

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

BOARD OF EDUCATION
AGENDA

April 5, 2022
Meeting No. 18
Regular Meeting

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

BOARD OF EDUCATION MEETING NO. 18
Administration Center

April 5, 2022

“Preparing our students for their future.”

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

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

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

AGENDA

ITEM

PAGE

A. OPENING – 5:00 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by Eli Jensen, a 6th grade student at Fremont Elementary School.**
- 3. Certification of Compliance**

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

- 4. Approval of Agenda Order**

B. ACKNOWLEDGEMENTS & RECOGNITIONS

1. 2022 Scholastic Bowl Essay Winners

The Board of Education wishes to recognize Hoover High School as the winning essay team of the District's 2022 High School Scholastic Bowl Essay Competition.

2. 2022 Scholastic Bowl Champions

The Board of Education wishes to recognize Glendale High School as the winning team of the District's 2022 High School Scholastic Bowl. The annual competition, now in its 32nd year, engages teams from Clark Magnet, Crescenta Valley, Glendale, and Hoover High Schools. This year's Scholastic Bowl was held in hybrid format, as the event was streamed virtually and with a live audience. The Glendale High School Team answered the most questions correctly from the five content areas: Science, Mathematics, Art, Social Science, and Literature/Language Arts, with a final winning score of 81 points.

3. GUSD Students Earn a Place on the All State Honor Ensembles

Students from Rosemont Middle and Crescenta Valley High Schools earned a place on the All State Honor Ensembles at the California All State Music Education Conference (CASMEC).

4. GUSD Students Earn a Place on the All Southern California Honor Ensembles

Students from Dunsmore, Lincoln, Mountain Avenue and Muir Elementary, Rosemont Middle, Crescenta Valley and Hoover High Schools have earned a place on one of the five possible honor ensembles sponsored by the Southern California School Band & Orchestra Association (SCSBOA).

C. PRESENTATION

1. Recognizing April as Armenian American Heritage Month in GUSD

A group of parents, students, and district staff will present a resolution providing background information on the development of the initiative, historical context, and information on the many ways staff and students will celebrate and learn about Armenian culture, traditions, and contributions.

2. Recognizing Cesar Chavez and Dolores Huerta

Glendale Unified celebrates the legacies of Cesar Chavez and Dolores Huerta, two visionary civil rights activists, labor leaders, and fierce advocates for children. Cesar Chavez Day was recognized on March 31 and Dolores Huerta Day will be recognized on April 10. Students from Crescenta Valley High School will share projects in honor of these special holidays.

D. STUDENT BOARD MEMBER REPORT

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

E. COMMUNICATIONS FROM THE PUBLIC

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

Instructions for In-Person Communication

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

Instructions for Zoom Communication

1. A sign-up form will be posted at www.gusd.net/communication 30 minutes prior to the start of the public meeting.
2. Speakers should fill in their name and select if they wish to address the board regarding a specific agenda item/subject or a non-agenda item.
3. Speakers are asked to attend the board meeting virtually via Zoom link: <https://glendaleusd.zoom.us/j/86140025690>
4. When it is time for a speaker to address the Board, the speaker will be upgraded to a webinar panelist and their name will be called. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board.
5. Speakers should rename their Zoom profile to their real names to expedite this process.
6. Speakers are requested to turn on their camera and state their name prior to addressing the Board.
7. After a speaker completes their public comment or if the five minute time limit has been reached, the microphone for the speaker's Zoom profile will be muted.
8. The speaker sign up form will be closed following the close of the public communication agenda item.

F. CLOSED SESSION

1. **Conference with Labor Negotiators pursuant to Government Code § 54954.5**
Agency designated representatives: Dr. Darneika Watson and Mr. David Greco, Employee organization: Glendale Teachers Association and California School Employees Association-Glendale Chapter No. 3
2. **Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957**
3. **Conference with Legal Counsel-Existing litigation pursuant to Government Code Section §54956.9 (d)(1)
Case No. 19STCP04704**
4. **Conference with Legal Counsel – Anticipated litigation – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section §54956.9: One potential case**

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

H. SUPERINTENDENT’S UPDATES

1. **Maximizing Student Achievement**
2. **School Budgets and Legislative Action**

I. INFORMATION

1. **Board of Education Annual Organization Meeting** **12**

On Tuesday, April 19, 2022, the annual organization meeting takes place. At this meeting, the Board will select officers for the year, readopt the Board Bylaws (9000 series), and authorize signatures.
2. **Independent Study and Verdugo Academy Update and Planning** **19**

This report will provide the Board of Education with information about the past school year, 2021-2022, in Verdugo Academy (Grades 6-12)/Independent Study (Grades TK-5) and the plan for the upcoming 2022-2023 school year.
3. **GUSD Athletics and Physical Education Update** **23**

This report provides the Board of Education with an update on GUSD athletics and physical education, including new fitness centers, and future projects and plans for the athletics program.
4. **A-G Grant Expenditure Plan for 2022-2026** **28**

The State of California is providing districts with funds to target the improvement of A-G completion rates over four years starting with the 2022-23 school year. District staff will present a draft plan to the Board of Education for the use of GUSD's allocation of grant funds to increase A-G completion rates.

I. INFORMATION - continued

- 5. Proposed New Course of Study Outlines for Use in High Schools in the Area of Career Technical Education and Visual and Performing Arts 33**

The proposed course of study outlines (Ceramics Seminar Honors; Chamber Choir Honors; and Fashion 1-2) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education and Visual and Performing Arts Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

- 6. Proposed Revisions to Board Policies Relating to Students-Welfare and Instruction 66**

This report provides the Board of Education with information on the need to revise existing Board Policies (BP) 5148.2 (Before/After School Programs); BP 5148.3 (Preschool/Early Childhood Education); BP 6112 (School Day); BP 6143 (Courses of Study); BP 6158 (Independent Study Program); and BP 6170.1 (Transitional Kindergarten) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

- 7. Acknowledgements of Service 99**

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. 19 - Proclaiming April 2022 as Armenian American Heritage Month 101**

The Superintendent recommends that the Board of Education adopt Resolution No. 19 – Proclaiming April 2022 as Armenian American Heritage Month.

- 2. Adding June 14, 2022 to the Regular Board Meeting Schedule 103**

The Superintendent recommends that the Board of Education add Tuesday, June 14, 2022, to its regular Board meeting schedule.

- 3. Approval of Board of Education Meeting Schedule for 2022-2023 104**

The Superintendent recommends that the Board of Education approve its Board meeting schedule for the 2022-2023 school year.

J. ACTION - continued

- 4. Approval of Change Order No. 1 to Bid No. 221-21/22 with ACCO Engineered Systems, Inc. for the HVAC Replacement at the Administration Office, Building A, and Notice of Completion 105**

The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 221-21/22 with ACCO Engineered Systems, Inc. for the HVAC replacement project at the Administration Office, Building A, in the amount of \$9,997.41, and a Notice of Completion, funded by COVID-19 funds.

- 5. Approval of Change Order No. 1 to Bid No. 207-20/21 with ARC Construction, Inc. for the Verdugo Woodlands Elementary School Bridge Project 108**

The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 207-20/21 with ARC Construction, Inc. for the Verdugo Woodlands Elementary School Bridge Project in the amount of \$27,709.86, funded by Measure S funds.

- 6. Resolution No. 20 - Approval of Amended Agreement for Contract No. CCTR-1097 with the California Department of Social Services for Child Development Services for 2021-2022 110**

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for Child Development Services with the California Department Social Services, and accept funds for these services in the amount of \$2,623,270.

- 7. Approval of College Board Contract Renewal for 2022-2023 113**

The Superintendent recommends that the Board of Education approve a contract between the College Board and Glendale Unified School District in the amount of \$54,405 (actual total to be based on enrollment) for the Preliminary SAT/National Merit Scholarship Qualifying Test Early Participation Program in the 2022-2023 school year.

- 8. Variable Term Waiver Request for Certificate of Completion of Staff Development (CCSD) for the 2021-2022 School Year 126**

The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for the hiring of a teacher on waiver permit based on an insufficient number of fully credentialed teachers.

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 128**

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

- a. Regular Meeting No. 17 March 8, 2022

K. CONSENT - continued

2. Certificated Personnel Report No. 14 138

The certificated report recommends approval of the following:

Maternity leaves of absence, change of maternity leaves of absence, an extension of maternity leave of absence, parental leaves of absence, health leaves of absence, extension of health leaves of absence, family & medical leaves of absence, change of family & medical leaves of absence, extension of family & medical leaves of absence, an intermittent family & medical leave of absence, additional assignments, an election, elections hourly/daily, transportation authorizations, revision to previous personnel reports and conference/workshop/meeting authorizations.

3. Classified Personnel Report No. 14 162

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; extension of family & medical leave of absence; extension of maternity leave of absence; extension of parental leave of absence; election from eligibility list; suspension without pay – discipline; termination – exhaustion of benefits; medical separation; additional assignments; change of assignments; revisions to previous board reports; election of classified hourly substitutes; election of classified/non classified hourly substitutes; personal services agreements; and conference/workshop/meeting authorization.

4. Warrants 185

The Superintendent recommends that the Board of Education approve Warrants totaling \$4,200,896.40 for March 4, 2022 through March 25, 2022.

5. Purchase Orders 186

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$6,880,725.98 for the period of February 28, 2022 through March 18, 2022.

6. Appropriation Transfer and Budget Revision Report 208

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 Notice of Completion for Bid No. 225-21/22 with AMB Group, Inc. for HVAC Improvement Project at the Roosevelt Middle School P.E. Locker Rooms 215

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 225-21/22 with AMB Group, Inc. for HVAC improvement project at the Roosevelt Middle School P.E. locker rooms, funded by COVID-19 funds.

K. CONSENT - continued

- 8. Approval of Notice of Completion for Bid No. 226-21/22 with AMB Group, Inc. for HVAC Improvement Project at the Rosemont Middle School P.E. Locker Rooms 217**
- The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 226-21/22 with AMB Group, Inc. for HVAC improvement project at the Rosemont Middle School P.E. locker rooms, funded by COVID-19 funds.
- 9. Approval of Notice of Completion for Bid No. 227-21/22 with AMB Group, Inc. for HVAC Improvement Project at the Toll Middle School P.E. Locker Rooms 219**
- The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 227-21/22 with AMB Group, Inc. for HVAC improvement project at the Toll Middle School P.E. locker rooms, funded by COVID-19 funds.
- 10. Support SB 1255 – Dishwasher Grant Program for Waste Reduction in K-12 Schools and Community Colleges 221**
- The Superintendent recommends that the Board of Education support SB 1255 (Senator Portantino) – Dishwasher Grant Program for Waste Reduction in K-12 Schools and Community Colleges.
- 11. Support for Assembly Bill 1614 (Muratsuchi) – LCFF Base Grants 226**
- The Superintendent recommends the Board of Education support Assembly Bill 1614 (Muratsuchi) – Increasing Local Control Funding Formula (LCFF) Base Grants.
- 12. Authorization to Dispose of Surplus Property 243**
- The Superintendent recommends that the Board of Education declare an insulated cabinet located at Pacific Avenue Education Center as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.
- 13. Agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 21-23939-64568-EZ to be used for the After School Education and Safety Program (ASES) in Glendale Unified School District for the 2021-2022 School Year 244**
- The Superintendent recommends that the Board of Education enter into a local agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 21-23939-64568-EZ in the amount of \$1,357,493.59 to be used for the After School Education and Safety (ASES) Programs in nine elementary and three middle schools in the 2021-2022 school year.
- 14. Approval of Services Agreement Between Glendale Unified School District and Nuri-Robins Consulting 246**
- The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and Nuri-Robins Consulting in the amount of \$45,000 to provide Bias and Belonging Training to GUSD special education staff in the 2021-22 school year.

K. CONSENT - continued

- 15. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation 266**
- The Superintendent recommends that the Board of Education approve the submission of the Quarterly Uniform Complaint Report Summary, as mandated under the Williams Court Case Settlement, to the Superintendent of the Los Angeles County Office of Education.
- 16. Approval of Supplementary Textbooks for Use in Elementary Schools in the Area of Foreign Language for German Instruction 268**
- The Superintendent recommends that the Board of Education approve the elementary supplementary textbook Jo-Jo Mathematik 1 Ubungsheft (Translation: Yo-Yo Mathematics 1, Exercise Book) for use in Grade 1 at elementary schools in the area of Foreign Language for German instruction.
- 17. Acceptance of Equitable Innovation Grants 270**
- The Superintendent recommends that the Board of Education accept funding from the Equitable Innovation Grant Program, issued by the Greater Los Angeles Education Foundation and the Los Angeles County Office of Education, in the amount of \$3,000 for Valley View Elementary School and \$3,000.00 for Glendale High School.
- 18. Approval of Revisions to Board Policies Relating to Community Relations and Students Welfare 272**
- The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 1312.3 (Uniform Complaint Procedures) and BP 5148 (Child Care and Development) as recommended by the California School Boards Association (CSBA) and to comply with Education Code, federal, and state laws.
- 19. Approval of Services Agreement with Target River 282**
- The Superintendent recommends that the Board of Education approve the services agreement with Target River to provide a three month marketing campaign targeting enrollment in Transitional Kindergarten and early college programs in the amount of \$44,789.50 to provide a three month marketing campaign.
- 20. Agreement with Las Virgenes Unified School District 311**
- The Superintendent recommends that the Board of Education approve the Agreement for preparing candidates to earn the Early Childhood Educator Permit through the LVUSD Early Childhood Educator (ECE) permit program between Glendale Unified School District and Las Virgenes Unified School District (LVUSD).
- 21. Agreement with Point Loma Nazarene University 314**
- The Superintendent recommends that the Board of Education approve the Agreement for teaching candidates to complete fieldwork experience between Glendale Unified School District and Point Loma Nazarene University School of Education.

K. CONSENT - continued

22. Agreement with La Sierra University 320

The Superintendent recommends that the Board of Education approve the Agreement to provide educational clinical practice experience in the areas of teaching, administration, and/or pupil services between Glendale Unified School District and La Sierra University.

23. Agreement with California State University, Northridge 329

The Superintendent recommends that the Board of Education approve the Athletic Training Clinical Education Agreement between Glendale Unified School District and California State University, Northridge.

24. Approval of Comprehensive School Safety Plans for 2022-2023 School Year 336

The Superintendent recommends that the Board of Education approve the Comprehensive School Safety Plans for all GUSD campuses for the 2022-2023 school year per California Education Code 32280-32289.

25. Acceptance of Specialized Secondary Programs (SSP) Mentor Sites Level II Grant 337

The Superintendent recommends that the Board of Education accept a Specialized Secondary Programs (SSP) Mentor Sites Level II Grant in the amount of \$22,930 for Clark Magnet High School for the 2021-2022 school year.

26. Acceptance of Gifts 338

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

April 5, 2022

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Board of Education Annual Organization Meeting**

On Tuesday, April 19, 2022, the annual organization meeting takes place. At this meeting, the Board will select officers for the year, readopt the Board Bylaws (9000 series), and authorize signatures. The Board will also elect one of its members to serve as a representative to the Los Angeles County School Trustees Association and one to serve on the County Committee on School District Organization. Board Policies 9100, 9121, 9123, and 9140 are attached for your reference.

Organization

Each year, the Governing Board shall hold an annual organizational meeting. In non-election years, the Board of Education shall hold its organizational meeting on the 3rd Tuesday in April in the Board Room of the Administration Center. In election years, the Board shall hold its organizational meeting on the third Tuesday in April, subject to the certification of the election results as presented by the Los Angeles County Registrar-Recorder/County Clerk's Office.

At this meeting, the Board shall effect an organization of the Board for the year, readopt the Board Policies, and authorize signatures. The Board will also elect one of its members to serve as a representative to the Los Angeles County School Trustees Association and one to serve on the County Committee on School District Organization.

A. Selection of Officers

1. The selection of officers may be determined by a rotation of seats.
2. The seats on the Board of Education are:
 - Seat 1 - President
 - Seat 2 - Vice President
 - Seat 3 - Clerk
 - Seat 4 - Board Member
 - Seat 5 - Board Member
3. In non-election years and in years when there are no newly-elected Members, the outgoing President may rotate to Seat 5 and other Members may rotate forward.
4. When newly-elected Members join the Board:
 - a. New Member(s) may assume seats 5 (4, 3) in the order of election votes received with the forward seat receiving the most votes.
 - b. The outgoing President may rotate to the seat preceding the new Member(s).

B. Vacancy in Office

1. If a vacancy occurs, Board Members will advance to the next seat in the rotation process.
2. If the vacancy occurs in the first half of the year, the rotation will be considered one rotation. If the rotation occurs in the last half of the year, it will be considered an early rotation for the following year.

3. If the Board Member wishes to forego rotation to the next seat, that Board Member will assume Seat 5 and the other Members will rotate forward.

C. Non Rotation

1. If the Board chooses not to rotate officers, nominations for all offices and seats #4 and #5 will be taken and voted upon in accordance with Robert's Rules of Order.

The election of Board officers shall be conducted during an open session of the annual organizational meeting.

Legal Reference: Education Code ,Sections 35022; 35025; 35034; 35036; 35037; 35039;
35040; 35041.5; 35121; 35143; 35160; 35250
Education Code, Sections 35010-35014

Policy Adopted: 12/04/1956

Policy Amended: 01/18/1977; 03/19/1985; 08/23/1994; 05/18/1999; 04/25/2000;
04/02/2002; 04/01/2003; 06/24/2003; 04/03/2007; 04/20/2009; 02/19/2019

Formerly BP 9130, BP 9140

Duties of Members - President

The Governing Board shall elect a president from among its members to provide leadership on behalf of the governance team and the educational community it serves.

To ensure the Board meetings are conducted in an efficient, transparent and orderly manner, the president shall:

1. Call such meetings of the Board as he/she may deem necessary, giving notice as required by law.
2. Consult with the Superintendent or designee on the preparation of Board meeting agendas.
3. Call the meeting to order at the appointed time and preside over the meeting.
4. Announce the business to come before the Board in its proper order.
5. Enforce the Board's bylaws related to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.
6. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
7. Facilitate the Board's effective deliberation, ensuring that each Board member has an opportunity to participate in the deliberation and that the discussion remains focused.
8. Rule on issues of parliamentary procedure.
9. Put motions to a vote, and clearly state the results of the vote.

The president shall have the same rights as other members of the Board, including the right to discuss and vote on all matters before the Board.

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts, orders, and resolutions necessary to comply with legal requirements and carry out the will of the Board.
2. Working with the Superintendent or designee to ensure that Board members have necessary materials and information.

Duties of Members - President

3. Subject to Board approval, appointing and dissolving all committees.
4. In conjunction with the Superintendent or designee, representing the district as the Board's spokesperson in communications with the media.
5. Leading the Board's advocacy efforts to build support within the local community and at the state and national levels.

The president shall participate in the California School Boards Association's Board President's Workshop and other professional development opportunities to enhance his/her leadership skills.

When the president resigns or is absent, the vice president shall perform the president's duties. When both the president and vice president are absent, the clerk shall perform the president's duties.

Legal Reference: Education Code Section 35022, 35143
Government Code 54950-54963 Ralph M. Brown Act

Policy Adopted: 12/04/1956
Policy Amended: 01/18/1977; 03/19/1985; 05/17/1994; 06/24/2003; 12/14/2010; 09/05/2017

Formerly BP 9310, 9320

Clerk

The Governing Board shall elect a clerk from its own membership at the annual organizational meeting. (Education Code 35143)

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign documents on behalf of the district as directed by the Board
4. Serve as presiding officer in the absence of the president and vice president
5. Notify Board members and members-elect of the date and time for the annual organizational meeting
6. Perform any other duties assigned by the Board

Legal Reference: Education Code, Sections 17593; 35038; 35039; 35121; 35143; 35250;
38113
Government Code 54950-54963 Ralph M. Brown Act

Policy Adopted: 12/04/1956

Policy Amended: 01/18/1977; 03/19/1985; 06/24/2003; 11/05/2018

Formerly BP 9330

Board Representatives

The Governing Board recognizes that effective performance of its community leadership responsibilities may require its participation in District or community committees on matters of concern to the District and its students. As needed, the Board may appoint any of its members to serve as its representative on a District committee or on a committee of another public agency or organization of which the Board or District is a member or to which the Board is invited to participate.

When making such appointments, the Board shall clearly specify the authority and responsibilities of the representative(s), including, but not limited to, reporting back to the Board regarding committee activities and/or actions. Board representatives shall not exercise the authority of the Board without prior Board approval.

If a committee discusses a topic on which the Board has taken a position, the Board member shall express the position as a representative of the Board. When contributing his/her own ideas or opinions, the representative shall clearly indicate that he/she is expressing his/her individual idea or opinion.

Board Representative to Elect Members of County Committee on School District Organization

At its annual organizational meeting, the Board shall designate one Board member as its representative to elect members to the county committee on school District organization. The Secretary shall notify the County Superintendent of Schools of the name of the representative selected by the Board.

Legal Reference: Education Code, Sections 4000-4014; 35020-35046; 35160
Government Code 54952.2

Policy Adopted: 03/19/1985

Policy Amended: 05/17/1994; 06/01/1999; 06/24/2003; 12/14/2010; 11/05/2018

Formerly BP 9160

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Lonny Root, Principal, Alternative Education Programs
Dr. Christin Molano, Assistant Principal, Alternative Education Programs

SUBJECT: **Independent Study and Verdugo Academy Update and Planning**

This report will provide the Board of Education with information about the past school year, 2021-2022, in Verdugo Academy (Grades 6-12) /Independent Study (Grades TK-5) and the plan for the upcoming 2022-2023 school year. Staff will refer to the combined program as Verdugo Academy or VA throughout this report.

Verdugo Academy Overview (Prior to 2021-2022)

Verdugo Academy is a robust independent study program for Grades TK-12 in the Glendale Unified School District. The TK-8th grade program at Verdugo Academy is designed to meet the needs of families who choose to instruct their children at home. Families that choose Verdugo Academy are looking for a program that includes frequent contact with a highly qualified teacher and that follows a rigorous standards-aligned curriculum. Additionally, a number of students attending Verdugo Academy have outside activities that interfere with attendance at the regular schools. Every year there are many actors, musicians, dancers, and athletes that attend the program. Students who need an alternative learning environment due to health conditions or social-emotional needs also call Verdugo Academy home.

The 9th-12th grade high school program is similar to the elementary in which students meet weekly with their teacher, with the option of meeting more frequently as needed, but complete most of their work independently at home. As with the TK-8 program, some students work at school several days per week to have access to regular teacher support, a quiet workspace with computer access, and tutoring assistance. While the TK-8th grade students use the District curriculum (pen and paper), the high school uses a combination of “book” courses and an online learning platform. In a typical year, the enrollment in TK-12th grade is between 150-170 students.

Verdugo Academy is WASC accredited and was granted a six-year accreditation status this past Fall. In June 2021, Verdugo Academy was NCAA approved, so students are now eligible to play sports at NCAA Division I or II institutions. They can also now qualify for scholarships that they may not have been able to before. VA students graduate with an A-G diploma and go on to prestigious universities such as Julliard, University of Southern California, Yale and Stanford.

The 2021-2022 School Year

The 2021-22 school year brought many changes, as Verdugo Academy implemented a new school model that would allow for more student support. The new school model includes the implementation of new online platforms (K12-OLS and Edgenuity); daily instruction for grades TK-5; new student schedules; a new variety of group instruction classes for grades 6-12; and new expectations for students. In order to align all group instruction, a plan to keep all students on a similar track throughout the semester was devised, pacing their classes in manageable chunks so as to ensure course completion. TK-5th grade teachers are utilizing K12-OLS and 6th-12th grade teachers are using Edgenuity. Weekly assignments are posted in Google Classroom, which are collected through either student Google drive, email, or physical drop-off, depending on student/teacher preference.

Due to AB130, Verdugo Academy has been supporting students that are new to Independent Study due to COVID-19 concerns and the student population has become more diverse. The enrollment at its peak in TK through 12th grade was 936 students, and the current enrollment is 650 students. Additionally, there are 111 students with special needs, 191 English language learner students, and 78 FLAG students. This is the highest amount of students in these subgroups in the history of Verdugo Academy. VA began with five original teachers. Then 25 new teachers were hired and trained, and six teachers from other school sites and an additional 4 new support staff were added.

Plans for the 2022-2023 School Year

Moving forward, knowledge acquired from the past year to expand and create a more comprehensive Verdugo Academy to meet the needs of more students will be used. Utilizing the online learning platforms will continue, with K12-OLS and Edgenuity for instruction, and tutor.com for additional support. VA will also continue to use Google Classroom, Google Meets, and Zoom. Additionally, support for ELD students and students with special needs will continue to be provided. The model that was used in the 2021-2022 school year will be modified to address the needs of all students.

It is planned to increase the virtual and in-person direct instruction in certain grade levels. This past year, daily virtual direct instruction for grades TK-5; 4 days per week for grades 6-8, and instruction/advisory for all subjects throughout the week in grades 9-12 were

available. For next year, there will be at least one hour of instruction in each core subject area for grades 9-12. VA will continue to offer this and incorporate opportunities for in-person instruction as well.

Anticipated Changes for 2022-2023

This past school year, Verdugo Academy was utilized as an option for students that were looking for an alternate path due to COVID-19 concerns. Moving forward, VA will return to the original design as an option for students wishing to be enrolled in independent study for the long term. This would mean that students in Verdugo Academy would have VA designated as their school of attendance.

To address the additional instruction and the socioemotional needs of students, teachers will work daily at a site and students will be on campus for their meetings and assessments on a weekly basis. This was the model Verdugo Academy used prior to COVID-19 and it was very successful. Staff look forward to building relationships and rapport with students in person.

Next Steps

Starting on April 6, 2022, staff will begin to inform the parents of currently enrolled students about the details of the program for next year through virtual meetings, flyers, videos, etc. Parents of currently enrolled students will be asked to make a commitment by April 22, 2022, to stay in Verdugo Academy next year or return to their school of residence for 2022-2023. By May 2, 2022, staffing needs and logistical planning for 2023 will be determined. Finally, information will be provided to all GUSD parents and students, and enrollment will be opened to them by May 16, 2022, for the 2022-2023 school year. A report on projected enrollment and staffing will be presented to the Board of Education at the June 21, 2022, Board meeting.

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

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Mark Rubio, Coordinator III, Athletics and Physical Education

SUBJECT: GUSD Athletics and Physical Education Update

This report will provide the Board of Education an overview of Physical Education K-12 including the partnership with the City of Glendale to support after school sports in GUSD Elementary Schools, One Glendale; an overview of the intramural and interscholastic sports in the secondary schools; the partnership with UCLA Health – Sound Body Sound Mind in secondary schools; and outlining some of the plans for the immediate future.

Physical Education

Physical Education (PE) is a sequential educational program that teaches students to:

- Understand and participate in regular physical activity for developing and maintaining physical fitness throughout their lifetime.
- Understand and improve their motor skills.
- Enjoy using their skills and knowledge to establish a healthy lifestyle.
- Understand how their bodies work.

Elementary PE:

- Grades TK-3 PE is taught by the multiple-subject credentialed classroom teachers
- Grades 4-6 PE is taught by credentialed PE teachers
- Transitional Kindergarten (TK) and Kindergarten = 150 minutes over the course of 10 school days, includes unstructured play at recess
- Grades 1-6 (elementary) = 200 minutes over the course of 10 school days

Secondary PE:

- PE is taught by credentialed PE teachers
- Grades 6-12 = 400 minutes over the course of 10 school days
- GUSD graduation requirement (2 years, 20 credits)

Adaptive PE is offered to students who need specialized services as outlined in their IEP or 504 plan.

Participation in PE is mandatory for all students unless they have temporary or permanent exemption as defined by California Education Code. There are four types of exemptions:

- Temporary Exemptions
 - Student is ill or injured
- Two-Year Exemptions
 - Grades 10-12 only
 - May exempt a student for only two years if the student has met standards measured by the Physical Fitness Test in Grade 9 or administered in Grades 10-12 upon request
- Permanent Exemptions
 - Student is 16 years old or older, enrolled in Grade 10 for one or more academic years
- Sports Exemption
 - Student is in high school and participating in an interscholastic athletic program

Athletics

Elementary School

The District is proud of its partnership with the City of Glendale to provide One Glendale, an afterschool sports program operating in eight of the southern elementary schools. The hope is to be able to expand to more schools or create a program that brings afterschool sports to all of the elementary schools. This current program operates as follows:

- Funded by City of Glendale - Parks and Open Space Foundation
- Eight South Glendale Schools participate:
 - Cerritos, Columbus, Edison, Jefferson, Mann, Marshall, Muir, R.D. White
- Up to 30 4th and 5th grade students participate each season for each school
- Four eight-week Co-Ed Seasons:
 - Flag Football, Volleyball, Basketball, and Soccer
 - Includes Sports Excursions, Outdoor Field Trips and Championship Games

Middle School

At the middle schools, afterschool Intramural Sports are offered during the same three seasons of sport as the high schools – Fall, Winter and Spring. The following is a breakdown of what sports are offered and details of each season.

- Fall (Boys Basketball, Girls Soccer)
- Winter (Co-Ed Flag Football, Co-Ed Volleyball)
- Spring (Boys Soccer, Girls Basketball)

- Six games per season
 - One away game and one home game
 - Every school competes against each other twice
- Track and Field (early spring)
 - Shorter season
 - Traditionally results in an all-school track meet
 - This year, due to scheduling challenges, each school held an individual school track meet

High School

The District's three comprehensive high schools offer the following athletic teams that compete primarily within the Pacific League (Boys Lacrosse Program competes within the Gold Coast League) as members of the California Interscholastic Federation – Southern Section (CIF-SS):

Schools	Fall Sports	Winter Sports	Spring Sports	All Seasons
Crescenta Valley	Cross Country Football Golf (Girls) Tennis (Girls) Volleyball (Girls) Water Polo (Boys)	Basketball Soccer Water Polo (Girls)	Baseball (Boys) Golf (Boys) Lacrosse Softball (Girls) Swim Tennis (Boys) Track & Field Volleyball (Boys)	Cheerleading Dance Marching Band
Glendale	Cross Country Football Golf (Girls) Tennis (Girls) Volleyball (Girls) Water Polo (Boys)	Basketball Soccer Water Polo (Girls)	Baseball (Boys) Golf (Boys) Lacrosse Softball (Girls) Swim Tennis (Boys) Track & Field Volleyball (Boys)	Cheerleading Dance Marching Band
Hoover	Cross Country Football Tennis (Girls) Volleyball (Girls) Water Polo (Boys)	Basketball Soccer Water Polo (Girls) Wrestling	Baseball (Boys) Softball (Girls) Swim Tennis (Boys) Track & Field	Cheerleading Dance Marching Band

The Pacific League consists of eight schools – Crescenta Valley, Glendale, Hoover, Arcadia, Burbank, Burroughs, Muir and Pasadena. The Pacific League uses a website that provides families, community members, and staff easily accessible information about game schedules, game results, and league standings. The website is PacificLeagueAthletics.org.

During the past two seasons, many of GUSD's teams did extremely well in qualifying for the playoffs with the following six teams winning Pacific League Championship Titles.

- Fall Season
 - Crescenta Valley Girls Cross Country
 - Crescenta Valley Boys Cross Country

- Winter Season
 - Crescenta Valley Girls Basketball
 - Crescenta Valley Boys Basketball
 - Crescenta Valley Girls Soccer
 - Crescenta Valley Boys Soccer

Community Partnerships

In addition to the partnership with the City of Glendale, the District is extremely pleased to be collaborating with UCLA Health Sound Body Sound Mind. Their organization has generously donated new equipment to completely outfit new fitness centers in the four middle schools and four high schools. Along with the equipment comes supplemental fitness and nutrition curriculum, and professional development for secondary PE teachers. This new equipment and curriculum provide students and teachers with a new opportunity to track student health and wellness data.

Current Projects

As part of planning for the future, staff are reviewing current policies and practices, and organizing for success. Below is a list of some of the projects that currently are underway.

- Updating policies and practices
- Defining job descriptions and expectations for Athletic Directors, Coaches and Assistant Coaches
- Updating Coach's Handbook
- Updating Student Athlete Code of Conduct
- Providing mandatory professional development and training for all Coaches and Assistant Coaches

- Looking for opportunities to improve facilities and expand sports to elementary schools

One example of how the District is looking to improve facilities and provide greater inclusion is by considering entering into an agreement with the NFHS Network (Pixellot) that provides a product/service that would stream all GUSD home athletic competitions from GUSD's high school gymnasiums. NFHS Network (Pixellot) would provide the cameras, equipment, installation, and service at no cost to the schools or District. NFHS Network (Pixellot) is compensated when the end user pays for a subscription to view their streamed content. There is also a component in the agreement that allows for the school/district to generate revenue. Schools/district receives a small amount of the subscription revenue that is tied to a given school. In addition, the schools may sell advertising space within the broadcast to local establishments. Coaches may also use the recorded footage for game and practice analysis.

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **A-G Grant Expenditure Plan 2022-2026**

The State of California established the A-G Completion Improvement Grant Program to provide additional supports to local education agencies to help increase the number of California high school students, particularly English learners, low income, and foster youth, who graduate from high school with a-g eligibility. Students who are a-g eligible will be able to apply to the University of California (UC) and California State University (CSU) systems based on the courses they completed in high school, which have demonstrated a rigorous course of study. Students who graduate a-g eligible are prepared for any path they choose to take after high school to ensure college, career, and life readiness. The state allocated \$547,513,000 state-wide for the a-g completion improvement grant program.

The a-g completion improvement funds are allocated in three funding categories:

- Access Grants: Appropriated based on a district's unduplicated pupil enrollment in grades 9-12 to districts with an overall a-g completion rate of less than 67% to be used through the 2025-26 school year. **Glendale Unified School District Allocation: \$1,108,181**
- Success Grants: Appropriated based on a district's unduplicated pupil enrollment in grades 9-12 to districts with an overall a-g completion rate of 67% or higher to be used through the 2025-26 school year. **Glendale Unified School District Allocation: \$0**
- Learning Loss Mitigation Grants: Provides opportunities for students who received a grade of "D" or "F" for semester grades in a-g courses during the Spring semester of 2020 or during the 2020-21 school year to retake the courses to become a-g eligible to fulfill graduation requirements. **Glendale Unified School District Allocation: \$415,452**

To be eligible for the a-g completion improvement grant funds, a school district is required to:

- Develop a plan on or before April 1, 2022 describing:
 - How the funds will improve outcomes for unduplicated students to improve a-g eligibility.
 - Information about the number of students identified to retake courses.
 - How the plan's services supplement, and do not supplant services identified in the Local Control and Accountability Plan.
 - The extent to which all pupils, particularly unduplicated pupils, have access to a-g courses approved by the University of California.
- Discuss the plan at a regularly scheduled Board of Education meeting to ensure community input and adopt the plan at a subsequent Board of Education meeting.
- By December 31, 2023, report to the State Superintendent on how the district is measuring the impact of the funds received and the outcomes based on those measures.
- Report final outcomes that measure the impact of the funds by August 31, 2026

Plan Description

The Access and Learning Loss Mitigation Grant funds will be used to provide additional interventions and supports for students, with special attention to unduplicated students, in order to successfully complete the rigorous coursework required to fulfill the a-g requirements. Specific attention will be given to students completing English, math, science, and world language courses with a "C" or better. Funds will be used to offer additional opportunities for students to take courses needed to fulfill the a-g requirements in alternative formats in summer school and during the regular school year. A district level academic counselor will support school site academic counselors to ensure students maximize opportunities to fulfill the a-g requirements. The district counselor will ensure all courses eligible for a-g approval are approved through the UC approval process, all students who fulfill a-g requirements through alternative means are properly coded, and will facilitate and audit of all district courses to ensure each school is maximizing access to a-g courses for all students, especially unduplicated students. The district counselor will support school site counselors with timely data and reports on student progress

toward meeting a-g requirements and will work closely with site counselors and school administrators to plan interventions and additional opportunities for successful course completion. Parent/guardian education will be facilitated by the district counselor to ensure that parents/guardians are able to support their students in understanding and fulfilling a-g requirements. A plan for parent education starting in elementary school to build awareness with additional supports through middle school and high school will be developed. Professional development will be provided to school sites on effective grading practices focused on learning and mastery of concepts.

Glendale Unified School District counselors and administrators ensure that all eligible courses meet a-g requirements and submit for a-g approval. The addition of a district counselor position to streamline the a-g approval process and conduct a thorough audit of all district courses will further enhance the district’s ability to ensure equitable access to course options that lead to a-g completion, meet student needs, and appeal to a wide range of interests. Supports will be added for unduplicated students to support their successful completion of a-g requirements including alternative pathways to complete needed courses.

The number of high school (HS) students earning grades of “D” or “F” in at least one course increased during the pandemic and continues to be an area of need.

Semester	# of HS students earning at least one “D” or “F” semester grade (total HS students: ~ 8,000)
Fall 2019 (pre-COVID-19)	1,075
Spring 2020 (hold harmless grading)	531
Fall 2020 (distance learning)	1,514
Spring 2021 (hybrid learning)	1,616
Fall 2021 (return to in-person learning)	2,312

Expanded summer school opportunities were offered during the summers of 2020 and 2021 and will continue to be offered for the summer of 2022 for credit recovery, enrichment, and acceleration. Expanded course offerings were also made available starting in the fall of 2021 with the implementation of a seven period block schedule. Students have more opportunities for credit recovery with the expansion of one period per semester. Additionally, students have opportunities to take self-paced courses using the APEX and Edgenuity programs. Students may also enroll for a fifth year of high school to complete graduation and a-g requirements.

Plan Expenditures

Programs and Services to Increase or Improve A-G Completion	Planned Expenditures
Provide a district college/career counselor for four years to: <ul style="list-style-type: none"> • Audit, update, and monitor the course catalog to ensure all course outlines and a-g approvals are accurate and up-to-date. • Ensure access to updated, a-g approved courses at each site by working closely with ETIS, school registrars, site administrators, counselors, subject area Curriculum Study Committees, and district departments to ensure alignment. • Support school site counselors with data and reports to support at-risk students, and to ensure alternative a-g completion opportunities are appropriately coded in the district student information system. • Monitor credit recovery programs to ensure credits are appropriately given and courses are completed successfully. • Support school site counselors to identify and support students at risk of not meeting a-g or graduation requirements and develop 6-year (middle and high school) plans. • Support best practices to identify incoming 9th graders who will need additional support in high school. • Provide PD for counselors, administrators, and teachers as appropriate. • Provide parent education to promote a-g and CTE pathway completion starting in elementary school. 	\$648,000
Provide or expand tutoring and intervention programs to support students passing a-g requirements or making up D or F grades (i.e. summer bridge programs, Math/Science Intervention, EL support, online/on-demand live tutoring).	\$200,000
Develop a strategic plan to support students in developing college, career, and life readiness skills (i.e. AVID style, “Why Try”).	\$95,633
Parent education expenses.	\$40,000
Professional Development on mastery or learning based grading practices.	\$40,000
Provide credit recovery and a-g make-up classes in summer and via APEX, Edgenuity, or other online options during the school year. May include partnerships with local community colleges or other institutions.	\$500,000

The final proposal, including updates based on community input, for the a-g completion improvement Grant expenditures will be presented as a consent item at the April 19, 2022, Board of Education meeting for approval.

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

TO SUPPORT 2021-22 BOARD PRIORITY NO. 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

April 5, 2022

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Proposed New Course of Study Outlines for Use in High Schools in the Areas of Career Technical Education and Visual and Performing Arts**

The proposed course of study outlines (Ceramics Seminar Honors; Chamber Choir Honors; and Fashion 1-2) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education and Visual and Performing Arts Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: Career Technical Education / Visual and Performing Arts

Course Title: Ceramics Seminar Honors

Grade Level(s): 11-12

School(s)

Course Offered: Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject): Pending, Visual and performing arts (F)
College-preparatory elective (G)

Course Credits: 10

Recommended

Prerequisite: Intro Ceramics Sculpture 1 - 2
Intermediate Ceramics Sculpture 3 - 4 (Honors)

Advanced Ceramics Sculpture 5 - 6 (Honors)

Recommended

Textbook: The Craft and Art of Clay: A Complete Potter's Handbook, 4e
Susan Peterson – Langara College, 2018

Course Overview: Ceramics Seminar (Honors) is a course designed to provide students in the Ceramics and Sculpture pathway a fourth year course to work on specific projects and work-based learning opportunities in career training. This course is designed to allow fourth-year studio art students the chance to build their portfolio for college applications, internships, and professional presentation. Assignments will focus on visual problem solving, creative thinking and self-expression. Students will continue development of their portfolio by pursuing an area of focus (subject, topic/theme or genre), and continued development of their artistic voice and style in a variety of selected media. This area of focus will be a yearlong, in-depth study. By the end of this course it is expected that students will have a cultivated portfolio that showcases the breadth of their artistic skills and interests, as well as their ability to sustain a more in-depth creative exploration. Students are required to maintain a sketchbook, which will include weekly drawing assignments and preliminary studies of projects. In addition to creating portfolio artworks, all assignments throughout the course will require students to analyze, critique, and discuss the meaning and purpose of various artworks and how the artists employ the elements of art and principles of design to communicate meaning and feeling. This class is project based and hands on. Emphasis is placed on understanding of critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and professionalism of finished product. The class will culminate with a gallery exhibition developed, organized, and executed by the students.

Department: Visual and Performing Arts

Course Title: Chamber Choir Honors (Charismatics Chamber Choir)

Grade Level(s): 10-12

School(s)

Course Offered: Crescenta Valley High School

UC/CSU Approved

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

Course Credits: 10

Prerequisite: N/A

Recommended

Textbook: Music Theory for Choirs – Volume 1 & 2
Laurel Larsen – Masterworks Press

Habits of a Successful Choral Musician – Student Edition
Eric Wilkinson, Scott Rush – GIA Publications

Progressive Sight Singing, 3e
Carol Krueger – Oxford University Press

Sight Reading Factory
www.sightreadingfactory.com

Bach, Beethoven, and the Boys: Music History As It Ought To Be Taught
David W. Barber – Indent Publishing

Teach Yourself Music History
L.C. Harnsberger, Donny Trieu – Alfred Music Publishing

Foundations of Choral Tone
Alan Zabriskie – Usingers Publishers

Vocal Technique – 2e
Julia Davids, Stephen LaTour – Waveland Press, Inc.

Course Overview: Charismatics Chamber Choir is an advanced ensemble comprised of select students chosen from a rigorous audition process (see Unit 1). This course is designed to prepare choral music students for the rigor and expectations they will encounter at the collegiate level. Areas of study include entrance auditions for vocal music

ensembles, proficiency exams for placement in music theory, and admittance into a college of music. Areas of topical study include aural skills (sight singing), music theory, critical listening, vocal technique, and music history.

Through the study and performance of quality repertoire, students will examine a wealth of choral works chosen from multiple styles and genres, encompassing musical time periods from the Medieval to the 21st century. Students will perform a cappella and accompanied repertoire in four, six, and eight-part divisions, sung in multiple languages such as Latin, German, French, Italian, Swahili, Haitian Creole, and others. Students enrolled in Charismatics Chamber Choir will learn how to realize the complex technical and artistic demands of a piece of choral literature by addressing musical components such as balance, blend, phrasing, expression, texture, intonation, dynamics, interpretation, and style. Because Charismatics is a performance-based course, students will engage in fifteen to twenty performances per year via concerts, festivals, and community events. This course promotes critical thinking through musical analysis, the exploration of poetic texts, as well as the investigation of the historical and social context of each piece. Additionally, students will apply advanced vocal technique include the appropriate posture, breath support, tone production, diction, articulation, resonance, and vowel production necessary for any given genre.

Department: Visual and Performing Arts

Course Title: Fashion 1-2: Fashion, Textiles, and Apparel

Grade Level(s): 9-12

School(s)
Course Offered: Crescenta Valley High School

UC/CSU Approved
(Y/N, Subject): Pending, Visual and performing arts (F)

Course Credits: 10

Recommended

Prerequisite: Art 1-2

Recommended

Textbook: Clothing: Fashion, Fabrics and Construction
Jeanette Weber – Glencoe/McGraw-Hill School Pub, 2008

Fashion!
Mary Wolfe – Goodheart-Willcox Pub, 2012

The Sewing Book
Alison Smith – Dorling Kindersley Publishing, 2009

Apparel: Design, Textiles & Construction, 10e
Nancy Henke-Konopasek, Carolee S. Samuels – Goodheart-
Wilcox Pub

Course Overview: This introductory level course will provide students with a basic understanding of fashion, textiles, design, and construction. The course is based on the California Visual and Performing Arts framework, the National Core Art standards, as well as the CTE Fashion Design and Merchandising pathway. Emphasis of instruction will be placed on fashion history, fashion illustration, apparel construction, wardrobe, and budget. This course includes units on the elements of art and the principles of design and how these concepts are applied to the fashion design process from start to finish. The lessons in this course allow students to explore an interest in fashion and design, while providing them with the opportunity to gain the knowledge and skills necessary to work in the diverse global fashion industry. Students will apply their skills to construct a fashion portfolio and give them the opportunity to take further advanced fashion industry courses.

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

Glendale Unified School District

High School

Date

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

Department: Career Technical Education / Visual and Performing Arts

Course Title: Ceramics Seminar Honors

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

Grade Level(s): 11-12

School(s)
Course Offered: Glendale High School, Hoover High School

UC/CSU Approved
(Y/N, Subject): Pending, Visual and performing arts (F)/College-preparatory elective (G)

Course Credits: 10

Recommended
Prerequisite: Intro Ceramics Sculpture 1 - 2
Intermediate Ceramics Sculpture 3 - 4 (Honors)
Advanced Ceramics Sculpture 5 - 6 (Honors)

Recommended
Textbook: The Craft and Art of Clay: A Complete Potter's Handbook, 4e
Susan Peterson – Langara College, 2018

Course Overview: Ceramics Seminar (Honors) is a course designed to provide students in the Ceramics and Sculpture pathway a fourth year course to work on specific projects and work-based learning opportunities in career training. This course is designed to allow fourth-year studio art students the chance to build their portfolio for college applications, internships, and professional presentation. Assignments will focus on visual problem solving, creative thinking and self-expression. Students will continue development of their portfolio by pursuing an area of focus (subject, topic/theme or genre), and continued development of their artistic voice and style in a variety of

selected media. This area of focus will be a yearlong, in-depth study. By the end of this course it is expected that students will have a cultivated portfolio that showcases the breadth of their artistic skills and interests, as well as their ability to sustain a more in-depth creative exploration. Students are required to maintain a sketchbook, which will include weekly drawing assignments and preliminary studies of projects. In addition to creating portfolio artworks, all assignments throughout the course will require students to analyze, critique, and discuss the meaning and purpose of various artworks and how the artists employ the elements of art and principles of design to communicate meaning and feeling. This class is project based and hands on. Emphasis is placed on understanding of critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and professionalism of finished product. The class will culminate with a gallery exhibition developed, organized, and executed by the students.

First Semester

Unit 1: Portfolio Review/ Proposal Development

(4-6 weeks)

STANDARDS:

Visual and Performing Arts Standards:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards:

A1.1; A1.2; A1.3; A1.7; A1.9; A2.2; A2.3; A2.4; A2.6; A2.7; A2.8; A3.1; A3.4; A4.6; A5.2; A5.3; A5.6; A7.1; A7.5 A8.1

- A. Students will meet with teacher for individual review of portfolio, and discuss student interests and areas for further development and study. This discussion will be an opportunity to inform and direct an emphasis for their year-long project (this may be specific subject matter, topic/theme, genre or formal problem that they wish to explore further). After stating the focus and their intent/desired outcomes for this project, students will select media and techniques they will need to learn/improve.
- B. Once their project proposal is drafted, students will create an image board and have a formal conference with their teacher for feedback and approval. Once approved, students will create a project calendar of projected dates for completion of the various stages of each artwork: conception/planning/sketching, execution, critique and revision, completed works. Students will also execute the first of the series of art works which will serve as a "thesis statement", and a spring board point for remaining portfolio works. Students will

present their proposal, and initial art work in small groups for critique, the group will offer collaborative analysis and discussion.

Unit 2: Executing the Series (First Semester Works)

(4-6 weeks)

STANDARDS:

Visual and Performing Arts Standards:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway Standards:

A1.1; A1.2; A1.3; A1.5; A1.7; A1.8; A2.2; A2.3; A2.4; A2.6; A2.7; A2.8; A2.9; A3.2; A3.4; A4.3; A4.6; A5.2; A5.3; A5.4; A5.6; A7.1; A8.4

- A. The unit provides students with the necessary framework to guide the execution of their subsequent 3-5 artworks. They will meet with their teacher to first review potential techniques that they must practice/master in order to execute the desired style of artwork. After, executing various practice assignments in their sketchbooks each student will then refer to their image board for additional resources to determine the content of their 1st semesters' series of artworks. In these works, students will further examine how the application of elements and principles of design supports individual voice and the clarifies the communication of the intended story/meaning.
- B. Once the proposals have been finalized and approved students may begin the execution of the artworks, applying and expanding upon the concepts developed in their first thesis work. Throughout this each stage of this process students will meet regularly with the teacher for progress critiques. Bi-weekly small group critiques will also be held in order to receive peer feedback. The process will be repeated for artworks 2, 3, 4, etc... As the series develops it is expected that many students will expand or alter the course of their work, thus building acuity, and intentions for this series. Students will participate in a written self-evaluation, classroom critique, and rubric-based assessments to reflect upon their designs.

