

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

BOARD OF EDUCATION
AGENDA

April 20, 2021
Meeting No. 23
Regular Meeting

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

BOARD OF EDUCATION MEETING NO. 23
Administration Center

April 20, 2021

“Preparing our students for their future.”

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

| | |
|--------------------------|---|
| Please Note Times | |
| 4:30 P.M. - | Opening, Acknowledgments and Recognitions Presentation Student Board Member Report President’s Closing Remarks Re-Organization of the Board Public Communication |
| Closed Session | |
| 7:00 P.M. - | Regular Meeting Superintendent’s Updates Information, Action, Consent Calendar, Reports |

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

In accordance with the Americans with Disabilities Act (ADA) the District will provide accommodations, with reasonable advanced notice, for any individual with a disability needing to 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 – 4:30 P.M.**
- 1. Call to Order and Roll Call**
 - 2. Pledge of Allegiance led by Nelin Gharpetian, a 9th grade student at Glendale High School.**

A. OPENING - continued

3. Certification of Compliance

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

4. Approval of Agenda Order

B. ACKNOWLEDGEMENTS AND RECOGNITIONS

1. GenYES Students Receive National Certification

GenYES is a national non-profit program that prepares students to become Student Technology Leaders through a rigorous, technology-infused leadership curriculum. This year, Angelica Gamboa, Balaji Krishna Suresh Kumar and Cohen Lim from Wilson Middle School received National GenYes Technology Leader Certifications.

2. GUSD Students Compete in 20th Annual Armenian Engineers and Scientists of America (AESA) Science Olympiad

The AESA Science Olympiad Committee (SOC) has been organizing an annual Science Olympiad, which promotes interest in engineering and sciences among middle and high school Armenian students. Over 60 Armenian youth presented their research in Life and Physical Sciences projects in March. Alec Mnatzakanian from Clark Magnet High School received 2nd place and Daniel Shakaryan from Hoover High School received an honorable mention in the Senior Physical Sciences Category.

C. PRESENTATION

1. Visual and Performing Arts (VAPA) Shines

Instrumental Music Director, Mr. Mathew Schick, will present a video highlighting all the wonderful Visual and Performing Arts programs at Crescenta Valley High School. Students have many opportunities of expression which they can use to explore their creative talents and build confidence in themselves.

D. STUDENT BOARD MEMBER REPORT

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

E. PRESIDENT'S CLOSING REMARKS

F. RE-ORGANIZATION OF THE BOARD OF EDUCATION

10

1. Rotation of the Officers Consistent with Board Policy 9100

The Superintendent recommends that the Board selects its officers in accordance with Board Policy 9100.

F. RE-ORGANIZATION OF THE BOARD OF EDUCATION - continued

- a. President**
- b. Vice President**
- c. Clerk**
- d. Position 4**
- e. Position 5**

2. Seating of the Board Members

The newly selected Board officers will take their new places at the dais.

G. COMMUNICATIONS FROM THE PUBLIC

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

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

G. COMMUNICATIONS FROM THE PUBLIC - continued

Instructions for public communications:

1. A survey “sign up” will be posted at www.gusd.net/communication for members of the public who wish to speak on items at 4:00 p.m. on the day of the meeting (30 minutes prior to the start of the public meeting).
2. Speakers should fill in their name and select which item they wish to address the board.
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link: <https://glendaleusd.zoom.us/j/81608078826>
4. Only those who have completed the speaker sign up survey will be allowed to enter the Zoom meeting.
5. When it is time for a speaker to address the Board, their name will be called and the microphone on their Zoom account will be activated. Speakers must be present in the Zoom meeting when their name is called in order to be given an opportunity to address the Board.
6. Speakers should rename their Zoom profile to their real name to expedite this process.
7. Speakers are requested to state their name prior to addressing the Board.
8. After a speaker completes their public comment or if the five minute time limit has been reached, the microphone for the speaker’s Zoom profile will be muted.
9. The speaker sign up survey and Zoom teleconference links will be closed following the Public Communications portion of the meeting.
10. If you wish to make a public comment and do not have access to the internet, please call the Glendale Unified Public Information Office at 818-241-3111 x1218 by 3:00 p.m. on the day of the meeting to make alternate arrangements.

H. CLOSED SESSION

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

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

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

3. **Conference with Legal Counsel-Existing litigations pursuant to Government Code Code Section §54956.9 (d)(1)**
Case No. LA-CO-1800-E
Case No. LA-CE-6596-E

I. RETURN TO REGULAR MEETING – 7:00 P.M.

J. SUPERINTENDENT’S UPDATES

1. **Hybrid Learning Update**
2. **State Testing Update**
3. **Summer Enrichment**

K. INFORMATION

1. Elementary Instructional Materials Adoption for K-5 History-Social Science 11

This report will provide the Board of Education with information on the process followed and recommendation for the adoption of Teachers' Curriculum Institute (TCI) instructional materials for History-Social Science in Grades K-5 starting in the Fall of 2021.

2. Proposed Glendale Unified School District Online College and Career Academy 17

This report will provide the Board of Education information on the proposed Glendale Unified School District (GUSD) Online College and Career Academy with embedded early college credits, career training and opportunities to prepare for life beyond high school.

3. Proposed Basic Textbooks for Use in Elementary Schools in the Area of Foreign Language for Korean Instruction 24

The proposed elementary basic textbooks (Korean for Overseas Koreans, Language Arts, Grades K - 5) are submitted for review and discussion by the Board of Education. The Elementary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

4. Proposed New Course of Study Outlines for Use in Middle and High Schools in the Areas of Career Technical Education and Visual and Performing Arts 26

The proposed course of study outlines (Virtual Reality Game Design and Programming; Advanced Virtual Reality Video Game Design and Programming; Foundations in Digital Photography 1-2; and Advanced Digital Photography 3-4) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by 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.

5. Acknowledgements of Service 55

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.

6. Update on Measure S and Facility Programs 57

There will be a presentation including a review of the action items on the agenda, as well as a discussion of future items that may be brought to the Board for consideration.

L. ACTION

- 1. Memorandum of Understanding with the Glendale Teachers Association Regarding Reopening School Campuses Under a Hybrid Model 58**

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding regarding the effects of reopening school campuses for the remainder of the 2020-2021 school year under a hybrid model to mitigate the impacts of COVID-19, dated March 13, 2021 between Glendale Unified School District and the Glendale Teachers Association be approved.

- 2. Appointment of Voting Representative to Elect Members to the County Committee on School District Organization 69**

The Superintendent recommends that the Board of Education appoint one member as its voting representative to elect members to the Los Angeles County Committee on School District Organization.

- 3. Appointment of Board Representative to the Los Angeles County School Trustees Association 70**

The Superintendent recommends that the Board of Education designate its voting representative to LACSTA.

- 4. Signature Authorizations and Re-Adoption of Board Policies 71**

The Superintendent recommends that the Board of Education adopt Resolutions No. 15, 16, 17, 18, 19, 20, 21 and 22 and approve the signature authorizations and re-adopt the Board Policies from April 20, 2021 to June 30, 2022.

M. 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 80**

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

- a. Regular Meeting No. 21 April 6, 2021

- 2. Certificated Personnel Report No. 15 89**

The certificated report recommends approval of the following:

A maternity leave of absence, change of maternity leaves of absence, parental leaves of absence, health leaves of absence, change of health leaves of absence, an extension of health leave of absence, family & medical leaves of absence, change of family & medical leaves of absence, an extension of family & medical leave of absence, opportunity leaves of absence, elections hourly/daily, additional compensation, transportation authorizations, revision to previous personnel reports and personal services agreement.

M. CONSENT - continued

3. Classified Personnel Report No. 15 104

The classified report recommends approval of the following:

Medical leave of absence; family & medical leave of absence; maternity leave of absence; extension of maternity leave of absence; unpaid home responsibility leave of absence; election – eligibility list; termination – exhaustion of benefits; additional assignments; change of assignments; revisions to previous board reports; election of classified hourly substitutes; and personal services agreements.

4. Warrants 114

The Superintendent recommends that the Board of Education approve Warrants totaling \$15,201,330.07 for March 1, 2021 through April 13, 2021.

5. Purchase Orders 119

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$4,901,646.32 for the period of March 29, 2021 through April 9, 2021.

6. Appropriation Transfer and Budget Revision Report 139

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. 200-19/20 with ARC Construction, Inc. for Dunsmore Elementary School Kindergarten Shade Structure Installation Project 144

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 200-19/20 with ARC Construction, Inc. for the Dunsmore Elementary School kindergarten shade structure installation project, funded by Measure S funds.

8. Authorization to Dispose of Surplus Property 146

The Superintendent recommends that the Board of Education declare the following items as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner: Forty-two (42) individual student desks located at Pacific Avenue Education Center, a portable building located at Glenoaks Elementary School, a portable building located at Monte Vista Elementary School, and a lighting system located at Glendale High School auditorium.

9. Agreement with Pacific Oaks College School 147

The Superintendent recommends that the Board of Education approve the MFT Trainee Clinical Affiliation Agreement with Pacific Oaks College School.

10. Acceptance of Gifts 153

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

N. REPORTS AND CORRESPONDENCE

1. Board

2. Superintendent

O. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

REORGANIZATION OF THE BOARD OF EDUCATION

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

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

The Superintendent recommends that the Board of Education select its officers pursuant to Board Policy 9100.

Each year, the Governing Board shall hold an annual organizational meeting to select its officers pursuant to Board Policy 9100. The Board of Education may select officers by a rotation of seats.

- Seat 1 – President
- Seat 2 – Vice President
- Seat 3 – Clerk
- Seat 4 – Board Member
- Seat 5 – Board Member

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

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

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

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

SUBJECT: **Proposed Elementary Instructional Materials Adoption for K-5 History-Social Science**

This report will provide the Board of Education with information on the process followed and recommendation for the adoption of Teachers' Curriculum Institute (TCI) instructional materials for History-Social Science in Grades K-5 starting in the Fall of 2021.

The Glendale Unified School District (GUSD) History-Social Science Elementary Curriculum Review Committee (H-SS CRC) completed the review process of potential instructional materials, including a three-month trial of both McGraw Hill and TCI instructional materials. The H-SS CRC approved the recommendation at their April 1, 2021, meeting to adopt instructional materials from TCI for grades K-5 for both English and Foreign Language Academies of Glendale (FLAG) classes. The Teaching and Learning (T&L) team hosted two parent information nights on November 5, 2020, and April 7, 2021, to present information and gather input. The parent input was shared with the adoption committee, principals, and District staff. The elementary school principals unanimously approved the recommendation for TCI adoption on April 8, 2021. The process outlined in Administrative Regulation 6141 was followed in the selection and recommendation of instructional materials for elementary H-SS using evidence and rubrics to build consensus.

Adoption Committee Process

During the 2019-2020 school year, representatives from each elementary school site, representing all grade levels K-5 and all seven FLAG programs, met to prepare for the adoption of new instructional materials for implementation in the Fall of 2021. The History Social-Science Curriculum Review Committee spent several days of training and collaboration to:

- Review the standards, framework, and Fair, Accurate, Inclusive, and Respectful (FAIR) Act
- Review and elaborate on rubrics to be used in the selection of instructional materials

- California History-Social Science Project (CHSSP) Rubric
- FAIR Act Rubric from the Our Family Coalition

The selection of instructional materials was based on the use of these detailed rubrics and the evidence found in the programs reviewed by the H-SS CRC. Throughout the year long process, leaders of H-SS CRC included at least one teacher from each elementary school site. The CRC met regularly and informed their school site members of process and progress.

Members of the H-SS CRC

Balboa Elementary School

- Kirra Mulder 1st
- Pam Gorsuch 2nd
- Jamie Prichard 4th

Cerritos Elementary School

- Julia Spain 1st
- Julianna Chavez 1st

Columbus Elementary School

- Laura Moran Kindergarten
- Anders Zimmerman 3rd

Dunsmore Elementary School

- Melanie Arayama Japanese Dual Kindergarten
- Rain Gibney 1st

Edison

- Miriam Varela 3rd
- Sarine Gureghian 4th

Fremont

- Jennifer Romeo Kindergarten
- Sarah Morgan-Arnold 2nd
- Jennifer Epstein 5th

Franklin Elementary School

- Elke Tujanjanin 1st German Dual
- Antonella Hartel 4th Italian Dual

Glenoaks Elementary

- Chrissandra Sparks 4th

Jefferson Elementary

- Christopher Stanley 4th

Keppel Elementary

- Ruwani Brohier 2nd
- Eunice Pak 5th Korean Dual

La Crescenta Elementary

- Lisa Derusha 4th

Lincoln Elementary

- Yelena Cady

Horace Mann Elementary

- Lauren Roses 3rd
- Nina Sahakian 3rd
- Tania Nazarian 5th

John Marshall Elementary

- Kori Seaton 1st
- Anna Yegiyants 2nd

Monte Vista Elementary

- Judi Doom Kindergarten
- Rebecca Harvey 2nd

Mountain Avenue Elementary

- Paula Arenson 4th
- Beverly Hickman 2nd

John Muir Elementary

- Teresa Contreras 1st
- Paola Reyes 2nd Spanish Dual
- Alejandro Aguilar 5th Spanish Dual

R. D White Elementary

- Diana Sanamyan Kindergarten Armenian Dual
- Cassidy LaFee 1st
- Maggie Malone SpEd

Valley View Elementary

- Karla Bringas 3rd
- Arusiag Boggs 5th

Verdugo Woodlands Elementary

- Sharon Henschel 3rd

Programs Reviewed

The H-SS CRC reviewed programs from all four state adopted publishers:

- Savvas (formerly Pearson)
- TCI
- Studies Weekly
- McGraw Hill

In the Spring of 2020, the team narrowed the choices from four to three, eliminating Studies Weekly due to parent, teacher, and committee concerns over discriminatory content on the student facing web platform. Studies Weekly is working to remove this content, but the committee was not confident it would be completely removed by the Fall of 2021.

After further review in the Fall and Winter of 2020-2021, based on the CHSSP rubric, the committee determined that McGraw Hill and TCI should continue for further consideration.

Trial During Winter 2020-2021

Following February presentations from both publishers, the T&L department arranged with McGraw Hill and TCI to pilot the online versions of their materials at no cost for all H-SS CRC teachers until April 1, 2021. The pilot included digital materials and student workbooks from both programs. The purpose of the pilot was to:

- Provide H-SS CRC teachers access to the entire curriculum to review all elements with students.

- Enable the H-SS CRC to thoroughly vet both sets of materials to gain a full understanding of the strengths and weaknesses of each program while adding evidence to the rubrics based on their usage with students.

Members of the H-SS CRC used elements from both sets of materials. The members were asked to reflect on the implementation of the materials with students and determine what changes they felt were needed in the rubric scores and ratings as the short trial period came to an end. On April 1, 2021, the H-SS CRC reviewed the results of the trial period feedback and updated rubrics. After thoughtful discussion on the pros and cons of each program, a clear majority of the committee members concluded that TCI best meets the needs of the students and teachers of the Glendale Unified School District. Nineteen of the CRC members expressed strong preference for TCI. Six members felt either program would work, and six others had some reservations. If approved by the Board, the upcoming training on the TCI program will include special attention given to the areas of concern expressed during the committee's deliberation.

Family Engagement

The T&L department hosted an initial Parent Night on November 5, 2020, to provide information on the H-SS instructional materials adoption process. Over 30 parents attended this first parent night along with 11 GUSD staff members, including translators. The presentation included the process overview of the Elementary Curriculum Review Committee (CRC) and the Grade 6-12 CSC and a review of the various resources and rubrics the teams are using to inform their evidence-based decisions:

- California History-Social Science Framework (including highlights of where the framework already includes culturally relevant and responsive content)
- FAIR Act and its focus on traditionally under-represented groups
- C3 Framework and its focus on inquiry
- Rubrics (CHSPP and FAIR) being used by the adoption committees to focus their selection on evidence
- Social Justice Standards from Teaching Tolerance as a supplement being considered in all subject areas, including History-Social Science

Following lively discussions of each resource, a poll was used to gather input from parents on what they considered most important in selecting new materials for H-SS. The results are shown in the first two columns of the chart below. The four most important components of a new program in the view of this stakeholder group were:

- Promotes inquiry and critical thinking
- Culturally relevant and responsive
- Understanding multiple perspectives

- Emphasis on citizenship

A second parent night was held on April 7, 2021, to provide more detailed information on the recommendation of TCI for grades K-5. There were four parents/guardians in attendance. After a brief review of the process, representatives from TCI provided a thorough review of the program from the student and teacher perspective. A poll was conducted at the end to get feedback on whether or not the group saw evidence of the top four priorities established in the November parent group meeting.

The chart below summarizes the parent input and shows that the parents who attended the January parent meeting found strong or some evidence of the priorities established at the November parent meeting within the TCI program.

| Most Important Component: | Nov 5 Meeting | <u>Strong/Some Evidence Jan 27</u> |
|---|----------------------|---|
| Promotes inquiry and critical thinking | 26 | 3 |
| Culturally relevant and responsive | 17 | 3 |
| Understanding multiple perspectives | 16 | 3 |
| Emphasis on citizenship | 11 | 3 |
| Accessible for all learners | 8 | |
| Supports language and literacy development | 5 | |
| Addresses all of the content in the framework | 4 | |

The results of the first poll were shared with the H-SS CRC prior to their final recommendations. The results of both polls were shared with principals and District staff prior to their recommendations.

Recommendation

The Superintendent recommends an eight-year adoption of TCI for History-Social Science for grades K-5 with implementation beginning in the Fall of 2021. The pricing structure is more favorable with a longer adoption and there are no anticipated changes to the framework or standards in the next eight years for History-Social Science. TCI materials include hard cover textbooks, online resources, and consumable interactive notebooks. TCI offers both English and Spanish programs. For FLAG languages other than Spanish, the program will be phased in as it is translated. FLAG teachers will use the resources they

currently have available when history is taught in the target language until the TCI resources are translated.

Next Steps

The estimated cost for the instructional materials is \$2,500,000 and will be funded through Educational Services funds. The recommendation to adopt TCI for grades K-5 will be presented to the Board of Education as an Action item on May 4, 2021.

Pending Board approval, the T&L department will begin the process of ordering instructional materials for delivery to sites in August and provide training on the new materials to teachers with a variety of options in the Spring, Summer, and early Fall. The new TCI materials will be implemented in classrooms in August 2021. The old instructional materials will be recycled or discarded.

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning
Dr. Narineh Makijan, Coordinator III, College and Career Division
Dr. Lonny Root, Principal, Alternative Education Programs
Dr. Christin Molano, Assistant Principal, Alternative Education Programs

SUBJECT: **Proposed Glendale Unified School District Online College and Career Academy**

This report will provide the Board of Education information on the proposed Glendale Unified School District (GUSD) Online College and Career Academy with embedded early college credits, career training and opportunities to prepare for life beyond high school.

Glendale Unified School District has been awarded a \$1.7 million grant through the K12 Strong Workforce Program (Round 3) to plan, prepare and implement the GUSD Online College & Career Academy (OCCA) for Fall 2021. The grant provides funds for staffing, technology, curriculum, training and infrastructure support to meet industry standards and equipment requirements needed to prepare students for high school graduation and the Business and Entrepreneurship industry.

OCCA Information

The online academy is an innovative program that will provide students a personalized learning experience with embedded early college credits, career training and opportunities to prepare for life beyond high school. The new OCCA will prioritize flexibility for students who thrive in a virtual learning environment with enhanced technology and social/emotional support along with clear Career Technical Education pathways to high school completion, industry-recognized certifications, and postsecondary enrollment/career options. Moreover, as a primarily online program, OCCA will cater to students with an independent streak, the very same students with the drive to try something new and forge their own futures. Often these are students who are left out of traditionally structured high school programs; students with unrecognized potential who excel in contexts and ways that do not fit the mold.

Students will have the opportunity to enroll in Business (Entrepreneurship, Finance/Accounting and Marketing) pathway courses, earn early college transferable course credits and receive industry recognized badges and certifications. Business and Entrepreneurship is a top priority sector and “strengthening career pathways and programs of study in partnership with K12 school districts” is a regional priority in 2020. The small business sector (1 of 9 key Doing What Matters initiative industry sectors) includes training programs to prepare students for career and postsecondary work with 102,000 job openings in the short term.

Glendale is a large city, home to multibillion-dollar corporations employing a substantial workforce, including Avery Dennison, Legal Zoom, Univision Communications, DreamWorks Studios and Walt Disney Animation Studios. Students in the OCCA will have an opportunity to participate in work based learning activities.

OCCA Program Goals

Students who excel in an online learning environment will have the opportunity to create a flexible schedule to complete courses with structured supports that include:

- Live teacher-directed breakout sessions/supports
- Academic coaches to support students’ executive functioning skills and academic progress
- School counselor and college counselor supports
- Tutoring
- Lab access (in-person)
- Social Emotional Learning and support (virtual and in-person)
- Peer activities (virtual and in-person)

Upon completion of OCCA students will:

1. Earn a high school diploma
2. Be A-G certified
3. Earn early college credits
4. Earn industry certifications
5. Participate in Work Based Learning (WBL)-Internship
6. Earn a community college certificate and many students will successfully graduate with a high school diploma and associate's degree at the same time

OCCA graduates will be able to immediately become entrepreneurial job creators, enter higher paying career roles, and transfer into four-year college programs having already proven their ability to successfully complete college level work.

OCCA Curriculum and Courses

The online curriculum will be offered through Fuel Education and APEX as a mix of online and live teacher directed small group instruction. The learning management system will be Canvas with the same student data system “Q” that GUSD currently uses. The curriculum will be online, and teachers and staff will be trained in trauma-informed practices to support student’s social emotional learning. Additionally, executive functioning skills training will be provided for both staff and students.

Students will have an individualized four-year plan that will meet high school graduation course requirements and early college credits to fulfill the business/entrepreneurship community college certificate requirements and general education Intersegmental General Education Transfer Curriculum (IGETC) requirements.

Teachers’ weekly schedule will include the following activities/responsibilities:

- Lesson planning and grading
- Live/zoom instruction and student supports
- Office hours and individual student meetings/assessments
- Individual case management with OCCA team (administrator, school counselor, academic coach, academic teacher)
- Monitor student progress
- Communication with student, parent, school counselor, academic coach, administrators

Students weekly schedule will include the following activities:

- Building community utilizing restorative circles
- Coaching (weekly 1:1)
- Clubs (Entrepreneurs Club and other clubs of interest)
- Work based learning (WBL) activities, such as guest speakers, Field Trips, College Visits
- Online Homework Café
- High school and college courses for credit

OCCA Individualized Student Plan

The individualized student plan will include high school graduation requirements, A-G four-year college admission requirements, and Glendale Community College (GCC) courses that will satisfy the Business, Entrepreneurship and Marketing certification requirements. The plan will also include community college general education (IGETC) courses to afford students the option to transfer to UC/CSU upon graduation.

Sample 9th Grade Student Schedule

| |
|--|
| Coaching (weekly 1:1) |
| Online Clubs & WBL activities (Industry Speakers, Field Trips, College Visits) |
| Online Homework Café |
| Courses for Credit: |
| 1. Business, Entrepreneurship and Marketing (HS or Community College Course) |
| 2. Elective(s) (PE, Health, VAPA, CTE) |
| 3. English |
| 4. Math (tailored to student level) |
| 5. Language other than English (LOTE)/World Languages |
| 6. Integrated Science Course |

Enrollment

The OCCA will begin with the first cohort of ninth grade students during the 2021-2022 school year and in year two, the 2022-2023 school year, seventh grade will be added. The goal for the program is to encourage out-of-district students to apply as well as directly communicate with families who checked out of the District and live within the boundaries of GUSD to return and enroll in the OCCA program. The chart below represents the OCCA projected enrollment numbers for the next six years.

| Grade | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|-------|---------|---------|---------|---------|---------|---------|
| 7 | | 60 | 60 | 60 | 90 | 90 |
| 8 | | | 60 | 60 | 60 | 90 |
| 9 | 60 | 60 | 60 | 60 | 90 | 90 |
| 10 | | 60 | 60 | 60 | 60 | 90 |
| 11 | | | 60 | 60 | 90 | 90 |
| 12 | | | | 60 | 60 | 90 |
| Total | 60 | 180 | 300 | 360 | 450 | 540 |

Stakeholder Meetings

The GUSD team held three stakeholder meetings on February 4, 18, and April 19, 2021, and one student focus group meeting on April 14, 2021, to gather input and recommendations from teachers, school counselors, principals, assistant principals, community college partners, District leadership, Parent Teacher Association leadership, Glendale Educational Foundation, parents, students and community partners. The meeting provided the participants information about the program and participants had an opportunity to provide feedback in small-facilitated groups for content, operations and technology, engagement, and equity and access.

Program Impact on GUSD Teachers

For the Online College and Career Academy, which is a new school, two full-time teachers, one school counselor, and other clerical staff will be hired to launch the program for the 2021-22 school year. OCCA teachers and the school counselor will be Glendale Teachers Association (GTA) unit members. All OCCA teachers will be subject to the General On-Site Obligation set forth in Article 7 in the Collective Bargaining Agreement. Additional negotiable effects related to the new online school will be discussed with GTA.

OCCA will provide students early college courses and GCC college instructors will teach the specific courses. There will be no displacement of GUSD teachers, as indicated in the Memorandum of Understanding between GUSD and GCC that includes language from Assembly Bill 288, which specifies no displacement of faculty due to dual enrollment and early college programs:

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

OCCA and Verdugo Academy

The new OCCA will prioritize flexibility for students who succeed in a virtual learning with a specific individualized plan based on each students college and career goals. OCCA program will include embedded social/emotional support provided by a school

counselor, academic teachers, coaches along with clear Career Technical Education pathway in Business/Entrepreneurship that leads to high school completion, industry-recognized certifications, and postsecondary certifications and early college credits.

Verdugo Academy is a K-12 accredited independent study program that provides quality instruction to all students and college prep for high school students. Students in secondary meet with teachers at least weekly to receive basic instruction, assignments, assessments, and feedback on completed assignments. Students complete these assignments independently at their homes. Teachers provide small group instruction in areas of need at least weekly either in person or via Zoom. Students in elementary meet with the teacher, along with their parent(s), weekly. The Verdugo Academy teacher works with the parent to provide instruction on the subject matter and the lessons/assignments the student needs to complete.

Next Steps

Pending Board approval, following are next steps:

- GUSD staff will work to finalize the operational, technology and curriculum program plan.
- GCC staff will identify faculty and scheduling parameters for the program offerings.
- GUSD will provide the equipment, adequate internet access and other materials.
- In collaboration with GCC, GUSD will help to develop the OCCA application.
- GUSD staff will work with the Student Support Services department to establish permit guidelines for prospective students who want to attend OCCA.
- GCC will create and provide marketing materials.
- GUSD staff will develop and create middle school presentations.
- GUSD and GCC staff will hold parent/community information meetings about the OCCA application process and requirements.

Glendale Unified School District (GUSD) Online College and Career Academy will be presented for approval to the Board of Education as an action item at the May 4, 2021 Board of Education meeting.

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

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

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Mary Mason, Executive Director, Educational Services

SUBJECT: **Proposed Basic Textbooks for Use in Elementary Schools in the Area of Foreign Language for Korean Instruction**

The proposed elementary basic textbooks are being submitted for review and discussion by the Board of Education. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were 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 has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

The textbooks will be available for review in the Educational Services Office through May 4, 2021.

