

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

BOARD OF EDUCATION
AGENDA

September 26, 2023
Meeting No. 6
Regular Meeting

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

BOARD OF EDUCATION MEETING NO. 6
Administration Center

September 26, 2023

“Preparing our students for their future.”

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

Please Note Times	
5:00 P.M. -	Opening, Recognition Presentations Organizational Partner Communications Public Communications
	Closed Session
7:30 P.M. -	Return to Meeting Information, Action, Consent Calendar, Reports

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

AGENDA

ITEM

PAGE

A. OPENING – 5:00 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance**
- 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. RECOGNITION

1. National Blue Ribbon – Horace Mann Elementary

The Board would like to recognize Horace Mann Elementary as a 2023 National Blue Ribbon School by the United States Department of Education.

C. PRESENTATIONS

1. Seating of Student Board Member

Vahag Matevosian of Clark Magnet High School was elected by the Student Advisory Council to serve as the Student Member of the Board of Education for the 2023-2024 School year.

2. Introduction of the Student Advisory Council

Members of the 2023-2024 Student Advisory Council will be presented to the Board of Education.

3. ¡Adelante, Latinos!

In honor of Hispanic Heritage Month members of ¡Adelante, Latinos! will share information on their speaker series.

D. COMMUNICATION FROM ORGANIZATIONAL PARTNERS

1. Glendale Teachers Association

E. COMMUNICATIONS FROM THE PUBLIC

- 1. ADDRESSING THE BOARD OF EDUCATION** – An individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction. Instructions for public communication are included below. Not more than three minutes may be allotted to each speaker and no more than 21 minutes to each subject, except by unanimous consent of the Board of Education. A speaker's allotted time cannot be deferred to another speaker. Board Members may question the speaker but there will be no debate or decision. The Superintendent may refer the matter to the proper department for review. A student's parent/guardian, or a student if age 18 or older, may request that the minutes exclude the student's directory information, as defined in Education Code 49061, or a parent/guardians' personal information, as defined in Education Code 49073.2. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. Glendale Unified School District will provide accommodations, with reasonable advance notice, for any individual with a disability or any individual requiring translation needing to address the Board of Education during Public Communication. Please contact the Glendale Unified Public Information Office at (818) 241-3111 x1218 or publicinfo@gusd.net at least 24 hours before the start of the meeting to request.

E. COMMUNICATIONS FROM THE PUBLIC-continued

Instructions for Public Communication

1. Visitors wishing to speak during public communication may complete one (1) comment card. On the public comment card, a speaker may identify multiple agenda items or items relevant to the business of the Board about which they intend to speak within the allotted amount of time. Comment card must include a specific agenda item/subject or a non-agenda item.
2. Comment cards for public communication will be available outside of the District office board room shortly before the start of the public meeting. Once the meeting begins, no cards will be accepted. Comment cards should be given to a designated staff member.
3. After a speaker completes their public comment or if the time allotted has been reached the speaker will be asked to return to their seat.

F. CLOSED SESSION

1. **Public employee appointment/employment pursuant to Government Code §54957
Title: Superintendent**
2. **Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957**
3. **Conference with Legal Counsel – Anticipated litigation – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section §54956.9: One potential case**
4. **Conference with Labor Negotiators pursuant to Government Code § 54954.5**

**Agency designated representatives: Dr. Kyle Bruich and Mr. David Greco,
Employee organization: Glendale Teachers Association and California School Employees Association-Glendale Chapter No. 3**

G. RETURN TO REGULAR MEETING

H. INFORMATION

1. **Community Schools Update** **10**

This report will present the Board of Education with an update of GUSD’s implementation of the Community Schools Grant Initiative. This report will share information about the opening of the school year and upcoming planned events for the five Community Schools.

2. **Gifted and Talented Education (GATE) 2023-2024 Plan** **14**

This report will present the Board of Education with the process of updating the District GATE Master Plan to provide a comprehensive, high quality program that meets the intellectual, academic, and social/emotional needs of all identified GATE students in the District.

H. INFORMATION-continued

- 3. Proposal for Japanese Dual Language Immersion Program Pathways 17**
- This report will provide the Board of Education with a proposed plan to strengthen the sustainability of the elementary and secondary pathways for the Japanese Dual Language Immersion Program.
- 4. Jewel City Location Waiver with California Department of Education 26**
- This report will provide the Board of Education with information and the process followed for the location waiver approval with the California Department of Education (CDE) for Jewel City Community Day School.
- 5. Proposed New Course of Study Outline for Use in Middle Schools in the Area of Physical Education 28**
- The proposed new course of study outline (Conditioning) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Physical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outline to the Board of Education.
- 6. Proposed New Course of Study Outlines for Use in Middle Schools in the Area of Career Technical Education 34**
- The proposed new course of study outlines (Artificial Intelligence & Robotics, Digital Product Innovations, Immersive Media, Introduction to Photography & Photo Editing and Smart Solution) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.
- 7. Proposed New Course of Study Outlines for Use in Middle Schools in the Area of English 70**
- The proposed new course of study outlines (Creative Writing and Public Speaking) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the English Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.
- 8. Acknowledgements of Service 81**
- The resignations and retirements of the employees listed have been accepted by the Chief Human Resources and Operations Officer/Director of Classified Personnel, as effective and final per Board Policy 4117.1/4217.1/4317.1 and 4117.2./4217.2/4317.2, and are being reported to the Board of Education for information only – no action required.

I. ACTION

- 1. Resolution No. 13 – Standing in Solidarity with the People of Artsakh and Condemning Azerbaijan’s Genocidal Campaign 83**

The Interim Superintendent recommends that the Board of Education adopt Resolution No. 13 –Standing with the People of Artsakh and Condemning Azerbaijan’s Genocidal Campaign.
- 2. Consider and Approve the Process for the Selection of Superintendent 86**

The Chief Counsel and Business Operations Officer recommends that the Board of Education approve the process for the selection of Superintendent of Schools for Glendale Unified School District.
- 3. Approval of Change Order No. 1 to Bid No. 242-23/24 with Ravand Construction, Inc. for the Glenoaks Elementary School Site Work Project, and a Notice of Completion 90**

The Interim Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 242-23/24 with Ravand Construction, Inc. for the Glenoaks Elementary School site work project in the amount of \$15,169, and a Notice of Completion, funded by Measure S.
- 4. Approval of Revisions to Board Policy 5127 – Graduation Ceremonies and Activities 93**

The Interim Superintendent recommends that the Board of Education approve revisions to Board Policy 5127 related to graduation ceremonies and activities.
- 5. Approval of Service Agreement with Courtney Torres Consulting Inc. 99**

The Interim Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and Courtney Torres Consulting Inc., in the amount of \$62,000.00 to provide communication consulting services and parent focus groups from October 1, 2023-March 31, 2024.
- 6. Request for Provisional Internship Permit for Education Specialist at La Crescenta Elementary School for the 2023-2024 School Year 114**

The Interim Superintendent recommends that the Board of Education approve the Provisional Internship Permit for the hiring of Diana Chayah based on an insufficient number of fully credentialed teachers who meet the District’s employment criteria for the needed position.
- 7. Memorandum of Understanding (MOU) between Glendale Unified School District and the Kids’ Community Dental Clinic 116**

The Interim Superintendent recommends that the Board of Education approve the Memorandum of Understanding (MOU) between Glendale Unified School District and the Kids’ Community Dental Clinic to provide dental services to students at the five Community Schools.

J. 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 122**

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

 - a. Regular Meeting No. 5 September 12, 2023

- 2. Certificated Personnel Report No. 4 135**

The certificated report recommends approval of the following:

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

- 3. Classified Personnel Report No. 4 157**

The classified report recommends approval of the following:

Medical leave of absence; family & medical leave of absence; change of family & medical leave of absence; change of maternity leave of absence; extension of medical leave of absence; election from eligibility list; additional assignments; change of assignments; revisions to previous board report; election of classified hourly substitutes; election of classified/non classified hourly substitutes; personal services agreement; conference/workshop/meeting authorization; and transportation authorization.

- 4. Authorization to Dispose of Surplus Property 170**

The Interim Superintendent recommends that the Board of Education declare furniture items located at Cloud Preschool; and old textbooks at Glendale High School as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

- 5. Purchase Orders 172**

The Interim Superintendent recommends that the Board of Education approve Purchase Orders totaling \$10,522,978.06 for the period of August 28, 2023 through September 15, 2023.

- 6. Appropriation Transfer and Budget Revision Report 197**

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.

J. CONSENT-continued

- 7. Approval of Memorandum of Agreement with the Los Angeles County Department of Parks and Recreation for Use of County Park Facilities 202**
- The Interim Superintendent recommends that the Board of Education approve the Memorandum of Agreement (MOA) with the Los Angeles County Department of Parks and Recreation for use of county park facilities by GUSD schools for the 2023-24 school year.
- 8. Approval of Notice of Completion for Bid No. 240-23/24 with AMB Group, Inc., for the Playground Equipment Installation Project at College View School 224**
- The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 240-23/24 with AMB Group, Inc., for the playground equipment installation project at College View School, funded by GEF funds.
- 9. Approval of Notice of Completion for Bid No. 243-23/24 with Hart Design Build, Inc., for the Piping Replacement Project at Monte Vista Elementary School 226**
- The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 243-23/24 with Hart Design Build, Inc., for the piping replacement project at Monte Vista Elementary School, funded by Measure S – Summer Project funds.
- 10. Approval of Notice of Completion for Bid No. 245-23/24 with AMB Group, Inc., for the Piping Project at Verdugo Woodlands Elementary School 228**
- The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 245-23/24 with AMB Group, Inc., for the piping project at Verdugo Woodlands Elementary School, funded by Measure S – Summer Project funds.
- 11. Approval of Notice of Completion for Bid No. 246-23/24 with Westside Builders Corp., for the Drain Lines Project at Glendale High School 230**
- The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 246-23/24 with Westside Builders Corp. for the drain lines project at Glendale High School, funded by Measure S – Summer Project funds.
- 12. Approval of Notice of Completion for Bid No. 249-23/24 with Quality Fence Co. Inc., for the Wrought Iron Fencing Project at La Crescenta Elementary School 232**
- The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 249-23/24 with Quality Fence Co. Inc., for the wrought iron fencing project at La Crescenta Elementary School, funded by Measure S – Safety and Security, Phase II funds.
- 13. Approval of Notice of Completion for Bid No. 251-23/24 with Quality Fence Co. Inc., for the Fencing Project at Toll Middle School 234**
- The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 251-23/24 with Quality Fence Co. Inc., for the fencing project at Toll Middle School, funded by Measure S – Safety and Security, Phase II funds.

J. CONSENT-continued

- 14. Acceptance of Foothill SELPA Sponsorship of CAPTAIN (California Autism Professional Training and Information Network) Cadre Attendance at the Annual CAPTAIN Summit 236**

The Interim Superintendent recommends that the Board of Education accept the Foothill SELPA sponsorship of CAPTAIN (California Autism Professional Training and Information Network) Cadre attendance at the annual CAPTAIN summit.

- 15. Acceptance of National Board-Certified Teacher Incentive Program Grant 238**

The Interim Superintendent recommends that the Board of Education accept \$30,000 in funding from the California Department of Education for the National Board-Certified Teacher Certification Incentive Program for the 2023-24 school year.

- 16. Approval of Revisions to Course of Study Outlines for Use in Middle and High Schools in the Area of World Languages and Cultures 239**

The Interim Superintendent recommends that the Board of Education approve revisions to course of study outlines (French Language and Culture 1-2, French Language and Culture 3-4, French Language and Culture 5-6, Spanish Language and Culture 1-2, Spanish Language and Culture 3-4, Spanish Language and Culture 5-6) for use in middle and high schools in the area of World Languages and Cultures.

- 17. Acceptance of DonorsChoose Award for Cerritos Elementary School 279**

The Interim Superintendent recommends that the Board of Education accept funding from DonorsChoose in the amount of \$308.75 to support a project submitted by Cerritos Elementary School.

- 18. Agreement with Elms College 281**

The Interim Superintendent recommends that the Board of Education approve the Field Education Affiliation Agreement between the Glendale Unified School District and Elms College.

- 19. Acceptance of Gifts 291**

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

K. REPORTS AND CORRESPONDENCE

- 1. Board**
- 2. Superintendent**

L. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

PREPARED BY: Dr. Oscar Macias, Director, Equity, Access, and Family Engagement

SUBJECT: Community Schools Update

This report will present the Board of Education with an update of Glendale Unified School District's implementation of the Community Schools Grant Initiative. This report will share information about the opening of the school year and upcoming planned events for the five Community Schools.

Community Schools Grant Overview for GUSD

The California Community Schools Partnership Program (CCSPP) supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

- Integrated support services
- Family and community engagement
- Collaborative leadership and practices for educators and administrators
- Extended learning time and opportunities

In May 2023, GUSD was awarded \$7,125,000. For years one through four, GUSD will receive \$1,500,000, which equates to \$300,000 for each community school. For year five, GUSD will receive \$1,125,000, which equates to \$225,000 for each community school. The grant funds a Coordinator II position to supervise the grant and support the schools.

The five Community Schools in GUSD are:

- Cerritos Elementary
- Columbus Elementary
- Jefferson Elementary
- Mann Elementary
- Marshall Elementary

Each school worked with their education partners and made decisions based on an asset and needs assessment conducted at each site. Additional support staff was the overwhelming choice to use grant money to best implement the Community Schools plans. Each site was required to have a dedicated teacher specialist that is responsible for the design, implementation, and supervision of programmatic preventions, interventions, and enrichment activities designed to support students, and to develop and supervise all community school programming in the school. This includes attendance support and interventions; family support services; family engagement and community-building; health and wellness services; and enrichment activities. Intervention teachers and counselors have also been hired according to each school site grant plan.

Upcoming Events

Dignity Health - The District is working with the Director of Mission Integration at Dignity Health Glendale Memorial Hospital. In the discussions, plans have been developed to provide future parent information sessions as well as assistance on-site to help families get connected to medical insurance and services. Cassie McCarty, Pamela Flores and Rose d'Amato will be scheduling meetings with site administrators individually to discuss these opportunities.

CCHC Mobile Clinic - GUSD is currently working with the District Coordinator of Health Services to offer mobile clinics at the sites through Comprehensive Community Health Centers (CCHC). This is a cost-free opportunity for students as well as parents and caregivers in the household that will include vaccinations, physicals, pregnancy testing and any medical concerns that need an assessment by a physician or nurse practitioner. They will bring staffing needed and provide forms to families in advance. The maximum amount of patients seen per visit is 30. If they exceed that, they will schedule an additional date. CCHC will also help families get Medi-Cal set up.

Kids' Community Dental Care - Oral health education and dental screenings will be scheduled on site for all Community Schools during the school day. The screenings will be conducted by licensed and certified providers. The screenings and education program help children understand how to prevent cavities and will help children who do not have

dental care access. This is a cost-free service provided to all students. Parents and caregivers will be provided with a consent form in advance of the event.

CalFresh - Community Schools has partnered with GUSD Nutrition Services to support the CalFresh Healthy Living Program at each school site. The District is working with the Wellness Coordinator as well as the associate to make sure the teacher specialists are trained to coordinate classroom activities during the school day, food distribution to the local community, as well as on site parent engagement classes to include cooking lessons, yoga and nutrition education.

K-Kids - Community Schools has partnered up with the local Kiwanis Club chapter in Glendale and its soon-to-be President to get K-Kids set up at each of the five sites. They have approved grants to cover all of the start-up costs. K-Kids is a student-led community service organization that operates under school regulations and draws its members from the student body. The group will focus on school improvement at each site. Each of the site teacher specialists will be given training and guidance on how to incorporate this at each school. The regularly scheduled meetings will include students, teacher specialist, K-Kids Kiwanis representatives as well as parent volunteers.

Opportunity to Assets - Community Schools has recently met with Dr. Ed Khashadourian from Opportunity to Assets to discuss the College Savings Fund as well as other financial opportunities for CalKids. Presentations and materials will be created to help the families connect to State funding to plan and create pathways for future college funding for the students. The teacher specialists will be given one-on-one training at a later time when all materials are ready.

PBIS - Community Schools has partnered with GUSD School Culture and Climate Teacher Specialist to further parent engagement for Positive Behavior Interventions and Support (PBIS) at each site. The PBIS Specialist will be meeting with the teacher specialists to provide training on how to make sure they are providing engaging opportunities as well as educating families within the communities on current PBIS practices used at each site.

Online Robotics Python Classes - Maximum Overdrive is offering a limited quantity of online Robotics classes free of charge which will expose students to Python online. This will not accommodate a large number of students; however, based on interest, staff will work with Maximum Overdrive to accommodate as many students as possible.

Raptor - Additional Raptor devices have been ordered for all Community School sites to accommodate the influx of parents, caregivers and families that will be coming onto campus for multiple engagement opportunities in a safe manner.

Parent Volunteers - All teacher specialists are hosting continual meetings on site to train parents, family members and caregivers that would like to volunteer their time at a school site. District policy is being followed to ensure the safety of school campus and staff.

TO SUPPORT 2023-24 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-24 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

TO SUPPORT 2023-24 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

PREPARED BY: Dr. Oscar Macias, Director, Equity, Access, and Family Engagement

SUBJECT: **Gifted and Talented Education (GATE) 2023-2024 Plan**

This report will present the Board of Education with the process of updating the District GATE (Gifted and Talented Education) Master Plan to provide a comprehensive, high quality program that meets the intellectual, academic, and social/emotional needs of all identified GATE students in the District.

Professional Development

The Equity, Access, and Family Engagement (EAFE) and Teaching and Learning (T&L) departments are proud to launch a professional development opportunity for teachers of gifted (GATE) students. GATE Gurus is a year-long training that will allow one teacher per school site to develop their understanding of gifted students' needs and how to appropriately differentiate for them in the classroom. The school's GATE Guru can then share their knowledge with their peers. It is the intent to expand this to new cohorts of teachers every year.

Beginning in October 2023, the hybrid design, led by Danielle Fox, will combine both synchronous meetings and asynchronous working time covering the following topics:

- Understanding Gifted Learners Including English Learners and Students with Special Needs
- Principles of Differentiation
- Depth and Complexity
- Instructional & Management Strategies for Differentiation
- Building a Differentiated Lesson/Unit

Participating teachers must attend and participate in all sessions and complete the fieldwork assignments to complete the program. Upon completion of the program, teachers will receive a certificate and digital badge for display in their email signature.

Title IV Funds Allocated for GATE After School

Title IV funds are to be used on programs and initiatives that promote a well-rounded education, support safe and healthy students, and use technology to improve academic achievement.

The Equity, Access, and Family Engagement (EAFE) department has allocated \$112,363 from Title IV funds to pay teachers for after-school GATE class activities. More specifically, the funds will pay teachers for extra-hourly work not to exceed \$2,300 per school site. With these funds, the students in the GATE program at all 24 of the elementary and middle school sites will have access to equitable enrichment opportunities after school.

These after-school GATE classes will allow the gifted students to build community, work collaboratively, and engage in enrichment activities that extend beyond the classroom. EAFE and Teaching & Learning (T&L) departments will continue to provide teachers with professional development and resources to create a robust after school program at each school site.

Parent and Family Engagement

Christine Fonseca is a licensed educational psychologist, critically acclaimed author, and consultant specializing in Gifted and Talented Education (GATE). She has presented on topics related to educational psychology, mental health giftedness, and using storytelling to heal past wounds. She has worked in neighboring school districts providing families with opportunities to better serve their gifted children. The parent education programs will be titled “GATE Family Institute.” Each session will be a stand-alone workshop but will have a common theme of families supporting their gifted children. For the 2023-2024 school year, four one-hour virtual sessions will be scheduled throughout the school year. The invitations will be emailed and shared through Parent Square and PeachJar. The education workshops will be open for all families but specifically advertised for families with students in the GATE program.