Unit 3: Expanding Ideas/ Mentors and Masters

(4-6 weeks)

STANDARDS:

Visual and Performing Arts Standards:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway Standards:

A1.1; A1.2; A1.3; A1.5; A1.7; A1.9; A2.2; A2.3; A2.4; A2.6; A3.1; A3.2; A3.4; A3.6; A4.4; A5.3; A5.6; A5.7; A7.1; A8.1; A8.4; A8.5

- A. This unit establishes the framework needed for students to further develop an understanding of importance of masters and mentors, and the powerful influence and learning from studying other creatives. Students will research and explore 3 artists as mentors, and discuss and analyze works of art by these chosen masters to develop a greater understanding of how these artists manipulate the elements and principles of design to communicate a powerful art aesthetic. Lecture will provide a foundation for a long and rich history of artists looking to masters and mentors for guidance and motivation. Students will research a brief history of their subject's lives, focusing on key pieces of information which helped to form the artists creative vision and direction. Students will delve into these artists lives, what influences their artmaking, what if any lasting impact have these artists had on the world of art, and what specific aspects of these artists works are the students intending to emulate? Students will present their findings in both written and visual format.
- B. Students will create a research paper and educate their audience regarding their mentor artists. Students will execute 1-2 artworks that respond to the discoveries made in study of their mentor subjects. Students will narrow and refine the pieces by concentrating on specific concepts or processes. Influence may come from symbolism, iconography, and content, and/or technical aspects, and/or application of the elements and principles of art. Students will create a presentation format which includes a written and visual component, as well as participate in a written self-evaluation, classroom critique, and rubric-based assessment to reflect upon their designs.

Unit 4: **Public Art & Competitions –Presentation & Professional Practice** (2-3 weeks)

STANDARDS

Visual and Performing Arts Standards:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards:

A1.1; A1.2; A1.3; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; 2.6; A3.1; A3.2; A3.4; A4.2; A4.3; A4.4; A5.6; A5.7; A8.4, A8.5

- A. This unit provides students with the opportunity to investigate the skill set necessary for understanding the boundaries and standards required for submission in a visual arts competition. Students will survey current available open calls and competitions, local, national, or international, and make application. Competitions may require conformity to a specified theme, or may have a more open-ended constraint. Students will develop a title and an artist statement to elaborate on intention and creative interpretation of the theme. Students must consider how the work relates to the premise, or answer the listed

requirements? What processes will best show their personal skill level and convey their message most appropriately?

- B. Students will investigate and participate in a local, national, or international competition by creating a work of art which reflects a given premise or theme. In considering content, students will explore the relationship between their personal style, potential thematic social issues, and examine how an artist can strike a balance between satisfying personal expression whilst communicating universal message. Students will select a preferred media and create an art work for submission to the competition. Students will develop an artist's statement which explains the inspiration, and meaning of the work, and how it expresses the given theme. Students will photograph and prepare the photo and the art work for submission. Students will participate in collaborative critique and rubric assessments to reflect upon their designs.

Second Semester

Unit 5: Review and Focus for Semester 2 Body of Work

(4-6 weeks)

STANDARDS

Visual and Performing Arts Standards:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards:

A1.1; A1.2; A1.3; A1.5; A1.7; A1.8; A2.2; A2.3; A2.4; A2.6; A2.7; A2.8; A2.9; A3.2; A3.4; A4.3; A4.6; A5.2; A5.3; A5.4; A5.6; A7.1; A8.4

- A. Students analyze then synthesize their work from first semester and decide on next steps for their final body of work. Discussions with the teacher review and cement findings. Afterwards the students create an outline and timeline. They make a list of materials and tools required. Class discussions commence where students share their progress and artwork with the class and receive feedback. Decisions are made as to the media and process while fine-tuning the major themes. Midway through the quarter the class will have a critique in which each student displays and presents their work, what their expectations were at the beginning of the process and how their results shifted their art practice. After this mid-point critique each student has a discussion with the teacher to outline next steps and specific goals for the rest of the year.
- B. In response to their previous work and shifting interests, students will choose a piece of their own artwork from 1st semester and write a visual analysis examining the conceptual, aesthetic and process-based decisions that went into the work's creation. From this analysis, students generate a new piece of artwork using a different media and/or process, while seeking to maintain the conceptual basis behind the original work. The goals of this

assignment are to emphasize critical thinking and analysis of their art work, refine and expand their technical abilities, and demonstrate their capability to communicate an idea, theme or emotion. One-on-one discussions with the teacher and group brainstorming refine each student's ideas and goals. what their expectations were at the beginning of the process and how their results shifted their art practice. Students will continue to fill out their portfolio by creating an additional 2 works which reflect this new growth and awareness. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.

Unit 6: Career Development

(4-6 weeks)

STANDARDS

Visual and Performing Arts Standards:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards:

A1.2; A1.3; A1.5; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; A2.6; A3.2; A3.5; A4.3; A4.6; A5.2; A5.3;

A5.6; A5.7; A7.1; A7.2; A7.3; A7.5; A8.4; A8.6

- A. Where can studying Art or Design take you? What kinds of careers exist for those who study creative subjects at high school? While becoming an architect, fine artist, sculptor or gallery assistant is an option for those who study Art or Design, there are many other careers available for those who are able to envision, design and create beautiful and/ or functional things. Art education propels people towards creative and unexpected destinations – many of which have not even been discovered yet. This unit introduces students to the vast number of related careers available in the arts. Students will hear from professionals in a variety of fields, and prepare formal professional materials necessary for entering the professional world. Summative assessments and written/verbal critique will allow students to analyze and improve their work.
- B. Students will utilize "The Art Careers Project", to research careers in the creative fields. Students will begin to understand the process of branding oneself by creating a presentation which highlights their personal style, skills, and achievements. Guest speakers will provide students an avenue to delve and question professionals as to what skills they look for in potential employees. Students will create a resume, cover letter, and business postcard with the intention of presenting this package to a professional organization i.e. a local gallery, advertising agency, interior designer, etc... A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 7: **Gallery Exhibition**

(4-6 weeks)

STANDARDS

Visual and Performing Arts Standards:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards:

A1.2; A1.3; A1.5; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; A2.6; A3.2; A3.5; A4.3; A4.6; A5.2; A5.3;
A5.6; A5.7; A7.1; A7.2; A7.3; A7.5; A8.4; A8.6

- A. The previous April, students will have visited a both a local museum and gallery exhibitions to both view art and evaluate curatorial strategies, specifically, how the artworks are displayed, their order and grouping, the lighting, the color of the walls and shape of gallery, text and titles, and analysis of the catalog or publications. Afterword a group discussion will underscore the connections and relationships to installing and curating their own exhibition. The students will use their journal and sketchbook entries, and on-site photos contributions to discussions and notes. Written/verbal critique, and public feedback will allow students to analyze and improve their work.
- B. Students will select 5-8 of their strongest portfolio works and professionally mount for the school gallery exhibition. The students will curate and hang a final group show which will include the organization of a formal opening. Students will be responsible for designing an online and paper invitation, evites, and other social media advertising, snacks, music, awards, and after show dismantling. Students will draft a statement of purpose about their work detailing process, siting influences, concepts, and use of materials. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 8: **Final Portfolio Presentation**

(3 weeks)

STANDARDS

Visual and Performing Arts Standards

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards:

A1.2; A1.3; A1.5; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; A2.6; A3.2; A3.5; A4.3; A4.6; A5.2; A5.3;
A5.6; A5.7; A7.1; A7.2; A7.3; A7.5; A8.4; A8.6

- A. Students will receive an overview of the different programs available for creating an online portfolio (Google Slides, Weebly, WordPress for tech savvy students, etc....) Lecture presentation and student research will investigate the many types of offerings and organization techniques employed in artists websites. Discussions will center around analysis of user-friendly effectiveness, consistency, flow, clarity of artists voice. Students will choose several models as guidelines and select a program to create an online portfolio. Students will also learn about display, photography and documentation of art work. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.

- B. Students will gather all artwork from present, and past art classes, or self-generated works. With individual and peer assessment, students will choose a minimum of 10 works of art to begin an online portfolio. Students will organize the images into a unifying flow, and draft and upload a personal artist's statement to complete the narrative. Students will present their artist statement, and online portfolio in conjunction with 10-15 physical works. Students will invite administration, family, and other staff members to their presentation. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.

Additional Recommended Materials - *Must be approved by Board of Education*

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Visual and Performing Arts

Course Title: Chamber Choir Honors (Charismatics Chamber Choir)

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

Grade Level(s): 10-12

School(s)
Course Offered: Crescenta Valley High School

UC/CSU Approved
(Y/N, Subject): Visual & Performing Arts (F)

Course Credits: 10

Prerequisite: N/A

Recommended
Textbook: Music Theory for Choirs – Volume 1 & 2
Laurel Larsen – Masterworks Press

Habits of a Successful Choral Musician – Student Edition
Eric Wilkinson, Scott Rush – GIA Publications

Progressive Sight Singing, 3e
Carol Krueger – Oxford University Press

Sight Reading Factory
www.sightreadingfactory.com

Bach, Beethoven, and the Boys: Music History As It Ought To Be Taught
David W. Barber – Indent Publishing

Teach Yourself Music History

L.C. Harnsberger, Donny Trieu – Alfred Music Publishing

Foundations of Choral Tone

Alan Zabriskie – Usingers Publishers

Vocal Technique – 2e

Julia Davids, Stephen LaTour – Waveland Press, Inc.

Course Overview: Charismatics Chamber Choir is an advanced ensemble comprised of select students chosen from a rigorous audition process (see Unit 1). This course is designed to prepare choral music students for the rigor and expectations they will encounter at the collegiate level. Areas of study include entrance auditions for vocal music ensembles, proficiency exams for placement in music theory, and admittance into a college of music. Areas of topical study include aural skills (sight singing), music theory, critical listening, vocal technique, and music history.

Through the study and performance of quality repertoire, students will examine a wealth of choral works chosen from multiple styles and genres, encompassing musical time periods from the Medieval to the 21st century. Students will perform a cappella and accompanied repertoire in four, six, and eight-part divisi, sung in multiple languages such as Latin, German, French, Italian, Swahili, Haitian Creole, and others. Students enrolled in Charismatics Chamber Choir will learn how to realize the complex technical and artistic demands of a piece of choral literature by addressing musical components such as balance, blend, phrasing, expression, texture, intonation, dynamics, interpretation, and style. Because Charismatics is a performance-based course, students will engage in fifteen to twenty performances per year via concerts, festivals, and community events. This course promotes critical thinking through musical analysis, the exploration of poetic texts, as well as the investigation of the historical and social context of each piece. Additionally, students will apply advanced vocal technique include the appropriate posture, breath support, tone production, diction, articulation, resonance, and vowel production necessary for any given genre.

Unit 1: Audition and Selection Process

The Audition and Selection Process is a two-step process, which includes an individual audition and a group call-back audition. This process begins at the end of the previous school year.

During the individual audition, the director checks and notes each student's vocal range using descending five-note scales. The student then sings "My Country 'Tis of Thee" a cappella in a key appropriate for their range. This serves to show the director the timbre of the student's voice as well as give a basic indication of the training level of the singer. The director then tests the student's tonal recall by playing five-note patterns on the piano and having the student sing them back. Finally, the student is asked to sight sing a melody which the director has downloaded from sightreadingfactory.com.

During the call-back audition, students are given 24 hours to learn an English part song or madrigal given to them by the director. They may use whatever means they have at their disposal but may not receive help from the director. The next day, all call-back students perform the song for the director who listens to the preparation, vocal technique, and accuracy of the singing. The director may listen to small groups, individual singers, or the whole group to determine the most advantageous group for the following year's class. Based on the information learned in these two auditions, students are either placed in the class or in another choral ensemble.

Assignments: Students are given accounts on sightreadingfactory.com which they can use to prepare for the sight singing portion of the audition. They are also given the call-back song to learn one day before the call-backs.

Unit 2: Vocal Technique

This unit introduces the core vocal techniques used by the choral program. The wide range of vocal technique concepts will be taught in a year-long progression that will be paced according to the choir's mastery of each skill and by the necessity shown through the assessment of the choir's performance level. Students will demonstrate, model, discuss, and analyze expert performances of exercises that will include the following topics, the anatomy of singing, posture, breathing, tone production, intonation, resonance, projection, pronunciation, dynamics, articulation, balance, and blend, and consistency.

Assignments: The teacher will teach a series of lessons on vocal technique, using the textbook *Foundations of Choral Tone*. Lesson topics include Posture, Breath, Resonance, Chiaroscuro, and Blend.

Posture

Students will devise exercises and stretches for improving posture for singing and demonstrate these to the class.

Breathing

Students will follow the director through a number of breathing exercises designed to improve breath control. As homework, students will research and find breathing exercises to share with the class. As a class, students will discuss the relative effectiveness of the exercises.

Resonance

Through director-guided exercises, students will be able to: feel resonant vibrations in the nasopharynx, create resonant space within the oro-pharynx and laryngopharynx, and create sensations of vibration in the nasopharynx. Once they have a basic understanding of the concepts and sensations, students will research exercises to help enhance their singing and share them with the class.

Chiaroscuro

Follow director-led exercises, students will be able to: feel the sensation of the “chiaro” (bright and nasal) tone quality, feel the sensation of the “oscuro” (hooty and warm), and learn to combine the two in a balanced “chiaroscuro” tone quality. As before, students will research or invent their own exercises that help demonstrate and develop their abilities.

Blend

Students will be able to: recognize when vowels are unified, modify vowels in the upper register as needed, unify and properly time diphthongs, and achieve proper chiaroscuro resonance on all sung vowels. Students will research or invent their own exercises that help demonstrate and develop their abilities.

Unit 3: Music Theory and Sight-Singing

Unit Summary: In this unit, students will develop their ability to sight-sing music, listen actively and critique their own performances, and compose simple melodies for an SATB choir. This unit will be taught throughout the entire school year in the form of short lessons taught immediately after the day's warm-up.

Assignments

Music Theory

Due to the varying level of private music instruction students may have received, the director will administer a pre-test to determine students' level of music theory knowledge and skill. Based on the results, the teacher will design a music theory packet for each student to complete to “fill

in the gaps" in their knowledge. Students with "no gaps" will be given more challenging material on a case-by-case basis.

Sight Singing

The class will start the year using the *One-Minute Sight Singing* books. Once the class has completed the books, the class will use sightreadingfactory.com to generate daily sight singing melodies. Periodic group and individual sight-singing quizzes will occur as needed to confirm progress.

Unit 4: Music History

As a class, students will read biographies of important choral music composers and overviews of historical musical periods. Composers from the different historical periods of music such as Hildegard von Bingen, Thomas Luis de Victoria, Gabriel Faure, Eric Whitacre, Morten Lauridsen, Sydney Guillaume (to name a few) will be introduced as well as their music observed and analyzed.

Vocal ensembles such as the Los Angeles Master Chorale, Polyphony, Voces8, the Mormon Tabernacle Choir, Pentatonix, and The Real Group will also be introduced and studied. Honor choirs of the current year from All-State Conferences, ACDA (American Choral Directors Association) Western and National Divisions will also be introduced as a means of developing not only an appreciation for the diverse choral groups but also for the purpose of developing the musical ears of the students.

Assignments

Choral Performance Analysis

Students will attend a choral concert by a university or professional chorus in the Los Angeles area. They will write a 500-750-word concert review that draws on their knowledge of choral and vocal technique as outlined above.

Classical Singers Analysis

In this assignment, students will review YouTube videos of three classical singers and will create a qualitative analysis of each singer using a guided response question form. The students will be asked questions regarding choices made by each singer in the following areas: breathing, phrasing, timbre, tone production, dynamics, acting, diction, and style. The assignment's aim is to make students aware of the layers of choices that musicians make during a performance and to transfer that awareness into their own performance. Students will begin to appreciate the hard

work that goes into perfecting musical performance skills and developing a musical ear along the way.

Unit 5: Performance

In this unit, the main purpose of the class, students will develop their musicality through the process of learning music for the purpose of performance. They will transfer all the skills built in the other units in order to create the highest level of musicianship for their performances. Specific challenges that each piece of music will bring will be used to develop the student's understanding of music even further. The students will receive music from different time periods, different regions of the world, different languages, and many different styles to develop a more educated and well-rounded performer. There will be a number of ways in which students will demonstrate their progress in learning their music, such as recorded individual performances, in-class quartets and octets, concerts, festivals, and community events.

Assignments: Performances, the driving force behind this course, are graded activities in which every student is expected not only to attend but to come prepared both mentally and musically. Major choral performances throughout the year include the three main concerts that incorporate the entire Crescenta Valley High School Choral Music Program (Feast of Lights Holiday Concert, Spring Concert, and Pops Concert), as well as several adjudicated festivals. In addition to the featured concerts and festivals, multiple off-campus opportunities are scheduled specifically for Charismatics each year for community events and celebrations. Examples of these events include performing for elementary schools, middle schools, churches, nursing homes, school board meetings, prayer breakfasts, police and fire department award ceremonies, sports events, and fundraisers. Each musical performance is the culmination of all the other work done in class and is graded as heavily as a unit test. While every performance is different, basic expectations of each student are consistent and include punctuality, professional stage presence, working knowledge of all repertoire to be performed, and having materials needed such as music, folders, and any instruments (such as percussion instruments).

In order to evaluate the progress of each student's knowledge of the concert repertoire and their level of autonomy, quartet and/or octet vocal quizzes will be administered several times per semester. A sung final exam will be given at the end of each semester. This will consist of individual students singing portions of their repertoire for the director in private.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Visual and Performing Arts

Course Title: Fashion 1-2: Fashion, Textiles, and Apparel

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

Grade Level(s): 9-12

School(s)

Course Offered: Crescenta Valley High School

UC/CSU Approved

(Y/N, Subject): Pending, Visual and performing arts (F)

Course Credits: 10

Recommended

Prerequisite: Art 1-2

Recommended

Textbook:

Clothing: Fashion, Fabrics and Construction

Jeanette Weber – Glencoe/McGraw-Hill School Pub, 2008

Fashion!

Mary Wolfe – Goodheart-Willcox Pub, 2012

The Sewing Book

Alison Smith – Dorling Kindersley Publishing, 2009

Apparel: Design, Textiles & Construction, 10e

Nancy Henke-Konopasek, Carolee S. Samuels – Goodheart-Wilcox Pub

Course Overview: This introductory level course will provide students with a basic understanding of fashion, textiles, design, and construction. The course is based on the California Visual and Performing Arts framework, the National Core Art standards, as well as the CTE Fashion Design and Merchandising pathway. Emphasis of instruction will be placed on fashion history, fashion illustration, apparel construction, wardrobe, and budget. This course includes units on the elements of art and the principles of design and how these concepts are applied to the fashion design process from start to finish. The lessons in this course allow students to explore an interest in fashion and design, while providing them with the opportunity to gain the knowledge and skills necessary to work in the diverse global fashion industry. Students will apply their skills to construct a fashion portfolio and give them the opportunity to take further advanced fashion industry courses.

First Semester

Unit 1: **Introduction to the Course, Sewing Tool, Equipment and Safety** (3 weeks)

VAPA Visual Arts Standards – Performance Indicators

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

3.4 Discuss the purposes of art in selected contemporary cultures.

5.4 Demonstrate an understanding of the various skills of an artist (including a fashion designer), art critic, art historian, art collector, art gallery owner, and philosopher of art.

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A8.2 Identify equipment, tools, supplies, and software to construct or manufacture garments.

National Core Arts Standards

VA: Cr2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

A. For the first three weeks students will be introduced to the course, they will gain a basic understanding of the topics that will be covered and discuss fashion and how it functions in contemporary culture. Students will demonstrate an understanding of tools and equipment utilized in the course for the development of original fashion, textile and apparel design works; understand safety aspects and care of tools and equipment. Students will learn industry-standard practices in safely and effectively operating a sewing machine and other sewing equipment and tools.

Students will pass a safety test with a score of 85% or higher before students are allowed to move on and use the sewing equipment. Students will then complete sewing samples to demonstrate the techniques mastered. These will be kept in a cumulative portfolio. Students will learn to operate their sewing machine, participate in machine care, & practice safety procedures while completing.

- B. Basic sewing samples will be created for demonstration of techniques mastered; samples will be kept in the student's cumulative portfolio. Samples will demonstrate students' knowledge of properly threading and using the sewing machine. Students will create samples of different types of stitches and demonstrate different sewing techniques such as forward stitch, back stitch, buttonhole, sewing elastic, creating ruffles, etc.

Unit 2: Elements of Art and Principles of Design in Fashion

(4 weeks)

VAPA Visual Arts Standards- Performance Indicators

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. h
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination. Analyze Art Elements and Principles of Design
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. Impact of Media Choice
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art
- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

- A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).
- A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.
- A7.2 Research trends that influence fashion and interior design.
- A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.

National Core Arts Standards

VA: Cr3.1.la Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.

- A. Students will spend four weeks learning the elements of art and the principles of design. Students will then apply their understanding to analyze and evaluate works by a selection of major iconic fashion designers; create original design sketches inspired by iconic fashion designers. Students will apply the writing process as they learn about the life of a successful fashion designer, and in doing so will also learn more about the fashion industry, the requirements of the profession, the education and training needed, and the skills most needed to be successful in the field.

- B. Students will learn how to design their own fashion garments and accessories. Students will demonstrate their understanding of the elements of art and the principles of design by creating one original fashion design for each of the seven elements and the seven principles (14 designs in total). Students will then create one finished product based on their original design utilizing the proper sewing pattern. Students will be able to correctly identify a series of examples for each element of art. Students will then critique a variety of fashion designs based on the designer's use of the elements of art; they describe, analyze, interpret and judge using the Feldman Model of Art Criticism for each design in writing, following a prescribed format. Students will produce a minimum of one original garment or accessory design for contemporary wear (sketched or computer generated) for each element of art and principle of design incorporating that element or principle into their design. Students will finish by utilizing a pattern to create one finished garment or accessory item using their own original design as the basis.

Unit 3: History of Fashion

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two-dimensional works of art that reflect refined craftsmanship and technical skills.
- 2.4 Review and refine observational drawing skills.
- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

5.2 Create a work of art [costume design] that communicates a cross-cultural or universal theme taken from literature or history.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).

A4.4 Master skills needed to create presentation boards.

A5.1 Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.

A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.

A7.2 Research trends that influence fashion and interior design.

National Core Arts Standards

VA: Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA: Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress.

VA: Cr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA: Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.

VA: Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA: Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences

VA: Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA: Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.

- A. Students will participate in a general fashion history lecture that briefly describes the major elements of fashion from each time period. Each student will then choose a time period to research and will conduct in depth research describing not only the major fashion trends of the time but also the social, political, cultural and economic influences on such trends. Students will present their time period to the class along with their own original designs based on the time period for contemporary wear. Students will spend four weeks conducting research on apparel and textile designs

of an assigned specific historical time period, such as Middle Ages, Renaissance, 17th Century, 18th Century, 19th Century, 1900-1920, 1920-1940, etc and write a report on their selected time period and its contributions to fashion history. Students will conduct research to gather information, and go through the entire writing process (rough draft, editing, etc.) This paper will require a bibliography of sources used for research. Students will apply the writing process as they learn about the history of fashion, and in doing so will also learn more about the fashion industry, the requirements of the profession, the education and training needed, and the skills most needed to be successful in the field. Students are expected to write a cohesive, well-researched paper (three to five pages in length).

- B. Students will spend four weeks completing a research project of a time period of choice that culminates in the creation of a PowerPoint presentation which demonstrates the analysis of the social, political, cultural and economical influence on the fashion of the time period. Included in the project will be the creation of original fashion drawings appropriate for current fashionable wear, using that time period as inspiration. Students present an oral presentation demonstrating their understanding of the influence of history and culture on the art of fashion during this time period and share their original fashion drawings with the audience. Students will draw a minimum of two original designs based upon the styles of their assigned period incorporating the elements of art and principles of design as used in that time period; complete a self-evaluation rubric, then write a reflection describing their design and analyzing their use of the elements of art and principles of design. Students will provide an oral presentation of their original designs to the class; each student will critique each presentation following a prescribed rubric.

Unit 4: Textiles, Fibers, Fabrics, & Design

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.5 Analyze the material used by a given artist or designer and describe how its use influences the meaning of the work.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

5.4 Demonstrate an understanding of the various skills of an artist or designer.

Fashion Design and Merchandising Pathway

A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).

A4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

A5.2 Compare how textiles and design have evolved throughout history.

A6.1 Identify general characteristics and maintenance of various fibers, fabrics, and finishes.

A6.2 Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.

A6.5 Research how technology is used to create various textiles.

National Core Arts Standards

VA: Re8.1.1a Interpret an artwork or a collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA: Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.

VA: Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

- A. Students will gain knowledge of the sources and processing of natural fibers and explain how manufactured fibers are made. Students will be able to identify the characteristics and use of individual fibers and discuss how different types of yarns are made. Students will learn how fabrics are made from fibers and yarns and identify what fabric characteristics result from the different types of fabric construction. Students will be able to explain how fabrics are given color and surface designs, discuss fabric finishes, how they are applied, and the effects they give. Students will spend the final four weeks of the semester gathering information on textiles, fibers, fabrics and how they are used in design and construction. Fabrics are the artistic medium of the fashion designer, developing an understanding of the types of textile and fabric choices is an important skill for this industry. They will conduct research and properly identify their chosen fabrics, giving the fabric name, it's characteristics (i.e. natural or synthetic, woven or knitted, type of weave, etc.) and then give examples of garments or uses for that type of fabric (i.e. car upholstery, furniture, evening gowns, bath towels, etc.) Students will develop their knowledge of fabrics and textiles, make appropriate textile choices, and apply this knowledge to the fashion design process. Students will also begin learning about synthetic and natural dyes and how these difference interact with different types of fabrics.
- B. Students will research 10 different fabric samples. Student will identify, classify, and explain the differences in the characteristics of each natural and manufactured swatch. Students will describe each with references to their knowledge of the elements of art and the principles of design. Students will then use a piece of each fabric sample to interact with their chosen natural dye and their chosen synthetic dye. Students will explain the characteristics of each original sample and how it interacts with each of the types of dyes. Students will list out the appropriate garments/ products for each swatch.

Second Semester

Unit 5: Wardrobe & Construction Budget

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators:

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A1.4 Compare major legislative, economic, and social trends that affect the industry.

A3.2 Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.

A5.3 Define the ways in which economies, mass production, labor unions, globalization, and technology affect the fashion industry.

A8.5 Formulate cost sheets for garments, including manufacturer's costs, markup, and profit margin.

National Core Arts Standards

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

- A. Students will begin working on their final project for the year. Students will analyze the requirements for a specific garment construction project(s). Students will learn how to calculate the cost of needed materials, generate a project budget, and evaluate the proposed budget compared to the actual project outcome. Students will apply the budgeting process to the sewing construction project(s). Developing and adhering to a budget within the workplace is an important skill in the fashion industry (and an important life skill in general). Students will understand the budget process, how to calculate cost on a sewing construction project, and evaluate the budgeted amount in relation to actual cost/outcome. Using a commercial pattern or an original design, students will create a "needs assessment," and a mood board (including sketches, pictures, fabric swatches, etc.), that includes their projected budget for the creation of their selected garment. Students will also be required to create a budget spreadsheet using Microsoft Excel.

- B. Student budgeting spreadsheet will be used to track estimated expenses based on a “needs assessment” and used to track the actual expenses as they complete the project. When creating the budget, students will learn skills such as cost estimation and calculating fabric yardage and cost per garment. They will also learn to source fabrics, notions and supplies from a variety of vendors (retail, wholesale, online, etc.). This will be an ongoing project throughout the duration of the semester.

Unit 6: The Role of Fashion Designer and Merchandiser

(5 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.5 Analyze the material used by a given artist or designer and describe how its use influences the meaning of the work.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A4.3 Integrate various types of technology in the design process.

A4.4 Master the skills required to create presentation boards.

A8.2 Identify equipment, tools, supplies and software to construct or manufacture garments.

A8.7 Define flat patternmaking and draping techniques.

A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.

A9.3 Analyze customer buying motives.

A9.4 Apply effective sales, marketing techniques, and presentation skills.

National Core Arts Standards

VA: Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA: Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.

VA: Cn10.1.1a Document the process of developing ideas from early states to fully elaborated ideas.

- A. Students will continue to demonstrate developing skills in sewing and garment construction. They will demonstrate mastery of basic construction techniques, effectively read a sewing pattern, analyze pattern instructions and apply to construction projects. After constructing a garment, they will learn to conduct a fitting and make any needed alterations. Students will then market their garment using fashion merchandising knowledge that is foundational in the Fashion Design industry. Students will understand the roles and responsibilities required for a designer as well as a fashion merchandiser.
- B. Construction projects throughout the year will become increasingly more difficult as new skills are introduced and students' technical proficiency is developing. Students will be encouraged to select patterns and garments they would like to make (that feature a skill being highlighted, for example inserting a zipper, making a casing, etc.). Students will identify the different aspects of the fashion industry by creating a presentation board to market their garment as a Fashion Merchandiser and critique peer work as a Fashion Buyer.

Unit 7: The Tools of Fashion Design & Illustration

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two-dimensional works of art that reflect refined craftsmanship and technical skills.

2.4 Review and refine observational drawing skills.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

5.2 Create a work of art [costume design] that communicates a cross-cultural or universal theme taken from literature or history.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Fashion Design and Merchandising Pathway

A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).

A4.4 Master skills needed to create presentation boards.

A5.1 Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.

A5.4 Create a product describing fashion cycles and the adaptation of historical fashions to current trends.

A7.2 Research trends that influence fashion and interior design.

National Core Arts Standards

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA: Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

- A. Students will begin the rigorous task of demonstrating their understanding of design principles through the medium of fashion illustration. Using the "croquis", students will especially work to demonstrate their mastery of proportion/scale as it applies to the human body. As part of this process, students are exposed to industry standard fashion illustration examples, and the importance of sketching and illustration skills, through multimedia resources. Students will utilize resources available to the fashion industry regarding fashion trends, color and societal trends to serve as inspiration for their fashion sketches. Students will learn how to illustrate their own original fashion designs. Using the industry standard "croquis", students will work to demonstrate their mastery of proportion and scale as it applies to the human body. Using traditional (pencil/ink/charcoal/watercolor), students will progress through the design process, from concept inception, to creating a publishable final product illustration.
- B. Using the Industry standard "9 Heads" method for manual sketching a fully proportionate body known as a "Croquis" for either the Male, Female or Child, sketch the human body in various positions or fashion poses. The croquis must illustrate the appropriate "drape" of fabric and accessories (jewelry, scarfs, hats, etc.) on the body/dress form representing accurate folds, movements and scale. Students will demonstrate through their illustration an understanding of human anatomy, proportion, and scale according to assigned criteria. Students will demonstrate through their illustration an understanding of the relationship between body position and the lay or position of clothing/fabric/accessories etc.

Students will demonstrate through their illustration an understanding of the behavior of different materials and textiles, in relationship to body position

Unit 8: Fashion in the Real World

(4 weeks)

VAPA Visual Arts Standards – Performance Indicators

1.3 Research and analyze the work of a designer and write about the designer’s distinctive style and its contribution to the meaning of the work.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

5.3 Demonstrate an understanding of the various skills of an artist or designer.

Fashion Design and Merchandising Pathway

A1.1 Understand the different segments of the fashion industry from textile design to retail sales.

A1.6 Research postsecondary education options in the field of fashion design and merchandising.

A2.1 Identify what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.

A7.2 Research trends that influence fashion and interior design.

- A. In this unit, students will begin their research of the wide variety of careers (many of them extremely lucrative) available within the fashion industry. In addition to researching various career pathways, students identify the breadth and depth of education required for various positions and roles. Industry professionals act as guest speakers, delivering valuable presentations to students, both on the actual discipline of fashion as well as the realities of careers in fashion. Students engage in Q and A sessions with these experts, receiving important mentoring and professional advice. Students further research career pathways of interest to them, create a professional art/design portfolio, and engage in mock and real interviews. Wherever possible, students are eligible to “shadow” professionals to get a better sense of the day-to-day operations of a fashion career. As a result of these experiences and research, students create a Career and Education Plan that articulates their goals and strategies for pursuing a career of their choice in the fashion industry.
- B. Students will research a variety of career paths in the fashion industry noting the advantages and disadvantages of each. Students will identify connections and relationships between various career pathways, noting the transferability of skills and knowledge across diverse careers (i.e. fashion design experience transfers to toy design, movies, or animation). Students will have the ability to apply real-world learning (from field experiences) to future career goals. Students will establish long-term and short-term career goals. Students will identify professional or

educational requirements for desired future career. Students will identify various career pathways that exists within the overarching field of fashion. Students will communicate their goals and research clearly and coherently in writing and will also create a PowerPoint or "Prezi" presentation to deliver a formal presentation on what they have come up with.

Unit 9: Putting It All Together- Cumulative Portfolio

(5 weeks)

VAPA Visual Arts Standards – Performance Indicators

- 1.1 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 5.1 Design a [costume] for a theatre or dance production held at school, creating images that represent characters in the production.
- 5.3 Demonstrate an understanding of the various skills of an artist or designer.

Fashion Design and Merchandising Pathway

- A1.1 Understand the different segments of the fashion industry from textile design to retail sales.
- A2.1 Identify what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.
- A3.2 Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.
- A4.1 Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).
- A4.3 Integrate various types of technology in the design process.
- A4.4 Master skills needed to create presentation boards.
- A4.5 Create a portfolio to showcase design ideas and mastery.
- A7.1 Identify the resources available to the fashion industry that provide information on fashion trends, color, and societal trend forecasting.
- A7.2 Research trends that influence fashion and interior design.
- A8.5 Formulate cost sheets for garments, including manufacturer's costs, markup, and profit margin.
- A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.
- A9.4 Apply effective sales, marketing techniques, and presentation skills.

National Core Arts Standards

VA:Cr2.3.1a Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

- A. As the culminating experience of the year, students will work to produce a production, (performance, fashion show, gallery exhibition or visual display)– using it as a context to

demonstrate the practical application all they have learned. Throughout the year students will work to develop a theme, a workable budget (including ways to raise additional capital if necessary), design and construct an effective floor plan, work with other departments and administration to address facility needs, scheduling conflicts, resource procurement, media and publicity, etc. Students will collaborate to create and assemble decorations and various accouterments that are functional, aesthetic, and thematically relevant. Students will further collaborate with the drama/theater/CTE department and vendors and industry resources to ensure proper lighting and stage direction, arrange photography/videography. Students will create posters, pamphlets, fliers, tickets, etc. to publicize the show and engage in mini-units on make-up design, stage presence / modeling, etc. Students will manage the final post-production work of clean up, returning rental equipment/resources, thank you notes, and more. Students will collect evidence of their work for their culminating portfolio. Finally, students will engage in a evaluation of the production to analyze successes, challenges, and determine next steps for future productions.

- B. The portfolio should be a representation of students' best work. Students will need to go through a self-selection process and engage in reflections about their work and their accountability and responsibility in fulfilling personal, and workplace roles. They need to gather illustrations, photographs, fabric samples and other visual examples that showcase their design aesthetic and the process they engaged in. The manner in which the portfolio is done is open – it can be done in a book format, or it may be organized digitally. The final result will be a highly individualized expression of student work.

Additional Recommended Materials - Sewing machines for student use, computer lab for internet research, PowerPoint presentations, portfolio development, etc.

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

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 Policies Relating to Students-Welfare and Instruction**

This report provides the Board of Education with information on the need to revise existing Board Policies (BP) 5148.2 (Before/After School Programs); BP 5148.3 (Preschool/Early Childhood Education); BP 6112 (School Day); BP 6143 (Courses of Study); BP 6158 (Independent Study Program); and BP 6170.1 (Transitional Kindergarten) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 5148.2 - Before/After School Programs

CSBA Update December 2021

Last GUSD Update: August 2017

Staff recommends the Board update the policy updated to reflect a new law (AB 130, 2021), which:

1. Establishes the Expanded Learning Opportunities (ELO) Program.
2. Allocates ELO funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance.
3. Requires districts receiving funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6, provide access to such programs to at least 50 percent of enrolled unduplicated students and, commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests their placement in an ELO program.
4. Requires After School Education and Safety, 21st Century Community Learning Center, and ELO programs that charge family fees to schedule fees on a sliding scale that considers family income and ability to pay and to waive the cost of such fees for a student who is eligible for free or reduced-price meals.

BP 5148.3 - Preschool/Early Childhood Education

CSBA Update December 2021
Last GUSD Update: February 2021

Staff recommends the Board update the policy to reflect a new law (AB 131, 2021), which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect a new law (AB 130, 2021), which:

1. Revised the timespan for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year.
2. Created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program.
3. Requires, in combination with new state guidance, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education.
4. Requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten.
5. Prohibits TK eligibility from impacting family eligibility for a preschool or childcare program.

BP 6112 - School Day

CSBA Update December 2021
Last GUSD Update: July 2021

Staff recommends the Board update the policy to reflect a clarification that minimum school day requirements for regular school attendance apply to all students, including those enrolled in a traditional independent study program at a school, except when permitted by law.

BP 6143 - Courses of Study

CSBA Update December 2021
Last GUSD Update: February 2020

Staff recommends the Board update the policy to:

1. Expand student characteristics for which districts may not provide any course separately or require or refuse participation.
2. Include that the district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares students for high school graduation and career entry.
3. Clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters.

BP 6158 - Independent Study Program

CSBA Update December 2021

Last GUSD Update: August 2021

Staff recommends the Board update the policy to reflect a new law (AB 167, 2021), which relaxes certain independent study (IS) requirements with respect to any student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year. The updates also incorporate California Department of Education program clarifications, including that a district is permitted to:

1. Require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS.
2. Claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS.
3. Obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS.

BP 6170.1 - Transitional Kindergarten

CSBA Update December 2021

Last GUSD Update: February 2021

Staff recommends that the Board update the policy to reflect a new law (AB 130, 2021), which:

1. Gradually revises the time spans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK.
2. Establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at districts, including but not limited to

- TK programs, and which requires districts to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten.
3. Establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms.
 4. Prohibits TK eligibility from impacting family eligibility for a preschool or childcare program.
 5. Requires districts to maintain an average TK class enrollment of not more than 24 students for each school site and which, commencing with the 2022–23 school year, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year.

The policy is also updated to reflect requirements for programs that commingle preschool-age and TK students.

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 19, 2022, 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 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

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

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

Students - Welfare

Before/After School Programs

The ~~Governing~~ Board of Education desires to provide before-school and/or after-school enrichment programs that support the regular education program and ~~provide safe alternatives for students 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, its local control accountability plan, its curriculum, and its 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. (Education Code 8422, 8482.5, 46120)

To the extent feasible, the District shall give priority to establishing before-school and/or after-school programs 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), or other program to be established pursuant to Education Code 8421, 8482.3 or 8484.75 ~~Any program to be established~~ 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 possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include ~~targeted and specialized~~ 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, ~~as long as the fee is waived or reduced for families with students who are eligible for free and reduced-price meals.~~ However, for the ASSETs 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)

~~In regard to the After School Education and Safety program, no fee shall be charged for a student identified as a homeless or foster youth. 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-~~

Students - Welfare

Before/After School Programs

price meals, or a student who the District 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. (~~Education Code 8263.4~~) (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.

~~Annually~~ Every three years, the Superintendent or designee shall review the after-school 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; 8350-8359.1; 8360-8370; 8420-8428; 8482-8484.65; 8484.7-8484.9; 8490-8490.7; ~~17264; 17260-17268~~; 35021.3; 45125; 45330; 35340-45349; 49024; 49430-49434; 49553; 69530-69547.9
United States Code, Title 20, Sections 6311; 6314; ~~6319~~; 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; ~~--/--/2022~~

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, and attributes necessary for a successful transition into the elementary education program. 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 ages 3-4 years access to developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

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

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

A. District Preschool Programs

When the Board determines it is feasible, the District may contract with the California Department of Education (CDE) to ~~expand~~ 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 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

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

Students - Welfare

Preschool/Early Childhood Education

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 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 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

Students - Welfare

Preschool/Early Childhood Education

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 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 ~~8263~~ and 5 CCR 18106.

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

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

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)

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; 8235.5; 5 CCR 4610, 4611, 4690-4694)

The Superintendent or designee shall regularly report to the Board regarding enrollment

Students - Welfare

Preschool/Early Childhood Education

in District preschool programs and the effectiveness of the programs in preparing preschoolers for the transition into the elementary education program.

Legal Reference: Education Code, Sections 8200-8499.10; 8200-8209; 8230-8233; 8235-8239.1; 8240-8244; 8250-8252; 8263; 8263.3; 8264.8; 8273.1; 8360-8370; 8400-8409; 8493-8498; 8499.3-8499.7; 44065; 44256; 48000; 48958
Health and Safety Code, Sections 1596.70-1596.895; 1596.90-1597.21; 120325-120380
Code of Regulations, Title 5, Sections 4600-4670; 4690-4694; 18000-18434; 18130-18136; 18295; 80105-80125
Code of Regulations, Title 22, Sections 101151-101239.2; ~~101151-101163~~; 101212-101231; 101237-101239.2
Code of Regulations, Title 20, Sections 1400-1482; 6311-6322; 6371-6376; 6381-6381k; 6391-6399
United States Code, Title 42, Sections 9831-9852c; 9857-9858r
Code of Federal Regulations, Title 45, Sections 1301.1-1305.2

Policy Adopted: 09/03/2013

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

Instruction

School Day

The Board of Education shall fix the length of the school day subject to the provisions of law. (Education Code 46100)

~~The length of the school day shall apply equally to students with disabilities unless otherwise specified in the student's individualized education program or Section 504 plan.~~ At each school, the length of the school day shall be the same for all students, except as otherwise permitted by law. For any student with a disability, the length of the school day shall be as specified in the student's individualized education program or Section 504 plan.

Elementary Schools:

The District requirement for annual instructional minutes are:

- Transitional Kindergarten 40,500
- Kindergarten 42,300
- Grades 1-3 51,300
- Grades 4-6 54,900

The schedule for elementary schools shall include at least one daily period of recess of at least 20 minutes, during which in length in order to provide students with shall be provided unstructured but supervised opportunities for to engage in unstructured physical activity.

Secondary Schools:

The District requirement for annual instructional minutes are:

- Middle Schools (Grades 6-8) 61,260
- High Schools (Grades 9-12) 64,970

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

When schools maintain the total number of school days students attend, the Board of Education encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Legal Reference: Education Code, Sections 8970-8974; 37202; 37670; 46010; 46100;

Instruction

School Day

46110-46119; 46140-46147; 46160-46162; 46170; 46180; 46190-46192;
46200-46206; 48200; 48663; 48800-48802; 51222; 51760-51769.5;
52325

Policy Adopted: 06/03/1958

Policy Amended: 07/21/1959; 10/02/1962; 04/05/1971; 10/07/1980; 07/02/1985;
12/06/1994; 10/15/2002; 11/07/2017; 05/25/2021; 07/13/2021; --/--/2022

(Formerly BP 6121)

InstructionCourses of Study

The Board of Education recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The District's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the District. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which District students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The District shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

Secondary Grades

The District shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The District's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements

Instruction

Courses of Study

and prerequisites for admission to California public colleges and universities. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parent/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Legal Reference: Education Code, Sections 33319.3; 33540; 48980; 51202; 51203; 51204; 51204.5; 51210-51212; 51220-51229; 51241; 51911-51921; 51930-51939; 51940; 60040-60052; 66204
Health and Safety Code, Section 11032
Code of Regulations, Title 5, Sections 4940; 100200-10043; 10060
United States Code, Title 20 Sections 6101-6251

Policy Adopted: 12/04/1956 (BP 6140)
Policy Amended: 06/16/1959; 04/19/1966; 07/02/1985; 10/15/2002

Policy Adopted: 11/15/2016 (Changed to BP 6143)
Policy Amended: 02/18/2020; --/--/2022

Previously BP 6140

Instruction

Independent Study Program

The Board of Education authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, and an online course.

~~A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5) Except for students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to quarantine or school closure for exposure to or infection with COVID-19, student participation in independent study shall be voluntary. (Education Code 51747, 51749.5, 51749.6)~~

Independent study for each student shall be under the general supervision of a District employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

~~The minimum period of time for any independent study option shall be three consecutive school days. With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a quarantine or school closure for exposure to or infection with COVID-19, the minimum period of time for any independent study option shall be three consecutive school days. (Education Code 51747)~~

General Independent Study Requirements

For the 2021-22 school year, the District shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the District has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is

Instruction

Independent Study Program

prepared to meet the District's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes for students participating in independent study shall be the same as required for their peers at the school who are receiving in-person instruction, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, When necessary, based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060.
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the District for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

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Independent Study Program

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction.
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction.
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students ~~who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following who:~~ (Education Code 51747)

1. Are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the District's approved instructional calendar.
2. Are found to be not participatory pursuant to Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span.
3. Are in violation of their written agreement.

Tiered reengagement strategies procedures used in District independent study programs shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student.
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation.
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary.

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Independent Study Program

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The District shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the District's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, ~~and before making a decision about enrolling or disenrolling in independent study and entering into a~~ signing a written agreement ~~to do so as described below in the section "Master Agreement,"~~ the District shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, ~~or and, if requested,~~ their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Written Master Agreement

~~For the 2021-22 school year only, the District shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.~~

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

However, for the 2021-22 school year only, the District shall obtain a signed written agreement from each student participating in an independent study program for any length of time, no later

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Independent Study Program

than 30 days after the first day of instruction in the independent study program.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress.
2. The objectives and methods of study for the student's work and the methods used to evaluate that work.
3. The specific resources that will be made available to the student, including materials and personnel, and access to internet connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no

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student may be required to participate.

For the 2021-22 school year, this statement shall not be required for a student's participation in independent study if the student is unable to attend in-person instruction because of a quarantine or school closure mandated by a local or state health order or guidance due to the student's exposure to or infection with COVID-19.

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the District shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the ~~pupil~~ student, no later than 30 days after the first day of instruction after the first day of instruction in the independent study program or October 15, whichever date comes later.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The District's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6.

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2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the District or by another district, charter school, or county office of education with which the District has a memorandum of understanding to provide the instruction.
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the District for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities throughout the school year for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to

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an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the District. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.
11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by

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Education Code 49011.

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to internet connectivity necessary to participate in the course.
14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
16. The District shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the District's policies and procedures related to course-based independent study pursuant to Education Code 51749.5.
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above.
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years.
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program.
5. The specific resources that will be made available to the student, including materials and

Instruction

Independent Study Program

- personnel, and access to internet connectivity and devices adequate to participate in the educational program and complete assigned work.
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
 7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
 8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
 9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
 11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
 12. For 2022-23 school year and thereafter, ~~B~~before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who

Instruction

Independent Study Program

has met the requirements of Family Code 6550- 6552.

~~However,~~ For the 2021–22 school year only, the District shall obtain a signed written agreement for independent study from the student, or the student’s parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

A signed learning agreement from a student or parent/guardian's signature of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a written agreement as described above, the District shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to

Instruction

Independent Study Program

independent study.

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education.
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher.
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5).
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a District employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5).

The District shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in ~~independent study~~ scheduled live interaction or synchronous instruction on a school day shall be documented as non-participatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Instruction

Independent Study Program

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of District students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Legal References: Education Code, Sections 17289; 41976.2; 41976.2; 42238; 42238.05; 44865; 46200-46208; 46300-46307.1; 46390-46393; 47612-47612.1; 47612.5; 48204; 48206.3; 48220; 48340; 48915; 48916.1; 48917; 49011; 51225.3; 51745-51749.6; 52522; 52523; 56026; 58500-58512
~~Family Code, Section 6550~~
Code of Regulations, Title 5, Sections 11700-11703;~~19819~~
United States Code, Title 20, Section 6301
Court Decision: Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Policy Adopted: 11/03/1992

Policy Revised: 10/15/2002; 05/03/2016; 08/10/2021; --/--/2022

Instruction

Transitional Kindergarten

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

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

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

A. Eligibility

The District's TK program shall admit children as follows (Education Code 48000):

1. ~~The District's TK program shall admit~~ For the 2021-22 school year, children whose fifth birthday is from September 2 through December 2. (Education Code 48000)
2. ~~Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2.~~
3. ~~On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the District's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2.~~
4. ~~At any time during the school year, but after a child turns five years of age, admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. Enrollment of children into TK whose fifth birthday is after December 2 will be on a case-by-case basis and only as space permits in the District's TK classrooms allowing for space for new TK-age student enrollment. (Education Code 48000)~~

Instruction

Transitional Kindergarten

4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2.
5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1.

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

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the District's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the District may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

B. Curriculum and Instruction

1. The District's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)
2. The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social sciences, English language development, and social-emotional development.
3. The Board shall establish the length(s) of the school day in the District's TK program, which shall be at least three hours but no more than four hours long.

Instruction

Transitional Kindergarten

except for TK students enrolled in expanded learning opportunity programs provided by the District pursuant to Education Code 46120. If the District has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to the California Department of Education as to whether the District's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

4. The Superintendent or designee shall develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)
- 4.5. TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.
- 5-6. ~~TK students may be placed in a classroom with 4-year-old students from a California State Preschool Program as long as all of the requirements of each program are met and the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten, commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code ~~8235~~ 8207, 48000)~~
 - a. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten.
 - b. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom.
 - c. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.