ELEMENTARY SCHOOLS

Department: Foreign Language Academies of Glendale Program

KOREAN

Korean FLAG, Grade Kindergarten
Korean for Overseas Koreans K1 by Seung Yon Yee, Et Al.
(Basic)
Published by JY Books, 2015

Korean FLAG, Grade Kindergarten
Korean for Overseas Koreans K2 by Seung Yon Yee, Et Al.
(Basic)
Published by JY Books, 2015

Korean FLAG, Grade 1
Korean for Overseas Koreans 1 by Seung Yon Yee, Et Al.

(Basic)
Published by JY Books, 2015

Korean FLAG, Grade 2
Korean for Overseas Koreans 2 by Seung Yon Yee, Et Al.
(Basic)
Published by JY Books, 2015

Korean FLAG, Grade 3
Korean for Overseas Koreans 3 by Seung Yon Yee, Et Al.
(Basic)
Published by JY Books, 2015

Korean FLAG, Grade 4
Korean for Overseas Koreans 4 by Seung Yon Yee, Et Al.
(Basic)
Published by JY Books, 2019

Korean FLAG, Grade 5
Korean for Overseas Koreans 3-1 by Lee Min Hye, Lee Hyun Kyu
(Basic)
Published by JY Books, 2015

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

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

The proposed course of study outlines (Virtual Reality Game Design and Programming; Advanced Virtual Reality Video Game Design and Programming; Foundations in Digital Photography 1-2; and Advanced Digital Photography 3-4) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by 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.

MIDDLE SCHOOLS

Department: Career Technical Education

Course Title: Virtual Reality Game Design and Programming

Grade Level(s): 7-8

School(s)
Course Offered: Roosevelt Middle School

UC/CSU Approved
(Y/N, Subject): N/A

Length of course: Year

Semester Credits: 10

Recommended
Prerequisite: None

Recommended
Textbooks:

- Unity for Absolute Beginners, Sue Blackman(author) Published by Focal Press © 2013 ISBN:9781430249009, 1430249005
- Learn C# By Developing Games with Unity 2020. Harrison Ferrone Published by Packt, ISBN 9781800207806
- Unity 2020 Virtual Reality Projects: Learn VR development by building immersive applications and games with Unity 2019.4 and later versions Published by Packt, ISBN 978-1-83921-733-3

Course Overview: Video Game Design and Programming - Virtual Reality is a two-semester course in the Arts, Media & Entertainment - Game Design Industry sector. Students will learn basic foundations of video game design for both 2D and 3D games, and then the ability to program their game using C# and Visual Scripting(Bolt). Specialized curriculum in the field of virtual reality games will be introduced, and the games that are built will be played on a virtual reality headset (Oculus and HTC Vive). This course prepares students for the technology and software packages that they will use to build video games and software applications for careers in the Arts, Media, and Entertainment – Game Design sector. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require. Also, certain unity certification tests may be offered.

Department: Career Technical Education

Course Title: Advanced Virtual Reality Video Game Design and Programming

Grade Level(s): 7-8

School(s)
Course Offered: Roosevelt Middle School

UC/CSU Approved
(Y/N, Subject): N/A

Length of course: Year

Semester Credits: 5

Recommended Prerequisite: Virtual Reality Video Game Design and Programming

Recommended Textbooks:

- Unity Certified Programmer: Exam Guide, by Phillip Walker
Published by Packt Publishing Limited, 2020
ISBN: 978-1-83882-842-4
- Learn C# By Developing Games with Unity 2020, 5th ed., by Harrison Ferrone, Published by Packt Publishing Limited, 2020
ISBN: 978-1-80020-780-6
- Unity 2020 Virtual Reality Projects, 3rd ed., by Jonathan Linowes, Published by Packt Publishing Limited, 2020
ISBN 978-1-83921-733-3

Course Overview: Advanced Virtual Reality Video Game Design and Programming is a two-semester course in the Arts, Media & Entertainment - Game Design Industry sector. Students from the beginning class will continue on with their education into video game design for both 2D and 3D games, and then the ability to program their game using C# and Visual Scripting(Bolt). Specialized curriculum in the field of virtual reality games will be included, and the games that are built will be played on a virtual reality headset (Oculus and HTC Vive). This course prepares students for the technology and software packages that they will use to build video games and software applications for careers in the Arts, Media, and Entertainment – Game Design sector. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require. Also, certain unity certification tests may be offered.

HIGH SCHOOLS

Department: Career Technical Education / Visual and Performing Arts

Course Title: Foundations in Digital Photography 1-2

Grade Level(s): 9-12

School(s)

Course Offered: Daily High School

UC/CSU Approved

(Y/N, Subject): Yes, F-Visual and Performing Arts

Course Credits: 10

Recommended

Prerequisite: This course is a recommended prerequisite for Advanced Digital Photography 3-4

Recommended

Textbook: Focus on Photography, ISBN 10: 0-87192-721-7
The Visual Experience, ISBN: 978-08719-2627-2

Course Overview: Foundations in Digital Photography 1-2 is the concentrator course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course will introduce the student to Photography as an artistic medium for personal expression as well as a commercial medium. The basic use of DSLR (digital single lens reflex) cameras, digital darkroom (Photoshop & Lightroom editing), and digital imaging will be taught. Composition, communication, and critical thinking will be combined with continual self and class evaluation. Students will be exposed to historical and cultural uses of photography with the goal of incorporating these concepts into their own work. Students will explore careers in photography performing these roles. Students will complete this course with the key technological skills appropriate for occupations in the arts industry. Students will

prepare a portfolio of their original works for college application, job application and/or personal collection.

Department: Career Technical Education / Visual and Performing Arts

Course Title: Advanced Digital Photography 3-4

Grade Level(s): 11-12

School(s)
Course Offered: Daily High School

UC/CSU Approved
(Y/N, Subject): Yes, F-Visual and Performing Arts

Course Credits: 10

Recommended
Prerequisite: C or better in Foundations in Digital Photography

Recommended
Textbook: Focus on Photography, ISBN 10: 0-87192-721-7
The Visual Experience, ISBN: 978-08719-2627-2

Course Overview: Honors Digital Photography 3-4 is the capstone course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course is designed for advanced photography students who wish to push their creative potential by exploring and experimenting with the ideas and practices of 21st century art. Students will focus on the connections between conceptual and technical aspects of their photographic practice and develop personal themes. Emphasis is placed on understanding of concept and technique, critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and professional practice. 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. The course will culminate with the completion of a digital and physical portfolio of artwork, artist statement, and resume.

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

Glendale Unified School District School

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Virtual Reality Game Design and Programming

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

Grade Level(s): 7-8

School(s)
Course Offered: Roosevelt Middle School

UC/CSU Approved
(Y/N, Subject): N/A

Length of course: Year

Semester Credits: 10

Recommended
Prerequisite: None

Recommended
Textbooks:

- Unity for Absolute Beginners, Sue Blackman(author) Published by Focal Press © 2013 ISBN:9781430249009, 1430249005
- Learn C# By Developing Games with Unity 2020. Harrison Ferrone Published by Packt, ISBN 9781800207806
- Unity 2020 Virtual Reality Projects: Learn VR development by building immersive applications and games with Unity 2019.4 and later versions Published by Packt, ISBN 978-1-83921-733-3

Course Overview: Video Game Design and Programming - Virtual Reality is a two semester course in the Arts, Media & Entertainment - Game Design Industry sector. Students will learn basic foundations of video game design for both 2D and 3D games, and then the ability to program their game using C# and Visual Scripting(Bolt). Specialized curriculum in the field of virtual reality games will be introduced, and the games that are built will be played on a virtual

reality headset (Oculus and HTC Vive). This course prepares students for the technology and software packages that they will use to build video games and software applications for careers in the Arts, Media, and Entertainment – Game Design sector. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require. Also certain unity certification tests may be offered

First Semester-Course Content

Unit 1: Introduction to Video Games

(2 weeks)

STANDARDS

Common Core Standards: English Language Arts.7-8.LS.C.1.1, 7-8. Reading 2.6

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: D1.2, ,D1.3 , D2.1, D2.2, D2.4, D2.5

- A. This module introduces students to video game technology, software, and related fields. Students will explore the different aspects of making a video game, and what characteristics make a video game successful. Students are instructed of the class rules and policies and the safety guidelines of equipment use.
- B. Students will demonstrate an understanding of basic concepts by creating both a 2D and 3D game, naming the game correctly and putting it to a folder on their hard disk, saving a scene, and then compressing and saving the project to their Google Drive. They will then practice downloading and extracting their project on their computer hard drive, and opening it again in unity. Thus insuring they do not lose their projects

EQUIPMENT/SOFTWARE: Unity, Google Drive

Unit 2: Unity Development Environment/Interface

(2 weeks)

STANDARDS

Common Core Standards: English Language Arts ELA.7-8.R.CAGT.2.3, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: D6.1, D6.2, D6.3

- A. This module is designed to teach students how to use the Unity Interface/Layout and to get them started Creating their own Scenes/Transitions and to do manipulation of their objects in the Unity Scene editor.
- B. Students will learn how to create new scenes and save their current scene in their project to save all their work

EQUIPMENT/SOFTWARE: Unity

Unit 3: Building a Virtual World and running through it

(3 weeks)

STANDARDS

Common Core Standards: Ela -LITERACY.WHST.6-8.1.B

Common Core Standards: ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: :
D1.2, D1.3, D1.4, D1.5, D2.6, D2.7, D2.8

- A. This module is designed to teach students how to use the unity train commands to create their own ground terrain, and shape it creating hills, mountains, valleys, etc.
- B. They will then use the unity standard assets package to bring in trees, different ground surfaces, water for lakes, and other assets to design their world
- C. They will bring in a third person controller from the Unity Standard assets package that will be able to run through their world so they can explore it
- D. Balance, contrast with emphasis on creating an aesthetically pleasing environment that will also capture the players attention when they first start and open the game

EQUIPMENT/SOFTWARE: Unity, Unity Standard Assets Package

Unit 4: C# Programming Basics

(4 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.3, ELA.7-8.R.

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards:
D3.1, D3.2, D3.3, D3.4, D2.7, D2.8

- A. This module is designed to provide a basic overview of Computer programming and specifically dealing with C-sharp and visual studio and using the unity collection of commands to write scripts for the video game
- B. Introduction to C# Code structure, syntax, terminology, first script; create and manage variables and functions; logistics of methods and statements.
- C. Introduction to Unity Bolt in the advantage of using visual scripting for writing scripts
- D. Students will create two different projects and program and create a script in Visual Studio and then a similar script in Unity Bolt so that they can compare the differences in hand coding and then using visual scripting

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Unity Bolt

Unit 5: Coding Concepts

(3 weeks)

STANDARDS

Common Core Standards: ELA.7-8.W.2.5d, ELA.7-8.R.CAGT.2.6,

Career Technical Education Arts, Media & Entertainment - Game Design Pathway
Standards: D3.1, D3.2, D3.3, D3.4, D3.5

- A. Introduction to Code structure, syntax, terminology, first script; create and manage variables and functions; logistics of methods and statements.
- B. Scripting tells our GameObjects how to behave; it's the scripts and components attached to the GameObjects, and how they interact with each other, that creates our gameplay. Now, scripting in Unity is different from regular scripting because students will focus on the gameplay in their scripts.
- C. All scripts must be attached to an object for them to work when the game starts
- D. Students will learn how to define and use variables, functions, methods, and classes in their C# scripts
- E. **Bolt** is a visual scripting asset for **Unity**. It enables **Unity** users to create logic for games or applications without writing code. **Bolt** has visual, node-based graphs that both programmers and non-programmers can use to design final logic or to quickly create prototypes

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Bolt

Unit 6: Add interaction with game objects

(3 weeks)

STANDARDS

Common Core Standards: ELA.7-8.R.CAGT.2.6

Career Technical Education Arts, Media & Entertainment Pathway Standards: D3.1, D3.2, D3.3, D3.4, D3.5, D2.6

- A. This module focuses on adding interaction with C# and Bolt, manage collision detection, destroy objects, manage scenes through code, update user interface with scripting, polishing their game
- B. Students study and learn how to use Class Inheritance, Interfaces, Events and Delegate functions

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Bolt

Unit 7: Build your first 2D video game

(3 weeks)

STANDARDS

Common Core Standards: ELA.7-8 R.CAGT.2.6, ELA.8.R.NAGT.3.2,

Career Technical Education Arts, Media & Entertainment Game Design Pathway Standards: D4.1, D4.9, D5.1, D5.6, D3.5

- A. Using C# programming language to create your first script. Using C# and Bolt to create a 2D game with 2D scenes, creating new scripts and assets, and attaching your Scripts to Sprites obtained from the Unity Asset store Students study and learn how to use Class Inheritance, Interfaces, Events and Delegate

- B. Students will add the 2D physics properties to their game, RigidBody2D, Box collider's, Gravity, and set these values
- C. Students will attach the Scripts to their game objects, play their game, and correct any error messages that come up in the Unity console. Students will then build and run their game that come up in the Unity console. Students will then build and run their game

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Unity Bolt

Second Semester-Course Content

Unit 8: Create your First 3D Game

(2 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.6

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: D3.1, D3.2, D3.3, D3.4, D3.5

- A. Create a 2D and 3D game. Features to add to knowledge base: Sprite Renderer, Prefab creation, Collision Detection, Score management; Create a game environment, navigate cameras, design play area, create and collect objects, display score, build and run the game
- B. Students will follow the video lesson to create a Roll-a-ball game which will I have a ball for a player which will then be controlled what do user to roll across the terrain and pickup tokens they have created and to keep score on a Canvass they created.

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Computergraphics.com, Unity Asset Store

Unit 9: Create 3D Objects in Maya to Export Them into Your Game

(4 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: D4.1, D4.2, D4.3, D4.4, D4.5, D4.6

- A. This module is to introduce students into 3D primitives, Nurbs, polygons, edges, faces, vertexes, and Bezier Curve Tool Options.
- B. Students will follow the video lesson and create a 3D house and 3D Open Barn structure to bring into their unity video game
- C. Students will use Maya to export the selected objects or the entire scene to their Unity project. If they have the project open in Unity, they will be able access the FBX file immediately. To see it in their Unity scene, they will drag and drop the file from the Assets folder in the Project Browser into the Scene view.

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Autodesk Maya, Unity Asset Store

Unit 10: Create FPS Game using a Bow and shooting Fruit

(4 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment – Game Design Pathway Standards:
D4.1, D4.2, D4.3, D4.4, D4.5, D4.6

- A. This module is to introduce students into finding new assets from the unity assets store and then importing them and using them in their video game. They will also be creating new scripts for their objects, creating a whole new saying for their game to play, and then creating a canvas to keep score as the user your plays their game
- B. Students use the unity asset store to find assets and objects to bring into their game to build their virtual world
- C. Students will use Maya to export the selected objects or the entire scene to their Unity project. If they have the project open in Unity, they will be able access the FBX file immediately. To see it in their Unity scene, they will drag and drop the file from the Assets folder in the Project Browser into the Scene view.

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Unity Asset Store, Unity Bolt

Unit 11: Create A Virtual Reality Video Game

(5 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment – Game Design Pathway Standards:
D4.1, D4.2, D4.3, D5.1 D5.2 D5.3, D8.1, D8.2, D8.3, D9.2, D9.4

- A. This module is to introduce students into exciting new world of virtual reality. Students will set up unity and using the Unity SDK(Software Development Kit) from the Unity Assets Store bring in the packages and change the settings so that their game will be built to run on both the Oculus, and HTC Vive, Virtual Reality Headsets
- B. Students will also download and use the SteamVR plugin because it renders to both the Oculus Rift and the HTC Vive when they run the game, so it is an easy way to build for leading VR headsets.
- C. Students will learn how to set up the Oculus, HTC Vive and Virtual Reality Toolkit (VRTK integrations) in Unity as well as how to set up a basic VR scene.
- D. Students will get the best practices for making their VR experience comfortable and learn how to implement a teleportation system.
- E. Students will learn how hand interactions work in VR, how to design interactions to manipulate objects and how to overcome challenges with item placement.
- F. Students will learn how to Transition from 2D to VR, review well-established VR interaction paradigms, and to also find out how to design a user-friendly interface for VR.

EQUIPMENT/SOFTWARE: Unity, Oculus VR Headset, HTC Vive Headset, SteamVR SDK package, Unity SDK package, Unity Asset Store, Visual Studio, Google classroom

Unit 12: Publish Video Game for Test Play and then Post on Itch.io (5 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: D5.1, D5.2, D5.3, D5.4, D5.5, D5.6, D6.1, D6.2, D6.3, D7.1, D7.2,, D8.1, D8.3, D9.1, D9.3

- A. This module is to introduce students into the different formats for building in running their game and then publishing it for other students to play. They will publish their game in both the PC and Mac format and then post it to google classroom so that other players can play their game and provide feedback
- B. Students will be required to play at least three games during designated class gameplay time and then provide detailed feedback on their opinion of the game and if there are any glitches or things that need to be fixed. They will be graded on their comments
- C. Students will take the feedback given to them by the different classes and work to correct any issues or problems with their game and to add more features and then publish the game again for more gameplay and comments
- D. Students will then publish their game to the WebGL format and post it up on Itch.io for other students and for anyone else who wants to play their game online. They will also upload PC and Mac versions for their game and decide if they wish to try and charge for the general public to play their game

EQUIPMENT/SOFTWARE: Unity, Visual Studio , Unity Bolt, Google Classroom, Itch.io

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Advanced Virtual Reality Video Game Design and Programming

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

Grade Level(s): 7-8

School(s)
Course Offered: Roosevelt Middle School

UC/CSU Approved
(Y/N, Subject): N/A

Length of course: Year

Semester Credits: 5

Recommended
Prerequisite: Virtual Reality Video Game Design and Programming

Recommended
Textbooks:

- Unity Certified Programmer: Exam Guide, by Phillip Walker
Published by Packt Publishing Limited, 2020
ISBN: 978-1-83882-842-4
- Learn C# By Developing Games with Unity 2020, 5th ed., by Harrison Ferrone, Published by Packt Publishing Limited, 2020
ISBN: 978-1-80020-780-6
- Unity 2020 Virtual Reality Projects, 3rd ed., by Jonathan Linowes
Published by Packt Publishing Limited, 2020
ISBN 978-1-83921-733-3

Course Overview: Advanced Virtual Reality Video Game Design and Programming is an two semester course in the Arts, Media & Entertainment - Game Design Industry sector. Students from the beginning class will continue on with their education into video game design for both 2D and 3D games, and

then the ability to program their game using C# and Visual Scripting(Bolt). Specialized curriculum in the field of virtual reality games will be included, and the games that are built will be played on a virtual reality headset (Oculus and HTC Vive). This course prepares students for the technology and software packages that they will use to build video games and software applications for careers in the Arts, Media, and Entertainment – Game Design sector. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require. Also certain unity certification tests may be offered.

First Semester-Course Content

Unit 1: Review of Video Games Technology and Unity

(2 weeks)

STANDARDS

Common Core Standards: English Language Arts.7-8.LS.C.1.1, 7-8.

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: D1.2, ,D1.3 , D2.1, D2.2, D2.4,

- A. This module will reintroduce students to latest changes in video game technology, software, and related fields. Students are instructed of the class rules and policies and the safety guidelines of all equipment use for computer lab and virtual reality lab
- B. Students will create a folder on their hard disk, create a project in Unity, save their scene, and then compress and saving the project to their Google Drive. They will then practice downloading and extracting their project on their computer hard drive, and opening it again in Unity. This will insure they do not lose their projects.
- C. We will go over the latest software additions to unity, and changes in their interface, and removal of previous comments

EQUIPMENT/SOFTWARE: Unity, Google Drive

Unit 2: Unity UI Interface

(2 weeks)

STANDARDS

Common Core Standards: English Language Arts ELA.7-8.R.CAGT.2.3, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: D3.1, D632, D3.3, D3.4

- A. This module will teach students how to work with the Unity interface to create buttons, text, images. Then creating new scripts and working to link their button functionality with their code.

- B. Students will then implement all the buttons, text, images required for the game screen and ensure all game objects are properly named and ready for action
- C. Students will assess what needs to be refactored or changed in order to have their code work with their user interface. They will then refactor the code including player input mechanism.

EQUIPMENT/SOFTWARE: Unity, Visual studio

Unit 3: Laser Defender Project

(6 weeks)

STANDARDS

Common Core Standards: Ela -LITERACY.WHST.6-8.1.B

Common Core Standards: ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards: : D1.2, D1.3, D1.4, D1.5, D2.6, D2.7, D3.1, D3.2, D3.3, D3.4, D3.5, D3.6, D3.7

- A. This module is designed to teach student how to create a fun top-down shooter game.
- B. Students will discuss the features, player experience and core loop for their game.
- C. Students will set up background, player, enemy, camera and aspect ratio to their own specifications.
- D. Students will then set aspect ratio, sizes and proportions they want for their game and scene.
- E. Students will then move the player on horizontal axis using `Input.GetAxis()`, and use `Time.deltaTime` to make their game framerate independent. They will then also add vertical movement for their player.
- F. Students will construct gameplay boundaries using the method `ViewportToWorldPoint()`., They will then `Math.Clamp` their horizontal and vertical movement based upon their boundaries. and add padding so that the player does not go off screen.
- G. Students will create a projectile and connect it to the player. They will then instantiate a the projectile using `GetButtonDown()`, and give the projectile some velocity so that it shoots upwards.
- H. Students will create a coroutine to call when firing, and loop the coroutine using a while (true) loop. They will then create a means in which to stop the coroutine.
- I. Students will create `EnemySpawner.cs` to instantiate enemies into their scene. They will then craft a coroutine that spawns an enemy then waits for time, and use a for loop to continue instantiating enemies until the wave is complete.
- J. Students will create an if statement to destroy enemy if its health goes below zero. We will discuss in more detail the mechanism of creating a method which requires a parameter to be passed into it.

- K. Students will then build and run, and publish their game for other students to play and provide feedback

EQUIPMENT/SOFTWARE: Unity, Visual studio, Unity Standard Assets Package

Unit 4: Object Oriented Programming Concepts and Game Objects (3 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment – Game Design Pathway Standards: D4.1, D4.2, D4.3, D4.4, D4.5, D4.6

- A. This module focuses on defining classes, creating and using classes, defining functions, accessing Game Objects, constructor and properties
- B. Students will learn to create prefabs, create and destroy objects, activating and deactivating objects, and controlling object lifespans with invoke
- C. Students will learn to create Run-time Exceptions, finding Run-time Errors, and using the debugger
- D. Students will learn to how to create arrays, for() and foreach() loops, and while() Loops

EQUIPMENT/SOFTWARE: Unity, Visual Studio

Unit 5: Advanced Unity Concepts (4 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.6

Career Technical Education Arts, Media & Entertainment – Game Design Pathway Standards: D3.1, D3.2, D3.3, D3.4, D3.5, D3.6

- A. This module focuses on 2D physics concepts, rigidbody components, Unity colliders, physics materials, and scripting collision events
- B. Students will learn about the concepts of Primitive Data and math, data types and variables, mathematical operations, variable scope and access, and displaying data
- C. Students will learn and practice decisions and flow control, logical expressions "if/else" Statements, and "switch" Statements
- D. Students will learn the difference and in the process of organizing game objects, Parent-Child Objects, sorting layers, tagging game objects and collision layers
- E. Students will learn how to correctly apply physics to interact with the virtual world they created

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Computergraphics.com,

Unit 6: Object Oriented Programming Concepts and Game Objects

(3 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.5

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards:
D3.1, D3.2, D3.3, D3.4, D3.5, D4.1, D4.2, D4.3, D4.4, D4.5,

- A. This module focuses on defining classes, creating and using classes, defining functions, accessing Game Objects, constructor and properties
- B. Students will learn to create Prefabs, create and destroy objects, activating and deactivating objects, and controlling object lifespans with invoke
- C. Students will learn to create Run-time Exceptions, finding Run-time Errors, and using the debugger
- D. Students will learn to how to create arrays, for() and foreach() loops, and while() Loops

EQUIPMENT/SOFTWARE: Unity, Visual Studio

Second Semester-Course Content

Unit 7: Virtual Reality

(4 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.3, ELA.7-8.R.

Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards:
D3.1, D3.2, D3.3, D3.4, D2.7, D2.8

- A. This module is designed to teach the students about the Presence in VR: What is it? How do you quantify it? How do you foster it?
- B. Students will learn about VR tracking, latency, Field of View in real life, HMDs, caves, Desktop VR, fidelity, depth, isolation, smell, range of motion (DoF).
- C. Students will define sensory influence: Kinetics, Spatial Audio, Haptics, Other senses?
- D. Students will learn what to do in their projects to encourage presence, and the importance of presence to the experience they are creating?
- E. Students will experiment to solve the problems of VR movement, interaction, limited area of movement, and VR sickness.
- F. Students will experiment using unity for spatial knowledge acquisition, orientation, and wayfinding in virtual environments., cognitive maps and GPS.

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Oculus Rift, HTC Vive

Unit 8: VR Game Setup

(4 weeks)

STANDARDS

Common Core Standards: ELA.7-8.W.2.5d, ELA.7-8.R.CAGT.2.6,
Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards:
D3.1, D3.2, D3.3, D3.4, D3.5, D4.1, D4.2, D4.3, D4.4

- A. This module is designed to teach the students how to set up their game for virtual reality and install the Unity SDK
- B. Students will learn how to set up the VR Player Controller
- C. Students will learn how do you set up and use the Camera Rig
- D. Students will learn how do a VR Walkthrough
- E. Students will learn about motion in VR, position, orientation Tracking
- F. Students will learn how to setup Desk Space vs. Room Space, latency, and accuracy precision
- G. Students will learn about VR sickness and perceptual augmentation

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Bolt

Unit 9: Create A Virtual Reality Video Game

(6 weeks)

STANDARDS

Common Core Standards: ELA.7-8.LS.C.1.1, ELA.7-8.R.CAGT.2.5
Career Technical Education Arts, Media & Entertainment - Game Design Pathway Standards:
D3.1, D3.3, D3.5, D4.1, D4.2, D4.3, D5.1 D5.2 D5.3,

- A. This module is to introduce students into exciting new world of virtual reality. Students will set up unity and using the Unity SDK(Software Development Kit) from the Unity Assets Store bring in the packages and change the settings so that their game will be built to run on both the Oculus, and HTC Vive, Virtual Reality Headsets
- B. Students will also download and use the SteamVR plugin because it renders to both the Oculus Rift and the HTC Vive when they run the game, so it is an easy way to build for leading VR headsets.
- C. Students will learn how to set up the Oculus, HTC Vive and Virtual Reality Toolkit (VRTK integrations) in Unity as well as how to set up a basic VR scene.
- D. Students will get the best practices for making their VR experience comfortable and learn how to implement a teleportation system.
- E. Students will learn how hand interactions work in VR, how to design interactions to manipulate objects and how to overcome challenges with item placement.
- F. Students will learn how to Transition from 2D to VR, review well-established VR interaction paradigms, and to also find out how to design a user-friendly interface for VR.

EQUIPMENT/SOFTWARE: Unity, Oculus VR Headset, HTC Vive Headset, SteamVR SDK package, Unity SDK package, Unity Asset Store, Visual Studio, Google classroom

Unit 10: Build- Publish and Play a VR Game in Unity.

