projections for prior year settlements included in the Interim?

No		
----	--	--

If Yes, amount of new costs included in the Interim and MYPs

If Yes, explain the nature of the new costs:

**Certificated (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the Interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Yes	Yes	Yes
	1,350,000	1,350,000	1,350,000
	1.0%	1.0%	1.0%

**Certificated (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the Interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the Interim and MYPs?

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	Yes	Yes	Yes
	Yes	Yes	Yes

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

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**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of first Interim projections?

If Yes, complete number of FTEs, then skip to section S8C.  
If No, continue with section S8B.

Yes

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions	999.0	999.0	999.0	999.0

1a. Have any salary and benefit negotiations been settled since first Interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.  
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.  
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 8 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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Is the cost of salary settlement included in the Interim and multiyear projections (MYPs)?

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**One Year Agreement**

Total cost of salary settlement  
% change in salary schedule from prior year


or

**Multiyear Agreement**

Total cost of salary settlement  
% change in salary schedule from prior year  
(may enter text, such as "Reopener")


Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

602,454

Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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7. Amount included for any tentative salary schedule increases

0	0	0
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**Classified (Non-management) Health and Welfare (H&W) Benefits**

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the Interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	14,130,000	15,260,000	16,500,000
3. Percent of H&W cost paid by employer	99.0%	99.0%	99.0%
4. Percent projected change in H&W cost over prior year	8.0%	8.0%	8.0%

**Classified (Non-management) Prior Year Settlements Negotiated Since First Interim**

Are any new costs negotiated since first Interim projections for prior year settlements included in the Interim?

No		
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If Yes, amount of new costs included in the Interim and MYPs

If Yes, explain the nature of the new costs:

**Classified (Non-management) Step and Column Adjustments**

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are step & column adjustments included in the Interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	330,000	330,000	330,000
3. Percent change in step & column over prior year	1.0%	1.0%	1.0%

**Classified (Non-management) Attrition (layoffs and retirements)**

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are savings from attrition included in the Interim and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the Interim and MYPs?	Yes	Yes	Yes

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since first Interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of first interim projections?

No

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	198.0	199.0	199.0	199.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

If Yes, complete question 2.

If No, complete questions 3 and 4.

No

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

No

Negotiations Settled Since First Interim Projections

2. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year (may enter text, such as "Reopener")

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

324,960

4. Amount included for any tentative salary schedule increases

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Amount included for any tentative salary schedule increases	0	0	0

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	4,710,000	5,090,000	5,500,000
Percent of H&W cost paid by employer	99.0%	99.0%	99.0%
Percent projected change in H&W cost over prior year	8.0%	8.0%	8.0%

**Management/Supervisor/Confidential Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
Cost of step & column adjustments	100,000	100,000	100,000
Percent change in step and column over prior year	1.0%	1.0%	1.0%

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Are costs of other benefits included in the interim and MYPs?	No	No	No
Total cost of other benefits	0	0	0
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9.

Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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**ADDITIONAL FISCAL INDICATORS**

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The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior and current fiscal years?
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?
- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

The District has a new CFO, hired July 2022.



Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
2022-23 Projected Expenditures by LEA (LP-I)

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
<b>UNDULICATED PUPIL COUNT</b>									2,637.00
<b>TOTAL PROJECTED EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-9999)</b>									
1000-1999	Certificated Salaries	4,104,725.00	155,784.00	433,688.00	79,266.00	934,474.00	15,435,720.00		21,143,657.00
2000-2999	Classified Salaries	1,257,402.00	104,397.00	0.00	0.00	107,720.00	12,635,098.00		14,104,617.00
3000-3999	Employee Benefits	2,452,625.00	112,060.00	168,702.00	35,934.00	519,364.00	14,635,473.00		17,924,158.00
4000-4999	Books and Supplies	47,045.00	62,000.00	970.00	28,420.00	29,862.00	313,515.00		481,812.00
5000-5999	Services and Other Operating Expenditures	3,980,465.00	138,450.00	2,425.00	56,475.00	34,083.00	31,613,217.00		35,825,115.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	1,940.00	0.00	0.00	0.00	2,000.00	17,000.00		20,940.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	<b>Total Direct Costs</b>	<b>11,844,202.00</b>	<b>572,691.00</b>	<b>605,785.00</b>	<b>200,095.00</b>	<b>1,627,503.00</b>	<b>74,650,023.00</b>	<b>0.00</b>	<b>89,500,299.00</b>
7310	Transfers of Indirect Costs	0.00	0.00	0.00	7,380.00	4,197.00	29,984.00		41,561.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	<b>Total Indirect Costs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,380.00</b>	<b>4,197.00</b>	<b>29,984.00</b>	<b>0.00</b>	<b>41,561.00</b>
	<b>TOTAL COSTS</b>	<b>11,844,202.00</b>	<b>572,691.00</b>	<b>605,785.00</b>	<b>207,475.00</b>	<b>1,631,700.00</b>	<b>74,680,007.00</b>	<b>0.00</b>	<b>89,541,860.00</b>
<b>STATE AND LOCAL PROJECTED EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-2999, 3385, &amp; 6000-9999)</b>									
1000-1999	Certificated Salaries	4,082,516.00	155,784.00	433,688.00	79,266.00	420,471.00	15,382,336.00		20,554,061.00
2000-2999	Classified Salaries	1,257,402.00	104,397.00	0.00	0.00	38,436.00	10,698,907.00		12,099,142.00
3000-3999	Employee Benefits	2,441,951.00	112,060.00	168,702.00	35,934.00	248,977.00	13,241,316.00		16,248,940.00
4000-4999	Books and Supplies	47,045.00	62,000.00	970.00	28,420.00	20,387.00	311,715.00		470,537.00
5000-5999	Services and Other Operating Expenditures	3,976,465.00	138,450.00	2,425.00	56,475.00	27,905.00	31,338,255.00		35,539,975.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	1,940.00	0.00	0.00	0.00	2,000.00	17,000.00		20,940.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	<b>Total Direct Costs</b>	<b>11,807,319.00</b>	<b>572,691.00</b>	<b>605,785.00</b>	<b>200,095.00</b>	<b>758,176.00</b>	<b>70,989,529.00</b>	<b>0.00</b>	<b>84,933,595.00</b>
7310	Transfers of Indirect Costs	0.00	0.00	0.00	7,380.00	0.00	18,056.00		25,436.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	<b>Total Indirect Costs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,380.00</b>	<b>0.00</b>	<b>18,056.00</b>	<b>0.00</b>	<b>25,436.00</b>
	<b>TOTAL BEFORE OBJECT 8980</b>	<b>11,807,319.00</b>	<b>572,691.00</b>	<b>605,785.00</b>	<b>207,475.00</b>	<b>758,176.00</b>	<b>71,007,585.00</b>	<b>0.00</b>	<b>84,959,031.00</b>

**Second Interim**  
**Special Education Maintenance of Effort**  
**2022-23 Projected Expenditures vs. Actual Comparison Year**  
**2022-23 Projected Expenditures by LEA (LP-I)**

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								84,959,031.00
<b>LOCAL PROJECTED EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-1999 &amp; 8000-9999)</b>									
1000-1999	Certificated Salaries	112,164.00	0.00	0.00	0.00	0.00	599,295.00		711,459.00
2000-2999	Classified Salaries	23,857.00	0.00	0.00	0.00	0.00	4,636,190.00		4,660,047.00
3000-3999	Employee Benefits	66,461.00	0.00	0.00	0.00	0.00	3,131,795.00		3,198,256.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	13,082.00	18,385.00		31,467.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	40,000.00	1,159.00	5,420,155.00		5,461,314.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	2,000.00	0.00		2,000.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	202,482.00	0.00	0.00	40,000.00	16,241.00	13,805,820.00	0.00	14,064,543.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	5,681.00		5,681.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	5,681.00	0.00	5,681.00
	TOTAL BEFORE OBJECT 8980	202,482.00	0.00	0.00	40,000.00	16,241.00	13,811,501.00	0.00	14,070,224.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From State and Local Projected Expenditures section)								0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)								45,299,013.00
	TOTAL COSTS								59,369,237.00

\* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
2021-22 Actual Expenditures by LEA (LA-1)

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
<b>UNDUPLICATED PUPIL COUNT</b>									2,637.00
<b>TOTAL ACTUAL EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-9999)</b>									
1000-1999	Certificated Salaries	3,960,182.18	155,781.00	529,313.59	86,415.14	636,631.97	14,952,360.26	0.00	20,320,683.54
2000-2999	Classified Salaries	1,004,705.00	99,455.19	0.00	0.00	65,590.63	10,796,665.29	0.00	11,966,416.11
3000-3999	Employee Benefits	2,615,418.44	129,432.56	272,047.46	44,374.53	462,224.97	15,163,112.08	0.00	18,686,610.04
4000-4999	Books and Supplies	82,423.41	6,456.91	0.00	0.00	21,340.96	316,367.89	0.00	426,589.17
5000-5999	Services and Other Operating Expenditures	5,716,066.16	91,751.36	120.71	42,353.84	32,554.96	20,778,856.59	0.00	26,661,703.62
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	0.00	68,490.09	0.00	68,490.09
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Direct Costs	13,378,795.19	482,877.02	801,481.76	173,143.51	1,218,342.89	62,075,852.20	0.00	78,130,492.57
7310	Transfers of Indirect Costs	0.00	0.00	0.00	4,323.49	0.00	18,071.97	0.00	22,395.46
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PCRA	Program Cost Report Allocations (non-add)	12,026,579.01							12,026,579.01
	Total Indirect Costs	0.00	0.00	0.00	4,323.49	0.00	18,071.97	0.00	22,395.46
	TOTAL COSTS	13,378,795.19	482,877.02	801,481.76	177,467.00	1,218,342.89	62,093,924.17	0.00	78,152,888.03
<b>FEDERAL ACTUAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)</b>									
1000-1999	Certificated Salaries	22,208.28	0.00	0.00	0.00	218,590.57	757,429.47	0.00	998,228.32
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	65,590.63	1,729,943.66	0.00	1,795,534.29
3000-3999	Employee Benefits	10,290.28	0.00	0.00	0.00	133,596.28	1,636,319.79	0.00	1,780,206.35
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	7,592.32	95,104.16	0.00	102,696.48
5000-5999	Services and Other Operating Expenditures	2,689.61	0.00	0.00	0.00	975.00	1,113,383.63	0.00	1,117,048.24
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Direct Costs	35,188.17	0.00	0.00	0.00	426,344.80	5,332,180.71	0.00	5,793,713.68
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	7,960.40	0.00	7,960.40
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	7,960.40	0.00	7,960.40
	TOTAL BEFORE OBJECT 8980	35,188.17	0.00	0.00	0.00	426,344.80	5,340,141.11	0.00	5,801,674.08

Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
2021-22 Actual Expenditures by LEA (LA-4)

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								5,801,674.08
<b>STATE AND LOCAL ACTUAL EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-2999, 3385, &amp; 6000-9999)</b>									
1000-1999	Certificated Salaries	3,937,973.90	155,781.00	529,313.59	86,415.14	418,040.80	14,194,930.79	0.00	19,322,455.22
2000-2999	Classified Salaries	1,004,705.00	99,455.19	0.00	0.00	0.00	9,066,721.63	0.00	10,170,881.82
3000-3999	Employee Benefits	2,605,128.16	129,432.56	272,047.46	44,374.53	328,628.59	13,526,792.29	0.00	16,906,403.59
4000-4999	Books and Supplies	82,423.41	6,456.91	0.00	0.00	13,748.64	221,263.73	0.00	323,892.69
5000-5999	Services and Other Operating Expenditures	5,713,376.55	91,751.36	120.71	42,353.84	31,579.96	19,665,472.96	0.00	25,544,655.38
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	0.00	68,490.09	0.00	68,490.09
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Direct Costs	13,343,607.02	482,877.02	801,481.76	173,143.51	791,997.99	56,743,671.49	0.00	72,336,778.79
7310	Transfers of Indirect Costs	0.00	0.00	0.00	4,323.49	0.00	10,111.57	0.00	14,435.06
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PCRA	Program Cost Report Allocations (non-add)	12,026,579.01							12,026,579.01
	Total Indirect Costs	0.00	0.00	0.00	4,323.49	0.00	10,111.57	0.00	14,435.06
	TOTAL BEFORE OBJECT 8980	13,343,607.02	482,877.02	801,481.76	177,467.00	791,997.99	56,753,783.06	0.00	72,351,213.85
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)								0.00
	TOTAL COSTS								72,351,213.85
<b>LOCAL ACTUAL EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-1999 &amp; 8000-9999)</b>									
1000-1999	Certificated Salaries	118,181.29	0.00	0.00	0.00	0.00	0.00	0.00	118,181.29
2000-2999	Classified Salaries	22,724.00	0.00	0.00	0.00	0.00	4,056,419.30	0.00	4,079,143.30
3000-3999	Employee Benefits	64,978.88	0.00	0.00	0.00	0.00	2,619,861.16	0.00	2,684,840.04
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	9,676.38	16,606.06	0.00	26,282.44
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	4,188,806.75	0.00	4,188,806.75
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Direct Costs	205,884.17	0.00	0.00	0.00	9,676.38	10,881,693.27	0.00	11,097,253.82

**Second Interim**  
**Special Education Maintenance of Effort**  
**2022-23 Projected Expenditures vs. Actual Comparison Year**  
**2021-22 Actual Expenditures by LEA (LA-1)**

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	205,884.17	0.00	0.00	0.00	9,676.38	10,881,693.27	0.00	11,097,253.82
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)								0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)								32,863,215.97
	TOTAL COSTS								43,960,469.79

\* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
LEA Maintenance of Effort Calculation (LMC-J)

SELPA: Foothill (DJ)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-J worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2022-23 projected expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods.

**SECTION 1 Exempt Reduction Under 34 CFR Section 300.204**

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
2. A decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
  - a. Has left the jurisdiction of the agency;
  - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
  - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:

High Cost Students Exited NPS

	State and Local	Local Only
High Cost Students Exited NPS	682,603.47	464,716.44
Total exempt reductions	682,603.47	464,716.44

**SECTION 2 Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)**

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
LEA Maintenance of Effort Calculation (LMC-I)

SELPA: **Foothill (DJ)**

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

	<u>State and Local</u>	<u>Local Only</u>
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)	_____	_____
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resources 3305 and 3310)	_____	_____
Increase in funding (if difference is positive)	<u>0.00</u>	_____
Maximum available for MOE reduction (50% of increase in funding)	<u>0.00 (a)</u>	_____
Current year funding (IDEA Section 619 - Resource 3315)	_____	_____
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	<u>0.00 (b)</u>	_____

<b>If (b) is greater than (a).</b>		
Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)	_____	(c)
Available for MOE reduction. (line (a) minus line (c), zero if negative)	<u>0.00</u>	(d)
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).	_____	_____

<b>If (b) is less than (a).</b>		
Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).	_____	(e)
Available to set aside for EIS (line (b) minus line (e), zero if negative)	<u>0.00</u>	(f)

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must provide the ESEA programs, SACS Only Account Code, Local Account Code, and description of the activities paid with the freed up funds:


Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
LEA Maintenance of Effort Calculation (LMC-I)

SELPA: Foothill (DJ)


**SECTION 3**

Column A	Column B	Column C
Projected Exps. (LP-I Worksheet) FY 2022-23	Actual Expenditures Comparison Year FY 2021-22	Difference (A - B)
89,541,860.00		
4,582,829.00		
84,959,031.00	72,351,213.85	
	12,026,579.01	
	84,377,792.86	
	682,603.47	
	0.00	
84,959,031.00	83,695,189.39	1,263,841.61

**A. COMBINED STATE AND LOCAL EXPENDITURES METHOD**

1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.

- a. Total special education expenditures
- b. Less: Expenditures paid from federal sources
- c. Expenditures paid from state and local sources
- Add/Less: Adjustments and/or PCRA required for MOE calculation
- Comparison year's expenditures, adjusted for MOE calculation
- Less: Exempt reduction(s) from SECTION 1
- Less: 50% reduction from SECTION 2
- Net expenditures paid from state and local sources

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE eligibility requirement is met based on the combination of state and local expenditures.

Projected Exps. FY 2022-23	Comparison Year FY 2021-22	Difference
89,541,860.00		
4,582,829.00		

2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures.

- a. Total special education expenditures
- b. Less: Expenditures paid from federal sources



Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
LEA Maintenance of Effort Calculation (LMC-1)

SELPA: Foothill (DJ)

c. Expenditures paid from state and local sources	84,959,031.00	72,351,213.85	
Add/Less: Adjustments and/or PCRA required for MOE calculation		12,026,579.01	
Comparison year's expenditures, adjusted for MOE calculation		84,377,792.86	
Less: Exempt reduction(s) from SECTION 1		682,603.47	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	84,959,031.00	83,695,189.39	
d. Special education unduplicated pupil count	2,637.00	2,637.00	
e. Per capita state and local expenditures (A2c/A2d)	32,218.06	31,738.79	479.27

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

B. LOCAL EXPENDITURES ONLY METHOD

	Projected Exps.	Comparison Year	Difference
	FY 2022-23	FY 2021-22	
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
a. Expenditures paid from local sources	59,369,237.00	43,960,469.79	
Add/Less: Adjustments required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		43,960,469.79	
Less: Exempt reduction(s) from SECTION 1		464,716.44	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	59,369,237.00	43,495,753.35	15,873,483.65

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE eligibility requirement is met based on the local expenditures.

	Projected Exps.	Comparison Year	Difference
	FY 2022-23	FY 2021-22	
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
a. Expenditures paid from local sources	59,369,237.00	43,960,469.79	

Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
LEA Maintenance of Effort Calculation (LMC-I)

SELPA:

Foothill (DJ)

Add/Less: Adjustments required for MOE calculation

Comparison year's expenditures, adjusted for MOE calculation

Less: Exempt reduction(s) from SECTION 1

Less: 50% reduction from SECTION 2

Net expenditures paid from local sources

b. Special education unduplicated pupil count

c. Per capita local expenditures (B2a/B2b)

		43,960,469.79	
		464,716.44	
		0.00	
	59,369,237.00	43,495,753.35	
	2,637.00	2,637.00	
	22,513.93	16,494.41	6,019.52

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

Amounts must be entered in Column B for both sections 3.A and 3.B; if no costs, enter 0.

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Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
2022-23 Projected Expenditures by SELPA (SP-I)

SELPA: Foothill (DJ)

Object Code	Description	Glendale Unified (DJ00)	Burbank Unified (DJ01)	La Canada Unified (DJ02)	Adjustments*	Total
<b>TOTAL PROJECTED EXPENDITURES - All Sources</b>						
1000-1999	Certificated Salaries	21,143,657.00				21,143,657.00
2000-2999	Classified Salaries	14,104,617.00				14,104,617.00
3000-3999	Employee Benefits	17,924,158.00				17,924,158.00
4000-4999	Books and Supplies	481,812.00				481,812.00
5000-5999	Services and Other Operating Expenditures	35,825,115.00				35,825,115.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	20,940.00				20,940.00
7130	State Special Schools					0.00
7430-7439	Debt Service					0.00
	Total Direct Costs	89,500,299.00	0.00	0.00	0.00	89,500,299.00
7310	Transfers of Indirect Costs	41,561.00				41,561.00
7350	Transfers of Indirect Costs - Interfund					0.00
	Total Indirect Costs	41,561.00	0.00	0.00	0.00	41,561.00
	<b>TOTAL COSTS</b>	<b>89,541,860.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>89,541,860.00</b>
<b>PROJECTED EXPENDITURES - State and Local Sources</b>						
1000-1999	Certificated Salaries	20,554,061.00				20,554,061.00
2000-2999	Classified Salaries	12,099,142.00				12,099,142.00
3000-3999	Employee Benefits	16,248,940.00				16,248,940.00
4000-4999	Books and Supplies	470,537.00				470,537.00
5000-5999	Services and Other Operating Expenditures	35,539,975.00				35,539,975.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	20,940.00				20,940.00
7130	State Special Schools					0.00
7430-7439	Debt Service					0.00
	Total Direct Costs	84,933,595.00	0.00	0.00	0.00	84,933,595.00
7310	Transfers of Indirect Costs	25,436.00				25,436.00
7350	Transfers of Indirect Costs - Interfund					0.00
	Total Indirect Costs	25,436.00	0.00	0.00	0.00	25,436.00
	<b>TOTAL BEFORE OBJECT 8980</b>	<b>84,959,031.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>84,959,031.00</b>

Second Interim  
Special Education Maintenance of Effort  
2022-23 Projected Expenditures vs. Actual Comparison Year  
2022-23 Projected Expenditures by SELPA (SP-I)

SELPA: Foothill (DJ)

Object Code	Description	Glendale Unified (DJ00)	Burbank Unified (DJ01)	La Canada Unified (DJ02)	Adjustments*	Total
8980	Contributions from Unrestricted Revenues to Federal Resources	0.00				0.00
	TOTAL COSTS	84,959,031.00	0.00	0.00	0.00	84,959,031.00
<b>PROJECTED EXPENDITURES - Local Sources</b>						
1000-1999	Certificated Salaries	711,459.00				711,459.00
2000-2999	Classified Salaries	4,660,047.00				4,660,047.00
3000-3999	Employee Benefits	3,198,256.00				3,198,256.00
4000-4999	Books and Supplies	31,467.00				31,467.00
5000-5999	Services and Other Operating Expenditures	5,461,314.00				5,461,314.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	2,000.00				2,000.00
7130	State Special Schools					0.00
7430-7439	Debt Service					0.00
	Total Direct Costs	14,064,543.00	0.00	0.00	0.00	14,064,543.00
7310	Transfers of Indirect Costs	5,681.00				5,681.00
7350	Transfers of Indirect Costs - Interfund					0.00
	Total Indirect Costs	5,681.00	0.00	0.00	0.00	5,681.00
	TOTAL BEFORE OBJECT 8980	14,070,224.00	0.00	0.00	0.00	14,070,224.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From PROJECTED EXPENDITURES - State and Local Sources section)	0.00	0.00	0.00		0.00
8980	Contributions from Unrestricted Revenues to State Resources	45,299,013.00				45,299,013.00
	TOTAL COSTS	59,369,237.00	0.00	0.00	0.00	59,369,237.00
<b>UNDUPLICATED PUPIL COUNT</b>		2,637.00				2,637.00

\* Attach an additional sheet with explanations of any amounts in the Adjustments column.

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer

PREPARED BY: Frank Schlueter, Director, Educational Technology & Information Services

SUBJECT: **Authorize GUSD to Subscribe to Cybersecurity Managed Support Services from Hexalytics Global Services**

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The Superintendent recommends that the Board of Education authorize the District subscribe to Cybersecurity Managed Support Services from Hexalytics Global Services in the amount of \$96,496 paid from General fund.

ETIS has been working with Hexalytics Global Services to evaluate GUSD's cybersecurity posture and to create cybersecurity related policies and procedures. Hexalytics has recently completed the gap analysis and risk assessment and working with ETIS to document the existing practices and augmenting its environment with additional advanced tools to reduce cybersecurity risks.

Hexalytics has been assisting ETIS in documenting cybersecurity policies and procedures. In light of recent cyberattacks on neighboring school districts, it is recommended to increase monitoring efforts to protect GUSD data. Hexalytics has the ability to provide the additional monitoring services while we continue to formalize our cybersecurity related documentation and make recommendation on long term cybersecurity solutions. Managed Cybersecurity Services offering blends the operational aspect of security monitoring with in-depth analysis to effectively identify and mitigate known and unknown threats as well as secure your information assets 24/7.

It is recommended to authorize subscribing to Hexalytics' Cybersecurity Managed Support Services for one year, from March 8, 2023 to March 7, 2024 for a total amount not to exceed \$96,496.

***TO SUPPORT 2022-23 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 2022-23 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**  
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 Hexalytics, Inc., 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 March 8, 2023 and will diligently perform as required and complete performance by March 7, 2024

2. **Scope of Services**

24/7 Cybersecurity Managed Services

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

3. **Compensation**

District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement as set forth 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: \$96,496.00, paid monthly in equal payment.

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 District'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.

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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: Santhasundari Rajiv

**Contractor:**

Hexalytics, Inc.  
405 State Highway 121 Bypass  
Suite A252  
Lewisville, TX 75067

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)
- Governor Executive Order N-6-22 (Attached as Exhibit F)

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: Hexalytics, Inc.

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

\_\_\_\_\_ Title

Dated: \_\_\_\_\_, 20<sup>23</sup>

\_\_\_\_\_ Print Name

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

\_\_\_\_\_ Title

Dated: \_\_\_\_\_, 20<sup>23</sup>

\_\_\_\_\_ Print Name

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

**Information regarding Contractor:**

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

Employer Identification Number: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: \_\_\_\_\_
- 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

**Santhasundari Rajiv**  
\_\_\_\_\_  
Print Name

**Chief Financial Officer**  
\_\_\_\_\_  
Title

Dated: \_\_\_\_\_, 20<sup>23</sup>

**ADDENDUM A**

**SCOPE OF WORK**

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

SIEM (Security Information & Event Monitoring) Support

24/7 real-time monitoring, escalation, and support services.



**ADDENDUM B**

**“Cost Proposal”**

Total cost for services is \$96,496 for one year, to be paid in monthly payments of \$8,041.33

**EXHIBIT “A”**

**WORKERS’ COMPENSATION CERTIFICATION**

California Labor Code Section 3700 in relevant part provides:

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

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

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

Date: \_\_\_\_\_

Name of Contractor: \_\_\_\_\_

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

Print Name and Title: \_\_\_\_\_

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

**EXHIBIT “B”**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

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

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

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

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

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

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

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

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

Date: \_\_\_\_\_

Name of Contractor or Company: \_\_\_\_\_

Representative’s Name and Title: \_\_\_\_\_

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

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

The undersigned declares:

I am the \_\_\_\_\_ of \_\_\_\_\_, 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 \_\_\_\_\_ [date], at \_\_\_\_\_ [city], \_\_\_\_\_ [state].

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

**EXHIBIT “D”**  
**TUBERCULOSIS CLEARANCE**

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

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

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

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

- The Contractor has complied with the tuberculosis requirements of Education Code Section 49406 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 Contractor has verified that none of those employees have active tuberculosis. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or
- Contractor’s Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: \_\_\_\_\_

Name of Contractor: \_\_\_\_\_

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

Print Name and Title: \_\_\_\_\_

**EXHIBIT “E”**

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

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

I am a representative of the \_\_\_\_\_ (“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: \_\_\_\_\_

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

Print Name and Title: \_\_\_\_\_

Date: \_\_\_\_\_

**EXHIBIT “F”**

**GOVERNOR EXECUTIVE ORDER N-6-22**

On March 4, 2022, California Governor Newsom issued Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order (<https://www.gov.ca.gov/wp-content/uploads/2022/03/3.4.22-Russia-Ukraine-Executive-Order.pdf>; “State Order”).

Your Firm, if it enters into a contract with the District, must comply with the economic sanctions imposed in response to Russia’s actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>).

As part of this procurement, **if the contract value of this procurement is \$5 million or more**, please include in your Response the following:

(1) a statement that your Firm is in compliance with the required economic sanctions of the Federal and State Orders;

(2) the steps your Firm has taken in response to Russia's actions in Ukraine, including, but not limited to, desisting from making new investments in, or engaging in financial transactions with, Russian entities, not transferring technology to Russia or Russian entities, and directly providing support to the government and people of Ukraine.

Name of Contractor: \_\_\_\_\_

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

Print Name and Title: \_\_\_\_\_

Date: \_\_\_\_\_



**DEBARMENT AND SUSPENSION CERTIFICATION FORM**  
**(Executive Order 12549 and 12689)**

The Contractor certifies that neither the Contractor’s firm or any owner, partner, director, officer, principal of the Contractor, or any person in a position with any responsibility for the administration of federal funds:

- Is presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any Federal or State department/agency;
- Has within a three (3) year period preceding this certification been convicted of or had a civil judgment rendered against it for: commission of fraud or criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction or contract (Federal, State, or Local); violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or Local) with commission of any of the offenses enumerated in the paragraph above; or
- Has within a three (3) year period preceding this certification had one or more public transactions or contracts (federal, State, or Local) terminated for cause or default.

The Contractor further certifies that it shall not knowingly enter into any transaction with any subcontractor, material supplier, or vendor who is debarred, suspended, declared ineligible, or voluntarily excluded from covered transaction by any Federal or State department/agency.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_

By \_\_\_\_\_  
Authorized Signature for Contractor

\_\_\_\_\_  
Printed Name and Title

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 4

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer  
SUBJECT: **Approval of the Proposed GUSD Transportation Plan**

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The Superintendent recommends that the Board of Education approve the proposed GUSD Transportation Plan.

Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) and amended by AB 185 (Chapter 571, Statutes of 2022). It provides reimbursement funding for school districts and county offices of education (COEs) based on the prior year eligible transportation expenditures and prior year Local Control Funding Formula (LCFF) transportation related add-on funding.

Per Education Code 41850.1, commencing with 2022-23 fiscal year and for each fiscal year thereafter, California Department of Education (CDE) will apportion to each school district that provides pupil transportation services, an allowance equal to 60% of the transportation expenditures reported by the District for the prior year. Per Education Code 398001, as a condition of receiving apportionments for Transportation Services, the District must develop a plan describing the transportation services provided.

Staff is recommending the adoption of the proposed Transportation Plan in order to meet Education Code requirements and be eligible to receive reimbursement for transportation costs from CDE.

***TO SUPPORT 2022-23 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 2022-23 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

## Transportation Services Plan 2022-23 & 2023-24

Per Education Code (EC) Section 39800.1, as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before **APRIL 1, 2023** in an open meeting with the opportunity for in-person and remote public comment. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

**Overview:** The Glendale Unified School District Transportation Plan incorporates existing Board Policies (BP) and Administrative Regulations (AR) governing pupil transportation support services, as well as augmented descriptions of available services for the current school year. Transportation services shall be provided for students of the district according to policies adopted by the Governing Board, district Administrative Procedures, and in accordance with Titles V, VIII, and XIII of the California Administrative Code, the Vehicle Code, and the Education Code. (BP 3540)

The Board of Education desires, when required, to provide for the safe and efficient transportation of students to and from school as necessary to ensure access to the educational program, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801).

In contracting for transportation services, the district shall comply with all applicable laws

*1. Enter description of your district's plan of the transportation services it will offer to pupils, and how it will prioritize transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income.*

Description for 2022-23 & 2023-24: Transportation for elementary students is provided via four modes. Small buses for students with special needs. Individual transportation for students with special needs and for younger children as needed. Large buses for field trips and for Clark Magnet High School. Bus passes with Glendale Beeline and LA Metro for families of all unduplicated students upon request. There is no cost to families for these services.

*2. Enter description of your district's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.*

Description for 2022-23 and 2023-24:

Transportation is provided for students with special needs who need home-to-school transportation in order to access their education which is noted in the student's IEP. Most students are accommodated with small school buses, however there are students who need transportation individually and are accommodated by a company that provides automobiles. There is no cost to these families.

Bus passes are made available for students to use to/from middle and high school. These passes are distributed directly from the middle and high school sites and from the District's Student Wellness Services department who provide services for students who are low income, students in foster care and students who are homeless. Families of elementary age children can also request transportation support as needed. There is no cost for the bus passes for these students and students who are in foster care or are homeless can receive bus transportation to/from their school of choice as needed. In special circumstances for very young children or students who need to travel longer distances, GUSD will contract with a company that provides individual transportation options for students.

*3. Enter description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.*

Description for 2022-23 & 2023-24:

Clark Magnet High School is a large, Title I school with 52.8% students qualifying for free and reduced meals. Bus transportation to/from the school is provided at no cost for those students who are low income, in foster care, or are homeless. Transportation is provided to ensure access for students who are low income or who do not have personal access to transportation. Bus passes are made available for students to use to/from middle and high school. These passes are distributed directly from the middle and high school site Counseling Offices and from the District's Student Wellness Services department who provide services for unduplicated students who are low income, students in foster care and students who are homeless and for English learners. There is no cost for the bus passes for these students.

*4. Your plan must be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders. Enter description of your plan consultation with those parties.*

Description for 2022-23 & 2023-24:

GUSD's transportation services are included in the Local Control Accountability Plan (LCAP). Funds have been identified for the expense of transporting students with special needs, providing bus passes for unduplicated students, and for transportation to/from Clark Magnet High School. The LCAP is developed collaboratively with input from certificated and classified staff, administrators, students, parents/guardians and community members. Multiple LCAP meetings are held throughout the year, recorded and distributed will opportunities for staff, parents/guardians and community partners to provide input at any point in the plan development process using Thought Exchange. Two Board of Educaiton meetings are dedicated to student voice panels in which high school students who represent the diversity of each school are given the opportunity to share their thoughts on District needs. Staff, students and parents/guardians participate in annual surveys to provide more input on what is working well and what needs additional support. Parents of unduplicated students are provided additional opportunities to share their thoughts through DELAC, Coffees with the Principals, parent institutes, and surveys. The District is also engaged in a Community School planning process at five elementary schools to get more input from parents/guardians on the needs of the portions of the community who live with the highest degrees of poverty. It is with the input from all of these voices that the LCAP is developed and includes needs for transportation for students with special needs, unduplicated students who need support getting to/from school on public transportation, and for unduplicated students who need access to Clark Magnet High School. GUSD meets regularly with the City of Glendale (Glendale BeeLine) and the Los Angeles County Metropolitan Transportation Authority to arrange for bus passes for middle and high school students and unduplicated students including students in foster care and homeless who could benefit from local transportation options. District has shared the plan with CSEA, GTA, AQMD & Local Transportation Authority- LA Metro.

**2022-23 Home-to-School (HTS) Transportation Reimbursement Calculation**

A. Total 2021-22 Transportation Expenses (Function 3600)	\$ 6,076,313
B. Total 2021-22 Capital Outlay (Object 6xxx, Function 3600)	\$ -
C. Total 2021-22 Nonagency Expenditures (Goal 7110, 7150, Function 3600)	\$ -
D. Estimated 60% Reimbursement	\$ 3,645,788
E. Less 2021-22 Transportation Add-on from LCFF (if >0, the Transportation Allowance shall be zero):	\$ 750,405
<b>Total 2022-23 HTS Transportation Reimbursement Calculation (Object 8590, Resource 0000)</b>	<b>\$ 2,895,383</b>

**2022-23 Projected Expenditures and Other Financing Uses**

2000-2999: Classified Salaries	\$ -
3000-3999: Employee Benefits	\$ -
4000-4999: Books and Supplies	\$ -
5000-5999: Services and Other Operating Expenditures	\$ -
6000-6999: Capital Outlay	\$ 6,076,313
7000-7999: Other Outgo	\$ -
<b>Total Expenditures</b>	<b>\$ 6,076,313</b>

**LEA Board Approval Date (must be on or before April 1, 2023):**

**Resources:**

**California Education Code (EC) Section 39800.1:**

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=39800.1.&lawCode=EDC](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=39800.1.&lawCode=EDC)

**California Education Code (EC) Section 41850.1:**

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=41850.1.&lawCode=EDC](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41850.1.&lawCode=EDC)

**Home-to-School Transportation Reimbursement FAQs:**

<https://www.cde.ca.gov/ls/tn/tr/#TransportationServicePlan>

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Barbara Howard, Director, Procurement & Contract Services  
Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval List of Prequalified Contractors from which Request for Proposals on Lease-Leaseback Projects May be Solicited**

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The Superintendent recommends that the Board of Education approve the list of Prequalified Contractors from which Request for Proposals on Lease-Leaseback projects may be solicited over the next two (2) years.

On November 15, 2022 the Board of Education approved Resolution No. 14 for Contractor Prequalification and Guidelines regarding Best Value Evaluation of Contractors for Lease-Leaseback Projects. In accordance with established procedures, Procurement & Contract Services solicited a Request for Qualification for the submission of Prequalification Questionnaire and Statement of Qualifications from qualified contractors to perform services for projects pursuant to a Lease-Leaseback structure.

On January 26, 2023, the District received five (5) responses from contractors to the Prequalification Questionnaire. On February 10, 2023, the District received five (5) responses from Contractors to State of Qualifications. After scoring, all five (5) contractors who submitted a response met the minimum points required for approval, as listed below:

- Balfour Beatty Construction, LLC
- Erickson-Hall Construction
- Pinner Construction Col, Inc.
- Blach Construction
- The Nazerian Group

Staff is recommending the approval of the above-listed prequalified contractors from which request for proposals on Lease-Leaseback projects may be solicited over the next two (2) years.

*TO SUPPORT 2022-2023 BOARD PRIORITY NO. 2: Create a Culture of Learning – Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities.*

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Barbara Howard, Director, Procurement & Contract Services  
Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval to Use the Sourcewell Contract 010521-LTS for the Purchase and Installation of Playground Equipment, Fall Zone Material and Shade from PlayPower LT Farmington, Inc. at Dunsmore Elementary School**

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The Superintendent recommends that the Board of Education approve the purchase and installation of playground equipment, fall zone material and shade with PlayPower LT Farmington, Inc. by using the Sourcewell Contract No. 010521 LT, Inc. for Dunsmore Elementary School in the amount of \$289,081.51.

Pursuant to California Public Contract Code 10298, a school district or public agency can use a cooperative purchasing agreement for the purchase and installation of equipment without further competitive bidding if it is in the district's best interest. Glendale Unified School District is a member of Sourcewell (formerly National Joint Powers Alliance, NJPA) which is a national cooperative purchasing group. Sourcewell awarded the contract for the purchase and installation of Little Tikes Commercial Play Systems and SofSurfaces Premium Tile fall zone material to PlayPower LT Farmington, Inc.

Staff is recommending the approval to use the Sourcewell contract #010521-LTS awarded to PlayPower LT Farmington, Inc. for the purchase and installation of new Little Tikes Commercial Play Systems and SofSurfaces Premium Tile fall zone material. PlayPower LT Farmington, Inc. uses only certified, factory-trained installers for the installation of this playground equipment and fall zone material, which will insure student safety and warranty of this equipment.

The total amount for purchase and installation at Dunsmore Elementary School is \$298,081.51. This will be funded by Measure S – Summer Projects funds.

*TO SUPPORT 2022-2023 BOARD PRIORITY NO. 2: Create a Culture of Learning – Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities.*



GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Lena Kortoshian, Director, Teaching and Learning

PREPARED BY: Rebecca Mieliwocki, Coordinator, Teaching and Learning

SUBJECT: **Approval for the Adoption of Physical Education Curricula for Elementary Schools**

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The Superintendent recommends that the Board of Education approve the adoption of Physical Education curricula (Push Play PE and SPARK PE/Gopher Sport Equipment) for elementary schools.

**Overview**

In the fall of 2022, the office of Teaching and Learning formally began the Curriculum Review and Adoption process for Elementary Physical Education (PE). GUSD has not adopted a district-wide Physical Arts curriculum for elementary age students for many years. At elementary schools, TK-3 teachers are responsible for teaching PE as part of their instructional day. For upper elementary grades 4-6, nine PE teachers rotate to all school sites and provide separate PE instruction to students through an instructional pullout model. The Teaching and Learning team agreed to explore a variety of available curricula and prepare a review process for interested teachers so that a district-wide PE program can be adopted for the 2023-2024 school year.

**Curriculum Review Process**

On September 30, 2022, Dr. Chris Coulter, Rebecca Mieliwocki, Danielle Fox, Karla Hansen Bringas, and Jessica Bennett met and drafted a timeline for the process; reviewed the California Department of Education’s Physical Education Model Content Standards for California Public Schools, as well as, the National Grade Level Outcomes for K-12 Physical Education; created a timeline for the review and adoption process; and identified the need for a curriculum review rubric that would appropriately address curriculum with a digital delivery platform as well as equipment resource needs. It was also discussed that the grade bands have distinct and different needs, and that one curriculum may not be suitable for all grade levels or teaching contexts.

During the week of October 24-28, 2022, the Teaching and Learning Team, along with Mr. Mark Rubio, Coordinator of Athletics and Physical Education, created a survey soliciting teachers to sit on the Curriculum Review Committee and help make a recommendation at the close of the process. The team also crafted an evaluation rubric that took into consideration the needs of the two key groups of users: TK-3 teachers who provide PE instruction to their own students, and the grades 4-6 PE teachers who travel to multiple sites. The survey went out to District elementary teachers on Friday, October 28, 2022. From the responses, two distinct review teams were created. Dates were set for the Curriculum Review, invitations were sent out to 10 teachers for each group from a variety of grades, regions, and experience levels. The evaluation rubric was edited and finalized for use by this team.