Instruction

Transitional Kindergarten

- d. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
- e. The classroom is in compliance with the adult-child ratio specified in Education Code 8241.
- f. Contractors of the District report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program.

The District shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

C. Staffing

1. The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.
2. A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall by August 1, ~~2021~~2023, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting and/or a child development teacher permit issued by the CTC. (Education Code 48000)
3. The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The District shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 48000)

D. Continuation to Kindergarten

1. Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required

Instruction

Transitional Kindergarten

to submit a signed Kindergarten Continuance Form for kindergarten attendance.

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

E. Assessment

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

Legal References: Education Code, Sections 8235; 8970-8974; 8973; 37202; 44258.9; 46111; 46114-46119; 46300; 48000; 48002; 48003; 48200

Policy Adopted: 05/24/2016

Policy Amended: 03/06/2018; 04/16/2019; 02/02/2021; --/--/2022

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekhian, Superintendent

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

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

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

Resignations:

1. Cardenas, Juan Effective 4/01/22
Custodian I
Roosevelt Middle School
2. Choi, Tritia Han Effective 6/15/22
3rd Grade Teacher
Mann Elementary
3. Hande, Marilyn Effective 6/14/22
Transitional Kindergarten Teacher
Columbus Elementary
4. Jurdi, Rania Effective 2/07/22
Behavior Intervention Assistant
Special Education Department
5. Keshishian, Melissa B. Effective 3/08/22
Kindergarten Teacher
Cerritos Elementary
6. Makijan, Narineh Effective 3/23/22
Director, Career & Teach Ed.
Educational Services

Resignations: - Continued

- | | | |
|-----|------------------------------------------------------------------------------------|-------------------|
| 7. | Oganesyan, Violeta
Yard Duty Assistant
Keppel Elementary School | Effective 3/11/22 |
| 8. | Reyes, Michelle
Science Teacher
Glendale High School | Effective 6/14/22 |
| 9. | Ruiz, Eloisa
Cafeteria Worker I
Roosevelt Middle School | Effective 3/22/22 |
| 10. | Ruiz Zendejas, Maria Teresa
Early Education Teacher
Pacific/Edison Preschool | Effective 3/23/22 |
| 11. | Soria, Monica
Education Assistant I
Balboa Elementary School | Effective 3/11/22 |

Retirements:

- | | | |
|----|-----------------------------------------------------------------------|------------------------------------------|
| 1. | Richmond, Walton
Custodian I
Lincoln Elementary School | Effective 3/12/22
24 years of service |
| 2. | Switzer, Ann E.
5 th Grade Teacher
Edison Elementary | Effective 6/15/22
34 years of service |

Revision to Previous Resignation:

- | | | |
|----|-------------------------------------------------------------------------|-------------------|
| 1. | Snkhchyan, Naira
Education Assistant I
Cerritos Elementary School | Effective 3/20/22 |
|----|-------------------------------------------------------------------------|-------------------|

Change effective date to read: Effective 3/30/22

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Superintendent's Office

SUBJECT: Resolution No. 19 – Proclaiming April 2022 as Armenian American Heritage Month

The Superintendent recommends that the Board of Education adopt Resolution No. 19 – Proclaiming April 2022 as Armenian American Heritage Month.

During April, we will celebrate the rich culture and heritage of the Armenian American people and their contributions to our society. While Armenians live throughout Southern California, the greatest concentration exists in Glendale, where Armenian Americans make up a demographic majority. Additionally, 28.29% of families districtwide are Armenian speakers, based on California Departments of Education's data from November 1, 2021. Approximately 44% of our students are of Armenian descent based on current enrollment.

While we have a somber day of remembrance of the Armenian Genocide on April 24 commemorating the Armenian Genocide of 1915, we also want to celebrate the survival of such a vibrant culture. It is with great honor that we recognize and acknowledge the challenges and accomplishments of their rich history and heritage by proclaiming April 2022 as "Armenian American Heritage Month" in GUSD.

TO SUPPORT 2021-2022 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning-- Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.

GLENDALE UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 19

PROCLAIMING APRIL 2022 AS ARMENIAN AMERICAN HERITAGE MONTH

WHEREAS, the Glendale Unified School District believes that we have a special responsibility to understand and intentionally work to eliminate racism in our curricula, our classroom cultures, and our relationships with our students, our parents/guardians, and each other because our collective future depends on it; and

WHEREAS, the Glendale Unified School District celebrates the rich diversity of its school community and recognizes the thousands of students, families, teachers, and staff of Armenian descent who are valued members of the school district; and

WHEREAS, the Glendale Unified School District recognizes the role of current and historical events in the teaching of tolerance and understanding, and the value and strength of diversity; and

WHEREAS, the Glendale Unified School District celebrates the thousands of years of rich culture and history of the Armenian people and the Armenian community's contributions in the State of California, across the United States of America, and throughout the world; and

WHEREAS, the Glendale Unified School District recognizes that the month of April holds significant meaning to the Armenian community with the annual commemoration of the 1915 Armenian Genocide on April 24 and recognizes the universal lessons of perseverance and resiliency that it provides for all people.

NOW, THEREFORE, BE IT RESOLVED, that the Glendale Unified School District Board of Education hereby proclaims April 2022 as Armenian American Heritage Month and encourages the participation of all students, families, employees, and community members in the district-wide celebration and recognition of Armenian history, culture, and contributions.

PASSED, APPROVED, AND ADOPTED this 5th of April 2022, at a regular meeting of the Glendale Unified School District Board of Education, Los Angeles County, California.

Shant Sahakian, President

Nayiri Nahabedian, Vice President

Gregory S. Krikorian, Clerk

Jennifer Freeman, Member

Dr. Armina Gharpetian, Member

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 2

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PAREPED IN: Office of the Superintendent
SUBJECT: Adding June 14, 2022 to the Regular Board Meeting Schedule

The Superintendent recommends that the Board of Education add Tuesday, June 14, 2022, to its regular Board meeting schedule.

On April 6, 2021, the Board of Education voted to approve its Board meeting schedule for the 2021-2022 school year.

As we prepare for the budget and LCAP, staff is requesting that we add an additional meeting on Tuesday, June 14, 2022, to its regular Board meeting schedule.

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 3

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

SUBJECT: Board of Education Meeting Schedule for 2022-2023

The Superintendent recommends that the Board of Education approve its Board meeting schedule for the 2022-2023 school year.

At its meeting on March 8, 2022, the Board discussed its meeting dates for the 2022-2023 school year. The Board of Education meeting schedule is now being presented to the Board for final review and action. Board of Education meetings are held at the Administration Center, 223 N. Jackson Street.

2022

July 12 (swearing-in ceremony)

August 9 (school begins August 17), 30

September 20

October 11 (Note: Student Voice Panel, October 25)

November 1, 15

December 13

(Winter recess: December 23-January 6)

2023

January 17

February 7, 21

March 7 (Note: Student Voice Panel, March 28)

(Spring recess: March 13-17)

April 4, *18 (*reorganization meeting)

May 2, 16, *23 (*recognitions and info items only)

June 6, 20

Note: June 7 last day of school (Graduation).

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, Innovation & Facilities

SUBJECT: **Approval of Change Order No. 1 to Bid No. 221-21/22 with ACCO Engineered Systems, Inc. for HVAC Replacement at the Administration Office, Building A, and Notice of Completion**

The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 221-21/22 with ACCO Engineered Systems, Inc. for the HVAC replacement project at the Administration Office, Building A, in the amount of \$9,997.41, and a Notice of Completion, funded by COVID-19 funds.

On November 2, 2021, the Board approved the award contract (Bid No. 221-21/22) to ACCO Engineered Systems, Inc. for the HVAC replacement project at the Administration Office, A Building in the amount of \$387,321.

Following the start of construction staff encountered the need to upgrade a set of motorized outside air dampers in order to allow fresh air intake to the building. Change Order No. 1 in the amount of \$9,997.41 accounts for this change to the contract. This Change Order represents a 2.58% increase to the original contract and is included in the previously allocated 10% project contingency. This increases the final contract amount to \$397,318.41.

This project was completed in a satisfactory manner as of March 9, 2022, for a total cost of \$397,318.41, and was funded by COVID-19 funds.

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



Planning, Development & Facilities
 349 Magnolia Avenue
 Glendale, California 91204
 Tel: 818.507.0201 Fax: 818.507.4911

Project Name: Admin HVAC Replacement Bldg. A

District PO No:

District Contract No: 221-21/22

DSA No:

CHANGE ORDER (CO)

To: ACCO Engineering System

CO No. 1

Date: 3/7/22

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

<u>Item</u>	<u>Responsibility Code</u>	<u>Days</u>	<u>Change Amount</u>
PCO #1	7	3	\$9,997.41

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

The Original Contract Sum and Calendar Days	\$	387,321.00	90
Net Change by Previously Authorized Requests and Changes	\$	9,997.41	3
The Contract Sum and Days prior to this Change Order were.....	\$	387,321.00	90
The Contract Sum and Days will be increased/(decreased) by	\$	9,997.41	3
The New Contract Sum and Days including this Change Order.....	\$	397,318.41	93
The Date of Contract Completion as of this Change Order is therefore		2/17/22	
Cumulative Percentage of Original Contract	%	2.58	

Authorized	Signature	Date
Owner		
Contractor		3/8/22
Architect		
Project Manager		3/8/22
Inspector of Record		

Responsibility Code

- | | | |
|-------------------------|------------------------|-------------------------|
| 1. Differing Conditions | 4. Value Enhancement | 7. Required Extra Scope |
| 2. Design Error | 5. Settlement | 8. Optional Extra Scope |
| 3. Design Omission | 6. Resolution of Claim | 9. Other (explain) |

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

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: GUSD Administration Building "A"
ADDRESS: 223 North Jackson Street
Glendale, CA 91206

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91206

IMPROVEMENT: HVAC Replacement Project - Building "A"
DATE OF COMPLETION: March 9, 2022
CONTRACTOR: ACCO Engineered Systems
BOARD APPROVAL: November 2, 2021
CONTRACT DATE: November 3, 2021
BID No.: 221-21/22
PURCHASE ORDER No.: 22*2458

VERIFICATION

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

Executed on April 6, 2022 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, Innovation & Facilities

SUBJECT: **Approval of Change Order No. 1 to Bid No. 207-20/21 with ARC Construction, Inc. for the Verdugo Woodlands Elementary School Bridge Project**

The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 207-20/21 with ARC Construction, Inc. for the Verdugo Woodlands Elementary School bridge project in the amount of \$27,709.86, funded by Measure S funds.

On May 18, 2021, the Board approved the award of Bid No. 207-20/21 to ARC Construction, Inc. for the Verdugo Woodlands Elementary School bridge project in the amount of \$1,350,000, plus an allowance of \$400,000, for a total construction cost of \$1,750,000.

Following the start of construction staff encountered changes on the project that required addressing in order for the project to move forward. The changes included additional surveying, providing site topography, revision of engineering calculations, additional electrical work to restore power supply to light poles.

Change Order No. 1 in the amount of \$27,709.86 accounts for these changes to the contract. This Change Order represents a 2.05% increase to the original contract and is included in the previously allocated 10% project contingency. This increases the total contract amount to \$1,377,709.86.

This project is funded by Measure S – Verdugo Woodlands Elementary School Bridge Project funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

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.



Planning, Development & Facilities
 349 Magnolia Avenue
 Glendale, California 91204
 Tel: 818.507.0201 Fax: 818.507.4911

Project Name: Verdugo Bridge 90104
DSA No: 03-119567

District PO No:
District Contract No: Bid 207-20/21

CHANGE ORDER (CO)

To: ARC Construction Inc.
 3123 Harmony Place, La Crescenta, CA 91214

CO No. 1

Date: February 23, 2022

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

<u>Item</u>	<u>Responsibility Code</u>	<u>Days</u>	<u>Change Amount</u>
PCO #1	07	1	\$3,234.00
PCO #2	07	2	\$5,654.00
PCO #3	07	10	\$10,780.00
PCO #4	01	1	\$1,791.94
PCO #5	01	2	\$6,249.92

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

The Original Contract Sum and Calendar Days	\$	1,350,000.00	
Net Change by Previously Authorized Requests and Changes	\$	0.00	0
The Contract Sum and Days prior to this Change Order were.....	\$	1,350,000.00	0
The Contract Sum and Days will be increased/(decreased) by	\$	27,709.86	16
The New Contract Sum and Days including this Change Order.....	\$	1,377,709.86	16
The Date of Contract Completion as of this Change Order is therefore		05/10/2022	
Cumulative Percentage of Original Contract	%	2.05	

Authorized	Signature	Date
Owner		
Contractor	Razmik Hatoomian	03/22/2022
Architect	Humberto Herrero	
Project Manager		03-22-22
Inspector of Record		3/22/22

Responsibility Code

- | | | |
|-------------------------|------------------------|-------------------------|
| 1. Differing Conditions | 4. Value Enhancement | 7. Required Extra Scope |
| 2. Design Error | 5. Settlement | 8. Optional Extra Scope |
| 3. Design Omission | 6. Resolution of Claim | 9. Other (explain) |

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Resolution No. 20 – Approval of Amended Agreement for Contract No. CCTR-1097 with the California Department of Social Services for Child Development Services for 2021-2022**

The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for Child Development Services with the California Department of Social Services, and accept funds for these services in the amount of \$2,623,270.

The California Department of Social Services has submitted an amended contract to enter into a local agreement with the Glendale Unified School District for the purpose of providing child care and development services in the amount of \$2,623,270. This amended contract increases the Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement by \$256,844.

These additional funds support family fees that could not be absorbed due to the waived family fees within the fiscal year (FY) 2021-22 contract MRA. This family fee augmentation is based on the amount of family fees projected for these months and is intended to increase the contract MRA in the amount associated with family fees that were waived during this time period.

Additionally, the amended contract changes the service requirements from 50,891 Child Days of Enrollment (CDE) Requirement to 50,888 and updates the Minimum Days of Operation (MDO) Requirement from 246 days to 244 days. These changes reflect the closure of the CCTR program for two days that had been previously scheduled as days of operation, August 16-17, 2021.

Funds for this contract were previously accepted by the Board of Education on June 15, 2021, and will support the program CCTR from July 1, 2021, through June 30, 2022.

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

TO SUPPORT 2021-22 BOARD PRIORITY NO. 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.*

RESOLUTION NO. 20

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2021-2022.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Glendale Unified School District authorizes entering into local agreement number **CCTR-1097** and that the person/s who is/are listed below is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Dr. Vivian Ekchian	Superintendent	_____
Dr. Kelly King	Assistant Superintendent Educational Services	_____
Stephen Dickinson	Chief Business & Financial Officer Business Services	_____

PASSED AND ADOPTED THIS 5th day of April 2022 by the Governing Board of the Glendale Unified School District of Los Angeles County, California.

I, Greg Krikorian, Clerk of the Governing Board of Glendale Unified School District of Los Angeles County, California, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a Board of Education meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

(Date)

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Stepan Mekhitarian, Director, Innovation, Instruction, Assessment & Accountability

SUBJECT: Approval of College Board Contract Renewal for 2022-2023

The Superintendent recommends that the Board of Education approve a contract between the College Board and Glendale Unified School District in the amount of \$54,405 (actual total to be based on enrollment) for the Preliminary SAT/National Merit Scholarship Qualifying Test Early Participation Program in the 2022-2023 school year.

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a practice version of the SAT exam administered by the College Board. The PSAT can be taken once per year and many students take the test in both 10th and 11th grade. Earning a high score on the PSAT in 11th grade can qualify students to receive a National Merit Scholarship. One hundred and eighty million dollars in merit scholarships are awarded to students each year. The PSAT is 2 hours and 45 minutes long and tests skills in reading, writing, and math.

Starting in 2018-2019, the College Board required districts to administer either a minimum of two tests such as the SAT or PSAT/NMSQT or a minimum of two grade levels in order to qualify for a contract with discounted test rates. Since 2018-2019, the District has covered the cost of the PSAT/NMSQT for 10th and 11th graders at Clark Magnet, Crescenta Valley High, Glendale High, and Hoover High. For the 2022-2023 school year, the District will once again cover the cost of the PSAT/NMSQT for both grades.

The contract period is from July 1, 2022, through June 30, 2023. The total cost of the test for both grades is \$54,405, which reflects a savings of \$10,881 due to contract pricing and will be paid by Educational Services funds.

Glendale Unified School District
Action Report No. 7
April 5, 2022
Page 2

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

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



**COLLEGE BOARD'S
COLLEGE READINESS AND SUCCESS AGREEMENT #: CB-00031929**

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (this "Agreement"), is as of this Agreement is fully executed ("Effective Date"), by and between Glendale Unified School District ("Client") and College Board ("College Board").

WHEREAS, College Board shall make available, and Client may order the following College Board exams, products, and services related to College Board's College Readiness and Success System.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

1.0 Services. College Board shall furnish Client with the exams, products, licenses, services and/or materials (collectively, "Services") in accordance with the applicable schedules, which outline the Services hereunder, attached hereto and incorporated herein by this reference ("Schedule"). If Client has additional orders after the Effective Date of this Agreement, and during the Term (as defined in Section 2.1), the parties agree such Services shall be added by an addendum signed by both parties.

2.0 Term & Termination.

2.1 Term. This Agreement shall be for a term beginning as of the Effective Date and, unless sooner terminated as provided herein, will expire on June 30, 2023 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If, during the Term, Client decides to change to the administration of a digital College Board assessment, College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

2.2 Termination. If either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties or Ownership of Intellectual Property, or both, then College Board shall have the right to terminate this Agreement immediately.

2.2.1 Rights After Termination. If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the Services under that Schedule shall cease, and Client shall; (a) immediately cease all use of the applicable Services and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

2.2.2 Partial Payment Upon Termination. Client will compensate College Board for all services, including any costs associated with the initial deployment of resources in preparation for providing the Services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by College Board.

2.2.3 Availability of Services. In addition to its other rights hereunder, College Board may cease making certain Services commercially available at any time by providing Client sixty (60) days written notice. In such event, College Board will cease furnishing such Services under this Agreement and this Agreement shall continue in full force and effect, except for provisions specifically affecting such Services. College Board will refund Client any fees paid for the unused portion of such Services.

3.0 Fees and Payment. Client shall pay those fees set forth in each Schedule for the Services furnished during the 2022-2023 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

4.0 Taxes. Client agrees to pay any sales, use, value added or other taxes or import duties (other than College Board's corporate income taxes) based on, or due as a result of, any fees paid to College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status and Client has furnished College Board with a valid tax exemption certificate.



5.0 Representations and Warranties.

5.1 Authority. Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

5.2 College Board Services Warranty. College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

5.3 College Board Disclaimer of Implied Warranties. EXCEPT AS PROVIDED ABOVE, COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE SERVICES OR THE RESULTS OBTAINED THEREFROM OR THAT THE SERVICES WILL SATISFY CLIENT'S REQUIREMENTS.

6.0 Limitation of Liability. TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF COLLEGE BOARD OR COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC SERVICE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7.0 Indemnification. To the extent permitted by law and notwithstanding any other provision of this Agreement, Client agrees to indemnify, hold harmless, and defend College Board from and against any and all liabilities, demands, claims, fines, penalties, damages, forfeitures, and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, any violation of local state or federal laws, regulations, or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify College Board to the extent such Damages are caused directly by the gross negligence or willful misconduct of College Board.

8.0 Ownership of Intellectual Property. Client agrees and acknowledges that all intellectual property provided under or pertaining to this Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of College Board. Nothing in this Agreement should be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

9.0 Miscellaneous.

9.1 Cooperation. Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for College Board to furnish the Services as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

9.2 Force Majeure. Neither party shall be considered in default in the performance of its obligations under this Agreement to the extent that performance of its obligations is prevented or delayed in whole or in part by any cause beyond its



reasonable control, whether foreseeable or not, including, without limitation, acts of God, acts or omissions of governmental authorities, strikes, lockouts or other industrial disturbances, acts of public enemies, terrorism, wars, blockades, riots, civil disturbances, curtailment of transportation, Client's failure to cooperate as described in Section 9.1 (Cooperation), pandemics or epidemics including without limitation COVID-19 virus or new strains of the COVID-19 virus, floods, hurricanes, tornadoes, environmental or nuclear contamination, and any other similar acts, events, or omissions (each a "Force Majeure Event") that make it illegal, impracticable, inadvisable, unsafe, or impossible for a party to perform its obligations under this Agreement, provided that College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). College Board's obligation to furnish the Services shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Services is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

9.3 Governing Law and Choice of Forum. This Agreement shall be construed in accordance with the terms and conditions set forth in this Agreement and the law of the State of California without regard to choice or conflict of laws principles that would cause the application of any other laws. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction in California State (or the Federal Court otherwise having territorial jurisdiction over such County and subject matter jurisdiction over the dispute), and not elsewhere, subject only to the authority of the Court in question to order changes of venue; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction. Client agrees not to demand a trial by jury in any action, proceeding or counterclaim.

9.4 Notices. All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

To College Board:

K-12 Contract Management

College Board
250 Vesey Street
New York, NY 10281
Tel: (212) 713-8000

Contractsmanagement@collegeboard.org

With a copy to

Legal Department

College Board
250 Vesey Street
New York, NY 10281
Tel: (212) 713-8000

Legalnotice@collegeboard.org

To Client:

Kelly King
Assistant Superintendent
Glendale Unified School District
223 North Jackson Street
Glendale, CA 91206-4334
Tel: (818) 241-3111
kking@gusd.net

9.5 Publicity. Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the services provided for under this Agreement.

9.6 Relationship of the Parties. The relationship of the Client and College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and College Board recognize and agree that College Board is an independent contractor.

If the Client is using federal funds to pay for all or a portion of the Services furnished by College Board under this Agreement, Client acknowledges and agrees that College Board shall not be categorized as a "subrecipient" receiving a federal award as defined by OMB Circular Subpart A.210(c) of Circular No. A-133. College Board shall be defined as a "vendor" that provides good and services within normal business operations, provides similar goods or services to other purchasers and operates in a competitive environment. Client acknowledges and agrees that the substance of the relationship with College Board is that of a vendor not a subrecipient.

9.7 Third-Party Rights. Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

9.8 Survival. It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of intellectual property, representations and warranties,

limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

9.9 Amendment; Waiver. Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

9.10 Severability. The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

9.11 Order of Precedence. In the event of conflict between the terms and conditions of any Schedule and this Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any required Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any Services to ensure prompt payment for Services received under this Agreement (“Client Purchase Order”). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall supersede any terms and conditions included in the Client Purchase Order; and further, Client understands that College Board is accepting the Client Purchase Order solely to effectuate payment but does not agree to accept any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that if Client required to provide a Client Purchase Order College Board may delay and/or withhold furnishing Services if Client fails to issue the Client Purchase Order for such Services, as applicable, prior to the scheduled delivery date for such Services.

9.12 Headings. Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

9.13 Integration, Execution and Delivery. This Agreement includes the Schedules attached hereto and constitutes the entire agreement between College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in this Agreement. Acceptance or acquiescence in a course of performance rendered under this Agreement shall not be relevant to determine the meaning of this Agreement and no waiver by a party of any right under this Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission, including through DocuSign, shall be equally as effective as delivery of an original executed counterpart of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement (except if the parties are using DocuSign), but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.



GLENDALE UNIFIED SCHOOL DISTRICT

COLLEGE BOARD

Signature

kelly King

Name

Assistant Superintendent

Title

Date

Signature

Name

Title

Date

**PSAT/NMSQT
EARLY PARTICIPATION PROGRAM
FIXED FEE SCHEDULE**

I. BACKGROUND

College Board owns and delivers its national standardized PSAT/NMSQT®¹ test to students. College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT® assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process, as well as provide students with the opportunity to receive national recognition and scholarships through National Merit Scholarship Corporation. This Schedule outlines how a Client sponsors the PSAT/NMSQT administration for students and what data and reports may be provided to authorized personnel at Client and its schools through our online data portal. College Board supports this initiative by providing clients with access to additional savings when clients pay to engage at least one entire grade of students in taking the PSAT/NMSQT as indicated on the Budget Schedule or elsewhere in this Schedule ('Participating Grade'). Shifting this financial obligation from the student to Client provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

II. SCOPE

College Board shall furnish the PSAT/NMSQT and the following materials and reports to the District and schools designated by Client in Section IV (List of Participating Districts and Schools)

1. Materials for Students:

- a. PSAT/NMSQT test material, (PSAT/NMSQT Student Guides and test booklets).
- b. Student Online Score Report, delivered via College Board website.
- c. Access to Official SAT Practice on Khan Academy; students ages 13 and older can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.
- d. Access to scholarship and recognition programs, offered by each of National Merit Scholarship Corporation and College Board.

2. Materials for Schools:

- a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
- b. Access to AP Potential™, delivered via College Board website.
- c. SAT Suite of Assessment of Educator Guide available via College Board website.
- d. PSAT/NMSQT Coordinator Manual (copies sent to schools based on their test booklet order; one per 25 tests ordered).

3. Reports for District:

- a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.
- b. Access to AP Potential, delivered via College Board website.

4. Delivering Practice Tools and Support. In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Practice materials for the SAT test are available at the Khan Academy website (<http://satpractice.org>), and shall be used in accordance with Khan Academy's guidelines.

5. Providing Accommodations to Participants with Disabilities. Accommodations for Participants with disabilities will be granted and administered according to College Board's standard eligibility and administration procedures. Participants must apply for accommodations under College Board's Services for Students with Disabilities (SSD) program and must follow the SSD program's published procedures, which can be found at <https://www.collegeboard.org/SSD>. Only College Board-approved accommodations are permitted. Any provided accommodations not previously and explicitly approved by College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for ensuring that an appropriate accommodations coordinator ('SSD Coordinator') is designated for each school to facilitate the application for and administration of approved accommodations. The 'SSD Coordinator

¹ PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation and should be so noted in all communications.



Form' (used to establish an SSD Coordinator) is available at the above-referenced website. Participants with accommodations previously approved by College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.

6. Required Information. Client shall furnish College Board with: (a) a list of participating schools with their respective College Board school code as prescribed in [Section IV](#) (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in [Section V](#) (Fee Calculation); and (c) Client's contacts as prescribed in [Section VI](#) (Contact Information), incorporated by reference herein. Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in [Section V](#) (Fee Calculation).

7. Changes to Participating Schools. Changes to the list of Participating Schools cannot be made after **September 30, 2022**. Participating Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the PSAT/NMSQT order deadline.

In the event that: any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, such schools shall not be covered under this Schedule. Additionally, information relating to Participants who incorrectly enter a grade or fail to enter a grade on their answer sheets will be incorrectly depicted in reports furnished under this Schedule, and Client acknowledges that no adjustments can be made.

8. Training of Designated Personnel at the Participating Schools. College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as PSAT/NMSQT Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The training and/or instructional materials will be made available by College Board to Client and **should be completed two weeks before the test administration date**.

Designated Personnel are required to adhere to all of College Board's procedures, policies, and protocols related to national test administrations as specified in the PSAT/NMSQT Coordinator training and instructional materials. Client is responsible for ensuring compliance with all required Designated Personnel training.

9. PSAT/NMSQT Student Guide distribution to Students. Client shall ensure that copies of the PSAT/NMSQT Student Guide are distributed to all Students **at least two weeks before test administration date**.

10. Dedicated PSAT/NMSQT Customer Service for Educators: College Board will provide Client with telephone customer service support for educators. Specifically, College Board will provide:

- Step-by-step assistance with College Board online tools (SSD System)
- Assistance with completing required forms (AI Request Form)
- Assistance with obtaining additional materials (Publications)
- Feedback mechanism for counselors

Dates and Times of Service: Available three months prior to primary test date. Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the PSAT/NMSQT Program can also be accessed online at the following web address: <https://collegereadiness.collegeboard.org/contact-us>.

III. PSAT/NMSQT TERMS AND CONDITIONS

1. Ownership of Intellectual Property. Client agrees and acknowledges that the PSAT/NMSQT test, and all items (questions) contained therein, including all copies thereof, all test materials (including publications and reports) and all data, including but not limited to student scores derived from the test and collected under this Schedule are at all times owned by College Board, which is the exclusive owner of all rights in and to the PSAT/NMSQT test, including, without limitation, copyrights, trademarks¹, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures for its national assessments will be altered in any way.

Except as expressly provided herein, Client is prohibited from copying, disseminating, publishing, displaying or distributing in any form, or reproducing the PSAT/NMSQT test booklets or any questions from Digital Testing in whole or in part, without the prior written consent of College Board. Client does not gain any ownership interest in the PSAT/NMSQT test booklets.

¹ PSAT/NMSQT is a registered trademark jointly owned by College Board and the National Merit Scholarship Corporation, and should be so noted in all communications.



2. PSAT/NMSQT Student Reports. College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the online score reports and individual student data for the legitimate educational purposes of internal analysis, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. Client may not use or distribute the score reports externally or to third parties without the express written consent of College Board.

Client will have access to the online score reports and individual student data, and will control the access of Client's authorized users and shall further be responsible for immediately revoking such access if the user ceases to be employed by Client or is no longer appropriately authorized to access this information.

3. PSAT/NMSQT Test. College Board hereby grants to Client during the Term of this Agreement a limited, non-exclusive, non-transferable, non-assignable, revocable license to use the PSAT/NMSQT test booklets for the sole purpose of administering the PSAT/NMSQT test on behalf of College Board.

Except as expressly provided herein, Client is prohibited from copying, disseminating, publishing, displaying, or distributing in any form, or reproducing the PSAT/NMSQT test booklets, in whole or in part, without the prior written consent of College Board. Client does not gain any ownership interest in the PSAT/NMSQT test booklets.

4. PSAT/NMSQT Assessment Administration. Client has agreed to administer the PSAT/NMSQT to students in the Participating Grade(s) as noted in the List of Participating Districts and Schools table below. The exam shall be administered on October 12, 2022. The alternate exam test administration is on October 25, 2022. Client shall comply with the published security and administration guidelines for College Board's national assessments set forth in the PSAT/NMSQT Coordinator Manual.

5. Client Testing Delays. Participating schools select one of the administration dates for the PSAT/NMSQT. Should an event occur that would require participating schools to close for reasons beyond the reasonable control of such participating schools (for example, including, but not limited to, severe weather, extended power outages, or a teacher's strike) (a 'PN Delay Event'), College Board will work with Client and participating schools to shift testing to the Alternate administration, if available. College Board will not be liable if College Board's shipping vendor is unable to timely deliver test materials to the participating schools for the Alternate administration, or should a PN Delay Event otherwise prevent the participating schools from administering the PSAT/NMSQT on the Alternate administration in accordance with the policies set forth in the PSAT/NMSQT Coordinator's Manual. College Board will use its best efforts to support the change of test date. College Board will assume any additional costs associated with rescheduling and delivering tests to participating schools impacted by a PN Delay Event up to one week prior to the Alternate administration. Client will be liable for any additional fees associated with rush deliveries, publication reprints or incremental support incurred for deliveries within seven (7) days of the Alternate administration. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its vendors or its' employees, agents, consultants, or if Client has failed to promptly inform College Board of the need for a test day change in time to allow delivery of test materials one week prior to the Alternate administration. No additional administration of the PSAT/NMSQT will be made available after the Alternate administration. Client understands that by selecting the Alternate administration as their main administration date, if there is a PN Delay Event, there is no additional PSAT/NMSQT test dates. In such cases, this Agreement remains in full force and effect and Client will not be charged any unused test fees. Client's students may elect to participate in National Merit Scholarship Competition program by following the instructions for alternate entry published in the PSAT/NMSQT Student Guide.

IV. LIST OF PARTICIPATING SCHOOLS

DISTRICT NAME	SCHOOL NAME	SCHOOL CODE	PARTICIPATING GRADE(S)
Glendale Unified School District	Clark Magnet High School	051301	10, 11
Glendale Unified School District	Crescenta Valley High School	051313	10, 11
Glendale Unified School District	Glendale High School	051050	10, 11
Glendale Unified School District	Herbert Hoover High School	051060	10, 11

V. FEE CALCULATION

1. Fees and Payments. The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule') and Client's official National School Lunch Program (NSLP) percentage, and the assessment(s) purchased by Client. Client acknowledges that successful implementation of the Early Participation Program is contingent on Client requiring 100% of their schools³ to participate under this Agreement. If, during the term covered by this Schedule, College Board is furnishing other assessments to Client (under



separate agreements) in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule, Client shall receive a greater discount as set forth on the Budget Schedule. The table below details the discounts available ('Suite Pricing' and 'Multi-Assessment Pricing'). For purposes of Suite pricing under this Schedule, the PSAT/NMSQT ('PN') and PSAT 10 ('P10') are considered one assessment.

National School Lunch Program (NSLP) Percentage	<u>Suite Pricing:</u> PSAT/NMSQT with PSAT 8/9 and SAT School Day	<u>Multi-Assessment Pricing:</u> • PSAT/NMSQT with either PSAT 8/9 or SAT School Day or P10 • At least <u>two</u> grades testing for PSAT/NMSQT
≥ 0% and <50%	\$14.00	\$16.00
≥ 50% and < 75%	\$13.00	\$15.00
≥ 75%	\$12.00	\$14.00

Clients will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT/NMSQT assessments. The enrollment and total cost indicated in the Budget Schedule are estimates; Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee. Client acknowledges and agrees that Participating Schools are directly responsible for the fees of students whose PSAT/NMSQT answer sheets indicate that they are not in participating cohort.

2. Changes to Enrollment. If Client determines, after signing this Agreement, that the enrollment figures provided herein are incorrect by more than 5% (up or down), Client must provide College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email to AssessmentsProgram@collegeboard.org no later than **October 28, 2022**.

Notwithstanding the foregoing, after the administration of the test, College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated herein, Client shall remit payment to College Board for any additional students at the full test fee of \$18.00 per student.

3. Restrictions. No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT test. Furthermore, there are no fee waivers granted for juniors should they be covered under this Schedule.

4. Unused Tests. Participating Schools will not incur unused test fees.


VI. CLIENT CONTACT INFORMATION

	Primary ³	Data Recipient ⁴	Billing ⁵	Bulk Registration (optional) ⁶
Name:	Stepan Mekhitarian	Stepan Mekhitarian	Stepan Mekhitarian	Stepan Mekhitarian
Title:	Coordinator, Assessment & Accountability	Coordinator, Assessment & Accountability	Coordinator, Assessment & Accountability	Coordinator, Assessment & Accountability
Address:	223 North Jackson Street	223 North Jackson Street	223 North Jackson Street	223 North Jackson Street
City/State/Zip:	Glendale, CA 91206-4334	Glendale, CA 91206-4334	Glendale, CA 91206-4334	Glendale, CA 91206-4334
Phone:	(818) 241-3111	(818) 241-3111	(818) 241-3111	(818) 241-3111
Email:	smekhitarian@gusd.net	smekhitarian@gusd.net	smekhitarian@gusd.net	smekhitarian@gusd.net

³ This is the person to whom College Board should direct primary communications.

⁴ This is the person to whom College Board should send applicable data/data access information for this Schedule, if different from the Primary Contact.

⁵ This is the person to whom College Board should send the invoice for this Schedule, if different from the Primary Contact.

⁶ This is the person to whom College Board should send the bulk registration information and access code for uploading the electronic file for processing.



Budget Schedule

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
PSAT/NMSQT EPP Fixed-Fee - 11th Grade	July 1, 2022	June 30, 2023	1,818	\$18.00	\$32,724.00	\$5,454.00	\$27,270.00
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2022	June 30, 2023	1,809	\$18.00	\$32,562.00	\$5,427.00	\$27,135.00

Subtotal: \$65,286.00

Total Discount: \$10,881.00

Total Cost: \$54,405.00

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

ACTION REPORT NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Variable Term Waiver Request for Certificate of Completion of Staff Development (CCSD) for the 2021-2022 School Year**

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

- Wood, Colin – Career Technical Education: Building and Construction Trades, Engineering and Design; Manufacturing and Product Development

Upon approval of this Variable Term Waiver Request by the California Commission on Teacher Credentialing (CCTC), the District will be permitted to hire waiver permit teachers for Certificate of Completion of Staff Development. 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 March 1, 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 teachers additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment and staffing allocations for the 2021-2022 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 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 1

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

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

- a) Regular Meeting No. 17, March 8, 2022

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

BOARD OF EDUCATION MEETING NO. 17
UNADOPTED MINUTES
REGULAR MEETING, March 8, 2022

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Mr. Shant Sahakian, president of the Board of Education, at 5:05 p.m., on Tuesday, March 8, 2022, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Dr. Armina Gharpetian, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, and Mr. Shant Sahakian.

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

PLEDGE OF ALLEGIANCE

David Adjemian, a 6th grade student at Glenoaks Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

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

APPROVAL OF AGENDA ORDER

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

RECOGNITIONS

1. Glendale High School Student Wins the Glendale Unified ACSA Student Oratory Contest and Regional Competition

The Board of Education recognized Kristina Kugaevskaya, 11th grade student at Glendale High School, for winning the Glendale Unified ACSA Student Oratory Contest and for winning in the regional ACSA competition. She will be honored in April by ASCA.

MINUTES: March 8, 2022 – Regular Board Meeting

RECOGNITIONS (Continued)

2. Verdugo Academy Student Wins Second Place in Los Angeles Area Stock Market Game

Shawheen Balouch, an 8th grade student at Verdugo Academy, took second place in the Los Angeles area stock market game. The SIFMA Foundation's Stock Market Game™ is an online academic and life-skills educational program used by hundreds of California teachers to boost students' math, economics, and personal finance knowledge, while also improving their test scores and instilling essential skills for financially independent futures.

3. Glendale Council PTA Reflections

Twenty-eight students received awards from Glendale Council PTA to commemorate their outstanding work in this annual competition, which is part of the National PTA Reflections Program. There were 110 entries forwarded by schools throughout Glendale Unified that were judged at the Council PTA level. Students competed in six categories: literature, music composition, film/video production, dance, photography, and visual arts. Lea Awni, Glendale Council PTA -Vice President of Programs & Education, prepared a presentation of the winners.

PRESENTATIONS

1. Citizens' Bond Oversight Committee (CBOC) Year-End Report

The Citizens' Bond Oversight Committee (CBOC) presented to the Board of Education their Year-End Report for Measure S expenses for fiscal year 2020-21.

2. Women's History Month

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 2022 is, "Women Providing Healing, Promoting Hope." This theme is, "both a tribute to the ceaseless work of caregivers and frontline workers during this ongoing pandemic and also a recognition of the thousands of ways that women of all cultures have provided both healing and hope throughout history."

STUDENT BOARD MEMBER REPORT

Student Board Member Brandon Doronila reported on activities and events around the district. The Student Voice Panel draws inspiration from the other students. He thanked Shant Nazarian for being the moderator for the event. He provided information from the Student Wellness Services department and College and Career division. Visit the website. He is excited about his student board member patch.

MINUTES: March 8, 2022 – Regular Board Meeting

PUBLIC COMMUNICATIONS

1. Tamara Mosesyan spoke in Armenian. (A translator was not present).
2. Juan Carlos Leiva, CSEA, spoke about negotiations and the survey they sent to their members. Everything is going up right now. Cutting 8% from the health and welfare benefit is non-negotiable.
3. Aimee Nicolas, CSEA, spoke about negotiations. She is a licensed vocational nurse. She said during the pandemic, classified workers came to work. There are many reasons why they deserve a substantial raise. She asked the Board to take action and not take away from the small pot that they have.
4. Susan Stefun, CSEA, spoke about negotiations and reiterated what she said at the last board meeting. The Board considers the classified staff as essential. You are not going to get the best, if they are not paid well. What they do from the heart is huge; it is about the kids. She asked the Board to reach into their pockets as deep as possible.
5. Chris Davis, GTA president, said during the pandemic, educators had to learn technology, video conferencing, and various platforms to stay connected to our students. Even with the 21st century tools, we learned that face-to-face interaction is critical for our students. Unfortunately, educators across the nation have been retiring early and resigning in record numbers. Our educational practices have improved because of COVID, but their profession has been harmed. GTA members are hoping they are given the respect, compensation, and working conditions they deserve. Doing so will help repair the wounds that many educators still have and will help ensure that GUSD remains a great school district.
6. Sheila Galaz, GTA member, said teachers need to be valued, respected, and appreciated. Her students are her second family. She has developed strong relationships with them. She needs the Board to have the teachers' backs. Support GTA bargaining team wage proposal to maintain the level of excellence.
7. Rose McCabe, GTA member, said teachers are resilient. They ask the Board to hear them. They need respect. Money talks.
8. Kathy Markarian, GTA members, said we are always a year behind in salary negotiations. The district is offering an increase in compensation that does not keep up with inflation. She has never seen moral as low as it is right now. They deserve significant compensation. If students are going to change the world, students need teachers who are at their best. She urges the Board to accept GTA proposal for salary increases.
9. Lisa Avery, representing GTA Political Action Committee, announced to those seeking office to call 818-240-3924 in order to be considered for endorsement.

MINUTES: March 8, 2022 – Regular Board Meeting

PUBLIC COMMUNICATIONS (Continued)

10. Ingrid Gunnell, parent, spoke about International Women's Day. In a field where over 70% are women, educators have zero days of paid maternity days in California. The district needs to pass a resolution in favor of the state legislature passing a law and the governor signing it for paid maternity leave for educators.

CLOSED SESSION

The Board recessed to Closed Session at 6:36 p.m. to discuss the following:

1. Conference with GUSD Labor Negotiators pursuant to Government Code Section 54957.6:

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

2. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957
3. Threat to Public Services or Facilities (Government Code Section §54957)
Consultation with: Dr. Vivian Ekchian, Superintendent
4. Public Employee Performance Evaluation – Government Code §54957
Title: Superintendent of Schools
5. Public Employee Employment – Government Code §54957
Title: Superintendent of Schools

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 9:07 p.m.

REPORTING OUT OF CLOSED SESSION

No action was taken during Closed Session.

SUPERINTENDENT'S UPDATE

1. Student Voice Panel
2. Organizing for Success in the 2022-2023 School Year

INFORMATION

1. Proposed Board of Education Meeting Schedule for 2022-23

MINUTES: March 8, 2022 – Regular Board Meeting

INFORMATION (Continued)

2. Second Interim Financial Report and Certification – AB 1200 (Refer to Action Report No. 2)
3. Proposed Secondary Summer School Programs for 2022
4. School-Age Before and After School Programs 2022-23
5. Consolidated Application and Reporting System (CARS) – Winter Collection Update for Categorical Programs 2021-22
6. Proposed Supplementary Textbook for Use in Elementary Schools in the Area of Schools in the Area of Foreign Language for German Instruction
7. Proposed Revisions to Board Policies Relating to Community Relations and Students-Welfare
8. Acknowledgements of Service

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

ACTION REPORTS

1. Resolution No. 18 - Designating March 2022 as Arts Education in California Month

It was moved by Ms. Nahabedian and seconded by Mrs. Freemon to approve Action Report No. 1, as recommended. Motion approved by the following vote: AYES— Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.
2. Second Interim Financial Report and Certification – AB 1200

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve Action Report No. 2, as recommended. Motion approved by the following vote: AYES— Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.
3. Rescind Award of Bid and Termination of Contract with GMS Elevator for Emergency Repairs to the Elevators at the Administration Office, Building A, Bid No. 230-21/22

It was moved by Dr. Gharpetian and seconded by Ms. Nahabedian to approve Action Report No. 3, as recommended. Motion approved by the following vote: AYES— Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.
4. Award of Contract to Iceberg Heating and Air Conditioning, Inc. for Filter Replacement and HVAC Unit Servicing at all District Sites

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

MINUTES: March 8, 2022 – Regular Board Meeting

ACTION REPORTS (Continued)

5. Authorize GUSD to Purchase Network Infrastructure Equipment Using the SPURR Contract and Following E-Rate Rules and Regulations

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

6. Approval of Elective Science Instructional Material Adoption Recommendation

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

7. Approval of Additional Services Agreement Between Glendale Unified School District and Comprehensive Therapy Associates, Inc.

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

8. Approval of Additional Services Agreement Between Glendale Unified School District and The Genesis Group, Inc.

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

9. Approval of Contract with Bayha Group

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

10. Acceptance of K12 Strong Workforce Program Pathway Improvement-Round 4 Funds

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

11. Approval for the Purchase of the New Gifted and Talented Education (GATE) Screening Tool - Naglieri Nonverbal Ability Test 3 (NNAT3)

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

MINUTES: March 8, 2022 – Regular Board Meeting

ACTION REPORT (Continued)

12. Title 5, Temporary Athletic Team Coach Certification 2021-2022

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

CONSENT CALENDAR

1. Minutes
 - a. Regular Meeting No. 15, February 15, 2022
 - b. Special Meeting No. 16, March 1, 2022
2. Certificated Personnel Report No. 13
3. Classified Personnel Report No. 13
4. Warrants totaling \$28,328,853.16 for February 1, 2022 through March 2, 2022
5. Purchase Orders totaling \$1,974,705.61 for the period of February 7, 2022 through February 25, 2022
6. Appropriation Transfer and Budget Revision Report
7. Approval of Services Agreement between Glendale Unified School District and the Committee for Armenian Students in Public Schools (CASPS)
8. Approval of Notice of Completion for Bid No. 216-21/22 with ACCO Engineered Systems for HVAC Replacement Project at the Administration Building B
9. Extension of Bid No. P-16-19/20 for Data Cabling Projects, Equipment and Services with Paragon Systems, Inc. from April 1, 2022 through March 31, 2023
10. Extension of Bid Number P-13 18/19 for Apple Computer Products, Services, and Related Items to Apple Inc.
11. Approval of a Services Agreement Between Glendale Unified School District and Outreach Concern
12. Approval of a Services Agreement Between Glendale Unified School District and Marianne Frostig Center for Educational Therapy
13. Approval of Agreement Between Glendale Unified School District and Berlitz Languages Inc.
14. Approval of Revisions to Board Policy 6142.7 - Physical Education Activity

MINUTES: March 8, 2022 – Regular Board Meeting

CONSENT CALENDAR (Continued)

15. Acceptance of DonorsChoose Awards for Horace Mann and Marshall Elementary Schools
16. Acceptance of Gifts

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve the Consent Calendar, as presented. Motion approved unanimously except for Consent Calendar No. 2, in which Mr. Krikorian abstained. AYES—Freemon, Gharpetian, Krikorian, Nahabedian, and Sahakian.

REPORTS FROM THE BOARD

Mr. Krikorian wished everyone a good spring break. He is glad that wearing masks will be optional. He is saddened about the devastation to Ukraine. He is traveling to Syunik, Armenia this week to assist some of the schools along the border with computers.

Mrs. Freemon extended her best wishes to everyone for a restful spring break. It has been a joy to see some of our activities coming back. We agreed to follow L.A. County Public Health guidelines on masks. She appreciates the empathy we are building into the discussion. It is a choice. It is important for our vulnerable students who continue to wear masks to feel comfortable.

Ms. Nahabedian thanked staff for being here to express their experience, concerns, and desires. She congratulated the various Founders Day celebrations. The Student Voice Panel was inspiring. She commended the students for creating the agenda and moderating it. It was a meaningful and helpful experience. Have a wonderful spring break.

Dr. Gharpetian said Glendale High had an amazing art exhibit last night. It was a fundraising event, and she purchased several ceramic vases. The Student Voice Panel was wonderful. What impresses her every time is their honesty. It is refreshing to hear from our students. The Scholastic Bowl is coming up on March 10 at 6 p.m. It is one of her favorite events. She has heard that children are having difficulty with handwriting skills and would like staff to look into this. Perhaps we can offer some handwriting workshops. She is running for reelection. She is always available to meet with parents regarding school-related issues.

Mr. Sahakian said it has been a great couple of weeks with many school events. He attended the music festival and many Founder's Day events. To our students, have a very restful spring break.

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian wished everyone a happy spring break.

MINUTES: March 8, 2022 – Regular Board Meeting

ADJOURNMENT

There being no further business, President Sahakian adjourned the meeting at 11:05 p.m.