(6 weeks)

STANDARDS

Common Core Standards: ELA.7-8.R.CAGT.2.6

Career Technical Education Arts, Media & Entertainment Pathway Standards: D10.1, D10.2, D10.3, D10.4, D10.5, D10.6, D5.1, D5.2, D5.3, D5.4, D5.5

- A. This module is to introduce students how to set up unity and their virtual reality headset to publish and play their game.
- B. Students will learn how to setup all the cameras in their scenes to be able to render directly to the head-mounted display (HMD). View and Projection matrices are automatically adjusted to account for head tracking, positional tracking and field of view.
- C. Students will learn that Head tracking and the appropriate Field of View (FOV) is automatically applied to their camera if their device is head-mounted.
- D. Students will learn head tracking and positional tracking are automatically applied, so that the position and orientation most closely matches the user's position and orientation before the frame is rendered. This gives a good VR experience, and prevents the user from experiencing nausea.
- E. E Students will learn that each camera that is rendering to the device automatically overrides the field of view of the camera with the field of view the user has input in the software settings for each VR SDK.
- F. Students will learn that the left eye is rendered to the Game View window if they have stereoTargetEye set to left or both. The right eye is rendered if they have stereoTargetEye set to right. To see a side-by-side view in the Game View, they need to create two cameras, set one to the left and one to the right eye, and set the viewport of display them side by side.
- G. Students will learn that their build application initializes and enables devices in the same order as the Player Settings list. Devices not present in the list at build time are not available in the final build.
- H. Students will learn that achieving a frame rate similar to your target HMD is essential for a good VR experience. This must match the refresh rate of the display used in the HMD. If the frame rate drops below the HMD's refresh rate, it is particularly noticeable and often leads to nausea for the player.
- I. Students will establish an account on Itch.io to publish their games.
- J. Students will build and run their game using the virtual reality settings in unity, and then test it out on the oculus an HTC Vive headsets.

- K. Students will be required to play at least three games during designated class time gameplay on designated headsets and then provide detailed feedback on their opinion of the game and if there are any glitches or things that need to be fixed. They will be graded on their comments
- L. Students will take the feedback given to them by the different classes and work to correct any issues or problems with their game and to add more features and then publish the game again for more gameplay and comments

EQUIPMENT/SOFTWARE: Unity, Visual Studio, Oculus Rift and Quest 2, HTC Vive

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: Foundations in Digital Photography 1-2

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

Grade Level(s): 9-12

School(s)

Course Offered: Daily High School

UC/CSU Approved

(Y/N, Subject): Yes, F-Visual and Performing Arts

Course Credits: 10

Recommended

Prerequisite: This course is a recommended prerequisite for Advanced Digital Photography 3-4

Recommended

Textbook: Focus on Photography, ISBN 10: 0-87192-721-7
The Visual Experience, ISBN: 978-08719-2627-2

Course Overview: Foundations in Digital Photography 1-2 is the concentrator course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course will introduce the student to Photography as an artistic medium for personal expression as well as a commercial medium. The basic use of DSLR (digital single lens reflex) cameras, digital darkroom (Photoshop & Lightroom editing), and digital imaging will be taught. Composition, communication, and critical thinking will be combined with continual self and class evaluation. Students will be exposed to historical and cultural uses of photography with the goal of incorporating these concepts into their own work. Students will explore careers in photography performing these roles. Students will complete this course with the key technological skills appropriate for occupations in the arts industry. Students will prepare a portfolio of their original works for college application, job application and/or personal collection.

Trimester 1-Course Content

Unit 1: Elements/Principles of Art and Design

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.2; A1.3; A1.6 & A2.3

- A. Photography is a visual language that is applicable to all visual art areas. In this unit students will use photography to explore the elements of art/principles of design. Students will use vocabulary associated with the use of value, line, texture, shape, balance, movement, repetition, contrast, etc. Students will learn how the manipulation of these elements/principles in art can create meaning and support expression. This unit focuses on establishing visual proficiency for illustrating concepts that are applicable to a variety of art and design fields.
- B. Students will create photographs of a variety of subjects that demonstrate a basic understanding of the elements of art/principles of design. Students will be introduced to Photoshop and Lightroom as editing software and a basic workflow. Students will also be required to use photography as a tool to convey larger concepts and production ideas in the form of visual storytelling. Students will describe, analyze and critique an historical photograph. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Light & Motion

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.2; A1.3; A1.6 & A4.3

- A. Shutter Speed and Aperture are the foundations for creating photographs. In this unit students will learn the functions of camera technology and how light is used to create and manipulate photographic imagery.
- B. Students will be introduced to the functions of DSLR cameras and create photographs that show motion using a variety of shutter speeds and the proper coordinating aperture. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop and Lightroom to edit their images. Students will describe, analyze and critique photographs of motion throughout history and technological developments in photography equipment. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 3: Aperture and Point of View

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A2.6, A2.7, & A2.9

- A. This unit establishes the framework needed for students to compose and communicate conceptual ideas using photographic imagery. Compositional rules and visual vocabulary will allow students to determine artistic intent and facilitate the development of individual artistic style and voice. Students will be able to identify and design content for specific audiences while considering how historical and cultural elements affect message and meaning.
- B. Students will develop a body of work that expresses the concept of the symbolic self-portrait, incorporates the rule of thirds and uses aperture to distinguish focal point. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. Students will describe, analyze and critique conceptual portraiture. Students will interpret the symbolic self-portraits made by their peers and critique their use of visual language. Students will learn to utilize a variety of communication methods and persuasive techniques while utilizing critique methods to reflect upon their processes.

Unit 4: Color

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.2, A2.3 & A4.4

- A. This unit focuses on the use of color in digital photography. Using their knowledge of basic elements of art, students will delve deeper into color theory and the ways in which light and color can be manipulated to achieve artistic effects and enhance meaning.
- B. Students will analyze how color can affect the aesthetic value of an image and develop a body of work that uses color as visual language. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images that best communicate their interpretation of the project. Students will use academic vocabulary to describe, analyze, and critique the photographs made by their peers, focusing on their use of color and visual language.

Trimester 2-Course Content

Unit 5: Advertising/Commercial Photography

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.3, A2.9 & A2.9

- A. This unit focuses on bringing all that the student has learned up to this final, 1st semester project. This process encourages students to carefully consider and articulate the choices they make in their own development as artists and thinkers.
- B. Students will learn to set up lighting to photograph a variety of subjects in the compositional style of commercial photography and advertising.

Unit 6: Portraiture

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.2; A1.3; A1.9 & A2.2

- A. This unit focuses on how to operate as a freelance portrait photographer. Students will learn about business and copyright law in relation to photography. Students will also learn about the different styles of portraiture, the history of portraiture, and lighting techniques specific to portraiture.
- B. Students will go through the process of creating a freelance business and branding their business by creating business cards, letterhead, and a website. Students will have a friend or family member "hire" them for studio and environmental portraits that they will edit and create prints. Students will describe, analyze and critique historical and contemporary portraiture. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Unit 7: Photojournalism

(2 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A2.1., A2.3, A3.3, & A5.7

- A. Building on prior knowledge regarding documentary photography, students will learn about the role of the photojournalist in our society. Students will learn the language of journalism and approaches to creating photo essays. Students will analyze and critique the various ways they have used photographs, text, and design elements to convey their story.
- B. Students will analyze current newspaper article layouts, use of photography, angle, and level of information. Acting as journalist and photojournalist, students focus on an event, location, or person, and create a newspaper article that communicates a story using photographs and text. In mid-critique and final critique students will act as editor and proof their fellow student's articles in preparation for press, giving feedback on strengths and weaknesses using the unit vocabulary. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Unit 8: Appropriation/Montage

(3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.7, A2.5, A4.6 & A8.4

- A. Students will learn about various techniques for conceptualizing and creating singular images out of multiple sources. Students will learn about the history of photo manipulation, montage, and appropriation. Students will learn about current laws regarding Usage and the Artist's Right to Collage.

- B. Students will sketch their design ideas and previsualize their projects. Students will use Photoshop to create photomontages using appropriated and original imagery to create a surrealistic narrative. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Unit 9: Conceptual Art

(2 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts
Pathway Standards A1.2; A1. A2.6, A2.8, A2.9, A4.6 & A5.2

- A. This unit focuses on artmaking where the concept or idea involved in the work take precedence over traditional aesthetic and material concerns. Students will learn about the history of Conceptual Art and look at the work of contemporary conceptual photographers.
- B. Students will complete a process of brainstorming that will lead them to an essential question. Students will create a conceptual project based on their essential question. Students will present their project to the class and answer questions from their peers and teacher. A rubric will be used for assessing proficiency.

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: Advanced Digital Photography 3-4

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

Grade Level(s): 11-12

School(s)
Course Offered: Daily High School

UC/CSU Approved
(Y/N, Subject): Yes, F-Visual and Performing Arts

Course Credits: 10

Recommended
Prerequisite: C or better in Foundations in Digital Photography

Recommended
Textbook: Focus on Photography, ISBN 10: 0-87192-721-7
The Visual Experience, ISBN: 978-08719-2627-2

Course Overview: Honors Digital Photography 3-4 is the capstone course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course is designed for advanced photography students who wish to push their creative potential by exploring and experimenting with the ideas and practices of 21st century art. Students will focus on the connections between conceptual and technical aspects of their photographic practice and develop personal themes. Emphasis is placed on understanding of concept and technique, critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and professional practice. 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. The course will culminate with the completion of a digital and physical portfolio of artwork, artist statement, and resume.

Trimester 3-Course Content

Unit 1: Tell Me A Story

(2 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.6 & A2.3

- A. Photography is a visual language that is applicable to all visual art areas. In this unit students will use photography to create a personal narrative. Students will use language and the prior knowledge learned in Photo 1-2, including the elements of art/principles of design. Students will use vocabulary associated with the use of value, line, texture, shape, balance, movement, repetition, contrast, etc. to create a photo essay. Students will learn how editing and sequencing images creates meaning.
- B. Students will create a photo narrative in 5-7 images. Students will be required to use photography as a tool to convey larger concepts and production ideas in the form of visual storytelling. Students will write an artist statement and present their work for critique. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Investigation

(2 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway
Standards A1.2; A1.3; A1.7; A2.3; A2.4; A3.4; A5.6; A8.4

- A. Research is the foundation for creating meaningful photographic projects. Students will learn a variety of research techniques and apply them to their project. Students will examine the historic and current cultural aspects of their chosen theme and apply what they have learned to a series of photographs (7-10 images).
- B. Students will choose a personal theme to research and create a body of work based on the concepts and techniques learned during the process of independent research. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. Students will write an artist statement and present their work for critique. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 3: Identity (3 weeks)

STANDARDS

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway Standards
A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will study historic and contemporary photographic self-portraits that challenge our concept of traditional portraiture. Through visual motivation and lecture, students will analyze how artists have effectively applied the elements and principals of design to examine the idea of personal identity.

- B. Using student driven choice of materials, students will create a photographic artwork that examines their identity. Students will write an artist statement on the connections between the conceptual and technical aspects of their artwork and the historic and current cultural understanding of portraiture. Students will analyze and prioritize their images by focusing on technical and aesthetic qualities and use Photoshop to edit their images. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion

Unit 5: Personal Theme (3 weeks)

STANDARDS

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

Standards A1.2; A1.3; A1.9 & A2.2

- A. In this unit students will focus on their personal artistic practice and identify a personal theme that runs throughout their work and practice. Students will use brainstorming exercises and research to further examine their theme and create photographic images that create a completed thematic portfolio of 15 images.
- B. Students will complete a process of brainstorming that will lead them to their personal theme. Students will gather all prior work that focuses on their personal theme and create new work to “complete” the body of work. Students will write an artist statement explaining their personal theme, including conceptual and technical aspects as well as cultural and personal connections. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 6: Digital Portfolio and Presentation (2-3 weeks)

STANDARDS

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

A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- 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.
- B. Students will gather all art work 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. All work will be professionally photographed and manipulated to upload onto the chosen format. Students will organize the images into a unifying flow, and draft and upload a personal artist’s statement to complete the narrative. 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.

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

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. Compton, Anna Effective 6/11/21
Health Assistant LVN/RN
La Crescenta Elementary School
2. Green, Timothy Effective 4/16/21
Regional Maintenance Supervisor
Facility & Support Operations Department
3. Kim, Jisoo Effective 6/11/21
4th Grade Teacher
Keppel Elementary

Retirements:

1. Aldama, Francisco Effective 5/15/21
Custodian I 39 years of service
Fremont Elementary School
2. Altobelli, Kelly Effective 6/12/21
5th Grade Teacher 21 years of service
Fremont Elementary

Retirements (Cont.):

- | | | |
|----|--|---|
| 3. | Blattner, Charles F. AP Statistics/Applied Programming/ Math Teacher Clark Magnet High School | Effective 6/12/21 31 years of service |
| 4. | Day-Blattner, Alex Chemistry/Math Teacher Clark Magnet High School | Effective 6/12/21 13 years of service |
| 5. | Dunham, Gail 6 th Grade English & History Teacher Wilson Middle School | Effective 6/12/21 36 years of service |
| 6. | Holden, Christine L. 1 st /2 nd Grade Teacher Glenoaks Elementary | Effective 6/12/21 16 years of service |
| 7. | McGeorge, Lisa Clerk II Foothill SELPA | Effective 7/31/21 25 years, 20 months of service |

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: **Update on Measure S and Facility Programs**

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

1. Superintendent's Facility Advisory Committee (SFAC) Meeting
 - Next meeting is scheduled for April 26, 2021
2. Items on this Agenda
 - **Approval of Notice of Completion for Bid No. 200-19/20 with ARC Construction, Inc. for Dunsmore Elementary School Kindergarten Shade Structure Installation Project**

On June 2, 2020, the Board approved the award of Bid No. 200-19/20 to ARC Construction, Inc. for the Dunsmore Elementary School kindergarten shade structure installation project in the amount of \$128,000. In addition, the project included a \$40,000 allowance for potential rock removal and rerouting of utility lines that may be required during the course of this project, increasing the total project cost to \$168,000. This allowance would only be used if needed, and upon approval by District staff.

Of the approved allowance on the project, the District authorized the use of \$15,993.97, which resulted in a balance of \$24,006.03 of the allowance, and a total project cost \$143,993.97. This project was completed in a satisfactory manner as of March 19, 2021, and was funded by Measure S – Districtwide Shade and Play Structure Installation Project funds.
3. Project Updates
 - Crescenta Valley High School CEQA
 - Verdugo Woodlands Bridge Project Update

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: **Memorandum of Understanding with the Glendale Teachers Association Regarding Reopening School Campuses Under a Hybrid Model**

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding regarding the effects of reopening school campuses for the remainder of the 2020-2021 school year under a hybrid model to mitigate the impacts of COVID-19, effective March 13, 2021 between Glendale Unified School District and the Glendale Teachers Association.

The District shall continue to be guided by the most current recommendations set forth by the Los Angeles County Department of Public Health (LACDPH) regarding reopening of K-12 schools including screening and exposure decision pathways. Other provisions of this MOU include:

- All areas used by employees and/or students will be cleaned regularly per the schedules included in the MOU.
- The District shall designate a COVID-19 Compliance Task Force.
- The District shall provide all work sites a supply of CDC-recommended PPE. All individuals must always correctly wear a CDC-recommended face mask and maintain 6-foot physical distancing. The District shall comply with logistical hand washing requirements as stated in the MOU.
- All unit members still working in a distance learning model may return to campus on Monday, April 19. Secondary students will return to campus no sooner than Monday, April 26, 2021 for instruction in the hybrid model.
- Teachers shall provide concurrent instruction to all of their students in in-person and distance learning.
- All teachers may utilize up to thirty (30) hours paid at the contractual hourly rate of pay (using COVID-19 funds) for professional development, room preparation, and planning for hybrid instruction prior to May 21, 2021.

- Preschool and elementary teachers shall be compensated with a one-time payment, paid through COVID funds, to account for additional supervision duties of up to 20 minutes per day as follows: Preschool and TK-2 teachers shall receive \$2,000 and teachers of grades 3-6 shall receive \$1,800. Secondary teachers who are required to supervise students during times outside of instructional blocks shall be compensated \$50 per occurrence.
- Classroom teachers may choose to use available outdoor locations on campus to instruct students during the instructional day.
- In the event that a unit member needs to quarantine due to COVID-19 symptoms or exposure, the unit member shall provide instruction in a distance learning model, unless they are too ill to do so.
- Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing. The District shall inform all unit members who were on the premises at the same worksite as the individual during the infectious period within one workday.
- Teacher specialists, nurses, and counselors who are required to report to campuses shall be assigned one designated campus to which they report. Unit members may use professional judgment and choose to report to more than one designated campus.
- CDCC (formerly EEELP) teachers who are not assigned to half day preschool programs shall provide childcare.
- Service providers shall work with site administrators to coordinate which days they provide in-person services.
- The District shall minimize access to all campuses.
- The District shall install and regularly replace MERV 13 filters in the HVAC unit of each classroom and workspace used by unit members and provide stand-alone HEPA filter devices in rooms occupied by students and unit members.
- All meetings, professional development, and Open House shall be conducted remotely.
- For the remainder of the 2020-21 school year, an asymptomatic COVID-19 testing program shall occur on each campus, with scheduled testing every two weeks for all participating students and staff.
- The District shall provide no-cost childcare throughout the contractual day as a courtesy to unit members through the duration of this MOU.

The MOU expires without precedent on June 14, 2021 for unit members whose 2020-21 school year schedule ends June 11, 2021 and on June 30, 2021 for unit members whose 2020-21 school year continues into students' summer break, unless extended by mutual written agreement.

This MOU is subject to ratification by the Glendale Unified School District's Board of Education and the Glendale Teachers Association.

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

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

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

Memorandum of Understanding
Between
The Glendale Unified School District
And
The Glendale Teachers Association

The Glendale Unified School District and the Glendale Teachers Association hereby enter into this Memorandum of Understanding regarding the effects of reopening school campuses for the remainder of the 2020-2021 school year under a hybrid model to mitigate the impacts of COVID-19. The effective date of this Memorandum of Understanding is March 13, 2021.

1. Unless otherwise specified in this MOU, the provisions of the Collective Bargaining Agreement between the District and the Association shall remain in full force and effect.
2. The District shall continue to be guided by the most current recommendations set forth by the Los Angeles County Department of Public Health ("LACDPH"), including LACDPH's Screening and Exposure Decision Pathways for Children at an Educational Institution and Their Close Contacts at the Facility, and the California Department of Public Health ("CDPH") regarding the reopening of K-12 schools. With regard to cleaning protocols, the District shall ensure that all areas being used by employees and/or students are being cleaned regularly on the following schedule: restrooms cleaned three times per day; classrooms, breakrooms, offices, labs, auditoriums, gymnasiums, and libraries cleaned daily; nurses offices, eating areas (i.e., cafeterias, outside tables), and areas used for student support (i.e., work station/areas for specialized services/assessments), and other areas with high use frequency cleaned as needed/upon request but at least daily. EEELP/CDCC classrooms that are shared by more than one cohort shall be cleaned prior to transitioning from one cohort to another. While the responsibility for this cleaning protocol shall not fall upon unit members or students, unit members are also encouraged to regularly wipe down their workstations with disinfectant wipes provided by the District. In the event that rooms are not cleaned, unit members may notify their site COVID-19 Compliance Officer who shall ensure that the cleaning protocols are completed. Any room used by a unit member shall be used by only that unit member and their stable group(s) or cohort(s), unless the room is cleaned between uses and the unit member is notified.
3. In accordance with Appendix T2 of the LACDPH's "Protocol for COVID-19 Exposure Management Plan in K-12 Schools," at every site in which unit members work, the District shall designate a COVID-19 Compliance Task Force and COVID-19 Compliance Officer. In addition, at least one week before unit members are required to return to in-person activities, GTA shall be informed of the names of all members of each task force and the name of the Compliance Officer at each site. At that time, the

Compliance Officer shall solicit requests for CDC-recommended PPE from all unit members who are required to return and ensure that all unit members receive any requested CDC-recommended PPE prior to students arriving on campus.

4. The District shall provide all work sites a supply of CDC-recommended face masks, CDC-recommended transparent face masks, face shields, and face shields with neck drapes, KN-95 masks, gloves, gowns, hand sanitizer, and disinfectant wipes, for all individuals on District property upon request. Any requests by unit members at a site, including for additional protective equipment not listed above, shall be made in writing to the site COVID-19 Compliance Officer. Additional PPE shall be provided within 24 hours. If any PPE shall not be provided, a rationale of the denial or the need for additional time to acquire the PPE must be communicated to the requesting unit member.

All individuals on District grounds must always wear a CDC-recommended face mask and maintain 6-foot physical distancing. Face masks must be secured over the mouth and nose. All events that require the removal of face masks for more than one (1) minute, such as eating meals or snacks, shall occur outside of classrooms and instructional spaces. Classroom space and routines will be arranged to allow physical distancing between students and staff with a planned minimum distance of six (6) feet. Any changes or alterations to GUSD's posted Covid Safety Plans shall be communicated directly to the Association.

The District shall comply with the following hand washing logistical requirements: every room on campus or district office with a sink shall be stocked with soap and paper towel dispensers; every classroom and non-classroom workspace shall be provided hand sanitizer; hand sanitizer or portable hand washing stations shall be provided near the interior or exterior of all ingress and egress points on campus used by students or staff; all hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked as needed and prior to the beginning of each school day.

5. The District shall work to secure and facilitate COVID-19 vaccinations for all unit members who wish to receive a vaccine.

When students become eligible for COVID-19 vaccines, GUSD shall promote, and will work with health care partners, the Los Angeles County Office of Education, and the City of Glendale to secure and facilitate vaccinations for all eligible students who wish to receive a vaccine.

6. All unit members who are working in a distance learning model may return to campus on Monday, April 19th and will continue in distance learning for the remainder of the week. Secondary students will return to campus beginning no sooner than Monday, April 26th for in-person instruction in the hybrid model.

a. Teachers shall continue to carry all of the students on their 2020-21 roster for the remainder of the school year regardless of whether a student opts for in-person instruction or remains in a 100% distance learning model. Students and staff shall be assigned to "planned, stable group

structure(s)” and unit members shall be assigned to no more than three (3) stable groups and/or cohorts for members working with elementary students or no more than three (3) stable groups and/or cohorts for members working with secondary students per day, and no more than ten (10) stable groups and/or cohorts per week. In the event a classroom needs emergency or non-emergency coverage, stable groups shall not be combined. Unit members shall not be required to join additional stable groups for the purpose of temporary supervision. Upon request by a classroom teacher, the district will provide an additional adult to support the students and be included as a member of the classroom’s stable group(s) during instructional blocks, when personnel are available.

b. Teachers shall provide concurrent instruction to all of their students – in-person and distance learning – utilizing their professional judgment to determine the means and methods by which they deliver curriculum to students who receive in-person and/or distance instruction ensuring that all students receive the California minimum instructional minutes and the daily live interaction on a daily basis as required by Senate Bill 98/Assembly Bill 77 (codified as California Education Code sections 43500-43504).

Each in-person student shall be provided with a Chromebook and headset with microphone to use in the classroom and additional supplies needed to participate in instruction as requested by the teacher. Each classroom shall be provided with a charging station for student Chromebooks. Upon request, each unit member shall receive a headset with microphone.

c. All elementary teachers working with grades TK-6 shall be afforded one (1) fifteen (15) minute duty-free break and a forty (40) minute duty-free lunch. Classroom teachers shall not supervise breakfast or snack. In addition, 1st - 6th grade teachers shall not supervise recess. EEELP/CDCC teachers working in elementary classrooms or childcare shall receive break time as follows: two (2) fifteen minute, duty-free breaks and a 30 minute, duty free lunch.

d. All students who opt to return for in-person instruction in a hybrid model will attend in-person instruction for at least two (2) days per week.

e. If Wednesday remains a full distance learning day, classroom teachers are expected to work from home on Wednesdays.

f. If a Classroom Teacher does not have any students opt to return for in-person instruction, the unit member shall teach from their classroom on a daily basis with the exception of Wednesdays.

7. All Preschool and Elementary Classroom Teachers will be given March 22, 2021 to prepare for hybrid instruction. If Secondary teachers are required to provide hybrid instruction, they shall be given two (2) asynchronous days (Wednesday, April 21,

2021, and Wednesday, April 28, 2021) with a 10-minute check-in with their first period classes to prepare for students' return to classrooms. In addition, all teachers may utilize up to thirty (30) hours paid at the contractual hourly rate of pay per Article 7 section 1 c, (using COVID-19 funds) prior to May 21, 2021. The additional compensated time must be used outside of the unit members' contractual work hours to prepare their classrooms, attend professional development, and/or plan for hybrid instruction. The District shall provide members with a list of paid professional development options regarding the implementation of hybrid instruction including but not limited to safety protocol training, best practices in hybrid instruction, technology training, and social-emotional responsive teaching during a pandemic.

8. Preschool and Elementary students coming to school for in-person instruction shall arrive at school between 8:00 a.m. - 8:20 a.m. Prior to being permitted on campus, all students shall undergo a health screening that follows LACDPH recommendations. After passing the health screening and being permitted on campus, students shall go directly to their classroom. All Preschool and Elementary Classroom Teachers shall be in their classroom at 8:00 a.m. to begin receiving students.

Preschool and Elementary classroom teachers shall be compensated with a one-time payment paid through COVID funds to account for the additional supervision duties outside of instructional blocks (up to 20 min/day) as follows: Preschool teachers and TK-2 shall receive \$2000 and grades 3 through 6 shall receive \$1800. Should Secondary classroom Teachers be required to supervise students during times outside of instructional blocks within the contractual day (up to 20 min/day), they shall be compensated \$50/occurrence. Additional supervision within the contractual day shall be voluntary and compensated at the contractual hourly rate of pay per Article 7 section 1.c.

9. Unit members shall not be responsible for implementing COVID-19 screening procedures, or for removing individuals who are out of compliance with safety rules and procedures from classrooms, workspaces, or campuses.

10. During the instructional day, Classroom Teachers may choose to use available outdoor locations on campus to instruct students in whole or small groups. The school site administrator shall develop a plan and/or schedule for the use of outdoor locations for instruction. The outdoor use plan shall make maximum use of the available space on campus and shall ensure that all members who wish to use outdoor spaces have equitable access to scheduled time. In the event that a classroom HVAC system becomes inoperable, the classroom teachers shall determine whether (1) instruction shall be moved to the outdoor classroom or another unused classroom, if it is available or (2) an additional HEPA filter device will be added to the classroom until the HVAC system is repaired. If the HVAC system remains inoperable for more than one (1) day and a classroom with a functioning HVAC system is unavailable, then the class will pivot to a distance learning model until the repair is made.

11. In the event that a unit member needs to quarantine due to COVID-19 symptoms or exposure, the unit member shall continue to provide instruction and/or services in a Distance Learning model. If a quarantined unit member is too ill to fulfill their job duties,

the unit member shall follow the protocols in place for substitute coverage. Upon the completion of any quarantine period, the unit member shall resume in-person instruction and/or services.

Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing. The District shall inform all unit members who were on the premises at the same worksite as the individual during the infectious period of their potential exposure in writing within one (1) workday. If a site or cohort/group closure is recommended by the LACDPH or otherwise required by state or federal guidance, the District and Association agree to pivot to the distance learning model until permitted to return by public health officials.