During the week of November 1-5, 2022, Elementary Specialists and Rebecca Mieliwocki, Coordinator, Teaching and Learning, gathered information and materials from four different publishers and content providers for the TK-3 team and the PE teacher team for grades 4-6 to review and evaluate. RSVPs from teachers were collected, substitutes assigned, and locations determined for the review day for each team.

On November 15, 2022, eight lower grade elementary teacher, and two upper elementary PE teachers gathered at Valley View Elementary School to review different curricula including OPEN (Online Physical Education Network), Push Play PE, Spark/Gopher PE, and Catch. Teachers that participated were Paige Castren, Julia Spain, Jodi Fitzgibbons, Christine Dashdemerians, Melissa Bush, Mayra Juarez, Ani Gregorian, Anders Zimmerman, Amanda Dyer, and Luis Sandoval. In teams of two, teachers were able to examine printed materials, digital platforms, resources, scope and sequencing, professional learning videos and equipment options. They were able to compare each program against the national and state standards and assess the strength of the programs on a variety of important criteria. Using the rubric, the review committee determined that the Push Play PE program met the standards of the rubric best.

On December 1, 2022, nine Upper Elementary PE teachers gathered at the District Office Board Room to participate in the same review activities as the TK-3 teachers did on November 15. They examined the same four curricula: OPEN (Online Physical Education Network), Push Play PE, Spark/Gopher PD, and Catch. Teachers that participated were Amanda Dyer, Luis Sandoval, Roger Sondergaard, Ricky Mulcahey, Derek Forbes, Isias Vallejo, James Jenks, Joshua Yang, and Lance Cox. Teachers were able to examine printed materials, digital platforms, resources, scope and sequencing, professional learning videos and equipment options. They were able to compare each program against the national and state standards and assess the strength of the programs on a variety of important criteria.

Using the rubric, this review team determined that Spark PD best met the requirements of the rubric and their unique teaching context.

The Push Play PE program for grades TK-3 consists of:

- Site online license for fully streamable standards-based Virtual PE lessons for all TK-3 teachers and ELO staff.
- All lessons are easy to stream, easy to use, and easy to modify for independent learners or learners with differing capacities.
- How-to guides offered for each activity and unit of study.
- 350 modern, standards-based web videos featuring credentialed PE teachers and coaches, useful motion graphics, and dynamic presenters.
- Ready-made pacing plans, units of instruction, lesson plans, formative and summative assessments.
- Yard Rules Social Emotional Learning Video Series.
- Independent Study Platform included at no additional cost.
- Inclement weather options for indoor PE.
- After-School ELO authorized.
- Professional Development videos and unlimited zoom and chat support.

The Team recommends Push Play PE for adoption in the 2023-24 school year for the primary teachers (TK-3) because of its ease of use, elegant user interface, visual modeling and sport demonstrations, and ability to modify the activities for learner differences. The program is fully aligned to state and national physical education standards and meets the needs of our primary educators.

The Spark PE program for grades 4-6 consists of:

- A coordinated package of research and standards-based curriculum, interactive teacher training, content-matched equipment sets, and extensive follow-up support/consultation.
- Each kit contains 23 Print and 10 Digital Instructional Units aligned to California and National Physical Education Standards.
- 300+ Lesson Plans featuring easy to learn, easy to teach activities that focus on moderate to vigorous physical activity and include Social Emotional Learning Connections, Problem Solving Skill Building, and Home Plays to encourage physical activity through play based activities after school and at home.
- Each lesson has learning objectives, teaching cues, SEL competencies, reflection questions, vocabulary, literacy skill building, and outcome trackers.
- Skill tasks, action cards, assessment library, and demonstration videos.
- SPARK Curriculum Manual
- SPARKfolio

- Full Access to SPARK online resources, digital tools, and the SPARK phone app.
- Music CD with songs and callouts.
- A commitment to free lifetime support via 24/7 customer service hotlines, email and web based video conferences on demand, and the availability of multiple models for professional learning such as on site or zoom training for teacher implementation of the curriculum.
- High quality equipment packages to support the use of the SPARK Curriculum through GOPHER Sport-a SPARK owned affiliate provider.

The Team recommends SPARK/Gopher Equipment for adoption in the 2023-24 school year for the upper elementary PE teachers (grades 4-6) because of its evidence-based depth and breadth of content for teachers, abundance of resources for use indoors and outdoors, its high level of interest and engagement by upper elementary students, and alignment to State and National Physical Education Standards as well as Social Emotional Learning competencies. The program is designed to offer all students comprehensive access to a strong series of physical education lessons that will build lifelong health, mobility, and wellness in GUSD students.

#### **Cost of Instructional Materials and Professional Development**

The total cost of Push Play PE Curriculum and equipment bundles for grades TK-3 for all elementary schools and students is \$157,000 including tax. Unlimited Zoom training and support is available for all teachers during the 8-year length of the adoption. One full day of release time for teacher implementation training will be provided to 324 TK-3 teachers and paid out of Educator Effectiveness Grant Money. The cost for teacher training amounts to \$65,000.

The total cost of SPARK PE/Gopher Sport Equipment for grades 4-6 for all elementary schools and students is \$72,000 including tax. Professional learning for PE teachers includes live 24/7 chat as well as one release day for implementation training for nine teachers and will cost an additional \$6,000.

The combined total cost for the Elementary PE Adoption is \$300,000.

#### **Recommendation**

Staff recommends that Push Play PE and SPARK PE/Gopher Sport Equipment be adopted as the Elementary Physical Education Curricula in the 2023-2024 school year.

***TO SUPPORT 2022-23 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 2022-23 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 2022-23 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.***

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2022

ACTION REPORT NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Approval of Additional Services Agreement Between Glendale Unified School District and SPG Therapy & Education**

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The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and SPG Therapy & Education in an amount not to exceed \$120,000 for providing contracted speech therapists to meet the needs of students for the remainder of the 2022-2023 school year.

SPG Therapy & Education is an agency that provides speech/language pathologists and speech/language pathology assistants. At its meeting of July 12, 2022, the Board of Education approved a contract with SPG Therapy & Education in the amount of \$150,000. Due to the increased staffing demand, it is estimated that an additional \$120,000 will be needed to cover services for the remainder of the 2022-2023 school year.

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

***TO SUPPORT 2022-23 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 2022-23 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  
Action Report No. 8  
March 7, 2023  
Page 2

***TO SUPPORT 2022-23 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.***

# 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 SPG Therapy & Education, 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 February 1, 2023 and will diligently perform as required and complete performance by June 30, 2023

2. **Scope of Services**

Provides speech services to Special Education students.

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 as set forth 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: One hundred twenty thousand (\$ 120,000).

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 District's or Client's possession without restriction as to use or disclosure before its receipt from the other Party; 3) is received from, or was made available to, a third Party without any obligation of confidentiality; 4) was independently developed; 5) is otherwise permitted to be disclosed under this Agreement; 6) is disclosed with the prior written consent of the disclosing Party; or 7) is required to be disclosed in any civil or criminal legal proceeding, regulatory proceeding or any similar process, however, the Party required to make the disclosure under the law shall give prompt notice of this to the other Party prior to such disclosure so that the other Party may seek an appropriate protective order or give its consent to such disclosure.

14. **Insurance**

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

Type of Coverage	Minimum Requirement
<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: Arik Panossian

**Contractor:**

SPG Therapy & Education  
2021 Ygnacio Valley Road C-103  
Walnut Creek, CA 94598  
Valerie Siino

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)
- Governor Executive Order N-6-22 (Attached as Exhibit F)

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: SPG Therapy & Education

By: *Susan Stark*  
Signature

Susan Stark  
Print Name

President  
Title

Dated: February 24, 2023

By: *Susan Stark*  
Signature

Susan Stark  
Print Name

President  
Title

Dated: February 24, 2023

\*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.:  
94-3290122

Address: 2021 Ygnacio Valley Road C-103  
Walnut Creek, CA 94598

Employer Identification Number:  
94-3290122

Telephone: 510-852-9498 or 925-945-1474 x138

Email: jen.lopez@spgtherapy.com

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

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



**Glendale Unified School District**

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

**Dr. Kelly King**

\_\_\_\_\_  
Print Name

Assistant Superintendent Educational Services  
\_\_\_\_\_  
Title

Dated: \_\_\_\_\_, 20<sup>23</sup>

**ADDENDUM A**

**SCOPE OF WORK**

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

Consultant, as needed, to provide speech, assessments and IEP services to Special Education students.

## **ADDENDUM B**

### **“Cost Proposal”**

Rates: The contract rate for CF SLPs under supervision: \$90/hour for a 7-8 hour day.

The contract rate may increase to \$95/hour for 7-8 hour day for a fully licensed and/or credentialed SLP with more years of clinical and/or school based experience.

**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: 2/24/23

Name of Contractor: SPG Therapy & Education

Signature: *Susan Stark*

Print Name and Title: Susan Stark, President

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

**EXHIBIT “B”**  
**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

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

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

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

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

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

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

- The Contractor, its employees, and subcontractors will have NO CONTACT with pupils.
- The Contractor, its employees, and subcontractors will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds, proximity of work area to pupil areas; whether Contractor or its employees will be working by themselves or with others, and any other factors that substantiate limited contact.) [Education Code section 45125.1 (c)]
- The Contractor, its employees, and subcontractors will have more than LIMITED CONTACT with pupils but will assure that ONE (1) OR MORE of the following methods are utilized to ensure pupil safety. [Education Code section 45125.2 (a)]  
**Check all methods to be used:**

- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of the Contractor by an employee of the Contractor who has not been convicted of a serious or violent felony as ascertained by the DOJ. **Contractor MUST attach DOJ Originating Agency Identification Letter and list of all employees that have successfully completed the fingerprinting and criminal background check clearance in accordance with the law (*Fingerprint Certification List*).**

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

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

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

Date: 2/24/23

Name of Contractor or Company: SPG Therapy & Education

Representative’s Name and Title: Susan Stark, President

Signature: *Susan Stark*

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

The undersigned declares:

I am the President of SPG Therapy & Education, 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 2/24/23 [date], at Walnut Creek [city], CA [state].

*Susan Stark*

\_\_\_\_\_  
Signature

Susan Stark

\_\_\_\_\_  
Print Name

**EXHIBIT “D”**  
**TUBERCULOSIS CLEARANCE**

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

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

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

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

The Contractor has complied with the tuberculosis requirements of Education Code Section 49406 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 Contractor has verified that none of those employees have active tuberculosis. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

Contractor’s Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: 2/24/23

Name of Contractor: SPG Therapy & Education

Signature: *Susan Stark*

Print Name and Title: Susan Stark, President



**EXHIBIT “E”**

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

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

I am a representative of the \_\_\_\_\_ (“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: SPG Therapy & Education

Signature: *Susan Stark*

Print Name and Title: Susan Stark, President

Date: 2/24/23

**EXHIBIT “F”**

**GOVERNOR EXECUTIVE ORDER N-6-22**

On March 4, 2022, California Governor Newsom issued Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order (<https://www.gov.ca.gov/wp-content/uploads/2022/03/3.4.22-Russia-Ukraine-Executive-Order.pdf>; “State Order”).

Your Firm, if it enters into a contract with the District, must comply with the economic sanctions imposed in response to Russia’s actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>).

As part of this procurement, **if the contract value of this procurement is \$5 million or more**, please include in your Response the following:

(1) a statement that your Firm is in compliance with the required economic sanctions of the Federal and State Orders;

(2) the steps your Firm has taken in response to Russia's actions in Ukraine, including, but not limited to, desisting from making new investments in, or engaging in financial transactions with, Russian entities, not transferring technology to Russia or Russian entities, and directly providing support to the government and people of Ukraine.

Name of Contractor: SPG Therapy & Education

Signature: *Susan Stark*

Print Name and Title: Susan Stark, President

Date: 2/24/23

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Title 5, Temporary Athletic Team Coach Certification 2022-2023**

The Superintendent recommends that the Board of Education approve the Temporary Athletic Team Coach Certification for the 2022-2023 school year to be submitted to the State Board of Education verifying that the provisions of Title 5, California Code of Regulations, Section 5593 have been met.

It is requested that the Board of Education certify that the Glendale Unified School District has met the conditions set forth in Title 5, Section 5593. Pursuant to Board Policy 4127/4227/4327, any non-certificated employee or volunteer who works with students in a District-sponsored interscholastic athletic program shall, prior to beginning their duties, submit to the Superintendent or designee either an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing or a Department of Justice and Federal Bureau of Investigation criminal background clearance through the District. (Education Code 49024)

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. Each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

***TO SUPPORT 2022-2023 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**  
**TEMPORARY ATHLETIC TEAM COACH CERTIFICATION**

**2022 – 2023**

TO THE STATE BOARD OF EDUCATION

Per Title 5, California Code of Regulations, Section 5594:

The governing board of each local school district shall certify to the State Board of Education that the provisions of Section 5593 have been met.

LOCAL SCHOOL BOARD CERTIFICATION:

I hereby certify that the school district has met the conditions set forth in Title 5, Section 5593.

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President  
Glendale Unified School District  
Board of Education

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Date

Mail signed forms to:

State Board of Education/California Department of Education  
Attn: Temporary Athletic Team Coach Certificates  
Standards Implementation Support Office  
1430 N Street, Suite 4309  
Sacramento, CA 95814

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

ACTION REPORT NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Variable Term Waiver Request Elementary Multiple Subject Program for the 2022-2023 School Year**

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The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for the hiring of Henry J. Lubatti on a waiver permit based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for the needed position of Teacher, Elementary School, Dual Immersion French.

Upon approval of this Variable Term Waiver Request by the California Commission on Teacher Credentialing (CCTC), the District will be permitted to hire a waiver permit teacher for Elementary Multiple Subject Program. Notwithstanding, Glendale Unified School District will hire waiver permit teachers only when qualified, capable, fully certified teachers are unavailable.

This Waiver Request will remain in force until June 30, 2023. Submission of the Waiver request by the local education agency is a prerequisite to the issuance of any waiver permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80120 requires that the request for the waiver be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The waiver will provide the teacher additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment, and staffing allocations for the 2022-2023 school year.

Our continued District priority is to recruit and hire fully credentialed and qualified teachers, but where that may not be possible, this will help ensure that the District has the correct people in each position, and appropriate professional development, time, and support to be successful in their jobs.

***TO SUPPORT 2022-2023 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 2022-2023 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

March 7, 2023

ACTION REPORT NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2022-2023 School Year**

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

Henry J. Lubatti is currently assigned to the position of Teacher, Elementary School, Dual Immersion French. An application will be submitted to the Commission on Teacher Credentialing for the above waiver request. In the meantime, the teacher has been issued a Temporary County Certificate from the Los Angeles County Office of Education to serve in this position. Notwithstanding, Glendale Unified School District will hire waiver permit teachers only when qualified, capable, fully certified teachers are unavailable.

This Waiver Request will remain in force until June 30, 2023. Submission of the Waiver request by the local education agency is a prerequisite to the issuance of any waiver permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80120 requires that the request for the waiver be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The waiver will provide the teacher additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment and staffing allocations for the 2022-2023 school year.

Our continued District Priority is to recruit and hire fully credentialed and qualified teachers, but where that may not be possible, this will help ensure that the District has the correct people in each position, and appropriate professional development, time, and support to be successful in their jobs.

***TO SUPPORT 2022-2023 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 2022-2023 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

March 7, 2023

ACTION REPORT NO. 12

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2022-2023 School Year**

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

David Barrios Garcia is currently assigned to the position of Teacher, Elementary School, Dual Immersion Spanish. An application will be submitted to the Commission on Teacher Credentialing for the above waiver request. In the meantime, the teacher has been issued a Temporary County Certificate from the Los Angeles County Office of Education to serve in this position. Notwithstanding, Glendale Unified School District will hire waiver permit teachers only when qualified, capable, fully certified teachers are unavailable.

This Waiver Request will remain in force until June 30, 2023. Submission of the Waiver request by the local education agency is a prerequisite to the issuance of any waiver permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80120 requires that the request for the waiver be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The waiver will provide the teacher additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment and staffing allocations for the 2022-2023 school year.

Our continued District Priority is to recruit and hire fully credentialed and qualified teachers, but where that may not be possible, this will help ensure that the District has the correct people in each position, and appropriate professional development, time, and support to be successful in their jobs.

***TO SUPPORT 2022-2023 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 2022-2023 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

March 7, 2023

ACTION REPORT NO. 13

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Appointment of Angelica Reyes to the Personnel Commission as  
the CSEA Appointee**

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The Superintendent recommends the Board of Education approve the appointment of Angelica Reyes to the District Personnel Commission as the CSEA appointee for a new term beginning March 27, 2023 through November 30, 2025.

The Personnel Commission is a non-partisan public body responsible for the administration of a “merit system” for the selection, retention, and promotion of classified (non-teaching) employees in the Glendale Unified School District. The Commission is composed of three members – one member appointed by the Board of Education, one member nominated by the classified employees (CSEA) and appointed by the Board, and the third member appointed by the other two members (Board of Education and CSEA). Commissioners are appointed for three-year terms, with the term of one member expiring each year.

***TO SUPPORT 2022-2023 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

March 7, 2023

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 21, 2023

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

**BOARD OF EDUCATION MEETING NO. 14**  
**UNADOPTED MINUTES**  
**REGULAR MEETING, February 21, 2023**

**CALL TO ORDER AND ROLL CALL**

The regular meeting of the Glendale Unified School District Board of Education was called to order by Nayiri Nahabedian, President of the Board of Education, at 5:01 p.m., on Tuesday, February 21, 2023, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Kathleen Cross, Jennifer Freemon, Ingrid Gunnell, Shant Sahakian and Nayiri Nahabedian. Student Board Member Melinda Khechumyan was also present.

The following administrators were present: Dr. Vivian Ekchian, Mr. David Greco, Dr. Kelly King, Ms. Santha Rajiv, and Dr. Darneika Watson.

**PLEDGE OF ALLEGIANCE**

Edric Sarkissian, a 6th grade student at Lincoln Elementary School, led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

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

**APPROVAL OF AGENDA ORDER**

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

**ACKNOWLEDGEMENTS**

1. GUSD Students Earn a Place on the All Southern California Honor Ensembles

The Board of Education recognized students from Dunsmore, Jefferson, Lincoln, Monte Vista, Mountain Avenue, Valley View and Verdugo Woodlands Elementary, Rosemont Middle, and Crescenta Valley High Schools who have earned a place on one of the five possible honor ensembles sponsored by the Southern California School Band & Orchestra Association (SCSBOA).

ACKNOWLEDGEMENTS (Continued)

2. GUSD Students Earn a Place on the All State Honor Ensembles

The Board of Education recognized students from Rosemont Middle and Crescenta Valley High Schools who earned a place on the All State Honor Ensembles sponsored by the California Music Education Association (CASMEC).

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.

STUDENT BOARD MEMBER REPORT

Student Board Member Melinda Khechumyan reported on the Middle School Leadership Conference hosted by the Student Advisory Council (SAC). Topics included civic engagement, teamwork and communication, and school spirit and leadership. The SAC is now planning for the Student Voice Panel.

PUBLIC COMMUNICATIONS

1. Samuel Sherwood, student, spoke about access to an allergy safe meal for food insecure kids in GUSD. This project started as a Bar Mitzvah project. He has dangerous food allergies. We have made some progress in GUSD, but he thinks we could do more. The Zacky Bill made it so that CDE has created a website that provides information about getting a safe meal for kids with allergies. This information should be shared widely. Add this information to the school packet and put posters in the school cafeterias and the school nurse's office alerting kids that allergy friendly meals are available.
2. Chris Davis, GTA president, spoke about revisions to Board Policy 6144. Revisions were needed when two of our teachers were attacked in this board room for teaching subjects that our students and community sometimes find challenging. This is a much approved policy and he commends the district for including GTA in the discussion. What you see tonight is a reflection of being heard. This board policy is much better than before. Our teachers also hope you hear them and reach a fair settlement.
3. Emily Rogers, teacher, spoke about negotiations. The Glendale community has spoken numerous times to settle with their teachers with no strings attached.

PUBLIC COMMUNICATIONS (Continued)

4. Andrea Reuter, teacher, spoke about negotiations. She asked her members to join her in asking the district to respect their teachers.
5. Susan Jakerl, parent, asked that everyone in the board room clap for two minutes. Our teachers have been waiting for a fair contract. Fair settlement now; no strings attached.
6. Daniel Venier, teacher, spoke about negotiations. There was a time when teacher's input was valued and respect by the district. The reason they are here is because teachers continue to be ignored. They will be here again until they are heard loud and clear. Good school leaders respect their teachers.
7. Lynn Allred, teacher at Covina Valley Unified, said on November 30 their district was all over the news for the same reasons this district is going through. For the past two years, the teachers have been disrespected. Your board meetings have been filled with teachers and parents trying to make things right for your teacher. Like her district, everything said in this board room seem to have fallen on deaf ears. We will fight to make things right.
8. Cindy Caddel, teacher, said her members will be silent no more.
9. Chulee Techopichetwongsa, parent, spoke about negotiations and the difficulty of balancing more for teachers without cutbacks to students. Her child's fourth grade teachers had provided a wish list for supplies. Teachers are only getting \$300 for their students. Class sizes should be a contract item. FLAG classes should be smaller. There are no teacher's aides and no merit raises. Where is the money really going? Board members are elected. It is pretty clear what the parents and community wants. It is time to listen.
10. John Andrew, teacher, spoke about hate speech. He is a parent of two black students and does not want his children to experience the full GUSD racial experience. Bias is a systemic problem in Glendale. We have to find a way to track incidents and to follow through. He wants to look at parent engagement. He recommends the book, *Equitable by Design*, as a starting point. GUSD needs to adopt a comprehensive anti-bias team. He recommends ADL's "No place for hate" program for educators to address hate speech. He recommends that we stop using conflict resolution and peer mediation for hate speech incidents. It does not work. He is willing to help in anyway.
11. Telly Tse, parent, said he wanted to be here to show the teachers that he and the community supports them. He is also here to support our students who have been victimized and bullied. We will work together to reach a fair contract.

CLOSED SESSION

The Board recessed to closed session at 6:10 p.m. to discuss the following:

1. Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957
2. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957
3. 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
4. Conference with Legal Counsel-Existing litigation pursuant to Government Code Section §54956.9 (d)(1)  
Case No. LASC19STCV42371

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 8:17 p.m.

REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

SUPERINTENDENT'S UPDATE

1. K-12 Coding Pathway from Cerritos to Roosevelt to Glendale High School
2. Diversity, Equity and Inclusion

INFORMATION

1. Proposed Revisions to Board Policy 5145.9 - Hate-Speech and Hate-Motivated Behavior
2. Proposed Revisions to Board Policy 6144 - Controversial Issues
3. Proposed Adoption of Physical Education Curricula for Elementary Schools
4. Proposed New Course of Study Outline for Use in High Schools in the Area of Mathematics
5. Proposed Basic Textbooks for Use in Elementary Schools in the Area of Dual Language Immersion for French Instruction



INFORMATION REPORTS (Continued)

6. Title I, Part A Comparability
7. Acknowledgements of Service

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

ACTION REPORTS

1. Adoption of District Proposal to California School Employees Association

It was moved by Ms. Freemon and seconded by Ms. Cross to postponed Action Report No. 1 to the February 21 Board meeting. Motion approved by the following vote: AYES—Cross, Freemon, Gunnell, Sahakian, and Nahabedian.

2. Amendment to Agreement with CliftonLarsonAllen (CLA) for Audit Services Approved June 18, 2019

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

3. Award of Bid No. 239-22/23 for Outdoor Learning Area Project at Lincoln Elementary School

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

4. Approval of Change Order No. 2 to Bid No. 208-20/21 with Monet Construction, Inc. for the Clark Magnet High School New CTE Building Project

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

5. Approval of Change Order No. 3 to Bid No. 207-20/21 with ARC Construction, Inc. for the Verdugo Woodlands Elementary School Bridge Project, and Notice of Completion

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

MINUTES: February 21, 2023 – Regular Board Meeting

ACTION REPORTS (Continued)

6. Approval of Grant Physical Education Exemptions to High School Students

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

7. Acceptance of the Refugee School Impact (RSI) Funding

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

CONSENT CALENDAR

1. Minutes

a. Regular Meeting No. 13, February 7, 2023

2. Certificated Personnel Report No. 10

3. Classified Personnel Report No. 10

4. Warrants totaling \$18,795,271.70 for January 1, 2023 through February 13, 2023

5. Purchase Orders totaling \$4,268,295.45 for the period of January 23, 2023 through February 10, 2023

6. Appropriation Transfer and Budget Revision Report

7. Acceptance of Gifts

8. Amendment to Service Agreement with MedImpact

9. Approval of Notice of Completion for Bid No. 217-21/22 with Chalmers Construction Services, Inc. for Building Foundation and Site Work Project at Glenoaks Elementary School

10. Adoption of BuyBoard Piggybackable Contract No. 665-22 for the Purchase of Equipment, Materials, Labor, Services, and Supplies

11. Approval of Revisions to Board Policies Relating to Philosophy, Goals, Objectives and Comprehensive Plans; Business and Noninstructional Operations; and Students

12. Approval of Services Agreement between Glendale Unified School District and Inspired Life School Assemblies

CONSENT CALENDAR (Continued)

13. Approval of Services Agreement between Glendale Unified School District and Outreach Concern, Inc.
14. Affiliation Agreement with Pasadena Area Community College District
15. Approval of Comprehensive School Safety Plans for 2023-2024 School Year

It was moved by Ms. Freemon and seconded by Ms. Cross to approve the Consent Calendar, as presented. Motion approved unanimously. AYES—Cross, Freemon, Gunnell, Sahakian, and Nahabedian.

REPORTS FROM THE BOARD

Ms. Cross said she used to work at an agency where a lot of kids had not been outside their one-mile radius. Our district is bringing the exposure of learning and opportunities to our students. We have a lot of incredible programs. You don't know about a dream until you are exposed to it. Listening to the student who recited a poem speaks volumes as to what our students are learning. As a district, we are forever changing. The reality is we can always learn more. She appreciated the work staff is doing towards that goal. She appreciates those reaching out to her so she can build strong relationships. We will keep learning together.

Mr. Sahakian said trying to provide education opportunity access, hate speech policies, or resources supporting the adults in the school district, requires collective efforts and work. We are all committed to that work. We can achieve a lot more if we work together in the same direction. He joined Ms. Cross at the R.D. White Founders Day event and looks forward to attending other events. Founders Day events are really great opportunities to celebrate our school community. Enrollment is now open for the 2023-24 school year. This year, his daughter will be a TK student and his son will be moving on to first grade.

Ms. Gunnell said as we close out Black History Month, she is reminded what she learned looking at text books for history classes. As a teacher, books that represents all people are important. She is a very proud of her children. She wants the children in this district to have the same positive experience that she had, not the experience that her boys have had. When we look at representation, we need to look internally at our own school district and make sure that everyone is represented, both the positives and the negatives. She used to write "lunch bag quotes" because as a working mother, she was not able to go to the schools or volunteer. It was her way of being with her kids. A lot of times, she would put Black Power quotes, poems, and other quotes that would lift up her boys. Black history did not start with slavery and did not end with the Emancipation Proclamation, Martin Luther King and Rosa Park. It started thousands of years ago in Africa. We need to celebrate black boy joy and black girl magic all year round. She wants this district to offer every student a positive experience. That is her goal as a school board member.

REPORTS FROM THE BOARD (Continued)

Miss Melinda Khechumyan said she approves the revisions to the hate speech policy. It is important to remember students with IEPs and with special needs. She thanked the student who spoke during public comment and brought up allergy safe meals and making them more accessible. His ideas were wonderful. Students seldom watch our board meetings so they don't know about our new hate-speech policy and other policies. We need to promote inclusivity on campus and talk about our policies. She loves the ideal of having a more diverse Student Advisory Council to include students that are not as involved on their campuses and from different backgrounds. This will allow for a broader range of ideas on the council.

Ms. Freemon said spring sports have started. Check it out. She appreciated that our students share their perspectives and solutions at our board meetings. It's wonderful to hear our students feel empowered to be here and share their ideas. There are lots of avenues to communicate with the Board. She appreciated the presentations we had. We have a lot of work to do in this district. We are never going to work fast enough, it is a joint effort. It is what we can do from the dais, the district, and the community. There are pieces in which we have control over and those that we do not. The more that we can put forth who we are, we can also have some influence into the community. We will need continued support from all; we are committed to continue that work.

Ms. Nahabedian said we have a Board that is committed to the work of diversity, equity, and inclusion. She acknowledged that contract negotiations can be a lengthy process. They care deeply about our teachers and all employees. In her opinion, a successful negotiation begins with both sides engaging respectfully and purposefully. Calm minds make better decisions. Success is achieved when sides emerge with an agreement that gives our teachers an important raise while keeping our commitment to our established priorities of maximizing academic achievement and protecting the health and safety of our employees, students, families and community. Success also means remaining steadfast in our commitment to provide every child with equitable access to resources and to give our children a voice and choice in their academic endeavors. As a reminder, the GUSD and GTA negotiating teams met 13 times in 2022. Later this month, the teams will meet for the fifth time with an independent mediator. Everyone has been welcomed in our Board meetings. We have heard your comments during public communication, read your emails, and we empathize with your concerns. We have already agreed on many important topics, including stipends for special education, dual language immersion, and split grade teacher level teachers, along with significant hourly rate increases for professional development, tutoring, and intervention time. Regarding wages, the district's authorized proposal offers a 4.5% one-time payment for 2020-21, 3.5% ongoing raise for 2021-22, and a 5% raise for 2022-23 for a total of 13%. This proposal pushes the GUSD reserve fund balance to less than 1% above what is minimally required by the State. Even a small decline in expected revenues could end up leading to painful spending cuts. We are constantly working to maintain this very delicate balance between wanting to provide more for our teachers and protecting our students from cuts. Fortunately, California has an equitable process that brings valuable third-party perspectives to the negotiation to help resolve differences. That process for resolution of these important issues is ongoing and

REPORTS FROM THE BOARD (Continued)

currently being facilitated and aided by the independent mediator. She encourage all involved to keep these elements of success foremost in mind and come to a fair resolution together. She attended the Middle School Leadership Conference and was very proud of our students. Additionally, she attended the California Distinguished Schools Ceremony where five of our elementary schools were recognized. She had the pleasure of being at La Crescenta Elementary school to be present for their student voice panel. Their ideas and proposals were heartwarming. There are wonderful things happening at our schools.

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian also experienced the wonderful Middle School Leadership Conference. The student voice panel at La Crescenta had a lot of recommendations about food. On a more serious note, as we speak about uplifting students, she quoted Sonia Sotomayor, “It is important for all of us to appreciate where we come from and how that history has really shaped us in ways that we might not understand.” Board meetings are also a reflection on how we might do things now and how our identity changes depending on our surrounding. That is why we need to provide the most outstanding school settings for our students.

ADJOURNMENT

There being no further business, President Nahabedian adjourned the meeting at 11:02 p.m.

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Nayiri Nahabedian  
President, Board of Education

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Shant Sahakian  
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, February 21, 2023  
Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent  
Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 11

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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.	Gaboudian, Laura Teacher Specialist Secondary ELA & ELD Teaching & Learning	2/17/23 through 5/21/23
2.	Guerra, Yesenia Teacher, TK- Early Education Mann Elementary CDCC	4/25/23 through 6/13/23
3.	Ovasapyan, Ariana Teacher, Probationary, 2 <sup>nd</sup> year 1 <sup>st</sup> Grade Fremont Elementary	2/24/23 through 5/29/23
<u>Extension of Maternity Leave of Absence</u>		
1.	Barsegyan, Nana Teacher, Regular Science Wilson Middle School	12/23/22 through 3/14/23
<u>Parental Leave of Absence</u>		
1.	Dasgupta, Sara Teacher, Regular RTI Lincoln Elementary	3/01/23 through 5/24/23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Parental Leave of Absence (Cont.)</u>		
2.	Olney, Alan Teacher, Regular English Daily High School	5/08/23 through 6/08/23

Extension of Health Leave of Absence

1.	Anderle, Scott Teacher, Regular Social Science Glendale High School	12/29/22 through 4/01/23
2.	Gasparian, Nazeli Teacher, Early Education Cerritos Elementary CDCC	10/27/22 through 5/01/23
3.	Naka, Kimberli Teacher, Regular 6 <sup>th</sup> Grade La Crescenta Elementary	10/17/22 through 3/31/23
4.	Pieprzyca, Gyzela Teacher, Regular Kindergarten Glenoaks Elementary	10/04/22 through 3/07/23

Family & Medical Leave of Absence

1.	Olney, Alan Teacher, Regular English Daily High School	5/08/23 through 6/08/23
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Change of Family & Medical Leave of Absence

1.	Gaboudian, Laura Teacher Specialist Secondary ELA & ELD Teaching & Learning	2/17/23 through 5/19/23
2.	Guerra, Yesenia Teacher, TK-Early Education Mann Elementary CDCC	4/25/23 through 6/13/23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Change of Family &amp; Medical Leave of Absence</u>		
3.	Ovasapyan, Ariana Teacher, Probationary, 2 <sup>nd</sup> year 1 <sup>st</sup> Grade Fremont Elementary	2/24/23 through 5/26/23

Extension of Family & Medical Leave of Absence

1.	Barsegyan, Nana Teacher, Regular Science Wilson Middle School	12/23/22 through 3/14/23
2.	Dasgupta, Sara Teacher, Regular RTI Lincoln Elementary	12/07/22 through 3/27/23

Intermittent Family & Medical Leave of Absence

1.	Gaboudian, Laura Teacher Specialist Secondary ELA & ELD Teaching & Learning	2/13/23 through 2/28/23
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Change of Status

1.	#52199 Teacher, Probationary, 2 <sup>nd</sup> year Special Education	Effective 8/15/22
2.	#52132 Teacher, Probationary, 2 <sup>nd</sup> year Glendale High School	Effective 8/15/22
3.	#51554 Teacher, Probationary, 2 <sup>nd</sup> year Wilson Middle School	Effective 8/15/22
4.	#50882 Teacher, Probationary, 2 <sup>nd</sup> year Clark Magnet High School	Effective 8/15/22



		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
	<u>Change of Status</u> <u>(Cont.)</u>		
5.	#52125	Teacher, Probationary, 2 <sup>nd</sup> year Crescenta Valley High School	Effective 8/15/22
6.	#52059	Counselor, Probationary, 2 <sup>nd</sup> year Hoover High School	Effective 7/01/22
7.	#60164	Counselor, Probationary, 1 <sup>st</sup> year Hoover High School	Effective 7/27/22
8.	#52210	Teacher, Probationary, 2 <sup>nd</sup> year Clark Magnet High School	Effective 8/15/22
9.	#51720	Teacher, Probationary, 2 <sup>nd</sup> year Wilson Middle School	Effective 8/15/22
10.	#52275	Teacher, Probationary, 2 <sup>nd</sup> year Keppel Elementary	Effective 8/15/22
11.	#52134	Teacher, Probationary, 2 <sup>nd</sup> year Toll Middle School	Effective 8/15/22
12.	#11401	Counselor, Probationary, 1 <sup>st</sup> year Wilson Middle School	Effective 7/25/22
13.	#52141	Counselor, Probationary, 2 <sup>nd</sup> year Crescenta Valley High School	Effective 7/01/22

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
	<u>Change of Status</u> (Cont.)		
14.	#60214	Teacher, Probationary, 1 <sup>st</sup> year Rosemont Middle School	Effective 8/15/22
15.	#52317	Teacher, Probationary, 1 <sup>st</sup> year Clark Magnet High School	Effective 8/15/22
16.	#52205	Teacher, Probationary, 2 <sup>nd</sup> year Special Education Daily High School	Effective 8/15/22
17.	#51880	Teacher, Probationary, 2 <sup>nd</sup> year Toll Middle School	Effective 8/15/22
18.	#52297	Teacher, Probationary Mann Elementary	Effective 12/12/22
19.	#51846	Teacher, Probationary, 2 <sup>nd</sup> year Keppel Elementary	Effective 8/15/22
20.	#51810	Teacher, Probationary, 1 <sup>st</sup> year Glendale High School	Effective 8/15/22
21.	#80860	Teacher, Probationary, 1 <sup>st</sup> year Special Education	Effective 8/15/22
22.	#51951	Teacher, Probationary, 1 <sup>st</sup> year Clark Magnet High School	Effective 8/15/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment</u>		
1.	Emmett, RaeEtta Vargas, Kari  Teachers, as needed, to assist with essay grading for Scholastic Bowl EAFE	2/27/23 through 3/08/23 District Initiated Special Projects rate of pay of \$31 per hour (for planning) Not to exceed 6 hours each total. Supplemental 01.0 01000.0 11100 10000 1130 0000673
2.	Campbell, Michelle  Verdugo Academy Home Hospital Teachers, as needed. Special Education	2/14/23 through 6/08/23 \$34.00 per hour Not to exceed 6 hours per week, per student \$31.00 per hour for planning. 01.0 00000.0 19006 10000 1130 0000600
3.	Der Gevorkian, Narbeh  Teacher, as needed, to supervise students in the Wellness Center at Clark Magnet High School.	1/26/23 through 6/30/23 At the regular rate of pay, not to exceed \$5,000.00 Wellness Center 01.0 94036.0 11100 10000 1110 0900000

Notice of Potential Change of Assignment – Certificated Administrative Employees

- Pursuant to California Education Code 44951, the following certificated administrative employees may be released from their current administrative position and reassigned to another position.

2023 ce – 880	Certificated Administrator	6/30/23
2023 ce – 590	Certificated Administrator	6/30/23
2023 ce – 632	Certificated Administrator	6/30/23

Position Effective Dates  
And Salary Rate

Notice of Non-Reelection

- Pursuant to California Education Code 44929.21, the following probationary employees will not be reelected for the 2023-24 school year.

	Teacher, Probationary	Final day of employment
2023 ce – 126	Crescenta Valley High School	6/08/23
2023 ce – 245	Hoover High School	6/08/23
2023 ce – 223	Mountain Avenue Elementary	6/08/23
2023 ce – 453	Muir Elementary School	6/08/23
2023 ce – 210	Roosevelt Middle School	6/08/23

Release – Temporary Employees

- Pursuant to California Education Code 44954, the following temporary employees are to be released from service having completed their contractual assignment. Pending District determination of staffing needs for the 2023-24 school year, some or all of these employees may be rehired.