Shant Sahakian
President, Board of Education

Gregory S. Krikorian
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, March 8, 2022

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

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 14

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

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Maternity Leave of Absence</u>		
1.	Cutter, Emma Teacher, Special Education College View School	5/23/22 through 6/15/22
2.	Grigorian, Molly Nurse, Temp Contract Student Support Services	4/04/22 through 7/04/22
<u>Change of Maternity Leave of Absence</u>		
1.	Kadzhikyan, Lusine Teacher, Regular 4 th Grade Balboa Elementary	3/20/22 through 5/30/22
2.	Nushi, Rachelle Teacher, Regular 4 th Grade Muir Elementary	3/22/22 through 6/13/22
<u>Extension of Maternity Leave of Absence</u>		
1.	Asatryan, Arpi Teacher, Regular Armenian Hoover High School	11/29/21 through 4/29/22

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Parental Leave of Absence</u>		
1.	Botts, Narine Teacher, Special Education Marshall Elementary	3/22/22 through 6/14/22
2.	Witt, Kevin Teacher, Regular Physical Education Toll Middle School	3/22/22 through 5/17/22
<u>Health Leave of Absence</u>		
1.	Chobanyan, Vera Teacher, Early Education Columbus Elementary CDCC	3/31/22 through 5/15/22
2.	Escobar, Marylou Teacher, Regular Spanish Muir Elementary	3/21/22 through 5/30/22
3.	Gasparyan, Nazeli Teacher, Early Education College View CDCC	3/24/22 through 6/06/22
4.	Makhmuryan, Anahit Teacher, Regular 5 th Grade Marshall Elementary	3/21/22 through 5/02/22
5.	Markarian, Jessica Teacher Specialist Special Education	3/05/22 through 6/01/22
6.	Otten, Caitlin Teacher, Special Education Hoover High School	2/14/22 through 3/14/22
7.	Stewart, Allison Teacher, Regular Photo/Art Hoover High School	3/10/22 through 5/09/22
<u>Extension of Health Leave of Absence</u>		
1.	Alva, Vanessa Teacher, Special Education Crescenta Valley High School	1/11/22 through 4/15/22

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Health Leave of Absence (Cont.)</u>			
2.	Arsenian, Taline	Teacher, Regular Math Glendale High School	11/17/21 through 6/01/22
3.	Dall, Jennifer	Teacher, Special Education Roosevelt Middle School	1/06/22 through 3/30/22
4.	Gentile, Amy	Teacher, Regular 6 th Grade Muir Elementary	2/08/22 through 4/04/22
5.	Hodges, LaWanda	Teacher, Early Education Edison Elementary CDCC	8/16/21 through 7/11/22
6.	Majarian, Nvard	Teacher, Regular 5 th Grade Jefferson Elementary	10/25/21 through 6/30/22
7.	Pieprzyca, Gyzela	Teacher, Regular Independent Study Daily High School	1/21/22 through 4/11/22
8.	Sahakian, Anita	Teacher, Regular 2 nd Grade R.D. White Elementary	2/15/22 through 6/01/22
9.	Young, Celine	Teacher, Regular Electives/Math Rosemont Middle School	2/10/22 through 6/14/22

Family & Medical Leave of Absence

1.	Cutter, Emma	Teacher, Special Education College View School	5/23/22 through 6/15/22
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	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Family & Medical Leave of Absence (Cont.)</u>		
2.	Escobar, Marylou Teacher, Regular Spanish Muir Elementary	3/21/22 through 5/30/22
3.	Gasparyan, Nazeli Teacher, Early Education College View CDCC	3/24/22 through 6/06/22
4.	Makhmuryan, Anahit Teacher, Regular 5 th Grade Marshall Elementary	3/21/22 through 5/02/22
5.	Otten, Caitlin Teacher, Special Education Hoover High School	2/14/22 through 3/14/22
6.	Stewart, Allison Teacher, Regular Photo/Art Hoover High School	3/10/22 through 4/28/22
7.	Witt, Kevin Teacher, Regular Physical Education Toll Middle School	3/22/22 through 5/17/22

Change of Family & Medical Leave of Absence

1.	Kadzhikyan, Lusine Teacher, Regular 4 th Grade Balboa Elementary	3/20/22 through 5/30/22
2.	Nushi, Rachelle Teacher, Regular 4 th Grade Muir Elementary	3/22/22 through 6/13/22

Extension of Family & Medical Leave of Absence

1.	Alva, Vanessa Teacher, Special Education Crescenta Valley High School	1/11/22 through 4/14/22
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	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Family & Medical Leave of Absence (Cont.)</u>		
2.	Asatryan, Arpi Teacher, Regular Armenian Hoover High School	11/29/21 through 3/23/21
3.	Botts, Narine Teacher, Special Education Marshall Elementary	1/10/22 through 4/13/22
4.	Dall, Jennifer Teacher, Special Education Roosevelt Middle School	1/06/22 through 3/30/22
5.	Gentile, Amy Teacher, Regular 6 th Grade Muir Elementary	2/08/22 through 4/04/22
6.	Sahakian, Anita Teacher, Regular 2 nd Grade R.D. White Elementary	11/19/21 through 3/22/22
7.	Young, Celine Teacher, Regular Electives/Math Rosemont Middle School	1/20/22 through 4/22/22

Intermittent Family & Medical Leave of Absence

1.	Kully, Sherry Principal Franklin Elementary School	3/01/22 through 6/30/22
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	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Additional Assignment</u>			
1.	Allen, Jonathan Beerman, Kathleen Beerman, Raymond Besoli, Amy Chang, Ame Cheney, Michele Choi, Joyce Der Mesropian, Sandra Engen, Christina Evans, Robert Furutani, Derrel Gregorian, Arin Hall, Gavin Harris, Alicia Hart, Omar Johnson, Richard Levering, Samuel Markarian, Kathryn McGuire, Amber Merlo, Reid Milano, Kristen Mucic, Jennifer Neat, Gregory Ngai, Ricky Orchid, Darren Patton, Julie Platt, David Poole, Jacob Sakonju, Jan Tanahian, Edit Tuason, Orenda	Teachers, as needed, to prepare students for the Advanced Placement Examinations at Crescenta Valley High School	3/03/22 through 6/01/22 Categorical Project Instruction rate of pay of \$34.00 per hour Not to exceed 300 hours total Supplemental Program 01.0 01000.0 11100 10000 1130 0100000
2.	Reyes, Sandra Salinas, Rose	Counselors, as needed, to provide academic counseling and social personal workshops during summer school at Roosevelt Middle School.	6/15/21 through 3/30/22 At daily rate of pay \$256.00 Not to exceed 10 days total Title I 01.0 30100.0 00000 31100 1232 0500000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
3.	Cicekci, Jibid Jacklyn School Psychologist, as needed, to work for Special Education	2/01/22 through 6/30/22 Established daily rate of pay Not to exceed 18 days total Special Education - Support Services 01.0 65000.0 50011 31200 1233 0000600

Election

1.	Wood, Colin Teacher, Temp Contract CTE Glendale High School	3/21/22 through 6/14/22
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Election Hourly/Daily

1.	Aivazi, Erika Kim, Tim Heeseung Englund Krusee, Laura Wynne, Laura	Substitute teachers, as needed. 2/22/22 through 7/15/22 01.0 00000.0 19004 10000 1160 0004615
2.	Aivazi, Erika Avanessians, Katrin Conras, Cathi Englund Krusee, Laura Erekson, Isabela Fordiani, Anthony Kim, Tim Heeseung Medina, Michael Rush, Sara Wynne, Laura	Substitute teachers, as needed for 21-22 school year. 2/22/22 through 7/15/22 01.0 00000.0 19004 10000 1160 0004615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
	<u>Election Hourly/Daily</u>	
	<u>(Cont.)</u>	
3.	Extra-Curricular Assignments	Winter Season 20-21 Girls' Sports
	<u>HOOVER HIGH SCHOOL</u>	
	Albert, Tamar	Water Polo (JV/Asst.)
	Ardiano, Luis Fernando	Soccer (Head)
	Ardiano, Luis Alberto	Soccer (JV/Asst.)
	Lopez, Laura	Water Polo (Head)
	Watson, Stanley	Basketball (Head)
4.	Extra-Curricular Assignments	Winter Season 21-22 Boys' Sports
	<u>HOOVER HIGH SCHOOL</u>	
	Arakelyan, Garegin	Basketball (Frosh/Soph)
	Calvario, Nathaniel	Basketball (JV/Asst.)
	Golbodaghians, Vartan	Soccer (JV/Asst.)
	Slowick, Kevin	Wrestling (Head)
	Van Patten, John	Basketball (Head)
	Yavarzadeh, Behshad	Soccer (Head)

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
<u>(Cont.)</u>		
5.	Extra-Curricular Assignments	Spring Semester 21-22
 <u>ROOSEVELT MIDDLE SCHOOL</u> 		
Arjoyan, Anita	Speech and Debate Newspaper Sponsor 1	
Arlington, Alicia	Industrial Arts – CTE PBIS Coordinator/Coach	
Asadourian, Mirna	ELD	
Carroll, John	Science	
Elzanaty, Mohammed	Math – split First Robotics	
Emmett, Raeetta	English – split	
Galdamez, Henry	Math – split MESA	
Garcia, Sandra	Foreign Language Social Studies – split	
Gonzales, Elena	Special Education	
Gonzalez, Elwing	Social Studies – split Student Body Advisor Yearbook Sponsor 1	
Pascale, Jean-Marie	Audio-Visual Coordinator	
Rodriguez, Corina	Physical Education	
Salinas, Rose	Head Counselor 2	
Suhr, Ashley	VAPA Band/Orchestra	
Vargas, Kari	English – split	
 <u>HOOVER HIGH SCHOOL</u> 		
Bacon, Anita	Drill Team Sponsor Pep Squad Sponsor Dance Director	
Balmanoukian, Shakeh	Math	
Capeheart, Jennifer	Physical Education – CO	
Chan, Cynthia	Science	
Estep, Amy	Choral Director	

Effective Dates
 And Salary Rate

	<u>Position</u>
<u>Election Hourly/Daily</u>	
<u>(Cont.)</u>	
Eulmessekian, Pateel	Class Sponsor 9 th Class Sponsor 11 th
Huber, David	Drama Director
Javidan, Homa	ELD
Kaufman, Sharon	Math
Koester, Dylan	Band/Orchestra
Lim, Jessie	Foreign Language
Lowe, Kristine	CTE
Myles, Robbie	Stage Director Audio-Visual Coordinator CTE VAPA – CO
Peterson, Anthony	Social Studies
Pinsker, Jason	VAPA – CO
Scates, David	Physical Education – CO
Sparling, Benjamin	English
Stepanyan, Edgar	Class Sponsor 10 th Class Sponsor 12 th Student Body Advisor Social Studies
Wilke Lewis, Monica	Special Education

CLARK MAGNET HIGH
 SCHOOL

Davarhanian, Patrick	Social Studies
Der-Gevorkian, Narbe	Health & Guidance
Eisenstein, Andrew	Academic Decathlon
Frazer, Steven	Class Sponsor 11 th Physical Education
Ghoslin, Bryan	FIRST Robotics
Gruss, Gerald	Science
Isayan, Sevada	Class Sponsor 10 th Audio-Visual Coordinator Skills USA Business Education Industrial Arts/CTE

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
<u>(Cont.)</u>		
Khachatryan, Narine	Class Sponsor 12 th Newspaper Sponsor 1 Yearbook Sponsor 2 English	
Khodagulyan, Armond	Math – co	
Marcucci, Victoria	Foreign Language	
Mardirosian-Indjeyan, Violet	Math – co	
Mikayelyan, Vardan	Scholastic Bowl	
O’Gara, Melissa	Mock Trial	
Ohanian, Erebuni	CSF ELD	
Paronikyan, Yeranui	VAPA	
Schmit, Tinky	Special Education	
Scott-Sawyer, Shari	Student Body Advisor	
Turdjian, Karine	Head Counselor 3	
Yogurtian, Melanie	Class Sponsor 9 th	
6.	Extra-Curricular Assignments	Second Semester 21-22
<u>DUNSMORE</u>		
<u>ELEMENTARY</u>		
Cha, David	Student Council Advisor	
Garabedian, Ovsanna	Spelling Bee Advisor	
Wedemeyer, Carrie	6 th Grade Camp	
<u>GLENOAKS</u>		
<u>ELEMENTARY</u>		
Hamo, Matthieu	6 th Grade Camp	
<u>MONTE VISTA</u>		
<u>ELEMENTARY</u>		
Kang, Sarah	Student Council Advisor 6 th Grade Camp	
Kim, Cindy	Math Club	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
<u>(Cont.)</u>		
Lee, Susan	6 th Grade Camp	
	Homework Club	
Oh, Jennifer	6 th Grade Camp	
Pardo, Kristin	Student Council Advisor	
Weingarten, Jon	Girls on the Run	
Widholm, Carolyn	Robotics Advisor	
	6 th Grade Camp	
<u>MOUNTAIN AVENUE</u>		
<u>ELEMENTARY</u>		
Harlan, Leslie	Talent Show Advisor	
Hickman, Beverly	Math Field Day	
Pitt, Kimberly	Student Council Advisor	
<u>MUIR ELEMENTARY</u>		
Aghoian, Jack	Tech Advisor	
Nushi, Rachelle	Student Council	
Petrosians, Taleen	Student Council	
7. Ahn, Linda	Teachers, Teacher Specialist	1/26/22 through 6/13/22
Ainian, Juliet	and Substitute Teachers, as	Categorical Project
Baldwin, Justine	needed, to support	Instruction rate of pay of
Bamberger, Debra	Intervention before and after	\$34.00 per hour
Buckhoff, Suzanne	school at Mark Keppel	District Initiated Special
Brohier, Ruwani	Elementary School.	Project rate of pay of \$31
Cannon, Melissa		per hour
Choi, Unis		Not to exceed \$22,250.00
Chung, Joanne		Total
Dreyfuss, Kellie		Title I
Duncan, Laura		01.0 30100.0 11100 10000
Ghielmetti, Olivia		1130 3100000
Heinzman Pimenta,		
Michelle Hewitt,		
Michael		
Hong, Jenny		
Huleis, Lana		

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
	Kim, Jihyun	
	Kim, Liz	
	Lee, Ellyn	
	Lee, SoYoung	
	Lee, Su Youn	
	Manaka, Patricia	
	Manukyan, Edita	
	Oh, Sae	
	Pak, Eunice	
	Park, Julie	
	Park, Yoon	
	Partikian, Talin	
	Ricasa, Christine	
	Rosen, Suzanne	
	Sahakian, Lala	
	Shin, Ah Reum	
	Sim, Soo	
	Vardani, Agnessa	
	Vartanian, Tenee	
	Wolfe, Tanya	
	Wong, Naehi	
	Yi, Judy	
	You, Carolina	
	You, Esther	
	Youn, Darae	
8.	Ganevsky, Kent Harris, Chelbi Kirkwood, Joshua Lowe, Kristine Mamtora, Shraddha Myles, Robbie Pinsker, Jason Tucci, Louie	Career Technical Education (CTE) after school Teachers 3/26/22 through 6/30/22 Regular Rate of Pay Not to exceed 70 hours per teacher. CTEIG 01.0 63870.5 38000 10000 1130 0000684

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Aguilar, Leanne Atin, Sarah Arutyunyan, Anahit Balcomb, Kimberly Bennet, Jodi Boyce Beshavard, Simin Boyd, Mark Dirky, Shahnaz Field, Steven Flores, Karen Ishoo, Sabrina Khodagulyan, Tatevik Lopez, Rebecca Majers, Curtis Meadows, Sarah Jean Micev, Mary Pozo-Jones, Nancy Rivera-Elekes, Vanessa Shahbazian, Noyemik Sparks, Ashley Zimmerman, Anders	Teachers, as needed, to participate in training for the new swun math program beginning at Columbus Elementary
		1/13/22 through 1/14/22 Not to exceed 2 hours per day or a total of 40 hours for 2 days. \$31.00 per hour ELO Grant 01.0 74250.0 11301 10000 1130 2300000
10.	Bedrousi, Soseh Shiroyan, Hasmik Zakarian, Emma	Teachers to teach after-school art classes at Glendale High School
		1/10/22 through 6/13/22 \$31 per hour for planning Not to exceed 1 hour for planning each \$34 per hour for teaching Not to exceed 2 hours for teaching each 01.0 74250.0 11303 10000 1130 0200000
11.	Andreas, Andre Bedrousi, Miro Combs, Sarah Jo McMillin, Krista	For Teachers planning of implementation of WEB Program Rosemont Middle School
		1/26/22 through 6/30/22 \$31.00 Per hour to plan Not to exceed \$2,000.00 16 hours per teacher 01.0 74250.0 11303 10000 1130 0600000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
12.	Extra-Curricular Assignments	First Semester 21-22
<u>MUIR ELEMENTARY</u>		
	Aghoian, Jack	Tech Advisor
13.	Arutyunyan, Irene	Teacher, Temp Contract ELD Support Independent Study Program
		3/22/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 32130.0 11100 10000 1110 0460000
14.	Avery, Elizabeth H.	Teacher, Regular English Rosemont Middle School
		3/09/22 through 6/13/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 00000.0 11303 10000 1110 0600000
15.	Barrientos, Melvin	Assistant Principal, as needed, to assist with coverage during summer school. Roosevelt Middle School
		6/01/22 through 7/25/22 Established Daily Rate Not to exceed 10 days ESSER III 01.0 32130.0 00000 27001 1330 0000611

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
16. Batres, Lorena	Teacher, Temp Contract ELD Support Independent Study Program	3/22/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 32130.0 11100 10000 1110 0460000
17. Caban, Crystal	Teacher to serve as a chair on WASC Glendale High School	8/18/21 through 6/30/22 \$31 per hour Not to exceed \$5,000.00 01 . 0 00000. 0 00000 21 008 1130 0200000
18. Goldsbury, Janet	Teacher, as needed, to attend seminar on the DSD B 1 exam for German Roosevelt Middle School	2/27/22 through 4/06/22 \$31.00 per hour Not to Exceed 2 hours FLAG-Dual Immersion Program 01 . 0 00000. 0 00000 21 004 1130 0000682
19. Isayan, Sevada	Teachers, as needed, to provide planning, implementation and support of technical projects at Clark Magnet High School.	2/01/22 through 6/30/22 Planning rate of pay \$31.00 per hour Not to exceed 40 hours Extended Learning Opportunities 01.0 74250.0 11303 10000 1110 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
20. Kakosian, Sosi	Teacher, Temp Contract ELD Support Independent Study Program	3/22/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 32130.0 11100 10000 1110 0460000
21. Kaprielian, Sonia	Retired Substitute Teacher, as needed, to proctor AP Exams at Glendale High School	2/22/22 through 6/13/22 Categorical Project Instructional rate of pay of \$34 per hour Not to exceed 45 hours Total Title 1 01.0 301000 11100 10000 1130 0200000
22. Policky, Naeiri	Teacher Specialist, as needed, to assist with the opening and closing of the 21-22 and planning of the 22-23 school year. Including planning for Link Crew and Orientation events for freshman at Hoover High School.	7/01/21 through 6/30/22 Daily rate of pay Not to exceed 10 days total Supplemental 01.0 01000.0 11100 10000 1130 0300000
23. Suh, Angela	Teacher, Temp Contract ELD Support Independent Study Program	3/22/22 through 6/14/22 One additional hour assignment at 1/5 daily rate of pay according to placement on regular teacher salary schedule 01.0 32130.0 11100 10000 1110 0460000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
24.	Ter-Oganesyan Armen Substitute teacher, as needed, to plan ELA and Math lessons for six weeks for the purpose of departmentalization in 6th grade, at John Muir Elementary School	2/01/22 through 2/28/22 Substitute daily rate Not to exceed two days Total Supplemental 01.0 01000.0 11100 10000 1130 4000000
25.	Williams, Stephen Retired Administrator to provide administrative support, as needed, at elementary schools. Educational Services	2/04/22 through 6/10/22 Established daily/hourly rate of pay Not to exceed 15 days or 120 hours 01.0 00000.0 00000 71001 1331 0007616
26.	Yermian, Jaklin Substitute teacher, as needed, to conduct FLOSEM assessments to incoming students for the FLAG French Program at Franklin Elementary School	1/10/22 through 5/31/22 \$34.00 per hour Not to exceed 24 hours total FLAG Support Program 01.0 000000.0 00000 21004 1130 0008682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Transportation Authorization</u>		
1.	Ayala, Rezinka Crouppen, Elizabeth Coley Di Fusco, Annette Marie Godwin, James Alan Goulmassian, Janice Dale Hanes, Sara Joann Macho, Lisa Kristen McGrail, Hope Ann Riner-Costantino, Emily Kathlee Rosellen, Jeanni Rochelle Saia, Rebecca Anastasia Schick, Susann Tattini Thomassian, Talin	Language Speech Hearing Specialist, as needed, for Special Education student 7/01/21 through 6/30/22 58.50 cents per mile Mileage Reimbursement Special Education - Support Services 01.0 65000.0 50011 21000 5210 0000600
2.	Partikian, Talin Transportation Expenditure Authorization for PSIS Teacher Specialist for site visits. Student Services	1/01/22 through 6/30/22 58.5 cents per mile 01.0 00000.0 00000 21010 5210 0000618
3.	Stuffel, Linda Razumich Teacher Specialist, as needed, for Special Education student	2/22/22 through 6/30/22 58.50 cents per mile Mileage Reimbursement Special Education - Support Services 01.0 65000.0 50011 21000 5210 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report</u>		
1.	Revision to Board Report No. 6, October 12, 2021	
	<u>Page 12, Item 4</u>	
	Various names	
	Teachers, teacher specialists, as needed, to attend SAMR workshops focusing on tech integration and differentiation of instruction using tech tools that are readily available to teachers such as Chromebooks and Google Apps for Education. Equity, Access and Family Engagement	9/20/21 through 6/30/22 From 9/20/21 through 12/31/21 participants will be paid at their regular hourly rate of pay. Not to exceed 2 hours each for Cohort 1 participants and 14 hours each for Cohort 2 participants From 1/01/22 participants will be paid \$31.00 per hour Not to exceed 13 hours each for Cohort 1 participants and 14 hours each for Cohort 2 participants. Not to exceed \$50,000.00 total Title IV 01.0 41270.0 11100 10000 1130 0000673
	Add the following name: Cohort 2 O'Neal, Rebecca	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
2.	Revision to Board Report No. 2, August 10, 2021	
	<u>Page 3, Item 3</u>	
	Various names	7/01/21 through 6/30/22 \$31.00 per hour Not to exceed 32 hours each 01.0 07405.0 11100 10000 1130 0000618
	Consulting Teachers, as needed, to provide Induction Program support in rating Participating Teacher portfolios outside of their work day. Teaching & Learning	

Add the following names:

Balcomb, Kimberly
Bedrousi, Soseh
Bringas, Karla
Gibney, Rain
Hande, Marilyn
Suh, Christopher
Tumanyan, Meri
Weller, Emily
Zargaryan, Armine

Effective Dates
And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

3. Revision to Board Report No. 2, August 10, 2021

Page 26, Item 7

Aceituno, Alleson	Consulting teachers, as	7/01/21 through 6/30/22
Armen, Karine	needed, to plan and	\$31.00 per hour to plan
Avetic, Sandy	deliver professional	workshop(s).
Barnett, Kathy	development to	Not to exceed 9 hours each
Berberyan, Mariam	Induction Participating	\$37.00 per hour to teach adults
Blessinger, Michelle	Teachers and Mentors.	Not to exceed 4.5 hours each
Brown, Diana	Teaching & Learning	01.0 07405.0 11100 10000 1130
Chung, Joanne		0000618

Add the following names:

Balcomb, Kimberly
Bedrousi, Soseh
Bringas, Karla
Gibney, Rain
Hande, Marilyn
Suh, Christopher
Tumanyan, Meri
Weller, Emily
Zargaryan, Armine

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
4.	Revision to Board Report No. 4, August 31, 2021	
	<u>Page 4, Item 2</u>	
	Various names	Homework Help (Grades 1-5) Certified teachers to provide assistance 2 hour sessions per week for each grade level (2 hours/week x 5 teachers x 32 weeks). Columbus Elementary
		8/19/21 through 6/13/22 \$34.00 per hour Not to exceed \$15,000.00 21-22 Expanded Learning Opportunities Grant 01.0 74250.0 11301 10000 1110 2300000

Remove the following name:
 Sasse, Collin

Add the following name:
 Dirky, Shahnaz

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 for Western Association of Schools and Colleges (WASC) review team members visiting Glendale High School to be reimbursed for all necessary travel expenses related to the on-site review (mileage reimbursement, hotel accommodations, parking and meals), as well as expenses for the review including supplies, food, reproduction and operating services incurred between 8/18/21 through 6/30/22, not to exceed \$10,000.

WASC
 01.0 00000.0 00000 21008 5220 0200000

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

Conference/Workshop/Meeting Authorization (Cont.)

2. It is recommended that approval be given for Deb Rinder, Beatriz Bautista and Aida Babayan, to be reimbursed for all actual and necessary travel expenses incurred in the performance of services within the scope of employment for the period beginning February 15, 2022 through June 30, 2022 to monitor students in Residential Treatment Center IEP placement and to attend seminars including out of state travel. These expenses may include travel, lodging, car rental, gas, parking and meals for travel throughout the United States, not to exceed \$50,000.00. The expenses will be paid from the following funds:

Mental Health Services
01.0 65460.0 50011 21000 5815 0000600

Special Education – Support Services
01.0 65000.0 50011 21000 5815 0000600

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CLASSIFIED PERSONNEL REPORT NO. 14

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. 14

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

	<u>Location</u>	<u>Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Education Assistant I</u> Carias, Ana	Pacific/Edison	01/10/22 through 03/16/22
2. <u>Education Assistant II</u> Dizayer, Teresa	Daily	12/29/21 through 04/17/22
<u>Extension of Medical Leave of Absence</u>		
1. <u>Assistant Physically Handicapped</u> Asoyan, Marine	Special Education	10/08/21 through 03/31/22
Hernandez Llamas, Maria	College View	12/01/21 through 02/01/22
2. <u>Behavior Intervention Assistant</u> Tablas Hidalgo, Maricela	Special Education	09/24/21 through 03/24/22
3. <u>Education Assistant I</u> Gasparyan, Karine	Verdugo Woodlands	09/01/21 through 02/28/22

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Extension of Medical Leave of Absence - Continued

- | | | |
|-------------------------------------------|-----------|---------------------------|
| 4. <u>Senior Administrative Secretary</u> | | |
| Niazian, Mariam | Hoover | 11/03/21 through 02/06/22 |
| Ovanessian, Janet | Roosevelt | 12/20/21 through 01/16/22 |

Extension of Family & Medical Leave of Absence

- | | | |
|-------------------------------------------|------------|---------------------------|
| 1. <u>Custodian II</u> | | |
| Millan, Juvenal | R.D. White | 10/11/21 through 01/06/22 |
| 2. <u>Senior Administrative Secretary</u> | | |
| Niazian, Mariam | Hoover | 11/03/21 through 02/06/22 |
| Ovanessian, Janet | Roosevelt | 12/20/21 through 01/16/22 |

Extension of Maternity Leave of Absence

- | | | |
|------------------------------------|------------|---------------------------|
| 1. <u>Administrative Secretary</u> | | |
| Trejo, Rahab | R.D. White | 10/31/21 through 01/23/22 |

Extension of Parental Leave of Absence

- | | | |
|------------------------|------------|---------------------------|
| 1. <u>Custodian II</u> | | |
| Millan, Juvenal | R.D. White | 10/11/21 through 01/06/22 |

<u>Election from Eligibility List</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Assistant Director, Nutrition Services</u> Scaletta, Linda	Nutrition Services	03/21/22; 12/8; M70-6 13.0 53100.0 00000 37005 2310 0000662
2. <u>Cafeteria Worker I</u> Khashaki, Roza	Cerritos	03/01/22; 9.25/3.5; 1-1 13.0 53100.0 00000 37000 2212 0300000
3. <u>Clerk III</u> Dekermendjian, Yeranik	Student Services	03/28/22; 12/8; 16-6 01.0 00000.0 00000 31301 2410 0007682
4. <u>Custodian I</u> Saucedo, Jaime	Crescenta Valley	03/14/22; 12/8; 11-1 01.0-00000.0-00000-81006-2211-010000
5. <u>Warehouse Driver/Inventory Specialist</u> Laca, Jasen	Warehouse	03/14/22; 12/8; 24-5 01.0-00000.0-00000-72005-2211-0000640
Leiva, Juan Carlos	Warehouse	03/14/22; 12/8; 24-9 01.0-00000.0-00000-72005-2211-0000640
 <u>Suspension Without Pay – Discipline</u>		
2022-cl-81441		15 Days
 <u>Termination – Exhaustion of Benefits</u>		
2022-cl-37131		02/03/22
2022-cl-81246		02/16/22
 <u>Medical Separation</u>		
2022-cl-38574		02/28/22

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Assistant Physically Handicapped</u>		
Arsenyan, Kristine	Special Education	03/21/22
Asatourian, Armineh		Not to exceed 6.5 hours total, each
Boyadjian, Aida		Professional Development Program
Boyadzhyan, Diana		01.0 00000.0 11405 10000 2130 0008616
Chung, Yean		
Davityan, Adrine		
Kim, Julie		
Maghakyan, Heghine		
Michel, Ramza		
Minasian, Lida		
Montellano, Michele		
Nazari, Hasmik		
Patel, Mira		
Phillips, Patricia		
Raygoza, Martha		
San Miguel, Rodnel		
Montellano, Michele	Lincoln	03/21/22
		Not to exceed 6 hours
		01.0 00000.0 11405 10000 2130 0008616
2. <u>Assistant Physically Handicapped – Substitute</u>		
Harutyunyan, Alina	Special Education	03/21/22
Mousakhani, Karolin		Not to exceed 6.25 hours total, each
Raygoza, Bertha		Professional Development
		01.0 00000.0 11405 10000 2130 0008616
3. <u>Behavior Intervention Assistant</u>		
Abel, Shantie	Special Education	03/21/22
Abramyan, Kristine		Not to exceed 6.25 hours total, each
Aguayo, Margarita		Professional Development Program
Avetisyan, Bavakan		01.0 00000.0 11405 10000 2130 0008616
Basigian, Jaklin		
Chairoj, Pamela		
Chavez, Jodie		
Chiriboga, Melanie		
Decker, Patricia		
Doan, Jenny		

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
3. <u>Behavior Intervention Assistant</u> - Continued		
Flores Gallegos, Liset		
Foss, Kristen		
Gallegos, Lindabeth		
Gant, Jordan		
Henke, Alan		
Herrera, Gabriel		
Herrera, Arlene		
Issakhanian, Alina		
Khachikyan, Anita		
Marquardt, Kimberly		
Mehrabyan, Narine		
Mims, Stacey		
Mkrtchyan, Emilyya		
Mortimer, Laura		
Olmedo, Elizabeth		
Rusenko, Michele		
Sagolili, Donnah		
Sanchez, Aaron		
Schlappie-Salazar, Christine		
Shamirzaeian, Araz		
Shiroyan, Tereza		
Taylor, Andrea		
Trinidad, Teresita		
Venezia, Adriana		
Marquardt, Kimberly	Special Education	04/13/22 through 04/15/22 Not to exceed 4 hours Special Ed-S&C-BIA-General Fund 01.0 04000.0 57607 11100 2130 0000600
Ishac, Marleine	Hoover	07/01/21 through 06/30/22 Not to exceed 106.5 hours Not to exceed \$3,874.00 total 01.0 00000.0 15003 42000 2170 0300000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
4. <u>Cafeteria Worker II</u>		
Beidroosian, Shakeh	Nutrition Services	03/21/22
Boghozian, Kristina		Not to exceed 4.67 hours, each
Gabriele, Nina		01.0 00000.0 11405 10000 2130 0008616
Gharibian, Karoline		
Khachatryan, Hermine		
Manukyan, Manushak		
Melkonian, Romina		
Nadimyan, Yelena		
Nersisian, Violet		
Nessim, Vivian		
Petrosian, Ritan		
Rabanes, Edwin		
Stephanian, Nina		
Tammo, Dalia		
5. <u>Education Assistant I</u>		
Aghaeepour, Gity	CDCC	02/01/22 through 06/30/22
Davoudi, Shirin		Child Development Activities
Mirumyan, Susanna		12.0 610510.0 85000 10000 2160 0000671
		Child Development Activities
		12.0 610510.0 85000 10000 2130 0000671
		Self-Supporting Combined
		01.0 91500.0 85000 10000 2130 0000671
		Self Supporting Combined
		01.0 91500.0 85000 10000 2160 0000671
Landaverde, Johan	Keppel	03/21/22
		Not to exceed 6 hours
		01.0 00000.0 11405 10000 2110 0008616
Matyosian, Arshalos	Verdugo Woodlands	03/21/22
Monico, Jorge		Not to exceed 20 hours
Pang, Mui		01.0 00000.0 11405 10000 2130 0008616
Sahraei, Karmen		

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
6. <u>Education Assistant II</u>		
Avakian, Hasmik	Keppel	03/21/22 Not to exceed 6 hours 01.0 00000.0 11405 10000 2110 0008616
Nipiossian, Iskuhi	Keppel	03/21/22 Not to exceed 5 hours total 01.0 00000.0 11405 10000 2110 0008616
Pulido, Paula	Keppel	03/21/22 Not to exceed 3 hours total 01.0 00000.0 11405 10000 2110 0008616
Tokatlian, Celine	Lincoln	03/21/22 Not to exceed 6 hours 01.0 00000.0 11405 10000 2130 0008616
Barrera, Thomas Buenrostro, Olivia Doan, Jenny Herrera, Arlene Karakhanyan, Narine	Mountain Avenue	03/01/22 through 06/30/22 Not to exceed \$1,000.00 Supplemental 01.0 01000.0 11100 10000 2130 3900000
Barrera, Thomas Buenrostro, Olivia Doan, Jenny Herrera, Arlene Karakhanyan, Narine	Mountain Avenue	03/21/22 Not to exceed 7 hours a day 01.0 00000.0 11405 10000 2130 0008616
Bagiryan, Diana Karoglanian, Maretta Panosyan, Armenui Sarkezi, Arpineh Sarkissian, Jacklin	Toll	03/21/22 Not to exceed 6 hours each 01.0 00000.0 11405 10000 2130 0008616

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
6. <u>Education Assistant II</u> - Continued		
Aghakianest, Roobina	Special Education	03/21/22
Arakelyan, Gayane		Not to exceed 6.5 hours total, each
Asatorian, Benita		Professional Development Program
Avakian, Hasmik		01.0 00000.0 11405 10000 2130 0008616
Azarraga, Alice		
Bagramyan, Anait		
Barbar, Marie-Claire		
Bouniatian, Alvard		
Buenrostro, Olivia		
Castro, Alfonso		
Galvan, Rita		
Karoglanian, Maretta		
Movsesyan, Mariam		
Olmedo, Norma		
Ovanesyan, Maro		
Panosyan, Armenui		
Petrosyan, Frida		
Sarkisian, Anahit		
Sarkissian, Jacklin		
Shah, Pashmina		
Soukiasian, Marina		
Zendejas, Maria		

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
7. <u>Education Assistant Intensive Support</u>		
Garcia, Joanna	Special Education	04/27/22 through 04/29/22 Not to exceed 4 hours Special Ed-S&C-BIA-General Fund 01.0 05000.0 57608 11200 2130 0000600
Anjelian, Satik	Special Education	03/21/22
Apelian, Valentina		Not to exceed 6.25 hours total, each
Avetisyan, Siranush		Professional Development Program
Avila, Maria		01.0 00000.0 11405 10000 2130 0008616
Babajanyan, Liana		
Bekverdyan, Karine		
Cuano, Mildred		
Finer, David		
Gardner, Stacey		
Grigoryan, Areknaz		
Guirguis, Mari		
Haroutunian, Armineh		
Hernando, Maribel		
Karapetyan, Serine		
Khachatryan, Ruzanna		
Khodjasarian, Karmen		
Mazmanyanyan, Lilit		
Moosakhani, Ninet		
Nhabeet, Anna		
Sagar, Hina		
Sargsyan, Naira		
Theoharides, Suzanna		
Yontrarak, Sudarat		
8. <u>Education Assistant Intensive Support – Substitute</u>		
Arias, Yolanda	Special Education	03/21/22
Barry, Sean		Not to exceed 6.25 hours total, each
Guevara Solis, Mariah		Professional Development Program
Hiller, John		01.0 00000.0 11405 10000 2130 0008616
Ortega, Alan		

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
9. <u>Health Assistant LVN/RN</u>		
Karapetyan, Haykanush	Roosevelt	06/15/22 through 06/30/22 Not to exceed \$474.00 total Peak Load Funds 01.0 00000.0 00000 31101 2430 0004682
Karapetyan, Haykanush	Roosevelt	06/15/22 through 06/30/22 Not to exceed 64 hours total Supplemental 01.0 01000.0 00000 27000 2430 0500000
10. <u>Library Assistant</u>		
Dow, Debby	Keppel	03/21/22 Not to exceed 8 hours total 01.0 00000.0 11405 10000 2910 0008616
11. <u>Speech Language Pathology Assistant</u>		
Anderson, Tanya	Special Education	03/21/22
Funes, Debora		Not to exceed 6.25 hours total, each
Hambarchian, Hanryet		Professional Development Program
Herrera-Ocana, Rianne		01.0 00000.0 11405 10000 2130 0008616
Oriza, Sarah		
Ramos Martinez, Diana		
Regis, Saideechris		
12. <u>Yard Duty Assistant</u>		
Afshin, Azita	Keppel	03/21/22
Khalil, Alhan		Not to exceed 6 hours, each 01.0 00000.0 11405 10000 2910 0008616

<u>Change of Assignment</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Change in Classification/Location</u>		
a. <u>Account Clerk III</u> Keshishian, Vergineh	Nutrition Services From Account Clerk II, 21/9 Financial Services	04/06/22; 12/8; 21/9 01.0 94033.0 00000 37000 2410 0000662
2. <u>Change of Location</u>		
a. <u>Administrative Secretary</u> Tamrazian, Sevana	ETIS From Student Wellness	03/07/22 01.0 00000.0 00000 77001 2910 0000635
3. <u>Provisional Assignments</u>		
a. <u>Administrative Secretary</u> Markarian, Hilda	Student Wellness From TC III, 16-5	03/07/22 through 06/30/22 8 hours a day 21-4 01.0 05641.0 00000 21000 2410 0000617
b. <u>Cafeteria Worker II</u> Boyadjian, Eliza	R.D. White From Cafeteria Worker I, 1-9	03/01/22 through 03/31/22 6.5 hours a day 4-9 13.0 53100.0 00000 37000 2212 0300000

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Change of Assignment - Continued

3. Provisional Assignments - Continued

b. Cafeteria Worker II

Gabriele, Nina	Mann From Cafeteria Worker I, 1-3	03/01/22 through 03/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0200000
Liang, Jenny	Daily From Cafeteria Worker I, 1-6	03/01/22 through 03/31/22 5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0200000
Manushak, Manukyan	Keppel From Cafeteria Worker I, 1-5	03/01/22 through 03/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0700000
Mirzakhany, Frida	Glenoaks From Cafeteria Worker I, 1-7	02/10/22 through 02/18/22 6.5 hours a day 4-7 13.0 53100.0 00000 37000 2212 0200000
Nessim, Vivian	Verdugo Woodlands From Cafeteria Worker I, 1-3	03/01/22 through 03/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0100000
Rabanes, Edwina	Mountain Avenue From Cafeteria Worker I, 1-3	03/01/22 through 03/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0200000
Tammo, Dalia	Valley View From Cafeteria Worker I, 1-3	03/01/22 through 03/31/22 6.5 hours a day 4-6 13.0 53100.0 00000 37000 2212 0200000

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Change of Assignment - Continued

3. Provisional Assignments - Continued

c. Cook/Baker

Altunyan, Lusine	Wilson From Cafeteria Worker I, 1-9	03/01/22 through 03/31/22 6.5 hours a day 9-7 13.0 53100.0 00000 37000 2212 0800000
Dennis, Laura	Hoover From Cafeteria Worker I, 1-9	02/01/22 through 02/07/22 02/15/22 through 02/22/22 02/24/22 through 02/25/22 7 hours a day 9-7 13.0 53100.0 00000 37000 2212 0300000
Rostamians, Armineh	Glendale From Cafeteria Worker I, 1-9	03/01/22 through 03/31/22 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0200000

d. Custodian II

Bauer, Yaneyra	Rosemont From Custodian I 11-3	03/21/22 through 06/30/22 8 hours a day (nights) 16-2 01.0 00000.0 00000 81006 2211 0600000
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e. Manager Cafeteria, Non-Transport

Ayvazian, Natasha	Wilson From Cook/Baker 9-9	03/01/22 through 03/31/22 8 hours a day M4-3 13.0 53100.0 00000 37005 2310 0000662
Soghomonian, Naira	Toll From Cook/Baker 9-8	03/01/22 through 03/31/22 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662
Tarverdians, Laris	Rosemont From Cook/Baker 9-7	03/01/22 through 03/31/22 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Change of Assignment - Continued

3. Provisional Assignments - Continued

f. Manager Cafeteria, Transport

Issagoolian, Berzwik	Crescenta Valley From Cook/Baker 9-9	03/01/22 through 03/31/22 8 hours a day M12-1 13.0 53100.0 00000 37005 2310 0000662
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Revisions to Previous Board Reports

1. Revision to Board Report #13, March 8, 2022

Page 1, Item 2

Election from Eligibility List

Yard Duty Assistant

Megerdichian, Greta	Keppel	03/07/22; 9.25/3.5; 1-2 01.0 00000.0 19021 10000 2910 3100000
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Vartan, Rita	Keppel	03/07/22; 9.25/3.5; 1-2 01.0 00000.0 19021 10000 2910 3100000
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Change effective date to read: 04/01/22

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

2. Revision to Board Report #13, March 8, 2022

Page 3, Item 2c

Provisional Assignment

College & Career Technician

Zendejas, Maria

CTE
From Education
Assistant II, 6-9

02/01/22 through 06/30/22
8 hours a day
14-6
01.0 02000.0 32000 10000 2110 0450000

Change location to read:

Daily High School

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

3. Revision to Board Report #13, March 8, 2022

Page 7, Item 2

Personal Services Agreement

Akman, Elliot	Mental Health	08/19/21 through 05/31/22
Armstead, Alexis	Intern	Not to exceed \$979.16 total
Brandon, Alexandria	as needed	Glendale Ed Foundation Grant
Carpenter, Aliya	to provide	01.0 94302.0 11100 10000 5811 0000617
Castelo, Marina	Mental Health	
Estacio, Catherine	Counseling	
Gamboa, Nadine	Services to	
Hollywood, Clare	students	
Ifikchyan, Meline	district-wide.	
Kahn, Rebecca		
Keyllian, Nicole		
Khachatryan, Suzan		
Lee, Heidi		
Martinez, Cindy		
Morales, Nicole		
Moscoso, Joel		
Ojeda, Monserat		
Olea, Jaymie		
Pham, Tina		
Prado, Jessica		
Salmas, Manouel		
Sandoval, Kassandra		
Simonian, Fiona		
Ueda, Yui		

Change to read:

Not to exceed \$979.16, each
 GEF Health Grant – Sites
 01.0 94302.3 11100 10000 5811 0000617

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

4. Revision to Board Report #12, February 15, 2022

Page 10, Item 1.f.

Provisional Assignments

Warehouse Driver/Inventory Specialist

Leiva, Juan

FASO
From Warehouse
Worker/Driver I
20-9

01/01/22 through 01/31/22
03/01/22 through 03/31/22
05/01/22 through 05/31/22
8 hours a day
24-9
01.0 00000.0 00000 72005 2211 0000640

Change dates to read:

01/01/22 through 03/14/22

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

Page 5, Item 4.c.

Provisional Assignments

Custodial Supervisor I

Jacome, Roberto

Clark
From Custodian I
11-9

01/01/22 through 06/30/22
8 hours a day
23-4
01.0 00000.0 00000 81006 2211 0900000

Change dates to read:

01/01/22 through 03/11/22

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

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

Page 5, Item 4.b.

Provisional Assignment

Custodian II

Salas, John

Rosemont
 From Custodian I,
 11-9

01/01/22 through 06/30/22
 8 hours a day (nights)
 16-8
 01.0 00000.0 00000 81006 2211 0600000

Change dates to read:

01/01/22 through 03/18/22

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

Page 6, Item 4.f.

Provisional Assignment

Warehouse Driver/Inventory Specialist

Molano, John

FASO
 From Warehouse
 Worker/Driver I
 20-9

02/01/22 through 02/28/22
 04/01/22 through 04/30/22
 06/01/22 through 06/30/22
 8 hours a day
 24-8
 01.0 00000.0 00000 72005 2211 0000640

Change dates to read:

01/01/22 through 03/14/22

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

8. Revision to Board Report #10, January 18, 2022

Page 2

Reinstatement

Education Assistant I

Soria, Monica

Toll

01/10/22; 9.25/3.5; 3-1

01.0 60100.0 11100 10000 2110 0700000

Change to read:

Election from Eligibility List

9. Revision to Board Report #6, October 12, 2021

Page 2, Item 4

Additional Assignment Temporary - At Established Rate of Pay

Library Assistant

Tachera, Michelle

Valley View

08/01/21 through 12/01/21

Not to exceed \$340.00 total

Supplemental

01.0 01000.0 11100 11000 2930 4100000

Change dates to read:

08/01/21 through 06/30/22

Effective Dates,
Months/Hours, and
Salary Rating

Location
Revisions to Previous Board Reports - Continued

10. Revision to Board Report #6, October 12, 2021

Page 2, Item 5

Additional Assignment Temporary - At Established Rate of Pay

Multimedia Technology Assistant

Murphy, Kevin Valley View

08/01/21 through 12/01/21
Not to exceed \$340.00 total
Supplemental
01.0 01000.0 11100 11000 2930 4100000

Change dates to read:

08/01/21 through 06/30/22

<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified Hourly Substitutes (Custodian I) through 06/30/22</u>	
Guerrero, Lesly	03/05/22 through 06/30/22 01.0 00000.0 00000 81006 2211 0000640
<u>Election of Classified Hourly Substitutes (Cafeteria Worker I) through 06/30/22</u>	
De Jesus, Blanca	03/01/22 through 06/30/22
Escamilla, Luz Maria	13.0 53100.0 00000 37000 2232 0000662
Panuga, Ronald	
<u>Election of Classified Hourly Substitutes through 06/30/22</u>	
Bostrom, Christopher	02/01/22 through 06/30/22
Gravante, Agata	
Lu, Nguet	
Mnatsakanyan, Liana	
Scarpatti, Gianina	
<u>Election of Classified/Non Classified Hourly Substitutes through 06/30/22</u>	
1. <u>Student Assistant I</u>	
Aghadjanian, Armen	SELPA 04/05/22 through 06/30/22
Golden, Aaron	\$15.00 per hour
Kaster, Triniti	SELPA Workability I
Ojanian Saki, Anika	01.0 65200.0 57600 11133 2180 0000668
Reyes, Elisa	

<u>Personal Services Agreement</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. Landon, Susan	Gender therapist to provide gender training to parents and teachers.	11/01/21 through 11/09/21 Not to exceed \$750.00 01.0 95100.0 11100 10000 5812 2400000=\$437.50 01.0 01000.0 11100 10000 4340 2400000=\$312.50
2. Miller, Taylor	Consultant, as needed to produce a series of healthy recipe demonstration videos for Healthy Snack Day And Rethink Your Drink Day, As well as Document The fresh Produce Distribution And other CalFresh Activities For the CalFresh Living Program Grant.	03/15/22 through 06/30/22 Not to exceed \$7,500.00 total CalFresh Living Program 01.0 94033.0 00000 37000 5811 0000662

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Personal Services Agreement</u> - Continued		
3. Nava, Jose Antonio	Consultant As needed To provide Instruction For the Drumline at Rosemont Middle School	09/01/21 through 06/10/22 Not to exceed \$4,000.00 total Donations 01.0 95100.0 11100 10000 5811 0600000

Conference/Workshop/Meeting Authorization

In accordance with Board of Education Policy 4231 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 authorization is not paid from District General Funds:

1. It is recommended that approval be given for Wendy Hart, a Crescenta Valley High School PTSA Member to be reimbursed for all necessary travel expenses related to attend the Science of Teaching Conference held on 2/18/22 – 2/20/22 for (airfare, registration, parking, taxi/Uber and meals) no to Exceed \$1,500.

ELO Account

01.0 74250.0 11303 10000 5220 0100000

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 4

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

The Superintendent recommends that “A” Form (Payroll Warrants) issued March 4, 2022 – March 25, 2022, as shown below totaling \$4,200,896.40 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
C5H-C	7224944 - 7225003	Certificated	\$ 1,015,409.98
C5H-N	7225004 - 7225004	Classified	10,004.60
061-C	7226619 - 7226666	Certificated	12,770.07
061-N	7226667 - 7226668	Classified	3,330.50
062-C	7226836 - 7226836	Certificated	4,239.48
063-C	7229707 - 7229711	Certificated	7,031.29
063-N	7229712 - 7229712	Classified	2,228.15
E4P-N	7230671 - 7230764	Classified	1,461,930.67
C3H-C	7236794 - 7236794	Certificated	1,429.62
C3H-N	7236794 - 7236932	Classified	381,693.49
066-C	7234599 - 7234606	Certificated	6,314.61
066-N	7234607 - 7234608	Classified	1,453.81
067-C	7240600 - 7240621	Certificated	28,140.89
067-N	7240622 - 7240624	Classified	4,201.19
068-C	7240914 - 7240916	Certificated	9,569.61
068-N	7240917 - 7240918	Classified	825.11
069-C	7241115 - 7241115	Certificated	2,368.24
069-N	7241116 - 7241118	Classified	1,313.50
070-C	7242545 - 7242547	Certificated	3,027.36
070-N	7242548 - 7242550	Classified	1,295.88
073-C	7242852 - 7242853	Certificated	11,873.73
073-N	7242854 - 7242855	Classified	1,676.38
074-C	7243387 - 7243387	Certificated	866.45
074-N	7243388 - 7243388	Classified	1,240.85
075-N		Classified	(1,690.55)
076-N	7248755 - 7248755	Classified	584.30
077-N		Classified	(1,230.55)
E4Q-N	7254357 - 7254442	Classified	1,224,969.82
082-N	7258238 - 7258240	Classified	4,027.92
TOTAL			\$ 4,200,896.40

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, and plan for the District’s future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT

APRIL 5, 2022

CONSENT CALENDAR NO. 5

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

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$6,880,725.98 for the period of February 28, 2022 through March 18, 2022 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM FEBRUARY 28, 2022 THROUGH MARCH 18, 2022.