Information concerning COVID-19 related benefits and the District's disinfection plan are readily available to all employees and shall be provided by Human Resources, upon request.

In addition, in accordance with SB95, unit members who are unable to work or telework due to qualifying reasons related to COVID-19 shall be ensured up to ten workdays of COVID-19 Supplemental Paid Sick Leave paid at the unit member's hourly rate of pay. Within one (1) week of ratification of this MOU, the District shall modify Aesop/Frontline to allow unit members to request "COVID-19 Supplemental Paid Sick Leave" when reporting an absence. Any qualifying sick leave that was not recorded on Aesop/Frontline, retroactive to January 1, 2021, shall be requested in writing to Human Resources. Should the District deny a request for "COVID-19 Supplemental Paid Sick Leave," then the reason for denial shall be provided to the unit member in writing.

12. If state or county guidelines require any member(s) of a cohort or stable group to quarantine, then the entire cohort or stable group shall quarantine unless contact tracing determines that the cohort or stable group was not exposed.

13. All Teacher Specialists, nurses, and counselors who are required to report to campuses shall be assigned one (1) designated campus to which they report. Unit members shall use their professional judgment if they choose to report to more than one designated campus. Students on their caseload who report to the designated campus for in-person instruction may receive in-person services one-on-one and prior to student dismissal. Students on their caseload who do not report to the designated campus for in-person instruction shall continue to receive services remotely.

Teacher Specialists, nurses, and counselors shall be provided an office or workspace that will allow for six (6) feet distancing at all times.

Each nurse shall perform duties related to COVID-19 contact tracing at all of their assigned school sites and shall have a designated employee who is trained in COVID-19 Contact Tracing at each school site to assist in the process.

14. All EEELP (renamed Child Development & Child Care ["CDCC"]) Teachers who are not assigned to half day preschool programs shall provide childcare.

EEELP/CDCC Head Teachers shall not see a reduction in gross annual pay regardless of changes in job duties.

The District shall follow the recommendations in the LACDPH Protocols for Providing Daycare for School Aged Children. In addition, after in-person dismissal, each EEELP/CDCC cohort shall have a designated outdoor location where they may teach students. All events that require the removal of face masks for more than one (1) minute, such as eating meals or snacks, shall occur outside of classrooms and instructional spaces. During all hours in which unit members work with students on campus, an isolation room shall be available to house individuals who are ill or who may have been infected with COVID-19, and EEELP/CDCC unit members shall not staff this room.

All EEELP/CDCC Preschool Teachers assigned to half day preschool programs with students enrolled shall be notified at least three (3) weeks prior to the start of in-person instruction and shall teach in a distance learning model from their classroom until their students return to in-person instruction.

Any EEELP/CDCC Preschool teachers assigned to half-day preschool programs with no students enrolled shall be assigned to childcare services.

15. Service providers shall work with site administrators to coordinate which days they provide in-person services. Assessments/testing and/or services that are in-person shall be provided one-on-one except in the situations in which a student's IEP allows for an instructional/behavioral assistant. All service providers shall use their professional judgment to select the most effective and efficient means to provide small group services through distance learning/teletherapy or in any other manner that will adhere to the LACDPH guidelines. Service providers may deliver services in-person to those students who are attending school in-person and shall conduct special education assessment/testing in person to those students who are able and willing to receive in-person assessment/testing. Service Provider unit members include Speech-Language Pathologists; Deaf and Hard of Hearing Teachers/Specialists; Visual Impairment Teachers/Specialists; Orientation Mobility Teachers/Specialists; Adaptive Physical Education Teachers; Special Education Itinerant Teachers; and Assistive Technology Specialists.

16. At each campus, the District shall provide and prepare both an outdoor shaded location and an indoor location from which, on a case-by-case basis, service provider unit members may choose to perform in-person assessments or provide in-person services. The indoor office or workspace shall meet or exceed LACDPH recommendations, shall allow for six (6) feet distancing at all times, and shall allow for private sessions with students.

17. The District shall minimize access to all campuses, including limiting non-essential visitors; facility use permits; volunteers; and students who are not participating in pods/FLCs or on-campus instruction/assessments/services/athletics. All

school tours, including tours for prospective families shall follow CDC Guidelines and shall occur outside of indoor and outdoor classrooms.

18. Unit members shall not suffer any reprisal or disciplinary action for reporting safety concerns or violations. Unit members shall follow health and safety protocols. If a unit member continues not to follow health and safety protocols implemented by the District related to COVID-19 after receiving a directive to comply, they may be subject to discipline.

19. The District shall provide to the Association their inventory of PPE, including but not limited to face masks, face shields, clear face masks, plexiglass barriers, disinfecting wipes, hand sanitizer, and replacement MERV 13 filters.

20. With the exception of rooms in the Pacific Avenue Education Center that cannot accommodate MERV13 filters, prior to March 29, 2021, the district shall install and regularly replace MERV 13 filters in the HVAC unit of each classroom and workspace used by unit members and provide a stand-alone HEPA air filter device in rooms occupied by students and classrooms, offices, workrooms, and lounges occupied by unit members. Within two (2) weeks of signing this MOU, the District shall provide the Association a list of air filtration devices which can be utilized to improve air quality in all restrooms. The District and Association agree to meet within four (4) weeks of signing this MOU to determine the solution(s). Required purchases shall be acquired using COVID monies and installed in restrooms that can accommodate the devices. The rooms in the Pacific Avenue Education Center that cannot accommodate MERV13 filters shall be provided two (2) stand-alone HEPA air filter devices. The District shall provide to the Association a list of all classrooms and workspaces noting whether or not they have operable windows. For all classrooms and workspaces with inoperable windows, the District shall note the status of any repairs to the windows or the reason why the windows will remain inoperable. Window repairs, MERV 13 filters, and air purification devices shall be purchased with COVID funds.

21. All meetings (including but not limited to parent meetings, department/grade-level meetings, staff meetings, and IEPs) and professional development shall be held remotely. Open House shall be conducted remotely.

22. For the remainder of the 2020-21 school year, an asymptomatic COVID-19 testing program shall occur on each campus, with scheduled testing every two (2) weeks for all participating students and staff. The District shall promote and facilitate enrollment in this program and will follow up with families who do not opt in or opt out within one week of advertising the program. By agreeing to the program, students and staff agree to multiple COVID-19 tests, but may opt out at any time. Tests shall be purchased with COVID funds.

23. In order to provide more space for social distancing within classrooms, excess furniture, rugs, tubs, and materials that will not be used due to safety guidelines shall be moved out of classrooms at the unit member's request and put in storage before

students return for in-person instruction. Unit members shall not be required to move furniture, rugs, tubs, and materials.

24. Due to the reduction of locations from which employees may eat on campus, classroom teachers, counselors, and service providers may take their duty-free lunch break at a location and time of their choice, as long as that time does not conflict with scheduled instruction or childcare duties or any mandatory meetings. All other unit members may work with their site administrator to schedule the time of their lunch based on site needs.

25. The District shall solicit the names and worksites of all unit members requiring childcare, and the age, grade-level, and home school/district of all these children, within five days of agreement of this MOU. The District shall provide no-cost childcare throughout the contractual day as a courtesy to unit members through the duration of this MOU.

26. This MOU is based on unique facts and circumstances and is not intended to be precedent setting.

This MOU is subject to ratification by the Glendale Unified School District's Board of Education and the Glendale Teachers Association.

This MOU shall expire in full without precedent on June 14, 2021 for unit members whose 2020-21 school year schedule ends June 11, 2021 and on June 30, 2021 for unit members whose 2020-21 school year continues into students' summer break, unless extended by mutual written agreement. This MOU excludes Summer programs for which members take on as an additional assignment.



April 9, 2021



4/9/21

Ms. Sarah Morrison, GTA

Date

Dr. Darneika Watson, GUSD

Date

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Appointment of Voting Representative to Elect Members to the County Committee on School District Organization**

The Superintendent recommends that the Board of Education appoint one member as its voting representative to elect members to the Los Angeles County Committee on School District Organization.

The Board of Education may, at its annual organization meeting, appoint one of its members as its voting representative to elect 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. This meeting is normally held in October/November. Board Member Shant Sahakian is the current representative.

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Appointment of Board Representative to the Los Angeles
County School Trustees Association (LACSTA)**

The Superintendent recommends that the Board of Education designate its voting representative to LACSTA.

Each year, the Board of Education appoints an annual representative to the Los Angeles County School Trustees Association.

The role of the representative is as follows:

- Vote on all Association matters;
- Communicate between the Executive Board, the Association, and the local board; and
- Serve on the legislative committee primarily as a communication link, unless interested in a more active role.

This representative holds a separate position from that of the voting delegate for the annual county committee election. However, the same Board Member may serve in both voting roles. The current representative is Jennifer Freemon.

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

ACTION REPORT NO. 4

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer
SUBJECT: **Signature Authorizations and Re-adoption of Board Policies**

The Superintendent recommends that the Board of Education adopt Resolutions No. 15, 16, 17, 18, 19, 20, 21, and 22, and approve the signature authorizations and readopt the Board Policies from April 20, 2021 to June 30, 2022.

- Resolution No. 15 Authorizing the Superintendent and Secretary to the Board, and the Superintendent's designee to execute documents for the Board
- Resolution No. 16 Authorizing certain administrators to sign warrants and checks on various accounts
- Resolution No. 17 Authorizing the establishment of a Revolving Cash Fund in the amount of \$70,000 and authorizing the Chief Accounting Officer of the District to make expenditures therefrom
- Resolution No. 18 Authorizing the Executive Director of Special Education, Director of Special Education, and the Coordinator III of Special Education to sign various Special Education contract documents on behalf of the District
- Resolution No. 19 Authorizing certain administrators or designees to have Voucher Approval Rights on the County PeopleSoft System
- Resolution No. 20 Readopting Board of Education Policies and Bylaws
- Resolution No. 21 Authorizing the Superintendent or his designee to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval
- Resolution No. 22 Authorizing the Chief Human Resources and Operations Officer to sign employment contracts

RESOLUTION NO. 15

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY AUTHORIZING THE SUPERINTENDENT AND SECRETARY TO THE BOARD, AND THE SUPERINTENDENT'S DESIGNEE TO EXECUTE DOCUMENTS FOR THE BOARD

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Dr. Vivian Ekchian, Superintendent of Schools and Secretary to the Board, and the Superintendent's Designee (Chief Business and Financial Officer, Assistant Superintendent of Educational Services, Chief Human Resources and Operations Officer, and General Counsel) be authorized to execute in the name of the Board all contracts, documents, papers, and oaths, including service reports, previously authorized and approved by official Board action during the period April 20, 2021 to June 30, 2022.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

RESOLUTION NO. 16

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE
UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY
AUTHORIZING CERTAIN ADMINISTRATORS OR DESIGNEES TO
SIGN WARRANTS

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that the following administrators be authorized to sign warrants and checks on various accounts for the Glendale Unified School District during the period April 20, 2021 to June 30, 2022.

Vivian Ekchian, Superintendent
and/or

Stephen Dickinson, Chief Business and Financial Officer;
and/or

Kelly King, Assistant Superintendent, Educational Services
and/or

Karineh Savarani, Director, Financial Services

BE IT RESOLVED FURTHER that only one signature be required on each warrant.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

RESOLUTION NO. 17

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY AUTHORIZING THE ESTABLISHMENT OF A REVOLVING CASH FUND IN THE AMOUNT OF \$70,000 AND AUTHORIZING THE CHIEF ACCOUNTING OFFICER OF THE DISTRICT TO MAKE EXPENDITURES THEREFROM

WHEREAS, Section 42800 of the Education Code of the State of California, provides for the establishing of a Revolving Cash Fund by the governing board of any school district for use of the chief accounting officer of such district; and,

WHEREAS, Karineh Savarani is the Chief Accounting Officer of the Glendale Unified School District, and the amount needed for said Revolving Cash Fund is Seventy Thousand Dollars (\$70,000), which said sum is not more than two percent (2%) of the District's expenditures for the current fiscal year;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Glendale Unified School District that, in accordance with all provisions of Section 42800 to Section 42805, inclusive, of the Education Code, a Revolving Cash Fund in the sum of Seventy Thousand Dollars (\$70,000) be established, and that Karineh Savarani be authorized to make expenditures therefrom for services or material;

BE IT FURTHER RESOLVED that if the County Superintendent of Schools approves the establishment of said Revolving Cash Fund, Karineh Savarani shall be bonded by a Public Employees Honesty Blanket Bond indemnifying the District against loss in accordance with Section 42802 of the Education Code.

It is recommended that the Board accept the following certification:

"I hereby accept responsibility for the Glendale Unified School District Revolving Fund without benefit of audit or closure."

Karineh Savarani, Director, Financial Services

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

RESOLUTION NO. 18

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY AUTHORIZING CERTAIN ADMINISTRATORS OR DESIGNEES TO SIGN VARIOUS SPECIAL EDUCATION CONTRACT DOCUMENTS AND AGREEMENTS

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that the following administrators be authorized to sign various Special Education contract documents and agreements for the Glendale Unified School District during the period April 20, 2021 to June 30, 2022.

Debra Rinder, Executive Director, Special Education;
and/or

Beatriz Bautista, Director, Special Education
and/or

William Gifford, Coordinator III, Special Education

BE IT RESOLVED FURTHER that only one signature be required on each document.

I HEREBY CERTIFY that the above is a true and exact copy of the resolution approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

RESOLUTION NO. 19

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY AUTHORIZING CERTAIN ADMINISTRATORS TO HAVE VOUCHER APPROVAL RIGHTS ON THE COUNTY PEOPLESOFT SYSTEM

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that the following administrators or designees be authorized to approve vouchers for the Glendale Unified School District during the period of April 20, 2021 to June 30, 2022.

Stephen Dickinson, Chief Business and Financial Officer;
and/or

Karineh Savarani, Director, Financial Services
and/or

Designee, Teresa Miras, Assistant Director, Financial Services
and/or

Designee, Adrineh Khachikian, Accounting Technician

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

RESOLUTION NO. 20

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY READOPTING POLICIES AND BYLAWS OF THE BOARD OF EDUCATION FOR THE PERIOD APRIL 20, 2021 TO JUNE 30, 2022

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that Policies and Bylaws of the Board of Education of the Glendale Unified School District be reconfirmed for the period of April 20, 2021 to June 30, 2022.

I HEREBY CERTIFY that the above is a true and exact copy of the resolution approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

RESOLUTION NO. 21

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY AUTHORIZING THE SUPERINTENDENT OR HER DESIGNEE TO SIGN FOR PAYMENT OF ITEMS UNDER \$75,000 WITHOUT BOARD APPROVAL

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Dr. Vivian Ekchian, Superintendent or her designee be authorized to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval during the period of April 20, 2021 to June 30, 2022.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

RESOLUTION NO. 22

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE
UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY
AUTHORIZING CHIEF HUMAN RESOURCES AND OPERATIONS
OFFICER TO SIGN EMPLOYMENT CONTRACTS

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Dr. Darneika Watson, Chief Human Resources and Operations Officer, be authorized to sign employment contracts, previously authorized and approved by official Board action during the period of April 20, 2021 to June 30, 2022.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 20th day of April 2021.

BOARD OF EDUCATION
GLENDALE UNIFIED SCHOOL DISTRICT

Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 1

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

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

- a) Regular Meeting No. 21, April 6, 2021

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

BOARD OF EDUCATION MEETING NO. 21
UNADOPTED MINUTES
REGULAR MEETING, April 6, 2021

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Dr. Armina Gharpetian, president of the Board of Education, at 5 p.m., on Tuesday, April 6, 2021, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Mrs. Jennifer Freemon, Mr. Greg Krikorian, Ms. Nayiri Nahabedian, Mr. Shant Sahakian, and Dr. Armina Gharpetian.

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

PLEDGE OF ALLEGIANCE

Vincent Purcell, a 6th grade student at Dunsmore Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

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

RECOGNITIONS

1. 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 sponsored by the California Band Directors Association (CBDA) and the California Orchestra Director's Association (CODA). The Board of Education recognized the following students: Samuel Arias, Ariaiah Armen, Easan Hamkins, Chloe Lee, Christina Park, Lynnsie Woo, Thomas Chung, Katie Li, Anna Chilingarian, Sona Chilingarian, Emily Gai, Ashlyn Ho, Lily Zou, Aaron Kim, Ashley Park, and Rosalia Park.

RECOGNITIONS (Continued)

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

Students from Dunsmore, Lincoln, Monte Vista, Mountain Avenue and Valley View Elementary, Rosemont Middle, and Crescenta Valley High schools have earned a place on one of the five possible honor ensembles for the Southern California Honor Ensembles sponsored by the Southern California School Band & Orchestra Association (SCSBOA). The Board of Education recognized the following students: Dominic Camill, Jesslyn Fukushima, Eula Han, Samuel Ng, Caden Park, Jay Randeria, Audrey Zadourian, Rowan Ghosh, Emma Hayashi, Brandon Ito, Elijah Klintworth, Kenji Ross, Michael Watanabe, Sean Yusin, Grace Lee, Hope Choi, Hannah Bursch, Aaron Ho, Ved Kartik, Julia Lin, John Chun, George DiMundo, William Rhodes, Mark Shin, Jung-Jae Yoon, Aurora Zajec, Aria Armen, Claire Buda, Elijah Bursch, Darcy Ireland, Chloe Lee, Katie Li, Riley Marhevka, Christina Park, Joshua Yang, Lynnsie Woo, Sophia Buda, Ashley Park, and Isabelle Wang.

3. Tournament of Roses Honor Band

The Board of Education recognized Crescenta Valley High School student Alex Dertavitian for earning a place on the 2021 Tournament of Roses Honor Band and for participating in a pre-televised event.

PRESENTATIONS

1. Visual and Performing Arts (VAPA) Shines

Glendale High Visual and Performing Arts teacher, Ms. Grace Sheldon-Williams, shared a video highlighting the Glendale High School Choir.

STUDENT BOARD MEMBER REPORT

No report.

PUBLIC COMMUNICATIONS

1. Amare Gogoshian, graduate of GHS, spoke about Ms. Anjel Besha who is retiring. She was one of the many faces representing GHS. She did so much for them. She wished her a happy retirement.
2. Nayra Gharpetian, graduate of GHS, sent a message to Ms. Anjel Besha. She was one of the most charismatic people on campus. She thanked her for everything she has done for Glendale High. She will be missed.
3. David Anthony, parent, said it's interesting to hear the Board and Superintendent praise the teachers while there are 300 protesters outside right now. They are protesting because we are not listening to our teachers. He is a union member, and we are insulting all unions. We need to step up and negotiate with them. Make a deal. The contempt we are showing for the teachers and union is going to last for a

PUBLIC COMMUNICATIONS (Continued)

long time. We are going to have to deal with it as parents. You cannot treat people this way, without there being repercussions. Stop insulting the teachers and union members across the district. He moved here for the schools, and we are making him regret that decision.

4. Taline Arsenian, GTA president, said today hundreds of educators and their supporters rallied in front of the district office advocating for a fair MOU. GTA members have been working without a COVID-related contract since December 2020. Unreasonable duties and unenforceable safety conditions have been imposed on educators without an agreement. They are disheartened that the district is imposing topics that are legally under the scope of representation. Why has GTA and GUSD not been partners? Educators have not been formally notified of the April 19 return date. GTA wants no removal of masks indoors, wants outdoor recess schedules for all students, and wants members to be able to work remotely after all in-person classes are finished for the day. The district does not trust them to be productive during their contractual hours.
5. Nibal Booker, parent, stands with Glendale educators. We all want to return to some semblance of normal. There is no reason that our students should be unmasked indoor at any time. We need more outdoor playtime. Our teachers at Edison have gone above and beyond advocating for their children. They have used their personal time to learn new technology. This Board needs to do a better job in defending their employees. Show our teachers the respect they deserve. Sign the MOU, and keep the community safe by mandating COVID testing every other week.
6. David Eisenberg, member of the Verdugo Hills Sierra Club and the Glendale Environmental Coalition, said the city of Glendale has established a sustainability commission and is seeking student members. Their concerns are related to sustainability in the areas of solid waste, clean energy, and purchasing. He would like staff to contact him, as he is not able to locate the information on the website. Tonight, the City of Glendale is considering banning all single-use plastics in all city facilities and would like GUSD to consider the same.
7. Kate Scoggin, parent, said she has found it alarming that only three students in her daughter's AP English class were engaged in turning on their camera yesterday. This is a repetitive behavior over the last year. Their dinner table conversations regarding her daughter's classroom experiences are heartbreaking. They are drowning and family members are at a loss as they are not trained educators. We need our schools open. We need to take ownership of what is happening to our high school students. Yes, people may get COVID; however, the science has showed us the spread of COVID is low in schools. We need to take the risk of reopening. CDC has guidelines for reopening. Mental health issues, suicide rates, and dropout rates have increased. We must open our high schools now.

PUBLIC COMMUNICATIONS (Continued)

8. Mariana Luna, said there are a lot to be proud about our district like our FLAG, Magnet, and music programs as well as our staff and our educators. She is a part of GUSD and GTA; however, she only feels supported by GTA. She does not feel that GUSD is on her side. GUSD not signing an MOU with GTA makes her feel that educators do not matter. Important mandates about returning to school were first announced to both parents and teachers in a board meeting. That is unacceptable. It's time for GUSD to treat teachers as an equal partner and sign the MOU.
9. Adrienne Griffin, parent, said her child at CVHS is staying home by choice. It's because GUSD is not investing in our children's future. Our future is our children. If you invest in our teachers, you are investing in a strong future of GUSD. As parents, we want GUSD to sign an MOU with the teachers' union. She thought initially it was about money, but it is not. This is a power play. Why can't GUSD administration get along with the GTA leadership?
10. Elizabeth Vitanza, parent, recognized the educators who have been thrown into a chaotic reopening without a signed contract. Children's experiences differ from classroom to classroom depending on how many students are in the room. Schedules and policies vary across sites. It is 2021 and teleworking is here to stay. The fact that the teachers with young children are not provided with childcare is more proof of the lack of respect. She finds it ironic that she could not come in person to the Board room today even though we have students on campus. We know that standardized testing is rooted in bias, yet GUSD administration is plowing ahead with CASSPP testing. There is still no plan for COVID testing for staff or students. The screening app does not address recent travel. The Board made it clear to her that she is not the kind of parent the Board listens to at the moment. Nevertheless, she wants to go on record that there are parents like her who support teachers. Board members and superintendents come and go. But, our teachers are the backbone of this community. Please sign a contract, our teachers and students deserve better.
11. Tawni Smith, parent, thanked the Board for facilitating the reopening of the elementary schools. The teachers are wonderful and attending school is much better for her children than being at home. She is eagerly awaiting the reopening of our secondary schools. The reason why most children do not want to go back to campus is not for health concerns, but rather out of complacency and because remote learning is easier. She would like the Board to be upfront with parents and teachers as what to expect in the fall. Governor Newsom announced that he anticipates California's economy to be fully open in June. She would like a commitment from the Board that come fall, schools will be back full-time with full class sizes. She feels that if the Board announces this now, families can plan to return or find different options. It also gives staff the opportunity to plan for other jobs, if they are not comfortable being back full-time in the classroom.

MINUTES: April 6, 2021 – Regular Board Meeting

CLOSED SESSION

The Board recessed to Closed Session at 6:05 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. Threat to Public Services or Facilities (Government Code Section, §54957)
Consultation with: Dr. Vivian Ekchian, Superintendent
3. Conference with Legal Counsel-Existing litigations pursuant to Government Code §54956.9 (d)(1)
Case No. LA-CO-1800-E
Case No. LA-CE-6596-E

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:48 p.m. No action was taken during Closed Session.

SUPERINTENDENT'S UPDATE

1. Return to School Update
Information included public health updates impacting schools; examples of concurrent instruction at Valley View, Cerritos, Keppel, and Verdugo Woodlands Elementary schools; middle school return planning; expanded learning opportunities for middle school students in both the spring and summer; and high school return planning.

INFORMATION

1. Acknowledgements of Service
2. Update on Measure S and Facility Programs

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

ACTION REPORTS

1. Resolution No. 14 -- Remembering the Armenian Genocide and Reaffirming a Better World

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

MINUTES: April 6, 2021 – Regular Board Meeting

ACTION REPORTS (Continued)

2. Board of Education Meeting Schedule 2021-2022

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

3. Approval of Change Order No. 1 to the Sourcewell Contract for the Purchase and Installation of Playground Equipment and Fall Zone Material from PlayPower LT Farmington, Inc. at Mann Elementary School, and Notice of Completion

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

4. Award of Bid No. 208-20/21 for the Clark Magnet High School New CTE Building

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

5. Award of Bid No. 209-20/21 for the Crescenta Valley High School New Walk-In Freezer

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

6. Approval of Change Order No. 1 to the Sourcewell Contract for the Purchase and Installation of Playground Equipment and Fall Zone Material from PlayPower LT Farmington, Inc. at R.D. White Elementary School, and Notice of Completion

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

7. Revision of Contract with Hey Tutor, Inc.

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

CONSENT CALENDAR

1. Minutes
 - a. Regular Meeting No. 20, March 23, 2021
2. Certificated Personnel Report No. 14

MINUTES: April 6, 2021 – Regular Board Meeting

CONSENT CALENDAR (Continued)

3. Classified Personnel Report No. 14
4. Warrants totaling \$8,614,795.72 for the period of March 18, 2021 through April 1, 2021
5. Purchase Orders totaling \$9,513,921.96 for the period of March 1, 2021 through March 26, 2021
6. Appropriation Transfer and Budget Revision Report
7. Memorandum of Understanding with Glendale Young Women's Christian Association (YWCA) for Use of Facilities by R.D. White Elementary School
8. Amendment to the Memorandum of Understanding with Glendale Young Women's Christian Association (YWCA)
9. Approval of Comprehensive School Safety Plans for 2021-2022 School Year
10. Agreement with Loyola Marymount University
11. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation
12. Approval of Services Agreement between Glendale Unified School District and Lightwerks Communication Systems, Inc.
13. Approval for Extension of the 2020-2021 School Plan for Student Achievement (SPSA)
14. Acceptance of Career Technical Education Incentive Grant
15. Approval of New Course of Study Outlines for Use in High Schools in the Areas of English and Social Science

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

REPORTS FROM THE BOARD

Mr. Krikorian thanked our past board members including Christine Walters, Mary Boger, and Joylene Wagner for the work they did in the passage of Measure S. Measure S funded many facility projects for the district.

Mr. Sahakian wished our students, families, staff, and teachers well.

REPORTS FROM THE BOARD (Continued)

Mr. Freemon had a fabulous time at the reopening of our elementary schools. She was at Lincoln last week and at Mountain Avenue this week. It was great seeing the kids and families on campus. She is appreciative of the flexibility and the work that is being done by our staff and teachers. Whatever choice our parents make, their children will get a quality education. She is looking forward to our secondary schools reopening.

Ms. Nahabedian also supports the decision that parents are making whether sending them to school or staying home. Our teachers are accommodating students remotely and in the classroom. She realizes it presents challenges. However, we are doing it because we do recognize the importance of coming together. Based on the guidance of health professionals and organizations, students should be in school. When LA County gives permission for us to open more spaces for kids to come back, it is the Board's responsibility to do the best we can to accommodate our students. She thanked the elementary schools teachers for showing up and taking care of our kids. She looks forward to the next steps and graduation.