2023ce – 173	Administration Center	6/08/23
2023ce – 803	Administration Center	6/08/23
2023ce – 529	Balboa Elementary School	6/08/23
2023ce – 841	Balboa Elementary School	6/08/23
2023ce – 065	Balboa Elementary School	6/08/23
2023ce – 679	Balboa Elementary School	6/08/23
2023ce – 777	Balboa Elementary School	6/08/23
2023ce – 363	Balboa Elementary School	6/08/23
2023ce – 907	Balboa Elementary School	6/08/23
2023ce – 426	Cerritos Elementary School	6/08/23
2023ce – 284	Cerritos Elementary School	6/08/23
2023ce – 516	Clark Magnet High School	6/08/23
2023ce – 301	Clark Magnet High School	6/08/23
2023ce – 161	Clark Magnet High School	6/08/23
2023ce – 030	Clark Magnet High School	6/08/23
2023ce – 216	Clark Magnet High School	6/08/23
2023ce – 195	Clark Magnet High School	6/08/23
2023ce – 259	Clark Magnet High School	6/08/23
2023ce – 222	Clark Magnet High School	6/08/23
2023ce – 995	College View School	6/08/23
2023ce – 250	College View School	6/08/23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Release – Temporary Employees (Cont.)</u>		
2023ce – 364	Columbus Elementary School	6/08/23
2023ce – 397	Crescenta Valley High School	6/08/23
2023ce – 242	Crescenta Valley High School	6/08/23
2023ce – 286	Crescenta Valley High School	6/08/23
2023ce – 099	Crescenta Valley High School	6/08/23
2023ce – 283	Crescenta Valley High School	6/08/23
2023ce – 146	Crescenta Valley High School	6/08/23
2023ce – 179	Crescenta Valley High School	6/08/23
2023ce – 218	Crescenta Valley High School	6/08/23
2023ce – 014	Daily High School	6/08/23
2023ce – 241	Dunsmore Elementary School	6/08/23
2023ce – 020	Dunsmore Elementary School	6/08/23
2023ce – 116	Dunsmore Elementary School	6/08/23
2023ce – 627	Edison Elementary School	6/08/23
2023ce – 013	Edison Elementary School	6/08/23
2023ce – 663	Franklin Elementary School	6/08/23
2023ce – 145	Franklin Elementary School	6/08/23
2023ce – 863	Franklin Elementary School	6/08/23
2023ce – 519	Franklin Elementary School	6/08/23
2023ce – 908	Franklin Elementary School	6/08/23
2023ce – 220	Fremont Elementary School	6/08/23
2023ce – 856	Fremont Elementary School	6/08/23
2023ce – 189	Glendale High School	6/08/23
2023ce – 341	Glendale High School	6/08/23
2023ce – 188	Glendale High School	6/08/23
2023ce – 206	Glenoaks Elementary School	6/08/23
2023ce – 267	Glenoaks Elementary School	6/08/23
2023ce – 196	Hoover High School	6/08/23
2023ce – 076	Hoover High School	6/08/23
2023ce – 551	Hoover High School	6/08/23
2023ce – 144	Hoover High School	6/08/23
2023ce – 308	Hoover High School	6/08/23
2023ce – 825	Jefferson Elementary School	6/08/23
2023ce – 556	Jefferson Elementary School	6/08/23
2023ce – 227	Keppel Elementary School	6/08/23
2023ce – 225	Keppel Elementary School	6/08/23
2023ce – 224	Mann Elementary School	6/08/23
2023ce – 297	Mann Elementary School	6/08/23
2023ce – 120	Mann Elementary School	6/08/23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Release – Temporary Employees (Cont.)</u>		
2023ce – 764	Marshall Elementary School	6/08/23
2023ce – 744	Monte Vista Elementary School	6/08/23
2023ce – 088	Mountain Avenue Elementary	6/08/23
2023ce – 504	Mountain Avenue Elementary	6/08/23
2023ce – 460	Mountain Avenue Elementary	6/08/23
2023ce – 139	Muir Elementary School	6/08/23
2023ce – 460	Muir Elementary School	6/08/23
2023ce – 863	Muir Elementary School	6/08/23
2023ce – 028	Muir Elementary School	6/08/23
2023ce – 065	Muir Elementary School	6/08/23
2023ce – 113	R.D. White Elementary School	6/08/23
2023ce – 598	R.D. White Elementary School	6/08/23
2023ce – 868	Roosevelt Middle School	6/08/23
2023ce – 221	Roosevelt Middle School	6/08/23
2023ce – 298	Roosevelt Middle School	6/08/23
2023ce – 253	Roosevelt Middle School	6/08/23
2023ce – 303	Student Wellness Services	6/08/23
2023ce – 700	Toll Middle School	6/08/23
2023ce – 171	Toll Middle School	6/08/23
2023ce – 469	Toll Middle School	6/08/23
2023ce – 118	Toll Middle School	6/08/23
2023ce – 537	Verdugo Woodlands Elementary	6/08/23
2023ce – 536	Wilson Middle School	6/08/23

Election

- |    |                       |   |                         |
|----|-----------------------|---|-------------------------|
| 1. | Carr, Malia           | Teacher, Temp Contract<br>Toll Middle School                                | 2/21/23 through 6/08/23 |
| 2. | Hegedus, Arielle      | Speech, Language & Hearing<br>Specialist, Probationary<br>Special Education | Effective 3/20/23       |
| 3. | Khodjasaryan, Sarineh | Teacher, Temp Contract<br>Columbus Elementary                               | 2/27/23 through 6/08/23 |



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
2.	Bailey, Robert Benkovich, Joseph Ciotti, Holly Jahshan, Nabila Keefer, Jonathan Keefer, Lisa Kelly, Darnell Khalatyan, Gohar Morrison, Sarah O'Malley, James Christopher Okuda, Tae Palmer, Kelly Rangel, Amy Sepulveda, Martha Shiroyan, Hasmik Sinclair, Kimberly Whithorne, Marcus	Teachers, as needed, to work in Tutoring Program at Glendale High School
		2/15/23 through 6/07/23 Categorical Project Instruction rate of pay \$34 per hour (with students) Not to exceed; \$17,400.00 total. Title I 01.0 30100.0 11100 10000 1130 0200000
3.	Barrios Garcia, David Escobar, Marylou Garza, Nancy Martin Del Campo, Valentina Reyes, Paola Rodriguez, Analilia	Teachers, as needed, to provide after school intervention to students in need at John Muir Elementary School.
		2/01/23 through 5/31/23 \$31/hour for prep \$34/hour for teaching students. Not to exceed \$6,253 Elementary Intervention 01.0 02000.0 11304 10000 1130 4000000



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
4.	Nam, Joan Nersisyan, Karine	Teachers, as needed, to staff the GATE Program "GUSD Math Field Day" at Wilson Middle School
		2/01/23 through 3/27/23 Categorical Project Instruction rate of pay of \$34 per hour District Initiated Special Projects rate of pay of \$31 per hour Not to exceed 20 hrs total for planning Not to exceed 40 hours total for instruction Title I 01.0 30100.0 11100 10000 1130 0800000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
<u>(Cont.)</u>		
5.	Extra-Curricular Assignments	Winter 22-23
<u>Rosemont Middle School</u>		
Gossard, Dennis	Football	
Norkus, Steve	Volleyball – Co-Coach	
Tanita, Daryl	Volleyball – Co-Coach	
<u>Toll Middle School</u>		
Barchan, Lane	Football	
Fabanish, Katherine	Volleyball	
<u>Crescenta Valley High School</u>		
De Souza, Tyraysha	Soccer (Head) – Girls	
Dien, Amber	Sports Maintenance – Girls	
	Water Polo (Head) – Girls	
Esmaili, Liana	Basketball – Girls	
Flot, Michael	Basketball – Girls	
Gossard, Codi	Soccer (Frosh./Soph.) – Girls	
Hematsiraki, Edvin	Basketball (Frosh./Soph.) – Boys	
Kim, Alex	Basketball – Girls	
Kim, Peter	Water Polo (JV/Asst.) – Girls	
Millan, Kurtis	Soccer (Head) – Boys	
Postlewaite, Luke	Soccer (JV/Asst.) – Boys	
Rich, Bryan	Softball/Baseball	
Samford, Mark	Basketball – Girls	
Thamasian, Henrik	Soccer (JV/Asst.) – Girls	
Tinkham, Adam	Soccer (Frosh./Soph.) – Boys	
Yoo, Kevin	Basketball (JV/Asst.) – Boys	
Zargarian, Shahin	Basketball (Head) – Boys	
<u>Glendale High School</u>		
Aguirre, Samantha	Soccer (JV/Asst.) – Girls	
Aquino, Ashley	Soccer (Frosh./Soph.) – Girls	

Effective Dates  
 And Salary Rate

	<u>Position</u>
<u>Election Hourly/Daily</u>	
<u>(Cont.)</u>	
Aristakessian, Vahe	Basketball (JV/Asst./Frosh) – Boys
Bagumyan, Sasun	Water Polo (Head) – Girls
Bojorquez, Jesus	Basketball (JV/Asst./Frosh.) – Boys
Mardirosian, Tadeh	Sports Maintenance – Boys Basketball (Head) – Girls
Marroquin, Tulio	Soccer (Head) – Girls
Mehrabi, Melanie	Basketball (Asst.) – Girls
Samotina, Art	Basketball (Head) – Boys
Ter-Matevosyan, Kristina	Water Polo (JV/Asst.) – Girls
Torres, Edward	Soccer (JV/Asst.) – Boys
Vardanian, Narek	Sports Maintenance – Girls
Vasghanian, Lilia	Basketball (Frosh./Soph.) – Girls
Vasquez, Juan	Basketball (JV/Asst./Frosh.) – Boys
Weisman, Brandon	Soccer (Head) – Boys
Zamora, Jose	Soccer (Frosh./Soph.) – Boys

Hoover High School

Arakelyan, Garegin	Basketball (Frosh./Soph.) – Boys
Ardiano, Luis Alberto	Soccer (Head) – Girls
Ardiano, Luis Fernando	Soccer (Head) – Boys
Calvario, Nathaniel	Basketball (JV/Asst.) – Boys
Double, Porsche	Water Polo (JV/Asst.) – Girls
Isaeian, Mazhan	Wrestling – Boys
Lopez, Laura	Water Polo (Head) – Girls
Ramos, Leonel	Soccer (JV/Asst.) – Girls
Simon, Antoine	Basketball (JV/Asst.) – Girls
Van Patten, John	Basketball (Head) – Boys
Watson, Stanley	Basketball (Head) – Girls

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
6.	Extra-Curricular Assignments  <u>Crescenta Valley High School</u>	Fall 23-24
	Giblin, Nicolette  Pep Squad (Nov., Dec., Jan) – Girls  <u>Glendale High School</u>	
	Caraballo, Brittney  Assistant Cheer – Girls	
7.	Extra-Curricular Assignments  <u>Rosemont Middle School</u>	Spring 22-23
	Esmaili, Liana Neumeier, Kevin  Basketball – Girls Soccer – Boys	
8.	Anker, Michael  Teacher, Regular Student Body Advisor Rosemont Middle School	Second Semester 22-23
9.	Asadourian-Eleyjian, Mirna  Teacher, Regular ELD Department Chair Roosevelt Middle School	Second Semester 22-23
10.	Avery, Elizabeth  Teacher, Regular National Honors Society Rosemont Middle School	Second Semester 22-23
11.	Beerman, Raymond  Teacher, Regular Drama Director Crescenta Valley High School	Second Semester 22-23
12.	Beers-Dannerth, Laura  Teacher, Regular Mock Trial Student Body Advisor Crescenta Valley High School	Second Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
13.	Boghossian, Hilda Teacher, as needed, to attend and complete required professional development course for Clark Magnet High School.	3/07/23 through 6/30/23 At the substitute daily rate of pay. Not to exceed 1 day. 01.0 00000.0 11303 10000 1130 0900000
14.	Brown Mackey, Diana Teacher, Regular Industrial Arts Department Chair Crescenta Valley High School	Second Semester 22-23
15.	Buarenos, Noelle Teacher, Regular Pep Squad Glendale High School	First Semester 22-23 Supplemental back pay for Fall 2022
16.	Carroll, John Teacher, Regular Science Department Chair Roosevelt Middle School	Second Semester 22-23
17.	Choi, Joyce Teacher, Regular English Department Chair Crescenta Valley High School	Second Semester 22-23
18.	Chu, Melody Teacher, Regular Choral Director Band/Orchestra Rosemont Middle School	Second Semester 22-23
19.	Cohen, Debra Teacher, Regular Health & Guidance Hoover High School	Second Semester 22-23
20.	Cole, Jessica Teacher, Regular Drill Team Sponsor National Honors Society Rosemont Middle School	Second Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
21.	Cota, Pamela Teacher, Regular Math Field Day Franklin Elementary	Second Semester 22-23
22.	Curtis, Elizabeth Teacher, Regular English Department Chair Rosemont Middle School	Second Semester 22-23
23.	D'Amato, Rose Counselor Head Counselor 2 Roosevelt Middle School	Second Semester 22-23
24.	Deitch, Patricia Teacher, Regular National Honor Society Newspaper Sponsor Crescenta Valley High School	Second Semester 22-23
25.	De La Garza, Brad Toll Middle School Teacher, as needed, to coordinate 2023 Middle School Honors Orchestra Solo Recital and Concert. Educational Services	1/09/23 through 4/01/23 \$31.00 per hour Not to exceed 6.5 hours 01.0 00000.0 11404 10000 1130 0006616 Educational Services
26.	Demirchyan, Armen Teacher, Special Education WorkAbility SELPA	2/09/23 through 6/07/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 65200.0 57600 11100 1110 0000668
27.	De Souza, Tyraysha Teacher, Regular Yearbook Sponsor 1 Crescenta Valley High School	Second Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
28.	DiCarlo, Nicola Teacher, Regular VAPA Rosemont Middle School	Second Semester 22-23
29.	Dien, Amber Teacher, Regular Class Sponsor 11 <sup>th</sup> Crescenta Valley High School	Second Semester 22-23
30.	Dominguez, Ondina Teacher, Regular Industrial Arts Department Chair Stage Director Crescenta Valley High School	Second Semester 22-23
31.	Elzanaty, Mohammed Teacher, Regular First Robotics Math Department Chair Roosevelt Middle School	Second Semester 22-23
32.	Emmett, RaeEtta Teacher, Regular English Department Chair Roosevelt Middle School	Second Semester 22-23
33.	Evans, Janelle Counselor Head Counselor 3 Crescenta Valley High School	Second Semester 22-23
34.	Flower, Michael Teacher, Regular Art Department Chair Crescenta Valley High School	Second Semester 22-23
35.	Fox, Frank Substitute teacher, as needed, to serve as Judge for Middle School Honors Orchestra Solo Recital Educational Services	3/02/23 through 3/02/23 \$40.00 per hour Not to exceed 5 hours 01.0 00000.0 11404 10000 1160 0006616 Instruction - Educational Services

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
36. Fox, Stacy	Teacher, Regular Social Studies (History) Department Chair Rosemont Middle School	Second Semester 22-23
37. Furutani, Derrel	Teacher, Regular ELD Department Chair Crescenta Valley High School	Second Semester 22-23
38. Galdamez, Henry	Teacher, Regular MESA Math Department Chair Roosevelt Middle School	Second Semester 22-23
39. Gannon, John	Retired Administrator to provide administrative support at GUSD Elementary School sites, as needed. Educational Services	3/08/23 through 6/30/23 Established daily rate of pay \$653.00/day Not to exceed 65 days 01.0 00000.0 00000 71001 1331 0007616
40. Giblin, Nicolette	Teacher, Temp Contract Drill Team Sponsor Newspaper Sponsor 1 Roosevelt Middle School	Second Semester 22-23
41. Gonzales, Elena	Teacher, Special Education Special Education Department Chair Roosevelt Middle School	Second Semester 22-23
42. Gonzalez, Elwing	Teacher, Regular Student Body Advisor Yearbook Sponsor 1 Roosevelt Middle School	Second Semester 22-23



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
43.	Greenway, Charlotte Teacher, Regular English Department Chair Crescenta Valley High School	Second Semester 22-23
44.	Hall, Gavin Teacher, Regular Social Studies Department Chair JPL Invention Convention Crescenta Valley High School	Second Semester 22-23
45.	Hartel-Ventura, Antonella Teacher, Regular Student Council Advisor Franklin Elementary	Second Semester 22-23
46.	Heckmann, Lyndsey Teacher, Temp Contract 6 <sup>th</sup> Grade Camp Advisor Monte Vista Elementary	Second Semester 22-23
47.	Islam, Rukti Teacher as needed for Child Development and Child Care for working with students CDCC	11/01/22 through 6/30/23 \$34 per hour, not to exceed 100 hours. Child Development Activities 12.0 50251.0 85000 10000 1130 0000671 Self-Support Combined 01.0 91500.0 85000 10000 1130 0000671 Self-Supporting Daycare 01.0 91400.0 85000 10000 1130 0000671 After School Education & Safety 01.0 60100.0 11100 10000 1130 0000671 California State Preschool 12.0 61052.0 85000 10000 1130 0000671

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
	<u>Election Hourly/Daily (Cont.)</u>	
		RAP 01.0 91100.0 85000 10000 1130 0000671
		LCAP 01.0 00000.0 11100 10000 1130 00001671
		Child Development Activities 12.0 61051.0 85000 10000 0000671
		ELOP 01.0 26000.0 85000 10000 1130 0000671
		Child Development Activities 12.0 50252.0 85000 10000 1130 0000671
		Self-Supporting Daycare 01.0 91300.0 85000 10000 1130 0000671
		California State Preschool 12.0 61050.0 85000 10000 1130 0000671
48.	Javidan, Homa Teacher, Regular ELD Department Chair Hoover High School	Second Semester 22-23
49.	Karibyan, Yana Teacher, Regular Dance Director Crescenta Valley High School	Second Semester 22-23
50.	Katzer, Whitney Teacher, Regular Math Department Chair Crescenta Valley High School	Second Semester 22-23
51.	Kaufman, Sharon Teacher, Regular Math Department Chair Hoover High School	Second Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
52.	Kim, Alexander Teacher, Regular Class Sponsor 10 <sup>th</sup> Crescenta Valley High School	Second Semester 22-23
53.	Kracker, Shannon Teacher, Regular National Honors Society Rosemont Middle School	Second Semester 22-23
54.	Lee, Jee Eun Teacher, Regular Math Rosemont Middle School	Second Semester 22-23
55.	Lim, Jessie Teacher, Regular World Language Department Chair Yearbook Sponsor 1 Hoover High School	Second Semester 22-23
56.	Lyons, Amanda Teacher, Regular Scholastic Bowl Crescenta Valley High School	Second Semester 22-23
57.	Mack, Shannon Teacher, Regular Choral Director Crescenta Valley High School	Second Semester 22-23
58.	Marshall, Shannon Teacher, Regular Speech & Debate Crescenta Valley High School	Second Semester 22-23
59.	Martinez, Hector Teacher, Regular Class Sponsor 9 <sup>th</sup> Glendale High School	First Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
60. McGuire, Amber	Teacher, Regular Social Studies Department Chair – split Class Sponsor 9 <sup>th</sup> Crescenta Valley High School	Second Semester 22-23
61. McMillin, Krista	Teacher, Regular Science Department Chair Rosemont Middle School	Second Semester 22-23
62. Merlo, Reid	Teacher, Regular Math Department Chair Crescenta Valley High School	Second Semester 22-23
63. Monaco, Elizabeth	Teacher, Regular Newspaper Sponsor 2 Rosemont Middle School	Second Semester 22-23
64. Mori, Michelle	Teacher, Regular Business Education/Elective Department Chair Yearbook Sponsor 2 Rosemont Middle School	Second Semester 22-23
65. Moses, Michelle	Teacher, Regular Foreign Language Department Chair Crescenta Valley High School	Second Semester 22-23
66. Narvaez-Rivera, Laura	Teacher, Regular Foreign Language Department Chair Rosemont Middle School	Second Semester 22-23
67. Nelson, Jacqueline	Teacher, Special Education Special Education Department Chair Crescenta Valley High School	Second Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
68.	Nelson, John Teacher, Regular Physical Education Chair Crescenta Valley High School	Second Semester 22-23
69.	Pascale-Parra, Jean- Marie Teacher, Regular Audio-Visual Coordinator Roosevelt Middle School	Second Semester 22-23
70.	Platt, David Teacher, Regular Science Department Chair Crescenta Valley High School	Second Semester 22-23
71.	Poole, Jacob Teacher, Regular FIRST Robotics Class Sponsor 12 <sup>th</sup> Crescenta Valley High School	Second Semester 22-23
72.	Rodriguez, Corina Teacher, Regular Physical Education Department Chair Roosevelt Middle School	Second Semester 22-23
73.	Saw, Win Teacher, Regular Audio Visual Coordinator Crescenta Valley High School	Second Semester 22-23
74.	Schick, Mathew Teacher, Regular VAPA Department Chair Band/Orchestra Drill Team Sponsor Crescenta Valley High School	Second Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
75.	Schick, Mathew Crescenta Valley High School	Teacher, as needed, to serve as Guest Conductor for the 2023 Middle School Honors Orchestra Concert Educational Services
		4/01/23 through 4/01/23 \$31.00 per hour Not to exceed 6.5 hours 01.0 00000.0 11404 10000 1130 0006616 Instruction - Educational Services
76.	Shelton, Ray	Teacher, Regular Math Field Day Coach Keppel Elementary
		Second Semester 22-23
77.	Sood, Vandana	Teacher, Regular Math Department Chair Hoover High School
		Second Semester 22-23
78.	Stein, Stephanie	Teacher, Regular ELD Rosemont Middle School
		Second Semester 22-23
79.	Suhr, Ashley	Teacher, Regular Band/Orchestra VAPA Department Chair Roosevelt Middle School
		Second Semester 22-23
80.	Valenzuela, Laura	Teacher, Regular Foreign Language Department Chair Roosevelt Middle School
		Second Semester 22-23
81.	Vargas, Kari	Teacher, Regular Drama Director English Department Chair Roosevelt Middle School
		Second Semester 22-23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Transportation Authorization</u>		
1.	Campbell, Michelle Verdugo Academy -Home Hospital Teacher, as needed	2/14/23 through 6/08/23 65.5 cents per mile 01.0 00000.0 19029 10000 5210 0005682

Revision to Previous Personnel Report

1. Revision to Board Report No. 2, August 9, 2022

Page 9, Item 1

Ovsepyan, Arpine	Teachers, Teacher Specialist, Teacher on Special Assignment, and other staff members as needed to participate in professional training sessions, collaboration, curriculum development, student support needed to organize, supervise and tutor, teacher/parent/ guardian meetings at Herbert Hoover High School.	7/01/22 through 6/30/23
Parker, Derek		\$31.00 p/hr. for planning
Peterson, Anthony		\$34.00 p/hr. to teach
Pinsker, Jason		Not to exceed \$8,000.00 total
Policky, Naeiri		Supplemental
Ponziano, Domenico		01.0 01000.0 11100 10000
Rogers, Emily		1130 0300000
Rojas, Rosendo		
Scates, David		
Shagoulian, Haik		
Sood, Vandana		
Sparling, Benjamin		
Stepanyan, Edgar		
Stewart, Allison		
Suri, Lara		
Tucci, Louie		
Umansky, Jason		
Van Ackeren, Carrie		
Van Patten, Jack		
Wilke-Lewis, Monica		

Add the following names:

Collard, Ann  
 Isaeian, Mazhan  
 Ter-Oganessian, Armen

Effective Dates  
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

2. Revision to Board Report No. 2, August 9, 2022

Page 12-13, Item 4

Various names

Teachers, Teacher Specialist,  
 Teacher on Special Assignment,  
 and other staff members as  
 needed to participate in  
 professional training sessions,  
 collaboration, curriculum  
 development, student support  
 needed to organize, supervise  
 and tutor, teacher/parent/  
 guardian meetings at Herbert  
 Hoover High School.

7/01/22 through 6/30/23  
 \$31.00 p/hr. for planning  
 \$34.00 p/hr. to teach  
 Not to exceed \$8,000.00 total  
 Supplemental  
 01.0 01000.0 11100 10000  
 1130 0300000

Add the following names:

Collard, Ann

Isaeian, Mazhan

Ter-Oganesyan, Armen



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
3.	Revision to Board Report No. 6, November 15, 2022	
	<u>Page 24, Item 3</u>	
	Anahit Arutyunyan	7/01/22 through 6/30/23
	Krista Bendgen	\$34/hr for supervision time
	Tracey Black	outside of your contractual
	Nancy Dziok	hours
	Juan Garcia	Not to exceed four (4) hours
	Katherine Kingsbury	per day
	Tatevik Khodagulyan	King - Tch Resource Cen
	Celeste Lau	01.0 00000.0 19011 10000
	Elizabeth Nakano Paola	1130 0000690
	Reyes	
	Jason Sanchez	
	Adrineh Satchyan	
	Ani Sarkissian	
	Ray Shelton	
	Chris Stanley	
	Emily Weller	
	Add the following name:	
	Harlan, Leslie	
4.	Revision to Board Report No. 5, October 11, 2022	
	<u>Page 24, Item 39</u>	
	Ingram, Ayumi	9/20/22 through 6/15/23
	Teacher, as needed, to attend	\$34 per hour
	Japanese FLAG teacher	Not to exceed 12 hours
	collaboration days during non-	FLAG Support Fund
	work days.	01.0 00000.0 00000 21004
	Rosemont Middle School	1130 0008682
	Increase number of hours to read:	
	Not to exceed 17 hours total	

Position

Effective Dates  
 And Salary Rate

Revision to Previous Personnel Report (Cont.)

5. Revision to Board Report No. 2, August 9, 2022

Page 10-11, Item 3

Various names

Teachers, Teacher Specialists,  
 Teacher on Special Assignment,  
 and other staff members as  
 needed to participate in  
 professional training sessions,  
 collaboration, curriculum  
 development, student support  
 needed to organize, supervise  
 and tutor, teacher/parent/  
 guardian meetings at Herbert  
 Hoover High School.

7/01/22 through 6/30/23  
 \$31.00 p/hr. for planning  
 \$34.00 p/hr. to teach  
 Not to exceed \$15,000.00  
 total  
 Title I  
 01.0 30100.0 11100 10000  
 1130 0300000

Increase pay limit to read:

Not to exceed \$50,000.00 total

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
6.	Revision to Board Report No. 2, August 9, 2022	
	<u>Page 10, Item 2</u>	
	Ovsepyan, Arpine	Teachers, Teacher Specialist, 7/01/22 through 6/30/23
	Parker, Derek	Teacher on Special Assignment, \$31.00 p/hr. for planning
	Peterson, Anthony	and other staff members as \$34.00 p/hr. to teach
	Pinsker, Jason	needed to participate in Not to exceed \$15,000.00
	Policky, Naeiri	professional training sessions, total
	Ponziano, Domenico	collaboration, curriculum Title I
	Rogers, Emily	development, student support 01.0 30100.0 11100 10000
	Rojas, Rosendo	needed to organize, supervise 1130 0300000
	Scates, David	and tutor, teacher/parent/
	Shagoulian, Haik	guardian meetings at Herbert
	Sood, Vandana Sparling,	Hoover High School.
	Benjamin Stepanyan,	
	Edgar Stewart, Allison	
	Suri, Lara	
	Tucci, Louie	
	Umansky, Jason	
	Van Ackeren, Carrie Van	
	Patten, Jack	
	Wilke Lewis, Monica	
	Increase pay limit to read:	Not to exceed \$50,000 total

<u>Position</u>	<u>Effective Dates And Salary Rate</u>
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Revision to Previous Personnel Report (Cont.)

7. Revision to Board Report No. 7, December 13, 2022

Page 10, Item 1

Battles, Sarah Boras, Angela Chin, Stephanie Gunter, Martha Jenkins, Jerica Simmons, Patrice	Certificated staff as needed to provide after school intervention to students to provide supplemental services and support to EL learners at Cerritos Elementary.	11/14/22 through 6/02/23 \$31.00 per hour to plan \$34.00 per hour to work with students Not to exceed \$16,738.00 total. Title III 01.0 42030.0 11100 10000 1130 2200673
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Add the following name:  
 Torabyan, Hermine

Personal Services Agreement

1.	Baca, Angela	Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra Program Educational Services	3/22/23 through 3/25/23 Not to exceed \$300.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616
2.	Barton, Lionel	Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra Program Educational Services	3/22/23 through 3/31/23 Not to exceed \$400.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616
3.	Rhine, Amy Jo	Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra Program Educational Services	3/22/23 through 3/31/23 Not to exceed \$350.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616

Position Effective Dates  
And Salary Rate

Conference/Workshop/Meeting Authorization

In accordance with Board of Education Policy 4011 pertaining to conference and workshop attendance, approval has been given to the following 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 teacher, Claudia Gleason, from Incarnation Parish School to attend the Southern California Kindergarten Conference in Pasadena, CA on February 25, 2023 and include registration fees only, not to exceed \$200.00.

Title II – Supporting Effective Instruction  
01.0 40352.0 11100 10000 5220 0000673

2. It is recommended that approval be given to Sosi Kakosian to attend 2023 Annual Conference – Elearning to be held in Horseshoe, Las Vegas, Nevada from February 11, 2023 through February 15, 2023, with all necessary expenses including food, travel, transportation and lodging to be paid, not to exceed \$2,200.00.

Online College & Career Academy (OCCA)  
01.0 63880.2 38000 10000 5220 0000684

3. It is recommended that approval be given to Kenneth Prawat to attend Sundance Film Festival to be held in Park City, Utah from January 22, 2023 through January 26, 2023, with all necessary expenses including food, travel, transportation and lodging to be paid, not to exceed \$2,311.34.

Career Technical Education (CTE)  
01.0 63870.7 38000 10000 5220 0000684

4. It is recommended that approval be given to Crescenta Valley High School Counselors Janelle Evans, Anet Hairapetian and Iretta Hanson and Glendale High School Counselor Jacqueline Tabor to attend the 2023 Western Association College Admissions Counseling Super Conference to be held in Spokane, Washington from April 16, 2023 through April 19, 2023 with all necessary expenses including food, travel, transportation and lodging to be paid, not to exceed \$1,900 each.

A-G Improvement Grant  
01.0 74120.0 11100 10000 5220 0000711

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CLASSIFIED PERSONNEL REPORT NO. 11

CONSENT CALENDAR NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 11

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

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Behavior Intervention Assistant</u> Rusenko, Michele	Edison	02/03/23 through 02/22/23
2. <u>Special Education Assistant</u> Montellano, Michele	Lincoln	03/03/23 through 03/31/23
<u>Extension of Medical Leave of Absence</u>		
1. <u>Special Education Assistant</u> Hernandez Llamas, Maria	Special Education	01/24/23 through 02/26/23
<u>Change of Medical Leave of Absence</u>		
1. <u>Translator/Interpreter</u> Alepaoughlian, Wartouhi	EAFE	08/12/22 through 01/16/23

Effective Dates,  
Months/Hours, and  
Salary Rating

Location  
Family & Medical Leave of Absence

- |                                       |              |                           |
|---------------------------------------|--------------|---------------------------|
| 1. <u>Custodian I</u><br>Aquino, Alex | La Crescenta | 02/06/23 through 04/03/23 |
|---------------------------------------|--------------|---------------------------|

Change of Family & Medical Leave of Absence

Translator/Interpreter

- |                               |      |                           |
|-------------------------------|------|---------------------------|
| 1. Alepaoughlian,<br>Wartouhi | EAFE | 08/12/22 through 01/16/23 |
|-------------------------------|------|---------------------------|

Parental Leave of Absence

- |                                       |              |                           |
|---------------------------------------|--------------|---------------------------|
| 1. <u>Custodian I</u><br>Aquino, Alex | La Crescenta | 02/06/23 through 04/03/23 |
|---------------------------------------|--------------|---------------------------|

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election from Eligibility List</u>		
1. <u>Administrative Secretary</u> Tomassian, Shoghag	Mountain Avenue	03/01/23; 10.5/8; 21-3 01.0 00000.0 00000 27004 2410 3900000
<u>Reclassification</u>		
3. <u>Payroll Technician</u> Meyroyan, Azniv	Financial Services From Account Clerk II, 17-4	06/29/22; 12/8; 24-4 01.0 00000.0 00000 72007 2410 0000669
<u>Termination – Exhaustion of Benefits</u>		
2023-cl-37904		Effective 02/03/23
<u>Termination – Probationary</u>		
2023-cl-60174		Effective 02/28/23



	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Education Assistant I</u>		
Adut, Bessy	CDCC	12/01/22 through 06/30/23
Baghramian, Annette		Child Development Activities
Khachikyan, Rima		12.0 61051.0 85000 10000 2110 0000671
Merida, Sariah		12.0 61051.0 85000 10000 2130 0000671
Minassian, Vardouhi		12.0 61051.0 85000 10000 2160 0000671
Puebla, Ximena		California State Preschool
Tahmasebian, Arvin		12.0 61050.0 85000 10000 2110 0000671
		12.0 61050.0 85000 10000 2130 0000671
		12.0 61050.0 85000 10000 2160 0000671
		12.0 61052.0 85000 10000 2110 0000671
		12.0 61052.0 85000 10000 2130 0000671
		12.0 61052.0 85000 10000 2160 0000671
		Self-Support Combined/Self-Supporting
		01.0 91500.0 85000 10000 2110 0000671
		01.0 91500.0 85000 10000 2130 0000671
		01.0 91500.0 85000 10000 2160 0000671
		01.0 91400.0 85000 10000 2110 0000671
		01.0 91400.0 85000 10000 2130 0000671
		01.0 91400.0 85000 10000 2160 0000671
		01.0 91300.0 85000 10000 2110 0000671
		01.0 91300.0 85000 10000 2130 0000671
		01.0 91300.0 85000 10000 2160 0000671
		RAP
		01.0 91100.0 85000 10000 2110 0000671
		01.0 91100.0 85000 10000 2130 0000671
		01.0 91100.0 85000 10000 2160 0000671
		After School Education & Safety
		01.0 60100.0 11100 10000 2110 0000671
		01.0 60100.0 11100 10000 2130 0000671
		01.0 60100.0 11100 10000 2160 0000671
		ELOP
		01.0 26000.0 85000 10000 2110 0000671
		01.0 26000.0 85000 10000 2130 0000671
		01.0 26000.0 85000 10000 2160 0000671

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
2. <u>Special Education Assistant</u>		
Aguirre-Martinez, Sandra	College View	03/20/23 Not to exceed 6 hours, each
Arutyunyan, Karine		01.0 65000.0 57611 11100 2130 5000000
Brown, Michell		
Hernandez-Llamas, Maria		
Jacobson, Kathy		
Kopp, Mary Ann		
Maciel, Yolanda		
Sanchez, Rosio		
Solorzano, Cynthia		
Torres, Melissa		
Urquiza, Pedro		
3. <u>Yard Duty Assistant</u>		
Mehrabi, Melina	Valley View	01/30/23 through 06/07/23 Not to exceed 3 hours a day 01.0 74250.0 19021 10000 2910 0001615
Ramos, Dinora	Jefferson	02/01/23 through 06/07/23 Not to exceed 6 hours a day General Budget 01.0 00000.0 19021 10000 2930 3000000=50% ESSER III 01.0 32130.0 19021 10000 2930 0001615=50%

<u>Change of Assignment</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<b>1. <u>Change of Location</u></b>		
a. <u>Typist Clerk II</u> Najarian, Aylene	Daily From Marshall	02/16/23; 11/8 01.0 32130.0 00000 27004 2410 0410000
b. <u>Typist Clerk II</u> Boghdasarian, Gerta	Clark From Daily	02/24/23; 11/8 01.0 00000.0 00000 27004 2410 0900000
<b>2. <u>Provisional Assignment</u></b>		
a. <u>Cook/Baker</u> Kim, Maria	Crescenta Valley From Cafeteria Worker I, 1-1	02/01/23 through 03/03/23 6.5 hours a day 9-1 13.0 53100.0 00000 37000 2212 0100000
b. <u>Construction Manager</u> Mikaily, Raymond	Planning & Development From Maintenance Project Supervisor, M47-7	01/01/23 through 06/30/23 8 hours a day M64-4 21.1 98000.0 90000 85051 2310 0000630
c. <u>Facilities Project Manager</u> Mailan, Armond	Planning & Development From Construction Manager, M64-7	01/01/23 through 06/30/23 8 hours a day M85-3 21.1 98000.0 90000 85051 2310 0000630
d. <u>Warehouse Worker/Driver I</u> Pineda, Miguel	Warehouse From Custodian I, 11-9	01/01/23 through 06/30/23 8 hours a day 20-6 01.0 00000.0 00000 72005 2211 0000640

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location  
Revision to Previous Board Reports

1. Revision to Board Report #3, August 30, 2022

Page 22, Item 1

Personal Services Agreement

Cubas, Evelyn	Band
Grider, Kiana	Coaches
Rios, Chris	to work with Music teacher at Glendale High School

08/17/22 through 06/30/23  
 Not to exceed \$18,600, total  
 01.0 95100.0 11100 10000 5811 0200000

Change information for:

Grider, Kiana  
 \$15,850.00 to be paid from:  
 01.0 95100.0 11100 10000 5811 0200000  
 \$2,750.00 to be paid from:  
 01.0 00000.0 00000 72002 5811 0001615

Effective Dates,  
Months/Hours, and  
Salary Rating

Location  
Revision to Previous Board Reports - Continued

2. Revision to Board Report #8, January 17, 2023

Page 12

Election of Classified Hourly Substitutes through 06/30/23

Sandoval, Sergio	Mann	11/16/22 through 06/07/23 Not to exceed \$2,629.00, or Not to exceed 96 hours ELO 01.0 74250.0 11301 10000 2130 3500000
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Add names to read:

Camarena, Robert  
Margaryan, Lusine  
Matti, Tamar  
Sorto, Armando  
Vega, Michelle

		<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Location</u>		
<u>Election of Classified Hourly Substitutes (Custodian I) through 06/30/23</u>		
Garruba, Phillip		01/20/23 through 06/30/23
Salgado, Jose		01.0 00000.0 00000 81006 2211 0000640
<u>Election of Classified Hourly Substitutes (Cafeteria Worker I) through 06/30/23</u>		
Garcia, Socorro		02/15/23 through 06/30/23
Govind, Tinal		13.0 53100.0 00000 37000 2232 0000662
Moradkhani, Alenoush		
<u>Election of Classified Hourly Substitutes through 06/30/23</u>		
Davtyan, Benita		07/01/22 through 06/30/23
Menasian, Sharon		
Murphy, Shannon	College View	03/20/23
Noceti, Sophia		Not to exceed 6 hours, each
Villegas, Danielle		01.0 65000.0 57611 11100 2160 5000000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified/Non-Classified Hourly Substitutes through 06/30/23</u>		
<u>Student Assistant I</u>		
Schick, Scott Lee	Educational Services	03/22/23 through 03/31/23 Not to exceed \$15.50 per hour Instrumental Music 01.0 00000.0 17003 10000 2180 0005616 Not to exceed hours as follows: School in session Age 16 and 17 4 hours per day any school day School not in session Ages 16 and 17 8 hours per day
Kim, Kevin	SELPA	03/07/23 through 06/30/23 \$15.50 per hour Not to exceed 200 hours SELPA Workability 1 01.0 65200.0 57600 11133 2180 0000668
Leon, Ian		
Lopez, Maurice		
Polilcolsky, Katrina		
Shahmir, Kayla		
Tabunda, Nikko		
Terrones, Helen		
Torres, Darlin		
Varosyan, Artur		
Voskanyan, Manvel		
Voskanyan, Samvel		

<u>Personal Services Agreement</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. Aguirre Garcia, Joeline Megan	Student Intern, needed to provide Mental Health Counseling to students within the district	08/29/22 through 10/03/22 Not to exceed \$1,550.00 total Attend/Fster/Homeless/Mental Health 01.0 05641.0 11100 10000 5811 0000617
2. Collins, Gabriela	Student Intern, needed to provide Mental Health Counseling to students within the district	09/12/22 through 09/23/22 Not to exceed \$650.00 total Attend/Fster/Homeless/Mental Health 01.0 05641.0 11100 10000 5811 0000617
3. Daniels, Brittany	Student Intern, needed to provide Mental Health Counseling to students within the district	09/26/22 through 09/30/22 Not to exceed \$400.00 total Attend/Fster/Homeless/Mental Health 01.0 05641.0 11100 10000 5811 0000617



	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Personal Services Agreement</u> - Continued		
4. Masuyama, Hisato	Consultant, as needed to teach Chorus to 3-6 grade.	03/08/23 through 05/31/23 Not to exceed \$2,700.00 01.0 95100.0 11100 10000 5811 2400000
5. Rasas, Leila	Consultant, as needed to serve as Judge for Middle School Honors Solo Recital on March 2, 2023	03/02/23 Not to exceed \$200.00 total 01.0 00000.0 11404 10000 5811 0006616

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 4

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

The Superintendent recommends that “A” Form (Payroll Warrants) issued February 14, 2023 – March 1, 2023, as shown below totaling \$9,122,480.29 be approved. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, 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
041-C	7644431 - 7644443	Certificated	\$ 4,522.13
044-C	7646439 - 7646444	Certificated	1,247.16
045-C	7646636 - 7646641	Certificated	2,503.82
045-N	7646642 - 7646663	Classified	26,064.02
046-C	7647151 - 7647156	Certificated	574.94
046-N	7647157 - 7647162	Classified	2,432.52
048-C	7650495 - 7650501	Certificated	1,709.79
E4O-N	7652014 - 7652098	Classified	1,406,245.66
052-C	7653139 - 7653142	Certificated	2,645.33
052-N	7653143 - 7653144	Classified	3,823.27
053-C	7655858 - 7655862	Certificated	1,277.94
053-N	7655863 - 7655863	Classified	198.36
C1H-C	7658470 - 7658513	Certificated	7,664,950.35
058-C	7659314 - 7659326	Certificated	4,716.74
058-N	7659327 - 7659327	Classified	(431.74)
<b>TOTAL</b>			<b>\$ 9,122,480.29</b>

*To Support 2022-23 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

MARCH 7, 2023

CONSENT CALENDAR NO. 5

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer  
PREPARED BY: Barbara Howard, Director, Procurement & Contract Services  
SUBJECT: **PURCHASE ORDER LISTING**

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The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,182,005.21 for the period of February 13, 2023 through February 24, 2023 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM FEBRUARY 13, 2023 THROUGH FEBRUARY 24, 2023.