Strategic Leadership

The Equity, Access, and Family Engagement Department recommends the creation of a GATE Parent Advisory Committee. The mission of this group will be to provide parent/guardians and other partners an authentic voice to provide informed advice and comment to the Equity, Access, and Family Engagement Department to ensure that the

District Local Control and Accountability Plan (GUSD LCAP) reflects the input of GATE District parents/guardians and other educational partners.

Board Policy/Administrative Regulations

Board Policy 6172, Gifted and Talented Pupil Program, last updated October 15, 2002, does not currently reflect the District's universal screening for GATE using the Naglieri Nonverbal Ability Test (NNAT3) administered annually to 3rd graders in the Spring. This policy will be updated soon to reflect the new testing process. An administrative regulation will also be added.

A future update is anticipated when the GATE Master Plan is finalized and presented to the Board.

All associated expenditures for implementation for GUSD's GATE program are currently budgeted in the approved LCAP.

TO SUPPORT 2023-24 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-24 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

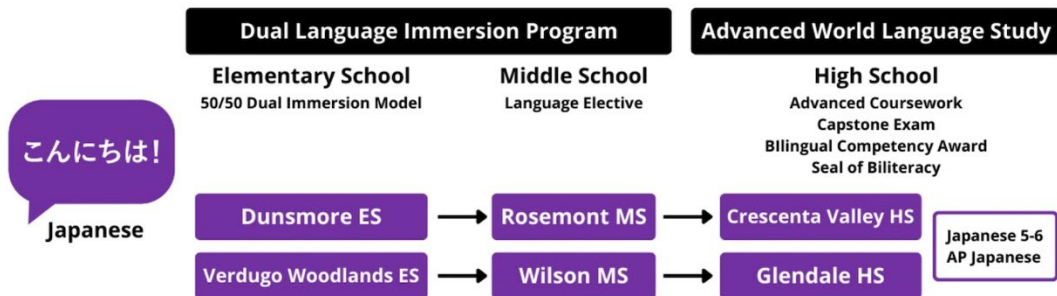
SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Dr. Nancy Hong, Director, Dual Language Immersion and Magnet Programs

SUBJECT: **Proposal for Japanese Dual Language Immersion Program Pathways**

The purpose of this report is to show current enrollment data at each school with a Japanese Dual Language Immersion (DLI) program at the elementary and secondary levels. After examining the data, recommendations will be made to maintain sustainability of the program as well as to ensure a robust learning environment with sufficient class numbers in the upper elementary grades and in the middle and high school programs.

Currently, there are two pathway options for the Japanese DLI program from elementary to middle and high school.



ELEMENTARY PROGRAMS

Verdugo Woodlands

The Japanese DLI program originated at Verdugo Woodlands Elementary School in 2010. It has a total of 123 Japanese DLI students in Kindergarten through 6th grades in the 2023-24 school year. By comparison, in the 2019-20 school year, there were 148 students enrolled at Verdugo Woodlands in the program. Please see the table below for the

breakdown of students by grade levels and their assigned home schools according to their residential addresses for this current year.

TABLE of Kindergarten through 6th Grade DLI Students at Verdugo Woodlands

Grade Level	Wilson is Home School (PATHWAY)	%	Rosemont is Home School	%	Toll or Roosevelt is Home School	%	Out of District	%
K	4	3.2%	0	0%	1	0.8%	18	14.6%
1st	8	6.5%	1	0.8%	0	0%	8	6.5%
2nd	6	4.8%	2	1.6%	3	2.4%	7	5.6%
3rd	4	3.2%	0	0%	2	1.6%	11	8.9%
4th	7	5.6%	4	3.2%	5	4%	5	4%
5th	9	7.3%	3	2.4%	2	1.6%	6	4.8%
6th	3	2.4%	1	0.8%	1	0.8%	2	1.6%
Total	41	33.3%	11	8.9%	14	11.3%	57	46.3%

For 41 students at Verdugo Woodlands or 33.3% of their DLI students in grades K-6, Wilson is their home middle school (the determined pathway school). For 11 students or 8.9%, Rosemont is considered their home school. There are 14 students or 11.3% who live in the Toll or Roosevelt boundary areas, and 57 students or 46.3% are comprised of those who reside out of District.

There are 7 full time Japanese (and English partner) teachers in the Japanese DLI program at Verdugo Woodlands.

Dunsmore

The Japanese program was expanded to Dunsmore Elementary in 2014 in order to increase the enrollment of the school as it was declining into the low 400s. Dunsmore Elementary School currently has a total of 256 Japanese DLI students from grades Kindergarten through 6th grade in the 2023-24 school year. Due to the decrease in the number of applicants for Kindergarten, the cohort was reduced to one class of 26. In previous years, two classes of Kindergarten were the norm or 48 students total. Last year in 2022-23, the Kindergarten cohort, while structured into the two class model, only had a total of 31

students in the grade level. In the 2019-20 school year, there were 255 students in the program from Kindergarten through 5th grade (their leading edge class was up to 5th grade at the time). Please see the table below for the breakdown of students by grade levels and their assigned home schools according to their residential addresses for the current school year.

TABLE of Kindergarten through 6th Grade DLI Students at Dunsmore

Grade Level	Rosemont is Home School (PATHWAY)	%	Wilson is Home School	%	Toll or Roosevelt is Home School	%	Out of District	%
K	13	5%	2	0.7%	2	0.7%	9	3.5%
1st	11	4.2%	1	0.3%	3	1.1%	18	7%
2nd	19	7.4%	1	0.3%	3	1.1%	21	8.2%
3rd	18	7%	2	0.7%	3	1.1%	19	7.4%
4th	14	5.4%	3	1.1%	0	0%	19	7.4%
5th	16	6.2%	6	2.3%	0	0%	12	4.6%
6th	20	7.8%	3	1.1%	1	0.3%	17	6.6%
Total	111	43.3%	18	7%	12	4.6%	115	44.9%

For 111 students at Dunsmore or 43.3% of their DLI students in grades K-6, Rosemont is their home middle school (the determined pathway school). For 30 students or 11.6%, another middle school in GUSD (Roosevelt, Toll, or Wilson) is considered their home school. There are 115 students (44.9%) who reside out of District.

Verdugo Woodlands first started the Japanese DLI program in 2010 with two cohorts of Kindergarten classes. When demand for the program increased, the program expanded to Dunsmore in 2014, with two classes of Kindergarten. When Dunsmore opened its program, Verdugo Woodlands reduced its cohort size to one class per grade level due to space constraints. The single strand model has resulted in lower-than-average class sizes in the upper grades as only one group of 24 students in Kindergarten are admitted each year.

There are 12 full time Japanese (and English partner) teachers in the Japanese DLI program at Dunsmore.

RECOMMENDATIONS FOR ELEMENTARY PROGRAM

While the Japanese DLI program has thrived academically and culturally at Verdugo Woodlands, the enrollment numbers have been decreasing over time, and attrition throughout the years has resulted in well below average class numbers. The small class sizes have affected matriculation numbers into middle school as shown in the next section and are difficult to sustain financially. Therefore, it is the recommendation of staff to consolidate the programs at Dunsmore and Verdugo Woodlands to one school site starting from the 2024-25 school year with a phase in/out process with one grade level at a time.

As Dunsmore has the larger program with more students and more teachers, staff recommends moving the program there to eventually become the only elementary school with the Japanese DLI program in the District. The transition would happen over time, allowing all enrolled students at Verdugo Woodlands to complete the program at their current school. Please see the proposed transition timeline below.

School Year	Dunsmore	Verdugo Woodlands
2024-25	Admit 2 cohorts of Kindergarten; give sibling consideration to older students at VW who wish to transfer so families are at one school (if space available)	No longer accept applicants for Kindergarten; offer DLI program to 1st to 6th grades only
2025-26	Admit 2 cohorts of Kindergarten; give sibling consideration to older students at VW who wish to transfer so families are at one school (if space available)	No longer accept applications for Kindergarten and 1st grade; offer DLI program to 2nd to 6th grades only
2026-27	Admit 2 cohorts of Kindergarten; give sibling consideration to older students at VW who wish to transfer so families are at one school (if space available)	No longer accept applications for Kindergarten to 2nd grades; offer DLI program to 3rd to 6th grades only

School Year	Dunsmore	Verdugo Woodlands
2027-28	Admit 2 cohorts of Kindergarten; give sibling consideration to older students at VW who wish to transfer so families are at one school (if space available)	No longer accept applications for Kindergarten to 3rd grades; offer DLI program to 4th to 6th grades only
2028-29	Admit 2 cohorts of Kindergarten; give sibling consideration to older students at VW who wish to transfer so families are at one school (if space available)	No longer accept applications for Kindergarten to 4th grades; offer DLI program to 5th and 6th grades only
2029-30	Admit 2 cohorts of Kindergarten; give sibling consideration to older students at VW who wish to transfer so families are at one school (if space available)	No longer accept applications for Kindergarten to 5th grades; offer DLI program to 6th grade only

SECONDARY PROGRAM

Wilson Middle School was the original middle school site of the Japanese DLI program. When Verdugo Woodlands promoted their first four cohorts that began the program between 2010 and 2013, the number of students who matriculated to Wilson was well into the double digits. Since the numbers have shrunk with the single strand model, Wilson has felt the effects of a handful of students continuing on with the program in 7th and 8th grades.

Wilson Middle School

Wilson Middle School has a total of 20 students in the Japanese DLI program in the 7th and 8th grades. In the 2019-20 school year, there were 39 students enrolled in the Japanese program at Wilson.

Please see the table on the next page for the breakdown of students by grade levels in the Japanese DLI program at Wilson Middle School.

TABLE of 7th and 8th Grade Japanese DLI Students at Wilson

Grade Level	Wilson is Home School (PATHWAY)	%	Roosevelt is Home School	%	Rosemont is Home School	%	Toll is Home School	%	Out of District	%
7th	7	35%	0	0%	0	0%	1	5%	4	20%
8th	3	15%	0	0%	0	0%	2	10%	3	15%
Total	10	50%	0	0%	0	0%	3	15%	7	35%

For 10 students (50%) of the 20 who are enrolled in the Japanese DLI program at Wilson, they attend their home school (the determined pathway school). There are 3 students (15%) who reside in the District but are zoned for another school, and 7 students (35%) who live outside of the District.

There is one full time teacher who divides her time between Wilson Middle School and Glendale High School who teaches Japanese. She has three teaching sections of Japanese at Wilson: *Japanese DLI 7th and 8th combined*, *Exploring Japanese*, and *the Exploring Wheel*.

Glendale High School

There are a total of 6 former DLI students taking Japanese classes at Glendale High School. While there were 7 eligible students who could have taken AP Japanese this year, only 4 are enrolled due to scheduling conflicts.

There is one full time Japanese teacher who has one section of Japanese at GHS (a combined class of 5-6 and AP) and teaches three sections of Japanese at Wilson Middle School.

Please see the table on the next page for breakdown of students taking Japanese classes at Glendale High School.

TABLE of Students Taking Japanese Classes at Glendale High School

Grade Level	Glendale is Home School (PATHWAY)	%	Crescenta Valley is Home School (GCC Dual Enrollment Course Available)	%	Hoover is Home School	%	Out of District	%
9th	2	33%	0	0%	0	0%	0	0%
10th	0	0%	0	0%	0	0%	4	66%
11th								
12th								
Total	2	33%	0%	0%	0%	0%	4	66%

Rosemont Middle School

Rosemont received their first group of Japanese DLI students in the 2021-22 school year when Dunsmore promoted their leading edge class in June of 2021. It has a total of 66 students in the Japanese DLI program in the 7th and 8th grades.

TABLE of 7th and 8th Grades Japanese DLI Students at Rosemont

Grade Level	Rosemont is Home School (PATHWAY)	%	Wilson is Home School (Also a Japanese DLI Site)	%	Roosevelt is Home School	%	Toll is Home School	%	Out of District	%
7th	17	25.7%	4	6%	0	0%	0	0%	15	22.7%
8th	17	25.7%	3	3%	0	0%	2	3%	8	12.1%
Total	34	51.5%	7	10.6%	0	0%	2	3%	23	34.8%

For 34 students (51.5%) of the 66 who are enrolled in the Japanese DLI program at Rosemont, they attend their home school (the determined pathway school). There are 9

students (13.6%) who live in the boundaries of another middle school in the District. There are 23 students (34.8%) who live outside of the District.

There is a part-time teacher (0.4 FTE) who teaches two sections of Japanese at Rosemont.

Crescenta Valley High School (CVHS)

The leading edge class who started at Dunsmore in 2014-15 entered the 9th grade this year in 2023-24. There are 22 students enrolled in a dual enrollment class called Japanese 104 through Glendale Community College (GCC). The class meets during the school day, and students will receive 10 high school credits and 5 college credits for the completion of this semester-long course, which is taught in a hybrid format (in person instruction and asynchronous lessons). The GCC instructor comes to campus twice a week during 2nd period. A teacher at CVHS supervises the class when the class is engaged in asynchronous lessons, which occurs on banking days (Mondays and some weeks that have an alternate schedule due to testing or pupil-free days).

TABLE of Students Taking the Japanese Class at Crescenta Valley

Grade Level	Crescenta Valley is Home School (PATHWAY)	%	Glendale is Home School	%	Hoover is Home School	%	Out of District	%
9th	9	40.9%	3	13.6%	2	9%	8	36.3%
10th								
11th								
12th								
Total	9	40.9%	3	13.6%	2	9%	8	36.3%

RECOMMENDATIONS FOR SECONDARY PROGRAMS

With consideration for strong class numbers and program affordability, staff recommends consolidating the middle and high school pathways starting in the 2024-25 school year. Students matriculating to 7th grade and 9th grade would all be future to Rosemont Middle School and Crescenta Valley High School respectively. Next year’s 8th grade and 10th grade students will still have the classes in the Japanese DLI or World Languages pathway

available to them at Wilson Middle School and Glendale High School so that they would not have to change schools from where they are enrolled.

Additionally, with Crescenta Valley projected to become the designated high school for the Japanese program, it is recommended that Japanese 5-6 and Advanced Placement Japanese be offered so that students are given two years in the language of study like all other language programs in the District. The dual enrollment class through GCC can continue to be offered outside of school hours for any student who is interested in that option.

Dr. Nancy Hong has met with principals of affected schools to inform them of the proposed pathway changes. She has also shared the proposed changes with the Japanese Teacher Specialist.

NEXT STEPS

- Should the consensus of the Board be to move forward, the proposal to merge pathways will be added to the Board meeting agenda on October 10, 2023, for approval.
- Upon approval by the Board, an announcement will be made to the families at Verdugo Woodlands and an informational night will be held (if needed).
- Marketing assets will reflect the Japanese DLI offering at Dunsmore only for incoming Kindergarten students.
- When the Dual Language Immersion/Magnet program application for 2024-2025 is made available, there will only be one school option for any student applying to the Japanese DLI program in Kindergarten.

TO SUPPORT 2023-24 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

PREPARED BY: Dr. Chris Coulter, Executive Director, Secondary Instruction
Dr. Lonny Root, Principal, Alternative Education Programs

SUBJECT: **Jewel City Location Waiver with California Department of Education**

This report will provide the Board of Education with information and the process followed for the location waiver approval with the California Department of Education (CDE) for Jewel City Community Day School.

Jewel City Community Day School serves students in seventh through tenth grades who have frequent, or serious, violations of California education code. Students continue academic classes while engaging in counseling to modify their behavior and successfully return to their home school.

The location of Jewel City has changed depending on the availability of space in the District. For many years, it was located at the Pacific Avenue Education Center. Jewel City moved from this location to the second floor of College View School for a few years. More recently, it was relocated to a bungalow behind the District Office adjacent to Daily High School. The new location has many benefits in terms of supervision and additional academic support provided from the staff at Daily High School.

The campus address of record at the CDE needs to be updated with the new location adjacent to Daily High School and the District Office. In the process of updating the address, the CDE recommended applying for a waiver to exempt GUSD from Education Code (EC) 48661 because of the school's proximity to Daily High School. EC 48661 states: (a) A community day school shall not be situated on the same site as an elementary, middle, junior high, comprehensive senior high, opportunity, or continuation school.

The District must demonstrate how diligent efforts will be made toward achieving maximum separation of the campuses. For example, the following barriers and practices have been put in place to keep the students of Jewel City and Daily High School separate:

1. Daily High School is a secure campus surrounded by six-foot walls or fences on all sides with key or buzzer entrance only.
2. There are no classes, activities or meetings in which students from both programs participate at the same time.
3. Start and dismissal times are staggered, and pick-up and drop-off areas for students are in different locations.
4. Food for lunch and nutrition break is picked up from the Daily High School cafeteria and eaten in the Jewel City classroom.
5. Parent meetings are held in the Jewel City classroom when possible. Students meet with administrators or the counselor in offices at Daily High School as long as Daily High School students are not present. If a meeting needs to take place and Daily students are present, space in the nearby District Office is used.

The waiver process requires review by the Board of Education, bargaining unit, and the school site council. The school site council approved the waiver request in Spring 2023 and the Glendale Teachers Association took a position of neutral on the waiver request. Upon approval of the GUSD Board of Education, the waiver application will be submitted to the California State Board of Education for approval.

Once this waiver is approved, it will retroactively cover the 2022-23 school year and the current 2023-24 school year. The waiver will need to be renewed for the 2024-25 school year again using the same process. It will not need to be renewed again unless the school's location changes.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

TO SUPPORT 2023-2024 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

September 26, 2023

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

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

SUBJECT: **Proposed New Course of Study Outline for Use in Middle Schools in the Area of Physical Education**

The proposed new course of study outline (Conditioning) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Physical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outline to the Board of Education.

Conditioning may be taken as an elective in addition to the required core Physical Education course.

MIDDLE SCHOOLS

Department: Physical Education

Course Title: Conditioning

Grade Level(s): 7-8

School(s)
Course Offered: Toll Middle School

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended

Textbook: None

Course Overview: This course is designed to enable students to become more physically fit and develop a deeper understanding of strategy based games. The weightlifting portion will use variety to explain the different muscle groups that are involved with similar exercises. The cardiovascular portion will enhance a student's fitness as well as understanding of the effects of a wide range of conditioning routines. The plyometric portion of the course will allow students to understand how different explosive movements can mimic real life situations and better prepare every athlete. The supplemental information about diet will help students understand better food choices before and after practices and competitions. The sleep unit will explain how sleep can drastically affect mood, motivation, diet, and recovery. The mental skills and mindfulness unit gives students insight into how mental training skills can affect performance, improvement, and challenging situations.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Physical Education

Course Title: Conditioning

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

Grade Level(s): 7-8

School(s)

Course Offered: Toll Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: This course is designed to enable students to become more physically fit and develop a deeper understanding of strategy based games. The weightlifting portion will use variety to explain the different muscle groups that are involved with similar exercises. The cardiovascular portion will enhance a students fitness as well as understanding of the effects of a wide range of conditioning routines. The plyometric portion of the course will allow students to understand how different explosive movements can mimic real life situations and better prepare every athlete. The supplemental information about diet will help students understand better food choices before and after practices and competitions. The sleep unit will explain how sleep can drastically affect mood, motivation, diet, and recovery. The mental skills and mindfulness unit gives students

insight into how mental training skills can affect performance, improvement, and challenging situations.

STANDARDS

Grade 7:

2.5: Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.

4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.

4.5 Describe the role of physical activity and nutrition in achieving physical fitness.

5.2 Accept responsibility for individual improvement.

5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.

5.5 Identify the responsibilities of a leader in physical activity

Grade 8:

3.2 Refine individual personal physical fitness goals for each of the five components of health related physical fitness, using research-based criteria.