Dr. Gharpetian said it has been an exciting two weeks in welcoming our elementary students back to school. As we plan for next year, we will have a good sense who will be returning to school. We have to keep our options open for students who wish to continue with distance learning. She enjoyed the 112th GHS Oratorical. She would like our school administrators to remember to ask our PTAs to assist in school activities. They are willing to help. She announced tomorrow at 1 p.m. is the first speaker series to commemorate the Armenian Genocide. She will be moderating a conversation with Matthew Karanian, who is an attorney and author. She also announced on April 22 at 6:30 p.m. the 20th Annual Armenian Genocide Commemoration presented by our high school Armenian clubs takes place.

REPORT FROM THE SUPERINTENDENT

Dr. Ekchian thanked all the school community members who participated in the reopening of our elementary schools. She meets monthly with our PTA leaders to provide updates and receive feedback. Now with the opportunity to have volunteers on campus, we will welcome them back with open arms.

ADJOURNMENT

There being no further business, President Gharpetian adjourned the meeting at 10:07p.m.

Dr. Armina Gharpetian
President, Board of Education

Nayiri Nahabedian
Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 15

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. | Chobanyan, Vera Teacher, Early Education Columbus Elementary CDCC | 4/07/21 through 6/15/21 |
| <u>Change of Maternity Leave of Absence</u> | | |
| 1. | Giatti, Susan Teacher, Regular Math Wilson Middle School | 4/12/21 through 6/11/21 |
| 2. | Tarverdians, Christina Teacher, Regular Kindergarten La Crescenta Elementary | 11/13/20 through 4/19/21 |
| <u>Parental Leave of Absence</u> | | |
| 1. | Khachatryan, Narine Teacher, Regular English Clark Magnet High School | 4/26/21 through 5/11/21 |
| 2. | Spain, Julia Teacher, Regular 1 st Grade Cerritos Elementary | 8/16/21 through 11/05/21 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|--|
| <u>Parental Leave of Absence (Cont.)</u> | | |
| 3. | Tarverdians, Christina Teacher, Regular Kindergarten La Crescenta Elementary | 4/20/21 through 6/11/21 |
| <u>Health Leave of Absence</u> | | |
| 1. | Aghazaryan, Silva Teacher, Early Education Verdugo Woodlands ES CDCC | 3/29/21 through 5/31/21 |
| 2. | Goss, Audrey Teacher, Special Education Glendale High School | 4/12/21 through 5/17/21 |
| 3. | Hernandez Salazar, Lupe Teacher, Regular 1 st Grade Mann Elementary | 3/24/21 through 4/23/21 |
| 4. | Hodges, Lawanda Teacher, Early Education Edison Elementary CDCC | 3/23/21 through 5/23/21 |
| 5. | Kane Hank, Elizabeth Teacher, Regular Kindergarten Monte Vista Elementary | 3/17/21 through 6/11/21 |
| 6. | Mirzakhianian, Helen Teacher, Early Education Mountain Avenue Elementary CDCC | 3/23/21 through 6/23/21 |
| 7. | Sharp, Gerald Teacher, Regular 5 th Grade Marshall Elementary | 3/22/21 through 6/14/21 |
| 8. | White, Cathy Teacher, Special Education Glendale High School | 4/13/21 through 6/15/21 |
| 9. | Winter, Judy B. Nurse Student Services | 3/09/21 through 6/11/21 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|--|
| <u>Health Leave of Absence (Cont.)</u> | | |
| 10. | Wong, Naehi Teacher, Regular FLAG/Korean Keppel Elementary | 3/01/21 through 6/11/21 |
| 11. | Zakharian, Lianna Teacher, Regular 3 rd Grade Marshall Elementary | 4/08/21 through 6/10/21 |
| <u>Change of Health Leave of Absence</u> | | |
| 1. | Abeleda, Jeanet Teacher, Early Education Muir Elementary CDCC | 3/15/21 through 4/04/21 |
| 2. | Bell Bottomley, Christina Teacher, Regular 2 nd Grade Fremont Elementary | 3/22/21 through 4/11/21 |
| 3. | Bell Bottomley, Denise Teacher, Regular 4 th Grade Mountain Avenue Elementary | 3/22/21 through 4/11/21 |
| <u>Extension of Health Leave of Absence</u> | | |
| 1. | Pieprzyca, Gyzela Teacher, Regular TK Glenoaks Elementary | 3/16/21 through 4/26/21 |
| <u>Family & Medical Leave of Absence</u> | | |
| 1. | Aghazaryan, Silva Teacher, Early Education Verdugo Woodlands ES CDCC | 3/29/21 through 5/31/21 |
| 2. | Chobanyan, Vera Teacher, Early Education Columbus Elementary CDCC | 4/07/21 through 6/15/21 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|--|
| <u>Family & Medical Leave of Absence (Cont.)</u> | | |
| 3. | Fujie, Chie Teacher, Regular 3 rd /4 th Grade Verdugo Woodlands Elementary | 4/09/21 through 6/08/21 |
| 4. | Goss, Audrey Teacher, Special Education Glendale High School | 4/12/21 through 5/17/21 |
| 5. | Hernandez Salazar, Lupe Teacher, Regular 1 st Grade Mann Elementary | 3/24/21 through 4/23/21 |
| 6. | Kane Hank, Elizabeth Teacher, Regular Kindergarten Monte Vista Elementary | 3/17/21 through 6/11/21 |
| 7. | Khachatryan, Narine Teacher, Regular English Clark Magnet High School | 4/26/21 through 5/11/21 |
| 8. | Mirzakhaniyan, Helen Teacher, Early Education Mountain Avenue Elementary CDCC | 3/23/21 through 6/15/21 |
| 9. | Sharp, Gerald Teacher, Regular 5 th Grade Marshall Elementary | 3/22/21 through 6/14/21 |
| 10. | Spain, Julia Teacher, Regular 1 st Grade Cerritos Elementary | 8/16/21 through 11/05/21 |
| 11. | White, Cathy Teacher, Special Education Glendale High School | 4/13/21 through 6/15/21 |
| 12. | Winter, Judy B. Nurse Student Services | 3/09/21 through 6/08/21 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|---|---|--|
| <u>Family & Medical Leave of Absence (Cont.)</u> | | |
| 13. | Wong, Naehi Teacher, Regular FLAG/Korean Keppel Elementary | 3/01/21 through 5/28/21 |
| 14. | Zakharian, Lianna Teacher, Regular 3 rd Grade Marshall Elementary | 4/08/21 through 6/10/21 |
| <u>Change of Family & Medical Leave of Absence</u> | | |
| 1. | Abeleda, Jeanet Teacher, Early Education Muir Elementary CDCC | 3/15/21 through 4/04/21 |
| 2. | Bell Bottomley, Christina Teacher, Regular 2 nd Grade Fremont Elementary | 3/22/21 through 4/11/21 |
| 3. | Bell Bottomley, Denise Teacher, Regular 4 th Grade Mountain Avenue Elementary | 3/22/21 through 4/11/21 |
| 4. | Giatti, Susan Teacher, Regular Math Wilson Middle School | 4/12/21 through 6/11/21 |
| <u>Extension of Family & Medical Leave of Absence</u> | | |
| 1. | Pieprzyca, Gyzela Teacher, Regular TK Glenoaks Elementary | 3/16/21 through 4/26/21 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|-------------------------------------|---|--|
| <u>Opportunity Leave of Absence</u> | | |
| 1. | Harvey, Brett Teacher, Regular Science Crescenta Valley High School | 8/16/21 through 6/14/22 |
| 2. | Mayer, Verjina Teacher, Regular CTE/Math Toll Middle School | 7/15/21 through 7/14/22 |
| <u>Election Hourly/Daily</u> | | |
| 1. | Barnett, Kathy Boggs, Arusiag Chui, Derek Chui, Peggy Corluyan, Nooneh Fitzgibbons, Jodi Gifford, Robert Gonzalez, Kathryn Hansen-Bringas, Karla Isco, Jessica Jenks, Lisa Lee, Christine McKovich, Kelsey Neskovska, Elizabeth Park, Yoon Pursel, Jeanne Rivera, Renee Schiller, Angela Weller, Emily Hayhurst, Karen | Teachers, as needed, to prepare classroom set up for Hybrid learning Valley View Elementary |
| | | 3/10/21 through 5/01/21 Hourly rate of pay Not to exceed 30 hours each 01.0 32120.0 00000 21400 1130 0000618 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|--|---|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 2. | All Secondary Teachers All Secondary Teacher Specialists | Secondary teachers and teacher specialists, to prepare for hybrid instruction, including classroom set-up and attending professional development, as needed Human Resources |
| | | 3/22/21 through 5/21/21 Hourly rate of pay Not to exceed 30 hours 01.0 32120.0 00000 21400 1130 0000618 |
| 3. | Barmak, Shant Briner, Martin Cho, Hahyun Forbes, Zachary Medina, Rocio | Substitute teachers, as needed |
| | | 3/29/21 through 7/15/21 \$165.00 per day 01.0 00000.0 19004 10000 1160 0004615 |
| 4. | Baker, Daniel Hopkins, Kevin | Substitute teachers, as needed, for walk-on coaching at Toll Middle School for the Middle School Extended Learning |
| | | 3/01/21 through 6/10/21 \$25.00 per hour Not to exceed 50 hours each ESSER II – MS Extended Learning Program 01.0 32120.0 15000 42000 1130 0700000 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|-----------------|--|
| <u>Election Hourly/Daily (Cont.)</u> | | |

| | | |
|----|---------------------------------|------------------|
| 5. | Extra-Curricular Assignments | Winter 2020-2021 |
|----|---------------------------------|------------------|

GLENDALE HIGH SCHOOL

| | |
|---|---|
| Aquino, Victor Belou, Ibrahim Campbell, Joseph Carranza, Jocelyn Foster, Dennis Gayle, Michael Kolodinski, Reiner Mardirosian, Tadeh Norton, Brendan Torres, Edward Vardanian, Narek Vasghanian, Lilia Weisman, Brandon | Soccer (Head) – Girls Basketball (Frosh/Soph.) – Boys Lacrosse (Head) – Boys Soccer (JV/Asst.) – Girls Lacrosse (JV/Asst.) – Boys Basketball (JV/Asst.) – Boys Basketball (Frosh/Soph.) – Girls Basketball (Head) – Girls Sports Maintenance – Boys Basketball (Head) – Boys Soccer (JV/Asst.) – Boys Sports Maintenance – Girls Basketball (JV/Asst.) – Girls Soccer (Head) |
|---|---|

| | | |
|----|---------------------------------|------------------|
| 6. | Extra-Curricular Assignments | Spring 2020-2021 |
|----|---------------------------------|------------------|

WILSON MIDDLE SCHOOL

| | |
|--|---|
| De Bruijn, Rens Dunham, Gail Faieta, April Galfayan, Gagik Gharabighi, Aylin Gharibian, Lilia Graziani, Daniel Grigori, Virginia Herington, Christina Jackson, Paula Lamoreaux, Robin Marsh, Walter | Science Student Body Advisor English Audio-Visual Coordinator Yearbook Sponsor 2 ELD Academic Coaching (PBIS) Band/Orchestra Stage Director Drama Director Physical Education Academic Coaching (Mesa) Social Studies Head Counselor 2 |
|--|---|

Position

Election Hourly/Daily (Cont.)

| | | |
|----|-------------------|--------------------------|
| 6. | Mlady, Kelly | Drill Team Sponsor |
| | Nam, Joan | Math |
| | | Academic Coaching (Mesa) |
| | O’Neal, Rebecca | Choral Director |
| | Orris, Christina | CTE |
| | | Academic Coaching (PBIS) |
| | Ortiz, Gerald | Audio-Visual Coordinator |
| | Penglase, Ellen | Special Education |
| | Sutphin, Valerie | VAPA |
| | Taylor, Gina | Academic Coaching (PBIS) |
| | Thomas, Christina | Social Studies |
| | Wilson, Morgan | Academic Coaching (PBIS) |

GLENDALE HIGH SCHOOL

| | |
|--------------------|------------------------------|
| Aldrete, Ethan | Baseball (JV/Asst.) – Boys |
| Araujo, Christian | Cheer (Asst.) – Girls |
| Bailey, Robert | Track (Head) – Girls |
| | Track (Head) – Boys |
| Brakeman, Forrest | Softball (JV/Asst.) – Girls |
| Buarenos, Noelle | Cheer (Head) – Girls |
| Campbell, Joseph | Lacrosse (Head) – Girls |
| Driffill, Carol | Swim (Head) – Girls |
| Ebrahimi, Mineli | Tennis (JV/Asst.) – Girls |
| | Tennis (JV/Asst.) – Boys |
| Elento, Janssen | Volleyball (JV/Asst.) – Boys |
| Elento, Marilou | Volleyball (Head) – Boys |
| Jenks, James | Tennis (Head) – Girls |
| | Tennis (Head) – Boys |
| Madaryan, Avetis | Track (Asst.) – Boys |
| Mardirosian, Tadeh | Athletic Coordinator – Boys |
| Mohr, Anthony | Golf (Head) – Boys |
| Saabedra, Janeth | Lacrosse (Asst.) – Girls |
| Smith, John M. Jr. | Softball (Head) – Girls |
| Thompson, Marvin | Track (Asst.) – Girls |
| Vardanian, Narek | Athletic Coordinator – Girls |
| | Swim (Head) – Boys |
| Whithorne, Marcus | Baseball (Head) – Boys |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|---|---|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 7. | Extra-Curricular Assignments | Second Semester 2020-2021 |
| | <u>BALBOA ELEMENTARY</u> | |
| | Kadzhikyan, Lusine Mulder, Kirra Valdez, Erick Valdez, Iris Michelle Yapundjian, Narine | Student Council Student Council Student Council Tech Advisor Invention Convention |
| 8. | De Kruyf, Anna | Teacher, Special Education Special Education Crescenta Valley HS |
| | | 3/23/21 through 6/10/21 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 65000.0 57601 1110 1110 0000600 |
| 9. | Terrazone, Elin | Retired Teacher, as needed, to proctor AP Exams at Glendale High School |
| | | 5/04/21 through 6/11/21 \$34.00 per hour Not to exceed 24 hours total Title I 01.0 30100.0 11100 10000 1130 0200000 |
| <u>Additional Compensation</u> | | |
| 1. | McPhillips, Cheryl | Teacher, as needed, for packing and unpacking of classroom move per Measure S Glenoaks Elementary |
| | | 6/09/20 through 6/10/20 Daily rate of pay Not to exceed 2 days 01.0 00000.0 19005 10000 1130 000612 |
| 2. | The following teacher qualifies to receive the Doctoral Degree stipend of \$100.00 per month effective 4/01/21: | |
| | Sparks, Ashley | Columbus Elementary |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|--|--|
| <u>Transportation Authorization</u> | | |
| 1. | Buyer, Michele Danlag, Melinda Del Aguila, Nelly Jones, Linda Lau, Myrna Mirmojarabian, Sadat Porter, Virginia Sergile, Kara Shammaa, Randa Treling, Antoinette Winter, Judy | School Nurses, as needed, for transportation for various sites Health Services 7/01/20 through 6/30/21 56 cents per mile Health Services 01.0 00000.0 00000 31404 5210 0000681 |
| <u>Revision to Previous Personnel Report</u> | | |
| 1. | Revision to Board Report No. 13, March 23, 2021 | |
| | <u>Page 8, Item 14</u> | |
| | Demirchyan, Armen Hirdler, Tiffany Grigoryan, Satenik Goss, Audrey Kellogg, Laura Knies, Sheena Mitropoulous, Daphane Sano, Dorothy White, Cathy | Teachers, as needed, to provide Workability transition support SELPA 3/09/21 through 6/30/21 \$34.00 per hour Not to exceed 40 hours each SELPA – Workability 01.0 65200.0 57600 11100 1130 0000668 |
| | Increase total hours to read: | Not to exceed 120 hours each |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|---|
| <u>Revision to Previous Personnel Report (Cont.)</u> | | |
| 2. | Revision to Board Report No. 19, June 2, 2020 | |
| | <u>Page 4, Item 7</u> | |
| | Hill, Marilyn | Retired Speech Language Pathologist, as needed, to provide support for Foothill SELPA Deaf and Hard of Hearing program |
| | | 7/01/20 through 6/30/21 Daily rate of pay Not to exceed 70 days SELPA – DIS program 01.0 65001.0 57605 11100 1130 0000668 |
| | Increase number of days to read: | Not to exceed 90 days |
| 3. | Revision to Board Report No. 1, July 14, 2020 | |
| | <u>Page 28, Item 19</u> | |
| | Various names | Teachers, Substitute Teachers and Retirees, as needed, to attend ELPAC trainings and provide Initial & Summative ELPAC testing at various school sites Assessment & Evaluation |
| | | 7/01/20 through 6/30/21 \$31.00 per hour for training \$34.00 per hour for testing Not to exceed \$100,000.00 total Assessment & Accountability (ELPAC) 01.0 00000.0 11100 10000 1130 0004616 |
| | Add the following name: Fox, Frank | |
| | Increase total amount to read: | Not to exceed \$165,000.00 total |

Position

Effective Dates
And Salary Rate

Revision to Previous Personnel Report (Cont.)

4. Revision to Board Report No. 5, October 6, 2020

Page 13, Item 13

Odell, Heather
Sasse, Collin

Teachers, as needed, to
work extra hours to plan,
supervise and analyze
intervention for the
20-21 school year at
Columbus Elementary

8/01/20 through 6/30/21
Hourly rate of pay
\$31.00 per hour
Not to exceed \$5,580
Title I – Alternative Support
01.0 30100.0 11100 100000 1130
2300865

Add the following name:
Khodagulyan, Tatevik

Effective Dates
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

5. Revision to Board Report No. 14, April 6, 2021

Page 3, Item 1

| | | |
|-------------------------|-------------------------|---------------------------------|
| Arjoyan, Anita | Teacher Specialist and | 4/06/21 through 6/11/21 |
| Arlington, Alicia | Teachers, as needed, to | Hourly rate of pay |
| Asadourian, Mirna | assist with expanded | Not to exceed 1,000 hours total |
| Carroll, John | learning opportunities | ESSER I |
| Dall, Jennifer | for students after | 01.0 32100.0 11303 10000 1130 |
| Doody, Melanie | school and select | 0500000 |
| Dreyfus, Martha | Saturdays | |
| Galdamez, Henry | Roosevelt Middle School | |
| Gang, Mark | | |
| Goldsbury, Janet | | |
| Mercado, Geraldine | | |
| Petrosian, Jozet | | |
| Reyes, Sandra | | |
| Sheldon-Williams, Grace | | |
| Slatius, David | | |
| Suhr, Ashley | | |
| Ventresca, Dianne | | |

Add the following name:
 Kamiya, Randall

Change account number to read:

ESSER II – MS Extended
 Learning Program
 01.0 32120.0 19010 10000 1130
 0000611

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|--|
| <u>Revision to Previous Personnel Report (Cont.)</u> | | |
| 6. | Revision to Board Report No. 5, October 6, 2020 | |
| | <u>Page 6, Item 3</u> | |
| | Various names | Teachers, as needed, to provide after school intervention (ELA & Math) at Muir Elementary School |
| | | 9/01/20 through 6/11/21 \$34.00 per hour to teach Not to exceed \$5,000 total Title I 01.0 30100.0 11100 10000 1130 4000000 |
| | Increase total amount to read: | Not to exceed \$10,804 total |
| <u>Personal Services Agreement</u> | | |
| 1. | Marcus, Eric | Consultant, as needed, to conduct one interactive virtual workshop on LGBTQ History Teaching and Learning |
| | | 5/04/21 Not to exceed \$1,500.00 total 01.0 07405.0 11100 10000 5811 0000618 |
| 2. | Zierhut, Joan | Art instructor, as needed, to teach art classes for Expanded Learning After School Program at Roosevelt Middle School |
| | | 4/06/21 through 6/11/21 Not to exceed \$1,000.00 ESSER II 01.0 32120.0 19010 10000 5811 0000611 |

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CLASSIFIED PERSONNEL REPORT NO. 15

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. 15

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

| | <u>Location</u> | <u>Months/Hours, and Salary Rating</u> |
|--|-------------------|--|
| <u>Medical Leave of Absence</u> | | |
| 1. <u>Assistant Physically Handicapped</u> Ghazarian, Alice | Special Education | 03/18/21 through 08/31/21 |
| 2. <u>Custodian I</u> Alexanian, Robert | Hoover | 04/13/21 through 05/25/21 |
| 3. <u>Custodian II</u> Jacobson, William | Pacific/Edison | 03/29/21 through 04/30/21 |
| <u>Family & Medical Leave of Absence</u> | | |
| 1. <u>Custodian I</u> Alexanian, Robert | Hoover | 04/13/21 through 05/25/21 |
| 2. <u>Custodian II</u> Jacobson, William | Pacific/Edison | 03/29/21 through 04/30/21 |

| | Location | Effective Dates, Months/Hours, and Salary Rating_____ |
|---|--------------------|---|
| <u>Maternity Leave of Absence</u> | | |
| 1. <u>Behavior Intervention Assistant</u> Tablas Hidalgo, Maricela | Special Education | 06/03/21 through 09/05/21 |
| <u>Extension of Maternity Leave of Absence</u> | | |
| 1. <u>Education Assistant I</u> Fawaz, Helen | Cerritos | 11/13/20 through 04/08/21 |
| <u>Unpaid Home Responsibility Leave of Absence – Intermittent</u> | | |
| 1. <u>Nutrition Services Driver</u> Morgan, Katherine | Nutrition Services | 03/26/21 through 03/26/22 |
| <u>Election – Eligibility List</u> | | |
| 1. <u>Custodian I</u> Estrada, Riley | Franklin | 04/05/21; 12/8; 11-1 01.0 00000.0 00000 81006 2211 2700000 |
| Fenyas, John | Keppel | 04/05/21; 12/8; 11-1 01.0 00000.0 00000 81006 2211 3100000 |
| Leon, Cesar | Mann | 04/05/21; 12/8; 11-1 01.0 00000.0 00000 81006 2211 3500000 |
| Padilla, Oswaldo | Lincoln | 04/05/21; 12/8; 11-1 01.0 00000.0 00000 81006 2211 3300000 |
| Robles-Corea, Mark | Balboa | 04/05/21; 12/8; 11-1 01.0 00000.0 00000 81006 2211 2000000 |
| Ruiz, Oscar | Glenoaks | 04/05/21; 12/8; 11-1 01.0 00000.0 00000 81006 2211 2900000 |
| <u>Termination – Exhaustion of Benefits</u> | | |
| 2021-cl-16864 | | Effective 04/09/21 |
| 2021-cl-80463 | | Effective 04/13/21 |

| | Location | Effective Dates, Months/Hours, and Salary Rating_____ |
|---|-------------|---|
| <u>Additional Assignment Temporary - At Established Rate of Pay</u> | | |
| 1. <u>Administrative Secretary</u> Pierrri-Allaire, Tania | Glenoaks | 03/01/21 through 06/11/21 Not to exceed 16 hours per week 01.0 32100.0 00000 27004 2440 0001615 |
| 2. <u>Clerk III</u> Pedrossian, Anahid | Hoover | 04/01/21 through 06/30/21 Not to exceed \$963.00 total Peak Load Funds 01.0 00000.0 00000 31101 2430 0004682 |
| 3. <u>Elementary Yard Duty Leader</u> Galvan, Cheryl | Valley View | 03/22/21 01.0 00000.0 11405 10000 2130 0006616 |
| 4. <u>Health Assistant LVN/RN</u> Hairapedian, Anita | R.D. White | 03/01/21 through 06/30/21 Not to exceed 24 hours total 01.0 32100.0 00000 27004 2430 0001615 |
| Karapetyan, Haykanush | Roosevelt | 04/01/21 through 06/30/21 Not to exceed \$484.20 total Peak Load Funds 01.0 00000.0 00000 31101 2430 0004682 |
| 5. <u>Multimedia Technology Assistant</u> Dow, Debby | Keppel | 03/22/21 Not to exceed 8 hours total 01.0 32100.0 00000 27004 2930 0001615 |
| De Torres, Ebner | Mann | 03/22/21 Not to exceed 6 hours total Professional Development 01.0 01000.0 0000 24203 2910 3500000 |
| Murphy, Kevin | Valley View | 03/22/21 01.0 00000.0 11405 10000 2130 0008616 |

| | Location | Effective Dates, Months/Hours, and Salary Rating_____ |
|---|----------|---|
| <u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u> | | |
| 6. <u>Typist Clerk II</u> Moses, Hermineh | Hoover | 04/01/21 through 06/30/21 Not to exceed \$963.00 total Peak Load Funds 01.0 00000.0 00000 31101 2430 0004682 |

Change of Assignment

1. Change of Salary Range/Step

a. Administrator: Planning, Development and Facilities Department

| | | |
|------------------|-----------------------------|--|
| Kassabian, Hagop | Planning/FASO From M90-7 | 03/24/21 through 06/30/21; M92-7 21.1 98000.0 90000 85051 2310 0000630 01.0 81500.0 00000 81000 2310 0000640 |
|------------------|-----------------------------|--|

b. Director, Nutrition Services

| | | |
|-------------------------|---|--|
| Gonzales, Jennifer Chin | Nutrition Services/ FASO From M85-7 | 03/24/21 through 06/30/21; M92-6 01.0 81500.0 00000 81000 2310 0000640 13.0 53100.0 00000 37005 2310 0000662 |
|-------------------------|---|--|

2. Change of Location/Increase in Months

a. Typist Clerk II

| | | |
|---------------------|--------------------------------------|---|
| Megerdichian, Nelly | Cageterical From Marshall 10/8 | 04/02/21; 12/8 01.0 30100.0 00000 27000 2410 0000673 01.0 40352.0 00000 27000 2410 0000673 01.0 00000.0 00000 27005 2410 0003673 |
|---------------------|--------------------------------------|---|

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location

Change of Assignment

3. Provisional Assignment

a. Cafeteria Worker II

| | | |
|---------------|--|---|
| Dennis, Laura | Valley View From Cafeteria Worker I, 1-9 | 03/29/21 through 03/31/21 04/01/21 through 04/30/21 6 hours a day 4-9 13.0 53100.0 00000 37000 2212 0100000 |
|---------------|--|---|

| | | |
|--------------------|--|--|
| Manukyan, Manushak | Cerritos From Cafeteria Worker I, 1-4 | 04/12/21 through 04/16/21 6 hours a day 4-4 13.0 53100.0 00000 37000 2212 0300000 |
|--------------------|--|--|

| | | |
|--------------|---|--|
| Mikel, Molly | Verdugo Woodlands From Cafeteria Worker I, 1-4 | 03/29/21 through 03/31/21 04/01/21 through 04/30/21 5.5 hours a day 4-4 13.0 53100.0 00000 37000 2212 010000 |
|--------------|---|--|

b. Cook/Baker

| | | |
|---------------------|--|--|
| Rostamians, Armineh | Glendale From Cafeteria Worker I, 1-9 | 03/01/21 through 03/12/21 03/23/21 through 03/31/21 04/01/21 through 04/30/21 8 hours a day 9-7 13.0 53100.0 00000 37000 2212 0200000 |
|---------------------|--|--|

c. Manager, Cafeteria, Secondary School Non-Transport

| | | |
|--------------------|------------------------------------|---|
| Tarverdians, Laris | Rosemont From Cook/Baker 9-7 | 04/01/21 through 04/30/21 8 hours a day M4-2 13.0 53100.0 00000 37005 2310 0000662 |
|--------------------|------------------------------------|---|

d. Manager, Cafeteria, Secondary School Transport

| | | |
|----------------------|--|--|
| Issagoolian, Berzwik | Crescenta Valley From Cook/Baker 9-9 | 04/01/21 through 04/30/21 8 hours a day M12-1 13.0 53100.0 00000 37005 2310 0000662 |
|----------------------|--|--|

Effective Dates,
Months/Hours, and
Salary Rating_____

Location

Revisions to Previous Board Reports

1. Revision to Board Report #13, March 23, 2021

Page 7, Item 1.c

Provisional Assignments

Custodial Supervisor

Garcia, Joseph

Administration
From Custodian I,
11-4

01/04/21 through 06/30/21 (Day)
8 hours a day
25-1
01.0 00000.0 00000 81006 2211 0000613

Change dates to read:

01/04/21 through 03/29/21

2. Revision to Board Report #12, March 9, 2021

Page 5, Item 3

Personal Services Agreement

Kenyon, Brian
Brian Kenyon Art Studio,
Inc.