<b>Funding Source</b>	<b>Number of Purchase Orders</b>	<b>Amount</b>
UNRESTRICTED RESOURCES	59	173767.84
CONTINUING EDUCATION RESTRICTED	3	1000.34
FEDERAL RESTRICTED RESOURCES	12	55612.72
STATE RESTRICTED RESOURCES	39	751004.74
LOCAL RESTRICTED RESOURCES	39	39371.84
CHILD DEVELOPMENT FUND	2	1068
FOOD SERVICES FUND	4	6126.94
MEASURE S PROJECTS FUND	7	154052.79
<b>TOTAL</b>	<b>165</b>	<b>\$1,182,005.21</b>

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***TO SUPPORT 2022-23 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
PO1-230000003105	AMERICAN EXPRESS CPS COAST ALUMINUM INC - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	407.63
PO1-230000003112	NOVA GRAPHIC SYSTEMS CONTRACT RENEWAL FOR MICROFILM SCANNER - STUDENT SUPPORT SERVICES	1,800.00
PO1-230000003121	SCHOOLMINT, INC LICENSE, SOFTWARE IMPLEMENTATION AND CUSTOM WORK FOR ONLINE SERVICES - STUDENT SUPPORT SERVICES	38,587.50
PO1-230000003128	THE HOME DEPOT PRO (SUPPLYWORKS)	131.31
PO1-230000003129	ADAPTCONN, INC. SATELLITE NETWORK SERVICES - FACILITY & SUPPORT OPERATIONS	1,890.00
PO1-230000003131	DILIGENT BUSINESS SOLUTIONS SUBSCRIPTION FOR ONLINE BLUEPRINTS - FACILITY & SUPPORT OPERATIONS	7,800.00
PO1-230000003132	GLENDALE BUILDER'S SUPPLIES	43.00
PO1-230000003138	SUBWAY EDIBLE SUPPLIES FOR LEADERSHIP CONFERENCE - EDUCATIONAL SERVICES	1,358.40
PO1-230000003141	STAGE PARTNERS, LLC	205.00
PO1-230000003144	CALIFORNIA ASSOCIATION OF AFRICAN-AMERICAN SUPT'S &	695.00
PO1-230000003145	CALIFORNIA ASSOCIATION OF AFRICAN-AMERICAN SUPT'S &	695.00
PO1-230000003160	PUREWAY COMPLIANCE, INC	255.36
PO1-230000003168	AMAZON CAPITAL SERVICES, INC.	962.25
PO1-230000003169	EVALUMETRICS, INC. BLANKET PURCHASE ORDER FOR PUPIL TESTING SERVICES - EDUCATIONAL SERVICES	3,000.00
PO1-230000003173	AMERICAN EXPRESS CPS SOUTHERN CALIFORNIA KINDERGARTEN CONFERENCE - CONFERENCE EXPENSES - FREMONT ELEMENTARY SCHOOL	626.24

## UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-230000003182	MAGILIAN PRODUCTIONS SERVICE AGREEMENT FOR PROFESSIONAL DEVELOPMENT SESSIONS ON GENDER BIAS - EDUCATIONAL SERVICES	2,500.00
PO1-230000003183	SIRAMARK INC DBA ABRIL BOOKSTORE	319.76
PO1-230000003184	SIRAMARK INC DBA ABRIL BOOKSTORE BOOKS FOR ARMENIAN DUAL IMMERSION PROGRAM AT WILSON MIDDLE SCHOOL - EDUCATIONAL SERVICES	3,000.00
PO1-230000003185	SIRAMARK INC DBA ABRIL BOOKSTORE BOOKS FOR ARMENIAN DUAL IMMERSION PROGRM AT TOLL MIDDLE SCHOOL - EDUCATIONAL SERVICES	1,000.00
PO1-230000003187	SMART & FINAL IRIS COMPANY	500.00
PO1-230000003192	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EQUITY, ACCESS & FAMILY ENGAGEMENT	2,500.00
PO1-230000003193	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL	1,000.00
PO1-230000003194	ALMA ADVISORY GROUP, LLC SERVICE AGREEMENT TO PROVIDE EXECUTIVE COACHING - SUPERINTENDENT'S OFFICE	10,000.00
PO1-230000003197	ANDREA KOBLINER CONSULTANT TO WRITE, COMPLETE AND SUBMIT TUPE GRANT APPLICATION - BOARD APPROVED 2/7/2023 - STUDENT SUPPORT SERVICES	36,000.00
PO1-230000003200	WESTED ONLINE SERVICES AND REPORTS RELATED TO CALIFORNIA HEALTHY KIDS AND CALIFORNIA SCHOOL STAFF SURVEYS - STUDENT SUPPORT SERVICES	2,964.20
PO1-230000003201	MINUTEMAN PRESS	426.67

## UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-230000003202	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	2,500.00
PO1-230000003203	ODP BUSINESS SOLUTIONS, LLC (F/K/A/ OFFICE DEPOT BUSIN BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES -GLENDALE HIGH SCHOOL	2,500.00
PO1-230000003206	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	2,000.00
PO1-230000003209	AMERICAN ASSOCIATION OF TEACHERS OF SPANISH & PORT	135.00
PO1-230000003210	SWUN MATH, LLC INSTRUCTIONAL MATERIALS & SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	2,170.16
PO1-230000003218	FIRST STUDENT	468.96
PO1-230000003220	STUDIO GEAR INSTRUCTIONAL MATERIALS - LINCOLN ELEMENTARY SCHOOL	1,417.98
PO1-230000003221	SIRAMARK INC DBA ABRIL BOOKSTORE BOOKS FOR ARMENIAN DUAL IMMERSION PROGRAM - JEFFERSON ELMENTARY SCHOOL	6,000.00
PO1-230000003222	SIRAMARK INC DBA ABRIL BOOKSTORE BOOKS FOR ARMENIAN DUAL IMMERSION PROGRAM- R.D. WHITE ELMENTARY SCHOOL	6,000.00
PO3W-230000001465	AMAZON CAPITAL SERVICES, INC.	83.11
PO3W-230000001467	AMAZON CAPITAL SERVICES, INC.	63.17
PO3W-230000001469	MAPS.COM LLC	261.48
PO3W-230000001470	CLARK SUPPLIES, LLC	149.66
PO3W-230000001473	NJP SPORTS INC	288.86
PO3W-230000001474	BSN SPORTS BENCH FOR ATHLETIC FIELDS - HOOVER HIGH SCHOOL	1,795.48
PO3W-230000001475	BEAR COMMUNICATIONS INC DBA BEARCOM WALKIE TALKIES - GLENOAKS ELEMENTARY SCHOOL	3,357.12

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO3W-230000001477	BURBANK PRINTING	37.49
PO3W-230000001481	4WALL ENTERTAINMENT STAGE EQUIPMENT CONTAINERS FOR GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	3,370.48
PO3W-230000001484	BEAR COMMUNICATIONS INC DBA BEARCOM TWO-WAY RADIOS - JEFFERSON ELEMENTARY SCHOOL	2,684.59
PO3W-230000001487	ODP BUSINESS SOLUTIONS, LLC (F/K/A/ OFFICE DEPOT BUSIN SCHOOL FURNITURE - BALBOA ELEMENTARY SCHOOL	1,984.44
PO3W-230000001490	HOUGHTON MIFFLIN HARCOURT	668.53
PO3W-230000001496	CDW GOVERNMENT	425.60
PO3W-230000001499	VIRCO INC. SCHOOL FURNITURE - ROOSEVELT MIDDLE SCHOOL	6,398.03
PO3W-230000001504	CROWN AWARDS	482.29
PO3W-230000001509	MPS-ATTN: HIGH SCHOOL ORDER ENTRY	779.46
PO3W-230000001510	WOODBURN PRESS INSTRUCTIONAL MATERIALS & SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	1,230.66
PO3W-230000001511	AMAZON CAPITAL SERVICES, INC.	173.09
PO3W-230000001512	NIPPON SHOSEKI HANBAI, INC.	417.01
PO3W-230000001513	NIPPON SHOSEKI HANBAI, INC. INSTRUCTIONAL BOOKS FOR JAPANESE DUAL IMMERSION PROGRAM - ROSEMONT MIDDLE SCHOOL	4,265.35
PO3W-230000001524	COMPLETE BUSINESS SYSTEMS PRINTING SUPPLIES - TOLL MIDDLE SCHOOL	1,181.40
PO3W-230000001525	AMAZON CAPITAL SERVICES, INC.	550.71
PO3W-230000001529	AMAZON CAPITAL SERVICES, INC.	118.66
PO3W-230000001530	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - CLARK MAGNET HIGH SCHOOL	1,141.75
	TOTAL	173,767.84

CONTINUING EDUCATION - RESTRICTED

PO NUMBER	VENDOR	AMOUNT
PO1-230000003175	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BOOST CONFERENCE - CONFERENCE EXPENSES - CHILD DEVELOPMENT AND CHILD CARE	423.75
PO3W-230000001480	AMAZON CAPITAL SERVICES, INC.	363.82
PO3W-230000001491	ODP BUSINESS SOLUTIONS, LLC (F/K/A/ OFFICE DEPOT BUSIN	212.77
	TOTAL	1,000.34

FEDERAL RESTRICTED RESOURCES

PO1-230000003130	ALEXANDRA ISAAC REIMBURSEMENT OF COLLEGE COURSE FEES - EQUITY, ACCESS & FAMILY ENGAGEMENT	4,880.00
PO1-230000003133	COLLABORATIVE LEARNING SOLUTIONS, LLC SERVICE AGREEMENT TO CONDUCT RESEARCH, ANALYZE DATA AND PROVIDE APPRECIATIVE INQUIRY PACKAGE - SPECIAL EDUCATION	23,000.00
PO1-230000003139	MARINE AVAGYAN CONSULTANT TO ENGAGE STAFF & STUDENTS AT CHAMLIAN PRIVATE SCHOOL TO REVISE THE STUDENT HANDBOOK, BOARD APPROVED 2/7/2023 - EQUITY, ACCESS & FAMILY ENGAGEMENT	3,000.00
PO1-230000003143	RUBINA HAROUTONIAN	292.50
PO1-230000003191	ODP BUSINESS SOLUTIONS, LLC (F/K/A/ OFFICE DEPOT BUSIN BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CERRITOS ELEMENTARY SCHOOL	4,000.00
PO1-230000003204	REFUGEE FORUM OF LOS ANGELES	100.00
PO3W-230000001468	AMAZON CAPITAL SERVICES, INC.	251.34
PO3W-230000001479	BEAR COMMUNICATIONS INC DBA BEARCOM TWO-WAY RADIOS - BALBOA ELEMENTARY SCHOOL	6,697.69
PO3W-230000001485	CDW GOVERNMENT CLASSROOM PROJECTORS - BALBOA ELEMENTARY SCHOOL	2,165.31



FEDERAL RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO3W-230000001495	AMAZON CAPITAL SERVICES, INC.	301.20
PO3W-230000001508	CDW GOVERNMENT COMPUTER SUPPLIES - ROOSEVELT MIDDLE SCHOOL	4,134.38
PO3W-230000001522	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	6,790.30
	TOTAL	55,612.72
STATE RESTRICTED RESOURCES		
PO1-230000003099	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR SUPPLIES FOR PBIS INCENTIVES - MONTE VISTA ELEMENTARY SCHOOL	1,000.00
PO1-230000003107	CARE YOUTH CORPORATION AGREEMENT TO PROVIDE SERVICES RELATED TO STUDENTS WITH SPECIAL NEEDS - SPECIAL EDUCATION	95,000.00
PO1-230000003110	AMAZON CAPITAL SERVICES, INC. REFERENCE BOOKS - EDUCATIONAL SERVICES	1,810.77
PO1-230000003115	BURBANK UNIFIED SCHOOL DIST PAYMENT OF EXCESS COST FOR 2021-2022 - SPECIAL EDUCATION	126,394.15
PO1-230000003117	AMERICAN EXPRESS CPS INDUSTRIAL WEBBING - OFFICE SUPPLIES - COLLEGE VIEW SCHOOL	116.98
PO1-230000003118	AUTISM SPECTRUM THERAPIES AGREEMENT TO PROVIDE SERVICES RELATED TO STUDENTS WITH SPECIAL NEEDS - SPECIAL EDUCATION	156,000.00
PO1-230000003122	UPS	41.25

## STATE RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-230000003124	ECHO CENTER AGREEMENT TO PROVIDE SERVICES RELATED TO STUDENTS WITH SPECIAL NEEDS - SPECIAL EDUCATION	16,000.00
PO1-230000003134	FOLLETT SCHOOL SOLUTIONS, INC. LIBRARY BOOKS - MONTE VISTA ELEMENTARY SCHOOL	1,000.00
PO1-230000003137	PRIDE LEARNING COMPANY AGREEMENT TO PROVIDE TUTORING SERVICES TO STUDENTS WITH SPECIAL NEEDS - SPECIAL EDUCATION	14,900.00
PO1-230000003146	BURBANK UNIFIED SCHOOL DIST PAYMENT OF EXCESS COST FOR 2021-2022 - SPECIAL EDUCATION	45,152.02
PO1-230000003149	SWUN MATH, LLC BOOKS - MANN ELEMENTARY SCHOOL	5,170.96
PO1-230000003150	SWUN MATH, LLC BOOKS - MANN ELEMENTARY SCHOOL	5,170.96
PO1-230000003151	SWUN MATH, LLC BOOKS - MANN ELEMENTARY SCHOOL	5,647.77
PO1-230000003163	CITY OF LOS ANGELES, LOS ANGELES ZOO DEPARTMENT	292.17
PO1-230000003164	CERTIFIED WHOLESALE ELECTRIC	107.79
PO1-230000003165	BURBANK UNIFIED SCHOOL DIST PAYMENT OF EXCESS COST FOR 2021-2022 - SPECIAL EDUCATION	184,145.40
PO1-230000003166	AMERICAN RED CROSS RED CROSS CERTIFICATIONS - SECONDARY SERVICES	3,286.00
PO1-230000003172	VANAMAN GERMAN LLP LEGAL FEES - SPECIAL EDUCATION	10,000.00
PO1-230000003174	APPLIED EDUCATIONAL SYSTEMS	408.33
PO1-230000003177	THE SOUTHERN CA LEARNING CORP. AGREEMENT TO PROVIDE ONLINE AND IN PERSON TUTORING SERVICES - EQUITY, ACCESS & FAMILY ENGAGEMENT	14,800.00

## STATE RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-230000003186	AMAZON CAPITAL SERVICES, INC.	700.00
PO1-230000003195	IXL	625.00
PO1-230000003200	WESTED ONLINE SERVICES AND REPORTS RELATED TO CALIFORNIA HEALTHY KIDS AND CALIFORNIA SCHOOL STAFF SURVEYS - STUDENT SUPPORT SERVICES	3,766.80
PO1-230000003211	ODP BUSINESS SOLUTIONS, LLC (F/K/A/ OFFICE DEPOT BUSIN	397.85
PO1-230000003215	JOURNEYED.COM INC	140.00
PO1-230000003216	BEATRICE BRAUN SERVICE AGREEMENT TO PROVIDE AUDITORY PROCESSING EVALUATIONS - SPECIAL EDUCATION	20,000.00
PO3W-230000001421	SCHOOL SPECIALTY LLC ICE MAKER FOR STUDENT NEEDS - VERDUGO WOODLANDS ELEMENTARY SCHOOL	4,133.07
PO3W-230000001466	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,895.89
PO3W-230000001471	LAKESHORE LEARNING	478.49
PO3W-230000001472	ODP BUSINESS SOLUTIONS, LLC (F/K/A/ OFFICE DEPOT BUSIN PRINTING MATERIALS - TEACHING & LEARNING	2,868.33
PO3W-230000001480	AMAZON CAPITAL SERVICES, INC.	132.30
PO3W-230000001482	CDW GOVERNMENT	209.02
PO3W-230000001483	MAKERBOT INDUSTRIES LLC	831.84
PO3W-230000001488	B & H PHOTO VIDEO AUDIOVISUAL EQUIPMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,020.41
PO3W-230000001494	SONOVA USA INC	79.41
PO3W-230000001498	BSN SPORTS GYM EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	25,158.19
PO3W-230000001526	GLOBAL EQUIPMENT COMPANY INC PARTITION PANELS - HOOVER HIGH SCHOOL	1,288.42
PO3W-230000001527	VIRCO INC.	835.17
	TOTAL	751,004.74

LOCAL RESTRICTED RESOURCES

PO NUMBER	VENDOR	AMOUNT
PO1-230000003097	FIRST STUDENT TRANSPORTATION SERVICES FOR THIRD GRADE FIELD TRIP TO VT RANCH - DUNSMORE ELEMENTARY SCHOOL	1,331.52
PO1-230000003098	FIRST STUDENT TRANSPORTATION SERVICES FOR FIFTH GRADE FIELD TRIP TO HUNTINGTON LIBRARY - DUNSMORE ELEMENTARY SCHOOL	1,029.19
PO1-230000003100	AMAZON CAPITAL SERVICES, INC.	250.00
PO1-230000003101	ANIXTER INC. SECURITY CAMERAS - FACILITY & SUPPORT OPERATIONS	2,030.81
PO1-230000003102	EWING IRRIGATION PRODUCTS	472.13
PO1-230000003106	GLENDALE BUILDER'S SUPPLIES	43.00
PO1-230000003108	AMY KATHLEEN GRAHAM SERVICE AGREEMENT TO PROVIDE A 3-HOUR ONLINE TRAINING FOR GUSD EMPLOYEES - SPECIAL EDUCATION	2,000.00
PO1-230000003113	BORREGO SOLAR SYSTEMS, INC.	823.46
PO1-230000003123	PRISMATIC MAGIC LLC SERVICE AGREEMENT TO PROVIDE SCIENCE ASSEMBLY - MUIR ELEMENTARY SCHOOL	1,049.00
PO1-230000003126	DECKER EQUIPMENT/SCHOOL FIX	636.37
PO1-230000003127	OOWTI INC. AGREEMENT TO PROVIDE SCIENCE ASSEMBLY - SPECIAL EDUCATION	1,184.00
PO1-230000003128	THE HOME DEPOT PRO (SUPPLYWORKS)	142.18
PO1-230000003136	YUKARI TOKUMARU	250.00
PO1-230000003148	LEONIS ADOBE MUSEUM FIELD TRIP EXPENSES - FREMONT ELEMENTARY SCHOOL	1,094.00
PO1-230000003154	AMAZON CAPITAL SERVICES, INC.	132.24
PO1-230000003158	KOREAN AMERICAN EDUCATION FOUNDATION, INC	573.30

LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-230000003171	SHIRAZ RENTALS RENTALS - KEPPEL ELEMENTARY SCHOOL	1,650.00
PO1-230000003175	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BOOST - CONFERENCE EXPENSES - CHILD DEVELOPMENT AND CHILD CARE	423.75
PO1-230000003176	PROFESSIONAL TURF SPECIALTIES INC SERVICE AGREEMENT FOR SOFTBALL FIELD AT CRESCENTA VALLEY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	4,450.00
PO1-230000003179	A RENTAL CONNECTION	598.92
PO1-230000003188	DEWEY SERVICES INC.	400.00
PO1-230000003199	STUDENT TELEVISION NETWORK, INC.	200.00
PO1-230000003205	KRISTINE S HUNTER GEORGE J SALLUSTIO	624.26
PO1-230000003207	DISCOVERY SCIENCE CENTER OF LOS ANGELES	150.00
PO1-230000003208	COPY NETWORK	495.02
PO1-230000003212	NCS PEARSON INC.	700.00
PO1-230000003217	MHS, INC ONLINE RATING FORMS - SPECIAL EDUCATION	1,874.26
PO1-230000003223	GENE MOON	500.00
PO3W-230000001426	LAKESHORE LEARNING WELLNESS CENTER SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	7,865.77
PO3W-230000001480	AMAZON CAPITAL SERVICES, INC.	385.86
PO3W-230000001486	CDW GOVERNMENT	426.67
PO3W-230000001492	VEX ROBOTICS, INC.	252.12
PO3W-230000001497	CDW GOVERNMENT	816.14
PO3W-230000001505	AMAZON CAPITAL SERVICES, INC.	45.63
PO3W-230000001506	CORTELCO, INC. COMMUNICATION EQUIPMENT - FACILITY & SUPPORT OPERATIONS	1,799.09
PO3W-230000001517	WESTCOAST PRODUCTS & DESIGN LLC	174.43
PO3W-230000001518	SPORTDECALS, INC.	988.29
PO3W-230000001521	APH FOR THE BLIND	767.34
PO3W-230000001528	GUITAR CENTER STORES, INC.	743.09
	TOTAL	39,371.84

CHILD DEVELOPMENT FUND

PO NUMBER	VENDOR	AMOUNT
PO1-230000003175	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BOOST - CONFERENCE EXPENSES - CHILD DEVELOPMENT AND CHILD CARE	847.50
PO3W-230000001480	AMAZON CAPITAL SERVICES, INC.	220.50
	TOTAL	1,068.00

FOOD SERVICES FUND

PO1-230000003189	CSNA	55.00
PO1-230000003190	SNA	146.00
PO3W-230000001476	ULINE SHIPPING SUPPLY CAFETERIA EQUIPMENT - FOOD SERVICES	1,063.91
PO3W-230000001516	ARROW RESTAURANT EQUIPMENT CAFETERIA SUPPLIES - FOOD SERVICES	4,862.03
	TOTAL	6,126.94

MEASURE S PROJECTS FUND

PO1-230000003109	EWING IRRIGATION PRODUCTS IRRIGATION PARTS - CLARK MAGNET HIGH SCHOOL	3,541.79
PO1-230000003125	C.A.S.H. CONFERENCE EXPENSES - PLANNING, DEVELOPMENT & FACILITIES	1,399.00
PO1-230000003142	tBP/ARCHITECTURE	835.00
PO1-230000003159	19SIX ARCHITECTS ARCHITECTURAL SERVICES - LA CRESCENTA ELEMENTARY SCHOOL	72,900.00
PO1-230000003162	19SIX ARCHITECTS ARCHITECTURAL SERVICES - ROSEMONT MIDDLE SCHOOL	75,000.00
PO1-230000003167	C.A.S.H.	127.00
PO1-230000003196	SIMPLY BACKFLOW	250.00
	TOTAL	154,052.79

**LIST OF PO CHANGE ORDERS  
DURING THE PERIOD OF 2/13/2023 THROUGH 2/24/2023  
CONSENT CALENDAR NO. 5 - MARCH 7, 2023**

Change Order Date	PO#	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
2/14/2023	PO1-230000002361	FIRST STUDENT	DECREASED PO TO ALLOCATE FOR DIFFERENT USE	\$10,000.00	(\$6,000.00)	\$4,000.00
2/14/2023	PO1-230000003058	AMAZON	INCREASE PO FOR ADDITIONAL PURCHASES	\$1,000.00	\$1,000.00	\$2,000.00
2/15/2023	PO1-2300000001175	AMAZON	INCREASE PO FOR ADDITIONAL PURCHASES	\$2,000.00	\$1,000.00	\$3,000.00
2/15/2023	PO1-2300000003085	NCS PERSAON INC.	PO INCREASED DUE TO GATE TESTING PRICE INCREASE PER LICENSE.	\$5,750.00	\$250.00	\$6,000.00
2/15/2023	PO1-230000002854	AGI REPAIR	INCREASE PO FOR ADDITIONAL PURCHASES	\$4,219.00	\$1,000.00	\$5,219.00
2/16/2023	PO1-230000000527	UNITED REFRIGERATION	INCREASE PO FOR ADDITIONAL PURCHASES	\$35,000.00	\$10,000.00	\$45,000.00
2/21/2023	PO1-230000000486	AMAZON	INCREASE PO TO COVER ESTIMATED EXPENSES TO THE END OF THE FISCAL YEAR	\$7,000.00	\$3,000.00	\$10,000.00
2/21/2023	PO1-230000000777	OFFICE DEPOT	INCREASE PO FOR ADDITIONAL PURCHASES	\$2,000.00	\$2,000.00	\$4,000.00
2/21/2023	PO1-230000000744	OFFICE DEPOT	INCREASE PO FOR ADDITIONAL PURCHASES	\$2,000.00	\$1,500.00	\$3,500.00
2/21/2023	PO1-230000000781	OFFICE DEPOT	INCREASE PO FOR ADDITIONAL PURCHASES FOR 3RD TRIMESTER AND SUMMER SCHOOL	\$10,000.00	\$10,000.00	\$20,000.00
2/21/2023	PO3W #230000001231	HOME DEPOT	MODIFY PO TO SHOW INCREASED COST FOR SUBSTITUTED ITEMS AND INCLUDE FREIGHT	\$619.96	\$64.57	\$684.53
2/21/2023	PO1-2300000000445	AMAZON	INCREASE PO FOR ADDITIONAL PURCHASES	\$7,000.00	\$4,000.00	\$11,000.00
2/21/2023	PO1-230000000691	U.S. AIRCONDITIONING	INCREASE PO FOR ADDITIONAL PURCHASES	\$5,000.00	\$5,000.00	\$10,000.00
2/21/2023	PO1-230000000984	E3 DIAGNOSTICS	INCREASE PO FOR PENDING AND FUTURE INVOICES.	\$3,000.00	\$1,500.00	\$4,500.00
2/21/2023	PO1-230000002385	FIRST STUDENT	INCREASE PO FOR PENDING AND FUTURE INVOICES.	\$3,000.00	\$3,000.00	\$6,000.00
2/21/2023	PO1-230000001869	FIRST STUDENT	INCREASE PO FOR ADDITIONAL FIELD TRIPS	\$5,000.00	\$5,000.00	\$10,000.00
2/23/2023	PO1-230000000849	SOUTHLAND DISPOSAL	INCREASE PO TO COVER EXPENSES THROUGH THE END OF THE FISCAL YEAR	\$241,000.00	\$160,000.00	\$401,000.00
2/24/2023	PO1-230000000741	HASA/ILLINI	INCREASE PO TO COVER ESTIMATED EXPENSES TO THE END OF THE FISCAL YEAR	\$60,000.00	\$20,000.00	\$80,000.00

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 6

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Santhasundari Rajiv, Chief 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 2022-23 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.***



GLENDAL UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

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

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$0
2000	Classified Salaries	\$0	\$0
3000	Employee Benefits	\$0	\$0
4000	Instructional Supplies	(\$15,000)	\$0
5000	Contract Services	(\$20,500)	\$0
6000	Capital Outlay	\$35,500	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>		<b>\$0</b>	<b>\$0</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>\$0</b>
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March 7, 2023  
 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:
FMS	Community Services-Civic Center	0	0	0	(15,000)	(20,500)	35,500	0	0	\$0	Capital Outlay
Various	Supplemental program	0	0	0	0	0	0	0	0	\$0	Supplies
		\$0	\$0	\$0	(\$15,000)	(\$20,500)	\$35,500	\$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:
Various	Supplemental program	0	0	0	0	0	0	0	0	\$0	Adjustment
District	General Fund	0	0	0	0	0	0	0	0	\$0	Adjustment
		0	0	0	0	0	0	0	0	\$0	
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

- 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                            |

GLENDAL UNIFIED SCHOOL DISTRICT

March 7, 2023

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	\$46,982
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$3,593
8910-8999	Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>		<b>\$0</b>	<b>\$50,575</b>

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$0	\$6,750
2000	Classified Salaries	\$0	\$12,680
3000	Employee Benefits	\$0	\$6,682
4000	Instructional Supplies	(\$4,800)	\$2,720
5000	Contract Services	\$4,800	\$19,807
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$1,936
<b>TOTAL BUDGETED APPROPRIATIONS</b>		<b>\$0</b>	<b>\$50,575</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>\$0</b>
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GLENDALE UNIFIED SCHOOL DISTRICT  
 March 7, 2023  
 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	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX											
Cerritos	ELOG	74250.0	0	0	0	(4,800)	4,800	0	0	0	\$0	Services
Various	TITLE I	30100.0	0	0	0	0	0	0	0	0	\$0	Supplies
			0	0	0	0	0	0	0	0	\$0	
			\$0	\$0	\$0	(\$4,800)	\$4,800	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS		Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Category	Program Description	Code										
Categorical Programs	Categorical Programs	94003.0	0	0	0	0	500	0	0	0	\$500	To allocate income
Fremont	School Site Donations	95100.0	0	0	0	180	0	0	0	0	\$180	To allocate income
Educational Services	School Site Donations	94374.0	0	0	0	300	0	0	0	0	\$300	To allocate income (Korean Flag prg for Monte Vista)
Educational Services	School Site Donations	94376.0	0	0	0	0	92	0	0	0	\$92	To allocate income (Korean Flag prg for Keppel)
Dunsmore	Donation from Herny E. Huntington Library and Art Gallery	95100.0	0	0	0	0	500	0	0	0	\$500	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	100	0	0	0	0	\$100	To allocate income
Franklin	School Site Donations	95100.0	0	0	0	0	60	0	0	0	\$60	To allocate income
Administration	RSI	42161.4	6,750	12,680	6,682	2,140	16,794	0	1,936	0	\$46,962	Adjustments
Dunsmore	School Site Donations	95100.0	0	0	0	0	1,861	0	0	0	\$1,861	To allocate income
			0	0	0	0	0	0	0	0	\$0	

**Total Budget Adjustments**  
 Object Codes  
 1000 Certificated Salaries  
 2000 Classified Salaries  
 3000 Employee Benefits

**\$6,750**    **\$12,680**    **\$6,682**    **\$2,720**    **\$19,807**    **\$0**    **\$1,936**    **\$0**    **\$50,575**  
 4000 Books & Supplies  
 5000 Services & Other Operating Expenses  
 6000 Capital Outlay  
 7000 Other Outgo  
 8000 Income  
 9000 Designated Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Lena Kortoshian, Director, Teaching & Learning

SUBJECT: **Approval of New Course of Study Outline for Use in High Schools in the Area of Mathematics**

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The Superintendent recommends that the Board of Education approve new course of study outline (AP Precalculus) for use in high schools in the area of Mathematics (to replace the current Precalculus Honors).

**Overview**

In November 2022, the College Board proposed the Advanced Placement (AP) Precalculus course framework for preview and adoption. The AP Precalculus course centers on functions modeling dynamic phenomena. The research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types, foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students will study each function type through their graphical, numerical, verbal, and analytical representations and their applications in various contexts.

In the AP Precalculus course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Throughout this course, students develop and hone symbolic manipulation skills needed for future mathematics courses. AP Precalculus fosters the development of a deep conceptual understanding of specific function types and functions in general. This type of understanding helps students to engage with both familiar and novel contexts.

The course is organized into four units:

- Unit 1: Polynomial and Rational Functions
- Unit 2: Exponential and Logarithmic Functions
- Unit 3: Trigonometric and Polar Functions
- Unit 4: Functions Involving Parameters, Vectors, and Matrices

### **Curriculum Review Process**

An initial discussion on adopting the AP Precalculus course began in the Mathematics Curriculum Study Committee (CSC). On December 6, 2022, seven teachers from four high schools—Clark Magnet, Crescenta Valley, Glendale and Hoover—worked collaboratively to compare the Precalculus Honors course currently offered in the District. The teachers compared the Precalculus Honors standards with the AP Precalculus standards. After a thorough review, the teachers determined that the AP Precalculus course contains fewer standards, but they are covered in more depth. The teachers unanimously agreed to replace the current Precalculus Honors course with AP Precalculus. As a result, they began work on writing a pacing guide to match the new course.

### **Cost of Instructional Materials and Professional Development:**

There are no new costs associated with a textbook adoption as the current textbook in use in Precalculus Honors also covers the standards to be taught in the new AP Precalculus course. Sites may elect to send their teachers instructing the new AP course to AP summer institutes or local workshops. Many of these workshops are now offered online, thus reducing the fees for transportation and lodging.

### **Recommendation**

The teachers who reviewed the curriculum and the high school principals recommend adopting the AP Precalculus course to replace Precalculus Honors beginning in the 2023-2024 school year.

***TO SUPPORT 2022-23 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 2022-23 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.***



**INCLUDES**

- ✓ Course framework
- ✓ Sample exam questions

# AP<sup>®</sup> Precalculus

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**PROPOSED COURSE FRAMEWORK**

**November 2022  
Preview**

## **Equity and Access**

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.



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# Acknowledgements

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College Board would like to acknowledge the following individuals for their assistance with and contributions to the development of this course. All individuals' affiliations were current at the time of contribution.

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Natasha Vasavada, *Executive Director, New Course Development*

# About AP

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College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

## AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses and selecting appropriate college-level readings, assignments, and resources. This course framework document presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with

formative assessments—Progress Checks—that teachers can assign throughout the year to measure students' progress as they acquire content knowledge and develop skills.

## Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence presented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit [collegeboard.org/apcourseaudit](http://collegeboard.org/apcourseaudit) for more information to support the preparation and submission of materials for the AP Course Audit.

## How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course, framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, and analysis to ensure that questions are accurate, fair, and valid and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges) and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on [apcentral.collegeboard.org](http://apcentral.collegeboard.org).

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion are scored online. All AP readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course
- Achievement-level descriptions formulated by college faculty who review each AP Exam question

**AP PRECALCULUS**

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# Course Framework

# Introduction

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AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Modeling, a central instructional theme for the course, helps students come to a deeper understanding of each function type. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of precalculus.

Throughout this course, students develop and hone symbolic manipulation skills needed for future mathematics courses. They also solve equations and manipulate expressions for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, verbal, and analytical representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable in a variety of future courses that involve quantitative reasoning.

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. At various points and over various intervals, a function takes on characteristics that can be classified with varying levels of precision and justification, depending on the function representation and available mathematical tools. Furthermore, a function can be classified as part of a function family based on the way in which values of different variables change simultaneously.

Research indicates that deep understanding of functions and their graphs as embodying dynamic covariation of quantities best supports student preparation for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with varying degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts.

## Unit Outline

Unit 1: Polynomial and Rational Functions

Unit 2: Exponential and Logarithmic Functions

Unit 3: Trigonometric and Polar Functions

Unit 4: Functions Involving Parameters, Vectors, and Matrices

## Unit Notes

Each unit includes these features:

- Exploration, analysis, and application of **new function types**.
- Deep development of a **key function concept** applicable across function types such as transformations, compositions, and inverses.
- Examination of **how variables change relative to each other** for each of the function types.
- Use of each function type to **model contexts and data sets**.
- Rigorous application of the **algebraic skills** needed to engage with each function type.

## Technology Notes

Technology should be used throughout the course as a tool to explore concepts. In AP Precalculus, students should specifically practice using technology to do the following:

- Perform calculations (e.g., exponents, roots, trigonometric values, logarithms)
- Graph functions and analyze graphs
- Generate a table of values for a function
- Find real zeros of functions
- Find points of intersection of graphs of functions
- Find minima/maxima of functions
- Find numerical solutions to equations in one variable
- Find regression equations to model data
- Perform matrix operations (e.g., multiplication, finding inverses)

However, it is important to note that technology should not replace the development of symbolic manipulation skills. When algebraic expressions and equations are accessible with precalculus-level algebraic manipulation, students are expected to find zeros, solve equations, and calculate values without the help of technology. Most of the AP Exam will need to be completed without the use of technology. However, selected questions will require students to use a graphing calculator to complete the tasks delineated above.

## Expected Prior Knowledge and Skills

- Proficiency with linear functions
- Proficiency in polynomial addition and multiplication
- Proficiency in factoring quadratic trinomials
- Proficiency in using the quadratic formula
- Proficiency in solving right triangle problems involving trigonometry
- Proficiency in solving linear and quadratic equations and inequalities
- Proficiency in algebraic manipulation of linear equations and expressions
- Proficiency in solving systems of equations in two and three variables
- Familiarity with piecewise-defined functions
- Familiarity with exponential functions and rules for exponents
- Familiarity with radicals (e.g., square roots, cube roots)
- Familiarity with complex numbers

# Course Framework Components

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## Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students should know, be able to do, and understand to qualify for college credit or placement.

The course framework includes two essential components:

### **MATHEMATICAL PRACTICES**

The mathematical practices are central to the study and practice of precalculus. Students should develop and apply the described skills on a regular basis over the span of the course.

### **COURSE CONTENT**

The course content is organized into units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement.

### **COURSE FRAMEWORK CONVENTIONS:**

Common language usage (e.g., "area of a triangle") replaces precise mathematical phrasing (e.g., "area of the interior of a triangle") in the following instances:

- When the framework refers to modeling a data set, it is referring to a bivariate data set.
- When the framework refers to modeling a context or phenomenon, it is referring to two aspects of the context or phenomena.
- When the framework refers to the sine, cosine, and so on of an angle, it is referring to the sine, cosine, and so on of the measure of the angle.



# Mathematical Practices

The eight distinct skills are associated with three mathematical practices. Students should build and master these skills throughout the course. While many different skills can be applied to any one content topic, the framework supplies skill focus recommendations for each topic to help assure skill distribution throughout the course.

Practice 1	Practice 2	Practice 3
<b>Procedural and Symbolic Fluency</b> Algebraically manipulate functions, equations, and expressions.	<b>Multiple Representations</b> Translate mathematical information between representations.	<b>Communication and Reasoning</b> Communicate with precise language, and provide rationales for conclusions.
<b>Skill 1.A: Solve equations and inequalities</b> represented analytically, with and without technology.	<b>Skill 2.A: Identify information from</b> graphical, numerical, analytical, and verbal <b>representations</b> to answer a question or construct a model, with and without technology.	<b>Skill 3.A: Describe the characteristics</b> of a function with varying levels of precision, depending on the function representation and available mathematical tools.
<b>Skill 1.B: Express</b> functions, equations, or expressions in analytically equivalent forms that are useful in a given mathematical or applied context.	<b>Skill 2.B: Construct equivalent</b> graphical, numerical, analytical, and verbal <b>representations</b> of functions that are useful in a given mathematical or applied context, with and without technology.	<b>Skill 3.B: Apply numerical results</b> in a given mathematical or applied context.
<b>Skill 1.C: Construct new functions</b> , using transformations, compositions, inverses, or regressions, that may be useful in modeling contexts, criteria, or data, with and without technology.		<b>Skill 3.C: Support conclusions</b> or choices with a logical rationale or appropriate data.