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	156	255,888.06
FEDERAL RESTRICTED RESOURCES	73	3,059,054.61
STATE RESTRICTED RESOURCES	51	1,272,361.68
LOCAL RESTRICTED RESOURCES	82	558,136.77
CHILD DEVELOPMENT FUND	4	43,807.00
FOOD SERVICES FUND	9	11,271.28
MEASURE S PROJECTS FUND	11	461,350.80
CAPITAL PROJECTS & IMPROVEMENT FUND	1	433,937.78
WORKERS' COMPENSATION FUND	1	784,918.00
TOTAL	388	\$6,880,725.98

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

PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
PO1-220000001484	THE HOME DEPOT PRO (SUPPLYWORKS) BLANKET PURCHASE ORDER FOR CUSTODIAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	2,000.00
PO1-220000003103	IMAGECUBE PRINTING & MAILING SERVICES - CHILD DEVELOPMENT & CHILD CARE	1,927.24
PO1-220000003104	ONCE UPON A TIME INSTRUCTIONAL MATERIALS & SUPPLIES - ROSEMONT MIDDLE SCHOOL	1,526.74
PO1-220000003105	IMAGECUBE PRINTING & MAILING SERVICES - STUDENT WELLNESS SERVICES	1,105.43
PO1-220000003108	SMART & FINAL IRIS COMPANY	500.00
PO1-220000003111	AMERICAN EXPRESS CPS PORTO'S BAKERY - EDIBLE SUPPLIES - EDUCATIONAL SERVICES	500.00
PO1-220000003118	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS - DAILY HIGH SCHOOL	2,000.00
PO1-220000003119	OUTLOOK NEWSPAPER PRESCHOOL ADVERTISEMENT - PUBLIC INFORMATION	2,995.00
PO1-220000003120	ORANGE COUNTY DEPT. OF EDUCATION	100.00
PO1-220000003121	ORANGE COUNTY DEPT. OF EDUCATION	150.00
PO1-220000003124	SKILLS USA CALIFORNIA	900.00
PO1-220000003132	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BEST BUY - AUDIOVISUAL EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	220.49
PO1-220000003133	JOURNEYED.COM INC	115.00
PO1-220000003134	GRAPHIC SOLUTION	132.30
PO1-220000003136	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CALIFORNIA CONSORTIUM FOR INDIVIDUAL STUDY - CONFERENCE EXPENSES - DAILY HIGH SCHOOL	199.00
PO1-220000003140	SOUTHWEST SCHOOL & OFFICE SUPPLY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLIES - BALBOA ELEMENTARY SCHOOL	3,000.00
PO1-220000003141	MARK SCHMIDT	175.00
PO1-220000003149	TOWN & COUNTRY EVENT RENTALS BLANKET PURCHASE ORDER FOR GRADUATION CEREMONY RENTALS - ROOSEVELT MIDDLE SCHOOL	5,104.49

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003150	SHARP BUSINESS SYSTEMS EQUIPMENT MAINTENANCE AGREEMENT - ROSEMONT MIDDLE SCHOOL	1,500.00
PO1-220000003151	COPY NETWORK TK BANNERS - PUBLIC INFORMATION	2,728.69
PO1-220000003152	EMBROIDME BAND UNIFORM EMBROIDERY SERVICES - HOOVER HIGH SCHOOL	1,124.56
PO1-220000003154	PAUL SWITZLER CONSULTANT TO PROVIDE ACCOMPANIMENT FOR ELEMENTARY HONORS RECITAL, BOARD APPROVED 2/25/2022 - EDUCATIONAL SERVICES	1,200.00
PO1-220000003158	JOINT JOB FAIR	175.00
PO1-220000003159	HYDRAULIC INDUSTRIAL PLUMBING	228.32
PO1-220000003160	DAILY NEWS	95.95
PO1-220000003161	ORANGE COUNTY DEPT. OF EDUCATION	100.00
PO1-220000003162	AMERICAN EXPRESS CPS UNIVERSITY OF UTAH - CONFERENCE EXPENSES - EDUCATIONAL SERVICES	399.00
PO1-220000003166	ACADEMY MUSEUM OF MOTION PICTURES	100.00
PO1-220000003168	CROWN AWARDS	354.99
PO1-220000003169	ROYAL AMERICAN PROD. CORP.	309.86
PO1-220000003175	BURBANK PRINTING BLANKET PURCHASE ORDER FOR PRINTING SERVICES - GLENDALE HIGH SCHOOL	3,000.00
PO1-220000003180	AMERICAN EXPRESS CPS CUSTOM PATCHES - EDUCATIONAL SERVICES	300.75
PO1-220000003182	GLENDALE CHAMBER OF COMMERCE	340.00
PO1-220000003183	ANDREW WILLIAM GATT	119.60
PO1-220000003184	AMERICAN ASSOCIATION OF TEACHERS OF SPANISH & PORTUGESE	255.00
PO1-220000003189	FORWARD SQUARE SOFTWARE SOLUTION SOFTWARE SERVICES - FINANCIAL SERVICES	2,125.00
PO1-220000003191	HOSA-FUTURE HEALTH PROFESSIONALS SPORTS MEDICINE AFFILIATION FEE - CRESCENTA VALLEY HIGH SCHOOL	2,510.00
PO1-220000003192	SUBWAY	359.55
PO1-220000003196	SCIENCE NATIONAL HONOR SOCIETY	300.00
PO1-220000003197	CDW GOVERNMENT	272.85

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003199	GRAINGER	278.14
PO1-220000003218	BELUSA LLC	238.14
PO1-220000003219	AIRGAS USA, LLC BLANKET PURCHASE ORDER FOR OPERATIONAL SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	2,500.00
PO1-220000003220	AARDVARK BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATEIRALS - GLENDALE HIGH SCHOOL	1,800.00
PO1-220000003234	ANDY'S PRINTING	937.13
PO1-220000003236	CERTIPORT SITE LICENSES BUNDLES - GLENDALE HIGH SCHOOL	5,250.00
PO1-220000003240	NELSON SOUND	170.00
PO1-220000003241	NORAXON USA, INC	995.00
PO1-220000003252	QUALITY ENVIRONMENTAL INC SERVICE AGREEMENT FOR ASBESTOS REMOVAL SERVICES AT WILSON MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	2,670.00
PO1-220000003255	OFFICE DEPOT BLANKET PURCHASE ORDER FOR PRINTING SERVICES - JEFFERSON ELEMENTARY SCHOOL	1,000.00
PO1-220000003256	JOSTEN'S, INC. GRADUATION RENTALS - CRESCENTA VALLEY HIGH SCHOOL	1,166.18
PO1-220000003257	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR CLASSROOM SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	1,467.87
PO1-220000003261	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	1,000.00
PO1-220000003273	FOLLETT SCHOOL SOLUTIONS, INC. LIBRARY LICENSE RENEWAL - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	24,458.83
PO1-220000003282	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	4,000.00
PO1-220000003283	ORIENTAL TRADING INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS AND SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	1,000.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003285	CAL-HOSA, INC. STUDENT COMPETITION REGISTRATION FEE - CRESCENTA VALLEY HIGH SCHOOL	1,400.00
PO1-220000003287	SKILLS USA CALIFORNIA CONFERENCE REGISTRATION FEE FOR STUDENTS - CLARK MAGNET HIGH SCHOOL	5,900.00
PO1-220000003300	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA SMORES.COM - MEMBERSHIP - HOOVER HIGH SCHOOL	298.00
PO1-220000003307	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA FLAG REFERENCE BOOK FOR DR. NANCY HONG - ADMIN PROGRAM	41.41
PO1-220000003308	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA TBR BOOKS - FLAG REFERENCE BOOK - EDUCATIONAL SERVICES	29.79
PO1-220000003310	NAESP PEAP ACA ORDERS	500.00
PO1-220000003332	SPIRE SOLUTIONS, INC	331.20
PO3W-220000001788	AMAZON CAPITAL SERVICES, INC.	168.68
PO3W-220000001789	THE HOME DEPOT PRO (SUPPLYWORKS)	234.07
PO3W-220000001790	GRAINGER	42.38
PO3W-220000001792	AMAZON CAPITAL SERVICES, INC.	396.11
PO3W-220000001796	SIRAMARK INC DBA ABRIL BOOKSTORE	570.54
PO3W-220000001806	BEAR COMMUNICATIONS INC DBA BEARCOM	386.62
PO3W-220000001807	SIRAMARK INC DBA ABRIL BOOKSTORE ARMENIAN FLAG PROGRAM BOOKS - RD WHITE ELEMENTARY SCHOOL	6,339.33
PO3W-220000001808	SIRAMARK INC DBA ABRIL BOOKSTORE	351.91
PO3W-220000001809	SIRAMARK INC DBA ABRIL BOOKSTORE ARMENIAN FLAG PROGRAM BOOKS - TOLL MIDDLE SCHOOL	2,034.07
PO3W-220000001810	SIRAMARK INC DBA ABRIL BOOKSTORE	449.81
PO3W-220000001812	THE HOME DEPOT PRO (SUPPLYWORKS)	947.93
PO3W-220000001813	JOSTEN'S, INC. GRADUATION EXPENSES - CRESCENTA VALLEY HIGH SCHOOL	7,714.53
PO3W-220000001814	MOODIE, PINCU & ASSOCIATES, INC AUDITORIUM LIGHTING EQUIPMENT - PLANNING, DEVELOPMENT & FACILITIES	33,225.00
PO3W-220000001817	APPLE COMPUTER	360.65
PO3W-220000001820	GOPHER SPORTS EQUIPMENT AND SUPPLIES - DAILY HIGH SCHOOL	1,618.09

UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO3W-220000001821	AMAZON CAPITAL SERVICES, INC.	660.86
PO3W-220000001822	WOODBURN PRESS	930.15
PO3W-220000001823	ULINE SHIPPING SUPPLY CUSTODIAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	1,704.48
PO3W-220000001825	ZANER-BLOSER INSTRUCTIONAL MATERIALS & SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	1,550.25
PO3W-220000001826	HEXAGRAMM BOOKS	418.95
PO3W-220000001827	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS & SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	2,457.54
PO3W-220000001829	APPERSON, INC	332.20
PO3W-220000001831	AMAZON CAPITAL SERVICES, INC.	44.08
PO3W-220000001837	THE HOME DEPOT PRO (SUPPLYWORKS)	164.35
PO3W-220000001843	THE HOME DEPOT PRO (SUPPLYWORKS)	748.60
PO3W-220000001844	THE HOME DEPOT PRO (SUPPLYWORKS) WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	8,877.93
PO3W-220000001845	VETERAN BUILDING MAINTENANCE, LLC WAREHOUSE STOCK - PROCUREMENT & CONTRACT SERVICES	13,617.24
PO3W-220000001853	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	1,643.13
PO3W-220000001854	THE HOME DEPOT PRO (SUPPLYWORKS)	25.93
PO3W-220000001855	ORIENTAL TRADING INC.	439.24
PO3W-220000001856	AREY JONES EDUCATIONAL SOLUTIONS	463.48
PO3W-220000001857	RANCHO JANITORIAL	564.26
PO3W-220000001858	FASTENAL COMPANY	375.51
PO3W-220000001859	COMPUTER & PERIPHERALS GROUP INC	175.30
PO3W-220000001860	SCHOOL SPECIALTY LLC OFFICE SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	2,942.30
PO3W-220000001861	FLINN SCIENTIFIC INC	691.97
PO3W-220000001862	AMAZON CAPITAL SERVICES, INC.	306.43
PO3W-220000001866	MAGNATAG PRODUCTS	664.47
PO3W-220000001867	THE HOME DEPOT PRO (SUPPLYWORKS)	139.25
PO3W-220000001870	MAINTEX	175.58
PO3W-220000001871	GALE SUPPLY COMPANY	207.55
PO3W-220000001872	THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,384.30
PO3W-220000001883	BURBANK PRINTING	37.49
PO3W-220000001884	BURBANK PRINTING	37.49

UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO3W-220000001885	WILLIAM V. MACGILL & CO.	103.64
PO3W-220000001892	AMAZON CAPITAL SERVICES, INC.	400.08
PO3W-220000001893	AMAZON CAPITAL SERVICES, INC.	292.06
PO3W-220000001894	BURBANK PRINTING	181.91
PO3W-220000001896	CLEAN SWEEP SUPPLY CO INC	382.02
PO3W-220000001897	SOLUTION TREE	93.60
PO3W-220000001898	SCANTRON	927.95
PO3W-220000001900	AMAZON CAPITAL SERVICES, INC.	57.29
PO3W-220000001901	THE HOME DEPOT PRO (SUPPLYWORKS)	93.35
PO3W-220000001904	AMAZON CAPITAL SERVICES, INC.	352.69
PO3W-220000001905	AMAZON CAPITAL SERVICES, INC.	350.60
PO3W-220000001906	AMAZON CAPITAL SERVICES, INC.	69.53
PO3W-220000001908	MAINTEX	631.82
PO3W-220000001909	THE HOME DEPOT PRO (SUPPLYWORKS)	341.10
PO3W-220000001910	COMPLETE BUSINESS SYSTEMS	824.82
PO3W-220000001913	THE HOME DEPOT PRO (SUPPLYWORKS)	953.15
PO3W-220000001915	TPRS PUBLISHING INC BOOKS - ROSEMONT MIDDLE SCHOOL	1,128.74
PO3W-220000001918	AMAZON CAPITAL SERVICES, INC.	185.21
PO3W-220000001923	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	1,381.21
PO3W-220000001930	FILMTOOLS SCHOOL EQUIPMENT - GLENDALE HIGH SCHOOL	1,349.70
PO3W-220000001933	AATSP - STORE	956.06
PO3W-220000001934	CUSTOMINK PARENT, LLC	293.99
PO3W-220000001939	AMAZON CAPITAL SERVICES, INC.	134.45
PO3W-220000001940	MRS. NELSON'S BOOK COMPANY BOOKS - CRESCENTA VALLEY HIGH SCHOOL	1,225.10
PO3W-220000001941	COMPLETE BUSINESS SYSTEMS	527.19
PO3W-220000001942	PALOS SPORTS INC PHYSICAL EDUCATION SUPPLIES - CERRITOS ELEMENTARY SCHOOL	2,016.40
PO3W-220000001943	GRAINGER	244.35
PO3W-220000001946	BEAR COMMUNICATIONS INC DBA BEARCOM COMMUNICATION EQUIPMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL	3,869.78
PO3W-220000001947	VIRCO INC. CLASSROOM FURNITURE - ROOSEVELT MIDDLE SCHOOL	13,183.04
PO3W-220000001948	THE HOME DEPOT PRO (SUPPLYWORKS)	803.72
PO3W-220000001949	THE HOME DEPOT PRO (SUPPLYWORKS)	210.47
PO3W-220000001950	OFFICE DEPOT	642.06
PO3W-220000001954	SCHOOL SPECIALTY LLC	166.17

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO3W-220000001955	CDW GOVERNMENT	785.33
PO3W-220000001956	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	1,617.42
PO3W-220000001957	JAMES W. SHAW	39.80
PO3W-220000001959	THE PATON GROUP UNIVERSAL LASER SYSTEM PART - CLARK MAGNET HIGH SCHOOL	1,969.13
PO3W-220000001960	MOBYMAX LLC	479.00
PO3W-220000001962	SO CAL LIFE GOES ON, INC FIRST AID TRAINING AND MATERIALS - HOOVER HIGH SCHOOL	9,059.79
PO3W-220000001963	CDW GOVERNMENT COMPUTER EQUIPMENT -GLENDALE HIGH SCHOOL	4,006.26
PO3W-220000001965	CDW GOVERNMENT	200.31
PO3W-220000001966	CDW GOVERNMENT COMPUTER EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	2,497.25
PO3W-220000001975	ULINE SHIPPING SUPPLY	46.40
PO3W-220000001979	B & H PHOTO VIDEO	623.40
PO3W-220000001982	AMAZON CAPITAL SERVICES, INC.	188.16
PO3W-220000001983	SCHOOL SPECIALTY LLC INSTRUCTIONAL MATERIALS - ROOSEVELT MIDDLE SCHOOL	1,210.99
PO3W-220000001985	AMAZON CAPITAL SERVICES, INC.	77.06
PO3W-220000001990	APPLE COMPUTER COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	4,086.48
	TOTAL	255,888.06
	FEDERAL RESTRICTED RESOURCES	
PO1-220000003107	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA EPSON AMERICA INC. - AUDIOVISUAL SUPPLIES - GLENDALE HIGH SCHOOL	441.00
PO1-220000003122	CHALMERS CONSTRUCTION SERVICES, INC SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS FOR COVID 19 - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003123	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL FILLERS FOR COVID 19 - PLANNING, DEVELOPMENT & FACILITIES	24,750.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003126	AMB GROUP INC. SERVICE AGREEMENT TO REPLACE WINDOWS AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	20,850.00
PO1-220000003127	CHALMERS CONSTRUCTION SERVICES, INC SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003128	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS FOR COVID 19 AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003129	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS FOR COVID 19 - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003130	CHALMERS CONSTRUCTION SERVICES, INC SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS FOR COVID 19 - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003135	MHS, INC	297.68
PO1-220000003142	ENABLING DEVICES, INC. INSTRUCTURAL SUPPLIES - SPECIAL EDUCATION	2,833.98
PO1-220000003145	LIMINEX, INC	220.85
PO1-220000003153	SHARP BUSINESS SYSTEMS BLANKET PURCHASE ORDER FOR PRINTER MAINTENANCE - GLENDALE HIGH SCHOOL	3,000.00
PO1-220000003155	WINSOR LEARNING, INC	550.00
PO1-220000003167	BSN SPORTS PHYSICAL EDUCATION SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	5,071.09
PO1-220000003170	GRAINGER FANS FOR THE GYM DISTRICTWIDE - PLANNING, DEVELOPMENT & FACILITIES	25,277.17
PO1-220000003171	HOME DEPOT CREDIT SERVICES	43.64
PO1-220000003172	JB WHOLESALE ROOFING & BUILDING SUPPLY	233.64
PO1-220000003181	REFUGEE FORUM OF LOS ANGELES	100.00
PO1-220000003190	ORCHID PARTY RENTALS SCHOOL TENTS FOR DISTANT LEARNING DUE TO COVID 19 - PLANNING, DEVELOPMENT & FACILITIES	317,545.55
PO1-220000003194	BELDERIAN ENTERPRISES, LLC SERVICE AGREEMENT TO INSTALL HEPA FILTERS DISTRICTWIDE - PLANNING, DEVELOPMENT & FACILITIES	51,700.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003209	JUNIOR LIBRARY GUILD	744.00
PO1-220000003221	SOUTHWEST SCHOOL & OFFICE SUPPLY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL MATERIALS & SUPPLIES - BALBOA ELEMENTARY SCHOOL	6,000.00
PO1-220000003223	REFRIGERATION SUPPLIES DISTRIBUTOR BLANKET PURCHASE ORDER FOR FILTERS RELATED TO COVID 19, DISTRICTWIDE - PLANNING, DEVELOPMENT & FACILITIES	40,000.00
PO1-220000003225	FOLLETT CONTENT SOLUTIONS, LLC BLANKET PURCHASE ORDER FOR BOOKS - CLARK MAGNET HIGH SCHOOL	2,500.00
PO1-220000003235	OUTREACH CONCERN, INC SERVICE AGREEMENT TO PROVIDE COUNSELING SERVICES AT INCARNATION PRIVATE SCHOOL - EQUITY, ACCESS & FAMILY ENGAGEMENT	3,990.00
PO1-220000003242	THE PRINCETON REVIEW INSTRUCTIONAL SOFTWARE LICENSE - ROOSEVELT MIDDLE SCHOOL	1,750.00
PO1-220000003243	CLASS COMPOSER INC	999.00
PO1-220000003248	BURBANK UNIFIED SCHOOL DIST	819.68
PO1-220000003253	MEND HEALTH INC BLANKET PURCHASE ORDER FOR COVID TESTING THROUGH 6/11/2022 - BUSINESS SERVICES	100,000.00
PO1-220000003268	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS AT TOLL MIDDLE SCHOOL & HOOVER HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003269	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS AT WILSON & ROOSEVELT MIDDLE SCHOOLS - PLANNING, DEVELOPMENT & FACILITIES	22,000.00
PO1-220000003270	AMB GROUP INC. SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS AT GLENDALE AND CLARK MAGNET HIGH SCHOOLS - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003271	AMB GROUP INC. CONTRACT TO INSTALL CONDUIT, NEW WIRING FOR DRINKING FOUNTAINS AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	22,000.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003272	AMB GROUP INC. CONTRACT TO INSTALL CONDUIT, NEW WIRING FOR DRINKING FOUNTAINS AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	24,000.00
PO1-220000003274	AMB GROUP INC. CONTRACT TO INSTALL CONDUIT, NEW WIRING FOR DRINKING FOUNTAINS AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	24,000.00
PO1-220000003275	CHALMERS CONSTRUCTION SERVICES, INC SERVICE AGREEMENT TO INSTALL BOTTLE FILLERS RELATED TO COVID AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	24,750.00
PO1-220000003277	AMB GROUP INC. AWARD OF BID #231-21/22, HVAC PROJECT AT ROSEMONT MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	365,900.00
PO1-220000003284	CN SCHOOL AND OFFICE SOLUTIONS, INC. SCHOOL FURNITURE - CERRITOS ELEMENTARY SCHOOL	1,417.00
PO1-220000003297	CALIFORNIA CONTINUATION EDUCATION ASSOCIATION CONFERENCE EXPENSES - DAILY HIGH SCHOOL	2,716.00
PO1-220000003302	AMERICAN CHEMICAL SOCIETY SOUTHERN CALIFORNIA SECTION	260.00
PO1-220000003309	SCHOOLMINT, INC INSTRUCTIONAL SOFTWARE LICENSE - DAILY HIGH SCHOOL	2,775.00
PO1-220000003315	AMS.NET WIRELESS CONTROLLER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	98,856.40
PO1-220000003316	AMS.NET NETWORK INFRASTRUCTURE EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	1,499,933.30
PO1-220000003328	FROSTIG, MARIANNE CONSULTANT TO PROVIDE CLASSROOM CONSULTATION & COACHING TO INCARNATION PRIVATE SCHOOL TEACHERS - CATEGORICAL PROGRAMS	1,000.00
PO3W-220000001793	AMAZON CAPITAL SERVICES, INC.	381.24
PO3W-220000001833	APPERSON, INC INSTRUCTIONAL MATERIALS & SUPPLIES - CLARK MAGNET HIGH SCHOOL	1,868.45
PO3W-220000001838	AMAZON CAPITAL SERVICES, INC.	60.63
PO3W-220000001850	AMAZON CAPITAL SERVICES, INC.	263.08

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO3W-220000001868	PURELAND SUPPLY LLC AUDIOVISUAL SUPPLIES - GLENDALE HIGH SCHOOL	1,019.13
PO3W-220000001875	LEGO EDUCATION INSTRUCTIONAL MATERIALS & SUPPLIES - ROOSEVELT MIDDLE SCHOOL	7,143.21
PO3W-220000001877	BEAR COMMUNICATIONS INC DBA BEARCOM AUDIOVISUAL EQUIPMENT - BALBOA ELEMENTARY SCHOOL	5,391.23
PO3W-220000001881	GRAINGER OFFICE MATERIALS & OTHER SUPPLIES - WILSON MIDDLE SCHOOL	1,368.78
PO3W-220000001887	AMAZON CAPITAL SERVICES, INC.	540.96
PO3W-220000001888	AMAZON CAPITAL SERVICES, INC.	117.94
PO3W-220000001889	AMAZON CAPITAL SERVICES, INC.	61.70
PO3W-220000001890	AMAZON CAPITAL SERVICES, INC.	187.09
PO3W-220000001891	OFFICE DEPOT	403.29
PO3W-220000001895	INTERNATIONAL E-Z UP, INC OUTDOOR TENTS - FRANKLIN ELEMENTARY SCHOOL	1,124.57
PO3W-220000001924	IPEVO INC. AUDIOVISUAL EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	1,559.00
PO3W-220000001927	OFFICE DEPOT	717.73
PO3W-220000001928	IPEVO INC. AUDIOVISUAL EQUIPMENT - JEFFERSON ELEMENTARY SCHOOL	5,545.76
PO3W-220000001929	IPEVO INC.	787.40
PO3W-220000001932	COMFY CAPS	106.46
PO3W-220000001951	SHARP BUSINESS SYSTEMS COPIER EQUIPMENT - GLENDALE HIGH SCHOOL	5,902.79
PO3W-220000001952	BARNES & NOBLE	528.98
PO3W-220000001953	B & H PHOTO VIDEO	437.71
PO3W-220000001961	OFFICE DEPOT	717.73
PO3W-220000001964	FLINN SCIENTIFIC INC CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	1,275.81
PO3W-220000001967	CDW GOVERNMENT	600.94
PO3W-220000001969	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - DAILY HIGH SCHOOL	6,362.31
PO3W-220000001988	BEST BUY AUDIOVISUAL EQUIPMENT - CLARK MAGNET HIGH SCHOOL	1,745.71
PO3W-220000001990	APPLE COMPUTER	580.00
	TOTAL	<hr/> 3,059,054.61

PO NUMBER	STATE RESTRICTED RESOURCES VENDOR	AMOUNT
PO1-220000003117	BRUCE STARK PARENT REIMBURSEMENT - SPECIAL EDUCATION	3,034.99
PO1-220000003146	AMERICAN EXPRESS CPS FAIRMONT HOTEL, SAN FRANCISCO - CONFERENCE EXPENSES - CRESCENTA VALLEY HIGH SCHOOL	8,000.00
PO1-220000003157	SMART & FINAL IRIS COMPANY	500.00
PO1-220000003222	IBOOKPARK INC FLAG CLASSES INSTRUCTIONAL MATERIALS - KEPPEL ELEMENTARY SCHOOL	10,741.03
PO1-220000003226	FIRST STUDENT	832.00
PO1-220000003227	FIRST STUDENT	850.32
PO1-220000003229	TEACHER SYNERGY, LLC ANNUAL SUBSCRIPTION FOR FACTS PROGRAM - SPECIAL EDUCATION	3,960.00
PO1-220000003250	FIRST STUDENT	735.80
PO1-220000003254	EBERHARD SPEECH & LANGUAGE THERAPY, PC SERVICE AGREEMENT TO PROVIDE SPEECH AND LANGUAGE THERAPY - SPECIAL EDUCATION	14,900.00
PO1-220000003259	COPY NETWORK	457.55
PO1-220000003263	THE GENESIS GROUP INC. SERVICE AGREEMENT TO PROVIDE OT & PT ASSESSMENTS & IEP SERVICES - SPECIAL EDUCATION	100,000.00
PO1-220000003264	COMPREHENSIVE THERAPY ASSOCIATES, INC SERVICE AGREEMENT TO PRIVIDE SPEECH THERAPY & ASSESSMENT - SPECIAL EDUCATION	400,000.00
PO1-220000003290	FRANKLIN COVEY	881.50
PO1-220000003291	BURBANK UNIFIED SCHOOL DISTRICT EXCESS COST - SPECIAL EDUCATION	167,443.20
PO1-220000003292	BURBANK UNIFIED SCHOOL DISTRICT EXCESS COST - SPECIAL EDUCATION	235,456.56
PO1-220000003293	BURBANK UNIFIED SCHOOL DISTRICT ACCRUED IN 20/21 - EXCESS COST - SPECIAL EDUCATION	64,587.78
PO1-220000003295	BURBANK UNIFIED SCHOOL DISTRICT EXCESS COST - SPECIAL EDUCATION	11,985.00
PO1-220000003296	LA CANADA UNIFIED SCHOOL DISTRICT EXCESS COST - SPECIAL EDUCATION	10,970.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003298	LA CANADA UNIFIED SCHOOL DISTRICT EXCESS COST - NET ADJUSTMENT- SPECIAL EDUCATION	1,549.00
PO1-220000003299	BURBANK UNIFIED SCHOOL DIST EXCESS COST - NET ADJUSTMENT - SPECIAL EDUCATION	4,179.00
PO3W-220000001811	BENIK CORPORATION	85.72
PO3W-220000001824	AMAZON CAPITAL SERVICES, INC.	29.63
PO3W-220000001835	RIFTON EQUIPMENT	237.04
PO3W-220000001839	CN SCHOOL AND OFFICE SOLUTIONS, INC.	968.87
PO3W-220000001840	TOBII DYNAVOX ASSISTIVE TECHNOLOGY EQUIPMENT FOR COMMUNICATION - FOOTHILL SELPA	17,728.59
PO3W-220000001846	COCHLEAR AMERICAS	954.44
PO3W-220000001847	SONOVA USA INC AUDIOVISUAL EQUIPMENT AND SUPPLIES - FOOTHILL SELPA	2,672.61
PO3W-220000001848	CDW GOVERNMENT	374.52
PO3W-220000001849	TOBII DYNAVOX ASSISTIVE COMMUNICATION TECHNOLOGY FOR COLLEGE VIEW SCHOOL - FOOTHILL SELPA	19,331.62
PO3W-220000001852	RIFTON EQUIPMENT MEDICAL ASSISTIVE EQUIPMENT FOR COLLEGE VIEW - FOOTHILL SELPA	2,726.21
PO3W-220000001863	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	1,024.36
PO3W-220000001864	SOUTHWEST MEDICAL MOBILITY ASSISTIVE EQUIPMENT - FOOTHILL SELPA	4,590.81
PO3W-220000001865	SOUTHWEST MEDICAL MEDICAL MOBILITY EQUIPMENT FOR COLLEGE VIEW SCHOOL - FOOTHILL SELPA	6,663.54
PO3W-220000001869	CN SCHOOL AND OFFICE SOLUTIONS, INC. CLASSROOM FURNITURE - TOLL MIDDLE SCHOOL	32,289.85
PO3W-220000001873	CAROLINA BIOLOGICAL SUPPLY CO. CHEMISTRY DEPARTMENT SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,098.09
PO3W-220000001876	CORE MOBILITY SOLUTIONS, INC	981.00
PO3W-220000001903	AMAZON CAPITAL SERVICES, INC.	96.77
PO3W-220000001919	AREY JONES EDUCATIONAL SOLUTIONS COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	17,363.14

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO3W-220000001920	AREY JONES EDUCATIONAL SOLUTIONS COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	106,922.00
PO3W-220000001921	COMFY CAPS	106.46
PO3W-220000001935	AMAZON CAPITAL SERVICES, INC.	132.23
PO3W-220000001936	AMAZON CAPITAL SERVICES, INC.	217.73
PO3W-220000001937	AMAZON CAPITAL SERVICES, INC.	130.07
PO3W-220000001944	ENHANCED VISION SYSTEMS INC AUDIOVISUAL EQUIPMENT - FOOTHILL SELPA	3,849.65
PO3W-220000001958	CDW GOVERNMENT INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	2,220.44
PO3W-220000001973	BEN BREAZEALE	401.73
PO3W-220000001976	GOPHER INSTRUCTIONAL MATERIALS - JEFFERSON ELEMENTARY SCHOOL	1,364.13
PO3W-220000001977	WOLF PRODUCTS, INC	396.63
PO3W-220000001980	ENABLING DEVICES, INC.	444.42
PO3W-220000001981	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - ROSEMONT MIDDLE SCHOOL	5,786.50
PO3W-220000001991	AMAZON CAPITAL SERVICES, INC.	109.15
	TOTAL	1,272,361.68
	LOCAL RESTRICTED RESOURCES	
PO1-220000003102	CHILDCARE CAREERS LLC BLANKET PURCHASE ORDER FOR CHILDCARE SERVICES - CHILD DEVELOPMENT AND CHILD CARE	200,000.00
PO1-220000003106	AMAZON CAPITAL SERVICES, INC.	274.35
PO1-220000003109	MATCHUP, LLC GROUP HEALTH ANNUAL CHALLENGE PROGRAM, DISTRICTWIDE - BUSINESS SERVICES	31,800.00
PO1-220000003113	STUMBAUGH & ASSOCIATES, INC.	872.08
PO1-220000003114	ADEMCO INC., DBA ADI MAINTENANCE SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	1,123.34
PO1-220000003115	SCOTTY'S INDUSTRIAL PRODUCTS	132.30
PO1-220000003116	TOOL SHACK	164.49
PO1-220000003143	VOSSLER COMPANY INC.	936.02
PO1-220000003148	KDDI AMERICA, INC BLANKET PURCHASE ORDER FOR SERVICES RELATED TO DISTRICT PHONE SYSTEM - PLANNING, DEVELOPMENT & FACILITIES	5,000.00

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003156	ANNA MINEO PROVIDE ASSISTANCE & LANGUAGE SUPPORT TO ITALIAN DUAL PROGRAM - FRANKLIN ELEMENTARY SCHOOL	3,000.00
PO1-220000003163	CALIFORNIA PAVING & GRADING CO INC. SERVICE AGREEMENT TO REPAIR ASPHALT AT CERRITOS ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	6,440.00
PO1-220000003164	CALIFORNIA PAVING & GRADING CO INC. SERVICE AGREEMENT FOR ASPHALT REPAIRS AT FASO YARD - PLANNING, DEVELOPMENT & FACILITIES	5,345.00
PO1-220000003171	HOME DEPOT CREDIT SERVICES	42.96
PO1-220000003177	PAUL SHERMAN	250.00
PO1-220000003178	HENRY SHIN	500.00
PO1-220000003185	ACCO ENGINEERED SYSTEMS, INC PROFESSIONAL SERVICES - ADMINISTRATION BUILDING - PLANNING, DEVELOPMENT & FACILITIES	8,520.00
PO1-220000003193	TK ELEVATOR CORPORATION SERVICE AGREEMENT FOR ELEVATOR REPAIRS AT ADMINISTRATION BUILDING - PLANNING, DEVELOPMENT & FACILITIES	3,441.13
PO1-220000003200	AMAZON CAPITAL SERVICES, INC.	275.48
PO1-220000003201	PATRICIA ROSE KILROY	250.00
PO1-220000003202	CLEMENCE DILLET PROVIDE ASSISTANCE & LANGUAGE SUPPORT TO FLAG PROGRAM - FRANKLIN ELEMENTARY SCHOOL	2,500.00
PO1-220000003203	JM MCKINNEY COMPANY	407.45
PO1-220000003204	PACIFIC RADIO ELECTRONICS	436.67
PO1-220000003206	INTELLICEPT	266.06
PO1-220000003207	PLUMBING AND INDUSTRIAL SUPPLY PLUMBING EQUIPMENT, MATERIAL, REPAIRS AND SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	4,857.00
PO1-220000003208	REFRIGERATION SUPPLIES DISTRIBUTOR HVAC REPAIR SUPPLIES AND EQUIPMENT - PLANNING, DEVELOPMENT & FACILITIES	1,177.94
PO1-220000003211	SUNBELT RENTALS, INC EQUIPMENT RENTAL - PLANNING, DEVELOPMENT & FACILITIES	27,000.00
PO1-220000003212	U.S. BLINDS MAINTENANCE AND REPAIR SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	4,000.00

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003213	SUNBELT RENTALS, INC	300.00
PO1-220000003214	AA1 GRAPHICS & SIGNS GRAPHIC ART SERVICE - PLANNING, DEVELOPMENT & FACILITIES	3,000.00
PO1-220000003215	AUTO ZONE PARTS, INC AUTO AND EQUIPMENT REPAIR SUPPLIES - FACILITY & SUPPORT OPERATIONS	2,000.00
PO1-220000003216	SCOTTY'S INDUSTRIAL PRODUCTS POWER TOOL - FACILITY & SUPPORT OPERATIONS	1,236.18
PO1-220000003217	BRIAN KENYON ARTS STUDIO, INC SERVICE AGREEMENT TO PAINT SCHOOL SIGN WITH GRAPHIC STRIPES ON GYM EXTERIOR - WILSON MIDDLE SCHOOL	8,222.00
PO1-220000003230	ACCO ENGINEERED SYSTEMS, INC SERVICE AGREEMENT TO PROVIDE WIRING FOR NEW VFD AT MUIR ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	6,931.00
PO1-220000003231	CV FIRE PROTECTION INC SERVICE AGREEMENT TO PERFORM 5-YEAR TEST OF FIRE SPRINKLER SYS AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	57,800.00
PO1-220000003232	CV FIRE PROTECTION INC SERVICE AGREEMENT FOR HOOD SYSTEM INSPECTION AT VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	14,240.00
PO1-220000003239	SAN JOAQUIN COUNTY OFFICE OF EDUCATION MANAGEMENT SYTEM AND MAINTENANCE - SPECIAL EDUCATION	23,628.75
PO1-220000003247	CHARLES MUSIC	125.91
PO1-220000003251	AMERICAN EXPRESS CPS PORTO'S BAKERY - BALBOA ELEMENTARY SCHOOL	300.00
PO1-220000003265	VORTEX INDUSTRIES, INC SERVICE AGREEMENT TO INSTALL NEW COMMERCIAL DUTY STILL OVERHEAD DOOR - PLANNING, DEVELOPMENT & FACILITIES	8,243.70
PO1-220000003266	GMS ELEVATOR SERVICES, INC SERVICE AGREEMENT FOR ELEVATOR SERVICES AT RD WHITE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	13,972.00

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003267	VORTEX INDUSTRIES, INC SERVICE AGREEMENT TO UNJAMB, RESET & TEST THE ROLL UP FIRE DOOR AT TOLL MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	2,420.00
PO1-220000003280	CORVUS INDUSTRIES, INC. SERVICE AGREEMENT TO PROVIDE PROPER BLEACHER OPERATION AT CRESCENTA VALLEY HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	10,368.00
PO1-220000003281	CORVUS INDUSTRIES, INC. SERVICE AGREEMENT TO PROVIDE PROPER BLEACHER OPERATION AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	46,496.00
PO1-220000003289	HEXAGRAMM BOOKS FRENCH BOOKS AND INSTRUCTIONAL MATERIALS - FRANKLIN - ADMIN PROGRAM	4,746.39
PO1-220000003305	ADRIAN HAWTHORNE CONSULTANT TO PROVIDE MUSIC LESSONS TO PRIMARY STUDENTS, BPARD APPROVED 2/1/2022 - DUNSMORE ELEMENTARY SCHOOL	10,000.00
PO1-220000003311	YUI ALICE UEDA	979.16
PO1-220000003312	FIONA SIMONIAN	979.16
PO1-220000003313	KASSANDRA SANDOVAL	979.16
PO1-220000003314	MANOUEL OHANESYAN SALMAS	979.16
PO1-220000003317	JESSICA PRADO	979.16
PO1-220000003318	TINA PHAM	979.16
PO1-220000003319	JOEL ANTONIO MOSCOSO	979.16
PO1-220000003320	MONSERAT OJEDA	979.16
PO1-220000003321	JAYMIE D OLEA	979.16
PO1-220000003322	SUZAN KHACHATRYAN	979.16
PO1-220000003323	CATHERINE ESTACIO	979.16
PO1-220000003324	HEIDI HEEJIN LEE	979.16
PO1-220000003325	CINDY ELIZABETH MARTINEZ	979.16
PO1-220000003326	NICOLE M MORALES	979.16
PO1-220000003330	CLARE HOLLYWOOD	979.16
PO1-220000003331	REBECCA M KAHN	979.16
PO1-220000003335	NICOLE KEYLLIAN	979.16
PO1-220000003336	MARINA A CASTELO	979.16
PO1-220000003337	NADINE E GAMBOA	979.16
PO1-220000003339	MELINE IFIKCHYAN	979.16
PO1-220000003340	ALEXANDRIA BRANDON	979.16
PO1-220000003342	ALEXIS ARMSTEAD	979.16
PO1-220000003343	ELLIOT SAMUEL AKMAN	979.16
PO1-220000003344	ALIYA CARPENTER	979.16

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-220000003345	YEON KYUNG PYON CONSULTANT TO PROVIDE KOREAN INSTRUCTION TO FLAG STUDENTS, BOARD APPROVED 3/8/2022 - MONTE VISTA ELEMENTARY SCHOOL	2,080.00
PO3W-220000001805	SUPER DUPER PUBLICATIONS INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	3,913.88
PO3W-220000001815	VIRCO INC.	347.29
PO3W-220000001816	TC MEDIA LIVRES INC. INSTRUCTIONAL MATERIALS FOR FRENCH PROGRAM - FRANKLIN ELEMENTARY SCHOOL	1,000.00
PO3W-220000001828	AMAZON CAPITAL SERVICES, INC.	39.34
PO3W-220000001832	AMAZON CAPITAL SERVICES, INC.	198.64
PO3W-220000001834	SEATTLE FABRICS INC	55.38
PO3W-220000001842	THE HOME DEPOT PRO (SUPPLYWORKS)	351.63
PO3W-220000001878	KATHRYN GREGORY GREER	16.27
PO3W-220000001882	AMAZON CAPITAL SERVICES, INC.	129.33
PO3W-220000001902	VISUALZ INSTRUCTIONAL MATERIALS FOR CALFRESH - FOOD SERVICES	2,915.78
PO3W-220000001968	NASCO	248.63
PO3W-220000001984	SUPER DUPER PUBLICATIONS	298.56
	TOTAL	558,136.77
	CHILD DEVELOPMENT FUND	
PO1-220000003100	CHILDCARE CAREERS LLC BLANKET PURCHASE ORDER FOR CHILDCARE SERVICES - CHILD DEVELOPMENT AND CHILD CARE	25,000.00
PO1-220000003101	CHILDCARE CAREERS LLC BLANKET PURCHASE ORDER FOR CHILDCARE SERVICES - CHILD DEVELOPMENT AND CHILD CARE	18,000.00
PO1-220000003125	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA EVERYCHILD CALIFORNIA - CONFERENCE EXPENSES - CHILD DEVELOPMENT AND CHILD CARE	538.00
PO1-220000003288	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA EVERYCHILD CALIFORNIA - CONFERENCE EXPENSES - CHILD DEVELOPMENT AND CHILD CARE	269.00
	TOTAL	43,807.00

PO NUMBER	FOOD SERVICES FUND VENDOR	AMOUNT
PO1-220000003173	GRAINGER	11.36
PO1-220000003176	PARTS TOWN, LLC	628.87
PO1-220000003179	PARTS TOWN, LLC	265.96
PO1-220000003294	SCSNA	50.00
PO1-220000003301	SAFESTAFFCALIFORNIA FOOD SAFETY TRAINING INSTRUCTIONAL MATERIALS - FOOD SERVICES	2,871.00
PO3W-220000001880	ARROW RESTAURANT EQUIPMENT APPLIANCES - FOOD SERVICES	3,772.76
PO3W-220000001907	OFFICE DEPOT	347.29
PO3W-220000001911	OFFICE DEPOT	347.29
PO3W-220000001916	ACTION SALES CAFETERIA SUPPLIES - FOOD SERVICES	2,976.75
	TOTAL	----- 11,271.28
	MEASURE S PROJECTS FUND	
PO1-220000000854	SCHOOL FACILITY CONSULTANTS CONSULTING SERVICES - PLANNING, DEVELOPMENT & FACILITIES	12,165.00
PO1-220000003091	ABSOLUTE INTERNATIONAL SECURITY SECURITY GUARD SERVICES AT MONTE VISTA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	5,000.00
PO1-220000003110	BPI INSPECTION SERVICES PROFESSIONAL SERVICES FOR THE NEW CONSTRUCTION AT GLENOAKS ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	127,380.00
PO1-220000003131	WEATHERPROOFING TECHNOLOGIES, INC PROFESSIONAL SERVICES AT CLARK MAGNET HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	24,915.00
PO1-220000003198	SPECTRUM FIRE PROTECTION	800.00
PO1-220000003210	ADEMCO INC., DBA ADI SECURITY CAMERAS FOR VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	31,321.75
PO1-220000003262	CONVERGINT TECHNOLOGIES LLC LICENSE FOR SECURITY CAMERAS AT ROOSEVELT MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	1,548.35

PO NUMBER	MEASURE S PROJECTS FUND (CONTINUATION) VENDOR	AMOUNT
PO1-220000003276	PARAGON SYSTEMS INC DATA CABLING SERVICES AT VARIOUS SCHOOL SITES - PLANNING, DEVELOPMENT & FACILITIES	6,561.50
PO1-220000003278	THE CONVERSE PROFESSIONAL GROUP PROFESSIONAL SERVICES - CRESCENTA VALLEY HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	17,576.00
PO1-220000003279	NAC ARCHITECTURE PROFESSIONAL SERVICES - VERDUGO WOODLANDS ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	38,096.00
PO1-220000003286	A.B.V. SCOREBOARD SERVICES, INC. EQUIPMENT AND INSTALLATION OF GYM VIDEO SCOREBOARDS FOR CRESCENTA VALLEY HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	195,987.20
	TOTAL	----- 461,350.80
	CAPITAL PROJECTS & IMPROVEMENT FUND	
PO1-220000003165	THE BANK OF NEW YORK CLEAN RENEWABLE ENERGY BOND (CREB) PAYMENT - PLANNING, DEVELOPMENT & FACILITIES	433,937.78
	TOTAL	----- 433,937.78
	WORKERS' COMPENSATION FUND	
PO1-220000003224	ALLIANCE OF SCHOOLS FOR 2021-22 WORKERS' COMPENSATION INSURANCE PREMIUM, 4TH QUARTER - BUSINESS SERVICES	784,918.00
	TOTAL	----- 784,918.00

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD OF 2/28/2022 THROUGH 3/18/2022
CONSENT CALENDAR NO. 5 - APRIL 5, 2022**

Change Order Date	PO#	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
3/7/2022	PO1-220000001059	OFFICE DEPOT	INCREASED PO FOR ADDITIONAL INSTRUCTIONAL SUPPLY PURCHASES	\$4,000.00	\$4,000.00	\$8,000.00
3/10/2022	PO1-220000001098	CV HIGH SCHOOL	INCREASED PO FOR CONSULTANT DUE TO INCREASED RESPONSIBILITES	\$6,000.00	\$2,500.00	\$8,500.00
3/10/2022	PO1-220000002175	GUSD TEACHING & LEARNING	INCREASED PO FOR CONSULTANT TO TRANSLATE INSTRUCTIONAL MATERIALS FOR (TCI)	\$3,875.00	\$6,200.00	\$10,075.00
3/9/2022	PO1-220000001484	HOME DEPOT PRO	INCREASED PO FOR ADDITIONAL NEEDED SUPPLIES	\$1,500.00	\$500.00	\$2,000.00
3/9/2022	PO1-220000000854	SCHOOL FACILITY CONSULTANTS	INCREASED PO AMOUNT FOR ADDITIONAL CONSULTING SERVICES	\$7,165.00	\$5,000.00	\$12,165.00
3/9/2022	PO1-220000000647	ANIXTER	INCREASED PO AMOUNT FOR ADDITIONAL SERVICES NEEDED	\$13,000.00	\$5,000.00	\$18,000.00
3/4/2022	PO1-220000001958	AMAZON	INCREASED PO FOR ADDITIONAL INSTRUCTIONAL SUPPLIES	\$2,000.00	\$2,000.00	\$4,000.00
3/4/2022	PO1-220000001969	OFFICE DEPOT	INCREASED PO FOR ADDITIONAL INSTRUCTIONAL MATERIAL & SUPPLIES	\$2,000.00	\$2,000.00	\$4,000.00
3/9/2022	PO1-220000000656	SOUTHLAND DISPOSAL	INCREASED PO FOR TO COVER FOR SERVICES THROUGHT JUNE 30, 2022	\$9,000.00	\$12,000.00	\$21,000.00
3/9/2022	PO1-220000000224	OFFICE DEPOT	INCREASED PO FOR ADDITIONAL PURCHASES	\$2,000.00	\$2,000.00	\$4,000.00
3/9/2022	PO1-220000001097	ALAMELU ARUNACHALAM	INCREASED PO FOR ADDITIONAL PURCHASES NEEDED	\$10,000.00	\$1,500.00	\$11,500.00
3/10/2022	PO1-220000000098	LISA PANG (PSA)	INCREASED PO FOR ADDITIONAL PSA	\$6,000.00	\$2,500.00	\$8,500.00
3/11/2022	PO1-220000001312	OFFICE DEPOT	INCAREASED PO AMOUNT FOR PURCHASES	\$3,500.00	\$1,500.00	\$5,000.00
3/15/2022	PO1-220000000549	PARAGON SYSTEMS, INC.	INCREASED PO AMOUNT TO COVER CURRENT AND FUTURE INVOICES	\$20,000.00	\$4,999.00	\$24,999.00
3/15/2022	PO1-220000001471	W3, LLC HEALTHCARE IT LEADERS, LLC	INCREASED PO AMOUNT TO COVER ADDITIONAL INVOCES THROUGH JUNE 2022	\$885,000.00	\$76,000.00	\$961,000.00
3/15/2022	PO1-220000001936	MEND HEALTH INC.	INCREASED PO AMOUNT TO COVER ADDITIONAL INVOCES THROUGH JUNE 2022	\$120,000.00	\$19,680.00	\$139,680.00
3/16/2022	PO1-220000000737	OFFICE DEPOT	INCREASED PO AMOUNT TO COVER PURCHASES	\$1,000.00	\$1,000.00	\$2,000.00

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 6

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Craig Larimer, Financial Analyst
SUBJECT: **Appropriation Transfer and Budget Revision Report**

The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted and Restricted and Fund 73.0.