3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

4.3 Identify ways of increasing physical activity in routine daily activities.

4.4 Identify and apply basic principles in weight/resistance training and safety practices.

4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.

4.6 Explain the different types of conditioning for different physical activities.

5.5 Accept the roles of group members within the structure of a game or activity.

5.6 Describe leadership roles and responsibilities in the context of team games and activities.

I. Goals

The student will:

A. Develop cardiovascular efficiency, muscular strength, flexibility, and agility.

B. Improve individual responsibility by learning how to correctly set goals and work towards those goals.

C. Acquire an understanding of various forms of exercise and how that exercise affects bodily functions.

D. Become self-motivated, acquire greater self-acceptance, and become aware of the positive attributes of others towards any specific cause or game.

E. Understanding the necessity of lifetime conditioning, the enjoyment of being physically fit, and the desire to always improve.

II. Outline of content

The student will have the opportunity to:

- A. Understand how conditioning affects various body systems such as: the heart, lungs, muscular system, as well as other body systems.
- B. Develop responsibility by keeping record of a fitness program and progress.
- C. Develop interpersonal skills for communicating with teammates, parents, coaches, and people in positions of authority.

III. Assessments

- A. Teacher made tests, both written and electronic.
- B. Daily participation
- C. Teacher observation and evaluation
- D. Self-evaluation and improvement

IV. Typical time distribution

- A. Instruction and warm-up 15%
- B. Conditioning or daily activities 75%
- C. Assessments 10%

V. Units

- A. Conditioning workouts
 - a. These include, but are not limited to:
 - i. Plyometrics
 - ii. Interval Training, and HIIT workouts
 - iii. Weight lifting
 - iv. Spin bicycles
 - v. Running/Sprints
 - vi. Resistance bands
- B. Group cooperation games
 - a. Team building exercises
 - b. Partner workouts
 - c. Team workouts
 - d. Team building games
- C. Individual competitions
 - a. Both random and pre-selected
- D. Team Competitions
 - a. Tournaments and performance based sports competitions
- E. Classroom sessions (best for banking day schedule)
 - a. Sleep
 - b. Diet
 - c. Stress
 - d. Meditation
 - e. Mindfulness
 - f. Mental skills/training

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

- A. Physical Education uniform
- B. Athletic shoes

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

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

SUBJECT: **Proposed New Course of Study Outlines for Use in Middle Schools in the Area of Career Technical Education**

The proposed new course of study outlines (Artificial Intelligence & Robotics, Digital Product Innovations, Immersive Media, Introduction to Photography & Photo Editing and Smart Solution) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

MIDDLE SCHOOLS

Department: Career Technical Education

Course Title: Artificial Intelligence & Robotics

Grade Level(s): 6-8

School(s) Wilson Middle School

Course Offered:

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

Course Credits: 5

Recommended
Prerequisite: Digital Product Innovations

Recommended
Textbook: None

Course Overview: This is an environmental ocean voyage themed course that follows a group of researchers and scientists aboard the research vessel, New horizon on the SEAPLEX (Scripps Environmental Accumulation of Plastic Expedition) mission from the book “Plastic, Ahoy!” by Patricia Newman. Students will learn about Artificial Intelligence and robotics and how they can apply what they have learned to real-world scenarios. Students will also solve coding and robotics challenges by building and programming their own robots and microcontrollers with a variety of expansion kits through sustainability-themed projects.

Department: Career Technical Education

Course Title: Digital Product Innovations

Grade Level(s): 6-8

School(s)
Course Offered: Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: Smart Solution

Recommended
Textbook: None

Course Overview: Students will learn the basics of digital creation with graphic design, 3D modeling, and 3D printing through hands-on, guided activities. Students will then apply each technology concept to complete three meaningful sustainability projects of their choice. Each project follows the design thinking cycle and leverages entrepreneurial principles.

Department: Career Technical Education

Course Title: Immersive Media

Grade Level(s): 6-8

School(s)
Course Offered: Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: This is a “Space Travel” themed course that creatively empowers students to become creators in the field of augmented and virtual reality. Students will practice digital storytelling, interactive experience creation, augmented reality design, and virtual reality design through four hands-on units and sustainability themed projects.

Department: Career Technical Education

Course Title: Introduction to Photography & Photo Editing

Grade Level(s): 8

School(s)
Course Offered: Wilson Middle School

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

Course Credits: 10
Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: This course will introduce students to the basics and fundamentals of digital photography and image editing. Photographs play an important role in our world today. We photograph to preserve memories, document events, and create artistic works. This course introduces students to the basics of photography, including camera functions and photo composition. Students will learn what it takes to create a good photograph and how to improve photographs both in and out of the camera. They will also begin working with their photographs using photo-editing software. Through a variety of assigned projects, students will engage their creativity by photographing a range of subjects and learning to see the world through the lens of their cameras. Students will also prepare a personal portfolio, research different career options that utilize photography and discover course and pathway choices for high school.

Department: Career Technical Education

Course Title: Smart Solution

Grade Level(s): 6-8

School(s)
Course Offered: Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: Immersive Media

Recommended

Textbook: None

Course Overview: This is an adventure-themed course that employs superheroes to creatively empower students to become creators in the field of “smart” technology (those items that are connected to the internet or programmed to complete tasks). Students will practice storytelling, creating electrical circuits and devices, design thinking, game design, and coding through four hands-on units and sustainability-themed projects.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 1: Maximize Student Achievement
– Close the digital and equity gap; offer robust academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Artificial Intelligence & Robotics

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

Grade Level(s): 6-8

School(s)
Course Offered: Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: Digital Product Innovations

Recommended
Textbook: None

Course Overview: This is an environmental ocean voyage themed course that follows a group of researchers and scientists aboard the research vessel, New horizon on the SEAPLEX (Scripps Environmental Accumulation of Plastic Expedition) mission from the book "Plastic, Ahoy!" by Patricia Newman. Students will learn about Artificial Intelligence and robotics and how they can apply what they have learned to real-world scenarios. Students will also solve coding and robotics challenges by building and programming their own robots and microcontrollers with a variety of expansion kits through sustainability-themed projects.

Unit 0: Introduction to AI and the Ocean

(1 week)

STANDARDS

CCSS.ELA.R.3,CCSS.ELA.W.10,CCSS.ELA.SL.6,CCSS.ELA.L.6 ISTE.3, ISTE.4, ISTE 5, CTE 4.1, CTE4.2,CTE 4.4,CTE 5.1, CTE A1.0, CTE A2.0, CTE A3.0, CTE A8.0, CTE C10.0

- A. Students will gain an introduction of the course and the optional accompanying book, "Plastic, Ahoy!" by Patricia Newman. The book chronicles the research vessel, New Horizon, and its scientists and researchers on a journey to the Great Pacific Garbage Patch. Students will exercise critical thinking and creativity as they start to explore their own ideas about Robotics and how their ideas could be applied to scenarios on the New Horizon voyage or in their own life. Next, the focus will be on the introduction and overview of the Verizon Innovative Learning Artificial Intelligence + Robotics (AIR) Course, defining foundational vocabulary for AIR including algorithm, computer program, and pseudocode. It will also provide a basic explanation of the vocabulary terms, how they relate to robotics and how students can apply these ideas themselves. Students will also see examples and practice how to write pseudocode. Students will learn about Sustainability and its 3 pillars: Environmental Protection, Social Development, and Economic Growth. "Plastic, Ahoy!" author Patricia Newman introduces herself and the book. If you have access to the "Plastic, Ahoy!" book, students should read Chapter 1 in this Lesson. Finally, students will complete a brainstorming/research and sketch of an Ocean Sustainability PSA which they will then transfer to Scratch programming in a guided Activity at the end of the Lesson.
- B. Define Artificial Intelligence. Compare and contrast similarities and differences between AI and Robotics. Identify how AI uses algorithms. See and define how an entrepreneur turns a challenge into an opportunity. Explore how entrepreneurs use AI and Robotics to solve challenges such as AI bias. Explore how AI can solve a real-world problem and how to avoid bias in algorithms. Define sustainability and identify its three pillars. Review examples of AIR innovations that address sustainability. Complete the Ocean Sustainability PSA Activity using Scratch programming.

Unit 1: Leaving Land with Design and Code

(3-4 weeks)

STANDARDS

CCSS.ELA.W.3,CCSS.MATH.MP7, ISTE. 4, ISTE. 7, CCSS.ELA.W.3,CCSS.MATH.MP6 ISTE.1,ISTE.5, ISTE. 6, CCSS.ELA.SL.3,CCSS.MATH.MP1, ISTE.6, CTE 4.1, CTE 4.2, CTE 4.3, CTE 5.1, CTE 5.4, CTE 7.8, CTE C3.0, CTE C4.0, CTE C5.0

- A. This lesson teaches students the Empathy and Defines phases of the Design Thinking process using Empathy Interviews and Empathy Maps. Students need assigned partners to complete the Activity. Students will use the Ideate and Prototype phases of the Design Thinking process. Using a bag of prototyping tools, groups of 2-3 will create prototypes to solve problems for scientists aboard the New Horizon.

- B. Students will use the [Makecode.microbit.org](https://makecode.microbit.org) site to create block coding projects. In addition, they will think critically about what their coding products do. Finally, they will create a combination Light & Temperature Meter. Students will complete three tutorials to learn about Random Numbers, Variables, and If/Then Statements using MakeCode code blocks and Micro: bits. Then they will dissect a pre-made program by writing Pseudo-code before using it as the basis for a Board Game that the student designs. In this lesson, students will incorporate Functions, Arrays, and iterations into their arcade game started.
- C. Use Block code to program three different programs into a Micro:bit. Think through what they want for the End-User's experience of the coding product. Evaluate several Micro: bit programs for user-friendliness using a chart. Use Variables, Random Numbers, and Conditionals in Block Code to program a Micro: bit. Identify the big parts of a pre-made Block Code program for Micro: bit. Create a game using Micro: bit inputs: Temperature, Directions, and Random Numbers." Add depth to your own Plastic Ahoy game using Multiple Levels and Smarter Enemies. Demonstrate Modularity in Block Code using Functions. Give instructions to several objects using an Array.

MakeCode Project: This is an applied project where your students will choose from three different project options, then use the design thinking process to create an artificial intelligence and robotics project that solves their user's problem. Students will learn more about their users and complete the first two steps in the Design Thinking process: Empathize and Define. They will listen to pre-recorded video interviews to learn about the wants and needs of their user. Students will share their projects with their peers, give/receive feedback on each other's projects, export and submit their designs, and answer a series of reflection questions. Note: the lessons for 1A, 1B, and 1C are almost identical in this section. This is a great chance for students to teach each other about their specific project choice and user.

Decide if they want to work on Project 1A, Project 1B or Project 1C. Use empathy to learn about their project's Sustainability Development Goal and user. Interview their user to understand the project requirements and define the problem. Ideate a list of things your prototype might do, then create a sketch and pseudocode. Write the block code for a prototype of their project. Test their program by running it and showing it to other students in the class. Provide feedback to other students using "I like" and "I wonder" statements. Submit their project, share links and answer the reflection questions.

Unit 2: Business, Robotics, and the Open Ocean

(3-4 weeks)

STANDARDS

CCSS.ELA.L.6,CCSS.ELA.SL.1, ISTE.3, ISTE.4, CCSS.ELA.SL.1,CCSS.MATH.MP7, ISTE.4, ISTE.5, and ISTE.6, CCSS.ELA.SL.1,CCSS.MATH.MP1, ISTE.1, ISTE.3, ISTE.4, ISTE. 6,CTE 4.1, CTE4.2,CTE 4.4,CTE 5.1, CTE A1.0, CTE A2.0, CTE A3.0, CTE A8.0 CTE 7.8, CTE 8.2, CTE C5.0

- A. **Oceanic Entrepreneurship:** In this lesson, students explore the "Discovery" phase of entrepreneurship by reading about an ocean cleanup company that recycles plastic and turns it into sunglasses. Then, students apply this entrepreneurial knowledge to a problem that the main characters encounter in the book "Plastic, Ahoy!" by Patricia Newman or from a video interview with the scientists. Students explore the concept of biomagnification by watching a video about how chemical leeching from ocean plastic affects ocean life, health, and business, and then creating a flowchart or other visual to represent the process of biomagnification.

Define the "Discovery" stage of entrepreneurship. Apply the "Discovery" stage of entrepreneurship to a problem on the SEAPLEX. Define "Biomagnification" by watching a video on this process. Make a flowchart showing how biomagnification affects animals, humans, & businesses.

- B. **Robotics with the RVR:** This lesson introduces students to the Sphero RVR and some of its programming functions. Students will charge and connect the RVR to their devices via Bluetooth connection. The Draw programming function will be demonstrated, and students will explore Draw on their own. Finally, students will practice vocabulary words from the AIR course and the book "Plastic, Ahoy!" by designing their own Pictionary cards to play Pictionary with the Sphero RVR as the 'drawing utensil' that will be programmed to trace out images and/or symbols that students have chosen to represent vocabulary words. Students will explore the basic human senses, and animal senses and then make connections to senses and sensors in robotics. Students will learn about the cuttlefish, a marine organism that uses adaptive camouflage by sensing its surroundings and environment. Students will be introduced to the concept of biomimicry and how we can use nature-inspired ideas to create innovative solutions to real-world problems. Finally, students will learn about the Sphero RVR color sensor and how to write a program that emulates a biomimicry solution – the Cuttlefish Robot. Students will learn about swarm and group behaviors in animals and robotics, with real-world examples, why the behaviors are important in nature, and potential applications with robotics for real-world problems. Students will be introduced to Infrared (IR) communication, in general, and then specifically in its use with the Sphero RVR. Finally, students will practice using the IR sensor by working in groups of 4 or more to program Leader and Follower RVR that use IR sensors – transmitters and receivers – to communicate or 'talk' to each other.

- C. Charge, connect and program the Sphero RVR using Draw. Create vocabulary flashcards and draw images to prep for the Sphero RVR Pictionary. Play Sphero RVR Pictionary using the Draw function in RVR. Define and identify sensors on living organisms and robotics. Define and observe examples of biomimicry. Create a biomimicry program for the RVR to respond to input using sensors. Learn about swarm behavior in animals and robotics. Define infrared communication and how it is programmed on the RVR.

Robotics Project: Students will choose from three different project options each with a different user, then use design thinking, robotics, and entrepreneurship to create a Sphero RVR solution for a real-world problem. The projects will guide the students through the problem, precedents of existing robotic solutions, users with interviews for empathy mapping, a budget worksheet for building, and finally a programming challenge that can be implemented and tested.

Students will run their Sphero Edu program on the Challenge Map in the classroom, revise/debug the program as needed to solve the programming challenge, share their project with their peers, give/receive feedback on each other's projects and finally record a video of the RVR running the Challenge Map, submit to your teacher and answer a series of reflection questions.

Create an empathy map for their chosen user. Use empathy to learn about Sustainable Development Goals and community problems. Evaluate the empathy map and define the problem. Ideate and sketch ideas for their RVR attachment. Write pseudocode to plan out the RVR program using the Challenge Map. Run, test, and debug a Sphero Edu program on a Challenge Map to solve a challenge. Share the attachment prototype they made for their RVR. Provide feedback to other students using "I like" and "I wonder" statements.

Unit 3: Sailing Home with Advanced Robotics and AI

(6-8 weeks)

STANDARDS

CCSS.ELA.R.1,CCSS.ELA.L.6,CCSS.ELA.W.1, ISTE.3,ISTE.4, CCSS.ELA.L.6,CCSS.MATH.MP1, ISTE.1, ISTE.3, ISTE.4 ISTE 6, CCSS.ELA.L.6,CCSS.ELA.SL.1,CCSS.MATH.MP1, ISTE.1, ISTE.4, ISTE.5, CTE 4.1, CTE4.2,CTE 4.4,CTE 5.1, CTE A1.0, CTE A2.0, CTE A3.0, CTE A8.0, CTE 10.0, CTE 11.0, CTE A8.0, CTE 8.2, CTE C5.0, CTE C10.0

- A. **All Ethics:** In this lesson, students will learn how to make sense of conflicting viewpoints from credible sources. They will first read two articles on the same topic (ocean plastic), but with differing viewpoints on the severity of the problem. Then, using a Venn Diagram created in Adobe Spark and a set of critical thinking questions, students will analyze where the sources agree and disagree, and begin to understand why it is a normal part of the scientific method for scientists to not always agree when they do not have enough information. Students will learn what the term "ethics" means, and then apply it to the growing field of artificial intelligence. First, students will evaluate a series of scenarios

and consider the ethical dilemmas presented in each. Then, after watching two videos on the topic of artificial intelligence (the AlterEgo technology) and reading an article, students will create a persuasive presentation answering this question: "What rules should we create to make sure artificial intelligence continues to expand in an ethical manner?"

- B. Cite evidence by reading two scientific sources about the same topic (ocean plastic). Compare and contrast viewpoints by completing a Venn Diagram using Adobe Spark. Understand why it is normal for scientists to not always agree. Define the term "ethics" by applying the concept to a series of scenarios. Create a persuasive presentation with sources about artificial intelligence ethics.
- C. **Advanced Robotics with RVR:** Students will learn how to create more advanced robotics by controlling the Sphero RVR with the micro: bit. Students will learn about sensors in robotics and explore the temperature sensor function of the micro: bit. They will learn how to add the RVR SDK extension to the micro: bit MakeCode programming environment. Students will build on all the hardware and software they have used so far and take a deeper look at one specific component known as the servo motor. Students will build and test a Sample Label Bot using RVR, the littleBits servo, and a micro: bit that can help the New Horizon researchers by labeling their water samples from the Great Pacific Garbage Patch.
- D. Learn about sensors in robotics. Reflect on how autonomous robots can use sensors for data collection. Write a program on the RVR using the Micro: bit's temperature sensor. Learn about The North Pacific Gyre and how you can help prevent ocean pollution. Define biodegradation. Explore the littleBits and Micro: bit expansion kits with RVR. Define the actuator. Learn about servo motors and their uses. Build a Sample Labeler Bot that will drive autonomously and activate a servo

Advanced Robotics Project: This is an applied project where your students will identify a user from within their community, then use the design thinking process to create a project that solves their user's problem. Students will find a real person in their community to act as their "end-user." Students will contact this person by phone or email to set up a time for an interview. Students will interview their end-user and record their responses. If possible, students can even observe their end-user in action! The interview responses will be used to create an empathy map and develop a problem statement for this project.

Students will finish their project, create a pitch video for their project, share their project with their peers, give/receive feedback on each other's projects, export and submit their designs, and answer a series of reflection questions.

Use empathy to learn about the sustainable development goals. Choose a user, ask their permission, and interview them. Create an empathy map and Venn Diagram based on your user interview. Ideate and write down ideas for their Unit 3 project on sticky notes. Put together a final sketch and pseudocode for their prototype, Create a prototype of your RVR attachment which may include a 3D printed attachment. Build your RVR + littleBits + micro: bit and secure your prototype attachment. Create your map area if using one. Create a logo for their RVR project using Adobe Spark. Create a video pitch. Submit the video of their project and answer the reflection questions.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Digital Product Innovations

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

Grade Level(s): 6-8

School(s) Wilson Middle School

Course Offered:

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

Course Credits: 5

Recommended
Prerequisite: Smart Solution

Recommended
Textbook: None

Course Overview: Students will learn the basics of digital creation with graphic design, 3D modeling, and 3D printing through handson, guided activities. Students will then apply each technology concept to complete three meaningful sustainability projects of their choice. Each project follows the design thinking cycle and leverages entrepreneurial principles.