# Course at a Glance

## UNITS 1–3: AP Precalculus Exam Topics (required for college calculus placement)

Unit 1 Polynomial and Rational Functions	Unit 2 Exponential and Logarithmic Functions	Unit 3 Trigonometric and Polar Functions
1.1 Change in Tandem	2.1 Change in Arithmetic and Geometric Sequences	3.1 Periodic Phenomena
1.2 Rates of Change	2.2 Change in Linear and Exponential Functions	3.2 Sine, Cosine, and Tangent
1.3 Rates of Change in Linear and Quadratic Functions	2.3 Exponential Functions	3.3 Sine and Cosine Function Values
1.4 Polynomial Functions and Rates of Change	2.4 Exponential Function Manipulation	3.4 Sine and Cosine Function Graphs
1.5 Polynomial Functions and Complex Zeros	2.5 Exponential Function Context and Data Modeling	3.5 Sinusoidal Functions
1.6 Polynomial Functions and End Behavior	2.6 Competing Function Model Validation	3.6 Sinusoidal Function Transformations
1.7 Rational Functions and End Behavior	2.7 Composition of Functions	3.7 Sinusoidal Function Context and Data Modeling
1.8 Rational Functions and Zeros	2.8 Inverse Functions	3.8 The Tangent Function
1.9 Rational Functions and Vertical Asymptotes	2.9 Logarithmic Expressions	3.9 Inverse Trigonometric Functions
1.10 Rational Functions and Holes	2.10 Inverses of Exponential Functions	3.10 Trigonometric Equations and Inequalities
1.11 Equivalent Representations of Polynomial and Rational Expressions	2.11 Logarithmic Functions	3.11 The Secant, Cosecant, and Cotangent Functions
1.12 Transformations of Functions	2.12 Logarithmic Function Manipulation	3.12 Equivalent Representations of Trigonometric Functions
1.13 Function Model Selection and Assumption Articulation	2.13 Exponential and Logarithmic Equations and Inequalities	3.13 Trigonometry and Polar Coordinates
1.14 Function Model Construction and Application	2.14 Logarithmic Function Context and Data Modeling	3.14 Polar Function Graphs
	2.15 Semi-log Plots	3.15 Rates of Change in Polar Functions

## UNIT 4: Additional Topics Available to Schools (not included on AP Precalculus Exam)

Unit 4 Functions Involving Parameters, Vectors, and Matrices	
4.1 Parametric Functions	4.8 Vectors
4.2 Parametric Functions Modeling Planar Motion	4.9 Vector-Valued Functions
4.3 Parametric Functions and Rates of Change	4.10 Matrices
4.4 Parametrically Defined Circles and Lines	4.11 The Inverse and Determinant of a Matrix
4.5 Implicitly Defined Functions	4.12 Linear Transformations and Matrices
4.6 Conic Sections	4.13 Matrices as Functions
4.7 Parametrization of Implicitly Defined Functions	4.14 Matrices Modeling Contexts

**UNIT 1:**

**Polynomial and  
Rational Functions**

## Unit at a Glance

Topic #	Topic Title	Suggested Skill Focus
1.1	Change in Tandem	2.B, 3.A
1.2	Rates of Change	2.A, 3.A
1.3	Rates of Change in Linear and Quadratic Functions	3.B, 3.C
1.4	Polynomial Functions and Rates of Change	2.A, 3.A
1.5	Polynomial Functions and Complex Zeros	1.B, 2.B
1.6	Polynomial Functions and End Behavior	3.A
1.7	Rational Functions and End Behavior	1.B, 3.A
1.8	Rational Functions and Zeros	1.A
1.9	Rational Functions and Vertical Asymptotes	2.A
1.10	Rational Functions and Holes	3.C
1.11	Equivalent Representations of Polynomial and Rational Expressions	1.B, 3.B
1.12	Transformations of Functions	1.C, 3.A
1.13	Function Model Selection and Assumption Articulation	2.A, 3.C
1.14	Function Model Construction and Application	1.C, 3.B

## TOPIC 1.1

# Change in Tandem

Skills Focus: 2.B, 3.A

### LEARNING OBJECTIVES

**1.1.A** Describe how the input and output values of a function vary together by comparing function values.

**1.1.B** Construct a graph representing two quantities that vary with respect to each other in a contextual scenario.

### ESSENTIAL KNOWLEDGE

- **1.1.A.1** A *function* is a mathematical relation that maps a set of input values to a set of output values such that each input value is mapped to exactly one output value. The set of input values is called the *domain* of the function, and the set of output values is called the *range* of the function. The variable representing input values is called the *independent variable*, and the variable representing output values is called the *dependent variable*.
- **1.1.A.2** The input and output values of a function vary in tandem according to the *function rule*, which can be expressed graphically, numerically, analytically, or verbally.
- **1.1.A.3** A function is increasing over an interval of its domain if, as the input values increase, the output values always increase. That is, for all  $a$  and  $b$  in the interval, if  $a < b$ , then  $f(a) < f(b)$ .
- **1.1.A.4** A function is decreasing over an interval of its domain if, as the input values increase, the output values always decrease. That is, for all  $a$  and  $b$  in the interval, if  $a < b$ , then  $f(a) > f(b)$ .
  
- **1.1.B.1** The graph of a function displays a set of input-output pairs and shows how the values of the function's input and output values vary.
- **1.1.B.2** A verbal description of the way aspects of phenomena change together can be the basis for constructing a graph.
- **1.1.B.3** The graph of a function is *concave up* on intervals in which the rate of change is increasing.
- **1.1.B.4** The graph of a function is *concave down* on intervals in which the rate of change is decreasing.
- **1.1.B.5** The graph intersects the  $x$ -axis when the output value is zero. The corresponding input values are said to be *zeros of the function*.

## TOPIC 1.2

# Rates of Change

Skills Focus: 2.A, 3.A

### LEARNING OBJECTIVES

**1.2.A** Compare the rates of change at two points using average rates of change near the points.

**1.2.B** Describe how two quantities vary together at different points and over different intervals of a function.

### ESSENTIAL KNOWLEDGE

- **1.2.A.1** The average rate of change of a function over an interval of the function's domain is the constant rate of change that yields the same change in the output values as the function yielded on that interval of the function's domain. It is the ratio of the change in the output values to the change in input values over that interval.
- **1.2.A.2** The rate of change of a function at a point quantifies the rate at which output values would change were the input values to change at that point. The rate of change at a point can be approximated by the average rates of change of the function over small intervals containing the point, if such values exist.
- **1.2.A.3** The rates of change at two points can be compared using average rate of change approximations over sufficiently small intervals containing each point, if such values exist.
- **1.2.B.1** Rates of change quantify how two quantities vary together.
- **1.2.B.2** A positive rate of change indicates that as one quantity increases or decreases, the other quantity does the same.
- **1.2.B.3** A negative rate of change indicates that as one quantity increases, the other decreases.

## TOPIC 1.3

# Rates of Change in Linear and Quadratic Functions

Skills Focus: 3.B, 3.C

### LEARNING OBJECTIVES

**1.3.A** Determine the average rates of change for linear and quadratic sequences and functions.

**1.3.B** Determine the change of average rates of change for linear and quadratic functions.

### ESSENTIAL KNOWLEDGE

- **1.3.A.1** Over any length input-value interval, the average rate of change for a linear function is constant.
- **1.3.A.2** For consecutive equal-length input-value intervals, the average rate of change of a quadratic function can be given by a linear function.
- **1.3.A.3** The average rate of change over the closed interval  $[a, b]$  is the slope of the secant line from the point  $(a, f(a))$  to  $(b, f(b))$ .
  
- **1.3.B.1** Because the average rate of change of a linear function over any length input-value interval is constant, the rate of change of the average rates of change of a linear function is zero.
- **1.3.B.2** Because the average rate of change of a quadratic function over consecutive equal-length input-value intervals can be given by a linear function, the rate of change of the average rates of change of a quadratic function is constant.
- **1.3.B.3** When the average rate of change over equal-length input-value intervals is increasing for all small-length intervals, the graph of the function is concave up. When the average rate of change over equal-length input-value intervals is decreasing for all small-length intervals, the graph of the function is concave down.

## TOPIC 1.4

# Polynomial Functions and Rates of Change

Skills Focus: 2.A, 3.A

### LEARNING OBJECTIVES

**1.4.A** Identify key characteristics of polynomial functions related to rates of change.

### ESSENTIAL KNOWLEDGE

- **1.4.A.1** A nonconstant polynomial function of  $x$  is any function representation that is equivalent to the analytical form  $p(x) = a_n x^n + a_{n-1} x^{n-1} + a_{n-2} x^{n-2} + \dots + a_2 x^2 + a_1 x + a_0$ , where  $n$  is a positive integer,  $a_i$  is a real number for each  $i$  from 1 to  $n$ , and  $a_n$  is nonzero. The polynomial has degree  $n$ , the leading term is  $a_n x^n$ , and the leading coefficient is  $a_n$ . A constant is also a polynomial function of degree zero.
- **1.4.A.2** Where a polynomial function switches between increasing and decreasing, or at the included endpoint of a polynomial with a restricted domain, the polynomial function will have a *local*, or *relative*, maximum or minimum output value. Of all local maxima, the greatest is called the *global*, or *absolute*, maximum. Likewise, the least of all local minima is called the global, or absolute, minimum.
- **1.4.A.3** Between every two distinct real zeros of a nonconstant polynomial function, there must be at least one input value corresponding to a local maximum or local minimum.
- **1.4.A.4** Polynomial functions of an even degree will have either a global maximum or a global minimum.
- **1.4.A.5** *Points of inflection* of a polynomial function occur at input values where the rate of change of the function changes from increasing to decreasing or from decreasing to increasing. This occurs where the graph of a polynomial function changes from concave up to concave down or from concave down to concave up.



## TOPIC 1.5

# Polynomial Functions and Complex Zeros

Skills Focus: 1.B, 2.B

### LEARNING OBJECTIVES

**1.5.A** Identify key characteristics of a polynomial function related to its zeros when suitable factorizations are available or with technology.

### ESSENTIAL KNOWLEDGE

- **1.5.A.1** If  $a$  is a complex number and  $p(a) = 0$ , then  $a$  is called a *zero* of  $p$ , or a *root* of the polynomial function  $p$ . If  $a$  is a real number, then  $(x - a)$  is a linear factor of  $p$  if and only if  $a$  is a zero of  $p$ .
- **1.5.A.2** If a linear factor  $(x - a)$  is repeated  $n$  times, the corresponding zero of the polynomial function has a *multiplicity*  $n$ . A polynomial of *degree*  $n$  has exactly  $n$  complex zeros when counting multiplicities.
- **1.5.A.3** If  $a$  is a real root of a polynomial function  $p$ , then the graph of  $y = p(x)$  has an  $x$ -intercept at the point  $(a, 0)$ .  
Consequently, real zeros of a polynomial can be endpoints for intervals satisfying polynomial inequalities.
- **1.5.A.4** If  $a + bi$  is a non-real zero of a polynomial  $p$ , then its *conjugate*  $a - bi$  is also a zero of  $p$ .
- **1.5.A.5** If the real zero,  $a$ , of a polynomial function has even multiplicity, then the signs of the output values are the same for input values near  $x = a$ . For these polynomials, the graph will be tangent to the  $x$ -axis at  $x = a$ .
- **1.5.A.6** The degree of a polynomial function can be found by examining the successive differences of the output values over equal-interval input values. The degree of the polynomial function is equal to the least value  $n$  for which the successive  $n$ th differences are constant.

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**LEARNING OBJECTIVES**

**1.5.B** Determine if a polynomial is even or odd.

**ESSENTIAL KNOWLEDGE**

- **1.5.B.1** An *even* function is graphically symmetric over the line  $x=0$  and analytically has the property  $f(-x)=f(x)$ . If  $n$  is even, then a polynomial of the form  $p(x)=a_nx^n$ , where  $n \geq 1$  and  $a_n \neq 0$ , is an even function.
- **1.5.B.2** An *odd* function is graphically symmetric about the point  $(0,0)$  and analytically has the property  $f(-x)=-f(x)$ . If  $n$  is odd, then a polynomial of the form  $p(x)=a_nx^n$ , where  $n \geq 1$  and  $a_n \neq 0$ , is an odd function.

## TOPIC 1.6

# Polynomial Functions and End Behavior

Skills Focus: 3.A

### LEARNING OBJECTIVES

**1.6.A** Describe end behaviors of polynomial functions.

### ESSENTIAL KNOWLEDGE

- **1.6.A.1** As input values of a nonconstant polynomial function increase without bound, the output values will either increase or decrease without bound. The corresponding mathematical notation is  $\lim_{x \rightarrow \infty} p(x) = \infty$  or  $\lim_{x \rightarrow \infty} p(x) = -\infty$ .
- **1.6.A.2** As input values of a nonconstant polynomial function decrease without bound, the output values will either increase or decrease without bound. The corresponding mathematical notation is  $\lim_{x \rightarrow -\infty} p(x) = \infty$  or  $\lim_{x \rightarrow -\infty} p(x) = -\infty$ .
- **1.6.A.3** The degree and sign of the leading term of a polynomial determines the end behavior of the polynomial function, because as the input values increase or decrease without bound, the values of the leading term dominate the values of all lower-degree terms.

## TOPIC 1.7

# Rational Functions and End Behavior

Skills Focus: 1.B, 3.A

### LEARNING OBJECTIVES

**1.7.A** Describe end behaviors of rational functions.

### ESSENTIAL KNOWLEDGE

- **1.7.A.1** A rational function is analytically represented as a quotient of two polynomial functions and gives a measure of the relative size of the polynomial function in the numerator compared to the polynomial function in the denominator for each value in the rational function's domain.
- **1.7.A.2** The end behavior of a rational function will be affected most by the polynomial with the greater degree, as its values will dominate the values of the rational function for input values of large magnitude. For input values of large magnitude, a polynomial is dominated by its leading term. Therefore, the end behavior of a rational function can be understood by examining the corresponding quotient of the leading terms.
- **1.7.A.3** If the polynomial in the numerator dominates the polynomial in the denominator for input values of large magnitude, then the quotient of the leading terms is a nonconstant polynomial, and the original rational function has the end behavior of that polynomial. If that polynomial is linear, then the rational function has a slant asymptote parallel to the graph of the line.
- **1.7.A.4** If neither polynomial in a rational function dominates the other for input values of large magnitude, then the quotient of the leading terms is a constant, and that constant indicates the location of a horizontal asymptote of the original rational function.
- **1.7.A.5** If the polynomial in the denominator dominates the polynomial in the numerator for input values of large magnitude, then the quotient of the leading terms is a rational function with a constant in the numerator and nonconstant polynomial in the denominator, and the original rational function has a horizontal asymptote at  $y = 0$ .
- **1.7.A.6** When the graph of a rational function has a horizontal asymptote  $y = b$ , where  $b$  is a constant, the output values of the rational function get arbitrarily close to  $b$  and stay arbitrarily close to  $b$  as input values increase or decrease without bound. The corresponding mathematical notation is  $\lim_{x \rightarrow \infty} r(x) = b$  or

$$\lim_{x \rightarrow -\infty} r(x) = b.$$

## TOPIC 1.8

# Rational Functions and Zeros

Skills Focus: 1.A

### LEARNING OBJECTIVES

**1.8.A** Determine the zeros of rational functions.

### ESSENTIAL KNOWLEDGE

- **1.8.A.1** The real zeros of a rational function correspond to the real zeros of the numerator for such values in its domain.
- **1.8.A.2** The real zeros of both polynomials of a rational function are endpoints or asymptotes for intervals satisfying the rational function inequalities  $r(x) \geq 0$  or  $r(x) \leq 0$ .

## TOPIC 1.9

# Rational Functions and Vertical Asymptotes

Skills Focus: 2.A

### LEARNING OBJECTIVES

**1.9.A** Determine vertical asymptotes of rational functions.

### ESSENTIAL KNOWLEDGE

- **1.9.A.1** If the value  $a$  is a real zero of the polynomial in the denominator of a rational function and is not also a real zero of the polynomial in the numerator, then the graph of the rational function has a vertical asymptote at  $x = a$ . Furthermore, a vertical asymptote also occurs at  $x = a$  if the multiplicity of  $a$  as a real zero in the denominator is greater than its multiplicity as a real zero in the numerator.
- **1.9.A.2** Near a vertical asymptote,  $x = a$ , of a rational function, the values of the polynomial in the denominator are arbitrarily close to zero, so the values of the rational function increase or decrease without bound. The corresponding mathematical notation is  $\lim_{x \rightarrow a^+} r(x) = \infty$  or  $\lim_{x \rightarrow a^+} r(x) = -\infty$  for input values near  $a$  and greater than  $a$ , and  $\lim_{x \rightarrow a^-} r(x) = \infty$  or  $\lim_{x \rightarrow a^-} r(x) = -\infty$  for input values near  $a$  and less than  $a$ .

## TOPIC 1.10

# Rational Functions and Holes

Skills Focus: 3.C

### LEARNING OBJECTIVES

**1.10.A** Determine holes in graphs of rational functions.

### ESSENTIAL KNOWLEDGE

- **1.10.A.1** If the multiplicity of a real zero in the numerator is greater than or equal to its multiplicity in the denominator, then the graph of the rational function has a hole at the corresponding input value.
- **1.10.A.2** If the graph of a rational function has a hole at  $x = c$ , then the location of the hole can be determined by examining the output values corresponding to input values sufficiently close to  $c$ . If input values sufficiently close to  $c$  correspond to output values arbitrarily close to  $L$ , then the hole is located at the point with coordinates  $(c, L)$ . The corresponding mathematical notation is  $\lim_{x \rightarrow c} r(x) = L$ .

It should be noted that  $\lim_{x \rightarrow c^-} r(x) = \lim_{x \rightarrow c^+} r(x) = \lim_{x \rightarrow c} r(x) = L$ .

## TOPIC 1.11

# Equivalent Representations of Polynomial and Rational Expressions

Skills Focus: 1.B, 3.B

### LEARNING OBJECTIVES

**1.11.A** Rewrite polynomial and rational expressions in equivalent forms.

**1.11.B** Determine the quotient of two polynomials using long division.

**1.11.C** Rewrite the repeated product of binomials using the binomial theorem.

### ESSENTIAL KNOWLEDGE

- **1.11.A.1** Because the factored form of a polynomial or rational function readily provides information about real zeros, it can reveal information about  $x$ -intercepts, asymptotes, holes, domain, and range.
- **1.11.A.2** The standard form of a polynomial or rational function can reveal information about end behavior of the function.
- **1.11.A.3** The information extracted from different analytic representations of the same polynomial or rational function can be used to answer questions in context.
- **1.11.B.1** Polynomial long division is an algebraic process similar to numerical long division involving a quotient and remainder. If the polynomial  $f$  is divided by the polynomial  $g$ , then  $f$  can be rewritten as  $f(x) = g(x)q(x) + r(x)$ , where  $q$  is the quotient,  $r$  is the remainder and the degree of  $r$  is less than the degree of  $g$ .
- **1.11.B.2** The result of polynomial long division is helpful in finding equations of slant asymptotes.
- **1.11.C.1** The binomial theorem utilizes the entries in a single row of Pascal's Triangle to more easily expand expressions of the form  $(a+b)^n$ , including polynomial functions of the form  $p(x) = (x+c)^n$ , where  $c$  is a constant.



## TOPIC 1.12

# Transformations of Functions

Skills Focus: 1.C, 3.A

### LEARNING OBJECTIVES

**1.12.A** Construct a function that is an additive and/or multiplicative transformation of another function.

### ESSENTIAL KNOWLEDGE

- **1.12.A.1** The function  $g(x) = f(x) + k$  is an additive transformation of the function  $f$  that results in a vertical translation of the graph of  $f$  by  $k$  units.
- **1.12.A.2** The function  $g(x) = f(x + h)$  is an additive transformation of the function  $f$  that results in a horizontal translation of the graph of  $f$  by  $-h$  units.
- **1.12.A.3** The function  $g(x) = af(x)$ , where  $a \neq 0$ , is a multiplicative transformation of the function  $f$  that results in a vertical dilation of the graph of  $f$  by a factor of  $|a|$ . If  $a < 0$ , the transformation involves a reflection over the  $x$ -axis.
- **1.12.A.4** The function  $g(x) = f(bx)$ , where  $b \neq 0$ , is a multiplicative transformation of the function  $f$  that results in a horizontal dilation of the graph of  $f$  by a factor of  $\left|\frac{1}{b}\right|$ . If  $b < 0$ , the transformation involves a reflection over the  $y$ -axis.
- **1.12.A.5** Additive and multiplicative transformations can be combined, resulting in combinations of horizontal and vertical translations and dilations.
- **1.12.A.6** The domain and range of a function that is a transformation of a parent function may be different from those of the parent function.

## TOPIC 1.13

# Function Model Selection and Assumption Articulation

Skills Focus: 2.A, 3.C

### LEARNING OBJECTIVES

**1.13.A** Identify an appropriate function type to construct a function model for a given scenario.

**1.13.B** Describe assumptions and restrictions related to building a function model.

### ESSENTIAL KNOWLEDGE

- **1.13.A.1** Linear functions model data sets or aspects of contextual scenarios that demonstrate roughly constant rates of change.
- **1.13.A.2** Quadratic functions model data sets or aspects of contextual scenarios that demonstrate roughly linear rates of change, or data sets that are roughly symmetric with a unique maximum or minimum value.
- **1.13.A.3** Geometric contexts involving area or two dimensions can often be modeled by quadratic functions. Geometric contexts involving volume or three dimensions can often be modeled by cubic functions.
- **1.13.A.4** Polynomial functions model data sets or contextual scenarios with multiple real zeros or multiple maxima or minima.
- **1.13.A.5** A polynomial function of degree  $n$  models data sets or contextual scenarios that demonstrate roughly constant nonzero  $n$ th differences.
- **1.13.A.6** A polynomial function of degree  $n$  or less can be used to model a graph of  $n+1$  points with distinct input values.
- **1.13.A.7** A piecewise-defined function consists of a set of functions defined over nonoverlapping domain intervals and is useful for modeling a data set or contextual scenario that demonstrates different characteristics over different intervals.
- **1.13.B.1** A model may have underlying assumptions about what is consistent in the model.
- **1.13.B.2** A model may have underlying assumptions about how quantities change together.
- **1.13.B.3** A model may require domain restrictions based on mathematical clues, contextual clues, or extreme values in the data set.
- **1.13.B.4** A model may require range restrictions, such as rounding values, based on mathematical clues, contextual clues, or extreme values in the data set.

## TOPIC 1.14

# Function Model Construction and Application

Skills Focus: 1.C, 3.B

### LEARNING OBJECTIVES

**1.14.A** Construct a linear, polynomial, or related piecewise-defined function model.

**1.14.B** Construct a rational function model based on a context.

**1.14.C** Apply a function model to answer questions about a data set or contextual scenario.

### ESSENTIAL KNOWLEDGE

- **1.14.A.1** A model can be constructed based on restrictions identified in a mathematical or contextual scenario.
- **1.14.A.2** A model of a data set or a contextual scenario can be constructed using transformations of the parent function.
- **1.14.A.3** A model of a data set can be constructed using technology and regressions.
- **1.14.A.4** A piecewise-defined function model can be constructed through a combination of modeling techniques.
  
- **1.14.B.1** Data sets and aspects of contextual scenarios involving quantities that are inversely proportional can often be modeled by rational functions. For example, the magnitudes of both gravitational force and electromagnetic force between objects are inversely proportional to the objects' squared distance.
  
- **1.14.C.1** A model can be used to draw conclusions about the modeled data set or contextual scenario, including answering key questions and predicting values, rates of change, average rates of change, and changing rates of change. Appropriate units of measure should be extracted or inferred from the given context.

**UNIT 2:**

**Exponential and**

**Logarithmic Functions**

## Unit at a Glance

Topic #	Topic Title	Suggested Skill Focus
2.1	Change in Arithmetic and Geometric Sequences	1.B, 3.A
2.2	Change in Linear and Exponential Functions	1.C, 3.B
2.3	Exponential Functions	3.A
2.4	Exponential Function Manipulation	1.B, 3.A
2.5	Exponential Function Context and Data Modeling	1.C, 3.B
2.6	Competing Function Model Validation	2.A, 3.C
2.7	Composition of Functions	1.C, 2.B
2.8	Inverse Functions	1.A, 2.B
2.9	Logarithmic Expressions	1.B
2.10	Inverses of Exponential Functions	1.C, 2.B
2.11	Logarithmic Functions	3.A
2.12	Logarithmic Function Manipulation	1.B, 3.A
2.13	Exponential and Logarithmic Equations and Inequalities	1.A, 1.B, 1.C
2.14	Logarithmic Function Context and Data Modeling	1.C, 3.B
2.15	Semi-log Plots	2.B, 3.C

## TOPIC 2.1

# Change in Arithmetic and Geometric Sequences

Skills Focus: 1.B, 3.A

### LEARNING OBJECTIVES

**2.1.A** Express arithmetic sequences found in mathematical and contextual scenarios as functions of the natural numbers.

**2.1.B** Express geometric sequences found in mathematical and contextual scenarios as functions of the natural numbers.

### ESSENTIAL KNOWLEDGE

- **2.1.A.1** A *sequence* is a function from the whole numbers to the real numbers. Consequently, the graph of a sequence consists of discrete points instead of a curve.
- **2.1.A.2** Successive terms in an arithmetic sequence have a common difference, or constant rate of change.
- **2.1.A.3** The  $n$ th term of an arithmetic sequence with a common difference  $d$  is denoted by  $a_n$  and is given by  $a_n = a_0 + dn$ , where  $a_0$  is the initial value, or by  $a_n = a_k + d(n - k)$ , where  $a_k$  is the  $k$ th term of the sequence.
- **2.1.B.1** Successive terms in a geometric sequence have a common ratio, or constant proportional change.
- **2.1.B.2** The  $n$ th term of a geometric sequence with a common ratio  $r$  is denoted by  $g_n$  and is given by  $g_n = g_0 r^n$ , where  $g_0$  is the initial value, or by  $g_n = g_k r^{(n-k)}$ , where  $g_k$  is the  $k$ th term of the sequence.
- **2.1.B.3** Increasing arithmetic sequences increase equally with each step, whereas increasing geometric sequences increase by a larger amount with each successive step.

## TOPIC 2.2

# Change in Linear and Exponential Functions

Skills Focus: 1.C, 3.B

### LEARNING OBJECTIVES

**2.2.A** Construct functions of the real numbers that are comparable to arithmetic and geometric sequences.

### ESSENTIAL KNOWLEDGE

- **2.2.A.1** Linear functions of the form  $f(x) = b + mx$  are similar to arithmetic sequences of the form  $a_n = a_0 + dn$ , as both can be expressed as an initial value ( $b$  or  $a_0$ ) plus repeated addition of a constant rate of change, the slope ( $m$  or  $d$ ).
- **2.2.A.2** Similar to arithmetic sequences of the form  $a_n = a_k + d(n - k)$ , which are based on a known difference,  $d$ , and a  $k$ th term, linear functions can be expressed in the form  $f(x) = y_i + m(x - x_i)$  based on a known slope,  $m$ , and a point,  $(x_i, y_i)$ .
- **2.2.A.3** Exponential functions of the form  $f(x) = ab^x$  are similar to geometric sequences of the form  $g_n = g_0r^n$ , as both can be expressed as an initial value ( $a$  or  $g_0$ ) times repeated multiplication by a constant proportion ( $b$  or  $r$ ).
- **2.2.A.4** Similar to geometric sequences of the form  $g_n = g_kr^{(n-k)}$ , which are based on a known ratio,  $r$ , and a  $k$ th term, exponential functions can be expressed in the form  $f(x) = y_i r^{(x-x_i)}$  based on a known ratio,  $r$ , and a point,  $(x_i, y_i)$ .
- **2.2.A.5** Sequences and their corresponding functions may have different domains.

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**LEARNING OBJECTIVES**

**2.2.B** Describe similarities and differences between linear and exponential functions.

**ESSENTIAL KNOWLEDGE**

- **2.2.B.1** Over equal-length input-value intervals, if the output values of a function change at constant rate, then the function is linear; if the output values of a function change proportionally, then the function is exponential.
- **2.2.B.2** Linear functions of the form  $f(x) = b + mx$  and exponential functions of the form  $f(x) = ab^x$  can both be expressed analytically in terms of an initial value and a constant involved with change. However, linear functions are based on addition, while exponential functions are based on multiplication.
- **2.2.B.3** Arithmetic sequences, linear functions, geometric sequences, and exponential functions all have the property that they can be determined by two distinct sequence or function values.



## TOPIC 2.3

# Exponential Functions

Skills Focus: 3.A

### LEARNING OBJECTIVES

**2.3.A** Identify key characteristics of exponential functions.

### ESSENTIAL KNOWLEDGE

- **2.3.A.1** The general form of an exponential function is  $f(x) = ab^x$ , with the *initial value*  $a$ , where  $a \neq 0$ , and the *base*  $b$ , where  $b > 0$ , and  $b \neq 1$ . When  $a > 0$  and  $b > 1$ , the exponential function is said to demonstrate *exponential growth*. When  $a > 0$  and  $0 < b < 1$ , the exponential function is said to demonstrate *exponential decay*.
- **2.3.A.2** When the natural numbers are input values in an exponential function, the input value specifies the number of factors of the base to be applied to the function's initial value. The domain of an exponential function is all real numbers.
- **2.3.A.3** Because the output values of exponential functions in general form are proportional over equal-length input-value intervals, exponential functions are always increasing or always decreasing, and their graphs are always concave up or always concave down. Consequently, exponential functions do not have extrema except on a closed interval, and their graphs do not have inflection points.
- **2.3.A.4** If the values of the additive transformation function  $g(x) = f(x) + k$  of any function  $f$  are proportional over equal-length input-value intervals, then  $f$  is exponential.
- **2.3.A.5** For an exponential function in general form, as the input values increase or decrease without bound, the output values will increase or decrease without bound or will get arbitrarily close to zero. That is, for an exponential function in general form,  
$$\lim_{x \rightarrow +\infty} ab^x = \infty, \quad \lim_{x \rightarrow +\infty} ab^x = -\infty, \quad \text{or} \quad \lim_{x \rightarrow +\infty} ab^x = 0.$$

## TOPIC 2.4

# Exponential Function Manipulation

Skills Focus: 1.B, 3.A

### LEARNING OBJECTIVES

**2.4.A** Rewrite exponential expressions in equivalent forms.

### ESSENTIAL KNOWLEDGE

- **2.4.A.1** The product property for exponents states that  $b^m b^n = b^{(m+n)}$ . Graphically, this property implies that every horizontal translation of an exponential function,  $f(x) = b^{(x+k)}$ , is equivalent to a vertical dilation,  $f(x) = b^{(x+k)} = b^x b^k = ab^x$ , where  $a = b^k$ .
- **2.4.A.2** The power property for exponents states that  $(b^m)^n = b^{(mn)}$ . Graphically, this property implies that every horizontal dilation of an exponential function,  $f(x) = b^{(cx)}$ , is equivalent to a change of the base of an exponential function,  $f(x) = (b^c)^x$ , where  $b^c$  is a constant and  $c \neq 0$ .
- **2.4.A.3** The negative exponent property states that  $b^{-n} = \frac{1}{b^n}$ .
- **2.4.A.4** The value of an exponential expression involving an exponential unit fraction, such as  $b^{(1/k)}$  where  $k$  is a natural number, is the  $k$ th root of  $b$ , when it exists.

## TOPIC 2.5

# Exponential Function Context and Data Modeling

Skills Focus: 1.C, 3.B

### LEARNING OBJECTIVES

**2.5.A** Construct a model for situations involving proportional output values over equal-length input-value intervals.

### ESSENTIAL KNOWLEDGE

- **2.5.A.1** Exponential functions model growth patterns where successive output values over equal-length input-value intervals are proportional. When the input values are whole numbers, exponential functions model situations of repeated multiplication of a constant to an initial value.
- **2.5.A.2** A constant may need to be added to the dependent variable values of a data set to reveal a proportional growth pattern.
- **2.5.A.3** An exponential function model can be constructed from an appropriate ratio and initial value or from two input-output pairs. The initial value and the base can be found by solving a system of equations resulting from the two input-output pairs.
- **2.5.A.4** Exponential function models can be constructed by applying transformations to  $f(x) = ab^x$  based on characteristics of a contextual scenario or data set.
- **2.5.A.5** Exponential function models can be constructed for a data set with technology using exponential regressions.
- **2.5.A.6** The natural base  $e$ , which is approximately 2.718, is often used as the base in exponential functions that model contextual scenarios.

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**LEARNING OBJECTIVES**

**2.5.B** Apply exponential models to answer questions about a data set or contextual scenario.

**ESSENTIAL KNOWLEDGE**

- **2.5.B.1** For an exponential model in general form  $f(x) = ab^x$ , the base of the exponent,  $b$ , can be understood as a growth factor in successive unit changes in the input values and is related to a percent change in context.
- **2.5.B.2** Equivalent forms of an exponential function can reveal different properties of the function. For example, if  $d$  represents number of days, then the base of  $f(d) = 2^d$  indicates that the quantity increases by a factor of 2 every day, but the equivalent form  $f(d) = (2^7)^{(d/7)}$  indicates that the quantity increases by a factor of  $2^7$  every week.
- **2.5.B.3** Exponential models can be used to predict values for the dependent variable, depending on the contextual constraints on the domain.

## TOPIC 2.6

# Competing Function Model Validation

Skills Focus: 2.A, 3.C

### LEARNING OBJECTIVES

**2.6.A** Construct linear, quadratic, and exponential models based on a data set.

**2.6.B** Validate a model constructed from a data set.

### ESSENTIAL KNOWLEDGE

- **2.6.A.1** Two variables in a data set that demonstrate a slightly changing rate of change can be modeled by linear, exponential, and quadratic function models.
- **2.6.A.2** Models can be compared based on contextual clues and applicability to determine which model is most appropriate.
- **2.6.B.1** A model is justified as *appropriate* for a data set if the graph of the residuals of a regression appear without pattern.
- **2.6.B.2** The difference between the predicted and actual values is the *error* in the model. Depending on the data set and context, it may be more appropriate to have an underestimate or overestimate for any given interval.

## TOPIC 2.7

# Composition of Functions

Skills Focus: 1.C, 2.B

### LEARNING OBJECTIVES

**2.7.A** Evaluate the composition of two or more functions for given values.

### ESSENTIAL KNOWLEDGE

- **2.7.A.1** If  $f$  and  $g$  are functions, the composite function  $f(g(x))$  maps a set of input values to a set of output values such that the output values of  $g$  are used as input values of  $f$ . For this reason, the domain of the composite function is restricted to those input values of  $g$  for which the corresponding output value is in the domain of  $f$ . The composite function  $f(g(x))$  uniquely maps input values of  $g$  to output values of  $f$ , dependent on the domain restrictions of  $f$  and  $g$ . The composite function  $f(g(x))$  can also be represented as  $f \circ g(x)$ .
- **2.7.A.2** Values for the composite function  $f(g(x))$  can be calculated or estimated from the analytical, graphical, numerical, or verbal representations of  $f$  and  $g$  by using output values from  $g$  as input values for  $f$ .
- **2.7.A.3** The composition of functions is not commutative; that is,  $f(g(x))$  and  $g(f(x))$  are typically different functions.
- **2.7.A.4** If the function  $f(x) = x$  is composed with any function  $g$ , the resulting composite function is the same as  $g$ ; that is,  $g(f(x)) = f(g(x)) = g(x)$ . The function  $f(x) = x$  is called the *identity function*. When composing two functions, the identity function acts in the same way as 0, the additive identity, when adding two numbers and 1, the multiplicative identity, when multiplying two numbers.

## LEARNING OBJECTIVES

**2.7.B** Construct a representation of the composition of two or more functions.

**2.7.C** Rewrite a given function as a composite of two or more functions.

## ESSENTIAL KNOWLEDGE

- **2.7.B.1** Function composition is useful for relating two quantities that are not directly related by an existing formula.
- **2.7.B.2** When analytic representations of the functions  $f$  and  $g$  are available, an analytic representation of  $f(g(x))$  can be constructed by substituting  $g(x)$  for every instance of  $x$  in  $f$ .
- **2.7.B.3** A numerical or graphical representation of  $f(g(x))$  can often be constructed by calculating or estimating values for  $(x, f(g(x)))$ .
- **2.7.C.1** Functions given analytically can often be decomposed into less complex functions. When properly decomposed, the variable in one function should replace each instance of the function with which it was composed.
- **2.7.C.2** An additive transformation of a function,  $f$ , that results in vertical and horizontal translations can be understood as the composition of  $g(x) = x + k$  with  $f$ .
- **2.7.C.3** A multiplicative transformation of a function,  $f$ , that results in vertical and horizontal dilations can be understood as the composition of  $g(x) = kx$  with  $f$ .

## TOPIC 2.8

# Inverse Functions

Skills Focus: 1.A, 2.B

### LEARNING OBJECTIVES

**2.8.A** Determine the input-output pairs of the inverse of a function.

**2.8.B** Determine the inverse of a function on an invertible domain.

### ESSENTIAL KNOWLEDGE

- **2.8.A.1** On a specified domain, a function,  $f$ , has an inverse function, or is invertible, if each output value of  $f$  is mapped from a unique input value. The domain of a function may be restricted in many ways to make the function invertible.
- **2.8.A.2** An inverse function can be thought of as a reverse mapping of the function. An inverse function,  $f^{-1}$ , maps the output values of a function,  $f$ , on its invertible domain to their corresponding input values; that is, if  $f(a) = b$ , then  $f^{-1}(b) = a$ . Alternately, on its invertible domain, if a function consists of input-output pairs  $(a, b)$ , then the inverse function consists of input-output pairs  $(b, a)$ .
- **2.8.B.1** The composition of a function,  $f$ , and its inverse function,  $f^{-1}$ , is the identity function; that is,  
$$f(f^{-1}(x)) = f^{-1}(f(x)) = x.$$
- **2.8.B.2** On a function's invertible domain, the function's range and domain are the inverse function's domain and range, respectively. The inverse of the table of values of  $y = f(x)$  can be found by reversing the input-output pairs; that is,  $(a, b)$  corresponds to  $(b, a)$ .
- **2.8.B.3** The inverse of the graph of the function  $y = f(x)$  can be found by reversing the roles of the  $x$ - and  $y$ -axes; that is, by reflecting the graph of the function over the graph of the identity function  $h(x) = x$ .
- **2.8.B.4** The inverse of the function can be found by determining the inverse operations to reverse the mapping. One method for finding the inverse of the function  $f$  is reversing the roles of  $x$  and  $y$  in the equation  $y = f(x)$ , then solving for  $y = f^{-1}(x)$ .
- **2.8.B.5** In addition to limiting the domain of a function to obtain an inverse function, contextual restrictions may also limit the applicability of an inverse function.



## TOPIC 2.9

# Logarithmic Expressions

Skills Focus: 1.B

### LEARNING OBJECTIVES

**2.9.A** Evaluate logarithmic expressions.

### ESSENTIAL KNOWLEDGE

- **2.9.A.1** The logarithmic expression  $\log_b c$  is equal to, or represents, the value that the base  $b$  must be exponentially raised to in order to obtain the value  $c$ . That is,  $\log_b c = a$  if and only if  $b^a = c$ , where  $a$  and  $c$  are constants,  $b > 0$ , and  $b \neq 1$ .  
(when the base of a logarithmic expression is not specified, it is understood as the common logarithm with a base of 10)
- **2.9.A.2** The values of some logarithmic expressions are readily accessible through basic arithmetic while other values can be estimated through the use of technology.
- **2.9.A.3** On a logarithmic scale, each unit represents a multiplicative change of the base of the logarithm. For example, on a standard scale, the units might be  $0, 1, 2, \dots$ , while on a logarithmic scale, using log base 10, the units might be  $10^0, 10^1, 10^2, \dots$

## TOPIC 2.10

# Inverses of Exponential Functions

Skills Focus: 1.C, 2.B

### LEARNING OBJECTIVES

**2.10.A** Construct representations of the inverse of an exponential function with an initial value of 1.

### ESSENTIAL KNOWLEDGE

- **2.10.A.1** The general form of a logarithmic function is  $f(x) = a \log_b x$ , with base  $b$ , where  $b > 0$ ,  $b \neq 1$ , and  $a \neq 0$ .
- **2.10.A.2** The way in which input and output values vary together have an inverse relationship in exponential and logarithmic functions. Output values of general-form exponential functions change proportionately as input values increase in equal-length intervals. However, input values of general-form logarithmic functions change proportionately as output values increase in equal-length intervals. Alternately, exponential growth is characterized by output values changing multiplicatively as input values change additively, whereas logarithmic growth is characterized by output values changing additively as input values change multiplicatively.
- **2.10.A.3**  $f(x) = \log_b x$  and  $g(x) = b^x$ , where  $b > 0$  and  $b \neq 1$ , are inverse functions. That is,  $g(f(x)) = f(g(x)) = x$ .
- **2.10.A.4** The graph of the logarithmic function  $f(x) = \log_b x$ , where  $b > 0$  and  $b \neq 1$ , is a reflection of the graph of the exponential function  $g(x) = b^x$ , where  $b > 0$  and  $b \neq 1$ , over the graph of the identity function  $h(x) = x$ .
- **2.10.A.5** If  $(s, t)$  is an ordered pair of the exponential function  $g(x) = b^x$ , where  $b > 0$  and  $b \neq 1$ , then  $(t, s)$  is an ordered pair of the logarithmic function  $f(x) = \log_b x$ , where  $b > 0$  and  $b \neq 1$ .

## TOPIC 2.11

# Logarithmic Functions

Skills Focus: 3.A

### LEARNING OBJECTIVES

**2.11.A** Identify key characteristics of logarithmic functions.

### ESSENTIAL KNOWLEDGE

- **2.11.A.1** The domain of a logarithmic function in general form is any real number greater than zero, and its range is all real numbers.
- **2.11.A.2** Because logarithmic functions are inverses of exponential functions, logarithmic functions are also always increasing or always decreasing, and their graphs are either always concave up or always concave down. Consequently, logarithmic functions do not have extrema except on a closed interval, and their graphs do not have inflection points.
- **2.11.A.3** The additive transformation function  $g(x) = f(x+k)$ , where  $k \neq 0$ , of a logarithmic function  $f$  in general form does not have input values that are proportional over equal-length output-value intervals. However, if the output values of the additive transformation function,  $g(x) = f(x+k)$ , of any function  $f$  are proportional over equal-length input-value intervals, then  $f$  is logarithmic.
- **2.11.A.4** With their limited domain, logarithmic functions in general form are vertically asymptotic to  $x=0$ , with an end behavior that is unbounded. That is, for a logarithmic function in general form,  $\lim_{x \rightarrow 0^+} a \log_b x = \pm \infty$  and  $\lim_{x \rightarrow \infty} a \log_b x = \pm \infty$ .