Artist,
to paint
a mural
in the
Spin Studio
at Wilson
Middle School

02/01/21 through 06/30/21
Not to exceed \$2,395.00
01.0 95100.0 11100 10000 5811 4300000

Change account to read:

01.0 95100.0 11100 10000 5811 0800000

Effective Dates,
Months/Hours, and
Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

3. Revision to Board Report #9, January 19, 2021

Page 15, Item 2

Personal Services Agreement

Mandile, Emanuela

Consultant,
as needed
to provide
virtual
assistance to
students in
the Italian
Dual Language
Program at
Franklin
Magnet
School for
the 2020-2021
school year

01/07/21 through 06/09/21
Not to exceed \$4,725.00 total
\$15.00 per hour
Italian Language Grant
01.0 94372.0 11100 10000 5811 0000611

Change dates to read:

Change amount to read:

Change account to read:

01/07/21 through 06/10/21
Not to exceed 7,725.00 total
Educational Services
01.0 00000.0 00000 71001 5811 0007616

Effective Dates,
 Months/Hours, and
 Salary Rating_____

Location
Revisions to Previous Board Reports - Continued

4. Revision to Personnel Report #2, August 11, 2020

Page 4 & 5, Item 2

Election - Eligibility List

Education Assistant – Intensive Support

| | | |
|----------------------|-------------------|---|
| Bagdoian, Saleen | Special Education | 08/17/20; 9.25/6; 20-1 01.0 65002.0 57608 11200 2110 0000600 |
| Khachatryan, Ruzanna | Special Education | 08/17/20; 9.25/6; 20-1 01.0 65002.0 57608 11200 2110 0000600 |

Change account to read: 01.0 05000.0 57608 11200 2110 0000600

Election of Classified Hourly Substitutes through 06/30/21

| | |
|--------------------------|--|
| Baboomian, Maral | 03/01/21 through 06/30/21 |
| Corrigan, Tomomi | |
| Duke, Mackenzi | |
| Hernandez, Giselle | |
| Medina, Rocio | |
| Ohanessian, Nicolette | |
| Ohanian, Rebeka | |
| Panosian, Arvin | |
| Regalado Urrutia, Silvia | |
| Sarkissian, Silvana | |
| Sorto, Armando | |
| Tahmasebian, Leo | |
| Baumann, Tara | Fremont |
| Jones, Diane | 03/23/21 through 06/11/21 Not to exceed \$2,436.00 total Supplemental 01.0 01000.0 11100 10000 2130 2800000 |
| Aghakhani, Anjel | Keppel |
| Shehranian, Kayana | 03/01/21 through 06/30/21 \$14.00 per hour 01.0 32100.0 11100 10000 2960 0001615 |

| <u>Personal Services Agreement</u> | Location | Effective Dates, Months/Hours, and Salary Rating_____ |
|------------------------------------|---|---|
| 1. Guske, Donna | Consultant, as needed to provide support as “Parent Champion” to the CalFresh Healthy Living Program Grant | 02/24/21 through 06/30/21 \$25.00 per hour Not to exceed 20 hours total CalFresh Living Program 01.0 94033.0 00000 37000 5811 0000662 |
| 2. Kahkejian, Knar | Consultant, ss needed to provide mental health counseling services to students district-wide at \$60.00/hour | 04/07/21 through 06/30/21 Not to exceed \$20,000.00 total Attend/Fster/Homeless/Mental Health 01.0 05641.0 11100 10000 5811 0000617 |

Effective Dates,
Months/Hours, and
Salary Rating_____

Personal Services Agreement - Location
Continued

| | | |
|--------------------|--|---|
| 3. Menard, Camille | Consultant, as needed to provide virtual assistance and language support to the French Dual Language Program at Franklin Magnet Elementary School during the 2020-2021 school year | 03/01/21 through 06/10/21 Not to exceed \$2,100.00 total General Fund Donation Account 01.0 95100.0 11100 10000 5811 2700000 |
|--------------------|--|---|

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 4

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

The Superintendent recommends that “A” Form (Payroll Warrants) issued April 1, 2021 – April 13, 2021 as shown below totaling \$2,725,018.91, and “B” Form (Other than Payroll Warrants) issued March 1 – 31, 2021, totaling \$12,476,311.16 be approved. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, and 25.0 Capital Facilities Fund.

| REGISTERED NUMBER | WARRANT NUMBER | DESCRIPTION | AMOUNT |
|----------------------|-------------------|--------------|-------------------------------|
| 089-N | 686788 - 6873872 | Classified | \$ (865.75) |
| C5I-C | 687598 - 6876037 | Certificated | 946,551.96 |
| C5I-N | 687603 - 6876038 | Classified | 600.22 |
| E4R-N | 687923 - 6879324 | Classified | 1,457,310.14 |
| C3I-N | 688343 - 6883488 | Classified | 313,291.62 |
| 096-N | 688211 - 6882219 | Classified | 1,160.31 |
| 097-C | 688583 - 6885834 | Certificated | 135.44 |
| 097-N | 688583 - 6885838 | Classified | 3,663.30 |
| 098-N | 688614 - 6886151 | Classified | 444.74 |
| 099-N | 688624 - 6886245 | Classified | 2,726.93 |
| TOTAL | | | \$ <u>2,725,018.91</u> |

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

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 MARCH 1 THRU MARCH 31, 2021

| OBJECT CODE | DESCRIPTION | NUMBER OF ENTRIES | AMOUNT |
|-------------------------|-------------------------------------|-------------------------|--------------|
| 1.0 GENERAL FUND | | | |
| 3932 | OTHER DISTRICT PAID BENEFITS | 2 | \$ 2,012.51 |
| 4210 | BOOKS & OTHER REFERENCE MATERIAL | 8 | 4,830.32 |
| 4220 | LIBRARY BOOKS | 2 | 622.09 |
| 4310 | INST. MATERIALS & SUPPLIES | 627 | 178,061.03 |
| 4312 | INST. PERIODICALS & MAGAZINES | 6 | 1,402.33 |
| 4317 | COMMENCEMENT | 10 | 6,858.94 |
| 4340 | INSTRUCTIONAL SOFTWARE/LICENSES | 23 | 94,161.18 |
| 4350 | OFFICE & OTHER SUPPLIES | 149 | 20,177.64 |
| 4351 | PRINTING & REPRODUCTION | 27 | 11,561.53 |
| 4353 | EDIBLE SUPPLIES | 26 | 3,299.54 |
| 4360 | TIRES, FUEL AND OIL | 26 | 11,054.68 |
| 4370 | CUSTODIAL/OPERATION SUPPLIES | 88 | 11,086.91 |
| 4371 | GROUNDS SUPPLIES | 19 | 477.78 |
| 4372 | POOL SUPPLIES | 8 | 2,563.12 |
| 4380 | MAINTENANCE SUPPLIES | 38 | 2,338.86 |
| 4381 | REPAIR SUPPLY & MATERIALS | 170 | 94,236.41 |
| 4410 | NON-CAP AV/COMPUTER EQ UNTAGGED | 31 | 95,697.80 |
| 4420 | NON-CAP EQUIP -UNTAGGED | 196 | 1,512,385.62 |
| 4430 | NON-CAP EQUIP - TAGGED NON COMPUTER | 25 | 102,896.19 |
| 4440 | NON-CAP COMPUTER EQUIP TAGGED | 15 | 213,722.93 |
| 5210 | MILEAGE & CAR ALLOWANCES | 2 | 118.65 |
| 5220 | TRAVEL AND CONFERENCES | 17 | 4,269.65 |
| 5310 | DUES AND MEMBERSHIPS | 2 | 25.90 |
| 5510 | NATURAL GAS SERVICES | 15 | 39,096.75 |
| 5520 | ELECTRICITY SERVICES | 68 | 150,072.92 |
| 5530 | WATER | 64 | 55,213.68 |
| 5561 | TRASH DISPOSAL | 4 | 23,086.61 |
| 5562 | SEWER CHARGES | 65 | 31,762.51 |
| 5610 | RENTALS, LEASES AND REPAIRS | 75 | 295,210.05 |
| 5611 | ETIS COPIER LEASES | 1 | 4,922.62 |
| 5630 | REPAIRS | 46 | 74,739.49 |
| 5631 | ETIS COPIER MAINTENANCE | 3 | 2,297.36 |
| 5632 | ETIS PRINTER MAINTENANCE | 1 | 4,535.23 |
| 5802 | NON-INSTRUCT. SOFTWARE LICENSE | 1 | 378.00 |
| 5804 | NON-PUBLIC SCHOOL | 50 | 480,843.46 |
| 5811 | PERSONAL SERVICES | 80 | 66,140.62 |
| 5812 | NON-PSA SERVICE AGREEMENT | 84 | 578,729.82 |
| 5813 | UNIFORM SERVICES | 1 | 3,216.92 |
| 5815 | OPERATING SERVICES | 121 | 509,043.00 |
| 5816 | NON-PUBLIC SCHOOL SERVICES | 86 | 198,468.63 |
| 5821 | LEGAL FEES | 8 | 44,621.25 |
| 5823 | SPED OTHER LEGAL SETTLEMENTS | 6 | 18,547.90 |
| 5828 | SPED PARENT ATTORNEY FEES | 2 | 9,175.00 |

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
MARCH 1 THRU MARCH 31, 2021

| OBJECT CODE | DESCRIPTION | NUMBER OF ENTRIES | AMOUNT |
|----------------|------------------------------------|-------------------------|--------------|
| 5852 | NON-INSTRUCTIONAL, CONSULTANTS | 1 | 2,333.00 |
| 5853 | CONTRACTUAL SERVICES | 2 | 1,641.80 |
| 5862 | PHYSICALS FOR EMPLOYEES | 1 | 705.00 |
| 5911 | POSTAGE/UPS/FEDEX | 5 | 30,911.44 |
| 5912 | TELEPHONE | 11 | 17,660.46 |
| 5914 | DATA LINE | 1 | 59.36 |
| 5916 | OTHER PHONES | 4 | 7,859.49 |
| 6250 | BUILDING CONSTRUCTION/IMPROV | 3 | 27,836.58 |
| 6252 | OTHER CONSTRUCTION | 4 | 19,552.50 |
| 6410 | CAPITALIZED COMPTR EQUIP.TAG | 2 | 6,282.61 |
| 6490 | CAPITALIZED EQUIPMENT | 1 | 37,000.00 |
| 8689 | ALL OTHER FEES AND CONTRACTS | 1 | 220.00 |
| 9320 | STORES | 1 | 23,745.20 |
| 9530 | FRINGE BENEFITS SUBS - H&W | 4 | 3,256,017.44 |
| 9543 | DIRECT DEPOSIT PAYABLE | 1 | 977.82 |
| 9552 | USE TAX PAYABLE | 145 | 34.86 |
| | | ----- | ----- |
| | | 2,485 | 8,396,800.99 |
| | 12.0 CHILD DEVELOPMENT FUND | | |
| 4310 | INST. MATERIALS & SUPPLIES | 5 | 665.58 |
| 4350 | OFFICE & OTHER SUPPLIES | 5 | 111.15 |
| 5220 | TRAVEL AND CONFERENCES | 2 | 269.00 |
| 5812 | NON-PSA SERVICE AGREEMENT | 2 | 668.43 |
| 5815 | OPERATING SERVICES | 6 | 848.75 |
| 5911 | POSTAGE/UPS/FEDEX | 2 | 27.58 |
| 5916 | OTHER PHONES | 1 | 0.23 |
| | | ----- | ----- |
| | | 23 | 2,590.72 |
| | 13.0 CAFETERIA FUND | | |
| 4350 | OFFICE & OTHER SUPPLIES | 5 | 269.51 |
| 4360 | TIRES, FUEL AND OIL | 2 | 1,252.35 |
| 4380 | MAINTENANCE SUPPLIES | 8 | 929.55 |
| 4395 | NON-FOOD SUPPLIES | 2 | 14,687.72 |
| 4710 | FOOD | 52 | 120,195.96 |
| 5310 | DUES AND MEMEBERSHIPS | 1 | 55.00 |
| 5563 | PEST CONTROL | 3 | 1,207.53 |
| 5610 | RENTALS, LEASES AND REPAIRS | 7 | 9,511.49 |
| 5813 | UNIFORM SERVICES | 27 | 1,103.15 |
| 5916 | OTHER PHONES | 1 | 171.55 |

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
MARCH 1 THRU MARCH 31, 2021

| OBJECT CODE | DESCRIPTION | NUMBER OF ENTRIES | AMOUNT |
|----------------|---|-------------------------|------------|
| 8634 | FOOD SERVICE SALES | 6 | 1,198.80 |
| 9552 | USE TAX PAYABLE | 7 | 0.31 |
| | | ----- | ----- |
| | | 121 | 150,582.92 |
| | 21.1 MEASURE S PROJECTS FUND | | |
| 4350 | OFFICE & OTHER SUPPLIES | 2 | 89.58 |
| 4430 | NON-CAP EQUIP - TAGGED NON COMPUTER | 1 | 2,756.25 |
| 5590 | OPERATIONS & OTH HOUSEKEEPING | 1 | 47.91 |
| 5610 | RENTALS, LEASES AND REPAIRS | 3 | 1,712.50 |
| 5821 | LEGAL FEES | 1 | 940.50 |
| 5911 | POSTAGE/UPS/FEDEX | 1 | 12.29 |
| 6155 | GEOHAZARD STUDY | 1 | 3,600.00 |
| 6210 | ARCHITECT FEES ON BUILDINGS | 7 | 42,423.90 |
| 6222 | FEES-CGS | 1 | 3,600.00 |
| 6223 | FEES-AQMD | 1 | 2,945.75 |
| 6231 | DSA PLAN CHECK FEES | 3 | 56,002.50 |
| 6232 | CDE PLAN CHECK FEES | 1 | 3,495.02 |
| 6250 | BUILDING CONSTRUCTION/IMPROV | 1 | 163,372.45 |
| 6252 | OTHER CONSTRUCTION | 5 | 128,348.17 |
| 6258 | CONSULTANT COSTS | 3 | 22,188.39 |
| 6282 | MOVING-STORAGE | 1 | 215.00 |
| 6294 | ADVERTISEMENTS & NOTICES | 2 | 2,093.68 |
| 6455 | DATA/CABLING | 1 | 5,125.00 |
| 6490 | CAPITALIZED EQUIPMENT | 1 | 24,185.00 |
| 9552 | USE TAX PAYABLE | 2 | 12.59 |
| | | ----- | ----- |
| | | 39 | 463,166.48 |
| | 25.0 CAPITAL FACILITIES FUND | | |
| 8681 | MITIGATION/DEVELOPERS FEES | 2 | 4,440.48 |
| | | ----- | ----- |
| | | 2 | 4,440.48 |
| | 40.1 SPEC RESERVE - CAPITAL PROJECTS | | |
| 5520 | ELECTRICITY SERVICES | 2 | 441.61 |
| 5530 | WATER | 1 | 432.39 |
| 5562 | SEWER CHARGES | 2 | 288.07 |
| 5610 | RENTALS, LEASES AND REPAIRS | 2 | 5,962.00 |
| 6210 | ARCHITECT FEES ON BUILDINGS | 2 | 16,618.51 |
| 6252 | OTHER CONSTRUCTION | 1 | 84,740.00 |
| 6275 | CONST TSTNG ON BLDNGS & IMPROV | 2 | 250.00 |
| 6280 | BUILDING INSPECTIONS | 1 | 9,366.50 |

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 MARCH 1 THRU MARCH 31, 2021

| OBJECT CODE | DESCRIPTION | NUMBER OF ENTRIES | AMOUNT |
|----------------|--|-------------------------|-------------------------|
| 7438 | DEBT SERVICE - INTEREST | 1 | 161,913.15 |
| 7439 | OTHER DEBT SERVICE PAYMENTS | 1 | 271,000.00 |
| | | ----- | ----- |
| | | 15 | 551,012.23 |
| | 67.0 SELF-INSURANCE FUND | | |
| 5872 | DELTA ADMINISTRATIVE FEES | 2 | 14,939.49 |
| 5873 | VSP CLAIMS | 7 | 19,690.78 |
| 5874 | VSP ADMINISTRATIVE FEES | 1 | 3,807.05 |
| 5875 | DELTA PAYMENTS | 1 | 230,364.55 |
| 5877 | MEDIMPACT CLAIMS | 2 | 11,483.72 |
| 5878 | MEDIMPACT PAYMENTS | 2 | 686,120.72 |
| | | ----- | ----- |
| | | 15 | 966,406.31 |
| | 67.1 WORKERS' COMPENSATION FUND | | |
| 5815 | OPERATING SERVICES | 1 | 770,442.00 |
| | | ----- | ----- |
| | | 1 | 770,442.00 |
| | 67.2 EARLY RETIREMENT BENEFITS FUND | | |
| 5815 | OPERATING SERVICES | 1 | 156,512.15 |
| | | ----- | ----- |
| | | 1 | 156,512.15 |
| | 73.0 FOUNDATION TRUST FUND | | |
| 7699 | ALL OTHER FINANCING USES | 1 | 559.52 |
| | | ----- | ----- |
| | | 1 | 559.52 |
| | 76.0 WARRANT PASS-THROUGH FUND | | |
| 9517 | VOLUNTARY DEDUCTIONS | 17 | 635,173.59 |
| 9518 | TAX SHELTER ANNUITY | 1 | 350,809.77 |
| 9588 | ROTH IRA-LACOE USED ONLY | 1 | 27,814.00 |
| | | ----- | ----- |
| | | 19 | 1,013,797.36 |
| | TOTALS | 2,722 | \$ 12,476,311.16 |
| | | ----- | ----- |

GLENDALE UNIFIED SCHOOL DISTRICT

APRIL 20, 2021

CONSENT CALENDAR NO. 5

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Christine J. Ward, Director, Procurement & Contract Services

SUBJECT: **PURCHASE ORDER LISTING**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$4,901,646.32 for the period of March 29, 2021 to April 9, 2021 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM MARCH 29, 2021 THROUGH APRIL 9, 2021

| Funding Source | Number of Purchase Orders | Amount |
|-------------------------------------|----------------------------------|-----------------------|
| UNRESTRICTED RESOURCES | 92 | 2,845,065.58 |
| FEDERAL RESTRICTED RESOURCES | 129 | 757,517.28 |
| STATE RESTRICTED RESOURCES | 34 | 723,931.42 |
| LOCAL RESTRICTED RESOURCES | 38 | 84,824.53 |
| FOOD SERVICES FUND | 3 | 3,775.17 |
| MEASURE S PROJECTS FUND | 10 | 257,885.75 |
| CAPITAL PROJECTS & IMPROVEMENT FUND | 5 | 228,646.59 |
| TOTAL | 311 | \$4,901,646.32 |

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

| PO NUMBER | UNRESTRICTED RESOURCES VENDOR | AMOUNT |
|------------|---|-----------|
| 0021005053 | SCHOOL SERVICES OF CALIFORNIA | 350.00 |
| 0021005054 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA LACOE (LA COUNTY OFFICE OF EDUCATION) - CONFERENCE EXPENSES - EQUITY, ACCESS & FAMILY ENGAGEMENT | 99.00 |
| 0021005059 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL | 142.85 |
| 0021005060 | AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - EDISON ELEMENTARY SCHOOL | 602.83 |
| 0021005062 | COPY NETWORK | 275.63 |
| 0021005065 | IMAGECUBE | 352.13 |
| 0021005066 | CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 2,296.51 |
| 0021005068 | DAVID PROULX | 19.44 |
| 0021005070 | CHRISTOPHER J BERTELLI PROVIDE SAFETY COMMUNICATION SUPPORT, BOARD APPROVED 3/23/2021 - SUPERINTENDENT | 5,000.00 |
| 0021005073 | LEXLAND ENTERTAINMENT BLANKET PURCHASE ORDER FOR BOOKS - FRANKLIN ELEMENTARY SCHOOL | 11,000.00 |
| 0021005075 | THE HOME DEPOT PRO (SUPPLYWORKS) | 409.96 |
| 0021005076 | ULINE SHIPPING SUPPLY | 418.47 |
| 0021005078 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL | 565.11 |
| 0021005079 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL | 286.73 |
| 0021005080 | OFFICE DEPOT COMPUTER EQUIPMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 10,830.85 |
| 0021005087 | OFFICE DEPOT COMPUTER EQUIPMENT - LINCOLN ELEMENTARY SCHOOL | 2,364.86 |
| 0021005102 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 72.70 |
| 0021005104 | LAKESHORE LEARNING | 31.41 |
| 0021005105 | OFFICE DEPOT | 123.63 |
| 0021005106 | NAESP PEAP ACA ORDERS | 804.85 |

| | | |
|------------|---|-----------|
| 0021005107 | OMEGAPIX PHOTOGRAPHY & DESIGN INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL | 1,135.00 |
| 0021005117 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL | 508.47 |
| 0021005118 | FULL COMPASS SYSTEMS | 747.53 |
| 0021005119 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CERRITOS ELEMENTARY SCHOOL | 132.23 |
| 0021005120 | IPEVO INC. AUDIOVISUAL EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL | 6,246.82 |
| 0021005124 | THE HOME DEPOT PRO (SUPPLYWORKS) | 574.38 |
| 0021005126 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL | 105.44 |
| 0021005127 | AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - GLENDALE HIGH SCHOOL | 54.52 |
| 0021005131 | CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - MUIR ELEMENTARY SCHOOL | 46,736.16 |
| 0021005141 | AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL | 5,000.00 |
| 0021005144 | PACIFIC ONESOURCE INC DBA STS EDUCATION | 995.00 |
| 0021005145 | MAGNET SCHOOLS OF AMERICA CONFERENCE EXPENSES - EDUCATIONAL SERVICES | 1,497.00 |
| 0021005148 | 4WALL ENTERTAINMENT AUDITORIUM EQUIPMENT - GLENDALE HIGH SCHOOL | 22,028.39 |
| 0021005149 | JOURNEYED.COM INC | 230.00 |
| 0021005151 | TOWN & COUNTRY EVENT RENTALS BLANKET PURCHASE ORDER FOR RENTALS FOR 8TH GRADE PROMOTION - ROOSEVELT MIDDLE SCHOOL | 1,815.32 |
| 0021005153 | IBOOKPARK INC BLANKET PURCHASE ORDER FOR KOREAN BOOKS - KEPPEL ELEMENTARY SCHOOL | 7,500.00 |
| 0021005154 | IBOOKPARK INC BLANKET PURCHASE ORDER FOR KOREAN BOOKS - MONTE VISTA ELEMENTARY SCHOOL | 7,400.00 |
| 0021005155 | AMAZON CAPITAL SERVICES, INC. BOOKS - TOLL MIDDLE SCHOOL | 52.72 |
| 0021005162 | AAA FLAG AND BANNER MFG CO. INC. | 115.00 |

| PO NUMBER | UNRESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|--------------|
| 0021005168 | WEST COAST ARBORISTS, INC. TREE PRUNING - FACILITY & SUPPORT OPERATIONS | 1,300.00 |
| 0021005178 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL | 13.79 |
| 0021005180 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL | 231.93 |
| 0021005182 | LACOE | 750.00 |
| 0021005188 | AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - KEPPEL ELEMENTARY SCHOOL | 93.70 |
| 0021005191 | FOLLETT SCHOOL SOLUTIONS, INC. | 650.00 |
| 0021005194 | THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - GLENDALE HIGH SCHOOL | 1,377.14 |
| 0021005195 | ULINE SHIPPING SUPPLY | 141.29 |
| 0021005197 | IBOOKPARK INC | 588.74 |
| 0021005200 | SCHOOL HEALTH CORP. | 136.30 |
| 0021005203 | TEACHERS' CURRICULUM INSTITUTE (TCI) BLANKET PURCHASE ORDER FOR BOOKS FOR HIGH SCHOOLS, BOARD APPROVED 3/9/2021 - EDUCATIONAL SERVICES | 1,185,625.16 |
| 0021005204 | TEACHERS' CURRICULUM INSTITUTE (TCI) BLANKET PURCHASE ORDER FOR BOOKS FOR MIDDLE AND ELEMENTARY SCHOOLS, BOARD APPROVED 3/9/2021 - EDUCATIONAL SERVICES | 1,393,987.94 |
| 0021005209 | AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL | 654.89 |
| 0021005212 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ASCD - MEMBERSHIPS - ROOSEVELT MIDDLE SCHOOL | 169.00 |
| 0021005214 | OFFICE DEPOT | 258.70 |
| 0021005225 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA EDUCATION WEEK - SUBSCRIPTIONS - EDUCATIONAL SERVICES | 35.00 |
| 0021005227 | OFFICE DEPOT | 121.82 |
| 0021005231 | MICHAEL K. MARSHALL | 500.00 |
| 0021005240 | THE HOME DEPOT PRO (SUPPLYWORKS) CUSTODIAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 1,103.24 |
| 0021005241 | NAESP PEAP ACA ORDERS | 404.23 |
| 0021005248 | CSF BALFOUR GRADUATION EXPENSES - CLARK MAGNET HIGH SCHOOL | 1,158.18 |