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

April 5, 2022

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$4,474
8100-8299	Federal	\$0	\$0
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$2,906
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	\$7,380

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$5,764	\$111,037
2000	Classified Salaries	\$0	(\$122,136)
3000	Employee Benefits	\$1,236	\$11,099
4000	Instructional Supplies	(\$1,755)	\$1,131
5000	Contract Services	(\$5,245)	\$1,650
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS		\$0	\$2,781

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$4,599
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April 5, 2022
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Transfer provides funds for:
CVHS	General Fund	0	0	0	8,770	(8,770)	0	0	0	\$0	Supplies
Jefferson	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
VARIOUS	SUPPLEMENTAL PROGRAM	5,764	0	1,236	(10,500)	3,500	0	0	0	\$0	Certificated Salaries and Benefits
District	Student Services Support	0	0	0	0	0	0	0	0	\$0	Supplies
Marshall	General Fund	0	0	0	(25)	25	0	0	0	\$0	Services
VARIOUS	SUPPLEMENTAL PROGRAM	0	0	0	0	0	0	0	0	\$0	Supplies
		\$5,764	\$0	\$1,236	(\$1,755)	(\$5,245)	\$0	\$0	\$0	\$0	

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Adjustment appropriates funds for:
Educational Services	Educational Services	0	0	0	0	1,650	0	0	0	\$1,650	Bus Passes
Educational Services	Instrumental Music	0	0	0	630	0	0	0	0	\$630	Supplies
Educational Services	Instrumental Music	0	0	0	431	0	0	0	0	\$431	Supplies
Educational Services	Instrumental Music	0	0	0	20	0	0	0	0	\$20	Supplies
Educational Services	Instrumental Music	0	0	0	50	0	0	0	0	\$50	Supplies
FASO	Community Services- Civic Center	0	0	0	0	0	0	0	125	\$125	Insurance Fees
District	Unrestricted General Fund Projected Actual Salary & HW ad	(59,482)	(122,136)	(369,766)	0	0	0	0	59,479	(\$491,905)	Projected Actual Salary & HW Adjustment
District	Unrestricted Lottery Projected Actual Salary & HW Adj.	(26,307)	0	81,312	0	0	0	0	(55,005)	\$0	Projected Actual Salary & HW Adjustment
District	Unrestricted EPA Projected Actual Salary & HW Adj.	240,680	0	309,721	0	0	0	0	0	\$550,401	Projected Actual Salary & HW Adjustment
District	Unrestricted S&C EPA Projected Actual Salary & HW Adj.	(43,854)	0	(10,168)	0	0	0	0	0	(\$54,022)	Projected Actual Salary & HW Adjustment
		0	0	0	0	0	0	0	0	\$0	
		\$111,037	(\$122,136)	\$11,099	\$1,131	\$1,650	\$0	\$0	\$4,599	\$7,380	

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

GLENDAL UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

REVENUES		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099	Local Control Funding Formula	\$0	\$0
8100-8299	Federal	\$0	(\$59,926)
8300-8599	Other State	\$0	\$0
8600-8799	Local	\$0	\$42,546
8910-8999	Transfers In/Contributions	\$0	\$0
TOTAL REVENUES		\$0	(\$17,380)

APPROPRIATION OBJECT		BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000	Certificated Salaries	\$21,901	\$0
2000	Classified Salaries	\$12,848	\$0
3000	Employee Benefits	\$14,547	\$0
4000	Instructional Supplies	(\$49,296)	\$4,401
5000	Contract Services	\$0	(\$20,713)
6000	Capital Outlay	\$0	\$0
7000	Other Outgo/Indirect/Transfers Out	\$0	(\$1,068)
TOTAL BUDGETED APPROPRIATIONS		\$0	(\$17,380)

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0
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GLENDALE UNIFIED SCHOOL DISTRICT
 April 5, 2022
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 GENERAL FUND, RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

BUDGET TRANSFERS		Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
Total Budget Trsfers	Program Description	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx										
VARIOUS	SUPPLEMENTAL PROGRAM	95100.0	0	0	0	0	0	0	0	0	\$0	Supplies
VARIOUS	TITLE I	95100.0	21,901	12,848	14,547	(49,296)	0	0	0	0	\$0	Certificated Salaires, Classified Salaries and Benefits
VARIOUS	TITLE I	95100.0	0	0	0	0	0	0	0	0	\$0	Supplies
VARIOUS	TITLE I	95100.0	0	0	0	0	0	0	0	0	\$0	Supplies
			0	0	0	0	0	0	0	0	\$0	
			\$21,901	\$12,848	\$14,547	(\$49,296)	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS		Resource	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
Dept/Site	Program Description	Code										
Public Information	Pegs Fees	95100.0	0	0	0	27,714	0	0	0	0	\$27,714	To allocate income (Pegs Fees)
Wilson	School Site donation	95100.0	0	0	0	0	2,895	0	0	0	\$2,895	To allocate income
Franklin	School Site donation	95100.0	0	0	0	2,975	0	0	0	0	\$2,975	To allocate income
CMHS	Mananian Chiropractic PC	95100.0	0	0	0	200	0	0	0	0	\$200	To allocate income
Administration	TITLE I	95100.0	0	0	0	(30,000)	(30,308)	0	(1,598)	0	(\$61,906)	Adjustment to decrease allocation
Administration	TITLE IV	95100.0	0	0	0	0	0	0	530	0	\$530	Adjustment to increase allocation
Administration	TITLE II	95100.0	0	0	0	1,450	0	0	0	0	\$1,450	Adjustment to decrease allocation
Glenaoks	School Site donation	95100.0	0	0	0	885	0	0	0	0	\$885	To allocate income
CVHS	School Site donation	95100.0	0	0	0	0	1,800	0	0	0	\$1,800	To allocate income
Franklin	School Site donation	95100.0	0	0	0	57	0	0	0	0	\$57	To allocate income
Franklin	School Site donation	95100.0	0	0	0	120	0	0	0	0	\$120	To allocate income
Franklin	School Site donation	95100.0	0	0	0	2,500	0	0	0	0	\$2,500	To allocate income
Fremont	School Site donation	95100.0	0	0	0	1,000	0	0	0	0	\$1,000	To allocate income
Lincoln	School Site donation	95100.0	0	0	0	500	0	0	0	0	\$500	To allocate income
Franklin	School Site donation	95100.0	0	0	0	1,900	0	0	0	0	\$1,900	To allocate income
District	GEF Teacher Grant Support	95100.0	0	0	0	(4,900)	0	0	0	0	(\$4,900)	To allocate income
District	GEF Health Grants	95100.0	0	0	0	0	4,900	0	0	0	\$4,900	To allocate income
			0	0	0	0	0	0	0	0	\$0	
Total Budget Adjustments			\$0	\$0	\$0	\$4,401	(\$20,713)	\$0	(\$1,068)	\$0	(\$17,380)	

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

GLENDALE UNIFIED SCHOOL DISTRICT
 April 5, 2022
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Foundation Trust Fund (73.0)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$1,000
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$1,000

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

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0
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GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 6

Foundation Trust Fund (73.0)

BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
Total Budget Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

BUDGET ADJUSTMENTS

Dept/Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Revision appropriates funds for:
District	Dr Michael Escalante Scholars	0	0	0	0	0	0	1,000	0	1,000	To allocate income
Total Budget Adjustments		\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$0	\$1,000	

Object Codes

- 1000 Certificated Salaries
- 2000 Classified Salaries
- 3000 Employee Benefits
- 4000 Books & Supplies

- 5000 Services & Other Operating Supplies
- 6000 Capital Outlay
- 7000 Other Outgo
- 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, Innovation & Facilities

SUBJECT: **Approval of Notice of Completion for Bid No. 225-21/22 with AMB Group, Inc. for HVAC Improvement Project at the Roosevelt Middle School P.E. Locker Rooms**

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 225-21/22 with AMB Group, Inc. for HVAC improvement project at the Roosevelt Middle School P.E. locker rooms, funded by COVID-19 funds.

On November 2, 2021, the Board of Education approved the award contract (Bid No. 225-21/22) to AMB Group, Inc. for the HVAC improvement project at the Roosevelt Middle School P.E. locker rooms in the amount of \$228,250.

This project had no Change Orders and was completed in a satisfactory manner as of March 5, 2022 for a total cost of \$228,250. The project was funded by COVID-19 funds.

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

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Roosevelt Middle School
ADDRESS: 222 East Acacia Ave.
Glendale, CA 91202

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: HVAC Improvement Project (P.E. Locker Rooms)
DATE OF COMPLETION: March 5, 2022
CONTRACTOR: AMB Group Inc.
BOARD APPROVAL: November 2, 2021
CONTRACT DATE: November 18, 2021
BID No.: 225-21/22
PURCHASE ORDER No.: 22*2702

VERIFICATION

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

Executed on April 6, 2022 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, Innovation & Facilities

SUBJECT: **Approval of Notice of Completion for Bid No. 226-21/22 with AMB Group, Inc. for HVAC Improvement Project at the Rosemont Middle School P.E. Locker Rooms**

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 226-21/22 with AMB Group, Inc. for HVAC improvement project at the Rosemont Middle School P.E. locker rooms, funded by COVID-19 funds.

On November 2, 2021, the Board of Education approved the award contract (Bid No. 226-21/22) to AMB Group, Inc. for the HVAC improvement project at the Rosemont Middle School P.E. locker rooms in the amount of \$226,800.

This project had no Change Orders and was completed in a satisfactory manner as of March 5, 2022 for a total cost of \$226,800. The project was funded by COVID-19 funds.

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

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Rosemont Middle School
ADDRESS: 4725 Rosemont Ave.
La Crescenta, CA 91214

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91206

IMPROVEMENT: HVAC Improvement Project (P.E. Locker Rooms)
DATE OF COMPLETION: March 5, 2022
CONTRACTOR: AMB Group Inc.
BOARD APPROVAL: November 2, 2021
CONTRACT DATE: November 17, 2021
BID No.: 226-21/22
PURCHASE ORDER No.: 22*2604

VERIFICATION

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

Executed on April 6, 2022 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development, Innovation & Facilities

SUBJECT: **Approval of Notice of Completion for Bid No. 227-21/22 with AMB Group, Inc. for HVAC Improvement Project at the Toll Middle School P.E. Locker Rooms**

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 227-21/22 with AMB Group, Inc. for HVAC improvement project at the Toll Middle School P.E. locker rooms, funded by COVID-19 funds.

On November 2, 2021, the Board of Education approved the award contract (Bid No. 227-21/22) to AMB Group, Inc. for the HVAC improvement project at the Toll Middle School P.E. locker rooms in the amount of \$228,250.

This project had no Change Orders and was completed in a satisfactory manner as of March 5, 2022 for a total cost of \$228,250. The project was funded by COVID-19 funds.

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

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Toll Middle School
ADDRESS: 700 Glenwood Rd.
Glendale, CA 91202

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91206

IMPROVEMENT: HVAC Improvement Project (P.E. Locker Rooms)
DATE OF COMPLETION: March 5, 2022
CONTRACTOR: AMB Group Inc.
BOARD APPROVAL: November 2, 2021
CONTRACT DATE: November 18, 2021
BID No.: 227-21/22
PURCHASE ORDER No.: 22*2606

VERIFICATION

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

Executed on April 6, 2022 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Support SB 1255 – Dishwasher Grant Program for Waste Reduction in K-12 Schools and Community Colleges**

The Superintendent recommends that the Board of Education support SB 1255 (Senator Portantino) – Dishwasher Grant Program for Waste Reduction in K-12 Schools and Community Colleges.

Attached is a fact sheet for SB 1255 (Senator Portantino) – Dishwasher Grant Program for Waste Reduction in K-12 Schools and Community Colleges. The bill would create grants of up to \$40,000 per school kitchen to install high efficiency dishwasher machines, to help reduce the amount of waste created from single-use trays and utensils. GUSD piloted a dishwasher project in 2019 at Franklin Elementary School.

The bill is already sponsored by the Glendale Environmental Coalition and the Green Lunchroom, which both have members from our own GUSD Sustainability Interest Group. Following the Board approval, the attached letter of support will be submitted to the California State Senate.

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

SB 1255 (Portantino)

Single-use products waste reduction: Dishwasher Grant Program for Waste Reduction in K-12 Schools and Community Colleges

PROBLEM

California has a single-use waste crisis and is looking for waste reduction solutions. Few schools have dishwashers, and thus school districts generate a tremendous amount of waste from single-use foodware such as trays, plates, and utensils. This waste must be managed, but plastic recycling is inadequate and ineffective, and compostable items are not recycled at local facilities. The cost of managing waste is rising, as the costs of waste hauling, disposables, and contamination penalties increase.

The low-quality plastic and harmful chemicals used in single-use items pose health risks by releasing contaminants in composting facilities and leaching into our water supply and soil. Students also learn the wrong values from the daily practice of using and tossing single-use serveware.

However, the upfront cost of industrial dish machine equipment and the related upgrades, installation, and reconfiguration costs create a barrier to implementation. Schools operating on very limited budgets and with competing needs may stick with single-use serveware simply due to the cost of upfront investment.

BACKGROUND

Currently, there is no program in California dedicated to stemming the single-use waste stream coming from K–12 school cafeterias and community college campuses. Industrial dish machines present an upstream waste prevention measure by avoiding single-use items. They also normalize the re-use of daily items, teaching students the value of environmental stewardship.

Current commercial dish machines use very little water, dry quickly, and are fast and energy efficient. They can complete a cycle in only a few minutes, lowering the amount of dishes needed. Certain models can be installed without venting, significantly decreasing installation and utility costs. A well-cared for machine can last around 15 years, providing significant savings over time and offsetting waste management costs that are expected to rise in the near future. Nonetheless, industrial dish machines have high upfront costs that are cost-prohibitive for most schools.

Installing commercial dishwashers at K–12 schools and community colleges will allow the transition to safe, reusable foodware designed for repeated use and sanitizing. Such a change will result in less waste and reduced hauling and litter cleanup costs, alleviating these burdens on schools and colleges. Instead of contributing to the water crisis facing California, eliminating the use of single-use foodware in schools and community colleges will help reduce waste while instilling these values in students.

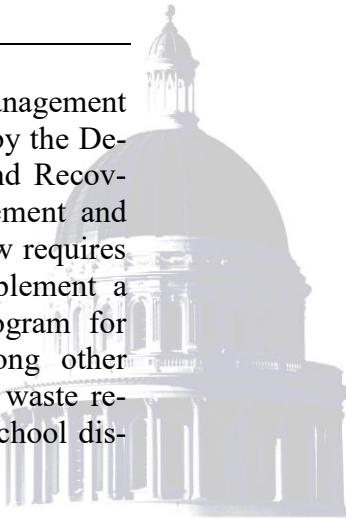
SUMMARY

SB 1255 would establish the Dishwasher Grant Program for Waste Reduction in K–12 Schools and Community Colleges to be administered by the Department of Resources Recycling and Recovery to provide grants to school districts, charter schools, and community college districts for the purchase and installation of commercial dishwashers at the school sites and campuses, as specified. The bill would require the department to award grants of up to \$40,000 per kitchen of a school or campus of an applicant district, as specified. The bill would require the department to de-

velop administrative guidelines for implementation of the program, as specified. The bill would require the department to develop materials and conduct outreach to those local educational agencies about the program, as provided. The bill would authorize the department to work with the State Department of Education, the Office of the Chancellor of the California Community Colleges, or other relevant state agencies for purposes of the program. The bill would make the implementation of these provisions contingent on an appropriation being made for its purposes by the Legislature in the annual Budget Act or another statute.

EXISTING LAW

The California Integrated Waste Management Act of 1989, which is administered by the Department of Resources Recycling and Recovery, generally regulates the management and recycling of solid waste. Existing law requires the department to develop and implement a source reduction and recycling program for school districts that includes, among other things, the development of a model waste reduction and recycling program for school districts and schools.



SUPPORT

Glendale Environmental Coalition (Sponsor)
Green Lunchroom (Sponsor)
301 Organics
350 Ventura County Climate Hub
California School Employees Association
(CSEA)

Version: 3/11/2022

April 5, 2022

Anthony J. Portantino, State Senator
California State Senate
State Capitol, Room 5050
Sacramento, CA 95814

RE: SB 1255 (Portantino) —**SUPPORT**

Dear Senator Portantino:

On behalf of Glendale Unified School District, I am writing to express our support for SB 1255 (Portantino). The bill would establish the Dishwasher Grant Program for Waste Reduction in K–12 Schools and Community Colleges to provide grants to school districts, charter schools, and community college districts for the purchase and installation of commercial dishwashers.

California has a single-use waste crisis and is looking for waste reduction solutions. Few schools have dishwashers, and thus school districts generate a tremendous amount of waste from single-use foodware such as trays, plates, and utensils. This waste must be managed, but food-contaminated plastic contaminates recycling, plastic recycling is inadequate and ineffective, and food-contaminated paper-based products are not commonly accepted at composting facilities. The cost of managing waste is rising as the costs of waste hauling, disposables, and contamination penalties increase.

The low-quality plastic and harmful chemicals used in single-use items pose health risks by releasing contaminants in composting facilities and leaching into our water supply and soil. Students also learn the wrong values from the daily practice of using and tossing single-use serviceware.

Industrial dish machines present an upstream waste prevention measure, avoiding single-use items and teaching students the values of environmental stewardship by normalizing re-use of daily items. Current commercial dish machines use very little water and are fast and energy efficient, lowering the amount of dishes needed. Lasting around 15 years, dish machines provide significant savings and offset waste management costs expected to rise in the near future.

However, the upfront cost of industrial dish machine equipment and the related upgrades, installation, and reconfiguration costs create a barrier to implementation. Schools operating on very limited budgets and with competing needs may stick with single-use serviceware simply because of the cost of upfront investment.

Currently, there is no program in California dedicated to stemming the single-use waste stream coming from K–12 school cafeterias and community college campuses. SB 1255 would require the Department of Resources Recycling and Recovery to award grants of up to \$40,000 per kitchen of a school or campus of an applicant district.

Installing commercial dishwashers at K–12 schools and community colleges will allow the transition to safe, reusable foodware designed for repeated use and sanitizing. This change will result in less waste and reduced hauling and litter cleanup costs, alleviating these burdens on schools and colleges. Instead of contributing to the waste crisis facing California, eliminating the use of single-use foodware in schools and community colleges will help reduce waste while instilling these values in students.

Thank you for your continued leadership on this issue.

Sincerely,

Shant Sahakian, Board President
Glendale Unified School District Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Superintendent's Office

SUBJECT: **Support for Assembly Bill 1614 (Muratsuchi) – LCFF Base Grants**

The Superintendent recommends the Board of Education support Assembly Bill 1614 (Muratsuchi) – Increasing the Local Control Funding Formula (LCFF) Base Grants

The Board of Education has requested a letter of support for AB 1614. Upon Board approval, the attached letter will be sent to Assemblymember Muratsuchi and other legislators.

Assembly Bill 1614 adds \$4.2 billion into the existing Local Control Funding Formula (LCFF) above the statutory cost-of-living adjustment (COLA) for the 2022-23 budget year, with the intent that the Legislature strive to reach the top ten states in the country in K-12 per pupil spending. Out of the additional \$4.2 billion above the estimated 2022-23 COLA, the base rates would increase by about \$3.4 billion so every district will benefit from this measure. In addition to the base grant increases, this measure would provide increases to the supplemental and concentration grant by roughly \$750 million. Based on calculations by the Legislative Analyst Office, AB 1614 would result in an additional \$16 million to Glendale Unified.

The California School Boards Association, the California Association of Suburban School Districts, and the California State PTA are among those who have taken a position of support for AB 1614.

Attached are the bill information, fact sheet, and letter of support.

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

"Preparing our students for *their* future"

223 North Jackson St., Glendale, California 91206-4380

Telephone: 818-241-3111, Ext. 1215 • Fax: 818-548-9041

BOARD OF EDUCATION

April 5, 2022

The Honorable Al Muratsuchi
Member, California State Assembly
1021 O Street, Suite 5610
Sacramento, CA 95814

Re: AB 1614 (Muratsuchi) As Introduced
Position: Support

Dear Assemblymember Muratsuchi:

The Board of Education of the Glendale Unified School District (Glendale Unified) has reviewed your Assembly Bill (AB) 1614 and taken a position of Support. Thank you for authoring this important measure. AB 1614 would increase the Local Control Funding Formula (LCFF) by \$4.2 billion over the statutory cost-of-living adjustment (COLA) in 2022-23 and provide intent that the Legislature reach the top ten states in the country in K-12 per-pupil funding.

Glendale Unified is the third largest school district in Los Angeles County, serving 24,500 students in preschool through 12th grade and beyond. Our student population is diverse, coming from a wide range of ethnic, cultural, and socio-economic backgrounds and speaking 48 different languages. More than 40% of our students qualify for free/reduced price meals and more than 20% are English Learners.

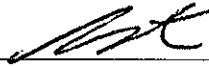
Glendale Unified supports AB 1614 because LCFF did not establish the base grant at a level to cover the district's base costs and expenses for a high-quality core program for all students. Glendale Unified has developed a variety of distinguished programs including dual language immersion programs in 7 different languages, magnet schools in technology, world languages, and visual and performing arts, and Career and Technical Education pathways beginning in middle school as well as a collaborative partnership with Glendale Community College. The district has also established a Student Wellness Services Department that provides a variety of services and support for students and their families. These programs engage students and support academic achievement and social emotional learning; critical priorities especially in light of the impact of COVID-19.

Growth in these costs continues to outpace the LCFF base grant, including cost-of-living adjustments. Like districts across the state, Glendale Unified faces rising operational costs in utilities, energy, transportation, technology, and in fixed costs such as personnel and pension and health benefits. These increases are in addition to COVID-19 related expenses for testing, tracing, masks, and equipment.



Our students and community expect schools to focus on accelerating student learning and recovery with redoubled efforts to enhance student achievement and close the achievement gap. Without the increase to the LCFF base grant, more funding is consumed with operations, benefits and pension costs. AB 1614 would provide an additional \$4.2 billion above the COLA and all districts would benefit. It is a critical next step to ensure the legacy of the LCFF continues for future generations of school children.

For these reasons, Glendale Unified strongly supports your AB 1614. Again, thank you for authoring this important measure.

Sincerely,



Shant Sahakian, President


Nayiri Nahabedian, Vice President
Gregory S. Krikorian, Clerk
Jennifer Freeman, Member
Dr. Armina Gharpetian, Member

ASSEMBLYMEMBER AL MURATSUCHI

66TH ASSEMBLY DISTRICT

STATE CAPITOL ANNEX SWING SPACE, ROOM 5610 ★ SACRAMENTO, CA 95814
23211 HAWTHORNE BLVD., SUITE 200A ★ TORRANCE, CA 90505
WWW.A66.ASMDC.ORG

AB 1614 (Muratsuchi) LCFF Base Grants FACT SHEET

Sponsor: Author sponsored

Staff Contact: Bryan C. Singh, bryan.singh@asm.ca.gov, (916) 319-2066

SUMMARY

AB 1614 adds \$4.2 billion into the existing Local Control Funding Formula (LCFF) above the statutory cost-of-living adjustment (COLA) for the 2022-23 budget year, with the intent that the Legislature strive to reach the top ten states in the country in K-12 per pupil spending.

ISSUE

In 2013-14, California enacted the Local Control Funding Formula (LCFF), replacing the state's categorical grant education funding model. LCFF is designed to provide districts with greater discretion over how funds are utilized to educate students at the local level, with an emphasis on providing additional resources to students with the greatest needs. The new funding formula, LCFF, promised to return districts to their 2007-08 funding level, over the course of seven years, fully funding targets by 2020-21.

In the 2018-19 Budget, LCFF was fully funded, 2 years ahead of schedule, through an infusion of \$3 billion in new funding. However, at full implementation, California still retained below-average per-pupil funding rates compared to the nation. School districts continue to face a dilemma: the inadequacy of base funding to cover rising fixed costs imposed since the creation of the LCFF.

Further, as schools, families, and students throughout the State of California continue to struggle with the COVID-19 pandemic, school districts need greater flexibility with their local spending priorities to deal with the pandemic and ongoing crisis in order to focus on sustaining and expanding a student centered recovery. All districts would benefit from increasing investments to public education for purposes including: scaling up high school programs to offer a

full range of college and career preparation options; additional inclusive settings and early intervention for students with disabilities; additional support for English language learners; providing a broad range of professional development opportunities for new and veteran teachers; and implementing other strategies designed to enhance student achievement and close the achievement gap.

The Legislative Analyst's Office (LAO) recently projected optimistic state general fund revenue collection data significantly higher than June 2021 estimates. The LAO's *K-14 Fiscal Outlook* estimates the Proposition 98 guarantee in 2022-23 will be \$11.6 billion, or 12.4 percent, higher than the 2021-22 State Budget, with an additional \$8.4 billion available for ongoing K-12 priorities that can be used to address challenges our students and school districts are facing. Further, in the Governor's proposed 2022-23 Budget, the budget provides a total of \$102 billion for Proposition 98 funding for 2022-23, including an increase of \$3.3 billion in Proposition 98 funding for the LCFF, but does not include additional funding to the base grant.

SOLUTION

AB 1614 adds \$4.2 billion (half of the estimated Proposition 98 increase) into the Local Control Funding Formula above the statutory COLA for the 2022-23 budget year, with the intent that the Legislature strive to reach the top ten states in the country in K-12 per pupil spending. Out of the additional \$4.2 billion above the estimated 2022-23 COLA, the base rates would increase by about \$3.4 billion so every district will benefit from this measure. In addition to the base grant increases, this measure would provide increases to the supplemental and concentration grant by roughly \$750 million.



AB-1614 Education finance: local control funding formula: base grants: aspirational funding level: repo

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Date Published: 01/05/2022 09:00 PM

CALIFORNIA LEGISLATURE— 2021–2022 REGULAR SESSION

ASSEMBLY BILL

NO. 1614

Introduced by Assembly Member Muratsuchi

January 05, 2022

An act to amend Sections 2574, 41376.1, 42238.02, and 42287 of, to amend, repeal, and add Section 41339.2 of, and to add Section 42238.015 to, the Education Code, relating to education finance.

LEGISLATIVE COUNSEL'S DIGEST

AB 1614, as introduced, Muratsuchi. Education finance: local control funding formula: base grants: aspirational funding level: reports.

(1) Existing law establishes a public school financing system that requires state funding for county superintendents of schools, school districts, and charter schools to be calculated pursuant to a local control funding formula, as specified. Existing law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of pupils who are English learners, foster youth, or eligible for free or reduced-price meals, as specified, served by the county superintendent of schools, school district, or charter school. Existing law specifies the amount of the base grant in the 2013–14 fiscal year, as provided, and requires that amount to be adjusted for changes in cost of living in subsequent fiscal years. Existing law requires the Superintendent of Public Instruction to compute the supplemental and concentration grant add-ons as certain percentages of the amount of the base grant.

This bill would express the intent of the Legislature that the state aspire to increase the base grants to amounts equal to the national average per-pupil funding level. The bill would express the intent of the Legislature to apply a cost-of-living adjustment separate from, in addition to, and above the specified cost-of-living adjustment described above for purposes of certain funding provisions.

Commencing with the 2022–23 fiscal year, this bill would increase the base grants to specified amounts. The bill would also make conforming changes.

(2) Commencing with the first fiscal year after full implementation of the local control funding formula, existing law requires the Superintendent of Public Instruction, within 3 business days of the first principal, 2nd principal, and annual apportionments for each fiscal year, to publish on the State Department of Education's internet website the amount of a county office of education's, school district's, or charter school's funding derived from its local control funding formula allocation that is attributable to the supplemental and concentration grants.

Commencing July 1, 2023, this bill would require the Superintendent to additionally publish on the department's internet website (A) the amount of a county office of education's, school district's, or charter school's funding derived from its local control funding formula allocation that is attributable to base grants and (B) the unduplicated pupil counts and percentages calculated for each school district, charter school, and county office of education. The bill would prohibit the Superintendent from publishing this information for any necessary small school, as defined.

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

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

SECTION 1. Section 2574 of the Education Code is amended to read:

2574. For the 2013–14 fiscal year and for each fiscal year thereafter, the Superintendent annually shall calculate a county local control funding formula for each county superintendent of schools as follows:

(a) Compute a county office of education operations grant equal to the sum of each of the following amounts:

(1) Six hundred fifty-five thousand nine hundred twenty dollars (\$655,920).

(2) One hundred nine thousand three hundred twenty dollars (\$109,320) multiplied by the number of school districts for which the county superintendent of schools has jurisdiction pursuant to Section 1253.

(3) (A) Seventy dollars (\$70) multiplied by the number of units of countywide average daily attendance, up to a maximum of 30,000 units.

(B) Sixty dollars (\$60) multiplied by the number of units of countywide average daily attendance for the portion of countywide average daily attendance, if any, above 30,000 units, up to a maximum of 60,000 units.

(C) Fifty dollars (\$50) multiplied by the number of units of countywide average daily attendance for the portion of countywide average daily attendance, if any, above 60,000, up to a maximum of 140,000 units.

(D) Forty dollars (\$40) multiplied by the number of units of countywide average daily attendance for the portion of countywide average daily attendance, if any, above 140,000 units.

(E) For purposes of this section, countywide average daily attendance means the aggregate number of annual units of average daily attendance within the county attributable to all school districts for which the county superintendent of schools has jurisdiction pursuant to Section 1253, charter schools authorized by school districts for which the county superintendent of schools has jurisdiction, and charter schools authorized by the county superintendent of schools.

(4) For the 2014–15 fiscal year and each fiscal year thereafter, adjust each of the rates provided in the prior year pursuant to paragraphs (1), (2), and (3) by the percentage change in the annual average value of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce for the 12-month period ending in the third quarter of the prior fiscal year. This percentage change shall be determined using the latest data available as of May 10 of the preceding fiscal year compared with the annual average value of the same deflator for the 12-month period ending in the third quarter of the second preceding fiscal year, using the latest data available as of May 10 of the preceding fiscal year, as reported by the Department of Finance.

(b) Determine the enrollment percentage of unduplicated pupils pursuant to the following:

(1) (A) For the 2013–14 fiscal year, divide the enrollment of unduplicated pupils in all schools operated by a county superintendent of schools in the 2013–14 fiscal year by the total enrollment in those schools in the 2013–14 fiscal year.

(B) For the 2014–15 fiscal year, divide the sum of the enrollment of unduplicated pupils in all schools operated by a county superintendent of schools in the 2013–14 and 2014–15 fiscal years by the sum of the total enrollment in those schools in the 2013–14 and 2014–15 fiscal years.

(C) For the 2015–16 fiscal year and each fiscal year thereafter, divide the sum of the enrollment of unduplicated pupils in all schools operated by a county superintendent of schools in the current fiscal year and the two prior fiscal years by the sum of the total enrollment in those schools in the current fiscal year and the two prior fiscal years.

(D) (i) For purposes of the quotients determined pursuant to subparagraphs (B) and (C), the Superintendent shall use a county superintendent of schools' enrollment of unduplicated pupils and total pupil enrollment in the 2014–15 fiscal year instead of the enrollment of unduplicated pupils and total pupil enrollment in the 2013–14 fiscal year if doing so would yield an overall greater percentage of unduplicated pupils.

(ii) It is the intent of the Legislature to review each county office of education's enrollment of unduplicated pupils for the 2013–14 and 2014–15 fiscal years and provide one-time funding, if necessary, for a county office of education with higher enrollment of unduplicated pupils in the 2014–15 fiscal year as compared to the 2013–14 fiscal year.

(E) For purposes of determining the enrollment percentage of unduplicated pupils pursuant to this subdivision, enrollment in schools or classes established pursuant to Article 2.5 (commencing with Section 48645) of Chapter 4 of Part 27 of Division 4 of Title 2 and the enrollment of pupils other than the pupils identified in clauses (i) to (iii), inclusive, of subparagraph (A) of paragraph (4) of subdivision (c), shall be excluded from the calculation of the enrollment percentage of unduplicated pupils.

(F) The data used to determine the percentage of unduplicated pupils shall be final once that data is no longer used in the current fiscal year calculation of the percentage of unduplicated pupils. This subparagraph does not apply to a change that is the result of an audit that has been appealed pursuant to Section 41344.

(2) For purposes of this section, an "unduplicated pupil" is a pupil who is classified as an English learner, eligible for a free or reduced-price meal, or a foster youth. For purposes of this section, the definitions in Section 42238.01 of an English learner, a

pupil eligible for a free or reduced-price meal, and foster youth shall apply. A pupil shall be counted only once for purposes of this section if any of the following apply:

(A) The pupil is classified as an English learner and is eligible for a free or reduced-price meal.

(B) The pupil is classified as an English learner and is a foster youth.

(C) The pupil is eligible for a free or reduced-price meal and is classified as a foster youth.

(D) The pupil is classified as an English learner, is eligible for a free or reduced-price meal, and is a foster youth.

(3) (A) Under procedures and timeframes established by the Superintendent, commencing with the 2013–14 fiscal year, a county superintendent of schools annually shall report the enrollment of unduplicated pupils, pupils classified as English learners, pupils eligible for free and reduced-price meals, and foster youth in schools operated by the county superintendent of schools to the Superintendent using the California Longitudinal Pupil Achievement Data System.

(B) The Superintendent shall make the calculations pursuant to this section using the data submitted through the California Longitudinal Pupil Achievement Data System.

(C) The Controller shall include instructions, as appropriate, in the audit guide required by subdivision (a) of Section 14502.1, for determining if the data reported by a county superintendent of schools using the California Longitudinal Pupil Achievement Data System is consistent with pupil data records maintained by the county office of education.

(c) Compute an alternative education grant equal to the sum of the following:

(1) (A) For the 2013–14 fiscal year, a base grant equal to the 2012–13 per pupil undedicated statewide average juvenile court school base revenue limit calculated pursuant to Article 3 (commencing with Section 2550) of Chapter 12, as that article read on January 1, 2013. For purposes of this subparagraph, the 2012–13 statewide average juvenile court school base revenue limit shall be considered final as of the annual apportionment for the 2012–13 fiscal year, as calculated for purposes of the certification required on or before February 20, 2014, pursuant to Sections 41332 and 41339.

(B) Commencing with the 2013–14 fiscal year, the per pupil base grant shall be adjusted by the percentage change in the annual average value of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce for the 12-month period ending in the third quarter of the prior fiscal year. This percentage change shall be determined using the latest data available as of May 10 of the preceding fiscal year compared with the annual average value of the same deflator for the 12-month period ending in the third quarter of the second preceding fiscal year, using the latest data available as of May 10 of the preceding fiscal year, as reported by the Department of Finance.

(2) A supplemental grant equal to 35 percent of the base grant described in paragraph (1) multiplied by the enrollment percentage calculated in subdivision (b). The supplemental grant shall be expended in accordance with the regulations adopted pursuant to Section 42238.07.

(3) (A) A concentration grant equal to 35 percent of the base grant described in paragraph (1) multiplied by the greater of either of the following:

(i) The enrollment percentage calculated in subdivision (b) less 50 percent.

(ii) Zero.

(B) The concentration grant shall be expended in accordance with the regulations adopted pursuant to Section 42238.07.

(4) (A) Multiply the sum of paragraphs (1), (2), and (3) by the total number of units of average daily attendance for pupils attending schools operated by a county office of education, excluding units of average daily attendance for pupils attending schools or classes established pursuant to Article 2.5 (commencing with Section 48645) of Chapter 4 of Part 27 of Division 4 of Title 2, who are enrolled pursuant to any of the following:

(i) Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.

(ii) On probation or parole and not in attendance in a school.

(iii) Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.

(B) Multiply the number of units of average daily attendance for pupils attending schools or classes established pursuant to Article 2.5 (commencing with Section 48645) of Chapter 4 of Part 27 of Division 4 of Title 2 by the sum of the base grant calculated pursuant to paragraph (1), a supplemental grant equal to 35 percent of the base grant calculated pursuant to paragraph (1), and a concentration grant equal to 17.5 percent of the base grant calculated pursuant to paragraph (1). Funds provided for the supplemental and concentration grants pursuant to this calculation shall be expended in accordance with the regulations adopted pursuant to Section 42238.07.

(C) Add the amounts calculated in subparagraphs (A) and (B).

(d) Add the amount calculated in subdivision (a) to the amount calculated in subparagraph (C) of paragraph (4) of subdivision (c).

(e) Add all of the following to the amount calculated in subdivision (d):

(1) The amount of funding a county superintendent of schools received for the 2012–13 fiscal year from funds allocated pursuant to the Targeted Instructional Improvement Block Grant program, as set forth in Article 6 (commencing with Section 41540) of Chapter 3.2 of Part 24 of Division 3 of Title 2, as that article read on January 1, 2013.

(2) (A) (i) The amount of funding a county superintendent of schools received for the 2012–13 fiscal year from funds allocated pursuant to the Home-to-School Transportation program, as set forth in former Article 2 (commencing with Section 39820) of Chapter 1 of Part 23.5 of Division 3 of Title 2, former Article 10 (commencing with Section 41850) of Chapter 5 of Part 24 of Division 3 of Title 2, and the Small School District Transportation program, as set forth in former Article 4.5 (commencing with Section 42290) of Chapter 7 of Part 24 of Division 3 of Title 2, as those articles read on January 1, 2013.

(ii) If a home-to-school transportation joint powers agency, established pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code for purposes of providing pupil transportation, received an apportionment directly from the Superintendent pursuant to Item 6110-111-0001 of Section 2.00 of the Budget Act of 2012, as identified in clause (i) of subparagraph (A) of paragraph (2) of subdivision (a) of Section 2575, the joint powers agency may identify the member local educational agencies and transfer entitlement to that funding to any of those member local educational agencies by reporting to the Superintendent, on or before September 30, 2015, the reassignment of a specified amount of the joint powers agency's 2012–13 fiscal year entitlement to the member local educational agency. Commencing with the 2015–16 fiscal year, the Superintendent shall add the reassigned amounts to the amounts calculated pursuant to this paragraph.

(B) On or before March 1, 2014, the Legislative Analyst's Office shall submit recommendations to the fiscal committees of both houses of the Legislature regarding revisions to the methods of funding pupil transportation that address historical funding inequities across county offices of education and school districts and improve incentives for local educational agencies to provide efficient and effective pupil transportation services.

(f) It is the intent of the Legislature, in any year that the Legislature authorizes funding for a cost-of-living adjustment pursuant to subdivision (e) of Section 42238.015 above the cost-of-living adjustment described in subparagraph (B) of paragraph (1) of subdivision (c), to make the cost-of-living adjustment pursuant to subdivision (e) of Section 42238.015 for the fiscal year a percentage determined by the Director of Finance for purposes of calculating the alternative education grant.

SEC. 2. Section 41339.2 of the Education Code is amended to read:

41339.2. (a) Commencing with the first fiscal year after subdivision (g) of Section 42238.03 applies, the Superintendent, within three business days of the first principal, second principal, and annual apportionments for each fiscal year, shall publish on the department's ~~Internet Web site~~ *internet website* the amount of a county office of education's, school district's, or charter school's supplemental and concentration grants calculated pursuant to subdivision (c) of Section 2574 or subdivisions (e) and (f) of Section 42238.02.

(b) This section shall become inoperative on July 1, 2023, and, as of January 1, 2024, is repealed.

SEC. 3. Section 41339.2 is added to the Education Code, to read:

41339.2. (a) The Superintendent, within three business days of the first principal, second principal, and annual apportionments for each fiscal year, shall publish on the department's internet website the amount of each county office of education's, school district's, or charter school's base, supplemental, and concentration grants calculated pursuant to Section 2574 or Section 42238.02, as applicable. The Superintendent shall also publish on the department's internet website the unduplicated pupil counts and percentages calculated for each school district and charter school pursuant to paragraph (4) of subdivision (b) of Section 42238.02, and for each county office of education pursuant to paragraph (3) of subdivision (b) of Section 2574. The Superintendent shall not publish information described in this section for any necessary small school, as defined in Section 42283.

(b) This section shall become operative on July 1, 2023.

SEC. 4. Section 41376.1 of the Education Code is amended to read:

41376.1. (a) Commencing with the 2013–14 fiscal year, until the Superintendent determines that a school district is funded pursuant to Section 42238.02, and notwithstanding the requirement to decrease average daily attendance pursuant to paragraphs (4), (5), and (6) of subdivision (a) of Section 41376 and subdivision (e) of Section 41378, the Superintendent shall compute a reduction to the school district local control funding formula entitlement pursuant to Section 42238.02, as implemented by Section 42238.03, for the specified school year by the sum of the following:

(1) (A) Multiply the sum of the products obtained in subdivision (e) of Section 41378 and paragraph (4) of subdivision (a) of Section 41376 by the grade span adjusted base grant specified in *clause (i) of subparagraph (A) of paragraph (1) of subdivision (d) of Section 42238.02, or clause (i) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, as applicable*, as annually adjusted for cost of living pursuant to paragraph (2) of subdivision (d) of Section 42238.02.

(B) Multiply the product obtained in subparagraph (A) by the sum of the entitlements computed pursuant to paragraphs (1) to (4), inclusive, of subdivision (a) of Section 42238.03 and paragraph (3) of subdivision (b) of Section 42238.03 for all school districts, divided by the sum of the local control funding formula entitlements computed pursuant to Section 42238.02 for all school districts.

(2) (A) Multiply the product obtained pursuant to paragraph (5) of subdivision (a) of Section 41376 by the average daily attendance for grades 4 to 6, inclusive, reported by the school district pursuant to Section 41601 for the specified school year divided by the average daily attendance for grades 4 to 8, inclusive, reported by the school district pursuant to Section 41601 for the specified school year.

(B) Multiply the product obtained in subparagraph (A) by the grade span adjusted base grant specified in *clause (ii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, or clause (ii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, as applicable*, as annually adjusted for cost of living pursuant to paragraph (2) of subdivision (d) of Section 42238.02.

(C) Multiply the product obtained in subparagraph (B) by the sum of the entitlements computed pursuant to paragraphs (1) to (4), inclusive, of subdivision (a) of Section 42238.03 and paragraph (3) of subdivision (b) of Section 42238.03 for all school districts, divided by the sum of the local control funding formula entitlements computed pursuant to Section 42238.02 for all school districts.

(3) (A) Multiply the product obtained pursuant to paragraph (5) of subdivision (a) of Section 41376 by the average daily attendance for grades 7 and 8 reported by the school district pursuant to Section 41601 for the specified school year divided by the average daily attendance for grades 4 to 8, inclusive, reported by the school district pursuant to Section 41601 for the specified school year.

(B) Multiply the product obtained in subparagraph (A) by the grade span adjusted base grant specified in *clause (iii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, or clause (iii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, as applicable*, as annually adjusted for cost of living pursuant to paragraph (2) of subdivision (d) of Section 42238.02.

(C) Multiply the product obtained in subparagraph (B) by the sum of the entitlements computed pursuant to paragraphs (1) to (4), inclusive, of subdivision (a) of Section 42238.03 and paragraph (3) of subdivision (b) of Section 42238.03 for all school districts, divided by the sum of the local control funding formula entitlements computed pursuant to Section 42238.02 for all school districts.

(b) Commencing with the 2013–14 fiscal year, if the Superintendent determines that a school district is funded pursuant to Section 42238.02, and notwithstanding the requirement to decrease average daily attendance pursuant to paragraphs (4), (5), and (6) of subdivision (a) of Section 41376 and subdivision (e) of Section 41378, the Superintendent shall compute a reduction to the school district local control funding formula entitlement pursuant to Section 42238.02 for the specified school year by the sum of the following:

(1) Multiply the sum of the products obtained in subdivision (e) of Section 41378 and paragraph (4) of subdivision (a) of Section 41376 by the grade span adjusted base grant specified in *clause (i) of subparagraph (A) of paragraph (1) of subdivision (d) of Section 42238.02, or clause (i) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, as applicable*, as annually adjusted for cost of living pursuant to paragraph (2) of subdivision (d) of Section 42238.02.

(2) (A) Multiply the product obtained pursuant to paragraph (5) of subdivision (a) of Section 41376 by the average daily attendance for grades 4 to 6, inclusive, reported by the school district pursuant to Section 41601 for the specified school year divided by the average daily attendance for grades 4 to 8, inclusive, reported by the school district pursuant to Section 41601 for the specified school year.

(B) Multiply the product obtained in subparagraph (A) by the grade span adjusted base grant specified in *clause (ii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, or clause (ii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, as applicable*, as annually adjusted for cost of living pursuant to paragraph (2) of subdivision (d) of Section 42238.02.

(3) (A) Multiply the product obtained pursuant to paragraph (5) of subdivision (a) of Section 41376 by the average daily attendance for grades 7 and 8 reported by the school district pursuant to Section 41601 for the specified school year divided by the average daily attendance for grades 4 to 8, inclusive, reported by the school district pursuant to Section 41601 for the specified school year.

(B) Multiply the product obtained in subparagraph (A) by the grade span adjusted base grant specified in *clause (iii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, or clause (iii) of subparagraph (B) of paragraph (1) of subdivision (d) of Section 42238.02, as applicable*, as annually adjusted for cost of living pursuant to paragraph (2) of subdivision (d) of Section 42238.02.

SEC. 5. Section 42238.015 is added to the Education Code, immediately following Section 42238.01, to read:

42238.015. (a) The Legislature finds and declares all of the following:

(1) Under Proposition 98, approved by the voters as the Classroom Instructional Improvement and Accountability Act, state and local funding for K-12 public schools has only recently returned to the levels of funding that predated the Great Recession that began around 2007, and the modest revenue increases since the enactment of the local control funding formula (LCFF) have been eroded by rapidly increasing costs.

(2) California's pupil population is the largest in the country, and is far more diverse with additional needs, with 60 percent of California's K-12 public school pupils eligible for free and reduced-priced meals, which is 7 percent above the national average, and with 18 percent of California's K-12 public school pupils classified as English learners, which is twice the national average.

(3) In 2013, California dramatically reformed its method of allocating K-12 education funding by creating the LCFF in order to increase local decisionmaking authority for those closest to pupils and, even more importantly, to distribute funds to all pupils through what are known as "base grants," and then to more equitably account for additional needs of English learners, low-income pupils, and pupils classified as foster youth through what are known as "supplemental grants" and "concentration grants."

(4) If California is to close opportunity and achievement gaps and create a K-12 public school system that offers consistently high levels of education, this state must provide public schools with the resources to meet the needs of their specific pupil populations.

(5) The September 2018 report from Policy Analysis for California Education and Stanford University titled "Getting Down to Facts II" stated, among other things, that California needs to increase funding to public schools by 38 percent over current funding in order to meet expectations placed on schools under the current curriculum standards and to give all pupils "the opportunity to meet the state's goals."

(6) When Proposition 98 was approved by voters in 1988, it set as a target for school spending per pupil to "equal or exceed the average annual expenditure per student of the 10 states with the highest annual expenditures per student for elementary and high schools." This target is imbedded in Section 8.5 of Article XVI of the California Constitution.

(b) Therefore, it is the intent of the Legislature to establish new, aspirational LCFF grade span adjusted base grant funding levels for school districts, charter schools, and county offices of education in recognition that the LCFF funding targets established in Assembly Bill 97 of the 2013-14 Regular Session (Ch. 47, Stats. 2013) were met in the 2018-19 fiscal year. These aspirational funding levels will continue to support local educational agencies' efforts to improve educational opportunities for pupils, to adhere to the goal of providing additional resources for local educational agencies serving pupils with the greatest needs, and to cover increasing fixed costs while preserving local control.

(c) Moreover, to the extent additional Proposition 98 revenue is available, and to the extent additional funding is committed to LCFF beyond Proposition 98, either by statute or initiative, it is the intent of the Legislature to continue to provide funding to local educational agencies through the LCFF beyond the original targets established in Section 42238.02 in 2013 and to set new, aspirational LCFF grade span adjusted base grant funding levels using dollar amounts calculated at the national average in order to ensure that all local educational agencies are given the flexibility to use funds to meet locally identified pupil and community needs, in order to keep the focus on new educational investments on the equity-based distribution model that is the LCFF, and to provide resources to public schools to meet the needs of pupils to maximize educational opportunities and keep California in the lead in the world economy.

(d) It is the intent of the Legislature that the state aspire to increase the LCFF grade span adjusted base grants to amounts equal to the national average per-pupil funding level and that the aspirational funding level for the alternative education grant for a county office of education determined pursuant to subdivision (c) of Section 2574 is equal to the national average per-pupil funding level. It is further the intent of the Legislature that these amounts are annually increased by the statutory cost-of-living adjustment described in paragraph (2) of subdivision (d) of Section 42238.02.

(e) In order to achieve the new, aspirational LCFF grade span adjusted base grant funding levels, in any year the Legislature authorizes, it is the intent of the Legislature to increase the statutory alternative education grant for county offices of education and LCFF grade span adjusted base grants for school districts and charter schools, determined pursuant to Sections 2574 and 42283.02, respectively, by more than the statutory cost-of-living adjustment determined pursuant to subparagraph (B) of paragraph (1) of subdivision (c) of Section 2574 and paragraph (2) of subdivision (d) of Section 42283.02 by a percentage determined by the Director of Finance. Furthermore, in any year the Legislature authorizes, it is the intent of the Legislature that any funds appropriated pursuant to this section would be separate from, and in addition to, the statutory cost-of-living adjustment determined pursuant to subparagraph (B) of paragraph (1) of subdivision (c) of Section 2574 and paragraph (2) of subdivision (d) of Section 42238.02, and would not be subject to subdivision (c) of Section 14002.