Unit 0: The Present

(1-2 weeks)

Standards

ISTE Standards: 4c, 6b, NCEE Standards: F.06 CTE 4.0, CTE 5.0, CTE 9.0, CTE A1.0, CTE A2.0, CTE A3.0, CTE D6.0

Course Intro

- A. Students sketch their three favorite innovations from the present. Students will also recreate a paper prototype of one of the innovations they sketched in mission 1. Students will watch videos defining entrepreneurs and exploring examples of young entrepreneurs. Then, students practice being entrepreneurial by designing a logo for a time machine.
- B. Define the goals of the VIL program and DPI. Define "prototype" Create a paper prototype of an innovation sketch Define the technology in DPI: prototyping, graphic design, 3D modeling, and 3D printing. Create a cardboard prototype of a digital product Define "sustainability" and the three pillars of sustainability. Explore the various sustainability project options in the course Create a sustainable, upcycled prototype of a time machine

Unit 1: The 1960's

(4-6 weeks)

STANDARDS

ISTE Standards: 4a, 4c, NCEE Standards: A.01 A.05, A.06, ISTE Standards: 4d, 3c, 6b
NCEE Standards: B.07, L.10, B.21, ISTE Standards: 4d, 3c, 6b, NCEE Standards: B.07, L.10, B.21,
ISTE Standards: 6b. CTE 2.0, CTE 3.0, CTE 5.0, CTE 7.0, CTE 8.0, CTE 9.0, CTE A1.0, CTE A2.0,
CTE A3.0, CTE A4.0, CTE A5.0

Design Thinking

- A. Students watch a video about the design thinking process, then practice the process by creating five chair prototypes for a fictional user by following an online worksheet. Students will watch videos on pop art and graphic design, then apply their knowledge by drawing and coloring their own pop art nametag.
- B. Define design thinking and identify its six steps. Design five different chair prototypes for a use. Describe how design thinking is used in art and graphic design. Create a pop art name tag

Graphic Design with Gravit

- A. Students will follow a video tutorial to learn how the path and shape features work in Gravit, then create a custom pop art hoodie design. Students will follow a video tutorial on how to create compound shapes and gradients, then design a custom band logo on their own.
- B. Use paths and shapes in Gravit to design a custom pop art hoodie. Identify examples of 1960's American Surrealist Art. Use effects and filters to modify images. Use the clipping

tool to create surrealist art. Learn about color gradients and how to use them in Gravit. Learn about compound shapes and how to create advanced designs in Gravit.

Graphic Design with Gravit Project

- A. Students will watch a video in which their user describes their wants and needs, then students will complete an interactive worksheet to identify project requirements and craft a problem statement. Students will ideate and sketch designs for their project, then create prototypes of their designs in Gravit. Students will watch a video and practice giving feedback with "I like" and "I wonder" statements. Then students will give each other feedback on their projects before turning them in.

- B. Students will define the "who, what, and how" of all three Sustainability Project Choices:
A: Societal Sustainability— Album Covers for Equality. Economic Sustainability— Protest Posters for Equal Pay Environmental Sustainability— Book Covers for Conservation
Ideate and sketch ideas for their project (album covers, protest posters, or book covers). Create three prototypes of their designs using Gravit. Test their prototypes by showing them to other students in the class. Provide feedback to other students using "I like" and "I wonder" statements.

Unit 2: Ancient Greece

(4-6 weeks)

STANDARDS

ISTE Standards: 3d, 1, 4A, 4B, 5B, NCEE Standards: G.02, A.30, E.06, A.12, B.21, ISTE Standards: 6b, CTE 2.0, CTE 3.0, CTE 5.0, CTE 7.0, CTE 8.0, CTE 9.0, CTE A1.0, CTE A2.0, CTE A3.0, CTE A4.0, CTEA5.0, CTE A7.0, CTE A8.0

Modeling with TinkerCAD

- A. Students will complete a bartering activity, then design their own money using pencils and markers. Students will follow a tutorial to learn the basic tools of TinkerCAD, then create their own custom Greek coin. Students will learn about the best practices for designing a 3D model for 3D printing, then they will create a custom ring in TinkerCAD and print it out. Students will learn about Greek author Homer, then use clay and TinkerCAD to design an ergonomic pencil grip that allows Homer to write with his right and left hands

- B. Learn about life in Ancient Greece. Complete a hands on activity to learn about bartering and currency in Ancient times. Design money for an ancient high school: Athens High. Define 3D modeling and CAD modeling. Log in to TinkerCAD and complete a tutorial. Design a coin for Ancient Greece. Define the words architecture and scale by completing video activities.

- C. Follow along with a tutorial to recreate a scale model of the Parthenon in TinkerCAD. Customize the Parthenon with features of their choice. Learn about the Ancient Greek author, Homer. Define the words ergonomic and organic. Prototype, 3D model, and 3D

print an ergonomic pencil grip for Homer so he can finish writing The Odyssey

Your Era 2 Project

- A. Students will learn more about their user and sustainability challenges, then complete a guided worksheet to create an empathy map. Students will brainstorm, list, and sketch ideas for their projects. They will also estimate the dimensions and volume of their scale model. Students will 3D print their project, share their project with their peers, give/receive feedback on each other's projects, export and submit their designs on Canvas, and answer a series of reflection questions.

- B. Decide if they want to work on Project 2A, Project 2B or Project 2C. Use empathy to learn about their project's Sustainability Development Goal (SDG) and user by watching a video. Interview their user to understand the project requirements and define the problem in a scaffolded worksheet. Ideate and sketch ideas for their project (community art project, ancient merchants, or sustainable structures) Create a prototype of their design using up cycled materials. Create a 3D model of their design using TinkerCAD. Create a plastic model of their prototype using 3D printing. Test their prototypes by showing them to other students in the class. Provide feedback to other students using "I like" and "I wonder" statements. Submit images of their project on Canvas and answer the reflection questions.

Unit 3: The Future

(4-6 weeks)

STANDARDS

ISTE Standards: 6D, 3d, 5C, NCEE Standards: L.10, G.02, K.10, ISTE Standards: 5C, 5B, NCEE Standards: K.10, A.30, B.17, ISTE Standards: 6b, NCEE Standards: B.2, CTE 2.0, CTE 3.0, CTE 5.0, CTE 7.0, CTE 8.0, CTE 9.0, CTE A1.0, CTE A2.0, CTE A3.0, CTE A4.0, CTE A5.0, CTE A7.0, CTE A8.0

Part 1: Pitch and Present with Adobe Spark

- A. Students will learn about logo design, then create a futuristic logo using Adobe Spark. Students will learn how to create a video in Adobe Spark, then create their own video time capsule.

- B. Identify the important elements of a logo by watching a video. Create your own logo for a futuristic clothing brand using Adobe Spark. Learn about video time capsules by watching example videos. Create their own video time capsule using Adobe Spark Video

Part 2: Parametric Modeling with OnShape

- A. Students will set up an OnShape account, follow a tutorial video, then create a part based on an orthographic drawing. Students will follow a tutorial video to create two more practice parts, then design a case for a smartphone. Students will follow a video tutorial to learn how to create rims using the revolve tool in OnShape. Then, students will create custom rims of their own. Students will learn about the different mate commands in

OnShape, then follow a tutorial video showing them how to construct and connect a robot. Finally, students will design a custom robot assembly

- B. Define the following words: orthographic drawing, dimensioned drawing, and extrude. Create an account in OnShape and follow an introductory tutorial. Design a part for a time machine by following a dimensioned drawing. Learn how to design custom rims for an electric car by following a video tutorial. Design their own custom rims. Learn the basics of OnShape Assemblies by following a tutorial to create a simple robot with moveable parts. Read and interpret dimensioned drawings. Design a trash picker upper robot in OnShape.

Part 3: Your Era 3 Project

- A. Students will brainstorm and list ideas, sketch concepts for their project, and then put together a final "prototype plan" sketch. Students will create an upcycled prototype of their design idea. Then, students will create this product in OnShape using part studios and assemblies. Students will present their prototype and 3D model to their end user, capture feedback in an interactive worksheet, then improve their design. Students will create an adobe spark pitch video, present it to the class, and submit their project.

- B. Decide on a project. Use empathy to learn about their project's Sustainability Development Goal (SDG) and user by watching a video. Interview their user to understand the project requirements and define the problem in a scaffolded worksheet. Ideate and write down ideas for their Era 3 project on sticky notes. Sketch rough designs of their project and put together a final sketch for their prototype. Create a prototype of their design using up cycled materials. Create a 3D model of their design using OnShape and present to their end user. Modify based on feedback. Create a logo for their OnShape project using Adobe Spark. Create a video pitch for their product using Adobe Spark Video. Submit the video of your project on Canvas and answer the reflection questions. Optional: 3D print a scale model of their project

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Immersive Media

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

Grade Level(s): 6-8

School(s)
Course Offered: Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: This is a "Space Travel" themed course that creatively empowers students to become creators in the field of augmented and virtual reality. Students will practice digital storytelling, interactive experience creation, augmented reality design, and virtual reality design through four hands-on units and sustainability themed projects.

Unit 0: Digital Storytelling on Another Planet

(1-2 weeks)

STANDARDS

CCSS.ELA.W.3,CCSS.MATH.MP7, ISTE 6, CCSS.ELA.W.3, CCSS.MATH.MP7 ISTE 6
CCSS.ELA.W.3, CCSS.MATH.MP7, ISTE 6, CCSS.ELA.W.3, CCSS.MATH.MP7, ISTE 6,
CCSS.ELA.W.3, CCSS.MATH.MP7 ISTE 4, CTE 4.0,CTE5.0, CTE 9.0,CTE A1.0, CTE A2.0, CTE
A3.0, CTE D6.0,

Digital Storytelling: Branching Narratives

- A. During this lesson students are introduced to third first digital storytelling tool: branching narrative stories where they use Inklewriter to create their own story

- B. Students create their own planet and branching narrative story using InkleWriter

Interactive Biographies

- A. During this lesson, students will learn how to use branching narrative software like inklewriter to create "interactive biographies". Students will create their own "alien" and add a backstory to their life in an interactive biography format.

- B. Learn more details about the Immersive Media course. Add an "Interactive Biography" section to their InkleWriter story.

Immersive Technology

- A. During this lesson, students will learn about the types of technology used to create "immersive" experiences such as 360 cameras, augmented reality, and virtual reality. Students will then design their own "alien" technologies and develop those technologies in an interactive story.

- B. Describe Immersive Media, VR, AR, and virtual worlds by completing a worksheet.Add a "choice" to inklewriter digital stories where the reader chooses a technology.

Entrepreneurial Mindset

- A. In this lesson, students will learn how entrepreneurship applies to technology by exploring examples of successful, young entrepreneurs. Then, students will practice the skill on their own by adding a "spaceship market" to their interactive story.

- B. Define Entrepreneurship by exploring examples of young entrepreneurs.Add an "Entrepreneur" section to their story where the reader shops for a spaceship.

Introduction to Sustainability

- A. In this lesson, students will learn about sustainability and then apply their knowledge by adding sustainable features to a spaceship in an interactive story.

- B. Define sustainability and its three pillars by watching a video. Observe how Sustainable Development Goals fit under the three sustainability pillars. Prepare their spaceship for a sustainable trip in the last part of their story.

Unit 1: Interactive Images

(4-6 weeks)

STANDARDS

CCSS.ELA.L.6, CCSS.MATH.MP1, ISTE 4, CCSS.ELA.L.6, CCSS.MATH.MP2, ISTE 5, CCSS.ELA.SL.3, CCSS.MATH.MP1, ISTE 6, CTE 2.0, CTE 3.0, CTE 5.0, CTE 7.0, CTE 8.0, CTE 9.0, CTE A1.0, CTE A2.0, CTE A3.0, CTE A4.0, CTEA5.0,

Design Thinking

- A. In this lesson students will learn about a process called "Design Thinking". First, they will complete a hands-on activity called "Ready, Set, Design!" where they will build rough prototypes out of simple craft supplies. Then, they will take a closer look at the design thinking process by analyzing their experience in an activity worksheet.
- B. Solve a design challenge in the activity "Ready, Set, Design!" Define the steps of the Design Thinking process in this lesson's activity worksheet. Explore examples of Design Thinking using 360 Video and Virtual Reality.

Interactive Images, 360 Images, and Virtual Tours with ThingLink

- A. In this lesson, students will learn how to create interactive images and 2D experiences using a website called ThingLink. Students will also learn about 360 images and virtual reality. Then students will create their own "VR" show and tell the experience using ThingLink and 360 images. Students can capture 360 images on a 360 Camera, or smartphone, or use ThingLink's premade media library. Lastly, students will learn how to connect multiple ThingLink experiences to create tours and "Choose Your Own Adventure" stories. They can create mysteries, scavenger hunts, and more.
- B. Explore ThingLink projects and create an account. Follow a ThingLink tutorial video. Create their own ThingLink 2D interactive map of another planet. Define Virtual Reality by watching a video and exploring ThingLink. Learn how to capture their own 360 images and videos for VR projects. Create their own VR "Show and Tell" ThingLink Project. Explore examples of virtual tours and stories created in ThingLink. Create their own VR tour, story, or mystery by completing an activity worksheet.

Interactive Image Project

- A. This is an applied project where your students will choose from three different project options, then use the design thinking process to create a ThingLink project that solves their user's problem. In Lesson 1, each student will read all three project overviews. Then, they will choose the project they want to work on for the remaining lessons in the project! Note: this project requires your class to have access to a paid "ThingLink" education count. Your students can create free personal ThingLink accounts, but it is recommended

to use the paid education version for privacy reasons.

- B. Define the "who, what, and how" for all three Sustainability Project Choices. Decide if they want to work on Project 1A, Project 1B or Project 1C. Use empathy to learn about their project's Sustainability Development Goal (SDG). Complete a simulated user interview to empathize and define the problem. Test their prototypes by showing them to other students in the class. Provide feedback to other students using "I like" and "I wonder" statements.

Unit 2: Augmented Reality

(4-6 weeks)

STANDARDS

CCSS.ELA.L.6, CCSS.MATH.MP2, ISTE 5, CCSS.ELA.L.6, CCSS.MATH.MP2, ISTE 5, CCSS.ELA.L.6, CCSS.MATH.MP2, ISTE 5, ISTE 5, CCSS.ELA.R.9, CCSS.MATH.MP1, ISTE 1, 3, 5, & 6, CTE 2.0, CTE 3.0, CTE 5.0, CTE 7.0, CTE 8.0, CTE 9.0, CTE A1.0, CTE A2.0, CTE A3.0, CTE A4.0, CTEA5.0, CTE A7.0, CTE A8.0

Entrepreneurship

- A. This is a space themed lesson on entrepreneurship! In this section, students will explore how entrepreneurship affects markets around the universe.
- B. Define profit, cost, and revenue by watching a video. Explore markets from around the world in Virtual Reality. Create a business model to help Cholla sell her Space Spices at the Sand Land market.

Ar with Merge Cube

- A. In this lesson, students will learn about Augmented Reality and use a Merge Cube to create a 3D astronaut nametag. Note: the activity in this lesson requires your class to have access to a paid "Pro CoSpaces EDU" account. If your class does not have a paid CoSpaces account with the Merge Cube add-on, students can still view Merge Cube projects but won't be able to create their own.
- B. Define Augmented Reality, target, and projection. Explore precreated Merge Cube Projects. Create an AR nametag using the Merge Cube and CoSpaces.

AR Worlds

- A. In this lesson, students will hold the planet of "Sand Land" in the palm of their hands and even learn some words from its native language. Then, students will create their very own planets and languages using CoSpaces and the Merge Cube.
- B. Use a Merge Cube and CoSpaces EDU to explore a planet and learn its language! Design their own AR world and language using the Merge Cube and CoSpaces EDU.

AR Shopping Apps

- A. In this lesson, students will learn how to use basic coding commands to create an AR Shopping App with CoSpaces and the Merge Cube.
- B. Explore a premade AR grocery store using the Merge Cube and CoSpaces EDU App. Design their own AR shopping app using scenes and block coding in CoSpaces EDU!

AR Games

- A. In this lesson, students will learn how to program an interactive AR pinball game using coding and physics in CoSpaces EDU. They can then play their game on the Merge Cube
- B. Explore a premade AR ball game using CoSpaces EDU and the Merge Cube. Design their own space AR pinball game using CoBlocks, Physics, and the Merge Cube

Augmented Reality Project

- A. This is an applied project where your students will choose from three different project options, then use the design thinking process to create an augmented reality app that solves their user's problem
- B. Create a CoSpaces Merge Cube experience for the free version of their AR App. Create a CoSpaces Merge Cube experience for the premium version of their AR App. Create a poster advertising the free and premium versions of their app. Test their AR app prototype by showing it to other students in the class. Submit their project and reflection questions in this lesson's activity worksheet.

Unit 3: Virtual Reality

(4-6 weeks)

STANDARDS

CCSS.ELA.L.6, CCSS.MATH.MP1, ISTE 3, CCSS.ELA.L.6, CCSS.MATH.MP1, ISTE 4 ,
CCSS.ELA.L.6, CCSS.MATH.MP1, ISTE 1,3,5 & 6, CTE 2.0, CTE 3.0, CTE 5.0, CTE 7.0, CTE 8.0,
CTE 9.0, CTE A1.0, CTE A2.0, CTE A3.0, CTE A4.0, CTEA5.0, CTE A7.0, CTE A8.0

Creating with Adobe Spark

- A. Students will focus on making eye catching, futuristic presentations in Adobe Spark, designing, and modeling virtual worlds with CoSpaces, and creating a final project to solve some of Earth's sustainability challenges. In this lesson, students will design their own galactic clothing logo using Adobe Spark and a "personal brand" video using Adobe Spark! If they have completed the previous lesson on Adobe Spark, they can include their logo in the personal brand video
- B. Identify the important elements of a logo by watching a video. Create your own logo for a personal clothing brand using Adobe Spark. Describe the importance of pitching a personal brand by watching an example video. Create their own personal brand using Adobe Spark Video.

Virtual Reality

- A. In this lesson, students will learn about virtual reality and 3D environments, then create their own VR planet using an online program called CoSpaces. Note: the activity in this lesson requires your class to have access to a paid "Pro CoSpaces EDU" account. If you and your students do not have access to a paid CoSpaces EDU account, you may be able to activate a free trial. Alternatively, you may use the free version of CoSpaces, but it has extremely limited capabilities. In this lesson, students will learn how to outline, design, and code their own space themed VR video game using CoSpaces. Note: the activity in this lesson requires your class to have access to a paid "Pro CoSpaces EDU" account. If you and your students do not have access to a paid CoSpaces EDU account, you may be able to activate a free trial. Alternatively, you may use the free version of CoSpaces, but it has extremely limited capabilities.

- B. Learn how to use 360 images, scenes, and CoBlocks by following a video tutorial. Create a virtual model of a real 360 image using CoSpaces. Model and code VR stories in CoSpaces by following a video tutorial. Create a VR sustainability story for a class of 3rd graders on Earth. Learn how to program a VR video game in CoSpaces by following a tutorial video. Design and program your own space themed VR video game in CoSpaces

Virtual Reality Project

- A. This is an applied project where your students will choose from three different project options, then use the design thinking process to create a virtual reality experience in CoSpaces that solves their user's problem. The challenge: students will identify, interview, and design a product for a real person in their community! In Lesson 1, each student will read all three project overviews. Then, they will choose the project they want to work on for the remaining lessons in the project!