| PO NUMBER | UNRESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|-----------|
| 0021005249 | SHARP BUSINESS SYSTEMS EQUIPMENT MAINTENANCE AGREEMENT - MANN ELEMENTARY SCHOOL | 3,000.00 |
| 0021005255 | CROWN AWARDS | 354.99 |
| 0021005259 | CDW GOVERNMENT | 306.50 |
| 0021005282 | THE HOME DEPOT PRO (SUPPLYWORKS) | 41.50 |
| 0021005289 | A.J. MASTERS, INC | 432.28 |
| 0021005290 | ANDREA KOBLINER CONSULTANT TO WRITE THE 2021 LEARNING COMMUNITIES FOR SCHOOL SUCCESS PROGRAM AND WITH THE STAFF ON THE DESIGN & CONTENT TO MEET GRANT REQUIREMENTS, BOARD APPROVED 3/23/2021 - STUDENT SUPPORT & SERVICES | 15,000.00 |
| 0021005297 | JOURNEYED.COM INC | 115.00 |
| 0021005298 | SUBSCRIPTION SERVICES OF AMERICA INC. | 457.56 |
| 0021005303 | CULVER-NEWLIN, INC SCHOOL FURNITURE - WILSON MIDDLE SCHOOL | 12,149.77 |
| 0021005304 | CULVER-NEWLIN, INC SCHOOL FURNITURE - WILSON MIDDLE SCHOOL | 4,813.57 |
| 0021005305 | AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 500.00 |
| 0021005306 | ATLAS PEN & PENCIL CORPORATION | 114.31 |
| 0021005308 | OFFICE DEPOT | 527.55 |
| 0021005309 | OFFICE DEPOT | 675.17 |
| 0021005314 | RANCHO JANITORIAL | 255.38 |
| 0021005317 | THE COLLEGE BOARD TEST MATERIALS - EDUCATIONAL SERVICES | 8,307.90 |
| 0021005320 | DOUG FREGOLLE PROMOTIONS | 943.02 |
| 0021005327 | UC REGENTS PROVIDE PROFESSIONAL DEVELOPMENT TO DATA SCIENCE PROJECT - EDUCATIONAL SERVICES | 51,900.00 |
| 0021005328 | CDW GOVERNMENT COMPUTER EQUIPMENT - BALBOA ELEMENTARY SCHOOL | 1,315.98 |
| 0021005339 | OFFICE DEPOT | 142.10 |
| 0021005346 | THE HOME DEPOT PRO (SUPPLYWORKS) | 73.09 |
| 0021005350 | AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL | 3,700.00 |
| 0021005351 | SCHOOL SPECIALTY LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL | 2,060.00 |

| UNRESTRICTED RESOURCES (CONTINUATION) | | |
|---------------------------------------|--|--------------|
| PO NUMBER | VENDOR | AMOUNT |
| 0021005352 | FOLLETT SCHOOL SOLUTIONS, INC. | 500.00 |
| 0021005355 | OFFICE DEPOT | 330.50 |
| 0021005358 | OFFICE DEPOT | 74.36 |
| 0021005359 | SCHOOL OUTFITTERS CLASSROOM EQUIPMENT - CERRITOS ELEMENTARY SCHOOL | 1,838.10 |
| 0021005361 | CRESCENTA VALLEY ATHLETICS GRADUATION SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 4,225.00 |
| 0021005363 | WOODBURN PRESS | 601.60 |
| 0021005368 | AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - EQUITY, ACCESS & FAMILY ENGAGEMENT | 644.86 |
| 0021005372 | THE HOME DEPOT PRO (SUPPLYWORKS) | 943.50 |
| 0021005373 | AMERICAN EXPRESS CPS ANNUAL CHARGE FOR AMEX GLOBAL SERVICES | 500.00 |
| | | ----- |
| TOTAL | | 2,845,065.58 |
| FEDERAL RESTRICTED RESOURCES | | |
| 0021005055 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL | 342.84 |
| 0021005056 | AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL | 991.69 |
| 0021005057 | OFFICE DEPOT COMPUTER EQUIPMENT, RETURN TO SCHOOL SUPPLIES, COVID19 - BALBOA ELEMENTARY SCHOOL | 104,814.68 |
| 0021005058 | CDW GOVERNMENT | 191.60 |
| 0021005061 | CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - KEPPEL ELEMENTARY SCHOOL | 29,216.25 |
| 0021005071 | CDW GOVERNMENT COMPUTER EQUIPMENT - KEPPEL ELEMENTARY SCHOOL | 1,515.94 |
| 0021005072 | NCS PEARSON INC. | 115.77 |
| 0021005081 | VETERAN BUILDING MAINTENANCE, LLC | 147.00 |
| 0021005082 | SCHOOL SPECIALTY LLC | 618.92 |
| 0021005083 | CULVER-NEWLIN, INC OUTSIDE FURNITURE, RETURN TO SCHOOL COVID 19 - TOLL MIDDLE SCHOOL | 45,810.92 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|----------|
| 0021005086 | AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FREMONT ELEMENTARY SCHOOL | 529.03 |
| 0021005089 | AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 7,000.00 |
| 0021005090 | ORIENTAL TRADING INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 5,000.00 |
| 0021005091 | OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 5,000.00 |
| 0021005092 | LAKESHORE LEARNING BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 5,000.00 |
| 0021005093 | S & S WORLDWIDE BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 5,000.00 |
| 0021005094 | SCHOOL SPECIALTY LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 5,000.00 |
| 0021005095 | SOUTHWEST SCHOOL & OFFICE SUPPLY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 5,000.00 |
| 0021005096 | DISCOUNT SCHOOL SUPPLY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CHILD DEVELOPMENT & CHILD CARE | 5,000.00 |
| 0021005097 | PROMOTE MARKETING CONCEPTS, INC. PRINTING SERVICES - CLARK MAGNET HIGH SCHOOL | 1,409.27 |
| 0021005098 | WESTERN PSYCHOLOGICAL SERVICES | 243.76 |
| 0021005099 | BEAR COMMUNICATIONS INC DBA BEARCOM COMMUNICATION EQUIPMENT - STUDENT SUPPORT SERVICES | 3,583.13 |
| 0021005101 | NATIONAL EDUCATIONAL MUSIC CO. | 857.53 |
| 0021005103 | EDUCATIONAL FURNITURE LLC OUTSIDE FURNITURE - LINCOLN ELEMENTARY SCHOOL | 5,025.25 |
| 0021005109 | AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL | 4,226.79 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|-----------|
| 0021005110 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - FREMONT ELEMENTARY SCHOOL | 32.59 |
| 0021005111 | DEMCO | 559.79 |
| 0021005113 | AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - TOLL MIDDLE SCHOOL | 1,102.50 |
| 0021005114 | AMAZON CAPITAL SERVICES, INC. SPORTING GOODS - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 2,273.79 |
| 0021005115 | EDUCATIONAL FURNITURE LLC OUTSIDE FURNITURE - CRESCENTA VALLEY HIGH SCHOOL | 15,557.54 |
| 0021005116 | AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 263.48 |
| 0021005122 | IPEVO INC. AUDIOVISUAL EQUIPMENT - JEFFERSON ELEMENTARY SCHOOL | 1,470.76 |
| 0021005123 | IPEVO INC. AUDIOVISUAL EQUIPMENT - R.D. WHITE ELEMENTARY SCHOOL | 3,662.54 |
| 0021005125 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CERRITOS ELEMENTARY SCHOOL | 51.30 |
| 0021005128 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - FREMONT ELEMENTARY SCHOOL | 78.32 |
| 0021005130 | CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - MUIR ELEMENTARY SCHOOL | 17,526.06 |
| 0021005132 | CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - TOLL MIDDLE SCHOOL | 8,763.03 |
| 0021005137 | LEARNING RESOURCES, INC. | 70.49 |
| 0021005138 | OFFICE DEPOT | 12.40 |
| 0021005142 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL | 27.54 |
| 0021005143 | BURBANK PAINT COMPANY INC | 827.02 |
| 0021005147 | KIKANZA NURI-ROBINS | 14,900.00 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|------------|
| | PROVIDE BIAS AND BELONGING TRAINING FOR DISTRICT STAFF - SPECIAL EDUCATION | |
| 0021005156 | LOU'S GOLF CARTS LLC 2021 CUSMAN TITAN HD 36V ELECTRIC FLATBED - CRESCENTA VALLEY HIGH SCHOOL | 10,973.68 |
| 0021005157 | GRAINGER | 252.69 |
| 0021005158 | AMAZON CAPITAL SERVICES, INC. PRINTER - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 275.51 |
| 0021005160 | GATOR MOTO UTILITY VEHICLES AND MORE LLC GOLF CART - CRESCENTA VALLEY HIGH SCHOOL | 12,006.23 |
| 0021005161 | GATOR MOTO UTILITY VEHICLES AND MORE LLC GOLF CART - CRESCENTA VALLEY HIGH SCHOOL | 12,006.23 |
| 0021005172 | VETERAN BUILDING MAINTENANCE, LLC AIR PURIFIER, RETURN TO SCHOOL COVID 19 - FACILITY & SUPPORT OPERATIONS | 164,823.75 |
| 0021005177 | LAKESHORE LEARNING | 558.92 |
| 0021005179 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL | 343.09 |
| 0021005183 | LA COUNTY OFFICE OF EDUCATION | 483.67 |
| 0021005202 | APPLE COMPUTER INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION | 2,000.00 |
| 0021005206 | INSTANT PROMOTION CANOPIES, RETURN TO SCHOOL COVID 19 - CRESCENTA VALLEY HIGH SCHOOL | 17,968.55 |
| 0021005221 | CALIFORNIA LEAGUE OF SCHOOLS | 179.00 |
| 0021005226 | US GAMES BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL | 1,000.00 |
| 0021005228 | CDW GOVERNMENT | 476.28 |
| 0021005229 | GARCIA'S FENCE CORP. INSTALL CANOPY FRAMING FOR OUTDOOR LEARNING, COVID 19 RETURN TO SCHOOL AT LINCOLN ELEMENTARY SCHOOL - PLANNING DEVELOPMENT & FACILITIES | 20,845.00 |
| 0021005230 | CAMCOR, INC. AUDIOVISUAL EQUIPMENT - R. D. WHITE ELEMENTARY SCHOOL | 18,928.82 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|----------|
| 0021005232 | CAMCOR, INC. AUDIOVISUAL EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL | 5,678.65 |
| 0021005233 | CAMCOR, INC. AUDIOVISUAL EQUIPMENT - MARSHALL ELEMENTARY SCHOOL | 1,261.92 |
| 0021005236 | GOPHER INSTRUCTIONAL SUPPLIES - MOUNTAIN AVE. ELEM. SCHOOL | 1,346.55 |
| 0021005239 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL | 25.88 |
| 0021005243 | LAKESHORE LEARNING | 138.21 |
| 0021005244 | OFFICE DEPOT | 429.94 |
| 0021005245 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FRANKLIN ELEMENTARY SCHOOL | 1,040.10 |
| 0021005246 | OFFICE DEPOT | 439.79 |
| 0021005247 | AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - BALBOA ELEMENTARY SCHOOL | 220.49 |
| 0021005252 | ZANER-BLOSER | 68.51 |
| 0021005253 | PRINT ON ALL | 248.06 |
| 0021005254 | YEGROS EDUCATIONAL LLC DBA CONJUGUEMOS | 75.00 |
| 0021005257 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 201.75 |
| 0021005258 | US GAMES INSTRUCTIONAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL | 3,619.07 |
| 0021005260 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FREMONT ELEMENTARY SCHOOL | 414.87 |
| 0021005261 | LAKESHORE LEARNING | 448.21 |
| 0021005262 | NJP SPORTS INC PROVIDES PARTS & LABOR TO INSTALL FIRE RETARDANT TO EXISTING POSTS FOR OUTDOOR AREA AT LINCOLN ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 7,800.00 |
| 0021005263 | BAND SHOPPE | 610.40 |
| 0021005264 | MCCORMICKS GROUP LLC | 765.54 |
| 0021005265 | GOPHER | 905.73 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|-----------|
| 0021005266 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA HOME DEPOT.COM - INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL | 2,547.22 |
| 0021005267 | ULINE SHIPPING SUPPLY OFFICE EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL | 9,635.86 |
| 0021005268 | GOPHER SPORTING GOODS - EDISON ELEMENTARY SCHOOL | 5,150.37 |
| 0021005269 | THE HOME DEPOT PRO (SUPPLYWORKS) | 959.97 |
| 0021005270 | AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - FREMONT ELEMENTARY SCHOOL | 34.15 |
| 0021005271 | THE HOME DEPOT PRO (SUPPLYWORKS) | 425.68 |
| 0021005272 | GOPHER | 384.40 |
| 0021005273 | GOPHER BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL | 3,000.00 |
| 0021005274 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FRANKLIN ELEMENTARY SCHOOL | 193.40 |
| 0021005281 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 474.96 |
| 0021005283 | DELTAMATH SOLUTIONS INC. | 70.00 |
| 0021005284 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL | 34.34 |
| 0021005285 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL | 21.81 |
| 0021005286 | CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - CLARK MAGNET HIGH SCHOOL | 2,093.65 |
| 0021005287 | SCHOOL SPECIALTY LLC CLASSROOM EQUIPMENT - ROOSEVELT MIDDLE SCHOOL | 2,049.04 |
| 0021005288 | CULVER-NEWLIN, INC OUTSIDE FURNITURE, RETURN TO SCHOOL COVID 19 - WILSON MIDDLE SCHOOL | 35,234.33 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|-----------|
| 0021005291 | ORCHID PARTY RENTALS RENTAL FOR TENT FOR MARSHAL & FRANKLIN ELEMENTARY SCHOOLS, COVID 19 RETURN TO SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 16,523.20 |
| 0021005292 | ORCHID PARTY RENTALS RENTAL FOR TENT FOR JEFFERSON ELEMENTARY, COVID 19 RETURN TO SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 2,638.08 |
| 0021005293 | SHIRAZ RENTALS RENTAL FOR CANOPIES, WATER BARRELS FOR VARIOUS SITES, COVID 19 RETURN TO SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 4,820.00 |
| 0021005294 | SMART & FINAL IRIS COMPANY | 250.00 |
| 0021005295 | MASCOT JUNCTION, INC INSTRUCTIONAL SUPPLIES - MOUNTAIN AVE. ELEM. SCHOOL | 2,998.80 |
| 0021005296 | ADORAMA | 227.82 |
| 0021005299 | AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - CRESCENTA VALLEY HIGH SCHOOL | 2,172.66 |
| 0021005301 | GOPHER BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL | 2,000.00 |
| 0021005302 | UC REGENTS | 150.00 |
| 0021005307 | DISCOUNT SCHOOL SUPPLY INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL | 1,036.35 |
| 0021005323 | CDW GOVERNMENT | 74.96 |
| 0021005324 | LA CANADA UNIFIED SCHOOL DISTRICT | 199.00 |
| 0021005329 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL | 116.92 |
| 0021005330 | BEAR COMMUNICATIONS INC DBA BEARCOM COMMUNICATION SUPPLIES - MUIR ELEMENTARY SCHOOL | 2,877.53 |
| 0021005331 | BEAR COMMUNICATIONS INC DBA BEARCOM COMMUNICATION EQUIPMENT - STUDENT SUPPORT SERVICES | 1,141.09 |
| 0021005333 | CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - VALLEY VIEW ELEMENTARY SCHOOL | 3,489.41 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|-----------|
| 0021005334 | NATIONAL EDUCATIONAL MUSIC CO. | 928.40 |
| 0021005335 | DEMCO | 339.98 |
| 0021005336 | HAND2MIND INC | 248.06 |
| 0021005337 | DEMCO CLASSROOM EQUIPMENT - LA CRESCENTA ELEMENTARY SCHOOL | 1,119.98 |
| 0021005340 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL | 105.58 |
| 0021005341 | OFFICE DEPOT | 119.81 |
| 0021005343 | BEAR COMMUNICATIONS INC DBA BEARCOM COMMUNICATION EQUIPMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL | 4,070.44 |
| 0021005344 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - BALBOA ELEMENTARY SCHOOL | 155.58 |
| 0021005345 | AMY BECKER, DBA: ABC MARKETING LLC INSTRUCTIONAL SUPPLIES - HOOVER HIGH SCHOOL | 396.90 |
| 0021005347 | DADDY-OS BMX OFFICE SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL | 1,190.70 |
| 0021005348 | BELLA PRINTING SERVICES | 275.63 |
| 0021005353 | OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL | 5,000.00 |
| 0021005356 | CULVER-NEWLIN, INC OUTSIDE FURNITURE, COVID19 RETURN TO SCHOOL - TOLL MIDDLE SCHOOL | 22,899.22 |
| 0021005357 | SCHOOL SPECIALTY LLC | 881.87 |
| 0021005360 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - CERRITOS ELEMENTARY SCHOOL | 54.33 |
| 0021005362 | SCHOOL SPECIALTY LLC INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL | 9,287.09 |
| 0021005364 | BEAR COMMUNICATIONS INC DBA BEARCOM COMMUNICATION EQUIPMENT - STUDENT SUPPORT SERVICES | 7,948.55 |
| 0021005365 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 450.09 |

| PO NUMBER | FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|----------------------------|--|------------|
| 0021005366 | CLEAN SWEEP SUPPLY CO INC | 553.46 |
| 0021005375 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA RAYDIANT DIGITAL SOFTWARE - SOFTWARE - CLARK MAGNET HIGH SCHOOL | 787.00 |
| TOTAL | | 757,517.28 |
| STATE RESTRICTED RESOURCES | | |
| 0021005063 | BURBANK UNIFIED SCHOOL DISTRICT REIMBURSEMENT FOR SALARIES & BENEFITS - FOOTHILL SELPA | 3,724.94 |
| 0021005064 | BURBANK UNIFIED SCHOOL DISTRICT | 91.00 |
| 0021005067 | EXPERIENCE INC SOFTWARE LICENSES - SECONDARY SERVICES | 7,980.00 |
| 0021005077 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA PROVISIONLAMP.COM - CUSTODIAL SUPPLIES - COLLEGE VIEW SCHOOL | 331.74 |
| 0021005100 | OFFICE DEPOT | 188.26 |
| 0021005112 | APPLE COMPUTER | 9.92 |
| 0021005121 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA HOMEDEPOT.COM - CUSTODIAL SUPPLIES - COLLEGE VIEW SCHOOL | 128.04 |
| 0021005129 | CDW GOVERNMENT COMPUTER SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 1,389.15 |
| 0021005134 | AVOZAR LLC | 634.15 |
| 0021005136 | THE STUDIO TECHNOLOGIES INC | 448.49 |
| 0021005146 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA | 103.86 |
| 0021005184 | IPEVO INC. | 620.19 |
| 0021005185 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 168.49 |
| 0021005186 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 2,535.29 |
| 0021005192 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 506.21 |

| PO NUMBER | STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|------------|
| 0021005199 | ABLENET, INC | 324.13 |
| 0021005201 | WARD'S NATURAL SCIENCE | 81.84 |
| 0021005205 | VITAL MEDICAL SERVICES LLC BLANKET PURCHASE ORDER FOR COVID 19 TESTING - BUSINESS SERVICES | 400,000.00 |
| 0021005208 | L S & S, LLC | 151.48 |
| 0021005210 | WET SPECIAL EDUCATION SUPPLIES - FOOTHILL SELPA | 1,768.08 |
| 0021005218 | HYDRAULIC INDUSTRIAL PLUMBING REPAIR SUPPLIES AND MATERIALS - ROSEMONT MIDDLE SCHOOL | 3,155.43 |
| 0021005235 | CULVER-NEWLIN, INC SCHOOL FURNITURE - GLENDALE HIGH SCHOOL | 24,190.42 |
| 0021005238 | CULVER-NEWLIN, INC SCHOOL FURNITURE - GLENDALE HIGH SCHOOL | 30,420.52 |
| 0021005242 | CULVER-NEWLIN, INC SCHOOL FURNITURE - GLENDALE HIGH SCHOOL | 12,733.21 |
| 0021005250 | XELLO | 700.00 |
| 0021005256 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA | 214.93 |
| 0021005275 | JM SPEECH THERAPY PROVIDE ADDITIONAL SPEECH ASSESSMENTS AND IEP SERVICES FOR SPECIAL EDUCATION STUDENTS, BOARD APPROVED 3/9/2021 - SPECIAL EDUCATION | 80,000.00 |
| 0021005300 | AMERICAN RED CROSS ONLINE CLASSES - HOOVER HIGH SCHOOL | 1,035.00 |
| 0021005310 | ATKINSON, ANDELSON, LOYA, RUUD& ROMO BLANKET PURCHASE ORDER FOR PROFESSIONAL SERVICES - SPECIAL EDUCATION | 50,000.00 |
| 0021005318 | LA CANADA UNIFIED SCHOOL DISTRICT 20-21 MENTAL HEALTH APPORTIONMENT ADJUSTMENT - SPECIAL EDUCATION | 10,971.00 |
| 0021005319 | BURBANK UNIFIED SCHOOL DISTRICT 20-21 MENTAL HEALTH APPORTIONMENT ADJUSTMENT - SPECIAL EDUCATION | 11,985.00 |
| 0021005321 | DOUG FREGOLLE PROMOTIONS OFFICE SUPPLIES - EDUCATIONAL SERVICES | 25,670.61 |

| PO NUMBER | STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|----------------------------|--|------------|
| 0021005354 | LAURA GODLEY PARENT REIMBURSEMENT - SPECIAL EDUCATION | 1,670.04 |
| 0021005367 | SHARON GRANDINETTE PROVIDE BRAIN INJURY EVALUATIONS, CONSULTATION WITH DISTRICT STAFF, AND ATTEND IEP MEETING, BOARD APPROVED 7/14/2020 - SPECIAL EDUCATION | 50,000.00 |
| | TOTAL | 723,931.42 |
| LOCAL RESTRICTED RESOURCES | | |
| 0021005069 | MUFFLER PLUS AUTO REPAIR REPAIR SERVICES - FACILITY & SUPPORT OPERATIONS | 1,100.00 |
| 0021005074 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL | 119.70 |
| 0021005133 | BRIAN J KENYON PAINT MURALS IN THE SPIN STUDIO, BOARD APPROVE 3/9/2021 - WILSON MIDDLE SCHOOL | 2,395.00 |
| 0021005135 | NEEL, LINDA CONSULTANT TO MAKE AND EDIT MUSIC VIDEOS FOR 5TH GRADE SPIRIT DAY, BOARD APPROVED 3/9/2021 - KEPPEL ELEMENTARY SCHOOL | 1,000.00 |
| 0021005139 | CATALINA PRODUCTS INTERNATIONAL, LLC PROVIDE FLOORING MATERIALS AT WILSON MIDDLE SCHOOL LIBRARY - FACILITY & SUPPORT OPERATIONS | 7,078.49 |
| 0021005140 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS | 82.65 |
| 0021005159 | GENESIS FLOOR COVERING INC. INSTALL WALL BASE AND FLOORING IN THE LIBRARY AT WILSON MIDDLE SCHOOL - FACILITY & SUPPORT OPERATIONS | 9,922.18 |
| 0021005163 | MONTGOMERY HARDWARE COMPANY REPAIR SERVICES - FACILITY & SUPPORT OPERATIONS | 3,353.86 |
| 0021005164 | WESTERN ANALYTICAL TESTING LABS, INC. | 225.00 |
| 0021005165 | PACIFIC RADIO ELECTRONICS | 98.33 |
| 0021005166 | HARDWOODS SPECIALTY PRODUCTS | 374.92 |
| 0021005167 | CASTERS & INDUSTRIAL SUPPLIES | 250.73 |

| PO NUMBER | LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|---|----------|
| 0021005169 | HARTER SURFACES | 410.68 |
| 0021005170 | SOUTH COAST AIR QUALITY MANAGEMENT DIST. BOILER & EMISSION FEES AT GLENDALE AND HOOVER HIGH SCHOOLS - FACILITY & SUPPORT OPERATIONS | 3,885.85 |
| 0021005171 | CHEROKEE CHEMICAL CO. INC | 825.00 |
| 0021005187 | FOLLETT SCHOOL SOLUTIONS, INC. | 78.86 |
| 0021005189 | CAMCOR, INC. | 114.13 |
| 0021005190 | GREAT LAKES SPORTS PHYSICAL EDUCATION SUPPLY - ROSEMONT MIDDLE SCHOOL | 2,295.51 |
| 0021005193 | FOLLETT SCHOOL SOLUTIONS, INC. | 379.41 |
| 0021005196 | WORLD BOOK INC. | 604.00 |
| 0021005213 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA R&R SAFES - HARDWARE SUPPLIES - FACILITY & SUPPORT OPERATIONS | 35.00 |
| 0021005215 | GMS ELEVATOR SERVICES, INC ANNUAL FIRE & PRESSURE RELIEF TEST AT VARIOUS SHOOOL SITES - FACILITY & SUPPORT OPERATIONS | 3,725.00 |
| 0021005216 | GMS ELEVATOR SERVICES, INC ELEVATOR REPAIR SERVICES AT MUIR & R.D. WHITE ELEMENTARY SCHOOLS - FACILITY & SUPPORT OPERATIONS | 2,220.00 |
| 0021005217 | GMS ELEVATOR SERVICES, INC ELEVATOR REPAIR SERVICES AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS | 2,330.00 |
| 0021005224 | BELDERIAN ENTERPRISES, LLC GROUND SUPPLIES AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS | 7,400.00 |
| 0021005276 | SIGNATURE FLOORING, INC REPLACE TILES AT BALBOA ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS | 4,880.00 |
| 0021005277 | BUCHANAN GLASS | 509.70 |
| 0021005278 | SCOTTY'S INDUSTRIAL PRODUCTS | 684.71 |
| 0021005279 | CART MART INC | 474.69 |
| 0021005280 | GMS ELEVATOR SERVICES, INC ELEVATOR REPAIR MATERIALS AT ADMINISTRATION BUILDING - FACILITY & SUPPORT OPERATIONS | 2,541.00 |
| 0021005312 | MONARCH BEARING COMPANY, INC. | 158.07 |
| 0021005313 | BUILDERS FENCE CO INC | 956.12 |
| 0021005322 | STAR FORD | 56.59 |

| PO NUMBER | LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|-----------|
| 0021005325 | MIGUEL CERVANTES OFFICE SUPPLIES - TOLL MIDDLE SCHOOL | 1,460.00 |
| 0021005342 | THOMAS DENTON ENGRAVING | 137.81 |
| 0021005349 | CHILDCARE CAREERS LLC BLANKET PURCHASE ORDER FOR CHILDCARE SERVICES - CHILD DEVELOPMENT & CHILD CARE | 10,000.00 |
| 0021005369 | THE THOMAS METZLER VIOLIN SHOP MUSIC INSTRUMENTS - ROSEMONT MIDDLE SCHOOL | 4,090.70 |
| 0021005371 | CHARLES MUSIC INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL | 8,570.84 |
| | TOTAL | 84,824.53 |

FOOD SERVICES FUND

| | | |
|------------|--|----------|
| 0021005176 | HOME DEPOT CREDIT SERVICES | 40.70 |
| 0021005222 | PLUMBING AND INDUSTRIAL SUPPLY | 332.96 |
| 0021005251 | IMAGE ONE MEAL APPLICATIONS MAINTENANCE FEE - FOOD SERVICES | 3,401.51 |
| | TOTAL | 3,775.17 |