## TOPIC 2.12

# Logarithmic Function Manipulation

Skills Focus: 1.B, 3.A

### LEARNING OBJECTIVES

**2.12.A** Rewrite logarithmic expressions in equivalent forms.

### ESSENTIAL KNOWLEDGE

- **2.12.A.1** The product property for logarithms states that  $\log_b(xy) = \log_b x + \log_b y$ . Graphically, this property implies that every horizontal dilation of a logarithmic function,  $f(x) = \log_b(kx)$ , is equivalent to a vertical translation,  $f(x) = \log_b(kx) = \log_b k + \log_b x = a + \log_b x$ , where  $a = \log_b k$ .
- **2.12.A.2** The power property for logarithms states that  $\log_b x^n = n \log_b x$ . Graphically, this property implies that raising the input of a logarithmic function to a power,  $f(x) = \log_b x^k$ , results in a vertical dilation,  $f(x) = \log_b x^k = k \log_b x$ .
- **2.12.A.3** The change of base property for logarithms states that  $\log_b x = \frac{\log_a x}{\log_a b}$ , where  $a > 0$  and  $a \neq 1$ . This implies that all logarithmic functions are vertical dilations of each other.
- **2.12.A.4** The function  $f(x) = \ln x$  is a logarithmic function with the natural base  $e$ ; that is,  $\ln x = \log_e x$ .

## TOPIC 2.13

# Exponential and Logarithmic Equations and Inequalities

Skills Focus: 1.A, 1.B, 1.C

### LEARNING OBJECTIVES

**2.13.A** Solve exponential and logarithmic equations and inequalities.

**2.13.B** Construct the inverse function for exponential and logarithmic functions.

### ESSENTIAL KNOWLEDGE

- **2.13.A.1** Properties of exponents, properties of logarithms, and the inverse relationship between exponential and logarithmic functions can be used to solve equations and inequalities involving exponents and logarithms.
- **2.13.A.2** When solving exponential and logarithmic equations found through analytical or graphical methods, the results should be examined for extraneous solutions precluded by the mathematical or contextual limitations.
- **2.13.A.3** Logarithms can be used to rewrite expressions involving exponential functions in different ways that may reveal helpful information. Specifically,  $b^x = c^{(\log_b c)x}$ .
- **2.13.B.1** The function  $f(x) = ab^{(x-h)} + k$  is a combination of additive transformations of an exponential function in general form. The inverse of  $y = f(x)$  can be found by determining the inverse operations to reverse the mapping.
- **2.13.B.2** The function  $f(x) = a \log_b(x-h) + k$  is a combination of additive transformations of a logarithmic function in general form. The inverse of  $y = f(x)$  can be found by determining the inverse operations to reverse the mapping.

## TOPIC 2.14

# Logarithmic Function Context and Data Modeling

Skills Focus: 1.C, 3.B

### LEARNING OBJECTIVES

**2.14.A** Construct a logarithmic function model.

### ESSENTIAL KNOWLEDGE

- **2.14.A.1** Logarithmic functions are inverses of exponential functions and can be used to model situations involving proportional growth, or repeated multiplication, where the input values change proportionally over equal-length output-value intervals. Alternately, if the output value is a whole number, it indicates how many times the initial value has been multiplied by the proportion.
- **2.14.A.2** A logarithmic function model can be constructed from an appropriate proportion and a real zero or from two input-output pairs.
- **2.14.A.3** Logarithmic function models can be constructed by applying transformations to  $f(x) = a \log_b x$  based on characteristics of a context or data set.
- **2.14.A.4** Logarithmic function models can be constructed for a data set with technology using logarithmic regressions.
- **2.14.A.5** The natural log function is often useful in modeling natural phenomena.
- **2.14.A.6** Logarithmic function models can be used to predict values for the dependent variable.

## TOPIC 2.15

# Semi-log Plots

Skills Focus: 2.B, 3.C

### LEARNING OBJECTIVES

**2.15.A** Determine if an exponential model is appropriate by examining a semi-log plot of a data set.

**2.15.B** Construct the linearization of exponential data.

### ESSENTIAL KNOWLEDGE

- **2.15.A.1** In a semi-log plot, one of the axes is logarithmically scaled. When the  $y$ -axis of a semi-log plot is logarithmically scaled, data or functions that demonstrate exponential characteristics will appear linear.
- **2.15.A.2** An advantage of semi-log plots is that a constant never needs to be added to the dependent variable values to reveal that an exponential model is appropriate.
- **2.15.B.1** Techniques used to model linear functions can be applied to a semi-log graph.
- **2.15.B.2** For an exponential model of the form  $y = ab^x$ , the corresponding linear model for the semi-log plot is  $y = (\log_n b)x + \log_n a$ , where  $n > 0$  and  $n \neq 1$ . Specifically, the linear rate of change is  $\log_n b$ , and the initial linear value is  $\log_n a$ .

**UNIT 3:**

**Trigonometric and  
Polar Functions**



## Unit at a Glance

Topic #	Topic Title	Suggested Skill Focus
3.1	Periodic Phenomena	2.B, 3.A
3.2	Sine, Cosine, and Tangent	2.A, 3.A
3.3	Sine and Cosine Function Values	2.A, 3.B
3.4	Sine and Cosine Function Graphs	2.A, 3.A
3.5	Sinusoidal Functions	2.A, 3.A
3.6	Sinusoidal Function Transformations	1.C, 2.B
3.7	Sinusoidal Function Context and Data Modeling	1.C, 3.C
3.8	The Tangent Function	2.A, 3.A
3.9	Inverse Trigonometric Functions	1.C, 2.B
3.10	Trigonometric Equations and Inequalities	1.A, 2.A, 3.B
3.11	The Secant, Cosecant, and Cotangent Functions	2.B, 3.A
3.12	Equivalent Representations of Trigonometric Functions	1.A, 1.B, 3.B
3.13	Trigonometry and Polar Coordinates	1.B, 2.A
3.14	Polar Function Graphs	2.B, 3.A
3.15	Rates of Change in Polar Functions	3.A, 3.C

## TOPIC 3.1

# Periodic Phenomena

Skills Focus: 2.B, 3.A

### LEARNING OBJECTIVES

**3.1.A** Construct graphs of periodic relationships based on verbal representations.

**3.1.B** Describe key characteristics of a periodic function based on a verbal representation.

### ESSENTIAL KNOWLEDGE

- **3.1.A.1** A periodic relationship can be identified between two aspects of a context if, as the input values increase, the output values demonstrate a repeating pattern over successive equal-length intervals.
- **3.1.A.2** The graph of a periodic relationship can be constructed from the graph of a single cycle of the relationship.
- **3.1.B.1** The *period* of the function is the smallest positive value  $k$  such that  $f(x+k) = f(x)$  for all  $x$  in the domain. Consequently, the behavior of a periodic function is completely determined by any interval of width  $k$ .
- **3.1.B.2** The period can be estimated by investigating successive equal-length output values and finding where the pattern begins to repeat.
- **3.1.B.3** Periodic functions take on characteristics of other functions, such as intervals of increase and decrease, different concavities, and various rates of change. However, with periodic functions, all characteristics found in one period of the function will be in every period of the function.

## TOPIC 3.2

# Sine, Cosine, and Tangent

Skills Focus: 2.A, 3.A

### LEARNING OBJECTIVES

**3.2.A** Determine the sine, cosine, and tangent of an angle using the unit circle.

### ESSENTIAL KNOWLEDGE

- **3.2.A.1** In the coordinate plane, an angle is in *standard position* when the vertex coincides with the origin and one ray coincides with the positive  $x$ -axis. The other ray is called the *terminal ray*. Positive and negative angle measures indicate rotations from the positive  $x$ -axis in the counterclockwise and clockwise direction, respectively. Angles in standard position that share a terminal ray differ by an integer number of revolutions.
- **3.2.A.2** The radian measure of an angle in standard position is the ratio of the length of the arc of a circle centered at the origin subtended by the angle to the radius of that same circle. For a unit circle, which has radius 1, the radian measure is the same as the length of the subtended arc.
- **3.2.A.3** Given an angle in standard position and a circle centered at the origin, there is a point,  $P$ , where the terminal ray intersects the circle. The *sine* of the angle is the ratio of the vertical displacement of  $P$  from the  $x$ -axis to the distance between the origin and point  $P$ . Therefore, for a unit circle, the sine of the angle is the  $y$ -coordinate of point  $P$ .
- **3.2.A.4** Given an angle in standard position and a circle centered at the origin, there is a point,  $P$ , where the terminal ray intersects the circle. The *cosine* of the angle is the ratio of the horizontal displacement of  $P$  from the  $y$ -axis to the distance between the origin and point  $P$ . Therefore, for a unit circle, the cosine of the angle is the  $x$ -coordinate of point  $P$ .
- **3.2.A.5** Given an angle in standard position, the *tangent* of the angle is the slope, if it exists, of the terminal ray. Because the slope of the terminal ray is the ratio of the vertical displacement to the horizontal displacement over any interval, the tangent of the angle is the ratio of the  $y$ -coordinate to the  $x$ -coordinate of the point at which the terminal ray intersects the unit circle; alternately, it is the ratio of the angle's sine to its cosine.

## TOPIC 3.3

# Sine and Cosine Function Values

Skills Focus: 2.A, 3.B

### LEARNING OBJECTIVES

**3.3.A** Determine coordinates of points on a circle centered at the origin.

### ESSENTIAL KNOWLEDGE

- **3.3.A.1** Given an angle of measure  $\theta$  in standard position and a circle with radius  $r$  centered at the origin, there is a point,  $P$ , where the terminal ray intersects the circle. The coordinates of point  $P$  are  $(r \cos \theta, r \sin \theta)$ .
- **3.3.A.2** The geometry of isosceles right and equilateral triangles, while attending to the signs of the values based on the quadrant of the angle, can be used to find exact values for the cosine and sine of angles that are multiples of  $\frac{\pi}{4}$  and  $\frac{\pi}{6}$  radians and whose terminal rays do not lie on an axis.

## TOPIC 3.4

# Sine and Cosine Function Graphs

Skills Focus: 2.A, 3.A

### LEARNING OBJECTIVES

**3.4.A** Construct representations of the sine and cosine functions using the unit circle.

### ESSENTIAL KNOWLEDGE

- **3.4.A.1** Given an angle of measure  $\theta$  in standard position and a unit circle centered at the origin, there is a point,  $P$ , where the terminal ray intersects the circle. The sine function,  $f(\theta) = \sin \theta$ , gives the  $y$ -coordinate, or vertical displacement from the  $x$ -axis, of point  $P$ . The domain of the sine function is all real numbers.
- **3.4.A.2** As the input values, or angles, of the sine function increase, the output values oscillate between negative one and one, taking every value in between and tracking the vertical distance of points on the unit circle from the  $x$ -axis.
- **3.4.A.3** Given an angle of measure  $\theta$  in standard position and a unit circle centered at the origin, there is a point,  $P$ , where the terminal ray intersects the circle. The cosine function,  $f(\theta) = \cos \theta$ , gives the  $x$ -coordinate, or horizontal displacement from the  $y$ -axis, of point  $P$ . The domain of the cosine function is all real numbers.
- **3.4.A.4** As the input values, or angles, of the cosine function increase, the output values oscillate between negative one and one, taking every value in between and tracking the horizontal distance of points on the unit circle from the  $y$ -axis.

## TOPIC 3.5

# Sinusoidal Functions

Skills Focus: 2.A, 3.A

### LEARNING OBJECTIVES

**3.5.A** Identify key characteristics of the sine and cosine functions.

### ESSENTIAL KNOWLEDGE

- **3.5.A.1** A *sinusoidal function* is any function that involves additive and multiplicative transformations of  $f(\theta) = \sin \theta$ . The sine and cosine functions are both sinusoidal functions, with  $\cos \theta = \sin\left(\theta + \frac{\pi}{2}\right)$ .
- **3.5.A.2** The period and frequency of a sinusoidal function are reciprocals. The period of  $f(\theta) = \sin \theta$  and  $g(\theta) = \cos \theta$  is  $2\pi$ , and the frequency is  $\frac{1}{2\pi}$ .
- **3.5.A.3** The amplitude of a sinusoidal function is half the difference between its maximum and minimum values. The amplitude of  $f(\theta) = \sin \theta$  and  $g(\theta) = \cos \theta$  is 1.
- **3.5.A.4** The midline of the graph of a sinusoidal function is determined by the average, or arithmetic mean, of the maximum and minimum values of the function. The midline of the graphs of  $y = \sin \theta$  and  $y = \cos \theta$  is  $y = 0$ .
- **3.5.A.5** As input values increase, the graphs of sinusoidal functions oscillate between concave down and concave up.
- **3.5.A.6** The graph of  $y = \sin \theta$  has rotational symmetry about the origin and is therefore an odd function. The graph of  $y = \cos \theta$  has reflective symmetry over the  $y$ -axis and is therefore an even function.

## TOPIC 3.6

# Sinusoidal Function Transformations

Skills Focus: 1.C, 2.B

### LEARNING OBJECTIVES

**3.6.A** Identify the amplitude, vertical shift, period, and phase shift of a sinusoidal function.

### ESSENTIAL KNOWLEDGE

- **3.6.A.1** Functions that can be written in the form  $f(\theta) = a \sin(b(\theta+c)) + d$  or  $g(\theta) = a \cos(b(\theta+c)) + d$ , where  $a$ ,  $b$ ,  $c$ , and  $d$  are real numbers and  $a \neq 0$ , are sinusoidal functions and are transformations of the sine and cosine functions. Additive and multiplicative transformations are the same for both sine and cosine, because the cosine function is a phase shift of the sine function by  $-\frac{\pi}{2}$  units.
- **3.6.A.2** The graph of the additive transformation  $g(\theta) = \sin \theta + d$  of the sine function  $f(\theta) = \sin \theta$  is a vertical translation of the graph of  $f$ , including its midline, by  $d$  units. The same transformation of the cosine function yields the same result.
- **3.6.A.3** The graph of the additive transformation  $g(\theta) = \sin(\theta+c)$  of the sine function  $f(\theta) = \sin \theta$  is a horizontal translation, or phase shift, of the graph of  $f$  by  $-c$  units. The same transformation of the cosine function yields the same result.
- **3.6.A.4** The graph of the multiplicative transformation  $g(\theta) = a \sin \theta$  of the sine function  $f(\theta) = \sin \theta$  is a vertical dilation of the graph of  $f$  and differs in amplitude by a factor of  $|a|$ . The same transformation of the cosine function yields the same result.
- **3.6.A.5** The graph of the multiplicative transformation  $g(\theta) = \sin(b\theta)$  of the sine function  $f(\theta) = \sin \theta$  is a horizontal dilation of the graph of  $f$  and differs in period by a factor of  $\left|\frac{1}{b}\right|$ . The same transformation of the cosine function yields the same result.

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**LEARNING OBJECTIVES**

**3.6.A** Identify the amplitude, vertical shift, period, and phase shift of a sinusoidal function.

**ESSENTIAL KNOWLEDGE**

- **3.6.A.6** The graph of  $y = f(\theta) = a \sin(b(\theta + c)) + d$  has an amplitude of  $|a|$  units, a period of  $\frac{1}{|b|}2\pi$  units, a midline vertical shift of  $d$  units from  $y = 0$ , and a phase shift of  $-c$  units. The same transformations of the cosine function yield the same results.



## TOPIC 3.7

# Sinusoidal Function Context and Data Modeling

Skills Focus: 1.C, 3.C

### LEARNING OBJECTIVES

**3.7.A** Construct sinusoidal function models of periodic phenomena by estimating key values.

### ESSENTIAL KNOWLEDGE

- **3.7.A.1** The smallest interval of input values over which the maximum or minimum output values start to repeat can be used to determine or estimate the period and frequency for a sinusoidal function model.
- **3.7.A.2** The maximum and minimum output values can be used to determine or estimate the amplitude and vertical shift for a sinusoidal function model.
- **3.7.A.3** An actual pair of input-output values can be compared to pairs of input-output values produced by a sinusoidal function model to determine or estimate a phase shift for the model.
- **3.7.A.4** Technology can be used to find an appropriate sinusoidal function model for a data set.
- **3.7.A.5** Sinusoidal functions that model a data set are frequently only useful over their contextual domain and can be used to predict values of the dependent variable from a value of the independent variable.

## TOPIC 3.8

# The Tangent Function

Skills Focus: 2.A, 3.A

### LEARNING OBJECTIVES

**3.8.A** Construct representations of the tangent function using the unit circle.

**3.8.B** Describe key characteristics of the tangent function.

### ESSENTIAL KNOWLEDGE

- **3.8.A.1** Given an angle of measure  $\theta$  in standard position and a unit circle centered at the origin, there is a point,  $P$ , where the terminal ray intersects the circle. The tangent function,  $f(\theta) = \tan \theta$ , gives the slope of the terminal ray.
- **3.8.A.2** Because the slope of the terminal ray is the ratio of the change in the  $y$ -values to the change in the  $x$ -values between any two points on the ray, the tangent function is also the ratio of the sine function to the cosine function. Therefore,  $\tan \theta = \frac{\sin \theta}{\cos \theta}$ , where  $\cos \theta \neq 0$ .
- **3.8.B.1** Because the slope values of the terminal ray repeat every one-half revolution of the circle, the tangent function has a period of  $\pi$ .
- **3.8.B.2** The tangent function demonstrates periodic asymptotic behavior at input values  $\theta = \frac{\pi}{2} + k\pi$ , for integer values of  $k$ , because  $\cos \theta = 0$  at those values.
- **3.8.B.3** The tangent function increases and its graph changes from concave down to concave up between consecutive asymptotes.

## LEARNING OBJECTIVES

**3.8.C** Describe additive and multiplicative transformations involving the tangent function.

## ESSENTIAL KNOWLEDGE

- **3.8.C.1** The graph of the additive transformation  $g(\theta) = \tan \theta + d$  of the tangent function  $f(\theta) = \tan \theta$  is a vertical translation of the graph of  $f$  and the line containing its inflection points by  $d$  units.
- **3.8.C.2** The graph of the additive transformation  $g(\theta) = \tan(\theta + c)$  of the tangent function  $f(\theta) = \tan \theta$  is a horizontal translation, or phase shift, of the graph of  $f$  by  $-c$  units.
- **3.8.C.3** The graph of the multiplicative transformation  $g(\theta) = a \tan \theta$  of the tangent function  $f(\theta) = \tan \theta$  is a vertical dilation of the graph of  $f$  by a factor of  $|a|$ . If  $a < 0$ , the transformation involves a reflection over the  $x$ -axis.
- **3.8.C.4** The graph of the multiplicative transformation  $g(\theta) = \tan(b\theta)$  of the tangent function  $f(\theta) = \tan \theta$  is a horizontal dilation of the graph of  $f$  and differs in period by a factor of  $\frac{1}{|b|}$ . If  $b < 0$ , the transformation involves a reflection over the  $y$ -axis.
- **3.8.C.5** The graph of  $y = f(\theta) = a \tan(b(\theta + c)) + d$  is a vertical dilation of the graph of  $y = \tan \theta$  by a factor of  $|a|$ , has a period of  $\frac{1}{|b|}\pi$  units, is a vertical shift of the line containing the inflection points of the graph of  $y = \tan \theta$  by  $d$  units, and is a phase shift of  $-c$  units.

## TOPIC 3.9

# Inverse Trigonometric Functions

Skills Focus: 1.C, 2.B

### LEARNING OBJECTIVES

**3.9.A** Construct analytical and graphical representations of the inverse of the sine, cosine, and tangent functions over a restricted domain.

### ESSENTIAL KNOWLEDGE

- **3.9.A.1** For inverse trigonometric functions, the input and output values are switched from their corresponding trigonometric functions, so the output value of an inverse trigonometric function is often interpreted as an angle measure and the input is a value in the range of the corresponding trigonometric function.
- **3.9.A.2** The inverse trigonometric functions are called *arcsine*, *arccosine*, and *arctangent* (also represented as  $\sin^{-1}x$ ,  $\cos^{-1}x$ , and  $\tan^{-1}x$ ). Because the corresponding trigonometric functions are periodic, they are only invertible if they have restricted domains.
- **3.9.A.3** In order to define their respective inverse functions, the domain of the sine function is restricted to  $\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$ , the cosine function to  $[0, \pi]$ , and the tangent function to  $\left(-\frac{\pi}{2}, \frac{\pi}{2}\right)$ .

## TOPIC 3.10

# Trigonometric Equations and Inequalities

Skills Focus: 1.A, 2.A, 3.B

### LEARNING OBJECTIVES

**3.10.A** Solve equations and inequalities involving trigonometric functions.

### ESSENTIAL KNOWLEDGE

- **3.10.A.1** Inverse trigonometric functions are useful in solving equations and inequalities involving trigonometric functions, but solutions may need to be modified due to domain restrictions.
- **3.10.A.2** Because trigonometric functions are periodic, there are often infinite solutions to trigonometric equations.
- **3.10.A.3** In trigonometric equations and inequalities arising from a contextual scenario, there is often a domain restriction that can be implied from the context, which limits the number of solutions.

## TOPIC 3.11

# The Secant, Cosecant, and Cotangent Functions

Skills Focus: 2.B, 3.A

### LEARNING OBJECTIVES

**3.11.A** Identify key characteristics of functions that involve quotients of the sine and cosine functions.

### ESSENTIAL KNOWLEDGE

- **3.11.A.1** The secant function,  $f(\theta) = \sec\theta$ , is the reciprocal of the cosine function, where  $\cos\theta \neq 0$ .
- **3.11.A.2** The cosecant function,  $f(\theta) = \csc\theta$ , is the reciprocal of the sine function, where  $\sin\theta \neq 0$ .
- **3.11.A.3** The graphs of the secant and cosecant functions have vertical asymptotes where cosine and sine are zero, respectively, and have a range of  $(-\infty, -1] \cup [1, \infty)$ .
- **3.11.A.4** The cotangent function,  $f(\theta) = \cot\theta$ , is the reciprocal of the tangent function, where  $\tan\theta \neq 0$ . Equivalently,  $\cot\theta = \frac{\cos\theta}{\sin\theta}$ , where  $\sin\theta \neq 0$ .
- **3.11.A.5** The graph of the cotangent function has vertical asymptotes for domain values where  $\tan\theta = 0$  and is decreasing between consecutive asymptotes.

## TOPIC 3.12

# Equivalent Representations of Trigonometric Functions

Skills Focus: 1.A, 1.B, 3.B

### LEARNING OBJECTIVES

**3.12.A** Rewrite trigonometric expressions in equivalent forms with the Pythagorean identity.

**3.12.B** Rewrite trigonometric expressions in equivalent forms with sine and cosine sum identities.

**3.12.C** Solve equations using equivalent analytic representations of trigonometric functions.

### ESSENTIAL KNOWLEDGE

- **3.12.A.1** The Pythagorean theorem can be applied to right triangles with points on the unit circle at coordinates  $(\cos \theta, \sin \theta)$ , resulting in the Pythagorean identity:  $\sin^2 \theta + \cos^2 \theta = 1$ .
- **3.12.A.2** The Pythagorean identity can be algebraically manipulated into other forms involving trigonometric functions, such as  $\tan^2 \theta = \sec^2 \theta - 1$ , and can be used to establish other trigonometric relationships, such as  $\arcsin x = \arccos \sqrt{1 - x^2}$ , with appropriate domain restrictions.
- **3.12.B.1** The sum identity for sine is  $\sin(\alpha + \beta) = \sin \alpha \cos \beta + \cos \alpha \sin \beta$ .
- **3.12.B.2** The sum identity for cosine is  $\cos(\alpha + \beta) = \cos \alpha \cos \beta - \sin \alpha \sin \beta$ .
- **3.12.B.3** The sum identities for sine and cosine can also be used as difference and double-angle identities.
- **3.12.B.4** Properties of trigonometric functions, known trigonometric identities, and other algebraic properties can be used to verify additional trigonometric identities.
- **3.12.C.1** A specific equivalent form involving trigonometric expressions can make information more accessible.
- **3.12.C.2** Equivalent trigonometric forms may be useful in solving trigonometric equations and inequalities.

## TOPIC 3.13

# Trigonometry and Polar Coordinates

Skills Focus: 1.B, 2.A

### LEARNING OBJECTIVES

**3.13.A** Determine the location of a point in the plane using both rectangular and polar coordinates.

### ESSENTIAL KNOWLEDGE

- **3.13.A.1** The polar coordinate system is based on a grid of circles centered at the origin and on lines through the origin. Polar coordinates are defined as an ordered pair,  $(r, \theta)$ , such that  $|r|$  represents the radius of the circle on which the point lies, and  $\theta$  represents the measure of an angle in standard position whose terminal ray includes the point. In the polar coordinate system, the same point can be represented many ways.
- **3.13.A.2** The coordinates of a point in the polar coordinate system,  $(r, \theta)$ , can be converted to coordinates in the rectangular coordinate system,  $(x, y)$ , using  $x = r \cos \theta$  and  $y = r \sin \theta$ .
- **3.13.A.3** The coordinates of a point in the rectangular coordinate system,  $(x, y)$ , can be converted to coordinates in the polar coordinate system,  $(r, \theta)$ , using  $r = \sqrt{x^2 + y^2}$  and  $\theta = \arctan \frac{y}{x}$  for  $x > 0$  or  $\theta = \arctan \frac{y}{x} + \pi$  for  $x < 0$ .
- **3.13.A.4** A complex number can be understood as a point in the complex plane and can be determined by its corresponding rectangular or polar coordinates. When the complex number has the rectangular coordinates  $(a, b)$ , it can be expressed as  $a + bi$ . When the complex number has polar coordinates  $(r, \theta)$ , it can be expressed as  $(r \cos \theta) + i(r \sin \theta)$ .



## TOPIC 3.14

# Polar Function Graphs

Skills Focus: 2.B, 3.A

### LEARNING OBJECTIVES

**3.14.A** Construct graphs of polar functions.

### ESSENTIAL KNOWLEDGE

- **3.14.A.1** The graph of the function  $r = f(\theta)$  in polar coordinates consists of input-output pairs of values where the input values are angle measures and the output values are radii.
- **3.14.A.2** The domain of the polar function  $r = f(\theta)$ , given graphically, can be restricted to a desired portion of the function by selecting endpoints corresponding to the desired angle and radius.
- **3.14.A.3** When graphing polar functions in the form of  $r = f(\theta)$ , changes in input values correspond to changes in angle measure from the positive  $x$ -axis, and changes in output values correspond to changes in distance from the origin.

## TOPIC 3.15

# Rates of Change in Polar Functions

Skills Focus: 3.A, 3.C

### LEARNING OBJECTIVES

**3.15.A** Describe characteristics of the graph of a polar function.

### ESSENTIAL KNOWLEDGE

- **3.15.A.1** If a polar function,  $r = f(\theta)$ , is positive and increasing or negative and decreasing, then the distance between  $f(\theta)$  and the origin is increasing.
- **3.15.A.2** If a polar function,  $r = f(\theta)$ , is positive and decreasing or negative and increasing, then the distance between  $f(\theta)$  and the origin is decreasing.
- **3.15.A.3** For a polar function,  $r = f(\theta)$ , if the function changes from increasing to decreasing or decreasing to increasing on an interval, then the function has a relative extremum on the interval corresponding to a point relatively closest to or farthest from the origin.
- **3.15.A.4** The average rate of change of  $r$  with respect to  $\theta$  over an interval of  $\theta$  is the ratio of the change in the radius values to the change in  $\theta$  over an interval of  $\theta$ . Graphically, the average rate of change indicates the rate at which the radius is changing per radian.
- **3.15.A.5** The average rate of change of  $r$  with respect to  $\theta$  over an interval of  $\theta$  can be used to estimate values of the function within the interval.

## **UNIT 4:**

# **Functions Involving Parameters, Vectors, and Matrices**

Unit 4 will **not** be assessed on the AP Precalculus Exam.  
It's provided in the course framework as a courtesy for teachers  
who'd like to include these topics.

## Unit at a Glance

Topic #	Topic Title	Suggested Skill Focus
4.1	Parametric Functions	1.A, 2.B
4.2	Parametric Functions Modeling Planar Motion	3.A, 3.B
4.3	Parametric Functions and Rates of Change	3.B, 3.C
4.4	Parametrically Defined Circles and Lines	1.B, 1.C
4.5	Implicitly Defined Functions	2.B, 3.A
4.6	Conic Sections	1.B, 2.A, 2.B
4.7	Parametrization of Implicitly Defined Functions	1.B, 2.A
4.8	Vectors	2.A, 3.A, 3.B
4.9	Vector-Valued Functions	3.C
4.10	Matrices	1.B, 3.B
4.11	The Inverse and Determinant of a Matrix	1.B, 3.B
4.12	Linear Transformations and Matrices	1.B
4.13	Matrices as Functions	1.B, 2.A, 3.A
4.14	Matrices Modeling Contexts	1.C, 3.B, 3.C

## TOPIC 4.1

# Parametric Functions

Skills Focus: 1.A, 2.B

### LEARNING OBJECTIVES

**4.1.A** Construct a graph or table of values for a parametric function represented analytically.

### ESSENTIAL KNOWLEDGE

- **4.1.A.1** A parametric function in  $R^2$ , the set of all ordered pairs of two real numbers, consists of a set of two parametric equations in which two dependent variables,  $x$  and  $y$ , are dependent on a single independent variable,  $t$ , called the *parameter*.
- **4.1.A.2** Because variables  $x$  and  $y$  are dependent on the independent variable,  $t$ , the coordinates  $(x_i, y_i)$  at time  $t_i$  can be written as functions of  $t$  and can be expressed as the single parametric function  $f(t) = (x(t), y(t))$ , where in this case  $x$  and  $y$  are names of two functions.
- **4.1.A.3** A numerical table of values can be generated for the parametric function  $f(t) = (x(t), y(t))$  by evaluating  $x_i$  and  $y_i$  at several values of  $t_i$  within the domain.
- **4.1.A.4** A graph of a parametric function can be sketched by connecting several points from the numerical table of values in order of increasing value of  $t$ .
- **4.1.A.5** The domain of the parametric function  $f$  is often restricted, which results in start and end points on the graph of  $f$ .

## TOPIC 4.2

# Parametric Functions Modeling Planar Motion

Skills Focus: 3.A, 3.B

### LEARNING OBJECTIVES

**4.2.A** Identify key characteristics of a parametric planar motion function that are related to position.

### ESSENTIAL KNOWLEDGE

- **4.2.A.1** A parametric function given by  $f(t) = (x(t), y(t))$  can be used to model particle motion in the plane. The graph of this function indicates the position of a particle at time  $t$ .
- **4.2.A.2** The horizontal and vertical extrema of a particle's motion can be determined by identifying the maximum and minimum values of the functions  $x(t)$  and  $y(t)$ , respectively.
- **4.2.A.3** The real zeros of the function  $x(t)$  correspond to  $y$ -intercepts, and the real zeros of  $y(t)$  correspond to  $x$ -intercepts.

## TOPIC 4.3

# Parametric Functions and Rates of Change

Skills Focus: 3.B, 3.C

### LEARNING OBJECTIVES

**4.3.A** Identify key characteristics of a parametric planar motion function that are related to direction and rate of change.

### ESSENTIAL KNOWLEDGE

- **4.3.A.1** As the parameter increases, the direction of planar motion of a particle can be analyzed in terms of  $x$  and  $y$  independently. If  $x(t)$  is increasing or decreasing, the direction of motion is to the right or left, respectively. If  $y(t)$  is increasing or decreasing, the direction of motion is up or down, respectively.
- **4.3.A.2** At any given point in the plane, the direction of planar motion may be different for different values of  $t$ .
- **4.3.A.3** The same curve in the plane can be parametrized in different ways and can be traversed in different directions with different parametric functions.
- **4.3.A.4** Over a given interval  $[t_1, t_2]$  within the domain, the average rate of change can be computed for  $x(t)$  and  $y(t)$  independently. The ratio of the average rate of change of  $y$  to the average rate of change of  $x$  gives the slope of the graph between the points on the curve corresponding to  $t_1$  and  $t_2$ , so long as the average rate of change of  $x(t) \neq 0$ .

## TOPIC 4.4

# Parametrically Defined Circles and Lines

Skills Focus: 1.B, 1.C

### LEARNING OBJECTIVES

**4.4.A** Express motion around a circle or along a line segment parametrically.

### ESSENTIAL KNOWLEDGE

- **4.4.A.1** A complete counterclockwise revolution around the unit circle that starts and ends at  $(1,0)$  and is centered at the origin can be modeled by  $(x(t), y(t)) = (\cos t, \sin t)$  with domain  $0 \leq t \leq 2\pi$ .
- **4.4.A.2** Transformations of the parametric function  $(x(t), y(t)) = (\cos t, \sin t)$  can model any circular path traversed in the plane.
- **4.4.A.3** A linear path along the line segment from the point  $(x_1, y_1)$  to the point  $(x_2, y_2)$  can be parametrized many ways, including using an initial position  $(x_1, y_1)$  and rates of change for  $x$  with respect to  $t$  and  $y$  with respect to  $t$ .



## TOPIC 4.5

# Implicitly Defined Functions

Skills Focus: 2.B, 3.A

### LEARNING OBJECTIVES

**4.5.A** Construct a graph of an equation involving two variables.

**4.5.B** Determine how the two quantities related in an implicitly defined function vary together.

### ESSENTIAL KNOWLEDGE

- **4.5.A.1** An equation involving two variables can implicitly describe one or more functions.
- **4.5.A.2** An equation involving two variables can be graphed by finding solutions to the equation.
- **4.5.A.3** Solving for one of the variables in an equation involving two variables can define a function whose graph is part or all of the graph of the equation.
  
- **4.5.B.1** For ordered pairs on the graph of an implicitly defined function that are close together, if the ratio of the change in the two variables is positive, then the two variables simultaneously increase or both decrease; conversely, if the ratio is negative, then as one variable increases, the other decreases.
- **4.5.B.2** The rate of change of  $x$  with respect to  $y$  or of  $y$  with respect to  $x$  can be zero, indicating vertical or horizontal intervals, respectively.

## TOPIC 4.6

# Conic Sections

Skills Focus: 1.B, 2.A, 2.B

### LEARNING OBJECTIVES

**4.6.A** Represent conic sections with horizontal or vertical symmetry analytically.

### ESSENTIAL KNOWLEDGE

- **4.6.A.1** A parabola with vertex  $(h, k)$  can, if  $a \neq 0$ , be represented analytically as  $(y - k)^2 = a(x - h)$  if it opens left or right, or as  $a(y - k) = (x - h)^2$  if it opens up or down.
- **4.6.A.2** An ellipse centered at  $(h, k)$  with horizontal radius  $a$  and vertical radius  $b$  can be represented analytically as  $\frac{(x - h)^2}{a^2} + \frac{(y - k)^2}{b^2} = 1$ . A circle is a special case of an ellipse where  $a = b$ .
- **4.6.A.3** A hyperbola centered at  $(h, k)$  with vertical and horizontal lines of symmetry can be represented algebraically as  $\frac{(x - h)^2}{a^2} - \frac{(y - k)^2}{b^2} = 1$  for a hyperbola opening left and right, or as  $-\frac{(x - h)^2}{a^2} + \frac{(y - k)^2}{b^2} = 1$  for a hyperbola opening up and down.

## TOPIC 4.7

# Parametrization of Implicitly Defined Functions

Skills Focus: 1.B, 2.A

### LEARNING OBJECTIVES

**4.7.A** Represent a curve in the plane parametrically.

**4.7.B** Represent conic sections parametrically.

### ESSENTIAL KNOWLEDGE

- **4.7.A.1** A parametrization  $(x(t), y(t))$  for an implicitly defined function will, when  $x(t)$  and  $y(t)$  are substituted for  $x$  and  $y$ , respectively, satisfy the corresponding equation for every value of  $t$  in the domain.
- **4.7.A.2** If  $f$  is a function of  $x$ , then  $y = f(x)$  can be parametrized as  $(x(t), y(t)) = (t, f(t))$ . If  $f$  is invertible, its inverse can be parametrized as  $(x(t), y(t)) = (f(t), t)$  for an appropriate interval of  $t$ .
- **4.7.B.1** A parabola can be parametrized in the same way that any equation that can be solved for  $x$  or  $y$  can be parametrized. Equations that can be solved for  $x$  can be parametrized as  $(x(t), y(t)) = (f(t), t)$  by solving for  $x$  and replacing  $y$  with  $t$ . Equations that can be solved for  $y$  can be parametrized as  $(x(t), y(t)) = (t, f(t))$  by solving for  $y$  and replacing  $x$  with  $t$ .
- **4.7.B.2** An ellipse can be parametrized using the trigonometric functions  $x(t) = h + a \cos t$  and  $y(t) = k + b \sin t$  for  $0 \leq t \leq 2\pi$ .
- **4.7.B.3** A hyperbola can be parametrized using trigonometric functions. For a hyperbola that opens left and right, the functions are  $x(t) = h + a \sec t$  and  $y(t) = k + b \tan t$  for  $0 \leq t \leq 2\pi$ . For a hyperbola that opens up and down, the functions are  $x(t) = h + a \tan t$  and  $y(t) = k + b \sec t$  for  $0 \leq t \leq 2\pi$ .

## TOPIC 4.8

# Vectors

Skills Focus: 2.A, 3.A, 3.B

### LEARNING OBJECTIVES

**4.8.A** Identify characteristics of a vector.

**4.8.B** Determine sums and products involving vectors.

### ESSENTIAL KNOWLEDGE

- **4.8.A.1** A vector is a directed line segment. When a vector is placed in the plane, the point at the beginning of the line segment is called the *tail*, and the point at the end of the line segment is called the *head*. The length of the line segment is the *magnitude* of the vector.
- **4.8.A.2** A vector  $\overrightarrow{P_1P_2}$  with two components can be plotted in the  $xy$ -plane from  $P_1 = (x_1, y_1)$  to  $P_2 = (x_2, y_2)$ . The vector is identified by  $a$  and  $b$ , where  $a = x_2 - x_1$  and  $b = y_2 - y_1$ . The vector can be expressed as  $\langle a, b \rangle$ . A zero vector  $\langle 0, 0 \rangle$  is the trivial case when  $P_1 = P_2$ .
- **4.8.A.3** The *direction* of the vector is parallel to the line segment from the origin to the point with coordinates  $(a, b)$ . The magnitude of the vector is the square root of the sum of the squares of the components.
- **4.8.A.4** For a vector represented geometrically in the plane, the components of the vector can be found using trigonometry.
- **4.8.B.1** The multiplication of a constant and a vector results in a new vector whose components are found by multiplying the constant by each of the components of the original vector. The new vector is parallel to the original vector.
- **4.8.B.2** The sum of two vectors in  $R^2$  is a new vector whose components are found by adding the corresponding components of the original vectors. The new vector can be represented graphically as a vector whose tail corresponds to the tail of the first vector and whose head corresponds to the head of the second vector when the second vector's tail is located at the first vector's head.
- **4.8.B.3** The dot product of two vectors is the sum of the products of their corresponding components. That is,  
$$\langle a_1, b_1 \rangle \cdot \langle a_2, b_2 \rangle = a_1a_2 + b_1b_2.$$

**LEARNING OBJECTIVES**

**4.8.C** Determine a unit vector for a given vector.

**4.8.D** Determine angles between vectors and magnitudes of vectors involved in vector addition.

**ESSENTIAL KNOWLEDGE**

- **4.8.C.1** A *unit vector* is a vector of magnitude 1. A unit vector in the same direction as a given nonzero vector can be found by scalar multiplying the vector by the reciprocal of its magnitude.
- **4.8.C.2** The vector  $\langle a, b \rangle$  can be expressed as  $a\vec{i} + b\vec{j}$  in  $\mathbb{R}^2$ , where  $\vec{i}$  and  $\vec{j}$  are unit vectors in the  $x$  and  $y$  directions, respectively. That is,  $\vec{i} = \langle 1, 0 \rangle$  and  $\vec{j} = \langle 0, 1 \rangle$ .
  