- B. Ideate and write down ideas for their project on sticky notes. Sketch a rough design of their project and put together a budget for the prototype. Create the Design Features in their CoSpaces project by following their budget/sketch. Bring their CoSpaces to life by adding the Coding Features selected in their budget. Present their prototype to their end user. Receive feedback from their end user on their prototype. Modify their prototype to meet their user's feedback. Create a logo for their CoSpaces project using Adobe Spark. Create a video pitch for their product using Adobe Spark Video. Submit the video of their project and answer the reflection questions.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Introduction to Photography & Photo Editing

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

Grade Level(s): 8

School(s)

Course Offered: Wilson Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: This course will introduce students to the basics and fundamentals of digital photography and image editing. Photographs play an important role in our world today. We photograph to preserve memories, document events, and create artistic works. This course introduces students to the basics of photography, including camera functions and photo composition. Students will learn what it takes to create a good photograph and how to improve photographs both in and out of the camera. They will also begin working with their photographs using photo-editing software. Through a variety of assigned projects, students will engage their creativity by photographing a range of subjects and learning to see the world through the lens of their cameras. Students will also prepare a personal portfolio, research different career options that

utilize photography and discover course and pathway choices for high school.

Unit 1: Introduction to Photography

(3 weeks)

STANDARDS:

CTE Arts Media and Entertainment - Design, Visual and Media Arts

Pathway Standards A1.2; A1.3; A1.6 & A2.3

ISTE Standards 1.3, 1.4 & 1.6

- A. Photography is another way of seeing the world — it's a special way of making the most of the light that reflects off of everything around us. Like all things which require both creativity and technical knowledge, it can be tricky to see progress in your photography right away. The basic technical skills needed to take simple snapshots of family memories can be learned quickly, but creative thinking and vision and advanced photography knowledge can take many years to acquire — in fact, most photographers continue to learn and improve their work over their entire lifetime. The learning process is never over as a photographer, and continuously evolving technology ensures that there will always be new possibilities and boundaries to push and explore.
- B. In this unit, we will begin our exploration of digital photography. We will learn about the early history of photography and some basics on how cameras work. We will then focus on what photography is and how and why we use it today. The four main types of photography will be covered: lifestyle, documentary, posed (traditional) and artistic. Students will explore photographers from different fields and with differing purposes and will create a slide to add to a communal presentation. Students will work together to determine what makes a photograph "good" and how those attributes relate to light, subject and composition.

Unit 2: Frame & Subject and Photo Composition

(4 weeks)

STANDARDS

Visual and Performing Arts

Standards 2.1, 2.3, 3.3, 5.1 & 5.4

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

Standards A2.6, A2.7, & A2.9

- A. In this unit, we will discuss how photographers choose a subject. We'll discuss what makes a good subject for a photograph and some of the rules of design that photographers may use in their photographs. Using the key principles of composition is one of the easiest methods of elevating photographs. Students will study and use various techniques including: the rule of thirds, filling the frame, angle/point of view, simplicity, framing and leading lines. We will learn how to

create focal points and convey feeling and meaning in photographs. Students will learn ways to create images with strong composition and review samples of good and lacking photo composition.

- B. Composition is the placement or arrangement of visual elements in your photograph. Students will research and create a Photo Composition slide presentation to share with the class. Before our photo shoots, students will consider the following questions: How do we direct the viewer to look where we want them to look? and How will we make this image visually pleasing? There will be three different photo shoots to practice techniques including: shadows and light, alternative camera angles and framing a subject. We will also begin learning to critique, analyze and evaluate photographs.

Unit 3: Getting to Know Your Camera & Image Workflow

(3 weeks)

STANDARDS:

CTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 11.0

Common Core Standards: LS 9-10, 11-12.6; SLS 11-12.2; WS 11-12.6

- A. In this unit, we will learn more about DSLR cameras. We'll discuss the common features of these cameras, including some of the settings and buttons that are usually included. Students will explore auto and scene modes and will be introduced to manual modes. We will also learn about some of the other common settings/options in the menus which are used regularly.
- B. Students will complete a photo scavenger hunt using the various modes, buttons and settings on their camera. The following concepts will be included: autofocus modes, focus points, metering modes, drive modes and scene modes. We will also cover how to correctly engage autofocus and frame the image using the viewfinder or live view screen. Once students have taken photos they will practice the workflow necessary to get photos from their camera to the computer or tablet they will use for storage and editing.

Unit 4: Introduction to Photo Editing (Photoshop)

(4 weeks)

STANDARDS:

CTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 11.0

CTE Arts Media and Entertainment - Design, Visual and Media Arts

Pathway Standards A1.2; A1.3; A1.6 & A2.3

ISTE Standards 1.3, 1.4 & 1.6

- A. Adobe Photoshop is a graphics or photo editor that works with raster files such as photos with pixels. This unit will teach the tools and techniques that are geared towards the needs of photographers working with Photoshop. Students will learn about the Photoshop interface as well as essential techniques ranging

from the basics of color correcting and proper use of retouching tools, cropping and sizing of images.

- B. Students will select images from previous units to edit using Photoshop. Using their own photos, students will learn to: navigate the workspace, use fundamental tools, import images, adjust file size and resolution, crop and resize, create and refine selections using masks, retouch photos using brushes and utilize correction tools and adjustment layers.

Unit 5: The Elements of Art & Principles of Design in Photography

(6 weeks)

STANDARDS:

CTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 11.0

CTE Arts Media and Entertainment - Design, Visual and Media Arts

Pathway Standards A1.2; A1.3; A1.6 & A2.3

ISTE Standards 1.3, 1.4 & 1.6

- 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 in photography. This unit focuses on establishing visual proficiency for photographing 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 utilize the Photoshop skills they learned in the previous unit to practice basic editing skills and workflows. Students will also be required to use photography as a tool to convey larger concepts and production ideas in the form of visual storytelling. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 6: The Exposure Triangle - Aperture & Depth of Field

(5 weeks)

STANDARDS:

CTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 11.0

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

Arts Pathway Standards A2.6, A2.7, & A2.9

- A. In photography, your exposure determines what gets recorded on your camera's image sensor. Getting the right exposure is fundamental in photography. Three camera settings will factor into your photography exposure: Aperture, Shutter Speed, and ISO. These three settings are referred to as The Exposure Triangle. If you change just one of these exposure variables, you'll be modifying the way

your whole photo turns out. Learning how these different exposure settings work together takes lots of time and getting used to, but it is important for students to have an understanding of these concepts because they are the basis of quality photography.

- B. Aperture is the opening in the lens that lets light pass through to the sensor. It is like a pupil for your lens and dilates to let more light in, and contracts to restrict light when it is bright. Aperture is the first thing most photographers think of when they want to adjust the depth of field. Depth of field is one of the most important concepts in photography. It is the distance between the closest and farthest objects in a photo that appears acceptably sharp. Students will practice with settings to adjust aperture and depth of field while photographing indoors and outdoors. They will then select photos and analyze the metadata to determine which settings worked best and why.

Unit 7: The Exposure Triangle - Shutter Speed and ISO

(5 weeks)

STANDARDS:

Visual and Performing Arts Standards 1.1; 1.2; 1.4 & 1.6

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

Pathway Standards A1.2; A1.3; A1.6 & A4.3

- A. There are three controls that affect your exposure. They exist in a give-and-take relationship. Each one can make an image brighter or darker, and each has a different effect on the look of a photo. By combining them all you get incredible creative control over your image. ISO controls how sensitive the sensor is to light. The higher the ISO, the more sensitive. Also, the higher the ISO the more noise (grain) there will be in the photo. Shutter speed controls how long the shutter is open. The longer it's open, the more light that's let in. Longer shutter speeds create motion blur. Shorter ones freeze action.
- B. Light painting is the photographic technique of using a moving light source – such as a flashlight, glow stick or light brush – to alter an image while taking a long exposure photograph. Light painting techniques enable photographers to create unique effects that aren't possible at standard or high shutter speeds. To do light painting, you need to use a long exposure to capture the path of a moving light source. Students will learn to adjust the mode, shutter speed, aperture and ISO to create images in low light or darkness. Instead of just capturing an image as it's presented, they will create the image that the camera is capturing. Students will also practice shutter speed and ISO by photographing water sources, spinning tops and pinwheels. They will then select photos to edit and will analyze the metadata to determine which settings worked best and why.

Unit 8: Using Color

(4 weeks)

STANDARDS:

Visual and Performing Arts Standards 2.4 & 4.5

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 and traditional 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.

Unit 9: Visual Storytelling

(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 knowledge learned in previous units, 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 tell a story using photos. 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 take and edit all images. They will focus on an event, location, or person, and create a story using photographs and text. When complete, students will analyze and critique the various ways they have used photographs, text, and design elements to convey their story. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 10: Personal Portfolio

(2 Weeks to Finalize Ongoing Work)

STANDARDS:

CTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 11.0

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

ISTE Standards 1.3, 1.4 & 1.6

- A. Using the skills learned throughout the course, students will begin to plan and build a photography portfolio. Students will showcase their work from a selection of projects, discuss their growth and reflect on the process of learning, planning, executing and editing their photographs. By the end of this course, students will have the confidence to continue their creative journey in photography. Using their understanding of camera settings and artistic principles, students will have the skills to create eye-catching photographs that tell a story. In addition, students will showcase their projects related to each unit in a cohesive and creative website.

- B. Students will create a website (Google Site) at the start of the year and learn the formatting skills for this application. Throughout the course, students will create pages based on completed projects where they will upload their images as well as complete a written reflection.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Smart Solution

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

Grade Level(s): 6-8

School(s)
Course Offered: Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: Immersive Media

Recommended
Textbook: None

Course Overview: This is an adventure-themed course that employs superheroes to creatively empower students to become creators in the field of “smart” technology (those items that are connected to the internet or programmed to complete tasks). Students will practice storytelling, creating electrical circuits and devices, design thinking, game design, and coding through four hands-on units and sustainability-themed projects.

Unit 0: Become a Technology Superhero

(1-2 weeks)

STANDARDS CCSS.ELA.SL.2, ISTE.6, NGSS.SEP.2, NCEE.2, NCEE.12

CCSS.ELA.R.10, CCSS.ELA.SL.2, CCSS.ELA.L.2, ISTE.4, NGSS.SEP.8, NCEE.2, NCEE.12

CCSS.ELA.R.10, CCSS.ELA.W.3, CCSS.ELA.SL.2, CCSS.ELA.L.2, ISTE.6, NGSS.SEP.8,

NCEE.2, NCEE.12

CCSS.ELA.SL.6, CCSS.ELA.SL.1, CCSS.ELA.W.10, ISTE.3, ISTE.4, NGSS.SEP.8, NCEE.1, NCEE.2

CCSS.ELA.L.6, CCSS.ELA.SL.1, CCSS.ELA.W.10, ISTE.3, ISTE.4, NGSS.SEP.8, NCEE.2, NCEE.4,

CTE 4.0, CTE 5.0, CTE 9.0, CTE A1.0, CTE A2.0, CTE A3.0, CTE D6.0, CTE 10.0, CTE 11.0,

Become A Superhero

- A. In this lesson, students will come up with their own idea for a superhero and start their comic book by creating a cover. They will be working on their comic book throughout this Unit and will turn it in when it is completed.
- B. Learn about VILbot, their guide through this course. Create a comic book. Design a cover for their comic book.

Superhero Biography

- A. In this lesson, students will learn about the Verizon Innovative Learning Smart Solutions course and add a biography to their comic book.
- B. Define the structure of the Smart Solutions course. Add the "Biography" page to Page 1 of their comic book.

Super Technology

- A. In this lesson, students will learn about the technology being utilized throughout the Smart Solutions course and design a gadget for their superhero.
- B. Define entrepreneurship by exploring examples of young entrepreneurs. Add to their comic book by designing a logo for their superhero.

The Entrepreneurial Mindset

- A. In this lesson, students will learn about entrepreneurship by watching and reading about young entrepreneurs and their ideas. Then, students will design a superhero logo in order to begin to understand the concept of branding.
- B. Define entrepreneurship by exploring examples of young entrepreneurs. Add to their comic book by designing a logo for their superhero.

Save the Day with Sustainability

- A. Students will learn about the three pillars of sustainability: environmental, economic, and societal, and how they relate to the U.N. Sustainable Development Goals (SDGs). Then, students will apply this information in order to understand the choices they will have for their projects within this course. At the end of this lesson, students will engage in an activity where they add to their comic books by choosing from three different sustainability villains.

- B. Define sustainability and its three pillars. Learn about the choices they have for their Sustainability projects. Learn how the UN Sustainable Development Goals fit under the sustainability pillars

Unit 1: Superhero Circuits

(4-6 weeks)

STANDARDS

CCSS.ELA.W.10, ISTE.4, NCEE.2, NGSS.SEP.6

CCSS.ELA.R.10,CCSS.ELA.SL.2,CCSS.ELA.L.6, ISTE.1, NCEE.5,NGSS.SEP.6, NGSS.SEP.8

CCSS.ELA.L.3,CCSS.MATH.MP1, ISTE.6, NCEE.2, NGSS.SEP.8, CTE A2.0, CTEA3.0,CTE A4.0, CTE D6.0, CTE D7.0, D10.0

Design Thinking

- A. In this lesson, students will solve a design challenge by completing the activity "Ready, Set, Design!" Then, students will define the steps of the design thinking process.

- B. Solve a design challenge in the activity "Ready, Set, Design!" Define the steps of the Design Thinking process.

Electricity with Snap Circuits

- A. During the lesson, students will learn the basics of electricity and circuits and build their first circuit using Snap Circuits. If students do not have access to Snap Circuits, this lesson can be completed using anything that provides students the ability to connect the following components: Power source (9V battery); Conductive material (wires, aluminum foil, paper clips, etc.); An "output" device for the electricity (flashlight lightbulb or holiday light); A switch (two metal thumbtacks and a paper clip, aluminum foil, and a paper clip, etc.).Students will learn about slightly more advanced circuitry concepts such as resistance, motors, and LED's. They will conclude the lesson by creating the wiring for a helicopter.

- B. Define the basic parts of an electric circuit. Build their first electrical circuit following a guided worksheet. Read wiring diagrams to build more complex circuits. Distinguish between "series" and "parallel" circuits by building them yourself. Use Snap Circuits to wire a speaker and alarm integrated circuit. Send and receive morse-code signals using your sound circuit.

Snap Circuits Project

- A. This is an applied project where your students will choose from three different project options, then use the design thinking process to create a Snap Circuits project that solves their user's problem. In Lesson 1, each student will read all three project overviews. Then, they will choose the project they want to work on for the remaining lessons in the project.

- B. Define the "who, what, and how" of all three Sustainability Project Choices. Ideate and sketch ideas for their visual/poster and Snap Circuits project. Create a prototype of their visual/posters and Snap Circuits project. Test their prototypes by showing them to other students in the class. Provide feedback to other students using "I like" and "I wonder" statements.

Unit 2: Coding Adventures

(4-6 weeks)

STANDARDS

CCSS.ELA.L.6,CCSS.MATH.MP1,

ISTE.3,ISTE.4,ISTE.5,NCEE.1,NCEE.3,NCEE.7,NGSS.SEP.2,NGSS.SEP.8

CCSS.ELA.L.6,CCSS.ELA.SL.1,CCSS.ELA.W.10,CCSS.MATH.MP2,ISTE.4,ISTE.5,

NCEE.2,NCEE.5, NGSS.SEP.2,NGSS.SEP.8

CCSS.ELA.SL.1,CCSS.MATH.MP1, NGSS.SEP.1,NGSS.SEP.6, NCEE.1, NCEE.2, NGSS.SEP.8,

CTE C6.0, CTEA7.0 , CTE C9.0, CTE C10.0, CTE D7.0, D10.0

Entrepreneurship

- A. In this lesson, students will learn how to be a skillful entrepreneur that transforms ideas into businesses. They will define profit, cost, and revenue. In addition, they will understand the importance of the 4Ps of marketing: product, price, place, and promotion. Then, they will create their own business card to sell Robot Salad at VilBot's Family Reunion.

- B. Define profit, cost, and revenue. Understand the importance of the 4Ps of marketing. Create their own business model to sell Robot Salad at VilBot's Family Reunion.

Coding with Micro:bit

- A. In this lesson, students learn how to use computer programming (coding) to control the BBC Micro: bit. They will be able to define computer programming and coding, write their first program for the BBC Micro: bit, and watch their ideas come to life. Students will learn how to design and code a custom Micro: bit Game by using advanced coding features like if statements, while loops, and variables.

- B. Define computer programming and coding. Write their first program for the BBC Micro: bit. Upload their program to the BBC Micro: bit and watch their ideas come to life. Program Micro: bits to communicate wirelessly with the radio feature. Use "If" statements to encrypt information. Use coding features like If statements, while loops, and variables to code Micro: bit. Design and code a custom game for VilBot's cousin, LilVil!

Micro:bit Project

- A. This is an applied project where your students will choose from three different project options, then use the design thinking process to create a Micro: bit project that solves their user's problem. In Lesson 1, each student will read all three project overviews. Then, they will choose the project they want to work on for the remaining lessons in the project!

- B. Use empathy to learn about their project's Sustainability Development Goal (SDG). Choose a user and create an empathy map for them. Evaluate your empathy map and define the problem. Ideate and write down ideas for your wearable on sticky notes. Sketch a rough design of your wearable and put together a budget for your prototype. Write a MakeCode program for your Micro: bit prototype. Build a prototype using the materials you listed in your budget. Create a poster advertising your Micro: bit wearable. Test your prototype by showing it to other students in the class. Provide feedback to other students using "I like" and "I wonder" statements.

Unit 3: Save the Day with Smart Electronics

(4-6 weeks)

STANDARDS

CCSS.ELA.L.6, CCSS.ELA.SL.1, CCSS.ELA.W.10, ISTE.3, ISTE.6, NCEE.1, NCEE.2, NGSS.SEP.8, CCSS.ELA.SL.1, CCSS.ELA.W.10, CCSS.MATH.MP2, ISTE.4, ISTE.5, NCEE.2, NCEE.5, NGSS.SEP.2, NGSS.SEP.8, CCSS.MATH.MP1, CTE C6.0, CTEA7.0, CTE C9.0, CTE C10.0, CTE D7.0, D10.0

Personal Brand

- A. In this lesson, students will learn to present their ideas with eye-catching logos and videos using Adobe Spark. Students will learn how to make an awesome video presentation using Adobe Spark. They will describe the importance of pitching a personal brand by watching an example video and then create their own personal brand using Adobe Spark Video.

- B. Identify the important elements of a logo. Create their own logo using Adobe Spark Post. Describe the importance of pitching a personal brand by watching an example video. Create your own personal brand using Adobe Spark Video.

Advanced Micro:bit

- A. In this lesson, students learn how to use the Micro: bit expansion board to wire and program smart circuits with wires, LED modules, and the expansion board. They will learn to use "digital write" and "pause" to program LEDs to turn on and off at certain times. Students learn how to wire and program the button modules for the Micro: bit expansion board in order to program a basketball possession arrow. Students learn how to wire and program advanced inputs and outputs like buzzers, color-changing lights, and touch sensors in order to wire and code an educational toy for VilBot's younger cousin, Lil Vil.

- B. Identify new Micro: bit components: wires, LED modules, and the expansion board. Use "digital write" and "pause" to program LEDs to turn on and off at certain times. Wire and program a servo motor to make something move. Use "If" statements and the light sensor to program a light-activated sunshade. Wire and program advanced inputs and outputs like buzzers, color LEDs, and sensors. Wire and code an educational toy for VilBot's younger cousin, Lil Vil.

Smart Electronics Project

- A. This is an applied project where your students will choose from three different project options, then use the design thinking process to create a project that solves their user's problem. In this lesson, students will refer to their sketches and budget as they create prototypes for their project with Micro: bits. This lesson includes examples and tips for creating a prototype with Micro: bits, but this is a great opportunity for students to be creative and dedicate a good amount of time making a polished Micro: bit experience.)
- B. Use empathy to learn about their project's Sustainability Development Goal. Choose a user, ask their permission, and interview them. Create an empathy map based on their interview. Ideate and write down ideas for their project on sticky notes. Sketch a rough design of their project and put together a budget for the prototype. Create a logo for their Micro: bits project using Adobe Spark. Create a video pitch for their product using Adobe Spark Video. Submit the video of their project and answer the reflection questions.