MEASURE S PROJECTS FUND

| | | |
|------------|--|-----------|
| 0021005085 | DIVISION OF THE STATE ARCHITECT DSA INSPECTION OF RECORD FEE - MONTE VISTA ELEMENTARY SCHOOL | 63,950.00 |
| 0021005150 | ENCORP | 980.00 |
| 0021005152 | GARCIA'S FENCE CORP. INSTALL WROUGHT IRON FOR PUBLIC SAFETY ON VERDUGO SIDE HANDICAP RAMP AND INSIDE PLATFORM ON BASEBALL FIELD AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 17,560.00 |
| 0021005173 | J B BOSTICK COMPANY, INC. REMOVE & REPLACE ASPHALT IN THE STAFF PARKING AT MARSHALL ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 28,284.00 |

| MEASURE S PROJECTS FUND (CONTINUATION) | | |
|--|--|------------|
| PO NUMBER | VENDOR | AMOUNT |
| 0021005174 | H.L. MOE CO INC. STORM DRAIN RENOVATION AT CLOUD PRESCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 33,232.00 |
| 0021005175 | HSW RR, INC. DBA ROTO-ROOTER PLUM & SERV SEWER LINE REPAIRS AT DUNSMORE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 38,900.00 |
| 0021005207 | CORTES & LEE INC BUILDING MAINTENANCE AT DUNSMORE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 59,409.00 |
| 0021005219 | CUSTOM SIGNS, INC. REPLACE & INSTALL NEW SCOREBOARD AT GLENDALÉ HIGH SCHOOL - PLANNING, DEVELOPMNET & FACILITIES | 14,976.75 |
| 0021005223 | STATE WATER RESOURCES CONTROL BOARD | 509.00 |
| 0021005315 | TEK TIME SYSTEMS, INC | 85.00 |
| | TOTAL | 257,885.75 |
| CAPITAL PROJECTS & IMPROVEMENT FUND | | |
| 0021005088 | BANC OF AMERICA LEASING CLEAN RENEWAL ENERGY BOARD PRINCIPAL & INTEREST FEES - BUSINESS SERVICES | 222,137.23 |
| 0021005108 | NET WORLD SPORTS TENNIS COURT BENCHES - GLENDALÉ HIGH SCHOOL | 3,095.19 |
| 0021005220 | INTERMOUNTAIN LOCK & SECURITY SUPPLY REPAIR MATERIALS & SERVICES - GLENDALÉ HIGH SCHOOL | 3,154.64 |
| 0021005311 | BURBANK PAINT COMPANY INC | 105.51 |
| 0021005316 | ARC (AMERICAN REPROGRAPHICS COMPANY,LLC) | 154.02 |
| | TOTAL | 228,646.59 |

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD OF 03/29/2021 THROUGH 04/09/2021
CONSENT CALENDAR NO. 5 , APRIL 20 2021**

| Change Order Date | PO Number | Vendor | Reason of Change | Original Amount | Net Increase / Decrease | New Total |
|-------------------|-------------|----------------------|---|-----------------|-------------------------|-------------|
| 3/30/2021 | 0021003288 | PARAGON SYSTEMS INC. | INCREASED PO FOR ADDITIONAL CAMERAS | \$23,297.00 | \$728.00 | \$24,025.00 |
| 3/31/2021 | 0021004662 | OFFICE DEPOT | INCREASED PO FOR ADDITIONAL PURCHASES AS NEEDED | \$15,000.00 | \$7,000.00 | \$22,000.00 |
| 3/31/2021 | 0021004593 | AMAZON | INCREASED PO FOR ADDITIONAL PURCHASES | \$2,200.00 | \$4,800.00 | \$7,000.00 |
| 3/31/2021 | 0021004662 | AMAZON | INCREASED PO FOR ADDITIONAL PURCHASES | \$3,000.00 | \$1,500.00 | \$4,500.00 |
| 3/31/2021 | 0021004536 | LAKESHORE LEARNING | INCREASED PO FOR ADDITIONAL PURCHASES | \$2,000.00 | \$3,000.00 | \$5,000.00 |
| 4/7/2021 | 0021004540 | LAKESHORE LEARNING | INCREASED PO FOR ADDITIONAL PURCHASES | \$5,000.00 | \$1,000.00 | \$6,000.00 |
| 4/7/2021 | 00210043930 | EMANUELA MANDILE | INCREASED PO FOR ADDITIONAL SERVICES | \$472,500.00 | \$3,000.00 | \$7,725.00 |
| 4/8/2021 | 0021005174 | H.L. MOE CO. INC. | INCREASED PO FOR EXTRA SCOPE OF WORK | \$33,220.00 | \$3,252.73 | \$36,472.73 |
| | | | | | | |
| | | | | | | |

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 6

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Craig Larimer, Financial Analyst
SUBJECT: **Appropriation Transfer and Budget Revision Report**

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

| REVENUES | | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|-----------------------|-------------------------------|------------------|--------------------|
| 8010-8099 | Local Control Funding Formula | \$0 | \$0 |
| 8100-8299 | Federal | \$0 | \$0 |
| 8300-8599 | Other State | \$0 | \$0 |
| 8600-8799 | Local | \$0 | \$7,234 |
| 8910-8999 | Transfers In/Contributions | \$0 | \$0 |
| TOTAL REVENUES | | \$0 | \$7,234 |

| APPROPRIATION OBJECT | | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|--------------------------------------|------------------------------------|------------------|--------------------|
| 1000 | Certificated Salaries | \$0 | \$0 |
| 2000 | Classified Salaries | \$0 | \$0 |
| 3000 | Employee Benefits | \$0 | \$0 |
| 4000 | Instructional Supplies | \$7,067 | \$0 |
| 5000 | Contract Services | (\$7,067) | \$7,234 |
| 6000 | Capital Outlay | \$0 | \$0 |
| 7000 | Other Outgo/Indirect/Transfers Out | \$0 | \$0 |
| TOTAL BUDGETED APPROPRIATIONS | | \$0 | \$7,234 |

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

April 20, 2021
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

| Dept./School | Program Description | 1,000 | 2,000 | 3,000 | 4,000 | 5,000 | 6,000 | 7,000 | 9,000 | Total | Transfer provides funds for: |
|--------------|---------------------|-------|-------|-------|---------|-----------|-------|-------|-------|-------|------------------------------|
| Wilson | General Fund | 0 | 0 | 0 | 7,267 | (7,267) | 0 | 0 | 0 | \$0 | Services |
| Rosemont | General Fund | 0 | 0 | 0 | (200) | 200 | 0 | 0 | 0 | \$0 | Services |
| | | | | | | | | | | | |
| | | \$0 | \$0 | \$0 | \$7,067 | (\$7,067) | \$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: |
|--------------|---------------------|-------|-------|-------|-------|---------|-------|-------|-------|---------|---|
| District | District | 0 | 0 | 0 | 0 | 7,234 | 0 | 0 | 0 | \$7,234 | Telsa Performance Guarantee Reimbursmen |
| | | | | | | | | | | | |
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | |
| | | \$0 | \$0 | \$0 | \$0 | \$7,234 | \$0 | \$0 | \$0 | \$7,234 | |

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

| REVENUES | | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|-----------------------|-------------------------------|------------------|--------------------|
| 8010-8099 | Local Control Funding Formula | \$0 | \$0 |
| 8100-8299 | Federal | \$0 | \$0 |
| 8300-8599 | Other State | \$0 | \$0 |
| 8600-8799 | Local | \$0 | \$16,862 |
| 8910-8999 | Transfers In/Contributions | \$0 | \$0 |
| TOTAL REVENUES | | \$0 | \$16,862 |

| APPROPRIATION OBJECT | | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|--------------------------------------|------------------------------------|------------------|--------------------|
| 1000 | Certificated Salaries | \$0 | \$5,584 |
| 2000 | Classified Salaries | \$0 | \$0 |
| 3000 | Employee Benefits | \$0 | \$1,156 |
| 4000 | Instructional Supplies | \$0 | \$5,372 |
| 5000 | Contract Services | \$0 | \$4,750 |
| 6000 | Capital Outlay | \$0 | \$0 |
| 7000 | Other Outgo/Indirect/Transfers Out | \$0 | \$0 |
| TOTAL BUDGETED APPROPRIATIONS | | \$0 | \$16,862 |

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

GLENDALE UNIFIED SCHOOL DISTRICT
 April 20, 2021
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 GENERAL FUND, RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

| BUDGET TRANSFERS | Program Description | Resource | 1000 | 2000 | 3000 | 4000 | 5000 | 6000 | 7000 | 9000 | Total | Transfer provides funds for: |
|----------------------|--------------------------------------|----------|------|------|------|------|------|------|------|------|-------|------------------------------|
| Total Budget Trsfers | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | |
| | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |

| BUDGET ADJUSTMENTS | | Resource | 1000 | 2000 | 3000 | 4000 | 5000 | 6000 | 7000 | 9000 | Total | Adjustment appropriates funds for: |
|------------------------|---------------------------------------|----------|-------|------|-------|-------|-------|------|------|------|---------|---|
| Dept/Site | Program Description | Code | | | | | | | | | | |
| Toll | School Site Donations | 95100.0 | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | \$100 | To allocate income |
| Equity, Access and Fam | Donation from Adelante Latinos | 94340.0 | 0 | 0 | 0 | 0 | 3,650 | 0 | 0 | 0 | \$3,650 | To allocate income |
| Equity, Access and Fam | Donation from Adelante Latinos | 94340.0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 | 0 | \$100 | To allocate income |
| Equity, Access and Fam | Donation from Oakmont League of Glenc | 94003.0 | 0 | 0 | 0 | 0 | 1,000 | 0 | 0 | 0 | \$1,000 | To allocate income |
| Verdugo Woodlands | School Site Donations | 95100.0 | 0 | 0 | 0 | 4,732 | 0 | 0 | 0 | 0 | \$4,732 | To allocate income (instructional supplies) |
| Verdugo Woodlands | School Site Donations | 95100.0 | 5,584 | 0 | 1,156 | 0 | 0 | 0 | 0 | 0 | \$6,740 | To allocate income (extra help) |
| Educational Services | School Site Donations | 94377.0 | 0 | 0 | 0 | 50 | 0 | 0 | 0 | 0 | \$50 | To allocate income |
| White | School Site Donations | 95100.0 | 0 | 0 | 0 | 490 | 0 | 0 | 0 | 0 | \$490 | To allocate income |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | |

| | | | | | | | | | | |
|---------------------------------|----------------|------------|----------------|----------------|----------------|------------|------------|------------|------------|-----------------|
| Total Budget Adjustments | \$5,584 | \$0 | \$1,156 | \$5,372 | \$4,750 | \$0 | \$0 | \$0 | \$0 | \$16,862 |
|---------------------------------|----------------|------------|----------------|----------------|----------------|------------|------------|------------|------------|-----------------|

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 20, 2021

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, and Facilities

SUBJECT: **Approval of Notice of Completion for Bid No. 200-19/20 with ARC Construction, Inc. for Dunsmore Elementary School Kindergarten Shade Structure Installation Project**

The Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 200-19/20 with ARC Construction, Inc. for the Dunsmore Elementary School kindergarten shade structure installation project, funded by Measure S funds.

On June 2, 2020, the Board approved the award of Bid No. 200-19/20 to ARC Construction, Inc. for the Dunsmore Elementary School kindergarten shade structure installation project in the amount of \$128,000. In addition, the project included a \$40,000 allowance for potential rock removal and rerouting of utility lines that may be required during the course of this project, increasing the total project cost to \$168,000. This allowance would only be used if needed, and upon approval by District staff.

Of the approved allowance on the project, the District authorized the use of \$15,993.97, which resulted in a balance of \$24,006.03 of the allowance, and a total project cost \$143,993.97. This project was completed in a satisfactory manner as of March 19, 2021, and was funded by Measure S – Districtwide Shade and Play Structure Installation Project funds.

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

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: Dunsmore Elementary School
ADDRESS: 4717 Dunsmore Ave.
La Crescenta, Ca. 91214

OWNER: Glendale Unified School District
223 N. Jackson St.
Glendale, Ca. 91206

IMPROVEMENT: Kindergarten Shade Structure Installation Project
DATE OF COMPLETION: March 19, 2021
CONTRACTOR: ARC Construction, Inc.
BOARD APPROVAL: June 2, 2020
CONTRACT DATE: June 5, 2020
BID No.: 200-19/20
PURCHASE ORDER No.: 0020106976

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 21, 2021 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 8

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 the following items as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

- Forty-two (42) individual student desks located at Pacific Avenue Education Center.
- One portable building, serial #32427/32428, located at Glenoaks Elementary School.
- One portable building, serial #19208/19209, located at Monte Vista Elementary School.
- One lighting system located at Glendale High School auditorium.

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

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Vivian Ekchian, Superintendent

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

PREPARED BY: Dr. Ilin Magran, Director, Student Wellness Services

SUBJECT: **Agreement with Pacific Oaks College School**

The Superintendent recommends that the Board of Education approve MFT Trainee Clinical Affiliation Agreement with Pacific Oaks College School.

This agreement is between the Glendale Unified School District and Pacific Oaks College School of Cultural and Family Psychology to provide clinical instruction and experience to student trainees enrolled in the Master of Arts in Marriage & Family Therapy (MFT) degree program. The term of the agreement will commence upon full execution and shall remain in effect for a period of five (5) years. This agreement may be terminated by either party upon at least ninety (90) days' written notice by the terminating party.

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 BOARD PRIORITY NO. 2: Create a Culture of Learning - Support student learning with safe schools and programs that emphasize and increase inclusion, build positive relationships, and continue to enhance opportunities for life-long success.

Pacific Oaks College
(School of Cultural and Family Psychology)

MFT TRAINEE CLINICAL AFFILIATION AGREEMENT

This Agreement is entered into by and between Glendale Unified School District (“Trainee Site”) and Pacific Oaks College School of Cultural and Family Psychology (“College”). The College agrees to send to the above-named Trainee Site only those students enrolled in the College’s Master of Arts in Marriage & Family Therapy degree program and for the purpose of receiving clinical instruction and experience (“Student Trainees”).

The parties hereto covenant and agree to the following:

1. STATUS OF THE COLLEGE AND THE TRAINEE SITE

It is expressly understood and agreed that this Agreement is neither intended nor shall be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between the College, the Trainee Site, and Student Trainees. Rather, this Agreement is by and between independent contractors, namely the College and the Trainee Site.

2. RESPONSIBILITIES OF THE PARTIES:

2.1 General Information

- 2.1.1 The course of instruction (clinical training program) shall cover a period of time mutually agreed upon between the College and the Trainee Site.
- 2.1.2 The number of Student Trainees eligible to participate in the clinical training offered at each site shall be mutually determined by agreement of the parties and may be altered by mutual agreement. The selection process is competitive, and no assurance is given that an applicant will be accepted.
- 2.1.3 The College and the Trainee Site shall not unlawfully discriminate against any Student Trainees participating in the program on the basis of race, color, sex, creed, religion, age, and physical handicap or disability.

2.2 Responsibilities of the College

- 2.2.1 The College shall permit students to apply for clinical placement **only** upon satisfactory completion of the requirements for traineeship stipulated by the Board of Behavioral Science and the prerequisite didactic portion of the curriculum.
- 2.2.2 The College shall require Student Trainees to comply with all rules and regulations governing Student Trainees that are mutually agreed upon between the College and the Trainee Site, including compliance with all policies, as applicable, including but not limited to confidentiality and a drug free workplace. Student Trainees shall maintain confidentiality with all patient records in accordance with all federal, state, and local laws and regulations.

2.3 Responsibilities of the Trainee Site

- 2.3.1 The Trainee Site agrees to abide by the field training guidelines established by the College’s School of Cultural & Family Psychology.

- 2.3.2 The Trainee Site shall designate individual(s) to be responsible for the educational and experiential supervision of the implementation of the Student Trainees' clinical experience.
- 2.3.3 The Trainee Site shall require a Student Trainee to render only those services within the Student Trainee's Scope of Competence and as related to the College's objective.
- 2.3.4 The Trainee Site shall notify the College should any Student Trainee fail to abide by the Trainee Site rules and regulations, policy(ies) and procedure(s) and/or who does not meet employee standards for safety, health, cooperation, or ethical behavior. Any pending investigation and/or proposed resolution of the matter shall occur in consultation with the College.
- 2.3.5 The Trainee Site shall provide the College with evaluations of each Student Trainee's performance on forms provided by the College.
- 2.3.6 The Trainee Site shall, upon reasonable request, permit the inspection of its facilities, the services available for the clinical experiences, student records, and such other items pertaining to clinical training by the College and/or by agencies charged with the responsibilities for accreditation of the curriculum. Notwithstanding the foregoing, it is understood that the Trainee Site shall comply with federal, state, and local laws, ordinances, and regulations regarding patient confidentiality.
- 2.3.7 The Trainee Site shall designate and identify to the College the name and professional credentials of the person(s) to be responsible for clinical training.
- 2.3.8 The Trainee Site agrees to notify the College in writing of any change or proposed change of the supervisor of clinical training.
- 2.3.9 The Trainee Site shall comply with all Federal, State and local laws and ordinances concerning the confidentiality of student records and not disclose records of Student Trainees except to College and Trainee Site officials who have a legitimate need to know consistent with their official responsibilities.

2.4 Responsibilities of the Student Trainee

Each Student Trainee shall be notified by the College that s/he is responsible for:

- 2.4.1 Following the administrative policies, standards, and practices of the Trainee Site in effect when the Student Trainee is at the Trainee Site or Trainee Site in effect when the Student Trainee is at the Trainee Site or whenever providing services on behalf of Trainee Site.
- 2.4.2 Conforming to the standards, policies, and practices established by College while at the Trainee Site, including those stated in the College Catalog and Student Handbook.
- 2.4.3 Maintaining confidentiality of any and all information concerning patients.
- 2.4.4 Assuming complete responsibility for providing his or her own transportation to and from the Trainee Site, as well as during his/her practicum experience with the Trainee Site.

3. TERMS OF AGREEMENT

This Agreement shall remain in effect for a period of **five (5) years** when executed by both parties. This Agreement may be terminated by either party upon at least ninety (90) days' written notice by the terminating party.

Change of a field placement during the year is unusual and will only be granted in exceptional cases. Examples of exceptional circumstances include the deterioration of the training program, a supervisor's committing unethical acts, and/or the Student Trainee not receiving sufficient clinical experience. A Student Trainee who wishes to change a placement must notify the College's Coordinator of Clinical Training. The Coordinator of Clinical Training will consult with the Student Trainee's supervisor and appropriate Trainee Site administrators before a decision is made. The Student Trainee may not make any unilateral decisions regarding termination at a field placement.

A request for a change in placement initiated by the agency will be investigated by the College's Coordinator of Clinical Training. It is the Trainee Site's right to terminate a Student Trainee for serious ethical/performance deficits. However, the Trainee Site will immediately contact the Coordinator of Clinical Training to provide information, will document the difficulties in writing, and will consult on any pending dismissal from training.

It is understood and agreed that the parties herein may revise, amend, or modify this Agreement by a signed, written statement by both of the parties hereto.

4. ENTIRE AGREEMENT

The Trainee Site and College agree that neither party has made any representation, warranty or covenant not fully set forth herein and that this Agreement supersedes all previous communication, either oral or written, by and between the parties hereto.

5. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

6. INSURANCE

Each party to this Agreement shall provide and maintain Workers' Compensation including Employer's Liability insurance as required under the laws of the State of California. In addition, the College shall require that all Practicum students obtain their professional liability insurance. Such program of insurance shall include, but not be limited to, comprehensive general liability and professional liability. The general liability insurance shall have a minimum coverage of \$1,000,000 and \$3,000,000 aggregate. The professional liability insurance shall carry a single limit of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.

7. MUTUAL INDEMNIFICATION:

(a) College shall indemnify, save and hold harmless Trainee Site, its officers, Coordinators, agents and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of College officers, Coordinators, agents, students and employees during the course and scope of a Student Trainee's clinical training.

(b) Trainee Site shall indemnify, save and hold harmless College, its officers, Coordinators, agents and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of Trainee Site officers, Coordinators, agents or employees during the course and scope of a Student Trainee's clinical training.

8. TRANSPORTATION OF STUDENTS:

College will not provide transportation for Student Trainees to and from the Trainee Site, nor during the Student Trainee's practicum experience with the Trainee Site. Each Student Trainee is to be responsible for his or her own transportation between College and Trainee Site, and during the Student Trainee's practicum experience with the Trainee Site. Both parties acknowledge and agree that providing transportation on behalf of the College, Trainee Site, or a third party (e.g. transporting individuals on behalf

of the College, Trainee Site, or a third party) is not within the course and scope of the Student Trainee's practicum experience with Trainee Site. The parties agree that the Trainee Site may, however, provide transportation for Student Trainees during the student's practicum experience with the Trainee Site, at the election of students, in which case Trainee Site agrees to assume complete responsibility for any issues that may arise as a result of its transportation of Student Trainees.

9. STATUS OF STUDENTS

The employment status of Student Trainees and the responsibility for insurance coverage for student activities depends upon the status of the Student Trainees as set forth below:

- a. Student Trainees Participating in Unpaid Traineeship not at Student's Place of Employment: It is understood by the parties that the Student Trainees are fulfilling specific requirements for clinical experiences as part of a degree requirement, and therefore, the Student Trainees do not thereby become employees or agents of College or Trainee Site by virtue of their clinical training. The College shall be responsible for providing general liability and professional liability coverage for such Student Trainees, pursuant to Section 6 (Insurance) of this Agreement.
- b. Students Trainees Participating in Unpaid Traineeship at Student's Place of Employment: It is understood by the parties that the College and Trainee Site shall keep the clinical training and work duties of the Student Trainees strictly separate. The College shall be responsible for providing general liability and professional liability coverage for such Student Trainees' clinical training, pursuant to Section 6 (Insurance) of this Agreement, and the Trainee Site shall be responsible for providing insurance coverage for such Student Trainees' activities as an employee.
- c. Students Participating in Paid Traineeship: If the Student Trainees are provided with a nominal stipend from the Trainee Site or College, intended to reimburse them for estimated expenses related to their clinical training, the Student Trainees do not thereby become employees or agents of the Trainee Site or College. The Agency issuing the stipend (Trainee Site or College) shall be responsible for issuing a Form 1099 reporting the stipend to the Internal Revenue Service. If, however, the Student Trainees are paid by the Trainee Site for their services, then they become employees of the Trainee Site, and Trainee Site is responsible for all employee obligations and for insuring the activities of such Student Trainees, notwithstanding Section 6 (Insurance) of this Agreement.

Trainee Site is at all times responsible for care and supervision of its patients.

10. WAIVERS AND MODIFICATIONS

No modification or waiver of any of the terms and conditions of this Agreement shall be effective unless such modification or waiver is expressed in writing and executed by each of the parties hereto.

11. THIRD-PARTY BENEFICIARY RIGHTS

This Agreement shall not create any rights, including without limitation third party beneficiary rights, in any person or entity not a party to this Agreement.

12. NOTICES

Any and all notices required or permitted under this Agreement must be in writing, with a reference to this Agreement (and any specific provisions of this Agreement at issue or under which notice is being given). Any of the parties may change the contact information to be used for the purpose of giving notice under this Agreement by giving written notice of such change to the other party, as provided in this section. Notices must be addressed and delivered as follows:

| | |
|-----------------|----------------------|
| To the College: | To the Trainee Site: |
|-----------------|----------------------|

| | |
|--|--|
| Pacific Oaks College School of Cultural and Family Psychology 55 Eureka Street Pasadena, California 91103 | Glendale Unified School District Student Wellness Services 223 N. Jackson Street Glendale, CA 91206 |
|--|--|

Any notice or communication shall be deemed to have been given and received: (i) in the case of personal service, on the day of delivery; (ii) in the case of air courier, two days after the day of delivery; (iii) on the third business day after having been sent by registered or certified mail, return receipt requested, with written verification of receipt; and (iv) in the case of facsimile, on the next business day after having been sent by facsimile, with written verification of receipt, provided that a copy of such notice also is sent by registered or certified mail. The address to which notices and demands shall be delivered or sent may be changed from time to time by notice served by a party upon the other party in accordance with this Agreement.

13. ASSIGNMENT

This Agreement or any part hereof shall not be assigned or otherwise transferred by any party without the prior written consent of the other parties.

14. RELATIONSHIP OF PARTIES

The parties are acting herein as independent contractors and independent employers. Nothing herein contained shall create or be construed as creating a partnership, joint venture, employment, or relationship between any of the parties and no party shall have the authority to bind another party in any respect.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement and warrant that they are officially authorized to so execute for their respective parties to the contract.

Executed this 2nd day of April, 2021

| | |
|---|--|
| <u>FACILITY:</u> Glendale Unified School District Student Wellness Services 223 N. Jackson Street Glendale, CA 91206 <hr/> Signature By: <u>Darneika Watson PH.D.</u> Its [official title]: <u>Chief Human Resources/Operations Officer</u> | <u>COLLEGE:</u> PACIFIC OAKS COLLEGE 55 Eureka Street Pasadena, California 91103 <hr/> Signature By: <u>Cheryl Chisholm, MA, LMFT</u> Its [official title]: <u>Coordinator of Clinical Training</u> |
|---|--|

GLENDALE UNIFIED SCHOOL DISTRICT

April 20, 2021

CONSENT CALENDAR NO. 10

TO: Board of Education
FROM: Dr. Vivian Ekchian, Superintendent
SUBJECT: **Acceptance of Gifts**

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

- a. The Blackbaud Giving Fund by its agent, YourCause wishes to donate to the District \$2,000.00 to purchase items not supported by the District for use at Fremont Elementary School.
- b. Dignity Health wishes to donate to the District \$100.00 to purchase materials and supplies for use at Toll Middle School.
- c. W.A.V.E. Foundation wishes to donate to the District \$4,731.65 to be used to purchase Wordly Wise for use at Verdugo Woodlands Elementary School.
- d. W.A.V.E. Foundation wishes to donate to the District \$6,739.79 for reimbursement of reading intervention teachers at Verdugo Woodlands Elementary School.
- e. Dr. Vivian Ekchian wish to donate to the District \$100.00 to the District through the Equity, Access and Family Engagement Department to pay for operating services to support the Adelante Latinos Ceremony.
- f. Naomi Fink wish to donate to the District \$50.00 to purchase instructional materials and supplies for use in the Japanese FLAG Program at Verdugo Woodlands Elementary School.
- g. Anita Gabrielian wish to donate to the District \$500.00 to the District through the Equity, Access and Family Engagement Department to pay for operating services to support the Adelante Latinos Ceremony
- h. Glendale Educational Foundation wishes to donate to the District \$23,000.00 to support health and wellness throughout the Glendale Unified School District
- i. Glendale College Foundation wishes to donate to the District through the Equity, Access and Family Engagement Department \$350.00 to pay for operating services to support the Adelante Latinos Ceremony

- j. Karla Gonzales on behalf of Hoover High School Administrators wishes to donate to the District through the Equity, Access and Family Engagement Department \$100.00 to pay for operating services to support the Adelante Latinos Ceremony
- k. Gwendolyn Sexton Foundation wishes to donate to the District through the Equity, Access and the Family Engagement Department \$2,000.00 to pay for operating services to support the Adelante Latinos Ceremony
- l. Lleralinda Lopez and Steve Villanueva wish to donate to the District Lysol disinfecting products valued at \$406.43 for use at R.D. White Elementary School.
- m. Dr. Martin and Mrs. Cathie Montoro wish to donate to the District through the Equity, Access and Family Engagement Department \$250.00 to pay for operating services to support the Adelante Latinos Ceremony.
- n. Oakmont League of Glendale wishes to donate to the District through the Equity, Access and Family Engagement Department \$1,000.00 to pay for operating services for the Scholastic Bowl.
- o. Shant Sahakian wish to donate to the District through the Equity, Access and Family Engagement Department \$250.00 to pay for operating services to support the Adelante Latinos Ceremony.
- p. James and Mary Scarantino wishes to donate to the District through the Equity, Access and Family Engagement Department \$200.00 to pay for printing services to support the Adelante Latinos Ceremony.