SEC. 6. Section 42238.02 of the Education Code is amended to read:

42238.02. (a) The amount computed pursuant to this section shall be known as the school district and charter school local control funding formula.

(b) (1) For purposes of this section "unduplicated pupil" means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. A pupil shall be counted only once for purposes of this section if any of the following apply:

(A) The pupil is classified as an English learner and is eligible for a free or reduced-price meal.

(B) The pupil is classified as an English learner and is a foster youth.

(C) The pupil is eligible for a free or reduced-price meal and is classified as a foster youth.

(D) The pupil is classified as an English learner, is eligible for a free or reduced-price meal, and is a foster youth.

(2) Under procedures and timeframes established by the Superintendent, commencing with the 2013–14 fiscal year, a school district or charter school shall annually submit its enrolled free and reduced-price meal eligibility, foster youth, and English learner pupil-level records for enrolled pupils to the Superintendent using the California Longitudinal Pupil Achievement Data System.

(3) (A) Commencing with the 2013–14 fiscal year, a county office of education shall review and validate certified aggregate English learner, foster youth, and free or reduced-price meal eligible pupil data for school districts and charter schools under its jurisdiction to ensure the data is reported accurately. The Superintendent shall provide each county office of education with appropriate access to school district and charter school data reports in the California Longitudinal Pupil Achievement Data System for purposes of ensuring data reporting accuracy.

(B) The Controller shall include the instructions necessary to enforce paragraph (2) in the audit guide required by Section 14502.1. The instructions shall include, but are not necessarily limited to, procedures for determining if the English learner, foster youth, and free or reduced-price meal eligible pupil counts are consistent with the school district's or charter school's English learner, foster youth, and free or reduced-price meal eligible pupil records.

(4) The Superintendent shall make the calculations pursuant to this section using the data submitted by local educational agencies, including charter schools, through the California Longitudinal Pupil Achievement Data System. Under timeframes and procedures established by the Superintendent, school districts and charter schools may review and revise their submitted data on English learner, foster youth, and free or reduced-price meal eligible pupil counts to ensure the accuracy of data reflected in the California Longitudinal Pupil Achievement Data System.

(5) The Superintendent shall annually compute the percentage of unduplicated pupils for each school district and charter school by dividing the enrollment of unduplicated pupils in a school district or charter school by the total enrollment in that school district or charter school pursuant to all of the following:

(A) For the 2013–14 fiscal year, divide the sum of unduplicated pupils for the 2013–14 fiscal year by the sum of the total pupil enrollment for the 2013–14 fiscal year.

(B) For the 2014–15 fiscal year, divide the sum of unduplicated pupils for the 2013–14 and 2014–15 fiscal years by the sum of the total pupil enrollment for the 2013–14 and 2014–15 fiscal years.

(C) For the 2015–16 fiscal year and each fiscal year thereafter, divide the sum of unduplicated pupils for the current fiscal year and the two prior fiscal years by the sum of the total pupil enrollment for the current fiscal year and the two prior fiscal years.

(D) (i) For purposes of the quotients determined pursuant to subparagraphs (B) and (C), the Superintendent shall use a school district's or charter school's enrollment of unduplicated pupils and total pupil enrollment in the 2014–15 fiscal year instead of the enrollment of unduplicated pupils and total pupil enrollment in the 2013–14 fiscal year if doing so would yield an overall greater percentage of unduplicated pupils.

(ii) It is the intent of the Legislature to review each school district and charter school's enrollment of unduplicated pupils for the 2013–14 and 2014–15 fiscal years and provide one-time funding, if necessary, for a school district or charter school with higher enrollment of unduplicated pupils in the 2014–15 fiscal year as compared to the 2013–14 fiscal year.

(E) (i) Notwithstanding any other law, for purposes of subparagraph (C), the unduplicated pupils and total pupil enrollment in prior fiscal years shall be the following:

(I) For a transferred charter school, the counts shall be equal to the counts reported for the original charter school.

(II) For an acquiring charter school, the counts shall be equal to the counts reported for the original charter school. This subclause shall become inoperative on July 1, 2023, unless its operation is extended by the Legislature.

(III) For the restructured portions of a divided charter school, the counts shall be zero.

(IV) For the remaining portion of a divided charter school, the counts shall be equal to the counts reported for the original charter school.

(ii) The definitions in Section 47654 apply for purposes of this subparagraph.

(6) Notwithstanding subdivision (a) of Section 14002, the data used to determine the percentage of unduplicated pupils shall be final once that data is no longer used in the current fiscal year calculation of the percentage of unduplicated pupils. This paragraph does not apply to a change that is the result of an audit exception, as described in paragraph (2) of subdivision (a) of Section 41341.

(c) Commencing with the 2013–14 fiscal year and each fiscal year thereafter, the Superintendent shall annually calculate a local control funding formula grant for each school district and charter school in the state pursuant to this section.

(d) The Superintendent shall compute a grade span adjusted base grant equal to the total of the following amounts:

(1) (A) For the 2013–14 to 2021–22 fiscal ~~year, years, inclusive,~~ a base grant of:

~~(A)~~

(i) Six thousand eight hundred forty-five dollars (\$6,845) for average daily attendance in kindergarten and grades 1 to 3, inclusive.

~~(B)~~

(ii) Six thousand nine hundred forty-seven dollars (\$6,947) for average daily attendance in grades 4 to 6, inclusive.

~~(C)~~

(iii) Seven thousand one hundred fifty-four dollars (\$7,154) for average daily attendance in grades 7 and 8.

~~(D)~~

(iv) Eight thousand two hundred eighty-nine dollars (\$8,289) for average daily attendance in grades 9 to 12, inclusive.

(B) Commencing with the 2022–23 fiscal year, a base grant of:

(i) Nine thousand nine hundred eighty-nine dollars (\$9,989) for average daily attendance in kindergarten and grades 1 to 3, inclusive.

(ii) Nine thousand one hundred eighty-four dollars (\$9,184) for average daily attendance in grades 4 to 6, inclusive.

(iii) Nine thousand four hundred fifty-seven dollars (\$9,457) for average daily attendance in grades 7 and 8.

(iv) Eleven thousand two hundred forty-five dollars (\$11,245) for average daily attendance in grades 9 to 12, inclusive.

(2) In each year the grade span adjusted base grants in paragraph (1) shall be adjusted by the percentage change in the annual average value of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce for the 12-month period ending in the third quarter of the prior fiscal year. This percentage change shall be determined using the latest data available as of May 10 of the preceding fiscal year compared with the annual average value of the same deflator for the 12-month period ending in the third quarter of the second preceding fiscal year, using the latest data available as of May 10 of the preceding fiscal year, as reported by the Department of Finance.

(3) (A) The Superintendent shall compute an additional adjustment to the kindergarten and grades 1 to 3, inclusive, base grant as adjusted for inflation pursuant to paragraph (2) equal to 10.4 percent. The additional grant shall be calculated by multiplying the kindergarten and grades 1 to 3, inclusive, base grant, as adjusted by paragraph (2), by 10.4 percent.

(B) Until paragraph (4) of subdivision (b) of Section 42238.03 is effective, as a condition of the receipt of funds in this paragraph, a school district shall make progress toward maintaining an average class enrollment of not more than 24 pupils for each schoolsite in kindergarten and grades 1 to 3, inclusive, unless a collectively bargained alternative annual average class enrollment for each schoolsite in those grades is agreed to by the school district, pursuant to the following calculation:

(i) Determine a school district's average class enrollment for each schoolsite for kindergarten and grades 1 to 3, inclusive, in the prior year. For the 2013–14 fiscal year, this amount shall be the average class enrollment for each schoolsite for kindergarten and grades 1 to 3, inclusive, in the 2012–13 fiscal year.

(ii) Determine a school district's proportion of total need pursuant to paragraph (2) of subdivision (b) of Section 42238.03.

(iii) Determine the percentage of the need calculated in clause (ii) that is met by funding provided to the school district pursuant to paragraph (3) of subdivision (b) of Section 42238.03.

(iv) Determine the difference between the amount computed pursuant to clause (i) and an average class enrollment of not more than 24 pupils.

(v) Calculate a current year average class enrollment adjustment for each schoolsite for kindergarten and grades 1 to 3, inclusive, equal to the adjustment calculated in clause (iv) multiplied by the percentage determined pursuant to clause (iii).

(C) School districts that have an average class enrollment for each schoolsite for kindergarten and grades 1 to 3, inclusive, of 24 pupils or less for each schoolsite in the 2012–13 fiscal year, shall be exempt from the requirements of subparagraph (B) so long as the school district continues to maintain an average class enrollment for each schoolsite for kindergarten and grades 1 to 3, inclusive, of not more than 24 pupils, unless a collectively bargained alternative ratio is agreed to by the school district.

(D) ~~Upon full implementation of the local control funding formula, as~~ As a condition of the receipt of funds in this paragraph, all school districts shall maintain an average class enrollment for each schoolsite for kindergarten and grades 1 to 3, inclusive, of not more than 24 pupils for each schoolsite in kindergarten and grades 1 to 3, inclusive, unless a collectively bargained alternative ratio is agreed to by the school district.

(E) The average class enrollment requirement for each schoolsite for kindergarten and grades 1 to 3, inclusive, established pursuant to this paragraph shall not be subject to waiver by the state board pursuant to Section 33050 or by the Superintendent.

(F) The Controller shall include the instructions necessary to enforce this paragraph in the audit guide required by Section 14502.1. The instructions shall include, but are not necessarily limited to, procedures for determining if the average class enrollment for each schoolsite for kindergarten and grades 1 to 3, inclusive, exceeds 24 pupils, or an alternative average class enrollment for each schoolsite pursuant to a collectively bargained alternative ratio. The procedures for determining average class enrollment for each schoolsite shall include criteria for employing sampling.

(4) The Superintendent shall compute an additional adjustment to the base grant for grades 9 to 12, inclusive, as adjusted for inflation pursuant to paragraph (2), equal to 2.6 percent. The additional grant shall be calculated by multiplying the base grant for grades 9 to 12, inclusive, as adjusted by paragraph (2), by 2.6 percent.

(e) The Superintendent shall compute a supplemental grant add-on equal to 20 percent of the *applicable* base grants as specified in ~~subparagraphs (A) to (D), inclusive, of~~ paragraph (1) of subdivision (d), as adjusted by paragraphs (2) to (4), inclusive, of subdivision (d), for each school district's or charter school's percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b). The supplemental grant shall be calculated by multiplying the *applicable* base grants as specified in ~~subparagraphs (A) to (D), inclusive, of~~ paragraph (1), as adjusted by paragraphs (2) to (4), inclusive, of subdivision (d), by 20 percent and by the percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in that school district or charter school. The supplemental grant shall be expended in accordance with the regulations adopted pursuant to Section 42238.07.

(f) (1) (A) The Superintendent shall compute a concentration grant add-on equal to 50 percent of the *applicable* base grants as specified in ~~subparagraphs (A) to (D), inclusive, of~~ paragraph (1) of subdivision (d), as adjusted by paragraphs (2) to (4), inclusive, of subdivision (d), for each school district's or charter school's percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent of the school district's or charter school's total enrollment. The concentration grant shall be calculated by multiplying the *applicable* base grants as specified in ~~subparagraphs (A) to (D), inclusive, of~~ paragraph (1) of subdivision (d), as adjusted by paragraphs (2) to (4), inclusive, of subdivision (d), by 50 percent and by the percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent of the total enrollment in that school district or charter school.

(B) Commencing with the 2021–22 fiscal year, the concentration grant add-on referenced in subparagraph (A) shall instead be equal to 65 percent of the base grants as specified in subparagraphs (A) to (D), inclusive, of paragraph (1) of subdivision (d), as adjusted by paragraphs (2) to (4), inclusive, of subdivision (d), for each school district's or charter school's percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent of the school district's or charter school's total enrollment. The concentration grant shall be calculated by multiplying the *applicable* base grants as specified in ~~subparagraphs (A) to (D), inclusive, of~~ paragraph (1) of subdivision (d), as adjusted by paragraphs (2) to (4), inclusive, of subdivision (d), by 65 percent and by the percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent of the total enrollment in that school district or charter school.

(2) (A) For a charter school physically located in only one school district, the percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent used to calculate concentration grants shall not exceed the percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent of the school district in which the charter school is physically located. For a charter school physically located in more than one school district, the charter school's percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent used to calculate concentration grants shall not exceed that of the school district with the highest percentage of unduplicated pupils calculated pursuant to paragraph (5) of subdivision (b) in excess of 55 percent of the school districts in which the charter school has a school facility. The concentration grant shall be expended in accordance with the regulations adopted pursuant to Section 42238.07.

(B) For purposes of this paragraph and subparagraph (A) of paragraph (1) of subdivision (f) of Section 42238.03, a charter school shall report its physical location to the department under timeframes established by the department. For a charter school authorized by a school district, the department shall include the authorizing school district in the department's determination of physical location. For a charter school authorized on appeal pursuant to subdivision (k) of Section 47605, the department shall include the school district that initially denied the petition in the department's determination of physical location. Notwithstanding subdivision (a) of Section 14002, the reported physical location of the charter school shall be considered final as of the second principal apportionment for that fiscal year, and, for purposes of this paragraph, the percentage of unduplicated pupils of the school district associated with the charter school pursuant to subparagraph (A) shall be considered final as of the second principal apportionment for that fiscal year.

(g) The Superintendent shall compute an add-on to the total sum of a school district's or charter school's base, supplemental, and concentration grants equal to the amount of funding a school district or charter school received from funds allocated pursuant to the Targeted Instructional Improvement Block Grant program, as set forth in Article 6 (commencing with Section 41540) of Chapter 3.2, for the 2012–13 fiscal year, as that article read on January 1, 2013. A school district or charter school shall not receive a total funding amount from this add-on greater than the total amount of funding received by the school district or charter school from that program in the 2012–13 fiscal year. The amount computed pursuant to this subdivision shall reflect the reduction specified in paragraph (2) of subdivision (a) of Section 42238.03.

(h) (1) The Superintendent shall compute an add-on to the total sum of a school district's or charter school's base, supplemental, and concentration grants equal to the amount of funding a school district or charter school received from funds allocated pursuant to the Home-to-School Transportation program, as set forth in former Article 2 (commencing with Section 39820) of Chapter 1 of Part 23.5, former Article 10 (commencing with Section 41850) of Chapter 5, and the Small School District Transportation program, as set forth in former Article 4.5 (commencing with Section 42290), as those articles read on January 1, 2013, for the 2012-13 fiscal year. A school district or charter school shall not receive a total funding amount from this add-on greater than the total amount received by the school district or charter school for those programs in the 2012-13 fiscal year. The amount computed pursuant to this subdivision shall reflect the reduction specified in paragraph (2) of subdivision (a) of Section 42238.03.

(2) If a home-to-school transportation joint powers agency, established pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code for purposes of providing pupil transportation, received an apportionment directly from the Superintendent from any of the funding sources specified in paragraph (1) for the 2012-13 fiscal year, the joint powers agency may identify the member local educational agencies and transfer entitlement to that funding to any of those member local educational agencies by reporting to the Superintendent, on or before September 30, 2015, the reassignment of a specified amount of the joint powers agency's 2012-13 fiscal year entitlement to the member local educational agency. Commencing with the 2015-16 fiscal year, the Superintendent shall compute an add-on to the total sum of a school district's or charter school's base, supplemental, and concentration grants equal to the amount of the entitlement to funding transferred by the joint powers agency to the member school district or charter school.

(i) (1) The sum of the local control funding formula rates computed pursuant to subdivisions (c) to (f), inclusive, shall be multiplied by:

(A) For school districts, the average daily attendance of the school district in the corresponding grade level ranges computed pursuant to Section 42238.05, excluding the average daily attendance computed pursuant to paragraph (2) of subdivision (a) of Section 42238.05 for purposes of the computation specified in subdivision (d).

(B) For charter schools, the total current year average daily attendance in the corresponding grade level ranges.

(2) The amount computed pursuant to Article 4 (commencing with Section 42280) shall be added to the amount computed pursuant to paragraphs (1) to (4), inclusive, of subdivision (d), as multiplied by subparagraph (A) or (B) of paragraph (1), as appropriate.

(j) The Superintendent shall adjust the sum of each school district's or charter school's amount determined in subdivisions (g) to (i), inclusive, pursuant to the calculation specified in Section 42238.03, less the sum of the following:

(1) (A) For school districts, the property tax revenue received pursuant to Chapter 3.5 (commencing with Section 75) and Chapter 6 (commencing with Section 95) of Part 0.5 of Division 1 of the Revenue and Taxation Code.

(B) For charter schools, the in-lieu property tax amount provided to a charter school pursuant to Section 47635.

(2) The amount, if any, received pursuant to Part 18.5 (commencing with Section 38101) of Division 2 of the Revenue and Taxation Code.

(3) The amount, if any, received pursuant to Chapter 3 (commencing with Section 16140) of Part 1 of Division 4 of Title 2 of the Government Code.

(4) Prior years' taxes and taxes on the unsecured roll.

(5) Fifty percent of the amount received pursuant to Section 41603.

(6) The amount, if any, received pursuant to the Community Redevelopment Law (Part 1 (commencing with Section 33000) of Division 24 of the Health and Safety Code), less any amount received pursuant to Section 33401 or 33676 of the Health and Safety Code that is used for land acquisition, facility construction, reconstruction, or remodeling, or deferred maintenance and that is not an amount received pursuant to Section 33492.15, or paragraph (4) of subdivision (a) of Section 33607.5, or Section 33607.7 of the Health and Safety Code that is allocated exclusively for educational facilities.

(7) The amount, if any, received pursuant to Sections 34177, 34179.5, 34179.6, 34183, and 34188 of the Health and Safety Code.

(8) Revenue received pursuant to subparagraph (B) of paragraph (3) of subdivision (e) of Section 36 of Article XIII of the California Constitution.

(k) A school district shall annually transfer to each of its charter schools funding in lieu of property taxes pursuant to Section 47635.

(l) (1) This section does not authorize a school district that receives funding on behalf of a charter school pursuant to Section 47651 to redirect this funding for another purpose unless otherwise authorized in law pursuant to paragraph (2) or pursuant to an agreement between the charter school and its chartering authority.

(2) A school district that received funding on behalf of a locally funded charter school in the 2012-13 fiscal year pursuant to paragraph (2) of subdivision (b) of Section 42605, Section 42606, and subdivision (b) of Section 47634.1, as those sections

read on January 1, 2013, or a school district that was required to pass through funding to a conversion charter school in the 2012–13 fiscal year pursuant to paragraph (2) of subdivision (b) of Section 42606, as that section read on January 1, 2013, may annually redirect for another purpose a percentage of the amount of the funding received on behalf of that charter school. The percentage of funding that may be redirected shall be determined pursuant to the following computation:

(A) (i) Determine the sum of the need fulfilled for that charter school pursuant to paragraph (3) of subdivision (b) of Section 42238.03 in the then current fiscal year for the charter school.

(ii) Determine the sum of the need fulfilled in every fiscal year before the then current fiscal year pursuant to paragraph (3) of subdivision (b) of Section 42238.03 adjusted for changes in average daily attendance pursuant to paragraph (3) of subdivision (a) of Section 42238.03 for the charter school.

(iii) Subtract the amount computed pursuant to paragraphs (1) to (3), inclusive, of subdivision (a) of Section 42238.03 from the amount computed for that charter school under the local control funding formula entitlement computed pursuant to subdivision (i) of this section.

(iv) Compute a percentage by dividing the sum of the amounts computed pursuant to clauses (i) and (ii) by the amount computed pursuant to clause (iii).

(B) Multiply the percentage computed pursuant to subparagraph (A) by the amount of funding the school district received on behalf of the charter school in the 2012–13 fiscal year pursuant to paragraph (2) of subdivision (b) of Section 42605, Section 42606, and subdivision (b) of Section 47634.1, as those sections read on January 1, 2013.

(C) The maximum amount that may be redirected shall be the lesser of the amount of funding the school district received on behalf of the charter school in the 2012–13 fiscal year pursuant to paragraph (2) of subdivision (b) of Section 42605, Section 42606, and subdivision (b) of Section 47634.1, as those sections read on January 1, 2013, or the amount computed pursuant to subparagraph (B).

(3) Commencing with the 2013–14 fiscal year, a school district operating one or more affiliated charter schools shall provide each affiliated charter school schoolsite with no less than the amount of funding the schoolsite received pursuant to the charter school block grant in the 2012–13 fiscal year.

(m) Any calculations in law that are used for purposes of determining if a local educational agency is an excess tax school entity or basic aid school district, including, but not limited to, this section and Sections 41544, 42238.03, 47632, 47660, 47663, 48310, and 48359.5, and Section 95 of the Revenue and Taxation Code, shall exclude the revenue received pursuant to subparagraph (B) of paragraph (3) of subdivision (e) of Section 36 of Article XIII of the California Constitution.

(n) The funds apportioned pursuant to this section and Section 42238.03 shall be available to implement the activities required pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4.

(o) A school district that does not receive an apportionment of state funds pursuant to this section, as implemented pursuant to Section 42238.03, excluding funds apportioned pursuant to the requirements of subparagraph (A) of paragraph (2) of subdivision (e) of Section 42238.03, shall be considered a "basic aid school district" or an "excess tax entity."

(p) It is the intent of the Legislature, in any year that the Legislature authorizes funding for a cost-of-living adjustment pursuant to subdivision (e) of Section 42238.015 above the cost-of-living adjustment described in paragraph (2) of subdivision (d), to make the cost-of-living adjustment pursuant to subdivision (e) of Section 42238.015 for the fiscal year a percentage determined by the Director of Finance for purposes of calculating the local control funding formula grade span adjusted base grants for school districts and charter schools pursuant to this section.

SEC. 7. Section 42287 of the Education Code is amended to read:

42287. (a) For the 1984–85 fiscal year to the 2012–13 fiscal year, inclusive, the Superintendent shall increase the funding amounts specified in Sections 42282 and 42284 by an amount proportionate to the increase applied to the statewide average revenue limit for unified school districts for the then current fiscal year.

(b) (1) Commencing with the 2013–14 fiscal year, the Superintendent shall increase the funding amounts specified in Sections 42282 and 42284, as previously increased pursuant to subdivision (a) and Sections 42289 to 42289.5, inclusive, by the percentage calculated pursuant to paragraph (2) of subdivision (d) of Section 42238.02 for the then current fiscal year.

(2) It is the intent of the Legislature that, in each fiscal year, funding provided pursuant to this article shall be subject to the same cost-of-living adjustment as provided for the local control funding formula grade span adjusted base grants pursuant to subdivision (e) of Section 42238.015 and paragraph (2) of subdivision (d) of Section 42238.02.

SEC. 8. This act shall not be construed to require school districts, charter schools, and county superintendents of schools to receive additional funding for purposes of the 2013–14 fiscal year to the 2021–22 fiscal year, inclusive, for these purposes.



GLENDALE UNIFIED SCHOOL DISTRICT

"Preparing our students for *their* future"

223 North Jackson St., Glendale, California 91206-4380

Telephone: 818-241-3111, Ext. 1215 • Fax: 818-548-9041

BOARD OF EDUCATION

April 5, 2022

The Honorable Al Muratsuchi
Member, California State Assembly
1021 O Street, Suite 5610
Sacramento, CA 95814

Re: AB 1614 (Muratsuchi) As Introduced
Position: Support

Dear Assemblymember Muratsuchi:

The Board of Education of the Glendale Unified School District (Glendale Unified) has reviewed your Assembly Bill (AB) 1614 and taken a position of Support. Thank you for authoring this important measure. AB 1614 would increase the Local Control Funding Formula (LCFF) by \$4.2 billion over the statutory cost-of-living adjustment (COLA) in 2022-23 and provide intent that the Legislature reach the top ten states in the country in K-12 per-pupil funding.

Glendale Unified is the third largest school district in Los Angeles County, serving 24,500 students in preschool through 12th grade and beyond. Our student population is diverse, coming from a wide range of ethnic, cultural, and socio-economic backgrounds and speaking 48 different languages. More than 40% of our students qualify for free/reduced price meals and more than 20% are English Learners.

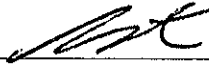
Glendale Unified supports AB 1614 because LCFF did not establish the base grant at a level to cover the district's base costs and expenses for a high-quality core program for all students. Glendale Unified has developed a variety of distinguished programs including dual language immersion programs in 7 different languages, magnet schools in technology, world languages, and visual and performing arts, and Career and Technical Education pathways beginning in middle school as well as a collaborative partnership with Glendale Community College. The district has also established a Student Wellness Services Department that provides a variety of services and support for students and their families. These programs engage students and support academic achievement and social emotional learning; critical priorities especially in light of the impact of COVID-19.

Growth in these costs continues to outpace the LCFF base grant, including cost-of-living adjustments. Like districts across the state, Glendale Unified faces rising operational costs in utilities, energy, transportation, technology, and in fixed costs such as personnel and pension and health benefits. These increases are in addition to COVID-19 related expenses for testing, tracing, masks, and equipment.



Our students and community expect schools to focus on accelerating student learning and recovery with redoubled efforts to enhance student achievement and close the achievement gap. Without the increase to the LCFF base grant, more funding is consumed with operations, benefits and pension costs. AB 1614 would provide an additional \$4.2 billion above the COLA and all districts would benefit. It is a critical next step to ensure the legacy of the LCFF continues for future generations of school children.

For these reasons, Glendale Unified strongly supports your AB 1614. Again, thank you for authoring this important measure.

Sincerely,



Shant Sahakian, President


Nayiri Nahabedian, Vice President
Gregory S. Krikorian, Clerk
Jennifer Freeman, Member
Dr. Armina Gharpetian, Member

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Authorization to Dispose of Surplus Property**

The Superintendent recommends that the Board of Education declare an insulated cabinet located at Pacific Avenue Education Center as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

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

April 5, 2022

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 21-23939-64568-EZ to be used for the After School Education and Safety Program (ASES) in Glendale Unified School District for the 2021-22 School Year**

The Superintendent recommends that the Board of Education enter into a local agreement with the California Department of Education, After School Policy and Evaluation Office, for Contract Award No. 21-23939-64568-EZ in the amount of \$1,357,493.59 to be used for the After School Education and Safety (ASES) Programs in nine elementary and three middle schools in the 2021-22 school year.

The Glendale Unified School District (GUSD) contracts with the California Department of Education, After School Policy and Evaluation Office, to provide State funds for after school child care programs that emphasize the improvement of academic achievement and educational enrichment. The purpose of this grant is to improve student performance in school and to provide a safe environment after school for students in grades 1-8.

The California Department of Education has awarded GUSD \$1,357,493.59 to continue implementation of the After School Education and Safety (ASES) program in nine elementary and three middle schools. The funds are to be expended from July 1, 2021, through December 31, 2022. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

TO SUPPORT 2021-22 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence;

Glendale Unified School District
Consent Calendar No. 13
April 5, 2022
Page 2

support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.

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

April 5, 2022

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Approval of Services Agreement Between Glendale Unified School District and Nuri-Robins Consulting**

The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and Nuri-Robins Consulting in the amount of \$45,000 to provide Bias and Belonging Training for GUSD special education staff in the 2021-2022 school year.

During the 2019-2020 and 2020-2021 school years, GUSD was found to have significantly over-identified Latinx students in Special Education under the eligibility of Specific Learning Disability as shared in a Board memo in March 2021. The Comprehensive Coordinated Early Intervening Services plans (CCEIS) for each of those years were completed and submitted to the California Department of Education (CDE). Each plan was implemented in the subsequent school year; 2019-2020 CCEIS plan was implemented during the 2020-2021 school year, and the 2020-2021 CCEIS plan is being implemented this 2021-2022 school year.

As part of each plan, GUSD committed to conducting two staff trainings on implicit/explicit bias and cultural awareness at the 11 schools identified by the Stakeholders team. Those schools were Glendale High School, Roosevelt Middle School, and Columbus, Muir, Marshall, Edison, Mountain Avenue, Franklin, Glenoaks, Dunsmore and Cerritos Elementary Schools.

Nuri Robins Consulting was contracted for providing these trainings for the entire 2021-2022 school year and for an amount not to exceed \$45,000. Special Education resources will be used to pay for these services.

Glendale Unified School District
Consent Calendar No. 14
April 5, 2022
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TO SUPPORT 2021-22 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust in-person and independent study learning programs; and accelerate learning and improve attendance and engagement.

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

GLENDALE UNIFIED SCHOOL DISTRICT

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

SERVICES AGREEMENT

This Agreement for Professional Services (“Agreement”) made and entered into by and between the Glendale Unified School District (“District”), a public entity, and Kikanza Nuri-Robins, DBA Nuri Robins Consulting, 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 August 1, 2021 and will diligently perform as required and complete performance by June 30, 2022.

2. **Scope of Services**

Provides Bias and Belonging Training

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

3. **Compensation**

District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a set for in Addendum A “Scope of Work.” District shall pay Contractor the amount set forth in Addendum B “Cost Proposal” according to the following terms and conditions: \$45,000.00 (Forty five thousand).

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

4. **Expenses**

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

5. **Materials**

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

6. **Independent Contractor**

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

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

7. **Joint Employer**

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

8. **Contractor's Employee Processing**

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

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

9. Conduct on District Premises

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

10. Anti-Discrimination

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

11. Indemnification

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

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

12. Limitation of District Liability

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

13. Confidentiality

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

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

14. Insurance

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

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

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

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

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

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

15. Termination

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

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

16. Certificates/Permits/Licenses

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

17. Delivery

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

///

18. Notice

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

District:

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

Contractor:

Kikanza Nuri-Robins
8306 Wilshire Blvd. #81
Beverly Hills, CA 90211
ATTN: Kikanza Nuri-Robins

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

19. Assignment

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

20. No Rights in Third Parties

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

21. Integration/Entire Agreement of Parties

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

22. Submittal of Documents

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

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

23. Force Majeure Clause

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

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

24. California Law

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

25. Waiver

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

26. Severability

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

27. Provisions Required By Law Deemed Inserted

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

28. Authority to Bind Parties

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

29. Attorneys' Fees and Costs

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

30. Headings

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

31. Signature Authority

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

32. Counterparts

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

SIGNATURE PAGE

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

Company Name: Kikanza Nuri-Robins DBA Nuri Robins Consulting

By: *Kikanza Nuri-Robins*
Signature

Kikanza Nuri-Robins
Print Name

Owner
Title

Dated: 11 February 2022, ~~2022~~

By: *Kikanza Nuri-Robins*
Signature

Kikanza Nuri-Robins
Print Name

Consultant
Title

Dated: 11 February 2022, ~~2022~~

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

Information regarding Contractor:

License No.:

Address: 8306 Wilshire Blvd. #81
Beverly Hills, CA 90211

Employer Identification Number:
81-3657701

Telephone: (323)939-1034

Email: knurirobins@gmail.com

Type of Business Entity:
 Individual
 Sole Proprietorship
 Partnership
 Limited Partnership
 Corporation, State: California
 * Limited Liability Company
Other: S. 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: _____, 2022

ADDENDUM A

SCOPE OF WORK

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Consultant, as needed, to provide Bias and Belonging Training for District Staff.

ADDENDUM B

“Cost Proposal”

Rate: \$2,500/session, not to exceed 18 sessions

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: 11 February 2022

Name of Contractor: Nuri Robins Consulting

Signature: *Kikanza Nuri-Robins*

Print Name and Title: Kikanza Nuri-Robins

(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: 11 February 2022

Name of Contractor or Company: Nuri Robins Consulting

Representative’s Name and Title: Kikanza Nuri-Robins

Signature: *Kikanza Nuri-Robins*

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 Kikanza Nuri-Robins, OBA Nuri Robins Consulting ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

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

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

- D The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

- D Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____
Name of Contractor: Kikanza Nuri-Robins
Signature: _____
Print Name and Title: _____

EXHIBIT “E”

COVID-19 VACCINATION ADDENDUM
TO
GLENDALÉ UNIFIED SERVICES AGREEMENT

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

I am a representative of the Kikanza Nuri-Robins, DBA Nuri Robins Consulting _____ (“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: **Kikanza Nuri-Robins**

Signature: _____

Print Name and Title: _____

Date: _____

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation**

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

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

The Quarterly Uniform Complaint Report Summary for the period of January 1, 2022, through March 31, 2022, is attached and will be sent to the Los Angeles County Office of Education (LACOE).

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

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



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

**Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2021-2022**

District Name: Glendale Unified School District Date: 4/1/22

Person completing this form: Carol Corbo Title: Sr. Admin Secretary

Quarter covered by this report (Check One Below):

- | | | |
|---------------------------------------------|--------------------------|------------------|
| <input type="checkbox"/> 1st QTR | July 1 to September 30 | Due 15-Oct 2021 |
| <input type="checkbox"/> 2nd QTR | October 1 to December 31 | Due 14- Jan 2022 |
| <input checked="" type="checkbox"/> 3rd QTR | January 1 to March 31 | Due 15-Apr 2022 |
| <input type="checkbox"/> 4th QTR | April 1 to June 30 | Due 15-Jul 2022 |

Date for information to be reported publicly at governing board meeting: April 5, 2022

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL			

Print Name of District Superintendent Dr. Vivian Ekchian

Signature of District Superintendent _____ Date 4/1/22

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Kirit Chauhan, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Chauhan_Kirit@lacoed.edu

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 16

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Approval of Supplementary Textbook for Use in Elementary Schools in the Area of Foreign Language for German Instruction**

The Superintendent recommends that the Board of Education approve the supplementary textbook Jo-Jo Mathematik 1 Übungsheft (Translation: Yo-Yo Mathematics 1, Exercise Book), for use in Grade 1 at elementary schools in the area of Foreign Language for German instruction.

The supplementary textbook listed below is being submitted for approval by the Board of Education. In accordance with Glendale Unified School District Board Policy 6161.1, the textbook was made available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Elementary Education Council reviewed the information and made a recommendation of approval of the textbook to the Board of Education.

ELEMENTARY SCHOOLS

Department: Foreign Language Academies of Glendale Program

GERMAN

German FLAG, Grade 1
Jo-Jo Mathematik 1 Übungsheft
Translation: Yo-Yo Math, Exercise Book
(Supplementary)
Published by Cornelsen, 2019

Glendale Unified School District
Consent Calendar No. 16
April 5, 2022
Page 2

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 17

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: Acceptance of Equitable Innovation Grants

The Superintendent recommends that the Board of Education accept funding from the Equitable Innovation Grant Program, issued by the Greater Los Angeles Education Foundation and the Los Angeles County Office of Education, in the amount of \$3,000 for Valley View Elementary School and \$3,000 for Glendale High School.

The Greater Los Angeles Education Foundation (GLA) and the Los Angeles County Office of Education (LACOE) have selected the second annual grantees for the Teachers of the Year Equitable Innovation Grant Program. The Valley View Elementary School Kindergarten team, led by teacher, Elizabeth Neskovska, received an award of \$3,000. The Glendale High School team, led by teacher Danielle Stafford, also received an award of \$3,000. Below are details of each school's plan for utilizing the funds.

Valley View Elementary School

The Kindergarten team will use the funding obtained to purchase materials needed to create a Sensory Play Zone at the school. Materials will include water and sand tables, STEM building materials, shade structures and picnic tables. Sensory play encourages group work, creativity, emotional wellness, and equitable access to materials. The Sensory Play Zone will be a tool to combat speech and language delays, anxiety, and fine and gross motor skills, all of which, the students at Valley View have increasingly faced.

Glendale High School

The team at Glendale High School plans to open a Wellness Center, which will be a space to access services and resources that address social and emotional needs of students and staff. The team's focus is on student wellness, educator wellness, community building, and student socialization.

Glendale Unified School District
Consent Calendar No. 17
April 5, 2022
Page 2

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 18

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Marine Avagyan, Director, Equity, Access and Family Engagement
Jay Schwartz, Director, Child Development and Child Care

SUBJECT: **Approval of Revisions to Board Policies Relating to Community Relations and Students-Welfare**

The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 1312.3 (Uniform Complaint Procedures) and BP 5148 (Child Care and Development) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 1312.3 - Uniform Complaint Procedures

CSBA Update: December 2021

Last GUSD Update: February 2021

Board Policy 1312.3 is updated to reflect a new law (AB 131, 2021), which:

- Renumbers the license-exempt California State Preschool Program code sections.
- Ensures consistency with the California Department of Education's 2021-22 federal program monitoring instrument.
- Clarifies that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Adds Item #3 to the section regarding "Non-UCP Complaints" that any complaint alleging that a student, while in an education program or activity as specified, was subjected to sexual harassment as defined in 34 CFR 106.30 be addressed through federal Title IX complaint procedures.
- Clarifies in Item #5 that complaints alleging a physical safety concern that interferes with a free appropriate public education is a non-UCP complaint.

BP 5148 - Child Care and Development

CSBA Update: December 2021

Last GUSD Update: November 2021

Board Policy 5148 is updated to reflect a new law (AB 131, 2021), which repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code with responsibility for administering child care programs transferring to the California Department of Social Services (CDSS). The policy is also updated to reflect another new law (AB 130, 2021) pursuant to which a child's eligibility for transitional kindergarten may not impact family eligibility for a child care program and which requires, as a condition of funding, that a child care program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by CDSS.

Upon approval of the BPs, revisions will be made to the accompanying Administrative Regulations as needed following the normal District process.

Copies of the revised policies are attached to this memo.

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

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

Community Relations

Uniform Complaint Procedures

The Board of Education recognizes that the District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board shall adopt the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The District's uniform complaint procedure (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in District programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, 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, or based on the person's

Community Relations

Uniform Complaint Procedures

association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8207-8225)
23. State preschool health and safety issues in license-exempt programs (Education Code 8212)
24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
25. Any other state or federal educational program the Superintendent of Public Instruction or

Community Relations

Uniform Complaint Procedures

designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The District shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint, if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the District shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the District's UCP.

The Superintendent or designee shall provide training to District staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulations.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the District's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, Protective Services Division, and the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall,

Community Relations

Uniform Complaint Procedures

for licensed facilities, be referred to the Department of Social Services. (5 CCR 4611)

3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 3 Policy Reference Disclaimer: 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the District in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the District is subject, or a physical safety concern that interferes with the District's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the District's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the District's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 35186)

Legal References: Education Code, Sections 200-262.4; 8200-8498; 8500-8538; 18100-

Community Relations

Uniform Complaint Procedures

18203; 32221.5; 32280-32289; 35186; 46015; 48853-48853.5; 48985;
49010-49014; 49060-49079; 49069.5; 49490-49590; 49701; 51210;
51222; 51223; 51225.1-51225.2; 51226-51226.1; 51228.1-51228.3;
52059.5; 52060-52077, 52075; 52300-52462; 52500-52616.24; 54000-
54445; 54460-54529; 59000-59300; 64000-64001; 65000-65001
Government Code, Sections 11135; 12900-12996
Health and Safety Code, Sections 1596.792; 1596.7925
Penal Code, Sections 422.55; 422.6
Code of Regulations, Title 2, Section 11023
Code of Regulations, Title 5, Sections 3200-3205; 4600-4670; 4680-
4687; 4690-4694; 4900-4965; 15580-15584
United States Code, Title 20, Sections 1221; 1232g; 1681-1688; 6301-
6576; 6801-7014
United States Code, Title 29, Section 794
United States Code Title 42, Sections 2000d-2000e-17; 2000h-2-2000h-
6; 6101-6107; 11431-11435; 12101-12213
Code of Federal Regulations, Title 28, Section 35.107
Code of Federal Regulations, Title 34, Sections 99.1-99.67; 100.3; 104.7;
106.1-106.82; 106.8; 106.9; 110.25

Policy Adopted: 11/17/1992

Policy Amended: 12/17/2002; 11/03/2010; 03/11/2014; 04/15/2014; 05/06/2014;
04/05/2016; 10/18/2016; 08/15/2017; 02/06/2018; 05/01/2018;
06/04/2019; 07/14/2020; 02/16/2021; 04/05/2022

(Formerly BP 1312)

Students - Welfare

Child Care and Development

The Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

The Board shall enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the District.

The District shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and inform parents/guardians about child care options.

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

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

A. Eligibility and Enrollment

Child care admissions 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 child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and in accordance with enrollment priorities in accordance with Welfare and Institutions Code 10271 and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to District students, children of District students, and children of District employees.

A child's eligibility for transitional kindergarten enrollment shall not impact family

Students - Welfare

Child Care and Development

eligibility for a childcare or preschool program. (Education Code 48000)

B. Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

C. Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing District facilities that have capacity.
2. Renovation or improvement of District facilities to make them suitable for such services.
3. Purchase of relocatable child care facilities.
4. Inclusion of child care facilities in any new construction.
5. Agreement with a public agency or community organization for the use of community facilities.

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

D. Complaints

For a licensed child care center, any complaint alleging health and safety violations shall be referred to the California Department of Social Services. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the District's procedures in BP/AR 1312.3 – Uniform Complaint Procedures.

E. Program Evaluation

The Superintendent or designee shall annually conduct an evaluation of the District's child

Students - Welfare

Child Care and Development

care and development services in accordance with state requirements. The evaluation report shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

Legal Reference: Education Code, Sections 8200-8499.10; 8200-8209; 8210-8216; 8220-8226; 8230-8233; 8235-8239; 8240-8244; 8250-8252; 8263; 8263.3; 8263.4; 8273-8273.3; 8278.3; 8360-8370; 8400-8409; 8482-8484.65; 8484.7-8484.8; 8493-8498; 8499-8499.7
Health and Safety Code, Sections 1596.70-1596.895; 1596.90-1597.21; 120325-120380
Code of Regulations, Title 5, Sections 4610-4687; 18000-18434; 18012-18122; 18180-18192; 18201-18213; 18220-18231; 18240-18248; 18270-18281; 18290-18292; 18295; 18300-18308; 80105-80125
Code of Regulations, Title 22, Sections 101151-101239.2; 101212-101231; 101237-101239.2
United States Code, Title 42, Sections 1751-1769j; 9831-9852; 9858-9858q
Code of Federal Regulations, Title 7, Sections 210.1-210.31
Code of Federal Regulations, Title 45, Sections 98.2-98.93
Court Decisions:
CBS Inc v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91 Cal.App.4th 892

Policy Adopted 08/13/1956

Policy Amended: 06/15/1959; 12/21/1965; 08/07/1984; 07/02/1985; 12/06/1994; 01/14/2003; 9/03/2013; 03/15/2016; 11/02/2021; 04/05/2022

Formerly BP 6630

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDER NO. 19

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Kristine Nam, Communications Director

SUBJECT: **Approval of Services Agreement with Target River**

The Superintendent recommends that the Board of Education approve the services agreement with Target River to provide a three month marketing campaign targeting enrollment in Transitional Kindergarten and early college programs in the amount of \$44,789.50.

Services agreement with Target River will support the implementation of Board priorities to increase engagement and maintain district financial responsibility by assisting the District in executing a targeted marketing strategy to boost enrollment in Transitional Kindergarten and early college programs.

Target River is a marketing firm that will support development and placement of ads for display advertising, streaming radio, cable and internet television, social media, and targeted mailers.

The contract will not exceed 3 months or \$44,789.50, and includes ad placement fees and creation of videos and marketing materials that will also be available to GUSD for use on District websites, newsletters and social media. This service is paid from the Unrestricted General Fund and College and Career Division grant funds.

TO SUPPORT 2021-2022 BOARD PRIORITY NO. 2 and 4: Foster a positive culture of learning – increase school connectedness for students, parents, and families; and Maintain district financial responsibility.

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 Target River, 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 April 6, 2022 and will diligently perform as required and complete performance by July 6, 2022.

2. **Scope of Services**

Three month marketing campaign focused on boosting enrollment in TK and early college programs, including — OCCA, Glendale High Cloud Computing & Computer Science Academy, and Hoover High Early College Academy. Website media, radio, cable internet TV, social media and mailers. Creation of video and marketing materials. 

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

3. **Compensation**

District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a set for in Addendum A "Scope of Work." District shall pay Contractor the amount set forth in Addendum B "Cost Proposal" according to the following terms and conditions: \$44,789.50

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

4. **Expenses**

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

5. **Materials**

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

6. **Independent Contractor**

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

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

7. Joint Employer

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

8. Contractor's Employee Processing

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

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

9. Conduct on District Premises

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

10. Anti-Discrimination

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

11. Indemnification

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

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

12. Limitation of District Liability

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

13. Confidentiality

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

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

14. Insurance

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

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

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

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

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

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

15. Termination

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

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

16. Certificates/Permits/Licenses

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

17. Delivery

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

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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: Stephen Dickinson

Contractor:

Target River 
Brian Epperson
~~649 S. Twin Oaks Valley Rd~~ 136 E South Temple, Suite 1400
~~San Marcos, CA 92078~~ Salt Lake City, UT 84111

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

19. Assignment

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

20. No Rights in Third Parties

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

21. Integration/Entire Agreement of Parties

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

22. Submittal of Documents

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

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

23. Force Majeure Clause

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

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

24. California Law

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

25. Waiver

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

26. Severability

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

27. Provisions Required By Law Deemed Inserted

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

28. Authority to Bind Parties

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

29. Attorneys' Fees and Costs

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

30. Headings

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

31. Signature Authority

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

32. Counterparts

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

SIGNATURE PAGE

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

Company Name: Target River

By: 
Signature

CEO
Title

Brian Epperson
Print Name

Dated: MARCH 28, 2022

By: _____
Signature

Title

Print Name

Dated: _____, 20__

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

Information regarding Contractor:

License No.:

Employer Identification Number:

Address: 126 E South Temple,
610 S Twin Oaks Valley Rd.
Salt Lake City, UT
84111

84-4373194

Telephone: 619-571-7359

Email: brian@targetriver.com

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: UT
- 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

Stephen Dickinson

Print Name

Chief Business & Financial Officer

Title

Dated: _____, 20__

ADDENDUM A

SCOPE OF WORK

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

(See attached)

ADDENDUM B

"Cost Proposal"

(See attached)

EXHIBIT "A"

WORKERS' COMPENSATION CERTIFICATION

California Labor Code Section 3700 in relevant part provides:

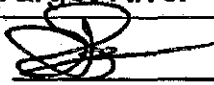
Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- 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: March 28, 2022

Name of Contractor: Target River

Signature: 

Print Name and Title: Brian Epperson

(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: March 28, 2022

Name of Contractor or Company: Target River

Representative's Name and Title: Brian Epperson

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 CEO of Target River, 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 March 28, 2014 [date], at Salt Lake City [city], UTAH [state].