- **4.8.D.1** The dot product is geometrically equivalent to the product of the magnitudes of the two vectors and the cosine of the angle between them. Therefore, if the dot product of two nonzero vectors is zero, then the vectors are perpendicular.
- **4.8.D.2** The Law of Sines and Law of Cosines can be used to determine side lengths and angles of triangles formed by vector addition.

## TOPIC 4.9

# Vector-Valued Functions

Skills Focus: 3.C

### LEARNING OBJECTIVES

**4.9.A** Represent planar motion in terms of vector-valued functions.

### ESSENTIAL KNOWLEDGE

- **4.9.A.1** The position of a particle moving in a plane that is given by the parametric function  $f(t) = (x(t), y(t))$  may be expressed as a *vector-valued function*,  $p(t) = x(t)\vec{i} + y(t)\vec{j}$  or  $p(t) = \langle x(t), y(t) \rangle$ . The magnitude of the position vector at time  $t$  gives the distance of the particle from the origin.
- **4.9.A.2** The vector-valued function  $v(t) = \langle x(t), y(t) \rangle$  can be used to express the velocity of a particle moving in a plane at different times,  $t$ . At time  $t$ , the sign of  $x(t)$  indicates if the particle is moving right or left, and the sign of  $y(t)$  indicates if the particle is moving up or down. The magnitude of the velocity vector at time  $t$  gives the speed of the particle.

## TOPIC 4.10

# Matrices

Skills Focus: 1.B, 3.B

### LEARNING OBJECTIVES

**4.10.A** Determine the product of two matrices.

### ESSENTIAL KNOWLEDGE

- **4.10.A.1** An  $n \times m$  matrix is an array consisting of  $n$  rows and  $m$  columns.
- **4.10.A.2** Two matrices can be multiplied if the number of columns in the first matrix equals the number of rows in the second matrix. The product of the matrices is a new matrix in which the component in the  $i$ th row and  $j$ th column is the dot product of the  $i$ th row of the first matrix and the  $j$ th column of the second matrix.

## TOPIC 4.11

# The Inverse and Determinant of a Matrix

Skills Focus: 1.B, 3.B

### LEARNING OBJECTIVES

**4.11.A** Determine the inverse of a  $2 \times 2$  matrix.

**4.11.B** Apply the value of the determinant to invertibility and vectors.

### ESSENTIAL KNOWLEDGE

- **4.11.A.1** The identity matrix,  $I$ , is a square matrix consisting of ones on the diagonal from the top left to bottom right and zeros everywhere else.
- **4.11.A.2** Multiplying a square matrix by its corresponding identity matrix results in the original square matrix.
- **4.11.A.3** The product of a square matrix and its inverse, when it exists, is the identity matrix of the same size.
- **4.11.A.4** The inverse of a  $2 \times 2$  matrix, when it exists, can be calculated with or without technology.
  
- **4.11.B.1** The determinant of the matrix  $A = \begin{bmatrix} a & b \\ c & d \end{bmatrix}$  is  $ad - bc$ . The determinant can be calculated with or without technology and is denoted  $\det(A)$ .
- **4.11.B.2** If a  $2 \times 2$  matrix consists of two column or row vectors from  $R^2$ , then the nonzero absolute value of the determinant of the matrix is the area of the parallelogram spanned by the vectors represented in the columns or rows of the matrix. If the determinant equals zero, then the vectors are parallel.
- **4.11.B.3** The square matrix  $A$  has an inverse if and only if  $\det(A) \neq 0$ .



## TOPIC 4.12

# Linear Transformations and Matrices

Skills Focus: 1.B

### LEARNING OBJECTIVES

**4.12.A** Determine the output vectors of a linear transformation using a  $2 \times 2$  matrix.

### ESSENTIAL KNOWLEDGE

- **4.12.A.1** A *linear transformation* is a function that maps an input vector to an output vector such that each component of the output vector is the sum of constant multiples of the input vector components.
- **4.12.A.2** A linear transformation will map the zero vector to the zero vector.
- **4.12.A.3** A single vector in  $R^2$  can be expressed as a  $2 \times 1$  matrix. A set of  $n$  vectors in  $R^2$  can be expressed as a  $2 \times n$  matrix.
- **4.12.A.4** For a linear transformation,  $L$ , from  $R^2$  to  $R^2$ , there is a unique  $2 \times 2$  matrix,  $A$ , such that  $L(\vec{v}) = A\vec{v}$  for vectors in  $R^2$ . Conversely, for a given  $2 \times 2$  matrix,  $A$ , the function  $L(\vec{v}) = A\vec{v}$  is a linear transformation from  $R^2$  to  $R^2$ .
- **4.12.A.5** Multiplication of a  $2 \times 2$  transformation matrix,  $A$ , and a  $2 \times n$  matrix of  $n$  input vectors gives a  $2 \times n$  matrix of the  $n$  output vectors for the linear transformation  $L(\vec{v}) = A\vec{v}$ .

## TOPIC 4.13

# Matrices as Functions

Skills Focus: 1.B, 2.A, 3.A

### LEARNING OBJECTIVES

**4.13.A** Determine the association between a linear transformation and a matrix.

**4.13.B** Determine the composition of two linear transformations.

**4.13.C** Determine the inverse of a linear transformation.

### ESSENTIAL KNOWLEDGE

▪ **4.13.A.1** The linear transformation mapping  $\langle x, y \rangle$  to

$\langle a_{11}x + a_{12}y, a_{21}x + a_{22}y \rangle$  is associated with the matrix  $\begin{bmatrix} a_{11} & a_{12} \\ a_{21} & a_{22} \end{bmatrix}$ .

▪ **4.13.A.2** The mapping of the unit vectors in a linear transformation provides valuable information for determining the associated matrix.

▪ **4.13.A.3** The matrix associated with a linear transformation of vectors that maps every vector to the vector that is an angle  $\theta$  counterclockwise rotation about the origin from the original vector

is  $\begin{bmatrix} \cos \theta & -\sin \theta \\ \sin \theta & \cos \theta \end{bmatrix}$ .

▪ **4.13.A.4** The absolute value of the determinant of a  $2 \times 2$  transformation matrix gives the magnitude of the dilation of regions in  $R^2$  under the transformation.

▪ **4.13.B.1** The composition of two linear transformations is a linear transformation.

▪ **4.13.B.2** The matrix associated with the composition of two linear transformations is the product of the matrices associated with each linear transformation.

▪ **4.13.C.1** Two linear transformations are inverses if their composition maps any vector to itself.

▪ **4.13.C.2** If a linear transformation,  $L$ , is given by  $L(\vec{v}) = A\vec{v}$ , then its inverse transformation is given by  $L^{-1}(\vec{v}) = A^{-1}\vec{v}$ , where  $A^{-1}$  is the inverse of the matrix  $A$ .

## TOPIC 4.14

# Matrices Modeling Contexts

Skills Focus: 1.C, 3.B, 3.C

### LEARNING OBJECTIVES

**4.14.A** Construct a model of a scenario involving transitions between two states using matrices.

**4.14.B** Apply matrix models to predict future and past states for  $n$  transition steps.

### ESSENTIAL KNOWLEDGE

- **4.14.A.1** A contextual scenario can indicate the rate of transitions between states as percent changes. A matrix can be constructed based on these rates to model how states change over discrete intervals.
- **4.14.B.1** The product of a matrix that models transitions between states and a corresponding state vector can predict future states.
- **4.14.B.2** Repeated multiplication of a matrix that models the transitions between states and corresponding resultant state vectors can predict the steady state, a distribution between states that does not change from one step to the next.
- **4.14.B.3** The product of the inverse of a matrix that models transitions between states and a corresponding state vector can predict past states.

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Nancy Hong, Director, Dual Language Immersion and Magnet Programs

SUBJECT: **Approval of Basic Textbooks for Use in Elementary Schools in the Area of Dual Language Immersion for French Instruction**

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The Superintendent recommends that the Board of Education approve elementary basic textbooks Pilotis Methode de Lecture: Manuel (Reading Core Textbook), Fichier de Lecture Comprehension (Comprehension Workbook) and Cahier D'Exercices (Exercise Workbook) for use in the area of dual language immersion for French instruction.

The basic textbooks listed below are being submitted for approval by the Board of Education. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were made available to parents and/or members of the community for review prior to being presented to the Board of Education for their consideration. The Elementary Education Council reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

**ELEMENTARY SCHOOLS**

**Department: Dual Language Immersion (DLI)**

**FRENCH**

French DLI, Language Arts, Grade 1  
Pilotis Méthode de Lecture, manuel d'apprentissage du code  
Author: Delphine Tendron  
*Translation: Pilotis Reading Core Student Textbook*  
(Basic)  
Published by Hachette Education, 2013

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French DLI, Language Arts, Grade 1  
Pilotis Méthode de Lecture, fichier de lecture compréhension  
Author: Delphine Tendron  
*Translation: Pilotis Reading Comprehension Workbook*  
(Basic)  
Published by Hachette Education, 2013

French DLI, Language Arts, Grade 1  
Pilotis Méthode de Lecture, cahier d'exercices  
Author: Delphine Tendron  
*Translation: Pilotis Exercise Workbook*  
(Basic)  
Published by Hachette Education, 2013

***TO SUPPORT 2022-23 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 2022-23 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

March 7, 2023

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Approval of Revisions to Board Policy 6144 - Instruction on Topics of Political and Socio-Cultural Importance**

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The Superintendent Recommends that the Board of Education approve revisions to Board Policy (BP) 6144 (Instruction on Topics of Political and Socio-Cultural Importance - *formerly Controversial Issues*) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 6144 – Instruction on Topics of Political and Socio-Cultural Importance**

*(title formerly “Controversial Issues”)*

CSBA Update: N/A

Last GUSD Update: November 2018

Board Policy (BP) 6144 is updated to reflect appropriate use of curriculum and resources for instructional discussions that may sometimes include instruction on topics of political and socio-cultural importance, including topics related to personal values and beliefs, political philosophy, culture, religion, or other influences. Updates are also included to specify District response to community response that could be construed as a threatening or embarrassing to a teacher. Language was also updated to correct for gender neutrality.

Attached is the revised policy that was created collaboratively with District administrators and representative members from the Glendale Teachers Association.

***TO SUPPORT 2022-23 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.***

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***TO SUPPORT 2022-23 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 2022-23 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

Instruction on Topics of Political and Socio-Cultural Importance

The Board of Education recognizes that the District's educational program may sometimes include instruction on topics of political and socio-cultural importance, including topics related to personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the grade level content standards, adopted course(s) of study and curricular goals, and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others and diverse points of view, and ability to engage in civilized discourse.

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular topic is suitable for study or discussion in accordance with California Education Code and State Law (such as the FAIR Education Act, 2011). They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

When providing instruction related to such a topic, the following guidelines shall apply:

1. Instruction on issues that may elicit differing beliefs or opinions shall be presented in a balanced manner, addressing all sides, as appropriate, without bias or prejudice. In leading or guiding class discussions, a teacher shall not advocate their personal opinion or viewpoint.
2. In the classroom, teachers act on behalf of the District and are expected to adhere to grade level and subject matter content standards and frameworks and utilize adopted curriculum and supplementary instructional materials that are suitable to the age and maturity of the students.
3. Students shall be assured of their right and encouraged to form and express an informed opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.
4. Students shall be informed of appropriate conduct expected during such instruction and the importance of, and how to demonstrate, being courteous and respectful of the opinions of others.
5. Factual and verifiable information shall be provided to help students objectively analyze and evaluate the topic and draw their own conclusions.
6. The subject matter of the instruction shall not otherwise be prohibited by state or federal



Instruction

Instruction on Topics of Political and Socio-Cultural Importance

law, nor shall it be discriminatory, harassing, intimidating or bullying towards persons because of their actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction shall be excused from that instruction and be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about such topics or the use of curriculum and supplemental instructional materials shall communicate directly with the teacher or principal and/or use appropriate District complaint procedures (Board Policy and Administrative Regulation 1312.2 Complaints Concerning Instructional Materials).

Should a parent/guardian, or any member of the community, attempt to threaten, humiliate, berate, or admonish a teacher who has taught using State or District-approved curriculum and supplemental instructional resources, the Superintendent or designee shall notify the individual(s) in writing that the teacher performed their duties according to District Policy, and any further concerns shall be addressed directly to the Superintendent or designee. If the original comments were made in a public forum, the Superintendent or designee shall release the notification publicly. Should the threatening or harassing behavior directed at the teacher continue, the Superintendent or designee may implement Board Policy and Administrative Regulation 1313 – Civility.

If it is found that a teacher did not use District-approved curriculum or supplemental instructional resources, following the procedure detailed in Administrative Regulation 1312.2 a review will ensue to determine appropriate next steps. The review committee shall review the criteria specified in Board policy and shall determine the extent to which the challenged material supports the grade level or content curriculum, the educational appropriateness of the material, and its suitability for the age level of the student (Board Policy and Administrative Regulation 6141 and Board Policy 6161.11). Should a parent/guardian, or any member of the community, attempt to threaten, harass or bully this teacher during or after the review process, the Superintendent or designee may implement Board Policy and Administrative Regulation 1313 – Civility.

Instruction

Instruction on Topics of Political and Socio-Cultural Importance

Legal Reference: Education Code, Sections 220; 48950; 51240; 51500; 51510; 51511; 51513; 51930; 51930-51939; 60040; 60044; 60045

Court Decisions:

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Garcetti v. Ceballos, (2006) 547 U.S. 410

Policy Adopted: 06/16/1959

Policy Amended: 07/02/1985; 12/06/1994; 08/20/1996; 10/15/2022; 11/26/2018; 03/07/2023

(Formerly BP 6133, 6143)

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Chris Coulter, Executive Director, Secondary Instruction

SUBJECT: **Acceptance of Career Technical Education Incentive Grant**

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The Superintendent recommends that the Board of Education accept \$1,200,000 in funding from the California Department of Education for the Career Technical Education Incentive Grant through December 31, 2024.

The Glendale Unified School District has been awarded funds in the amount of \$1,200,000 from the California Department of Education for the Career Technical Education Incentive Grant (CTEIG). Funds are available through December 31, 2024. The Career Technical Education Incentive Grant (CTEIG) requires a match of two dollars for every one dollar received from the program. The local match from Glendale Unified School District will be from the Local Control and Accountability Plan, California Partnership Academy, and Carl D. Perkins.

The CTEIG was created as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grade twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of the program is to encourage and maintain the delivery of Career Technical Education (CTE) programs (Education Code (EC) sections 53070–53076.4).

The focus of the grant program is the delivery and sustainability of high-quality CTE programs. Grantees are expected to implement and maintain a CTE program meeting the elements of a high-quality CTE program pursuant to EC 53070–53076.4:

1. Offers high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.

2. Provides pupils with quality career exploration and guidance.
3. Provides pupil support services, including counseling and leadership development.
4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, with documented formal written agreements.
5. Forms ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.
6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, leadership development opportunities, career and technical student organizations (CTSOs), and other WBL opportunities.
7. Reflects regional or local labor market demands, and focuses on current or emerging high-skill, high-wage, or high-demand occupations, and is informed by the regional plan of the local Strong Workforce Program Consortium.
8. Leads to an industry-recognized credential or certificate, or appropriate postsecondary education or training, employment, or a postsecondary degree.
9. Staffed by skilled teachers (CTE credentialed teachers) or faculty, and provide professional development opportunities for those teachers or faculty members.
10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
11. Reports data to the State Superintendent of Public Instruction, no later than November 1 of each FY to allow for an evaluation of the program. Each applicant will be required to complete the High Quality CTE Program

Evaluation for their CTE programs, which addresses the first 10 of the 11 criteria above. Based on the results of the evaluation, applicants will be asked to submit a year-long plan that is aligned to the areas of need identified within the evaluation.

The Career Technical Education Incentive Grant expenditure plan includes the following:

- Instructional Salaries for CTE credentialed teachers for professional development and training for industry certifications.
- Expenditures related to Career Technical Student Organizations.
- Upgrade and purchase new industry vetted equipment for middle school and high school pathway programs.
- Funding related to Work-Based Learning opportunities: Internship program development and industry field trips.

The terms of the Career Technical Education Incentive Grant are July 1, 2022, through December 31, 2024.

***TO SUPPORT 2022-23 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 2022-23 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 2022-23 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.***

Glendale Unified School District  
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***TO SUPPORT 2022-23 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

March 7, 2023

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Chris Coulter, Executive Director, Secondary Instruction

**SUBJECT: Acceptance of Computer Science Honors Society Grant**

The Superintendent recommends that the Board of Education accept funds from the Computer Science Teachers Association in the amount of \$1,500 to support outreach and professional development in the area of Computer Science at Hoover High School.

The Computer Science Teachers Association (CSTA) supports chapters in building strong communities, providing professional development and establishing an operational foundation. Through this program, chapter leadership can apply for funds and CSTA support to expand the impact of local programs, or start new programs that support the growth of computer science teachers and enhance the value of local chapters. This program is funded through the generous support of CSTA's partners and CSTA+ membership dues.

Hoover High School teacher, Emily Rogers, applied for and was awarded \$1,500 to support the costs of carrying out outreach and professional development in the area of Computer Science. Funds can be used to support ongoing activities of the society in accordance with the school and local, state, and federal regulations. The funds will also be used to cover registration fees for one teacher advisor and four students to attend the 2023 Computer Science Honors Society Virtual Leadership Summit. The grant provides one scholarship for one teacher advisor to attend the CSTA 2023 Annual Conference.

***TO SUPPORT 2022-23 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 2022-23 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  
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***TO SUPPORT 2022-23 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

March 7, 2023

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Jay Schwartz, Senior Director, Foothill SELPA

SUBJECT: **Acceptance of Individuals with Disabilities Education Act, Part B, Section 619 Federal Preschool Grant for Foothill SELPA**

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The Superintendent recommends that the Board of Education accept grant funds from the California Department of Education in the amount of \$196,408 for the 2022-2023 Individuals with Disabilities Education Act, Part B, Section 619 to provide special education and services for preschool children with disabilities through Foothill SELPA.

Foothill SELPA (Special Education Local Plan Area) was awarded the 2022-2023 Individuals with Disabilities Education Act, Part B, Section 619 Federal Preschool Grant in the amount of \$196,408. These funds are specifically allocated to serve preschool children ages three, four, and five with special education services. SELPA consists of three school districts: Burbank, Glendale and La Canada Unified School Districts.

The purpose and philosophy of the IDEA Part B, Section 619 is that the beginning years of all children's lives are critical for building the early foundations of learning and wellness needed for success in school and later in life. During these years, children's brains develop rapidly, influenced by the experiences they share with their families, teachers, peers, and in their communities. Like all children, it is critical for children with disabilities to be exposed to a variety of rich experiences where they can learn in the context of play and everyday interactions and engage with their peers with and without disabilities.

The total funds received will be allocated to the three school districts.

The grant period is from July 1, 2022, to September 20, 2024.

***TO SUPPORT 2022-23 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 2022-23 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 2022-23 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 2022-23 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

March 7, 2023

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: David Greco, Chief Counsel & Business Operations Officer

PREPARED BY: Jennifer Chin Gonzales, Administrator, Nutrition Services & Custodial Operations

SUBJECT: **Increasing Adult Meal Prices**

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The Superintendent recommends that the Board of Education approve an increase in adult meals to \$3.00 for breakfast and \$5.00 for lunch.

The United States Department of Agriculture (USDA) requires us to review adult meal prices annually to ensure they are sufficient to cover all costs for producing the meal. In order for a School Food Authority (SFA) to provide meals for any persons other than those specified in ECS 38082, the school board must adopt a policy specifically stating the means for serving those other persons. Moreover, the cost of meals served to non-students may not be subsidized by federal or state reimbursements, children's payments, other nonprofit food service revenues, or United States Department of Agriculture (USDA) commodities. The adult portion size should be the same as a student portion; if portion size is increased for adults, the price should be adjusted accordingly to cover all costs.

For the 2022-2023 school year, in order to comply with USDA requirements, we must charge adults \$3.00 for breakfast and \$5.00 for lunch, versus the \$2.75 for breakfast and \$4.25 for lunch we are currently charging. The anticipated adult meal price increase for the 2023-2024 school year is \$4.00 for breakfast and \$6.00 for lunch. The meal prices are being increased gradually in order for Nutrition Services to meet USDA requirements and to ease the burden for the adult customers.

***TO SUPPORT 2022-2023 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

March 7, 2022

CONSENT CALENDAR NO. 14

TO: Board of Education  
FROM: Dr. Vivian Ekchian, Superintendent  
SUBMITTED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer  
**SUBJECT: Agreement with Purdue University**

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The Superintendent recommends that the Board of Education approve the Student Affiliation Agreement between Glendale Unified School District and Purdue University to provide opportunities for students to be assigned as Teacher Candidates.

This Agreement is between the Glendale Unified School District and Purdue University and the University students assigned as a Teacher Candidate to prepare to enter the teaching profession or Practicum Student for pre-clinical practice requirements.

The term of the Agreement shall be for five (5) years beginning on March 1, 2023 and expiring on June 30, 2028. This Agreement may be terminated by either party upon thirty (30) days written notice. Any student already placed shall be allowed to finish. There is no fiscal impact to the District.

In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.

***TO SUPPORT 2022-23 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.***

AFFILIATION AGREEMENT CONCERNING PLACEMENT  
OF PURDUE UNIVERSITY/COLLEGE OF EDUCATION STUDENTS

This Agreement is entered into on March 1, 2023 and expires on June 30, 2028, in accordance with I.C. § 20-26-5-23 by and between Glendale Unified School District, a school corporation ("School Corporation") and Purdue University an institution of higher education accredited by the Indiana Department of Education ("University"), and sets out the respective rights and responsibilities of the School Corporation and the University with regard to any University student who is assigned as a Teacher Candidate, Practicum Student, as those terms are defined below, in the School Corporation.

1. DEFINITIONS

"Cooperating Teacher" shall mean a teacher in the School Corporation to whom the Teacher Candidate is assigned and who directs the work or the activity of the candidate while is in the School Corporation. Only teachers who hold the Professional or Proficient License or its equivalent, and who have had at least three years' successful teaching experience and/or the recommendation of a building level administrator are eligible to serve as Cooperating Teachers.

"Mentor Teacher" shall mean a teacher in the School Corporation to whom a Practicum Student of group of Practicum Students is assigned for pre Co-Teaching or pre-Student Teaching experiences. The School Corporation and the University may mutually agree that a teacher who does not hold the Professional or Proficient License or its equivalent may serve as a Mentor Teacher.

"Practicum Student" shall mean a student enrolled at and assigned by the University to teach for a practicum assignment in the School Corporation as part of the pre-clinical practice requirements.

"Teacher Candidate" or "Resident" shall mean a student enrolled at and assigned by the University to teach in the School Corporation, as part of preparation for entering the teaching profession.

"University Supervisor" or "Special Area Supervisor" or "Course Instructor" shall mean the University person who is in charge of the course of study or specific experience for which the student is assigned to the School Corporation.

## 2. REPRESENTATIVES

- a. The University shall, with regard to placement, assignment, and change or termination of assignment of Teacher Candidates and Practicum Students be represented by a coordinator from the Office of Clinical Practice.
- b. The University shall, with respect to conduct of Teacher Candidates, and Practicum Students, be represented by a University Supervisor, Special Area Supervisor, or Course Instructor.
- c. The School Corporation shall be represented by its Superintendent or by such other administrative personnel, as he/she shall designate.
- d. Each party shall provide timely notice to the other party as to the name, mailing and email address, and telephone number of the contacts referenced above.

## 3. PLACEMENT OF TEACHER CANDIDATES AND PRACTICUM STUDENTS

- a. The placement process shall be a cooperative venture involving both the University and the School Corporation.
- b. The University shall initiate the placement of a Teacher Candidate by filing an application for each proposed assignment setting out the background of the student and the type of assignment appropriate. The request may be accompanied by suggested names of teachers of the School Corporation, who would be recommended by the University as a Cooperating Teacher. The final assignment of Teacher Candidates shall be made by the School Corporation after consultation with the Cooperating Teacher and Principal under whom the assignment will be completed.
- c. The University may request placement of Practicum Students for either an individual student or a group of students. The request will identify the particular student, or a composite description of the group of students to be placed in terms of background, the type of assignment requested, objectives of the assignment, and activities suggested as appropriate to the requested assignment.

## 4. CALENDAR

Teacher Candidates and/or Practicum Students will follow the calendar of the School Corporation and the daily schedule of the individual school in which the experience is taking place. Any proposed deviation must be approved in advance by the Cooperating Teacher, the

Principal (if applicable), and the University.

#### 5. PROFESSIONAL STANDARDS

a. Teacher Candidates and Practicum Students will be advised that they are required to conform to standards of professional decorum that are consonant with prevailing standards in the school community and the education profession as a condition of the placement and its continuation.

b. Teacher Candidates and Practicum Students specifically agree that, during the time they are placed in the School Corporation, they will:

1. Maintain professional, legal and ethical conduct at all times;
2. Respect the privacy of children, families and school personnel and protect the confidentiality of academic or personal information that they encounter;
3. Maintain professional demeanor and appearance in accordance with the standards of the School Corporation and site where they are placed;
4. Be on site when and where they are expected and/or follow proper notification procedures to inform appropriate individuals in advance if they cannot attend or will be late;
5. Complete their assigned tasks, duties and responsibilities on time;
6. Interact and communicate in a positive and professional manner with students, peers, school and university personnel and others;
7. Avoid bias, prejudice or lack of fairness toward individuals or groups of people;
8. Act in a safe and responsible manner and avoid action that might put students, peers, or any school or university personnel at physical or emotional risk;
9. Remain committed to student learning at all times;
10. Refrain from making offensive or demeaning comments about students or their abilities to learn or about teachers or their abilities to teach;

#### 6. CRIMINAL BACKGROUND CHECKS AND COMPLIANCE WITH

##### ZACHARY'S LAW

Nothing in this Agreement is intended to or shall be construed to relieve the School Corporation of its statutory responsibility to obtain criminal background checks or comply with Zachary's Law's requirements. However, out-of-state school corporations/districts cannot comply with

Zachary's Law and/or meet any other state regulations regarding child safety in which they have no experience.

University shall assist the School Corporation as follows:

a. Criminal Background Check

1. University requires Teacher Candidates and Practicum Students to obtain and submit a full criminal history check prior to beginning their placement.
2. University provides students the appropriate forms for the criminal background check.
3. University advises its students that persons who have been convicted of a felony that does not result in their inclusion on the Indiana Sex and Violent Offenders Registry may not, in the long term, be eligible for a license to teach in the State of Indiana or, in the immediate term, be accepted for placement in any school corporation.

b. Zachary's Law - Indiana School Corporations

1. University will advise its students that persons who have been convicted of a felony that results in their inclusion on the Indiana Sex and Violent Offenders Registry shall not, in the long term, be eligible for a license to teach or to hold a teaching position in the State of Indiana and, in the immediate term, be accepted for placement in any school corporation.
2. University will immediately notify the School Corporation and shall terminate its activities with regard to placing a prospective Teacher Candidate or Practicum Student or shall offer its assistance in removing a currently placed Teacher Candidate or Practicum from the placement if a coordinator from the Office of Clinical Practice learns that a Teacher Candidate or Practicum Student is on the Indiana Sex and Violent Offenders Registry.

Background check clause must meet the requirements of the Ed Code. University shall conduct background checks for all students that meet the requirements of California Education Code section 45125.1. University shall not place any student at Learning site who has been convicted of a violent felony listed in the California Penal Code section 1192.7 (c).

7. NON-DISCRIMINATION

Neither party shall discriminate in the choice of schools, Cooperating or Mentor Teachers, or



Teacher Candidates and Practicum Students, on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran; the perception of one or more of these characteristics; or association with a person with one or more of these actual or perceived characteristics. In addition, the university agrees to require like compliance with all of its students.

The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the California Fair Employment and Housing Act (California Government Code Section 12900), California Labor Code Section 1735, and the regulations related thereto.

The university agrees to indemnify, defend, and hold harmless the Facility, its agents, officers, and employees from and against any and all liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever.

#### 8. TEACHER CANDIDATE AND PRACTICUM STUDENT SUPERVISION

Students shall be subject to the rules and regulations of the School Corporation and under the direction and control of the Cooperating or Mentor Teacher, Principal, and other administrative personnel while they are on the premises of the School Corporation or acting in behalf of the School Corporation in locations other than the premises. The following points have specific reference to the various types of supervisory responsibility:

- a. The Cooperating Teacher may leave the classroom with the Teacher Candidate in charge of the class, but the Cooperating Teacher shall, at all times, retain the responsibility for control of the class and the program of instruction.
- b. The Mentor Teacher shall not leave the classroom with the Practicum Student in charge of the class.
- c. Candidates may be permitted to substitute teach in their placement building for up to five days per semester with the approval for the University Supervisor and with the appropriate permit.
- d. Residents or University Student may be compensated for any responsibilities that constitute all or a part of the required Clinical Practice.
- e. Cooperating and Mentor Teachers shall file such reports as are prescribed by the University.
- f. The University Supervisor or other designated representative of the University shall have access, at all reasonable times, to visit the classroom(s) to which the student is assigned for the purpose of observation and supervision.

g. In the event that the school to which a student is assigned is subject to jurisdictional dispute between a teacher association and the School Corporation, the student will occupy a position of neutrality which means:

1. The student will immediately report any such dispute to his/her University Supervisor of Course Instructor and be guided by his/her instructions.
2. The student will not report to the assigned school until such time as directed by the University Supervisor or Course Instructor.
3. The student will not by any overt action render support to either party to the dispute.

h. The student teacher and university supervisors who will be working with the district school sites will provide documentation of full vaccination for Covid-19 at least two weeks prior to starting the placement.

#### 9. TERMINATION OR CHANGE OF ASSIGNMENTS AND PROJECTS

Either the School Corporation or the University may, at any time, change or terminate the assignment of any Teacher Candidate or Practicum Student or any cooperatively developed project which involves field experience students. However, before either change or termination, all parties shall make reasonable efforts to consult with each other.

#### 10. STATUS OF TEACHER CANDIDATES, PRACTICUM STUDENTS, AND PARTICIPANTS

a. The School Corporation shall provide Teacher Candidates and Practicum Students the same protection against liability arising in connection with their assignments in the School Corporation as is provided for members of the School Corporation's permanent faculty. The parties acknowledge and agree that students are not the employees or agents of either the University or the School Corporation.

b. School Corporation retains primary responsibility for the educational experience of its pupils and for the orderly conduct of its school. Teacher Candidates and Practicum Students shall be under the direction and control of the School Corporation as represented by the Cooperating or Mentor Teacher, Principal, and other administrative personnel while they are on the premises of the School Corporation or acting in behalf of the School Corporation in locations other than the premises.

#### 11. HONORARIUM/RECOGNITION

The University shall pay an honorarium for consulting service directly to the Cooperating Teacher for participating in the program, If the sum paid by the University should ever be lawfully determined to be a wage rather than an honorarium by an instrumentality of the United States, then the University, for purposes of Social Security and tax withholding only, shall be deemed to have been the Cooperating Teacher's part-time employer.

#### 12. TERMINATION

This Agreement may be terminated either by the School Corporation or the University by giving the other party thirty (30) days prior written notice. Any student already placed shall be allowed to finish.

#### 13. NOTICES

All notices shall be properly given if they are sent by first-class mail, as to the School Corporation, to the Superintendent or that person's designated representative and, as to the University, to the Coordinator of Field Experiences.

#### 14. TECHNOLOGY

Purdue University faculty, Teacher Candidates, and Practicum Students may use certain technologies in the classroom. These will include technologies that capture or communicate the image, voice, handwriting, and/or coursework of P-12 students, but should not capture or communicate education records involving personally identifiable student information without the written consent of the student or parent as appropriate.

#### 15. SUSPENSIONS OF PLACEMENTS DUE TO EMERGENCY

In the event of an unforeseen emergency (e.g. pandemic influenza) the School Corporation or University will be notified of the suspension of the placement contract. The effective date would be when the emergency was declared by either the School Corporation or University. Both parties will collaborate to reinstate the placement contract at the appropriate time.

School Corporation

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

Title: \_\_\_\_\_

Date: \_\_\_\_\_

University

By: Jennifer W. Barce

Title: Assistant Dean for Teacher Education

Date: 2/24/2023

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Dr. Chris Coulter, Executive Director, Secondary Instruction

SUBJECT: **Approval of Memorandum of Understanding with California College Guidance Initiative (CCGI)**

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The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and California College Guidance Initiative (CCGI) to provide GUSD families in Grades 6-12 online planning tools for career exploration, college planning, college applications, and financial aid at no charge.

**What is California College Guidance Initiative (CaliforniaColleges.edu)?**

CaliforniaColleges.edu is managed by the nonprofit California College Guidance Initiative (CCGI) and is funded in part by the State of California as part of the Cradle-to-Career System. CaliforniaColleges.edu is the State of California's official college and career planning platform, which means that accounts are free to all California students in Grades 6 through 12, their parents, and educators.

**Benefits for district, students, and educators and how this platform differs from other college and career readiness programs:**

This one-stop shop platform makes access to higher education more equitable for all students by ensuring continuity of postsecondary education planning and the college application process. The platform features streamlined lessons and tools for:

1. Career and college planning
2. College preparation course (A-G) completion monitoring
3. Financial aid preparation that complies with the State of California's universal FAFSA requirement Assembly Bill 469

School counselors, leadership, and districts are given access to reporting tools to track progress on key college, career, and financial aid planning and application metrics.

Students applying to California community colleges, California State University (CSU) schools, or University of California (UC) schools will benefit from the platform's direct links to those application systems. The platform also streamlines the process for financial aid with integration features with the California Student Aid Commission (CSAC). Students have the ability to directly launch and track their official applications to the California Community Colleges, California State Universities, University of California, Free Application for Federal Student Aid (FAFSA), and the California Dream Act Application (CADAA)

The reporting tools will help educators monitor student progress and comply with state education requirements. All of the college and career planning tools can be used within small or large group classroom settings or independently by students wherever they have access to the internet.

### **What does it mean to become a partner district with CaliforniaColleges.edu?**

Becoming a partner district with CaliforniaColleges.edu allows the district to be in a formal data-sharing agreement with them, making it possible for school districts to securely upload student transcript data into CaliforniaColleges.edu. This allows educators and students to visually see their course progress and completion status to meet the A-G requirements and be admissible to four-year colleges/universities.

The Executive Director of Secondary Education, Dr. Chris Coulter, and the District Counselor on Special Assignment, Ms. Ashley Park, have coordinated the implementation efforts with CCGI and the various district departments that will support this implementation. At this point in the process, staff have submitted the "Intent to Partner" form, had several meetings with the CCGI deputy directors, and reviewed the data-sharing agreement in the form of a Memorandum of Understanding (MOU).

Once the MOU is approved, district staff will begin to notify families of the benefits of the partnership and provide information about the required data sharing. Families will have the opportunity to opt out of the data sharing. Even if they opt out of data sharing, there are features of the CCGI platform that they can use, but many of the streamlining benefits will not be available to them.

Once the MOU is fully executed and the parent notification and opt-out deadline has passed, the district will work with the CCGI team to ensure that the transcript information is uploading correctly to match with the CCGI systems. All course titles and course codes must match exactly. This process will take some time in order to ensure accuracy

of information. Once testing has completed, school district data goes live on CaliforniaColleges.edu and students, counselors, teachers, and administrators will begin to benefit from the many features available to them.

***TO SUPPORT 2022-23 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; Offer robust in-person and independent study learning programs; Accelerate learning and improve attendance and engagement.***

***TO SUPPORT 2022-23 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.***



## DATA SHARING AND SERVICES AGREEMENT

**Between**

**THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES**

*On behalf of:*

The California College Guidance Initiative

**And**

**GLENDALE UNIFIED SCHOOL DISTRICT**

*Agreement No. 00007031*

This Data Sharing and Services Agreement (“Agreement”) is entered into by and between the Foundation for California Community Colleges, a nonprofit 501(c)(3) organization ("Foundation"), on behalf of the California College Guidance Initiative ("CCGI"), and the **GLENDALE UNIFIED SCHOOL DISTRICT** (“District”), to set forth the roles and responsibilities of the Parties related to District’s uploading of its students Education Records to [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) or hereinafter ("CaliforniaColleges Website") and Foundation’s provision of account support services on the CaliforniaColleges Website.

### **I. RECITALS**

WHEREAS, Foundation is the official nonprofit organization supporting the California Community College Chancellor's Office and the California Community Colleges Board of Governors and its mission to benefit, support and enhance the California Community College system;

WHEREAS, CCGI is operated by the Foundation on behalf of the State of California, in order to ensure the awareness and utilization of online planning tools in K-12 districts and systematic baseline guidance and support for 6<sup>th</sup>-12<sup>th</sup> grade students as they plan, prepare and finance college;

WHEREAS, CCGI’s tools and services constitute the K-12 student, family and educator facing tools for college planning and transition under California’s Cradle to Career Data System;

WHEREAS, CCGI is the State of California’s official provider of technical assistance regarding a-g course alignment to the Course Management Portal and to provide a one stop platform for college planning;

WHEREAS, CCGI is authorized and funded by the state to provide these services to all K-12 districts serving 6<sup>th</sup>-12<sup>th</sup> grade students, free of charge;

WHEREAS, CCGI transmits student transcript data across institutions to help inform admissions, enrollment, placement, guidance and financial aid at institutions of higher education;

WHEREAS, the Family Educational Rights and Privacy Act (“FERPA”), 34 CFR §99.31(a)(1)(i)(B) and the California Education Code, §49076 (a)(2)(G), allow District to disclose student data to Foundation, without parental consent, in order to provide services to District that District otherwise could have provided with its own employees; and

WHEREAS, the purpose of this Agreement is to set forth the roles and responsibilities of the Parties related to District’s uploading of Education Records to the CaliforniaColleges Website and Foundation’s provision of technical assistance and account support services on the CaliforniaColleges Website.

THEREFORE, the Parties desire and agree to enter into this Agreement in furtherance of the purpose stated below.

## **II. DEFINITIONS**

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

“Agreement” shall have the meaning set forth in the preamble above and includes all exhibits (see below), schedules and other attachments hereto, as each may be amended in a writing signed by both Parties from time to time.

**Exhibit A: List of Authorized Third Parties**

**Exhibit B: Data Privacy and Security Addendum**

**Exhibit C: Data File Technical Specifications**

“Authorized Third Party” shall mean an entity, identified by District on the **Notice of Authorized Third Parties**, attached to this Agreement as **Exhibit A**, and hereby incorporated by reference, authorized by District to utilize the Services (as defined below) in accordance with this Agreement.

“Business Day” shall mean a Monday, Tuesday, Wednesday, Thursday, or Friday, but excluding (i) any day on which national banks having banking offices in either Sacramento or Los Angeles, California are authorized by law to remain closed and (ii) those days, not to exceed eleven (11) in any calendar year, which Foundation and/or District treats as a holidays but would otherwise be Business Days.

“Confidential Information” shall mean any and all information, data, Software (as defined below), know-how and intellectual property of a confidential or proprietary nature, including but not limited to, information, data, Software, know-how and intellectual property relating to (a) technical, scientific, developmental, marketing, manufacturing, sales, operating, performance and cost matters, (b) processes, (c) designs and (d) techniques, in any and all forms in which the foregoing may appear including, but not limited to, all record-bearing media containing or disclosing any of the foregoing. Confidential Information shall include, but not be limited to, all information, data, Software, know-how, and intellectual property that is (a) marked as “confidential” or “proprietary” at the time it is provided by or on behalf of the Party providing it, (b) expressly stated by or on behalf of the Party providing it to the Party receiving it at the time of disclosure to be considered confidential or proprietary, or (c) would under the circumstances be recognized by someone generally experienced in business affairs to be confidential or proprietary.

“CaliforniaColleges Website” shall mean the Internet website located at [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu). The Foundation is responsible for directly contracting and compensating a third-party technology vendor



("Vendor") for the continued operation and maintenance of [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, attached to this Agreement as **Exhibit B**, and herein incorporated by reference. This definition shall also include any successor website thereto including any such site established on some other form of interactive digital or electronic communications offered over or via any alternative or successor broad band or narrow band network or method of broadcast including wireless, intranets, extranets, and interactive television or cable.

"Data Breach" shall mean actual evidence of the loss or unauthorized access to, or unauthorized use of Student Data (as defined below) uploaded to the CaliforniaColleges Website.

"Education Record" shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

"Effective Date" shall have the meaning set forth in Section III.A of this Agreement.