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

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

SUBJECT: **Proposed New Course of Study Outlines for Use in Middle Schools in the Area of English**

The proposed new course of study outlines (Creative Writing and Public Speaking) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the English Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

MIDDLE SCHOOLS

Department: English

Course Title: Creative Writing

Grade Level(s): 6-8

School(s)
Course Offered: Toll Middle School

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: This semester-long course is focused on helping students learn how to write creatively. At the beginning of the semester, students will learn appropriate vocabulary for engaging in academic discussions about poetry and work on creating their own poetry after learning the guidelines and structure of varying types of poems. In the second part of the semester, students will learn appropriate terminology for engaging in academic discussions about short stories, books, and films. Students will learn about the elements of plot development and how to create their own short stories.

Department: English

Course Title: Public Speaking

Grade Level(s): 6-8

**School(s)
Course Offered:** Toll Middle School

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

Course Credits: 5

**Recommended
Prerequisite:** None

**Recommended
Textbook:** None

Course Overview: This course is designed to give students a safe space to develop and improve public speaking, and critical-thinking skills in communication settings. Techniques will be taught to control speech anxiety, and structure and organize information to present to a variety of audiences. We will focus on the fundamentals of physical and vocal delivery skills, use of language and gesturing, as well as listening skills. Students will practice with small, mini speeches and have 3-4 major speech assignments that we will

develop, organize, and perform in a respectful classroom environment focused on growth and engagement.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: English

Course Title: Creative Writing

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

Grade Level(s): 6-8

School(s)

Course Offered: Toll Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: This semester-long course is focused on helping students learn how to write creatively. At the beginning of the semester, students will learn appropriate vocabulary for engaging in academic discussions about poetry and work on creating their own poetry after learning the guidelines and structure of varying types of poems. In the second part of the semester, students will learn appropriate terminology for engaging in academic discussions about short stories, books, and films. Students will learn about the elements of plot development and how to create their own short stories.

Unit 1: Exploration of Poetry

First Quarter/10 Weeks: Students will take notes on figurative language and elements of poetry. They will define, interpret, read, write, and analyze six types of figurative language including simile, metaphor, personification, hyperbole, onomatopoeia, and alliteration. Additionally, students will learn about rhyme, rhyme scheme, and meter. Along with improving their note-taking and comprehension skills, students will learn about and practice several types of poetry, including, but not limited to Haiku, Free Verse, and Odes. Students will have the opportunity to engage with examples of each type of poem through Internet resources and work both individually and in small groups to produce their own versions of each type of poem. Students will also be required to recite their poems in class to practice speaking and listening. Overall, by the end of the quarter, students will have produced seven writing pieces between their individual efforts and group efforts.

One version of a free verse poem students will create is a blackout poem. This type of poem requires students to take an original printed source and blackout words they don't need, leaving only the ones they want to be presented as their poetry work. To introduce students to blackout poetry, they will be shown some examples of both the erasure form of this poem as well as other blackout poems that poets have produced and published online. After viewing online examples, the teacher will model for students how to work with an existing text to change it into a blackout poem. Students will be given a variety of texts to choose from as the basis for their own blackout poems.

Through individual and group exercises, students will learn the following skills:

- Building relationships with peers
- Using figurative language
- Creating imagery/providing sensory details
- Taking creative license when appropriate
- Applying knowledge of poetic terms and methods

Mentor Texts:

"somewhere i have never travelled" by E.E. Cummings

Healing Through Words by Rupi Kaur

"Love Note" by Mansi Jikadara B

"Erasure Poetry" by Kate Baer

"Ode to a Nightingale" by John Keats

"Ode to a Grecian Urn" by John Keats

"Ode to Tomatoes" by Pablo Neruda

"Ode to the Onion" by Pablo Neruda

"Perhaps the World Ends Here" by Joy Harjo

"Ode to Kool-Aid" by Marcus Jackson

Unit 2: Exploration of Storytelling

Second Quarter/10 Weeks: Students will take notes on elements of a narrative and how to diagram a plot for a story. Students will spend time reading an independent reading book of their choice to better acquaint themselves with the art of telling a story. In addition to reading their own novels, they will be introduced to short stories that will be read as a part of in-class activities. Students will produce four writing pieces, including a choose your own adventure story, a story about a song, a team story, and a short original narrative.

To write a team story, students will be assigned to heterogeneous groups. Each student will begin their own story and then pass a sheet of paper to another student in the group to continue the story. Students will not be allowed to discuss the story with each other or what their intentions were when they began the story. The new student who takes over writing the story must then continue the story in a way that makes sense.

Through individual and group exercises, students will learn the following skills:

- Building relationships with peers
- Using figurative language
- Creating imagery/providing sensory details
- Taking creative license when appropriate
- Applying knowledge of literary terms and methods
- Developing and writing a narrative
- Revising and editing
- Choosing words carefully to convey the correct meaning
- Sharing written work

Mentor Texts:

“The Story of an Hour” by Kate Chopin

Choose Your Own Adventure books by various authors

Reading Standards Grades 7 & 8

RL 3 Analyze how particular elements of a story or drama interact.

RL 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama; analyze the impact of specific word choices on meaning and tone.

Writing Standards Grades 7 & 8

W 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Language Standards Grades 7 & 8

L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: English

Course Title: Public Speaking

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

Grade Level(s): 6-8

School(s)

Course Offered: Toll Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: This course is designed to give students a safe space to develop and improve public speaking, and critical- thinking skills in communication settings. Techniques will be taught to control speech anxiety, and structure and organize information to present to a variety of audiences. We will focus on the fundamentals of physical and vocal delivery skills, use of language and gesturing, as well as listening skills. Students will practice with small, mini speeches and have 3-4 major speech assignments that we will develop, organize, and perform in a respectful classroom environment focused on growth and engagement.

Common Core Speaking and Listening Standards

A. Comprehension and Collaboration

- a. CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- b. CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

B. Presentation of Knowledge and Ideas

- a. CCSS.ELA-LITERACY.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- b. CCSS.ELA-LITERACY.SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- c. CCSS.ELA-LITERACY.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- d. CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- e. CCSS.ELA-LITERACY.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- f. CCSS.ELA-LITERACY.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 1: Introduction to Public Speaking (5 weeks)

Students will learn foundational skills for physical and vocal delivery of a speech. As part of the mentor text set, students will watch Ted Talk videos to analyze proper speech techniques. Students will learn how to properly construct a notecard and a speech outline. They will also practice activities for improving volume, rate, breathing, and eye contact.

Assessment

Unit will culminate in a one minute Speech of Introduction, in which students will formally introduce a classmate to their peers.

Supplementary Texts and Resources

Exploring Public Speaking: 4th Edition (<https://oer.galileo.usg.edu/communication-textbooks/1/>)
Julian Treasure: "How to speak so that people want to listen" [Ted Talk](#)

Unit 2: Special Occasion Speech (5 weeks)

Students will continue practicing the basics of good speech writing and delivery, with an emphasis on writing a speech appropriate for the audience and purpose. Through games and small group discussions, students will practice impromptu speaking in a variety of contexts. They will develop constructive feedback tools in order to effectively assess their classmates. Additional emphasis will be placed on appropriate posture, body language, and non-verbal speaking cues.

Assessment

Unit will culminate in a Special Occasion speech, in which students will choose a practical occasion (e.g. a toast, maid of honor/best man speech, graduation speech, etc), research their speech type, and deliver a three minute speech in the style of their occasion.

Supplementary Texts

Exploring Public Speaking: 4th Edition (<https://oer.galileo.usg.edu/communication-textbooks/1/>)
Amy Cuddy: "Your body language shapes who you are" [Ted Talk](#)

Unit 3: Informative Speech (5 weeks)

Students will learn the basics of research skills, developing useful visual aids. Students will identify how to analyze source credibility, as well as create and use effective slide decks during a speech.

Assessment

Unit will culminate in a four minute speech, in which students must inform the audience about a person, object, process, concept, or event of choice. Speech must include credible sources and appropriate visual aides.

Supplementary Texts and Resources

Exploring Public Speaking: 4th Edition (<https://oer.galileo.usg.edu/communication-textbooks/1/>)
Christopher Emdin: "Teach Teachers How to Create Magic" [Ted Talk](#)

Unit 4: Persuasive Speech (5 weeks)

Students will learn the basics of rhetoric and persuasive speaking. Students will identify and analyze ethos, pathos, and logos in various advertisements and commercials. Students will develop group cooperation skills and learn how to effectively transition between speakers during a presentation.

Final Assessment

Course will culminate in a five minute persuasive speech, in which students must deliver a group presentation attempting to convince the audience to purchase a product of their choice. Students will learn how to coordinate and cooperate as a group in order to effectively present with others. Speech must include an effective visual aid that enhances the message of the speech.

Supplementary Texts and Resources

Exploring Public Speaking: 4th Edition (<https://oer.galileo.usg.edu/communication-textbooks/1/>)

Nancy Duarte: “The Secret Structure of Great Talks” [Ted Talk](#)

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

INFORMATION REPORT NO. 8

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
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. Benitez, Eduardo Effective 6/07/23
Special Education Assistant
FACTS
2. Cabrera, Walter Effective 9/29/23
Custodian I
Crescenta Valley High School
3. Giacoletti, Wendy Effective 9/15/23
Behavior Intervention Assistant
Special Education Department
4. Lopez, Karla Effective 6/08/23
Behavior Intervention Assistant
Special Education Department
5. Macias, Monica Effective 6/30/23
Cafeteria Worker I
Glendale High School
6. Mayo, Erin Effective 9/15/23
Special Education Teacher
Special Education Department

Resignations – Continued

- | | | |
|----|--|--------------------|
| 7. | Medina, Alberto
Education Assistant II
Glendale High School | Effective 10/31/23 |
| 8. | Pionk, Megan
Education Assistant I
Columbus Elementary School | Effective 9/01/23 |
| 9. | Ramirez, Alma
Education Assistant-Intensive Support
Special Education Department | Effective 6/08/23 |

Retirements:

- | | | |
|----|--|---|
| 1. | Avanesian, Hermine
Clerk III
Crescenta Valley High School | Effective 9/01/23
27 years, 6 months of service |
| 2. | Jones, Keith
Assistant Director, Facilities Maintenance
Facilities Maintenance Services Department | Effective 12/31/23
25 years, 6 months of service |

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

ACTION REPORT NO. 1

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

PREPARED IN: Superintendent's Office

SUBJECT: **Resolution No. 13 – Standing in Solidarity with the People of Artsakh and Condemning Azerbaijan's Genocidal Campaign**

The Interim Superintendent recommends that the Board of Education adopt Resolution No. 13 – Standing in Solidarity with the People of Artsakh and Condemning Azerbaijan's Genocidal Campaign.

The Republic of Artsakh, also known as Nagorno-Karabakh, is the historical homeland of Armenians.

Beginning on December 12, 2022, the Republic of Azerbaijan created a humanitarian crisis with the unilateral implementation of an illegal blockade of the Lachin Corridor. The Lachin Corridor is known as the "Road of Life" as it is the only road that connects the people of Artsakh to the Republic of Armenia and the rest of the world. The blockade has left the people of Artsakh without access to basic human needs such as food, water, electricity, medical supplies, and emergency aid.

Additionally, on September 19, 2023, the Republic of Azerbaijan launched an unprovoked, large-scale military attack on the people of Artsakh. Azerbaijan's aggression puts innocent civilian lives at risk.

Thousands of students, families, and employees of Armenian descent are valued members of the Glendale Unified School District. Furthermore, GUSD is committed to teaching tolerance, understanding, the peaceful resolution of problems, and the strength of diversity in our schools, as these qualities may help instill in today's young generation the optimism and hope for a better world. The Glendale Unified School District supports peace in the region and stands in solidarity with the people of Artsakh.

The attached resolution is being presented to the Board of Education for adoption.



GLENDALE UNIFIED SCHOOL DISTRICT

Resolution No. 13

RESOLUTION OF THE GLENDALE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION STANDING IN SOLIDARITY WITH THE PEOPLE OF ARTSAKH AND CONDEMNING AZERBAIJAN'S GENOCIDAL CAMPAIGN

WHEREAS, the Republic of Artsakh, also known as Nagorno-Karabakh, is the ancestral homeland of the Armenian people and has been populated by Armenians for thousands of years; and

WHEREAS, Artsakh is home to an estimated 120,000 civilians including 30,000 children, 20,000 seniors, and 9,000 persons with disabilities; and

WHEREAS, the Republic of Azerbaijan created a humanitarian crisis with the unilateral implementation of an illegal blockade of the Lachin Corridor beginning on December 12, 2022. The Lachin Corridor is known as the "Road of Life" as the only road that connects the people of Artsakh to the Republic of Armenia and the rest of the world. The blockade left the people of Artsakh without access to basic human needs such as food, water, electricity, medical supplies, and emergency aid; and

WHEREAS, Luis Moreno Ocampo, the Founding Chief Prosecutor of the International Criminal Court, released an investigative report providing an official assessment on the blockade of the Lachin Corridor on August 7, 2023. In the report, the Founding Chief Prosecutor stated, "There is an ongoing Genocide against 120,000 Armenians living in Nagorno-Karabakh, also known as Artsakh. The blockade of the Lachin Corridor by the Azerbaijani security forces impeding access to any food, medical supplies, and other essentials should be considered a Genocide under Article II, (c) of the Genocide Convention: 'Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction;'" and

WHEREAS, the Republic of Azerbaijan launched an unprovoked, large-scale, and genocidal military attack on the people of Artsakh following the many months long blockade on September 19, 2023. Initial reports indicate that Azerbaijan is using deadly force, including heavy shelling of residential areas, which has resulted in significant destruction and the deaths of hundreds of innocent civilians and children; and

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

WHEREAS, the Glendale Unified School District is committed to the comprehensive and accurate teaching of world history including crimes against humanity such as the Armenian Genocide of 1915 as part of its history-social science curriculum; and

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

WHEREAS, the Glendale Unified School District stands in solidarity with the people of Artsakh.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Glendale Unified School District directs the Interim Superintendent or Designee to implement the following immediate actions:

1. Call on the White House, U.S. Department of State, and U.S. Congressional representatives to condemn Azerbaijan’s genocidal campaign on the people of Artsakh, cease all U.S. taxpayer funded military aid to Azerbaijan, implement sanctions to hold Azerbaijan accountable for its human rights violations, and implement urgent measures to uphold the safety of the people of Artsakh and guarantee access to emergency humanitarian aid.
2. Ensure that students, families, and employees can readily access and are aware of the counseling and mental health services and resources that are available through the school district and community partners to provide support in coordination with school site leadership.
3. Develop educational lesson plans, presentations, and professional development opportunities for the school community in coordination with the Teaching & Learning Department, Glendale Teachers Association, California School Employees Association, and Glendale Schools Management Association.
4. Support awareness campaigns, humanitarian aid drives, and other response efforts that are organized by the school community in coordination with the Student Advisory Council and Glendale Council PTA.
5. Collaborate with state, county, and local government agencies in response efforts including the City of Glendale whose Sister Cities includes Artsakh’s City of Martuni.

PASSED, APPROVED, AND ADOPTED on this 26th of September 2023 at a regular meeting of the Glendale Unified School District Board of Education in Los Angeles County, California.

Jennifer Freemon, President

Shant Sahakian, Vice President

Ingrid M. Gunnell, Clerk

Kathleen Cross, Member

Nayiri Nahabedian, Member

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

ACTION REPORT NO. 2

TO: Board of Education

FROM: David Greco, Chief Counsel and Business Operations Officer

PREPARED IN: Office of Chief Counsel and Business Operations

SUBJECT: Consider and Approve the Process for the Selection of Superintendent

The Chief Counsel and Business Operations Officer recommends that the Board of Education approve the process for the selection of Superintendent of Schools for Glendale Unified School District.

The Board intends to consider and approve the process for selection of the Superintendent of Schools for the Glendale Unified School District.

On June 20, 2023, Superintendent Dr. Vivian Ekchian announced her retirement, effective June 30, 2023. At this meeting, the Board selected Dr. Darneika Watson, Chief Human Resources and Operations Officer, to assume the duties of Interim Superintendent, effective July 1, 2023.

The Board of Education recognizes that it is directly responsible for selecting and employing the Superintendent. Therefore, whenever it becomes necessary for the Board to fill such a vacancy, the Board shall work diligently to hire a person whose management and leadership abilities are closely aligned with District needs.

The Board of Education intends to establish a process to select the superintendent in accordance with Board Policy 2120. An Ad Hoc committee made up of the President and Vice President are tasked with leading the process established by the Board.

Superintendent Recruitment and Selection

The Governing Board recognizes that it has a direct responsibility to select and employ the Superintendent. Whenever it becomes necessary for the Board to fill a vacancy in the position of Superintendent, the Board shall work diligently to employ a person whose management and leadership abilities are most closely aligned with district needs.

The Board shall establish and implement a search and selection process that includes consideration of:

1. The district's current and long-term needs, including a review of the district's vision and goals
2. The desired characteristics of a new Superintendent, including professional experience, educational qualifications, leadership characteristics, philosophy of education, and other management, technical, interpersonal and conceptual skills, as well as the priorities the Board wants to place on different abilities, traits and levels of knowledge
3. The scope of the search, including whether to promote from within the district or broaden the search to include both internal and external candidates and, if external candidates will be considered, whether to conduct a statewide or nationwide search
4. The salary range and benefits to be offered
5. Basic elements to be included in the Superintendent's contract
6. Whether to hire a professional adviser to facilitate the process
7. How and when to involve the community in certain phases of the selection process
8. The best methods for advertising the vacancy and recruiting qualified candidates
9. The process for screening applications and determining how the screener(s) will be selected
10. Interview questions, processes and participants
11. How and when candidates' qualifications will be verified through reference checks
12. Other actions necessary to ensure a fair selection process and a smooth transition to new leadership

Superintendent Recruitment and Selection

Even if a professional adviser is used to facilitate the process, the Board shall retain the right and responsibility to oversee the process and to review all applications if desired.

The Board shall select candidates to be interviewed based on recommendations of the screener(s) and the Board's own assessment of how candidates meet the criteria established by the Board.

The Board shall interview preliminary and final candidates in closed session and determine the most likely match for the district.

The selected candidate shall hold both a valid school administration certificate and a valid teacher's certificate. The Board may waive any credential requirement, but shall not employ a person whose credential has been revoked by the Commission on Teacher Credentialing pursuant to Education Code 44421-44427.

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current district, as appropriate, to obtain verification of his/her qualifications.

The Board shall deliberate in closed session to affirm the selection of the candidate and shall report the selection in open session.

The Board shall conduct these proceedings in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

As necessary, the Board may appoint an interim superintendent to manage the district during the selection process.

Superintendent Recruitment and Selection

Legal Reference: EDUCATION CODE
 220 Prohibition of discrimination
 35026 Employment of superintendent by board
 35028 Certification
 35029-35029.1 Waiver of credential requirement
 35031 Term of employment
 44420-44440 Revocation and suspension of certification documents
 GOVERNMENT CODE
 11135 Unlawful discrimination
 12900-12996 California Fair Employment and Housing Act
 53260-53264 Employment contracts
 54954 Time and place of regular meetings
 54957 Closed session personnel matters
 54957.1 Closed session, public report of action taken
 CODE OF REGULATIONS, TITLE 2
 7287.6 Terms, conditions and privileges of employment
 UNITED STATES CODE, TITLE 29
 794 Section 504 of the Vocational Education Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000d-7 Title VI, Civil Rights Act of 1964
 2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
 2000h-2000h-6 Title IX, 1972 Education Act Amendments
 12101-12213 Americans with Disabilities Act
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.101-35.190 Americans with Disabilities Act
 CODE OF FEDERAL REGULATIONS, TITLE 34
 100.6 Compliance information
 106.9 Dissemination of nondiscrimination policy

Adopted: 07/14/2015

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

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

SUBJECT: **Approval of Change Order No. 1 to Bid No. 242-23/24 with Ravand Construction, Inc., for the Glenoaks Elementary School Site Work Project, and a Notice of Completion**

The Interim Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 242-23/24 with Ravand Construction, Inc. for the Glenoaks Elementary School site work project in the amount of \$15,169, and a Notice of Completion, funded by Measure S funds.