Signature

Brian Epperson

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

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


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

- D The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

- D Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: March 28, 2022

Name of Contractor: Target River

Signature: 

Print Name and Title: Brian Epperson

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 Target River ("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: Target River

Signature:  _____

Print Name and Title: Brian Epperson

Date: March 28, 2022



Target Solutions

For Transformative Results

www.targetriver.com





Customer Journey

Introduction to Client

Awareness

First, we want to ensure your target audience is aware of your brand

Interest

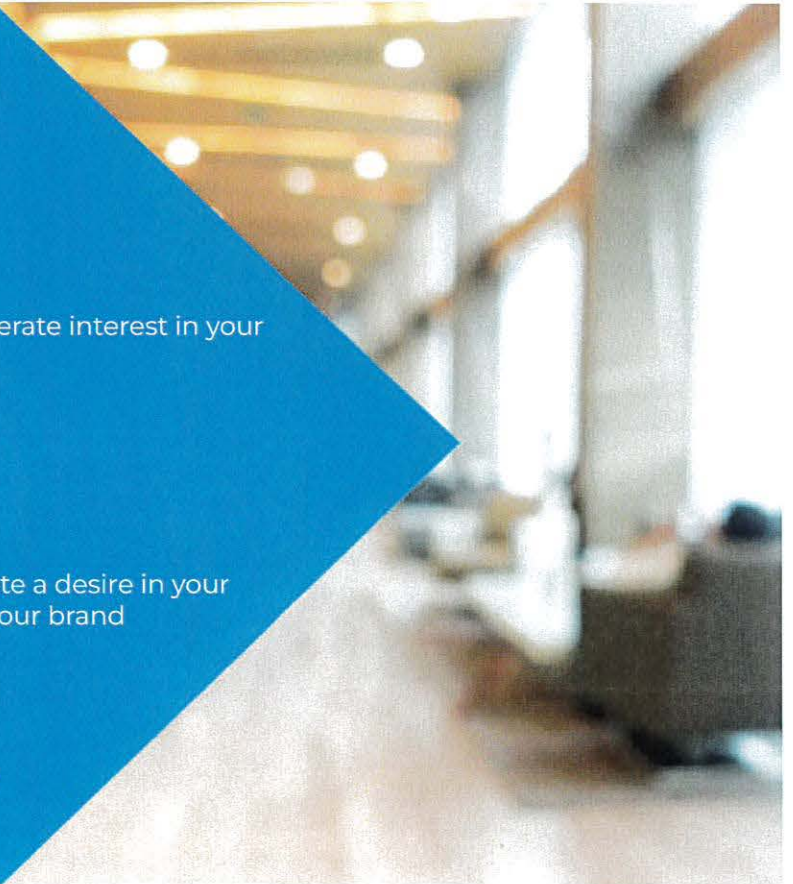
Next, we want to generate interest in your brand

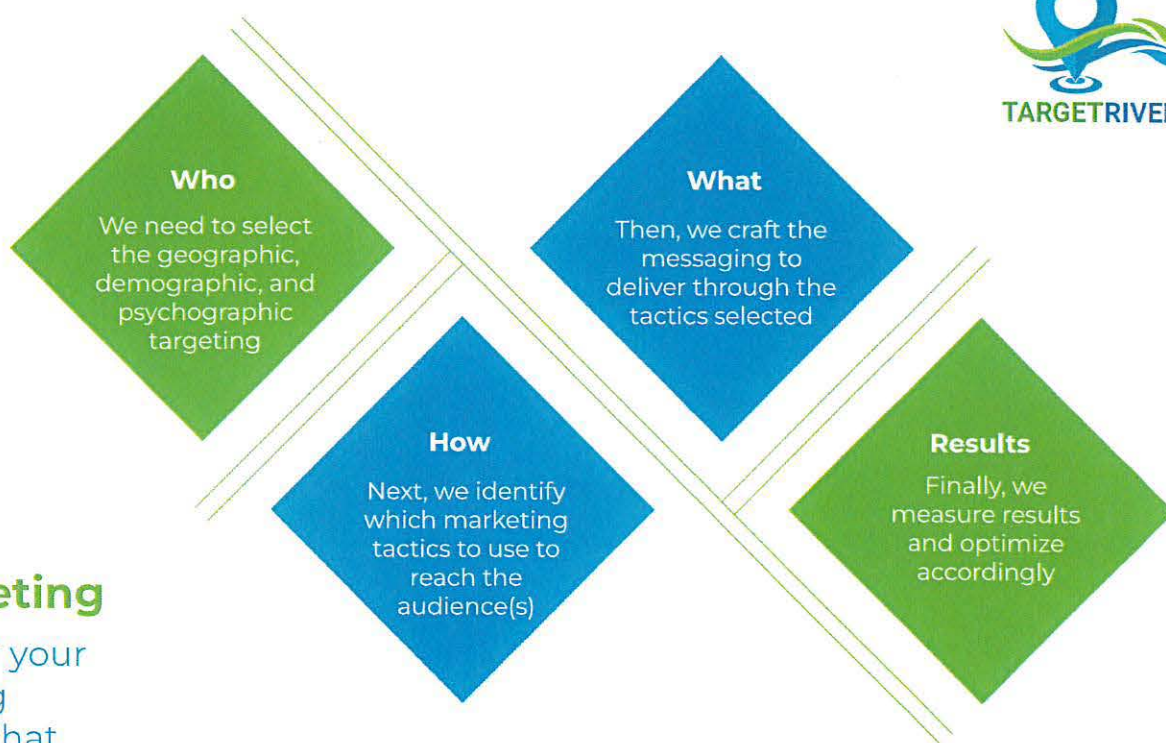
Desire

Then, we want to create a desire in your audience to engage your brand

Action

Finally, we want the audience to take action to generate the KPIs we are seeking





TargetMarketing

One source for your
marketing
#WhoHowWhat

Target Solutions

General Marketing Campaign



Target River recommends the following general campaign that can be launched within ten business days of approval:

- **Display Advertising**
 - Impressions served to Impressions served to specific zip codes targeting individuals with children in the home while they visit website and utilize apps
- **Streaming Radio**
 - Impressions served to specific zip codes targeting listeners with children in the home
- **Facebook & Instagram Ads**
 - Impressions served to specific zip codes targeting individuals with children in the home



Target Solutions

General Marketing Campaign



- **Search**
 - Ads appear to people who reside within targeted zip codes and search specific terms related to promoted programs
- **CTV / OTT**
 - Video impressions served to Impressions served to specific zip codes targeting viewers with children in the home while they watch content on their television
- **Video Pre Roll**
 - Video impressions served to Impressions served to specific zip codes targeting viewers with children in the home while they watch content on a device



Target Solutions

General Marketing Campaign



- **Direct Mail**

- Oversize postcard mailed to households who reside within GUSD zip codes served who have children NOT currently registered in a GUSD school.



Target Solutions

Deliverables & Budget for Glendale Unified School District



Target River commits to deliver the following:

- Five professionally produced video commercials (proposed one general, one TK/K, and one for each high school)
- Advertisements for Display, Facebook, Instagram, and Search
- Two audio commercials (proposed one general and one TK / K)
- Deliver a minimum of #2,100,000 impressions through the outbound marketing tactics (meaning number of times people will hear or see the advertisements)
- Detailed report of campaign results
- (All photos and video filmed by Target River will be provided to GUSD)
- Three month campaign

All-Inclusive cost of \$44,789.50

Why Target River? We are the number one choice of public school districts. Your budget will go further with Target River thanks to our buying power to get more for less for our district partners. We move quickly to help ensure your campaign launches quickly to help encourage families to keep their children registered in a GUSD school or enroll for the first time, if they are a new family.

TargetMarketing

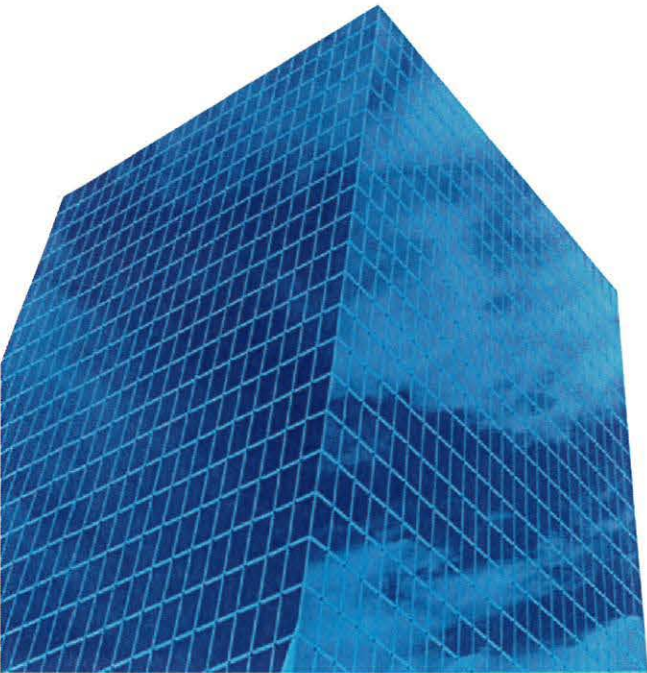
#WhoHowWhat



WHO TargetMarketing is our agnostic approach in evaluating the most appropriate marketing tactics to use (organic and paid) to increase awareness, engagement, and action. To accomplish this, we first identify who an organization should be reaching (avatar, persona, target audience).

HOW From there, we move to evaluating all available tactics to reach the audience(s). We are well versed in all forms of marketing, so you don't have to wonder if your recommendations are driven by limitations or biases based on capabilities or experiences. We've been there, done that!

WHAT Once we know who we need to reach and how we want to reach them, we can then dive into what is often the most exciting part for people - the messaging, or as some would say, "Ads"!



Target River

#WhoHowWhat



Target River has a solid trophy case to vouch for our work, but what drives us the most is the continued business we do with so many clients and countless referrals. Recent awards we have received are:

- **Marketing Agency of the Year In The US**
- **Best Target Marketing Company In The US**
- **Best Education Marketing Company In The US**



Are we too **BIG** for you?

No, our company is passionate about helping districts of all sizes. We have worked with single school-site districts to some of the largest in the country.

Are we too **small** for you?

No, our team of 50+ members has solid experience on over 150 campaigns for public school districts.



Brian Epperson
CEO

☎ 619.571.7359
✉ brian@targetriver.com
🌐 www.targetriver.com

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 20

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer
SUBJECT: Agreement with Las Virgenes Unified School District

The Superintendent recommends that the Board of Education approve the Agreement for preparing candidates to earn the Early Childhood Educator Permit through the LVUSD Early Childhood Educator (ECE) permit program between Glendale Unified School District and Las Virgenes Unified School District (LVUSD).

This Agreement is between the Glendale Unified School District and Las Virgenes Unified School District who will work together toward preparing candidates to earn the Early Childhood Educator Permit through the LVUSD Early Childhood Educator permit (ECE) program (Program), in alignment with the California Commission on Teacher Credentialing (CTC).

GUSD agrees to partner with LVUSD as part of the Early Education Teacher Education Grant. If the grant is awarded, it will fund the cost of the program for all GUSD participants. Should the grant not be received, GUSD will remit tuition payment to LVUSD in the amount of \$2,500 per candidate for tuition and fees and \$100 per course for transcription of credit through the University of California at Santa Barbara (\$3,100 total).

The term of the Agreement shall be for one year beginning July 1, 2022 through June 30, 2023.

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



Las Virgenes Unified School District
Center EdX Credential Programs
ECE Program District MOU



This serves as a Memorandum of Understanding between the **Las Virgenes Unified School District (LVUSD)** and the **Glendale Unified School District (“District”)** who will work together toward preparing candidates to earn the Early Childhood Educator Permit through the LVUSD Early Childhood Educator permit (ECE) program (Program), in alignment with the California Commission on Teacher Credentialing (CTC).

Program Overview:

The Las Virgenes Unified School District shall monitor this Agreement to oversee implementation of the Program. The Program is designed with a Program Coordinator and support staff which will report regularly to the LVUSD Credential Programs Advisory Board. Program includes 24 units over the course of twelve months, and upon successful completion of the course, candidates will receive an Early Childhood Educator Permit. All textbooks and required training materials are included in the cost of tuition with the exception of transcription fees with the University of California at Santa Barbara (UCSB).

LVUSD’s Obligations to District:

- A. Assist District, as needed, with identification and placement of Educator Candidates into the program.
- B. Provide information regarding Educator Candidate program component completion and other accountability data as needed or requested.
- C. Maintain a database of participants for informational tracking purposes, coordination of services, and program evaluations.
- D. Maintain communication with the District and District Coordinator as to the expectations of support.

Glendale Unified School District Obligations:

- A. District agrees to partner with LVUSD as part of the Early Education Teacher Education Grant (Grant). If Grant is awarded, Grant will fund the cost of Program for all district participants.
- B. Should Grant not be received, District will remit tuition payment to LVUSD in the amount of \$2500 per candidate for tuition and fees and \$100 per course for transcription of credit through the University of California at Santa Barbara (\$3100 total). All program materials will be included in this fee. Fees will be due prior to the first class. If a candidate is taking individual courses, the district will be billed at a rate of \$425 for each course.



Las Virgenes Unified School District
Center EdX Credential Programs
ECE Program District MOU



- C. Maintain communication with the Program Coordinator as to the progress of support.

Candidates

The parties agree that the candidates are considered learners who are fulfilling specific credential requirements. Therefore, regardless of the nature or extent of the acts performed by them, candidates are not to be considered employees or agents of LVUSD for any purpose including Workers' Compensation or any other employee benefit programs. The candidates shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

Term:

This Memorandum of Understanding shall be effective upon signature and implemented from July 1, 2022 through June 30, 2023.

For the Glendale Unified School District
Darneika Watson, Ph.D.
Chief Human Resources & Operations Officer

Date

For the Las Virgenes Unified School District
Ryan Gleason, Ed.D.
Assistant Superintendent of Administrative Services

Date

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2021

CONSENT CALENDAR NO. 21

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: Agreement with Point Loma Nazarene University

The Superintendent recommends that the Board of Education approve the Agreement for teaching candidates to complete fieldwork experience between Glendale Unified School District and Point Loma Nazarene University School of Education.

This Agreement is between the Glendale Unified School District and Point Loma Nazarene University School of Education to provide fieldwork experience to advanced program candidates working under the supervision of a University site supervisor.

The initial term of the Agreement shall be for three (3) academic years and shall extend from June 1, 2022 through August 31, 2025. This Agreement may be extended for successive one academic year periods by mutual written consent of the parties. 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 2021-22 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.

**POINT LOMA NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

Fieldwork Placement Agreement with Cooperating School District

This Fieldwork Placement Agreement (“Agreement”) is entered into between Point Loma Nazarene University (“PLNU” or “University”) and the **Glendale Unified School District** (the “District”).

Whereas, the University’s curriculum requires advanced program candidates (“Fieldwork Candidates”) to complete a fieldwork experience working under the supervision of a University site supervisor and teaching candidates to complete a fieldwork experience working under the supervision of a credentialed district teacher; and

Whereas, the District wishes to aid in the educational development of the University’s students and is willing to make its premises and students available for fieldwork practice; and

Whereas, the parties wish to document the guidelines, policies, and procedures for the placement of University students completing fieldwork experiences within the District;

Now, therefore, the parties agree as follows:

I. General Terms

A. The District will accept Fieldwork Candidates for fieldwork practice for the times and durations set forth by the University and agreed to by the District. The District reserves the right to accept only the number of Fieldwork Candidates it deems to be feasible in light of available District faculty at any given time.

B. The Fieldwork Candidate’s other duties may include, but are not limited to, classroom observation, classroom teaching, diagnosis of student learning problems, tutoring of students, grading and recording of student assignments, and assistance with record keeping. Additional assignments outside of the confines of the classroom may include, but are not limited to, lunchroom supervision, playground supervision, hallway duty, bus duty, faculty meetings, Individualized Education Program (IEP) meetings, professional development meetings, and parent-teacher conferences and working with individual and small groups of students.

C. Fieldwork Candidates are required to follow the academic calendar of the District.

D. The District shall appoint a certified teacher to supervise each Fieldwork Candidate (“District Site Supervisor”). District Site Supervisors shall meet the following criteria:

1. The District Site Supervisor shall be a full-time member of the District’s faculty.
2. The District Site Supervisor must have a minimum of 3 years teaching experience in the area of their credential and have been employed by the District for at least one year.
3. The District Site Supervisor must hold credentials in the field in which he/she is teaching.

4. The District Site Supervisor must approve of having a Fieldwork Candidate assigned to them.

5. The District Site Supervisor must meet all requirements of applicable credentialing agencies, including the California Commission on Teacher Credentialing (“CCTC”).

E. The Dean of the School of Education shall designate an appropriate person to supervise the Advanced Program Fieldwork Candidate (the “PLNU Site Supervisor”) in accordance with all CCTC requirements. The PLNU Site Supervisor will guide, counsel, instruct, and supervise Advanced Program Fieldwork Candidates. The PLNU Site Supervisor’s major responsibilities include, but are not limited to:

1. Conferencing with District Site Supervisors to whom the Advanced Fieldwork Candidates are assigned about the expectations of the University and District.

2. Providing the District Site Supervisor with University resources for supervising an Advanced Program Fieldwork Candidate.

3. Serving as the first point of contact for the University.

4. Monitoring the Advanced Fieldwork Candidate’s progress.

5. Observing, critiquing, and conferencing with the Advanced Fieldwork Candidate at least three times during the Fieldwork placement.

6. Providing frequent feedback to the Advanced Program Fieldwork Candidate and District Site Supervisor regarding progress, problems, and recommendations.

7. Being available to address the needs of both the Advanced Program Fieldwork Candidate and the District Site Supervisor.

8. Following consultation with the District Site Supervisor, issuing a final grade to the Advanced Program Fieldwork Candidate.

F. To the extent permitted by Federal, State, and local laws and regulations, and in a manner consistent with the District’s confidentiality requirements and policies, the District shall allow the Fieldwork Candidate access to information, including relevant documentation and reports.

G. Fieldwork Candidates shall not be considered employees of the District and are not covered by any District compensation program or other insurance.

II. Removal of Fieldwork Candidates

The District will notify the University in writing, prior to taking any action against a Fieldwork Candidate regarding any concerns or complaints about a Fieldwork Candidate’s performance or unsatisfactory conduct in the Fieldwork Placement. In such cases, the District will cooperate with the University to address the issues, including without limitation steps to further train the Fieldwork Candidate and remediate the concerns. Except in circumstances where a Fieldwork Candidate presents an immediate threat to the health and safety of the District’s students or personnel, the District shall not remove a Fieldwork Candidate from its facilities or Fieldwork without engaging in the process described above.

III. FERPA

Prior to the start of their placement, the University shall provide training to Fieldwork Candidates concerning the Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) and its implementing regulations. As part of this training, the University shall instruct candidates about their legal obligation to comply with FERPA and its implementing regulations with respect to confidential information the candidate encounters during his/her Fieldwork placement.

IV. Background Checks

For each Fieldwork Candidate, the University shall cause to be performed a criminal background check that complies with the minimum requirements set by the State of California. Prior to a Fieldwork Candidate beginning their field experience, the University shall review the results and exclude from participation any candidate whose background check would preclude the candidate from serving in the planned field experience. Additionally, all Fieldwork Candidates will be required to obtain and maintain a valid and current Certificate of Clearance from the CCTC before beginning their field experience and for the duration of their field experience.

V. Vaccination

University is responsible for confirming that Fieldwork Candidates who will be working at the District’s school sites have been fully vaccinated for COVID-19. University shall submit supporting documentation of COVID-19 vaccination to the District at least two weeks prior to the Field Candidate starting work at the District school site.

VI. Non-Discrimination

The parties will not discriminate against any individual including but not limited to employees or applicants for employment and/or students because of 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.

VII. Compliance with Other Laws

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 Disability Act of 1990, the California Fair Employment and House Act (California Government Code Section 12900), California Labor Code Section 1735, and the regulations related thereto.

VIII. General Liability Insurance

Both parties shall maintain in force during the term of this Agreement, bodily injury, property damage, and professional liability insurance, with coverage of at least \$1,000,000 per occurrence and an annual aggregate of \$3,000,000 per occurrence, insuring itself and its agents and employees for their acts, failures to act, or negligence rising out of, or caused by, the activity which is the subject of this Agreement. Each party will provide the other proof of such insurance upon request.

IX. Mutual Indemnification

Each party shall indemnify, defend and hold harmless the other party, the other party's affiliates, and their respective trustees, directors, officers, employees, students, faculty, agents, representatives, successors and assigns (collectively "Indemnified Parties") against all damages, claims, actions, liabilities, losses and other expenses, including without limitation reasonable attorney's fees, expert witness fees, consultant fees and other costs, incurred by or asserted against Indemnified Parties, whether or not a lawsuit or other proceeding is filed ("Claims"), that in any way arise out of or relate to (a) the indemnifying party's acts, omissions, negligence or willful misconduct with respect to its performance under this Agreement; and/or (b) the indemnifying party's non-compliance with any applicable Federal, State or local laws, rules or regulations with respect to its performance under this Agreement; provided, however, that an indemnifying party's indemnity hereunder shall not apply or extend to any acts or omissions of the other party or its representatives.

X. Applicable Law

This Agreement shall be governed by and construed in accordance with the law of the State of California and federal law.

XI. Severability

In the event any provision of this Agreement is held by a court to be illegal, void, or otherwise unenforceable, all other provisions of this Agreement shall continue in full force and effect to the maximum extent permitted by law.

XII. Term/Termination

The initial term of this Agreement will be for three (3) academic years and shall extend from **June 1, 2022 through August 31, 2025**. This Agreement may be extended for successive one (year) academic year periods by mutual written consent of the parties.

Either party may terminate this Agreement, with or without cause, by providing 60 days' written notice to the other party. However, in the event either party terminates the Agreement, Fieldwork Candidates that have already been placed shall be permitted to complete their placement unless the candidate is otherwise removed pursuant to Section II of this Agreement.

XIII. Additional Terms

- A. This Agreement is not intended to create any rights or interests for any other person or entity other than the University or District.
- B. Neither party may assign this Agreement, nor the duties and responsibilities contained herein, without the prior written consent of the other party.
- C. The University and District are independent entities and neither shall have, nor exercise, any control over the means, manner, or method by which the other performs its obligations under this Agreement. Nothing in this Agreement is intended or shall be construed to create an agency relationship, employment relationship, or joint venture between the parties. Neither party may use the other's name in a manner that is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party. Furthermore, neither party intends for this Agreement to alter in any way their respective rights or their legal

obligations.

- D. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous communications, negotiations, and agreements, written or oral, regarding the subject matter hereto. No modification of or amendment or waiver to this Agreement will be effective unless in writing and signed by each of the parties.
- E. Failure by either party at any time to require strict performance of any provision of this Agreement shall not constitute a waiver of that provision nor in any way limit enforcement of the provision. [signatures on following page]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates set forth below.

For Point Loma Nazarene University:

Name: Kerry D. Fulcher, Ph.D.
Title: Provost and Chief Academic Officer
Address: Point Loma Nazarene University
3900 Lomaland Dr.
San Diego, CA 92106

_____ Date: _____
Authorized Signature

PLNU Contact:

Name: Deborah E. Erickson, Ed.D.
Title: Dean, School of Education
Address: Point Loma Nazarene University
4007 Camino Del Rio South, Suite 400
San Diego, CA 92108

For the District:

Name (Print): _____

Address (Print): _____

Title: _____

_____ Date _____
Authorized Signature

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2021

CONSENT CALENDAR NO. 22

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: Agreement with La Sierra University

The Superintendent recommends that the Board of Education approve the Agreement to provide educational clinical practice experience in the areas of teaching, administration, and/or pupil services between Glendale Unified School District and La Sierra University.

This Agreement is between the Glendale Unified School District and La Sierra University to provide to the students of the University educational clinical practice experience in the areas of: teaching, and/or administration, and/or pupil services (special education, counseling, and school psychology).

The initial term of the Agreement shall begin on April 6, 2022 and may be terminated by either party upon thirty (30) days written notice to the other party. There is no fiscal impact to the District.

In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.

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

LA SIERRA UNIVERSITY
4500 Riverwalk Parkway, Riverside, CA 92515
EDUCATIONAL CLINICAL PRACTICE EXPERIENCES
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between **Glendale Unified School District** (hereinafter called “District”), and LA SIERRA UNIVERSITY (hereinafter called the “University”).

RECITALS

- A. The purpose of this Memorandum of Understanding is to provide to the students of the University educational clinical practice experience in the areas of: teaching, and/or administration and/or pupil services (special education, counseling and school psychology); and
- B. The University has established programs in student teaching, pupil services, and administration and leadership.
- C. The programs require locations where the students can obtain educational clinical practice experience required by the curriculum; and
- D. The District has the appropriate settings needed by the students of these programs as part of their practical learning experience.
- E. Such clinical practice experience is provided by the University on an unpaid basis. No remuneration is provided by the District or University for service provided by the students participating in these programs.

TERMS

In consideration of the mutual promises and conditions in this Memorandum of Understanding and for good and valuable consideration, the University and the District agree as follows:

1.0 Obligations of the District.

- 1.1 The District shall provide to the credential candidates of the University clinical practice experience in schools, classes or other appropriate sites of the District, under the supervision of certificated employees of the District.
- 1.2 The District will designate appropriate personnel to coordinate the credential candidate’s clinical practice experience. This will involve working with University faculty and staff to assign credential candidates to the appropriate sites as required by the particular program.
- 1.3 The District will recommend to the University the withdrawal of a credential candidate if: (1) the achievement, progress, adjustment, or health of the credential candidate does not warrant continuation at the District, or (2) the behavior of the credential candidate fails to conform to the applicable regulations of the District. The District will assist the University, if necessary, in implementing this recommendation.

- 1.4 The District reserves the right, exercisable in its discretion after consultation with the University, to exclude any credential candidate from its premises in the event that such person's conduct or state of health is deemed objectionable or detrimental, having in mind the proper administration of said District.
- 1.5 The District shall provide emergency care in case of illness or accident to any participating credential candidate. However, the District shall have no financial obligation pursuant to section 6.1 below.
- 1.6 The District Supervisor for each credential candidate shall ensure that the curriculum and objectives outlined in the University Credential Handbook are met by each credential candidate. Additionally, each District Supervisor shall comply with all duties and responsibilities assigned them under the University Credential Handbook.
- 1.7 The District agrees to provide the number of hours required by the Curriculum and Instruction Department to each credential candidate seeking to satisfy their educational clinical practice experience. If for any reason the District cannot provide the required hours, it shall notify the University Supervisor of that fact as soon as reasonably possible to allow the University Supervisor to make additional or other arrangements for the credential candidate.
- 1.8 Drug-Free Workplace. District agrees to comply with the Drug Free Workplace Policy of La Sierra University. La Sierra University's signature affixed to this Agreement certifies that District shall require that the District's faculty, agents and student(s) shall not engage in the unlawful manufacture, distribution, dispensation, possession, sale or use of controlled substances while engaged in clinical education experiences at La Sierra or while this Agreement is in force.

1. Copy of Drug-Free Workplace Policy. District acknowledges receipt of a copy of the "Drug-Free Workplace Policy" (hereinafter "Policy") of the University concurrent with signing of this Agreement.

2. Compliance with Policy. District's signature affirms that District has read, understands, and agrees to abide by and to require its faculty, agents and student(s) to abide by the Policy as a condition of this Agreement.

3. Criminal Drug Violation Notice. District's signature affirms the understanding and agreement that any conviction of student(s) or any agent(s) of La Sierra University of a criminal drug statute for a violation occurring on the premises of University must be reported to the University office of Human Resources within five (5) days of any conviction and, in turn, the Director of Human Resources shall notify the appropriate Federal agency(ies) within ten (10) days after learning of the conviction. By such signature, District also agrees to require District's faculty, agents and student(s) to abide by the five (5) day notice requirement and to notify District's faculty, agents and student(s) of the requirement of university to notify the appropriate Federal agency(ies) within ten (10) days after learning of any such conviction.

2.0 Obligations of the University.

- 2.1 The University will provide and maintain the records and reports necessary for conducting the credential candidate's educational clinical practice experience.
- 2.2 The University will withdraw a credential candidate from the educational clinical practice program

with the District if, after consultation with District personnel, the University determines such action to be warranted.

- 2.3 The University will be responsible for providing a University Supervisor or person designated and employed by the University to direct, supervise, and evaluate the performance of the credential candidates of the University engaged in the educational clinical practice experience. The person(s) will participate cooperatively with those individuals in the District responsible for placement and direct supervision.
- 2.4 The University will provide the District supervisors with the Credential Handbook about the required clinical experience. The guide will include a description of the clinical experience program, the curriculum and objectives to be achieved, and the responsibilities of the District supervisors at the district and/or school site.
- 2.5 The University shall ensure that the credential candidates receive a Certificate of Clearance in accordance with California Education Code § 44320(b).
- 2.6 The University shall ensure that the credential candidates obtain an examination, within the past (2) two years determining that they are free of active tuberculosis in accordance with California Education Code § 49406.
- 2.7 La Sierra University will guarantee that Student Teachers and university supervisors who will be working on the District's school sites with students, have been fully vaccinated for COVID-19. The university shall submit documentation to the District verifying that Student Teacher and university supervisors who will be working on the District's school sites have received the complete COVID-19 vaccination at least two weeks prior to starting to provide services at a District school site.

3.0 Reservation of Rights; Placement.

- 3.1 The University and the District each reserve the right to withhold the placement of credential candidates depending upon the availability of locations and personnel to adequately provide a satisfactory educational clinical practice experience.

4.0 Clinical Practice Provisions.

Where the District agrees to provide to the credential candidates of the University educational clinical practice experience in the area of clinical practice experience, the following additional provisions will apply:

- 4.1 Candidates are defined as persons who are working towards the completion of a credential preparation program and who have met prescribed training prerequisites for clinical practice placement. Such credential candidates will have met all requirements of the Teacher Education Program prerequisites, and will have been issued a Certificate of Clearance from the State of California.
- 4.2 The District agrees to place candidates from the University in the District schools under guidelines specified by the California Commission on Teacher Credentialing and incorporated into the Teacher Education Program of the University.

- 4.3 Participating Mentor Teachers of the District will receive a stipend to be paid directly to the Mentor Teacher by the University after submission of the University stipend form to the School of Education.
- 4.4 Arrangements for clinical practice experience placements will be made by the University's Director of Student Teaching with the person designated by the District, according to District policy.
- 4.5 Regular supervision of credential candidates by the faculty of the University will be provided during this educational clinical practice experience.
- 4.6 The District's Mentor Teachers will be issued the University Credential Handbook, specifying the requirements and regulations of the clinical practice program.
- 4.7 The District's Mentor Teachers will hold a California Clear Professional Credential and will have had a minimum of three years of successful teaching experience, and at least one year in the current teaching assignment.
- 4.8 The District's Mentor Teachers will be viewed by their District and by the University as good professional role models for credential candidates, be committed to the teaching profession, and provide the guidance, supervision and evaluation of candidates as specified in the Credential Handbook.

5.0 Labor Disputes.

- 5.1 The University is obligated to maintain neutrality in the District's labor disputes, to ensure that all clinical experiences will be educationally valid, and to avoid placing its credential candidates in situations in which there is a risk of physical injury.
- 5.2 In the event of a labor dispute in the District, University credential candidates involved in an educational clinical practice program shall report to the University until the University's Director of Student Teaching has assessed the situation.
- 5.3 During a labor dispute at a District clinical practice experience site, the University faculty members who supervise credential candidates will visit the District's school site on a regular basis to observe, to meet with District personnel, and to determine whether the situation remains educationally valid and physically safe for clinical practice activity.
- 5.4 During a labor dispute, if the situation is educationally valid and physically safe and the District Supervisor is present in his/her regular position, the University's Director of Student Teaching will allow the credential candidates the option of continuing the clinical practice at that site or of terminating the assignment.

6.0 Financial Provision.

- 6.1 Credential candidates of the University are individually responsible for medical insurance. The University does not provide worker's compensation for the performance of its credential candidates under this Memorandum of Understanding.
- 6.2 It is mutually agreed upon that no monetary provisions to/from the District or to/from the University will be made for services rendered by the credential candidates of the University.

6.3 University agrees that all credential candidates/students are not employees of the District and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which employees are normally entitled, including but not limited to State Unemployment Compensation.

7.0 Term.

7.1 The Memorandum of Understanding shall be for a term beginning on **April 6, 2022** and ending, without further notice, on the date that it is terminated by either party pursuant to the provisions of paragraph 8.1.

8.0 Termination.

8.1 Either party may terminate this Memorandum of Understanding upon thirty (30) days written notice to the other party except if the University terminates this Memorandum of Understanding based on lack of funding, the thirty (30) days notice requirement shall not apply. The notice required under this clause shall be sent by registered mail.

9.0 Non-Assignment and Subcontracting.

9.1 The District shall not assign, transfer, or contract for the furnishing of services to be performed under this Memorandum of Understanding without the written approval of the University.

10.0 Entire Memorandum of Understanding; Alteration Disclaimer.

10.1 This Memorandum of Understanding constitutes the entire understanding between the parties with respect to the subject matter hereof.

10.2 No alteration or variation of the terms of this Memorandum of Understanding shall be valid unless made in writing and signed by the parties hereto, and no oral understanding of the Memorandum of Understanding not incorporated herein shall be binding on any of the parties hereto.

11.0 Governing Law.

11.1 This Memorandum of Understanding shall be governed by and construed under the laws of the State of California, which shall be the forum of any lawsuit arising from or incident to this Memorandum of Understanding.

12.0 FERPA Compliance

12.1 The Family Educational Rights and Privacy Act (FERPA), 20 U.S. C. 1232g, is a Federal privacy law administered by the Family Policy Compliance Office (FPCO or Office) in the U.S. Department of Education (Department or we). FERPA and its implementing regulations in 34 CFR part 99 protect the privacy of students' education records and afford parents and eligible students (i.e., students who are 18 years of age or older or attend an institution of postsecondary education) certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personally identifiable information from education records (PII from education records). Student educational records are protected by the U.S. Family Educational

Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA). Facility will not require any University students or employees to waive any privacy rights (including under FERPA or the European Union’s General Data Protection Regulation (GDPR)) as a condition for receipt of any educational services, and any attempt to do so will be void. Facility will comply with FERPA and will not access or make any disclosures of student educational records to third parties without prior notice to and consent from University or as otherwise provided by law. If this Agreement contains a scope of work or other provision that requires or permits Facility to access or release any student records, then, for purposes of this Agreement only, University designates Facility as a “school official” for University under FERPA, as that term is used in FERPA and its implementing regulations. In addition, any access or disclosures of student educational records made by Facility or any Facility Parties must comply with University's definition of legitimate educational purpose in SSM 107-01: Release of Student Information. If Facility violates the terms of this section, Facility will immediately provide notice of the violation to University.

13.0 Non-Discrimination

13.1 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 Disability Act of 1990, the California Fair Employment and House Act (California Government Code Section 12900), California Labor Code Section 1735, and the regulations related thereto. The parties will not **unlawfully** discriminate against any individual including but not limited to employees or applicants for employment and/or students because of 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. The District, however, understands that the University is a religious nonprofit corporation operated as an entity of the Seventh-day Adventist Church and holds various rights and exemptions as a religious organization under federal and state laws and the Religion Clauses of the federal and California Constitutions. The parties agree to follow all applicable federal, state and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment and compliance with both universities’ policies regarding Title IX.** In addition, the UNIVERSITY agrees to require like compliance by all of its students.

14.0 Title IX

14.1 Title IX protects individuals from discrimination based on sex including sexual harassment. La Sierra University fosters a learning and working environment that is built on respect and free of sexual harassment. This commitment is set forth in the document “Sexual Misconduct Policy”, <https://lasierra.edu/fileadmin/documents/sexual-misconduct/title-IX-policy.pdf>. Educational Coordinators are required to review this document before interacting with La Sierra University students and agree to comply with this document and to provide this document to any employee may reasonably be expected to interact with a La Sierra University student.

15.0 Severability.

15.1 In the event that one or more clauses of this Memorandum of Understanding are declared illegal, void or unenforceable, that shall not affect the validity of the remaining portions of this Memorandum of Understanding.

16.0 Insurance.

16.1 The University shall at its sole cost and expense, provide coverage for its activities in connection with this Agreement by maintaining in full force and effect programs of insurance and/or self-insurance as follows:

1. Professional Liability coverage with limits of One Million Dollars (\$1,000,000) per occurrence and an aggregate of Three Million Dollars (\$3,000,000).
2. General Liability coverage with limits of One Million Dollars (\$1,000,000) per occurrence and an aggregate of Three Million Dollars (\$3,000,000).
3. Workers' Compensation coverage covering La Sierra full liability as required under state law.
4. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the Parties, against other insurable risks relating to this Agreement.

It should be expressly understood, however, that the coverage required under this section shall not in any way limit the liability of the University. The University, upon the execution of this Agreement, shall furnish District with certificates evidencing compliance with these insurance requirements upon request. Certificates shall further provide for thirty (30) days advance written notice to District of any cancellation of the above coverage.

17.0 Indemnification.

17.1 The University hereby agrees to indemnify, defend, and hold harmless, the District and its departments, agents, officers, and employees from any and all claims or sums which the District or any of its departments, agents, officers, or employees may be obligated to pay by reason of any liability of any kind imposed upon them, including damages to property; liability for injury or death of persons; and court costs, litigation expenses and attorney fees in the event of litigation; that the District may incur as a result of any act, or negligence of the University, its agents, officers, employees, or credential candidates, in connection with, or arising out of the activity which is the subject of this memorandum of understanding

17.2 The District hereby agrees to indemnify, defend, and hold harmless, the University and its departments, agents, officers, employees, and credential candidates from any and all claims or sums which the University, or any of its departments, agents, officers, employees, or credential candidates may be obligated to pay by reason of any liability of any kind imposed upon them, including damages to property; liability for injury or death of persons; and court costs, litigation expenses and attorney fees in the event of litigation; that the University may incur as a result of any act, or negligence of the District, its agents, officers, employees, or servants, in connection with, or arising out of the activity which is the subject of this memorandum of understanding.

18.0 Non-Exclusive Relationship.

18.1 Each party may perform services for, and contract with as many additional parties, persons, or companies, regarding the subject matter of this memorandum of understanding, as each party in its sole discretion, sees fit.

19.0 Waiver.

19.1 The failure of either party to exercise any of its rights under this Memorandum of Understanding for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under or arising from the Memorandum of Understanding shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Memorandum of Understanding unless specifically agreed in writing.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Memorandum of Understanding on this date:

By: _____
For: **Glendale USD: Dr. Darneika Watson, Chief Human Resources & Operations Officer** Date

By: _____
For: La Sierra University, Provost Date

By: _____
For: La Sierra University, Department Chair or Program Coordinator Date

By: _____
For: La Sierra University, Dean, School of Education Date

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2021

CONSENT CALENDAR NO. 23

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Dr. Darneika Watson, Chief Human Resources & Operations Officer
SUBJECT: Agreement with California State University, Northridge

The Superintendent recommends that the Board of Education approve the Athletic Training Clinical Education Agreement between Glendale Unified School District and California State University, Northridge.

This Agreement is between the Glendale Unified School District and California State University, Northridge to provide a program of supervised clinical education for athletic training at Crescenta Valley High School for students of the University.

The term of the Agreement shall be for three (3) years beginning January 11, 2022. 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 2021-22 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.



CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

Crescenta Valley High School

and

**California State University, Northridge
Athletic Training Education Program**

**ATHLETIC TRAINING
CLINICAL EDUCATION AGREEMENT**

This agreement is made and entered into between the Trustees of the California State University on behalf of California State University, Northridge, Department of Kinesiology, hereafter referred to as the UNIVERSITY and Crescenta Valley High School, hereafter referred to as the FACILITY, this 3rd day of December, 2021.

WITNESSETH

WHEREAS, the UNIVERSITY has a curriculum in Athletic Training,

WHEREAS, the UNIVERSITY shall be responsible for selecting only those students who have successfully completed all the prerequisite courses and/or previous clinical education experiences. The University shall retain general responsibility for content and methods of instruction, supervision, control, evaluation and related matters concerning the structure of the clinical education program and student admission to, dismissal from and participation in and faculty appointments to the clinical education program

WHEREAS, supervised clinical experience is required as an integral component of the Athletic Training curriculum and professional preparation, and

WHEREAS, the UNIVERSITY desires the cooperation of the FACILITY and its staff in the development and implementation of the clinical experience and professional preparation of Athletic Training, and

WHEREAS, the parties have found it to be in the public interest for the FACILITY to join the UNIVERSITY in satisfying the curriculum requirements and professional preparation of the Athletic Training Student (ATS),

NOW, THEREFORE, the UNIVERSITY and FACILITY agree to the terms and conditions set forth for the establishment and operation of a clinical education program.

The purpose of this Clinical Education Agreement is to provide a program of supervised clinical education for athletic training students of California State University, Northridge under the following terms and conditions.

THE UNIVERSITY AND FACILITY MUTUALLY AGREE THAT:

- A. This agreement shall continue in force and effect from this day subject to termination by either party at the end of a UNIVERSITY year by giving 30 days advanced written notice to the other party or under special circumstances to be terminated without such prior written notice.
- B. They shall pursue the educational objectives for the clinical education experience, devise methods for their implementation and continually evaluate the effectiveness of the clinical experience in meeting the objectives.
- C. The period of time for each ATS's clinical experiences shall be mutually agreed upon prior to beginning the clinical education program.
- D. The number of ATSS able to participate in the FACILITY'S clinical education program will be mutually determined by agreement of the parties and may be altered by mutual agreement, with due consideration given to the clinical space available.
- E. Neither shall receive any pay or remuneration for participation in this program.
- F. They have the right to terminate at any time the clinical education experience of any ATS, whose health or performance is a detriment to patient well-being or to the achievement of the stated objectives of the clinical experience, after conferring with the other party. The FACILITY shall be represented by the clinical supervisor, or their representative; the UNIVERSITY shall be represented by the Director of Athletic Training Education or another member of the Kinesiology faculty.
- G. Neither party shall employ discriminatory practices in the assignment of any ATS on the basis of race, color, sex, religion, national origin or ancestry.
- H. The FACILITY shall indemnify and hold harmless the State of California, the Trustees of the California State University, the University, their officers, employees representatives and volunteers from and against all claims, damages losses, and expenses including attorney fees arising out of the clinical education experience described herein, caused in whole or in part by a negligent act or omission of the FACILITY, except where caused by the active negligence, sole negligence, or willful misconduct of the UNIVERSITY.

The UNIVERSITY shall indemnify and hold harmless the FACILITY their officers, and employees from and against all claims, damages, losses, and expenses including attorney fees arising out of the clinical education experience described herein, caused in whole or in part by a negligent act or omission of the UNIVERSITY, except where caused by the active negligence, sole negligence, or willful misconduct of the FACILITY.

The parties expressly understand and agree that the students enrolled in the clinical education program are in attendance for educational purposes, and such students are not considered employees of the Facility or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance.

RESPONSIBILITIES OF THE FACILITY ARE:

- A. To designate the clinical supervisor who will be responsible for the planning, implementation, and supervision of the clinical education experience.
- B. To provide the clinical supervisor with time to plan, implement, and supervise the clinical education experience including, when feasible, time to attend relevant meetings and conferences.
- C. To structure the clinical experience as needed to meet the objectives of the clinical education experience and professional preparation of each ATS. The FACILITY will exert reasonable efforts to meet the objectives set forth by the UNIVERSITY within the constraints of the FACILITY's physical environment, patient load and experience available.
- D. To advise the UNIVERSITY of any changes in its personnel, operation, or policies which may affect clinical education experience.
- E. To provide the assigned ATS, whenever possible, with the use of library resources, reference materials and other specialized learning experiences.
- F. To provide the ATS with a copy of the FACILITY's rules, regulations, policies and procedures, and emergency action plans/procedures with which the student is expected to comply.
- G. The FACILITY will:
 - a. have all clinical supervisors responsible for supervising the ATS's clinical education, satisfactorily complete a Preceptor that will be provided by the University.
 - b. provide an orientation for the ATS to the FACILITY, administrative policies, standards and practices, emergency action plans, required background checks where applicable, and clinical education expectations.

- H. To provide for emergency health care of the student in case of accident at the expense of the ATS.
- I. To allow on-site visits of the Faculty or other representatives of the UNIVERSITY when necessary.
- J. To evaluate the performance of the ATS on a regular basis using the evaluation form provided by the UNIVERSITY or one that is regularly used by the FACILITY. The UNIVERSITY is to be notified, by at least midterm, of any serious deficit noted in that assigned student's ability to accomplish the objectives set forth for that clinical experience.
- K. To forward a copy of the student's final written evaluation, upon completion of the clinical education experience to be received by the UNIVERSITY within five (5) working days.
- L. To designate and pay for the services of a physician to clear a student to return from an absence or illness if such clearance is required by the FACILITY.
- M. The FACILITY agrees to supervise clinical experience or exposure and provide direction/feedback in the following areas that includes, but is not limited to:
 - 1) Evidence-Based Practice
 - 2) Prevention and Health Promotion
 - a. General prevention principles
 - b. Prevention Strategies and Procedures
 - c. Protective Equipment and Prophylactic Procedures
 - d. Fitness/Wellness
 - e. General Nutrition Concepts
 - f. Weight Management and Body Composition
 - g. Disordered Eating and Eating Disorders
 - h. Performance Enhancing and Recreational Supplements and Drugs
 - 3) Clinical Examination and Diagnosis
 - 4) Acute Care of Injury and Illness
 - a. Planning
 - b. Examination
 - c. Immediate Emergent Management
 - d. Immediate Musculoskeletal Management
 - e. Transportation
 - 5) Therapeutic Interventions
 - a. Physical Rehabilitation and Therapeutic Modalities
 - b. Therapeutic Medications
 - 6) Psychosocial Strategies and Referral
 - a. Theoretical Background
 - b. Psychosocial Strategies
 - c. Mental Health and Referral
 - 7) Healthcare Administration

8) Professional Development and Responsibility

N. The FACILITY shall procure and maintain General Liability Insurance, comprehensive or commercial form with \$1,000,000 minimum limit for each occurrence and minimum limit of \$2,000,000 General Aggregate. Insurance shall be placed with insurers with a current A.M. Best rating of no less than A:VII. Evidence of insurance shall be provided to the University upon request.

THE UNIVERSITY AGREES:

- A. To assume responsibility for the professional preparation of the ATS.
- B. To establish and maintain ongoing communication with the clinical supervisor of the FACILITY on items pertinent to Athletic Training education and the clinical education of the ATS enrolled in the UNIVERSITY.
- C. To refer to the FACILITY only those ATSs who have satisfactorily completed the prerequisite didactic portion of the curriculum.
- D. To inform the ATS of the FACILITY'S requirements for acceptance when applicable.
- E. To supply the clinical supervisor with an appropriate evaluation instrument for each ATS's clinical education experience or to accept the instrument regularly used by the FACILITY.
- F. To have the ATS provide, prior to commencement of the clinical experience, such confidential information as may be required by the FACILITY as deemed necessary for the training and guidance of the students, together with the student's authorization for release of such information, as required by law.
- G. That the ATS is not an employee of the FACILITY and they will not receive compensation from said FACILITY.
- H. To notify the ATS that he/she is responsible for:
 - a. respecting the confidentiality of information regarding patients and clients of the FACILITY, and their records in accordance with the FACILITY's policies and procedures;
 - b. adhering to the policies and procedures of the FACILITY;
 - c. arranging for his/her own transportation/parking;
 - d. liability insurance where required.
- I. To require that during the term of each ATS's learning assignment at the FACILITY, each student shall be covered by comprehensive general liability and professional liability insurance to protect the student, the FACILITY and UNIVERSITY against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such insurance shall be with limits not less than \$2 million each claim, \$4 million policy aggregate, on a claims made basis

including three (3) years extended reporting period.

- J. [Facility] is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". [Facility] is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. [Facility], to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, [Facility] will take steps to comply with the modified, changed or updated guidelines or directives. If at any time [Facility] becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify [X] of that fact.

The [Facility] is aware the UNIVERSITY administration must provided approval prior to students starting any Clinical Experiences at the [Facility].

Signatures

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Maria Melissa Y. Atienza

01.11.2022

Melissa Atienza
Contract Specialist

Date

FACILITY


Administrative Personnel

Miguel Gonzalez

Print Name

12-10-21

Date

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 24

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Hagop Eulmessekian, Director, Student Support Services

SUBJECT: **Approval of Comprehensive School Safety Plans for 2022-2023 School Year**

The Superintendent recommends that the Board of Education approve the Comprehensive School Safety Plans for all GUSD campuses for the 2022-2023 school year per California Education Code sections 32280-32289.

The implementation of Comprehensive School Safety Plans involves administrators working closely with staff, parents, and other stakeholders to analyze and assess their school environments and focus on specific areas of need that require attention. The focus of state law is to assure that each school safety plan addresses the school's procedures for complying with existing laws related to school safety. Towards this mandate, school community members were assigned by the principal to conduct needs assessments in each area. Upon completion of the assessments, each School Site Council or safety committee was required to create goals that addressed the school's most critical areas of need. The result of this work is the updated Comprehensive School Safety Plan for the 2022-2023 school year. Each plan was reviewed for compliance before being submitted for approval by Glendale Police Department or the Los Angeles Sherriff Department based on the site's address.

Due to the size of each document, the Comprehensive School Safety plans will not be duplicated. Copies of each school's plan are available for review by contacting Hagop Eulmessekian at (818) 241-3111, extension 1285.

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 5, 2022

CONSENT CALENDAR NO. 25

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: Acceptance of Specialized Secondary Programs (SSP) Mentor Sites Level II Grant

The Superintendent recommends that the Board of Education accept a Specialized Secondary Programs (SSP) Mentor Sites Level II Grant in the amount of \$22,930 for Clark Magnet High School for the 2021-2022 school year.

Clark Magnet High School teacher, Aram Ohanis, has received notification of grant funding in the amount of \$22,930 from the California Department of Education (CDE). The Specialized Secondary Programs Mentor Sites Level II Grant is to expand the Manufacturing Pathway with industry-grade manufacturing equipment. The funds awarded by this grant will be used to purchase a single piece of manufacturing equipment.

This is the eighth consecutive year that Clark Magnet High School has received this SSP grant funding for the manufacturing pathway.

The grant period is from July 1, 2021, to June 30, 2022.

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

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

TO SUPPORT 2021-22 BOARD PRIORITY NO. 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

April 5, 2022

CONSENT CALENDAR NO. 26

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBJECT: **Acceptance of Gifts**

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

- a. Mananian Chiropractic, PC wishes to donate to the District \$200.00 to purchase instructional materials for use by the Clark Robotics Team at Clark Magnet High School.
- b. Crescenta Valley High School/ASB (Yearbook) wishes to donate to the District \$1,800.00 to purchase JAMF for iMac Computers for use in the yearbook room at Crescenta Valley High School.
- c. Francisco I Andrade wishes to donate to the District \$1,000.00 to purchase materials for Buddy Bunch for use at Fremont Elementary School.
- d. Parker Anderson Learning Center wishes to donate to the district \$885.00 to purchase materials to upgrade the teacher's lounge at Glenoaks Elementary School.
- e. Kristina and Matthew Gentlemen wish to donate to the District \$500.00 to purchase school supplies for classrooms at Lincoln Elementary School.
- f. Community Foundation of the Verdugos (G.J. Liotta Honorary Fund) wishes to donate to the District \$500.00 to be used as needed in the P.E. Department at Toll Middle School.
- g. Dr. Michael F. Escalante wishes to donate to the District \$1,000.00 to be used for high school senior scholarship awards within Glendale Unified.