"Eligible Student" shall mean a student who has reached 18 years of age or is attending an institution of postsecondary education.

"Misuse" shall have the meaning as set forth in Section IX.A of this Agreement.

"Party" or "Parties" shall mean either Foundation, on behalf of CCGI, or District, or both.

"Student Data" shall mean any information (a) contained in a student's Education Record maintained by or for the District and provided to the CaliforniaColleges Website by an employee or agent of the District; or (b) acquired directly from a student or parent or legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent or legal guardian by District. Student Data includes Personally Identifiable Information (defined below). Student Data does not include information created by a student, including, but no limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of that information.

"Services" means the services and levels of support offered by Foundation and accepted by District, as described in Section V.D of this Agreement.

"Software" shall mean, at a minimum, the computer programs, in machine-readable object code and source code, created by Vendor, pursuant to its separate agreement with the Foundation, in order to develop, operate and maintain the CaliforniaColleges Website.

"Personally Identifiable Information" or "PII" shall have the meaning specified in FERPA regulations, 34 CFR §99.3.

"System User" shall mean any student or parent whose Student Data are disclosed to the CaliforniaColleges Website by the District or by a student (or parent) who is assigned to use the CaliforniaColleges Website by the District.

Any other capitalized terms used in this Agreement that are not defined in this Section or in any exhibit, schedule or other attachment that is expressly incorporated into this Agreement, shall have the meaning given to them in this Agreement.

### **III. TERM AND TERMINATION**

**A. Term.** This Agreement will be deemed to be effective as of the date the Agreement is fully executed by all signatories to the Agreement (“Effective Date”) and will continue until terminated by either party pursuant to Section III(B), (C), or (E). No fees will be assessed under this Agreement while CCGI continues to be the provider of operational tools for the State of California.

**B. Termination for Convenience.** The Parties shall have the right to terminate this Agreement for any reason or no reason, without penalty, at any time by providing the other with written notice of termination in accordance with Section X of this Agreement at least thirty (30) calendar days in advance of the Termination Date.

**C. Termination for Cause.** Either party shall have the right to terminate the Agreement immediately upon written notice to the other Party upon the occurrence of a material breach of this Agreement, including a material breach with respect to the any representations and warranties which remain uncured for more than sixty (60) days after the non-breaching Party provides notice of such material breach to the other Party.

#### **D. Handling of Data Following Termination of Agreement**

1. Deletion of Data. Education Records provided under the Agreement shall be destroyed by Foundation and Vendor upon termination of this agreement or within thirty (30) days from the date on which District requests destruction of the data or determines that such student data are no longer needed for the purposes of this Agreement. In order to commence the procedure for requesting destruction of Education Records, District shall provide written notice to the Foundation as specified in Section X, requesting destruction of the data. Upon receipt of District’s written notice, the Foundation and Vendor agree to use reasonable commercial efforts to certify within thirty days (30) after the Termination Date that Education Records are no longer retained or accessible to the Foundation and Vendor.

2. Requests for Return of Data to District. In lieu of destruction of Education Records, as provided in Sec. III.D.1, the District may request return of the data. In the event of such a request, the District shall provide thirty days (30) advance written notice to the address listed in Section X of this Agreement to the Foundation. Upon request and notice by District in accordance with this Section III.D.2, Foundation shall provide assistance with the migration and conversion of historical data in a flat file or other format reasonably requested by District and reasonably acceptable to Foundation. District shall be responsible for all costs and expenses associated with such requests including but not limited to costs for migration and data conversion and shall otherwise cooperate with Foundation to transfer such data to the District.

3. Retention of Student Data by the System User after Termination. The Parties acknowledge and agree that the requirements provided in Section III.D.1 shall not apply to Student Data if the student or the student's parent supplied such Student Data to CaliforniaColleges Website and elects

upon termination of the Agreement to continue to maintain a personal account with Foundation: (1) for the purpose of storing their individual data; (2) in the event the student or parent elects to retain their data in the CCGI Program for purposes of continuing to obtain the benefits of participation in the CCGI Program; or (3) if the student or parent elects to continue to obtain the service offerings from any other Authorized Third Party with which the supplying System User has elected to share their Student Data through the CCGI Program for the educational purposes set forth under the Agreement.

- E. Termination for Funding Contingency:** It is mutually understood and agreed that if the Foundation does not receive sufficient funding from the State of California to provide the Services described in this Agreement, Foundation may without penalty, terminate this Agreement by providing District with written notice of termination in accordance with Section X of this Agreement at least fifteen (15) calendar days in advance of the Termination Date.

#### **IV. DISTRICT RESPONSIBILITIES**

##### **A. Data Sharing**

1. District shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in **Exhibit B**.
2. District shall upload course catalog files at least once a year to enable the use of academic planning tools by a student planning coursework at a District high school.
3. District agrees to verify accuracy of courses entered by District into the University of California (“UC”) Course Management Portal at the UC Office of the President.
4. District agrees to upload Education Records, in accordance with the **Data File Technical Specifications**, attached as **Exhibit C** to this Agreement, and hereby incorporated by reference.

##### **B. Implementation**

1. District shall provide Foundation with a list of all approved Authorized Third Parties on **Exhibit A**, who should be included in this agreement; including but not limited to any non-profit organizations or higher education partners that provide student support services, youth development and college planning or preparation services under a separate service and data-sharing agreement with the District.
2. District shall make staff, appropriate technology resources, and space available for ongoing professional development and user support.
3. District agrees to collaborate with Foundation staff to provide both individual user experience and technical feedback in order to improve implementation for all System Users.
4. District agrees to identify a Point of Contact (POC) to (1) assist the Foundation during implementation phase including providing any necessary support to Vendor; and (2) navigate or immediately report any issues regarding availability of the CaliforniaColleges Website.

## V. FOUNDATION RESPONSIBILITIES

**A. Data Ownership.** Foundation acknowledges and agrees that Education Records provided by the District continue to be the property of and under the control of the District.

**B. Compliance with Laws.** Foundation shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in **Exhibit B**.

**C. Technical and Service Level Support.** The CaliforniaColleges Website is operated and maintained by Vendor. All service level support for the CaliforniaColleges Website is provided directly by Vendor. Districts should reach out to [Contact Us](#) in order to facilitate communication with Vendor regarding technical issues with CaliforniaColleges Website.

**D. Scope of Services.** “Services” means the enhanced services and levels of support offered by Foundation under this Agreement or on the CaliforniaColleges Website that are only possible when students’ transcript data is uploaded to their accounts.

1. Foundation shall provide the necessary support for the integration of Education Records and Student Data into individual student accounts on the CaliforniaColleges Website. Foundation agrees to cooperate with representatives from the District to ensure the data is properly uploaded in CCGI's file format and in accordance with the requirements and instructions as more fully set forth and incorporated herein as **Exhibit C** to this Agreement.
2. Education Records and Student Data will be maintained and processed by CCGI on behalf of the District in a manner that meets the standards of the California Community Colleges, California State University (“CSU”), California Student Aid Commission, and University of California systems for verified transcript data.
3. Foundation will provide an audit report of District’s a-g course listings in the UC Course Management Portal database to identify discrepancies. Foundation agrees to provide [technical assistance, guidance and support](#) to District staff for purposes of reconciliation of any identified discrepancies.
4. CSU and UC eligibility analyses, both individual student reports and aggregate tracking and reporting capability for counselors.
5. Ability for students to auto-populate applications for admission to all CSU campuses with course data from their individual account on the CaliforniaColleges Website, when such data matches to the Course Management Portal at the University of California Office of the President (CMP), and which enables students, their families and educators in their school and District to track application submission.
6. Ability for students to launch their Application to the California Community Colleges using the CCCApply platform in a manner that tracks submission on the CaliforniaColleges Website.

7. Ability for students to launch their Application for admission to the University of California using the UC Application in a manner that tracks submission on the CaliforniaColleges Website.
8. Ability for students to initiate their Free Application for Federal Student Aid (“FAFSA”) from within the CaliforniaColleges.edu, in a manner that allows students, their families and educators at their school site or District to track the launch of this application and which enables CCGI to provide the California Student Aid Commission with information that supports the Cal-grant eligibility determination process.
9. Ability for students to launch additional college and financial aid applications as additional institutions develop articulation agreements with the Foundation, on behalf of CCGI.
10. The following services and supports for participating LEAs:
  - a) Monthly office hours to support district-wide implementation planning and strategic goal setting.
  - b) Multiple forms of [technical assistance](#) to support alignment between the LEA’s a-g course list and the Course Management Portal (CMP) managed by UCOP.
  - c) Virtual Training offerings throughout the year.
  - d) User support for all adults (counselors, career techs, teachers, parents etc.) who will be working with students to complete activities on CaliforniaColleges.edu.

## **VI. FEES AND PAYMENT FOR SERVICES**

1. Foundation will provide the Services under this Agreement District free of charge as long as Foundation continues to receive funding from the State of California as part of the Cradle to Career Data System.
2. In the event that funding from the State of California is not sustained in future years, the Parties understand that the Foundation will assess and charge a fee for services provided to the District. In the event a fee is assessed, this Agreement will be amended, in writing, to affect that arrangement. Foundation shall provide District with a 90-day notice if funding from the State of California’s is reduced or discontinued.

## **VII. INTELLECTUAL PROPERTY**

**A. Data Ownership.** Foundation acknowledges and agrees that Education Records provided by the District continue to be the property of and under the control of the District.

**B. Proprietary Rights and Licenses**

1. Reservation of Rights. Subject to the limited rights expressly granted hereunder, Foundation reserves all of its rights, title and interest in and to the Services, including all of Foundation’s related intellectual property rights in the Software. No rights are granted to District hereunder other than as expressly set forth herein.

2. License by District to Use Feedback. District grants to Foundation a worldwide, perpetual, irrevocable, royalty-free license to use and incorporate into the Services any suggestion, enhancement request, recommendation, correction or other feedback provided by District or Users relating to the operation of the Services.

## **VIII. INDEMNIFICATION AND INSURANCE**

### **A. Indemnification Obligations of the Parties in the Event of A Data Breach**

#### **1. Foundation**

- a) Foundation's indemnification obligations under this Section VIII.A.1 of this Agreement shall continue in full force and effect during the Term of this Agreement.
- b) Foundation shall, at its own expense, indemnify, defend, and hold harmless District from any expense, cost, claim, loss, or liability (collectively, "Loss") resulting from any Data Breach provided that the Loss arises solely from Foundation's loss or unauthorized access or use of Student Data and does not arise as the result of: (1) any Misuse by District as defined in Section IX.A of this Agreement; (2) any action or inaction by District or any officer, director, employee, affiliate, contractor, or subcontractor of District; or (3) any action or inaction by an Authorized Third Party or System User.
- c) District shall promptly (and in no event more than ten (10) calendar days after District receives notice of a potential or actual Loss) notify Foundation of such Loss that may give rise to an obligation of Foundation under this Section VIII.A.1.
- d) Foundation promptly takes reasonable actions, if any, to mitigate the harm caused as a result of the data loss or disclosure.

#### **2. District**

- a) District's indemnification obligations under this Section VIII.A.2 of this Agreement shall continue in full force and effect during the Term of this Agreement.
- b) District shall, at its own expense, indemnify, defend, and hold harmless Foundation from any expense, cost, claim, loss, or liability (collectively, "Loss") resulting from any Data Breach provided that: the Loss arises solely from District's Misuse of the CaliforniaColleges Website or System or any action or inaction by District or any officer, director, employee, affiliate, contractor, or subcontractor of District including any Authorized Third Party.

**B. Mutual Indemnification.** Each Party to this Agreement ("Indemnitor") agrees to indemnify, defend and hold harmless the other, and its directors, trustees, officers, employees, agents (collectively "Indemnitees") against any and all liability, claims, demands, suits, losses, costs, legal fees including reasonable attorneys' fees, personal injury or illness and/or death, resulting from, arising out of, or connected with (a) Indemnitor's performance or omissions related to same under this Agreement, except as otherwise provided in Section VIII.A above; (b) any breach by Indemnitor of this Agreement. The Indemnitee must approve the extension of all settlement offers proposed by

the Indemnitor and Indemnitee's approval shall not be unreasonably withheld. The Indemnitor shall furnish Indemnitees with all related evidence in its control. Nothing in this Agreement shall constitute a waiver of limitation of any rights which Indemnitees may have under applicable law.

### **C. Insurance**

1. District. At District's sole cost and expense, District will obtain, keep in force, and maintain insurance as listed below. Coverages required will not limit any liability of District and will include: commercial general liability insurance with a combined single limit of no less than one million dollars (\$1,000,000.00) per occurrence and automobile liability insurance for all owned, scheduled, or hired automobiles with a combined single limit of no less than one million dollars (\$1,000,000.00) per accident; and workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time. The Commercial General Liability Policy shall name Foundation for California Community Colleges, its directors, officers, and employees as Additional Insureds. District, upon the execution of this Agreement, shall cause their insurance carrier(s) to furnish Foundation with a properly executed Certificate(s) of Insurance and endorsements effecting coverage as required herein. All insurance required to be carried by District and/or Indemnitor shall be primary, and not contributory, to any insurance carried by Foundation.

2. Foundation. At Foundation's sole cost and expense, Foundation will obtain, keep in force, and maintain insurance as listed below. Coverage required will not limit any liability of Foundation and will include: commercial general liability insurance with a combined single limit of no less than one million dollars (\$1,000,000.00) per occurrence and automobile liability insurance for all owned, scheduled, or hired automobiles with a combined single limit of no less than one million dollars (\$1,000,000.00) per accident; and workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time. Foundation, upon the execution of this Agreement, shall cause their insurance carrier(s) to furnish District with a properly executed Certificate(s) of Insurance and endorsements effecting coverage as required herein. All insurance required to be carried by Foundation and/or Indemnitor shall be primary, and not contributory, to any insurance carried by District.

## **IX. GENERAL TERMS AND CONDITIONS**

**A. Misuse of CaliforniaColleges Website**. District acknowledges and agrees that this Section IX.A shall set forth the certain acts which shall either singularly or collectively constitute ("Misuse") under this Agreement. The Parties agree that the below Sections IX.A.1 through IX.A.8 shall not be construed to limit Foundation with respect to a determination of any other acts which may constitute Misuse under this Agreement, and which may not otherwise be included in this Section IX.A in Foundation's sole discretion. District agrees that it shall not, nor allow any System Users under the direct control of District to engage in any of the acts as set forth below:

1. Access or use CaliforniaColleges Website in breach of the terms of this Agreement;

2. Access or use CaliforniaColleges Website in violation of applicable federal, foreign, international, provincial, state and local laws, rules and regulations or any applicable privacy or data protection laws, rules, regulations or directives;
3. Access or use CaliforniaColleges Website for any unauthorized, fraudulent or malicious purpose;
4. Access or use CaliforniaColleges Website in a manner that could damage, disable, overburden or impair the CaliforniaColleges Website so as to diminish or destroy Foundation or Vendor's ability to provide CaliforniaColleges Website to System Users;
5. Share, obtain or use, or attempt to share, obtain or use, CaliforniaColleges Website related access codes or passwords;
6. Engage in any act that would cause Foundation or Vendor's failure in maintaining the integrity of CaliforniaColleges Website;
7. Engage in any use of CaliforniaColleges Website or engage in any acts which could substantially interfere with or substantially degrade the website and impact System Users;
8. Violate the CaliforniaColleges Website Terms of Use, or violate the terms of use for any Foundation or Authorized Third Party applications hosted by or accessible within CaliforniaColleges Website for utilization by System Users.

**B. Confidential Information**

1. District and Foundation each agrees that (i) it shall receive and use the Confidential Information it receives (in such capacity a "Recipient") in connection with this Agreement from the other Party (in such capacity a "Discloser") solely for the purposes contemplated by this Agreement, (ii) it shall not use any such Confidential Information for any other purpose, and (iii) it shall receive and hold such Confidential Information in trust and confidence for the benefit of the Discloser. All Confidential Information provided in connection with this Agreement:

- a) Shall not be distributed, disclosed, or disseminated in any way or form by the Recipient to anyone except those of its own employees and professional advisors who have a reasonable need to know said Confidential Information for the purpose or purposes described above, who are informed of the confidential and proprietary nature of the Confidential Information, and who have agreed in a writing in favor of the Recipient to protect the confidentiality of the Confidential Information with terms at least as restrictive as those in this Section IX.B;
- b) Shall be treated by the Recipient with at least the same degree of care utilized by Recipient to protect its own confidential and proprietary information of a similar nature, but in no event with less than reasonable care;
- c) Shall not be used by the Recipient for its own purposes, except as otherwise expressly provided in this Agreement; and



d) Shall remain the property of and be returned to the Discloser or, at the Discloser's election, destroyed (along with all copies or other embodiments thereof) immediately upon the termination or expiration of this Agreement for any reason and by either Party.

2. The obligations of a Recipient pursuant to this Section IX.B hereof shall not apply, however, to any Confidential Information which (i) at the time it is delivered to the Recipient hereunder is already in the public domain or subsequent to such delivery comes into the public domain in a manner that does not involve a breach of this Agreement by the Recipient or its employees or advisors; (ii) at the time it is delivered to the Recipient hereunder is already in the Recipient's possession free of any obligation of confidentiality; (iii) is received independently by the Recipient from a third Party who is entitled to disclose such information to the Recipient; (iv) is subsequently independently developed by the Recipient without use of or benefit from or reference to the Confidential Information of Discloser.

3. Notwithstanding anything to the contrary herein, the Recipient may disclose Confidential Information if required to be disclosed by a court or regulatory or other governmental agency of competent jurisdiction, provided that in connection with any such requirement the Recipient shall (A) if legally permitted, promptly notify the Discloser of such requirement in writing, (B) cooperate with the Discloser, at the Discloser's request and expense, to obtain a protective order or other confidential treatment or to contest such required disclosure, (C) shall afford the Discloser all available opportunities to obtain a protective order or other confidential treatment or challenge such required disclosure, including the opportunity to challenge it in the name and with the standing of the Recipient, (D) shall comply with any protective order or other confidential treatment obtained by the Discloser, and (E) shall disclose only the minimum amount of information that the Recipient is required to disclose.

### **C. Representation, Warranties and Covenants of the Parties**

1. Exchange of Information. The Parties represent and warrant that all information that each Party presently knows or reasonably should recognize to be materially relevant to the other Party's understanding of their obligations under the Agreement has been provided to that Party.

2. Compliance with Laws. The Parties agree to comply with all applicable national, state, and local laws and regulations in the performance of their obligations under the Agreement, including but not limited to the observance of all applicable laws and regulations related to the privacy and security of the Student Data provided by any System User.

3. Relationship of the Parties. Foundation is acting as an independent non-profit organization to facilitate the Services under this Agreement for the purposes as set forth in the Recitals. Foundation is neither an employee, subcontractor, nor an agent of District. Foundation shall have no right or authority to enter into agreements on behalf of or otherwise bind, District, and District shall have no right to enter into agreements or otherwise bind Foundation.

4. Due Authorization. Each of the Parties represents and warrants that (i) it has all requisite power, authority, and capacity to enter this Agreement and to perform its obligations herein; (ii) the execution and delivery of this Agreement by such Party and the consummation of the

transactions contemplated herein by such Party have been duly and validly authorized by all necessary action, including all approvals and consents required from any other person or governmental authority; and (iii) this Agreement constitutes a valid, legally binding Agreement of such Party, enforceable against such Party in accordance with its terms.

5. Other Instruments. Each of the Parties hereto represents and warrants that the execution, delivery, and performance of this Agreement by such Party, its compliance with the terms hereof, and the consummation by it of the transactions contemplated herein will not violate, conflict with, result in a breach of, or constitute a default under its certificate of incorporation or other charter instrument, by-laws, or any instrument or agreement to which it is a Party or by which it is bound, any state or federal law, rule or regulation, or any judicial or administrative decree, order, ruling or regulation applicable to it.

6. Covenant of Further Assistance. In the event that at any time after the date hereof any further action is necessary or desirable to carry out the purposes of this Partnership Agreement, each Party will cooperate with the other Party and take such further action for such purposes (including the execution and delivery of such further instruments and documents) as the other party reasonably may request and to which the recipient of the request has no reasonable objection

**D. Disclaimer of Warranties.** FOUNDATION MAKES NO WARRANTIES RELATED TO THE SERVICES PROVIDED BY FOUNDATION OR VENDOR HEREUNDER, AND HEREBY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NONINFRINGEMENT. DISTRICT ASSUMES TOTAL RESPONSIBILITY FOR ITS USE OF THE RESULTS OBTAINED FROM THE SERVICES. FOUNDATION DOES NOT WARRANT THAT THE SERVICES MEET DISTRICT'S REQUIREMENTS OR WILL BE UNINTERRUPTED OR ERROR FREE.

**E. Limitations of Liability.** IN NO EVENT WILL FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) BE LIABLE FOR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, INCIDENTAL, EXEMPLARY OR PUNITIVE DAMAGES UNDER THIS AGREEMENT OR IN CONNECTION WITH ANY SERVICES PROVIDED BY FOUNDATION HEREUNDER, INCLUDING WITHOUT LIMITATION, DAMAGES FOR DISTRICT'S MISUSE OF THE CALIFORNIA COLLEGES WEBSITE, LOSS OF BUSINESS PROFITS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION, OR OTHER PECUNIARY LOSS ARISING OUT OF THE USE OR INABILITY TO USE THE SERVICES, DATA OR ANY OUTPUT, EVEN IF FOUNDATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IF AVAILABLE REMEDIES ARE FOUND TO HAVE FAILED OF THEIR ESSENTIAL PURPOSE. THE TOTAL LIABILITY, IF ANY, OF FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) IN THE AGGREGATE OVER THE TERM OF THIS AGREEMENT

FOR ALL CLAIMS, CAUSES OF ACTION OR LIABILITY WHETHER SOUNDING IN CONTRACT, TORT OR OTHERWISE ARISING UNDER OR IN ANY WAY RELATED TO THIS AGREEMENT AND/OR THE SERVICES PROVIDED HEREUNDER (COLLECTIVELY, "CLAIMS"), SHALL BE LIMITED TO THE DISTRICT'S DIRECT DAMAGES, ACTUALLY INCURRED. NOTWITHSTANDING THE FOREGOING, FOUNDATION'S SOLE OBLIGATION IN THE EVENT OF AN ERROR BY FOUNDATION IN THE PERFORMANCE OF ANY SERVICES UNDER THIS AGREEMENT SHALL BE LIMITED TO REPROCESSING APPLICABLE DATA OR REPERFORMING THE SERVICES. FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) SHALL HAVE NO LIABILITY, EXPRESS OR IMPLIED, WHETHER ARISING UNDER CONTRACT, TORT OR OTHERWISE, FOR ANY CLAIM OR DEMAND: (A) RESULTING DIRECTLY OR INDIRECTLY FROM FOUNDATION'S INTERNAL OPERATIONS, EQUIPMENT, SYSTEMS OR SOFTWARE OWNED OR LICENSED BY FOUNDATION; OR (B) BY THIRD PARTIES, EVEN IF FOUNDATION WAS ADVISED OF THE POSSIBILITY OF SUCH CLAIMS OR DEMANDS, EXCEPT AS EXPRESSLY PROVIDED OTHERWISE HEREIN. DISTRICT ACKNOWLEDGES THAT FOUNDATION HAS SET ITS FEES, IF ANY, AND ENTERED INTO THIS AGREEMENT IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH IN THIS AGREEMENT, AND THAT THE SAME FORM AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.

**F. Mutual Audit Rights of the Parties.** The Parties shall be entitled to upon reasonable notice to the other party an opportunity to conduct compliance audits under 20 U.S.C. Section 1232g. The Parties shall negotiate the scope, length and terms of such audits in good faith between each Party's representatives.

**G. Independent Status.** Foundation is an independent non-profit entity, in business for itself, which shall perform the specific tasks relative to providing technical support and related Services to fulfill the terms of this Agreement. Foundation does not have the authority to incur any obligation, contractual or otherwise, in the name or on behalf of District.

**H. Waiver.** No verbal or implied waiver of any breach of any provisions of this Partnership Agreement will constitute a waiver of any prior, concurrent or subsequent breach of the same or any other provisions in this Agreement. Any waiver by either party must be in writing and delivered to the other party.

**I. Governing Law.** This Agreement shall be construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule (whether of the State of California or any other jurisdiction) that would cause the application of the laws of any jurisdiction other than the State of California.

**J. Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but both of which together shall constitute one and the same instrument. If this Agreement is executed in counterparts, no signatory hereto shall be bound until both the parties have fully executed a counterpart of this Agreement.

**K. Entire Agreement.** This Agreement constitutes the entire, complete, final and exclusive agreement between the parties with respect to the subject matter hereof and supersedes and replaces any and all prior and contemporaneous communications between Foundation and District regarding such subject matter.

**L. Construction of Partnership Agreement.** Both parties have participated in the negotiation and drafting of this Agreement. Therefore, the terms and conditions of this Agreement shall not be construed against either party as the drafting party.

**M. Authority to Bind.** The parties each represent and warrant that the signatories below are authorized to sign this Agreement on behalf of themselves or the party on whose behalf they execute this Agreement.

**N. Survival.** Sections II, III.D, IV.A-B, V.A-D, VI, VII.A-B, VIII.A-C, and IX.A-O of this Agreement shall survive Termination of the Partnership Agreement.

**O. Severability.** If any part of this Agreement is found invalid or unenforceable, that part will be amended to achieve as nearly as possible, the same economic effect as the original provision and the remainder of this Agreement will remain in full force and effect.

**X. NOTICE**

Any request, notice or other communication by either Party shall be given in writing and shall be deemed given when actually delivered, one (1) Business Day after it is entrusted to a courier service of national reputation promising overnight delivery service, or three (3) Business Days after deposited in the United States Mail for delivery by registered or certified mail, return receipt requested, with postage prepaid, addressed as follows:

**CCGI:**

Name: Contracts Manager

Email: [ccgicontracts@californiacolleges.edu](mailto:ccgicontracts@californiacolleges.edu)

Mailing Address:

Foundation for California Community Colleges

Attn: Contracts Department

1102 Q Street, Suite 4800

Sacramento, CA 95811

**DISTRICT:**

Name: Kelly King

Email: [kking@gusd.net](mailto:kking@gusd.net)

Mailing Address:

Glendale Unified School District

223 North Jackson Street

Glendale, CA 91206-4334

THE PARTIES HEREBY EXECUTE THIS AGREEMENT.

<b>GLENDALE UNIFIED SCHOOL DISTRICT</b>	<b>FOUNDATION</b>
By: _____	By: _____
Print Name: <u>Dr. Kelly King</u>	Print Name: _____
Title: <u>Assistant Superintendent</u>	Title: _____
Date: <u>March 8, 2023</u>	Date: _____
<b>DISTRICT</b> <i>(if second signature required)</i>	<b>FOUNDATION</b>
By: _____	By: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____
Date: _____	Date: _____
	<b>CCGI</b>
	By: _____
	Print Name: _____
	Title: _____
	Date: _____

**EXHIBIT A**

**NOTICE OF AUTHORIZED THIRD-PARTIES**

- I. Purpose: Irrespective of the authorized disclosure described in Section III of Exhibit B, “Data Privacy and Security Addendum,” the above-named District (“District”) hereby authorizes and requests the Foundation for California Community Colleges (“Foundation”) on behalf of CCGI to provide access to District’s Student Data and Education Records to Participating Third Parties. District shall inform Foundation of the Participating Third Parties who are authorized to access District’s student data by completing the Form located at <https://californiacolleges.tfaforms.net/4711477> and incorporated by reference. Access is provided via the CaliforniaColleges.edu platform. Educators from Participating Third Parties will be provided “affiliate level” educator accounts that enable them to view student’s academic and college/career plans in real time when a student links themselves to the Participating Third Party as a secondary connection on their account.
- II. Term: This Authorization becomes effective on the date this Agreement signed by District. It will remain in effect until termination of this Data Sharing Agreement between the Foundation and District (“the Agreement”).
- III. Termination: If at any time District intends to terminate a Participating Third Party’s access to the Student Data and Education Records, District shall immediately notify appropriate Foundation personnel (described in Section X of the Agreement). Foundation shall to the best of its ability terminate the Third Party’s access to the Student Data and Education Records immediately, but in all cases, access shall be terminated within 2 business days.
- IV. Modification: If at any time District intends to modify the Participating Third Party’s access to Student Data and Education Records, District shall make a request to the Foundation for approval in writing, as described in the Notice Section of the Agreement. The Foundation will then make the necessary modifications.
- V. Authorization & Accepted Use:
  - a. Under this Authorization, District authorizes the approved Participating Third Parties to access all Student Data and Education Records shared by District with CCGI under the Agreement and any User Generated Data entered by users. This authorization is limited to read-only access to Student Data and Education Records. This authorization is further limited only to the individuals and/or departments at each Participating Third Party who have been approved by District.
  - b. Through this Authorization, the District expressly acknowledges and confirms that the Participating Third Parties have a legitimate educational interest in the Student Data and Education Records being shared.

- c. Through this Authorization, the District and Foundation expressly acknowledges and confirms that providing access to Student Data and Education Records to Participating Third Parties is in full compliance with the Federal Education Rights and Privacy Act (“FERPA”) and other applicable Federal, State, and Local Laws.
- d. District understands that the Foundation will require any Participating Third Party that is approved for access to District data to accept the terms of use and privacy policy posted on CaliforniaColleges.edu and agree to comply with all the terms and conditions of this Agreement between Foundation and District.
- e. Accessed Student Data shall be used only for the purpose of assisting the student in planning or preparing for college or a career and seeking admission to college and financial aid for college. Foundation’s Data Sharing Agreement with Participating Third Parties shall ensure:
  - i. Student data may only be shared with the Third Party’s employees and contractors if they have a legitimate need for the data in order to perform services within this purpose for the students.
  - ii. The Third Party may not disclose the accessed data to subsequent third parties, and must maintain reasonable security procedures to protect the data
  - iii. The Third Party may not sell the accessed data or use them for targeted advertising or to amass a profile about any student except in furtherance of the specific purposes described above.
  - iv. The Third Party must destroy accessed data if requested by the student or by the Foundation or, if the data are provided by a school district, by the school district.

**EXHIBIT B**

**DATA PRIVACY AND SECURITY ADDENDUM**

The purpose of this addendum is to provide a more detailed review of federal and state data privacy and security compliance measures that apply to this Agreement, specifically addressing the requirements of the Family Educational Rights and Privacy Act (“FERPA”), the Children’s Online Privacy Protection Act of 1998 (“COPPA”), California Education Code Section 49073.1, commonly referred to as California Assembly Bill 1584 (or “AB 1584”), and California Business and Professions Code Section 22584, commonly referred to as the “Student Online Personal Information Protection Act” (or “SOPIPA”) or “SB 1177”.

The Foundation for California Community Colleges (“Foundation”), on behalf of its fiscally sponsored project, the California College Guidance Initiative (“CCGI”), receives public funding via the state of California, for the purpose of developing, operating, and maintaining the CaliforniaColleges Website (as defined in the Agreement). Foundation, on behalf of CCGI, sub-contracts with a third party vendor (“Vendor”) to perform the development, operation, and maintenance work. Foundation staff perform data analysis, district support, and serve as the direct point of contact for CaliforniaColleges Website users, as well as managing data sharing relationships and technological articulations with institutions of higher education and financial aid providers.

Foundation Contact for Data Privacy and Security Inquiries

Leigh Ranck  
Vice President of CaliforniaColleges.edu  
California College Guidance Initiative  
Foundation for California Community Colleges  
1102 Q Street, Suite 4800  
Sacramento, CA 95811  
(424) 272-6714  
[lrnck@californiacolleges.org](mailto:lrnck@californiacolleges.org)

Vendor Contacts for Data Privacy and Security Inquiries

Satish Mirla  
Chief Executive Officer  
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871 Sycamore Drive  
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(408) 332-1534  
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## **I. DATA COLLECTION**

- A. Foundation, on behalf of CCGI, collects the following information from Districts and/or directly from System Users:
  - 1. Via district-wide electronic transcript file:
    - a) School demographic data
    - b) Student demographic data
    - c) Student course data
    - d) Student test data
    - e) Student ethnicity data
  - 2. Via district-wide electronic course catalog file:
    - a) Course data
  - 3. Via CaliforniaColleges.edu:
    - a) Student-generated data resulting from college and career planning activities like college lists, career lists, major lists, and career assessment results.
- B. As indicated in the Agreement, Education Records, including Student Data, collected from the District continue to be the property of and under the control of the District.
- C. A parent, legal guardian, or Eligible Student must contact District to correct any erroneous information that was uploaded by District into a CaliforniaColleges Website account, as the District is responsible for verifying the accuracy of its Student's Data. Upon receipt of a request to amend erroneous information uploaded by District, District shall notify Foundation and provide to the Foundation an amended transcript file with the correct information. Upon receipt of the amended transcript file, Foundation through Vendor shall upload the amended transcript file within a commercially reasonable time.
- D. Upon termination of this Agreement, System Users will be provided notification and instructions on steps to take in order to retain possession and control of their own student-generated data, if applicable.
- E. Unless a System User elects to maintain their CaliforniaColleges Website account beyond the Term of this Agreement, any Student Data uploaded by District will not be retained or available to Foundation or any third party upon termination of this Agreement.

## **II. DATA USE**

- A. The information listed above is used to create student portfolios on the CaliforniaColleges Website for use in college and career planning and guidance activities.
- B. Education Records, including Student Data, may only be used as specifically required or permitted by this Agreement.
- C. Foundation shall not sell, use or permit any third party to use Student Data, including PII, for commercial purposes or for targeted advertising.

### III. WHO HAS ACCESS TO DATA (AUTHORIZED DISCLOSURE)

- A. The information from student's portfolios is only disclosed to the officials or employees of the following groups who have a legitimate interest in the information for purposes consistent with this Agreement:
1. Foundation (collects and maintains Student Data)
  2. Vendor (maintains Student Data)
  3. CaliforniaColleges Website and FTP infrastructure (will not access or use content for any purpose other than as legally required and for maintaining services, and will not directly process or access content)
  4. Any Authorized Third Party listed in Exhibit A to this Agreement (can view Student Data once a student has linked their account to that entity)
  5. Any College or College System to which a System User has applied for admission (can be provided Student Data for the purposes of admission, enrollment, matriculation, placement and supportive services)
  6. System-wide Offices of Educational Segments in California and their employees, contractors, and vendors with a legitimate educational interest in the data for the purpose of performing longitudinal analysis
  7. Any Financial Aid Organization to which a System User has applied for aid, or with whom the District has legally shared Student Data under California law, including, but not limited to, the California Student Aid Commission ("CSAC").
    - a) Under California Education Code §69432.9 Districts are generally required to provide and verify their student's grade point average to the CSAC for the Cal Grant Program application. The Foundation, on behalf of CCGI, and the CSAC may provide PII to CSAC to support CSAC's data matching process by providing CSAC data elements that help to associate the correct SSID with the student's FAFSA if it is launched via the CaliforniaColleges.edu platform. This data matching assistance helps to facilitate the determination of Cal Grant Program eligibility for students who attend and graduate from a District.
  8. The District's County Office of Education for the purpose of assisting in planning or preparing for college or a career, seeking admission to college or financial aid for college, and/or research and analysis to help improve instruction and student success.
  9. Foundation may provide Student Data in an aggregated, non-personally identifiable form, to other contracted entities for the purpose of evaluating the impact and effectiveness of the CCGI program or to inform research and evaluation related to state funded grant programs that require participation in CCGI.
    - o If the District is a participant in a grant funded college and/or career readiness collaborative, funded by a state or local agency, in which provision of accounts on CaliforniaColleges.edu is a grant requirement, Foundation may provide Student Data in an aggregated, non-personally identifiable form, to such state and local entities and any collaborative lead agencies for the purpose of evaluating career college readiness services or streamlining eligibility for services. CCGI will not share

District data under this section, unless CCGI and the funding entity have entered into an agreement regarding use and security of District's aggregate, de-identified data.

- B. The Parties shall maintain policies and procedures for the designation and training of responsible staff members to ensure the confidentiality and security of Student Data. The Foundation provides data security and privacy training on an annual basis to CCGI staff handling student data. The training covers Federal, State, and Local regulations for maintenance of student data, as well as best practices. All new staff undergo data security and privacy training prior to gaining access to CaliforniaColleges.edu. All data is encrypted both at rest and during transmission using commercially reasonable practices.

#### **IV. UNAUTHORIZED DISCLOSURE**

- A. The Foundation agrees to maintain an incident response program for purposes of memorializing Foundation's obligations under applicable law in the event Foundation detects any loss due to a Data Breach, or unauthorized access or use of Education Records or Student Data. Upon confirmation of a Data Breach, Foundation will notify District in accordance with its obligations under applicable law.
- B. District is responsible for any notices to parents as may be required under applicable law and for providing the parent(s), guardian(s) or student(s) with an opportunity to inspect and challenge the contents of the Student Data in question. The Foundation shall cooperate with the District in providing such notices and opportunities to review and challenge the content of the Student Data.
- C. The District agrees to cooperate fully with Foundation to ensure Foundation can comply with any notification obligations Foundation may have to student or any other parties for which notification by Foundation may be required under FERPA and any other applicable law.

## EXHIBIT C

### DATA FILE TECHNICAL SPECIFICATIONS

Exhibit C is included for purposes of more fully describing the Data file and the Data file elements utilized by Foundation for the creation of accounts at [www.californiacolleges.edu](http://www.californiacolleges.edu) and to provide transparency with respect to the population of the System Users' plans of study with enrolled and completed courses. In collaboration with district needs, the data File Technical Specifications may be iterated over time.

Refer to the following file specs:

[Student Template](#)

[Course Grade Template](#)

[Test Grade Template](#)

[Course Catalog Template](#)

District agrees to provide a centralized upload (not school site by school site) of Education Records from the local SIS system into the CaliforniaColleges Website or an FTP server, both hosted by Amazon Web Services, using a standard data format with naming conventions and using a pre-defined protocol. Files shall be uploaded on a monthly basis. District may conduct these uploads more frequently if desired, however at least one upload per month is required. In order to ensure that student accounts are populated with current and accurate data, the district must provide uploads:

- 1) Phase I data file (at minimum, school demographic information and student demographic information)
  - a. Several weeks prior to the first week of school to ensure that student accounts can be auto-generated and used by educators for training purposes
- 2) Phase II data file (complete electronic transcript file)
  - a. At the start of the school year
  - b. Immediately preceding the CSU and UC Application period (currently October 1-November 30)
  - c. At the end of each term, once grades have posted
  - d. Immediately preceding the district course scheduling period
  - e. At the end of the school year, once final grades have posted and seniors have graduated

The upload protocol is as follows:

- a) Review all data specifications with Foundation/CCGI team for Phase 1 data files (at minimum, school demographic information and student demographic information)
- b) Prepare and upload Phase 1 data files
- c) Make any necessary corrections to Phase 1 data files to meet upload requirements
- d) Conduct final review of testing on test site to ensure accuracy of Phase 1 upload
- e) Review all data specifications with CCGI team for Phase 2 data files (complete electronic transcript file)
- f) Prepare and upload Phase 2 data files
- g) Make any necessary corrections to Phase 2 data files to meet upload requirements
- h) Conduct final review of data on test site to ensure accuracy of Phase 2 upload

GLENDALE UNIFIED SCHOOL DISTRICT

March 7, 2023

CONSENT CALENDAR NO. 16

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. Snap Mobile Inc. wishes to donate to the District \$11,723.90 to purchase materials, supplies and equipment for the cinema program at Clark Magnet High School.
- b. Aleksi Baznekian wishes to donate to the District a Williams 88-key digital piano for use in the Wellness Center at Clark Magnet High School.
- c. Huntington Library and Art Gallery wishes to donate to the District \$500.00 to pay for transportation for a 5<sup>th</sup> grade field trip at Dunsmore Elementary School.
- d. Dunsmore PTA wishes to donate to the District \$1,860.71 to pay for field trip transportation at Dunsmore Elementary School.
- e. DC Architects wishes to donate to the District through the Planning and Development Department \$200.00 to purchase supplies for the Glenoaks ribbon cutting ceremony.
- f. Carolyn Ingram wishes to donate to the District through the Educational Services Department a violin, bow, case and accessories valued at \$500.00 for use in the elementary instrumental music program.
- g. Glendale Kiwanis Foundation wishes to donate to the District through the Equity, Access and Family Engagement Department \$500.00 to support the Scholastic Bowl.