On May 16, 2023, the Board approved the award of Bid No. 242-23/24 to Ravand Construction Inc. for the Glenoaks Elementary School site work project in the amount of \$419,500.

Change Order No. 1 in the amount of \$15,169 accounts for various changes on the project, including additional playground striping and using multiple lifts to relocate the buildings due to site conditions and uneven slopes. Change Order No. 1 represents a 3.61% increase to the original contract. This increases the original contract amount to \$434,669.

This project was completed in a satisfactory manner as of August 11, 2023. The final project cost was \$434,669, funded by Measure S funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

TO SUPPORT 2023-24 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.



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

Project Name: Glenoaks Site Work
 DSA No: 03-123281

District PO No:
 District Contract No: Bid 242-23/24

Allowance/Change Order

To: Armond Mailan
 Total Allowance Used to Date: \$0
 Total Change Order Approved to Date: \$0

Change Order No. 1
 Date: 8/15/2023

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

<u>Item</u>	<u>Responsibility Code</u>	<u>Days</u>	<u>Change Amount</u>
PCO# 1	4	1	\$4,917.00
PCO# 2	7	2	\$10,252.00

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

The Original Contract Sum and Calendar Days	\$	\$419,500.00	71 days
Net Change by Previously Authorized Requests.....	\$	\$0	days
The Contract Sum and Days prior to this Allowance/Change Order were.....	\$	\$419,500.00	days
The Contract Sum and Days will be increased/(decreased) by	\$	\$15,169.00	3 days
The New Contract Total Sum and Days including this Change.....	\$	\$434,669.00	74 days
Cumulative Percentage of Original Contract.....	%		3.61%

The Date of Contract Completion as of this Change Order is therefore 08/18/2023 74 days

Authorized	Signature	Date
Owner		8/31/23
Contractor	<i>H. Higawand</i>	08/16/2023
Architect		8/29/23
Project Manager		8-16-23
Inspector of Record		8/17/23

Responsibility Code

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

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

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Glenoaks Elementary School
ADDRESS: 2015 East Glenoaks Blvd.
Glendale, CA 91206

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: Site Work Project
DATE OF COMPLETION: August 11, 2023
CONTRACTOR: Ravand Construction, Inc.
BOARD APPROVAL: 05/16/2023
CONTRACT DATE: 05/22/2023
BID No.: 242-23/24
PURCHASE ORDER No.: 2300000004369

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 September 27, 2023 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

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

SUBJECT: **Approval of Revisions to Board Policy 5127 – Graduation Ceremonies and Activities**

The Interim Superintendent recommends that the Board of Education approve revisions to Board Policy 5127 related to graduation ceremonies and activities.

BP 5127 – Graduation Ceremonies and Activities

CSBA Update: March 2019
Last GUSD Update: August 2019

Board Policy (BP) 5127 is updated to reflect the change in practice at all GUSD high schools away from only recognizing a Valedictorian and Salutatorian to recognizing more students with the more comprehensive Latin honors system of Cum Laude, Magna Cum Laude, and Summa Cum Laude. The appeal process for students at risk of not participating in the middle school promotion ceremony is also included in this update to align with Administrative Regulation (AR) 6146.5, which was amended in April of 2023.

A copy of the revised Board Policy is attached to this memo.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

Students - Progress

Graduation Ceremonies and Activities

Graduation exercises shall be held to recognize those students who have successfully completed the requirements for high school graduation. Promotion activities for fifth, sixth and eighth graders may be held in accordance with the procedure outlined below.

A. Grade 5 or 6

1. If recognition is to be given to fifth or sixth grade students, it should be given during school time.
2. Fifth or sixth grade students may be allowed to have a picnic or similar function at promotion time. It may commence at the end of the regular or minimum school day and shall be considered a field trip if the students leave the school grounds. If the students leave the school grounds, the activities shall subscribe to all District field trip policies and requirements, including approval from the office of Educational Services.
3. For promotion activities not qualifying under the foregoing regulations, special approval must be secured from the office of Educational Services.

B. Participation in Promotional Exercises - Grade 8

In order to participate in the school's eighth grade recognition program, a student must:

1. Earn 100 credits as per Board Policy 6146.5 and Administrative Regulations 6146.5.
2. Receive no more than two Fs in the second semester of the eighth grade year on the semester report card.
3. Receive no more than four unsatisfactory (U) citizenship grades during the eighth grade year on the semester report cards. No more than two unsatisfactory citizenship grades can be received in the second semester of the eighth grade year.

Students who are at risk of not promoting based on the above criteria will be notified along with their parents/guardians within three weeks after the end of the 3rd quarter. Students and/or parents/guardians may submit an appeal letter to include explanations of extenuating circumstances that may have impacted the student meeting the criteria for promotion. The appeal letter must be received by the school site no later than 3 school days prior to the

Students - Progress

Graduation Ceremonies and Activities

date of promotion. A school site committee will review the appeal letters and make a determination on whether or not the student will participate in the promotion ceremony.

C. Participation in Commencement Activities - High School

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, satisfying District standards, and passing any required assessments. The Board of Education believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

Participation in high school commencement activities is an earned privilege. In order for twelfth grade students to be eligible for participation in such activities at the end of the school year, the following criteria will be met:

1. Successful completion of the requirements for high school graduation as specified in District Policy 6146.1.
2. Satisfactory citizenship in school and senior activities.
3. Enrollment in at least five classes each semester and earned at least 40 credits during the senior year unless the students has met graduation requirements at the end of the first semester and requests early graduation. This criteria applies to students graduating from the District's comprehensive high schools.

Special education students who have completed their high school experience, participated in the instruction as prescribed in their individual education program and individualized transition plan shall be eligible to participate in graduation ceremonies and related activities.

At the discretion of the Superintendent or designee, a student who will complete graduation requirements during the summer may participate in graduation exercises without receiving his/her diploma. When the requirements have been satisfied, a diploma shall be sent to the student.

High school students who have passed the California High School Proficiency Examination or the General Educational Development Test must also meet District graduation requirements in order to participate in graduation ceremonies including being enrolled in

Students - Progress

Graduation Ceremonies and Activities

the school in the semester the graduation ceremonies are being held.

Invocations, prayers, or benedictions shall not be included in graduation ceremonies. The school or District shall not sponsor other ceremonies or programs for graduates that include prayer.

D. Honors and Awards

To honor superior academic achievement, graduation ceremonies shall include recognition based on the Latin Honors system. The weighted cumulative grade point average (GPA) reported on the student transcripts in grades nine through eleven and the first semester of grade twelve (7 semesters) will be used to determine the final level of distinction according to the following criteria:

- Cum Laude: Cumulative Weighted GPA of 3.5 - 3.99
- Magna Cum Laude: Cumulative Weighted GPA of 4.0 - 4.199
- Summa Cum Laude: Cumulative Weighted GPA of 4.2 and above

The Superintendent or designee shall identify other school-sponsored awards, which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and non-school awards.

E. Graduation Attire

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony.

If cap and gowns are differentiated based on gender, students shall be allowed to wear the color of cap and gown that aligns to their gender identity or gender expression.

However, any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at his/her option, wear his/her military dress uniform at the ceremony. (Education Code 35183.3)

Students shall be permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment to the customary ceremonial attire, as long as the adornment does not cause a substantial disruption of, or material interference with, the

Students - Progress

Graduation Ceremonies and Activities

graduation ceremony. (Education Code 35183.1)

Students who desire to wear such adornments shall seek permission from the Superintendent or designee at least 14 days before the graduation ceremony.

F. Disciplinary Considerations

1. Students are expected to comply with District and school policies, regulations, and rules throughout the school session, including during graduation and related events. Students shall not be denied the privilege of participating in graduation ceremonies and activities except as discipline in cases of serious misconduct. In no event shall a student be denied participation in graduation ceremonies unless the principal or designee has informed the student and the student's parents/guardians of the misconduct and has given them an opportunity to respond.

During the graduation ceremony, a student may be removed from the ceremony for conduct that is disruptive or that poses a risk to safety.

High school seniors shall be notified of this policy in advance, through the student handbook or other means, and shall be required to acknowledge receiving it.

Legal Reference: Education Code, Sections 35183.1; 35183.3; 38119; 48904; 51225.5; 51410-51413

Court Decisions:

Workman v. Greenwood Community School Corporation, (2010) Case No. 1:2010cv00293

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Santa Fe Independent School District v. Doe, (2000) 530 U.S. 290 Lee v. Weisman, (1992) 505 U.S. 577

Sands v. Morongo Unified School District, (1991) 53 Cal. 3d 863 Lemon v. Kurtzman, (1971) 403 U.S. 602

Rules Approved: 01/09/1961 (AR 5390)

Rules Revised: 06/04/1985; 12/02/1986; 05/21/1996; 03/07/2000; 05/16/2000; 06/06/2000

Students - Progress

Graduation Ceremonies and Activities

Policy Adopted: 01/14/2003 (BP 5127)

Policy Revised: 10/16/2007; 09/15/2015; 08/13/2019; 09/26/2023

Formerly AR 5390

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

ACTION REPORT NO. 5

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

PREPARED BY: Kristine Nam, Communications Director

SUBJECT: **Approval of Services Agreement with Courtney Torres Consulting, Inc.**

The Interim Superintendent recommends that the Board of Education approve the service agreement with Courtney Torres Consulting, Inc. for the development of a crisis communication plan, coalition building and two parent focus groups in the amount of \$62,000.

In order to support the district's communications team and the Board's priority to increase school connectedness, trust, and understanding for students, parents, and families, the Interim Superintendent recommends the district contract with Courtney Torres Consulting, Inc. CT Consulting specializes in government, community, and media relations. Their primary focus is on providing strategic guidance, building lasting relationships with key decision-makers, and impacting public opinion through the use of media.

The agreement includes support with crisis communications, plan development, and coalition building at a cost of \$6,500 per month and includes two focus groups with GUSD parents at a cost of approximately \$11,500 per session. The contract will not exceed 6 months or \$62,000.00. These services will be paid from the Unrestricted General Fund.

The agreement is in effect from October 1, 2023 through March 31, 2024.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

TO SUPPORT 2023-2024 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

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

SERVICES AGREEMENT

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

The Parties do hereby contract and agree as follows:

1. **Term**

Contractor shall commence providing services under this Agreement on or about October 1, 2023 and will diligently perform as required and complete performance by March 31, 2024

2. **Scope of Services**

Focus groups with parents, communication plan development, coalition building, and communication support. (See attached)

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

3. **Compensation**

District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement as set forth in Addendum A “Scope of Work.” District shall pay Contractor the amount set forth in Addendum B “Cost Proposal” according to the following terms and conditions: \$6,500.00 per month for 6 months plus \$23,000.00 for two focus groups. Total of \$62,000.00.

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

4. **Expenses**

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

5. **Materials**

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

6. **Independent Contractor**

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

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

7. **Joint Employer**

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

8. **Contractor's Employee Processing**

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

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

9. **Conduct on District Premises**

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

10. **Anti-Discrimination**

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

11. **Indemnification**

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

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

12. Limitation of District Liability

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

13. Confidentiality

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

14. Insurance

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

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

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

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

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

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

15. Termination

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

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

16. Certificates/Permits/Licenses

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

17. Delivery

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

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the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, pandemic or epidemic, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other Party(ies), provided that it is satisfactorily established that the non- performance is not due to the fault or neglect of the Party not performing.

24. California Law

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

25. Waiver

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

26. Severability

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

27. Provisions Required By Law Deemed Inserted

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

28. Authority to Bind Parties

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

29. Attorneys' Fees and Costs

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

30. Headings

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

31. Signature Authority

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

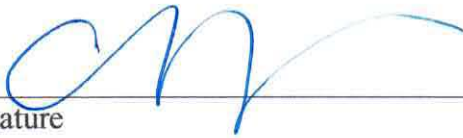
32. Counterparts

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

SIGNATURE PAGE

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

Company Name: Courtney Torres Consulting

By: 
Signature

President
Title

Courtney Torres
Print Name

Dated: September 15, 20 23

By: 
Signature

Secretary
Title

Courtney Torres
Print Name

Dated: September 15, 20 23

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

Information regarding Contractor:

License No.:

Employer Identification Number:
47 124976 1

Address: 4422 Stern Avenue
Sherman Oaks, CA 91423

Telephone: 818-804-1079

Email: courtney@ctc-la.com

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

Other: _____

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

Glendale Unified School District

By: _____
Signature

Santhasundari Rajiv

Print Name

Chief Financial Officer

Title

Dated: _____, 20__

ADDENDUM A

SCOPE OF WORK

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Focus groups with parents
Crisis communication plan development
Coalition Building
Ongoing Communications support

ADDENDUM B

“Cost Proposal”

\$6,500 per month for 6 months
\$23,000 for cost of two focus groups
Total \$62,000.00

EXHIBIT "A"

WORKERS' COMPENSATION CERTIFICATION

California Labor Code Section 3700 in relevant part provides:


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

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

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

Date: 9-15-23

Name of Contractor: Courtney Torres Consulting, Inc.

Signature: 

Print Name and Title: Courtney Torres, President

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

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

The undersigned declares:

I am the President of Courtney Torres Consulting, Inc., the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 9-15-23 [date], at Los Angeles [city], CA [state].



Signature

Courtney Torres

Print Name

EXHIBIT "F"

GOVERNOR EXECUTIVE ORDER N-6-22

On March 4, 2022, California Governor Newsom issued Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order (<https://www.gov.ca.gov/wp-content/uploads/2022/03/3.4.22-Russia-Ukraine-Executive-Order.pdf>; "State Order").

Your Firm, if it enters into a contract with the District, must comply with the economic sanctions imposed in response to Russia's actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>).

As part of this procurement, **if the contract value of this procurement is \$5 million or more**, please include in your Response the following:

- (1) a statement that your Firm is in compliance with the required economic sanctions of the Federal and State Orders;
- (2) the steps your Firm has taken in response to Russia's actions in Ukraine, including, but not limited to, desisting from making new investments in, or engaging in financial transactions with, Russian entities, not transferring technology to Russia or Russian entities, and directly providing support to the government and people of Ukraine.

Name of Contractor: Courtney Torres Consulting, Inc.

Signature: 

Print Name and Title: Courtney Torres, President

Date: 9-15-23

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

ACTION REPORT NO. 6

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: Dr. Kyle Bruich, Executive Director, Human Resources

SUBJECT: **Request for Provisional Internship Permit for Education Specialist at La Crescenta Elementary School for the 2023-2024 School Year**

The Interim Superintendent recommends that the Board of Education approve the Provisional Internship Permit for the hiring of Diana Chayah based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for the needed position.

The Provisional Internship Permit request is based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for needed position as follows:

- Chayah, Diana – Education Specialist Provisional Internship Permit – Education Specialist at La Crescenta Elementary School, Grades K - 6

Upon approval of this Provisional Internship Permit by the California Commission on Teacher Credentialing (CCTC), the District will be permitted to hire Diana Chayah for Education Specialist Provisional Internship Authorization. Notwithstanding, Glendale Unified School District will hire permit teachers only when qualified, capable, fully certified teachers are unavailable.

This permit request will remain in force until June 30, 2024. Submission of the permit request by the local education agency is a prerequisite to the issuance of any permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80021.1 requires that the request for the permit be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The permit will provide the teacher additional time to complete the requirements for the credential that authorizes the service assigned. The permit is based on last year's actual needs, projected student enrollment, and staffing allocations for the 2023-2024 school year.

Our continued District Priority is to recruit and hire fully credentialed and qualified teachers, but where that may not be possible, this will help ensure that the District has the correct people in each position, and appropriate professional development, time, and support to be successful in their job.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

PREPARED BY: Dr. Oscar Macias, Director, Equity, Access, and Family Engagement

SUBJECT: **Memorandum of Understanding (MOU) between Glendale Unified School District and the Kids' Community Dental Clinic**

The Interim Superintendent recommends that the Board of Education approve the Memorandum of Understanding (MOU) between Glendale Unified School District and the Kids' Community Dental Clinic to provide dental services to students at the five Community Schools.

The Kids' Community Dental Clinic has requested to enter into an MOU with Glendale Unified School District (GUSD) to provide dental services to students at the five Community Schools at no cost. The services will be on-campus at the following locations:

- Cerritos Elementary
- Columbus Elementary
- Jefferson Elementary
- Mann Elementary
- Marshall Elementary

The Kids' Community Dental Clinic (KCDC) is a non-profit dental clinic that provides treatment for low-income uninsured and MediCal children for free or low cost. The KCDC's School Program will be at the five community schools and will accomplish the following:

1. Teach that cavities are preventable but transmissible - showing methods to use at home to prevent cavities.
2. Get students exposed and used to being around dental health professionals.
3. Make sure that every child is receiving regular dental care.

Dental disease among children is preventable and starts with awareness and early dental care. Currently, children ages 3 - 6 years are at the highest risk for decay. Most schools have children who have never been to the dentist. This free program aims to help reduce absences and to teach children to prevent decay.

All students will be screened and participate in oral health lectures and a dental screening. Screenings are conducted by licensed and certified providers (dentists and/or hygienists) of the Kids' Community Dental Clinic. All students will be screened, but there is a specified consent form required to receive free fluoride treatment (a \$45 value). Fluoride varnish is a coating applied on the teeth which helps to lessen the risk of decay. Parents may opt out of the program.

All services provided by the KCDC are at no cost to the student, family, school or the school district.

TO SUPPORT 2023-24 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

MEMORANDUM OF UNDERSTANDING

THIS AGREEMENT is executed by and between the **Glendale Unified School District** (hereinafter referred to as “School District”) and **Kids Community Dental Clinic** (hereinafter referred to as “Provider”) for the purpose of providing needed dental services to students (hereinafter referred to as the “Program”).

WHEREAS, it is the intention of the Parties to participate in the Program for the purpose of providing students (hereinafter referred to as “Students” or “Participants”) with the opportunity to receive needed dental services provided by Provider and/or their community partners.

NOW, THEREFORE, in consideration of the mutual covenants hereinafter contained, the Parties hereto agree as follows:

- I. Scope of Agreement
 - A. This Agreement forms the basis of mutual understanding and respective responsibilities between the School District and the Provider for providing needed dental services to students.
 - B. This Agreement will be for a period of one year, with review for continuation of the Program at yearly intervals. Renewal of this Agreement and continuation of the Program will be subject to each Party signing a renewal agreement.
 - C. School District agrees:
 1. To the extent School District is able, provide Students with a safe setting to receive free dental exams, oral health education, preventative care treatments (e.g., fluoride varnish) and toothbrush goodie bags for home use. School District shall provide sufficient oversight of the Program to ensure that it meets the needs of Students.
 2. To provide students with dental screening consent form 7-20 days before the event occurs so parents can review the document and consider consent.
 3. The School District will provide results forms with each participating child’s name in 2 places on each form. One is for school records, the other is for parents to view results of the screening.
 4. The School District will ensure administrative staff reviews results for urgent cases to have parents address infections or other issues by contacting their dentist or by contacting the Provider and will contact parents of students with decay to encourage restorative dental care.
 5. To provide a mutually acceptable place to set up equipment or and materials needed to provide students with basic dental care and an educational presentation.
 6. To provide access to toilet facilities, trash receptacles, and an area for educational setting for 1-2 classes.

7. To comply with all applicable laws relating to nondiscrimination.

D. Provider Agrees:

1. To provide all Students who provide written consent of their parent or guardian with the opportunity to receive fluoride treatment that is an evidence-based application to prevent tooth decay and is standard in pediatric dental offices up to 4 times each year.
2. To ensure parents are informed and consent to the proposed treatment plan.
3. To provide access to oral health education, a preventative treatment, and basic dental screenings for students.
4. To provide the School District with Kids' Community Dental Clinic as a Non-profit dental Provider who is a community-based dentist and dental facility where Students may receive follow-up and/or emergency care. KCDC is always accessible at the clinic office phone number or emergency contact number with dentists available for emergency questions and/or services. No invasive treatment is conducted at schools. . KCDC is a community dental clinic where students may go and are available 24/7 via phone and FaceTime for emergencies at 818-399-1373.
5. To provide the school principal or health office with results of the screening immediately within 48 hours following the event and the school agrees to contact parents information sheet within 48 hours after each Student's dental visit to include:
 - a. General statement that we recommend the child see a dentist.
 - b. In case of an emergency, KCDC is available for students to go and is available 24/7 via phone and FaceTime for emergencies at 818-399-1373 or 818-325-6663.
6. To provide School District with an paper results and an emailed overview report at the conclusion of Provider visit to include:
 - a. Number of Students returning signed permission slips
 - b. Number of Students screened for oral health problems
 - c. Number of Students receiving any services
 - d. A list of services that were provided and how many times each service was provided
 - e. Number of Students that received each service
7. To comply with all applicable laws relating to nondiscrimination.

II. Term of Agreement

- A. This Agreement may be terminated by School District or Provider at any time by giving at least seven (7) days written notice.
- B. This Agreement shall be effective from 10/1/2023 to 6/15/2024.
- C. This Agreement may be modified at any time by written consent of both Parties.

- D. This Agreement constitutes the entire Agreement between the Parties. There is no express or implied Agreement except as stated in this Agreement.
 - E. All provisions of this Agreement are separate and divisible, and if any part is held invalid, the remaining provisions shall continue in full force and effect.
- III. Insurance and Liability
- A. School District and Provider shall secure and maintain comprehensive general liability insurance in the amount of \$1 million or one million dollars per occurrence and \$3 million or three million dollars aggregate with coverage for incidental contracts. School District shall name Provider and Provider shall name School District by endorsement as an additional insured under its respective policy(s). Further, the Certificate of Insurance shall provide that insurance may not be canceled, nonrenewed, or the subject of material change in coverage or available limits of coverage, except on 30 days' prior written notice. Provider must also provide proof of professional liability insurance coverage.
 - B. School District agrees to defend, hold harmless, and indemnify Provider and its directors, officers, employees, and agents against and from any and all loss, liability, damage, claim, cost, charge, demand, or expense (including any direct, indirect or consequential loss, liability, damage, claim, cost, charge, demand, or expense, including without limitation, attorneys fees) for injury or death to persons, including employees or other agents of Provider, and damage to property including property of School District, caused by the negligent acts or omissions of School District in the performance of the Agreement. School District's duty to indemnify Provider under this Agreement shall not extend to loss, liability, damage, claim, cost, charge, demand, or expense resulting from Provider's negligence or willful misconduct.
 - C. Provider agrees to defend, hold harmless, and indemnify School District and its directors, officers, employees, and agents against and from any and all loss, liability, damage, claim, cost, charge, demand, or expense (including any direct, indirect or consequential loss, liability, damage, claim, cost, charge, demand, or expense, including without limitation, attorneys fees) for injury or death to persons, including employees of School District, and damage to property including property of Provider, caused by the negligent acts or omissions of Provider in the performance of the Agreement. Provider's duty to indemnify School District under this Agreement shall not extend to loss, liability, damage, claim, cost, charge, demand, or expense resulting from School District's negligence or willful misconduct.

D. School District's insurance obligations set forth in section A of this Paragraph III are independent of School District's indemnification and other obligations under this Agreement and shall not be construed or interpreted in any way to restrict, limit, or modify School District's indemnification or other obligations or to limit School District's liability under this Agreement. Provider's insurance obligations set forth in section A of this Paragraph III are independent of Provider's indemnification and other obligations under this Agreement and shall not be construed or interpreted in any way to restrict, limit, or modify Provider's indemnification or other obligations or to limit Provider's liability under this Agreement.

IV. Independent Contractor

Provider is, for all purposes, an independent contractor and shall not be deemed an employee of the School District. Provider specifically acknowledges that it controls the manner and means by which the Program is accomplished, agrees to hold itself out as an independent contractor, and waives any rights to claim that it is an employee of School District under the common law agency test, the economic realities test, or any other legal test.

SCHOOL DISTRICT OFFICIAL

PROVIDER

By: _____
Name
Title
Address

By: _____
Name
Title
Address

Date: _____

Date: _____

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 1

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Minutes**

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

- a) Regular Meeting No. 5, September 12, 2023

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

BOARD OF EDUCATION MEETING NO. 5
UNADOPTED MINUTES
REGULAR MEETING, September 12, 2023

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Jennifer Freemon, President of the Board of Education, at 5:03 p.m., on Tuesday, September 12, 2023, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for the roll call: Kathleen Cross, Ingrid Gunnell, Nayiri Nahabedian, Shant Sahakian, and Jennifer Freemon.

The following administrators were present: Dr. Darneika Watson, Mr. David Greco, Dr. Kelly King, and Ms. Santha Rajiv.

PLEDGE OF ALLEGIANCE

Ms. Freemon led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

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

APPROVAL OF AGENDA ORDER

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

PRESENTATIONS

1. Suicide Prevention Week/Month
2. Attendance Awareness Month
3. Hispanic Heritage Month

COMMUNICATION FROM ORGANIZATION PARTNERS

1. Glendale Teachers Association – GTA President Taline Arsenian shared the many accolades students receive due to our teachers. She congratulated her high school members about the U.S. News & World Report annual ranking of high schools, in which all of our high schools ranked in the top 17% nationwide. While educators and staff had to deal with distraction and harassment, they have focused on our core mission of providing the best education for all students. Her members will strive to make sure every student succeeds. She also said educators should not be harassed or harassed for doing their jobs. No student or family should feel excluded in GUSD. They are excited about the Community Schools. The Community Schools model requires input from all stakeholders – a districtwide commitment and engagement. She asked that we prepare and pass a resolution supporting Community Schools. She thanked Dr. Watson for transitioning into the role of Interim Superintendent. She looks forward to working with her to ensure our students' experiences are the best they can be and thanked the Board for selecting her.
2. Glendale Schools Management Association – GSMA President Suzanne Risse thanked all in the GUSD community for helping us prepare for our students' return to school. It takes a village. The purpose of the GSMA is to promote the advancement of education in Glendale by bringing members of the association into closer relationships through dialog and disseminating information regarding pertinent issues facing public education and the profession. GSMA plans to work closely with Dr. Watson to find opportunities to enhance our working environment. They are 125 members strong. Our team is dedicated to advancing their profession, ultimately leading to our students' success. Education faces many challenges, but as a team, they are ready to work together with the Board and our partners, CSEA and GTA, for the betterment of our district.
3. Glendale Council PTA – Glendale Council PTA President Lerna Amiryans welcomed our students, families, teachers, and staff back to the 2023-24 school year. Glendale Council PTA remains committed to engaging families and making every child's potential a reality. PTA is composed of millions of caring adults who are committed to improving all children's health and safety. Their motto is "Every child, one voice." We have 24 PTA units in GUSD. Our PTAs have hosted many events to help students and families feel connected and welcome. The Reflection program provides opportunities for students to express themselves creatively. This year's theme is, "I am hopeful because..." We believe all children should have a safe learning environment where our students can thrive. She thanked her team for their hard work and advocacy.

PUBLIC COMMUNICATIONS

1. Ray Shelton said he hears a lot about inclusion as we begin the new school year. He wants to know if we are serious about inclusion. He read an email about Chick-fil-A-Leaders Academy, where students have an opportunity to go and learn business skills. Kelly said she didn't want this to happen, was glad they were not doing it, and that doing so would be harmful to our LGBTQ community. But, on the other hand, we have Jennifer Heaslip, who dresses and acts like a man and goes by Grey James, being drawn into schools. She is included without parental knowledge.

PUBLIC COMMUNICATIONS (Continued)

2. Emily Rogers, PAC chairperson for GTA, announced the GTA is accepting applications for GTA's Political Action Committee endorsement. If you want to be considered for endorsement for GUSD School Board Area A or E, please submit your application by September 15. The application can be found on their website.
3. Anthony Passarella addressed the sexual indoctrination of students in our schools. Education plays a pivotal role. There are lines in which we should not cross. Education should never be a platform for pushing a specific agenda, like sexuality. Sex education should respect the religious and diverse backgrounds of our families. Schools should collaborate with our parents. We should also consider the well-being of students. He implored all stakeholders involved in education to prioritize holistic development over any specific ideology. Together, we can create a future generation that is well-informed, empathetic, and capable of making decisions that reflect their values and beliefs.
4. Belissa Cohen spoke about the LBGTQA+. People don't understand what every letter means. Everything after LBG is straight people. She talked about Grey James, who calls herself a gay man. She is a heterosexual woman, wrapping herself in the rainbow.
5. Edgar said the people who organized the violence a few months ago were outnumbered 20-1 today. The community as a whole is getting sick and tired of them. August 25 was their protest day, encouraging students to stay home. That failed. He supports SB 596. Once this law is passed, he trusts the Board will do everything to protect the teachers and the board meetings.
6. MMM said from Monday, October 3 to Friday, October 7, 2022, Crescenta Valley High School held its annual Solidarity Week. Solidarity Week is a student-run event organized by CVHS' Gender Sexuality Alliance (GSA) and is supported by the Gay, Lesbian & Straight Education Network (GLSEN). Throughout the week, GSA held events around campus where students could show their support for LGBTQ+. She asked if students had other options if they did not support this event. She wants to know GUSD's connection with GSA, GlendaleOut, and Grey James. Why are they infiltrating the district? Are the parents notified about all these extra-curricular activities happening at CVHS?
7. Monica Karalis said on May 16, when she came to a GUSD meeting, a person in this room physically attacked her. Her name is Hasmik. It has been very difficult for her to see this person in this meeting. Hasmik assaulted her while trying to get her cell phone and pinched her in the process. She would like to know how the Board is going to protect parents who come to the meetings when we have people outside the district terrorizing them. (Note: She spoke in Spanish, and her comments were translated).
8. Elia Silveyra spoke in Spanish and did not want an interpreter. (The following is a summary provided by a GUSD translator after the meeting.) Elia said she did not know any English when she came to this country. When she went to CVHS, she never felt there was inclusivity. Her children are now attending the same schools and

PUBLIC COMMUNICATIONS (Continued)

feels there is more inclusiveness. When her mom would come to school, there was no translators. Now, there would be one for her. There are a lot of lies and manipulation going on out there from people who do not live here and do not participate in anything. She wanted the Hispanic community to understand that we are here and present.

9. Dr. Alex Balekian said he knows numbers. He said it breaks his heart when we mislead our parents regarding the assessment report. We are not comparing apples to apples. There is still a steady decline in math proficiency across the district. You are misleading parents about the ill-preparedness of our students. Your curriculum is a failure and needs to be changed completely. His niece deserves better. The US Department of Education has grants for STEM education. He proposes a five-year pilot project for a multi-grade intensive math and science curriculum at Keppel/Toll/Hoover. He hopes the Board prioritizes ideas over identities.

CLOSED SESSION

The Board of Education convened to Closed Session at 6:05 p.m. to discuss the following:

1. Public employee appointment/employment pursuant to Government Code section 54957
Title: Superintendent
2. Personnel matters relating to the appointment, employment, or evaluation of school-based and non-school-based district management positions pursuant to Government Code §54957
3. Conference with Legal Counsel-Existing litigation pursuant to Government Code Section §54956.9 (d)(1): JLI Case No. 19STCV22935
4. Conference with Legal Counsel – Anticipated litigation – Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section §54956.9: One potential case

RETURN TO REGULAR MEETING/REPORTING OUT OF CLOSED SESSION

The Board returned from Closed Session at 8:15 p.m. President Freemon read the following statement, “In closed session, the Board agreed to accept and enter into a national settlement with Altria, the remaining defendant, in the mass litigation against Juul Labs, Inc., Case No. 19STCV22935, by a 5-0 vote. The details of the settlement remain confidential pending final Court approval.” AYES- Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

INFORMATION

1. Summary of Revenue and Expenditures for 2022-23 (Unaudited Actuals) and 2023-24 Budget to Reflect the Related Technical Corrections (Refer to Action Report No. 1)
2. 2023 CAASPP and CAST Results
3. School Library Books Challenge Update Report
4. Proposed Revisions to Board Policy 5127 – Graduation Ceremonies and Activities
5. Student Enrollment Data for 2023-2024
6. Proposed Revisions to Course of Study Outlines for Use in Middle and High Schools in the Area of World Languages and Cultures
7. Board of Education – District Related Committee, Organization, and Legislative Assignments
8. Acknowledgements of Service

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

ACTION REPORTS

Note: Ms. Nahabedian stepped away from the dais at 9:42 p.m. and returned at 9:50 p.m. She was not present to vote on Action Items 1 through 4.

1. Summary of Revenue and Expenditures for 2022-23 (Unaudited Actuals) and Technical Corrections to the 2023-24 Adopted Budget

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

2. Approval of Agreement with CDW to Renew Google Workspace for Education Plus Subscription

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

3. Approval to Use the CMAS Contract No. 4-20-00-013A for the Purchase and Installation of Synthetic Turf from Asphalt, Fabric and Engineering, Inc., DBA AFE Sports at Glendale High School

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

ACTION REPORTS (Continued)

4. Approval of Budget Adjustment for the Rosemont Middle School HVAC Project

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

5. Approval of Services Agreement with Covelo Group, Inc. for Nursing Services

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

6. Approval of Agreement with Vital Healthcare, Inc. for Nursing Services

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

7. Approval of College Board Contract Renewal for 2023-2024

It was moved by Ms. Cross and seconded by Ms. Gunnell to approve Action Report No. 7, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

8. Agreement for Contract No. CCTR-3108, Amendment 01, with the California Department of Social Services, for Child Care and Development Services for the 2023-2024 School Year

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

9. Approval of Services Agreement with Hey Tutor, Inc.

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

10. Acceptance of ARPA Stipend Funding from the California Department of Social Services for Child Care Services

It was moved by Ms. Nahabedian and seconded by Ms. Cross to approve Action Report No. 10, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

ACTION REPORTS (Continued)

11. Acceptance of the Middle College Early College Grant

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

12. Acceptance of the College and Career Pathways Grants

It was moved by Ms. Nahabedian and seconded by Ms. Gunnell to approve Action Report No. 12, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

13. Approval of Capturing Kids' Hearts Foundation Grant and Approval of Agreement

It was moved by Ms. Nahabedian and seconded by Ms. Cross to approve Action Report No. 13, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

14. Request for Provisional Internship Permit for the 2023-2024 School Year

It was moved by Ms. Gunnell and seconded by Ms. Nahabedian to approve Action Report No. 14, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

15. Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2023-2024 School Year

It was moved by Ms. Cross and seconded by Mr. Sahakian to approve Action Report No. 15, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

16. Variable Term Waiver Request Basic Skills Test (CBEST) for the 2023-2024 School Year

It was moved by Mr. Sahakian and seconded by Ms. Nahabedian to approve Action Report No. 16, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

17. Variable Term Waiver Request for Certificate of Completion of Staff Development (CCSD) for the 2023-2024 School Year

It was moved by Ms. Nahabedian and seconded by Ms. Cross to approve Action Report No. 17, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

ACTION REPORTS (Continued)

18. Variable Term Waiver Request for Elementary Multiple Subjects Program for the 2023-2024 School Year

It was moved by Ms. Gunnell and seconded by Mr. Sahakian to approve Action Report No. 18, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

19. Request for District Intern Credential for the 2023-2024 School Year

It was moved by Ms. Cross and seconded by Ms. Gunnell to approve Action Report No. 19, as recommended. Motion approved by the following vote: AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freemon.

20. Approval of Amended Agreement with the Los Angeles County Sheriff's Department for Law Enforcement Services for the 2023-24 School Year

It was moved by Mr. Sahakian and seconded by Ms. Cross to approve Action Report No. 20, as recommended. Motion approved by the following vote: AYES—Cross, Nahabedian, Sahakian, and Freemon. ABSTAINED—Gunnell.

CONSENT CALENDAR

1. Minutes
 - a. Regular Meeting No. 2, August 8, 2023
 - b. Special Meeting No. 3, August 22, 2023
 - c. Special Meeting No. 4, September 5, 2023
2. Certificated Personnel Report No. 3
3. Classified Personnel Report No. 3
4. Warrants totaling \$19,567,743.46 for August 1, 2023 through August 31, 2023
5. Purchase Orders totaling \$19,353,339.51 for the period of July 31, 2023 through August 25, 2023
6. Appropriation Transfer and Budget Revision Report
7. Authorization to Dispose of Surplus Property
8. Adoption of Sourcewell Cooperative Purchasing Group Piggybackable Contracts for the Purchase of Equipment, Materials, Services, and Supplies
9. Approval of Funding Redistribution for Safety and Security, Phase II Projects
10. Adoption of Piggybackable Contracts for Kitchen Equipment, Materials & Supplies

CONSENT CALENDAR (Continued)

11. Acceptance of Armored Transportation Services Agreement with Fortress Armored Services Company for the 2023-2024 School Year
12. Acceptance of the School Breakfast & Summer Meal Programs Start-up & Expansion Grant
13. Approval of the Consolidated Application (ConApp) for Federal Programs Under the Consolidated Application and Reporting System (CARS) for 2023-2024
14. Approval of the Services Agreement between Glendale Unified School District and California Dance Institute
15. Approval of Services Agreement with Mobile Ed. Productions
16. Approval of Supplementary Textbooks for Use in Elementary Schools in the Area of Dual Language Immersion for German Instruction
17. Approval of Services Agreement Between Glendale Unified School District and Bloom Arts Foundation for Fremont Elementary School
18. Approval of Services Agreement between Glendale Unified School District and PlanetBravo, LLC for La Crescenta Elementary School
19. Approval of Supplementary Textbooks for Use in High Schools in the Area of World Languages and Cultures
20. Approval of HMH Professional Learning Services for New Curriculum Language Launch for Middle and High School Emerging ELD Teachers and Site Specialists
21. Approval of Memorandum of Understanding Between Glendale Community College District and Glendale Unified School District for the California Adult Education Program Consortium
22. Approval of Memorandum of Understanding Between Glendale Community College District and the Foothill Special Education Local Planning Area for the California Adult Education Program Regional Consortium
23. Approval for Purchase of New Assessment Tests for Dual Language Immersion Programs Through Avant Assessment, LLC
24. Approval of Services Agreement Between Glendale Unified School District and School Shine
25. Approval of Services Agreement Between Glendale Unified School District and Target River

MINUTES: September 12, 2023 – Regular Board Meeting

CONSENT CALENDAR (Continued)

26. Agreement with University La Verne
27. Agreement renewal with Raptor Technologies for Emergency Management System for GUSD Sites
28. Agreement with Fagen Friedman & Fulfroost LLP to Provide Legal Services for the District for the 2023-24 School Year
29. Reclassification of Student Records
30. Services Agreement Harmony Psychotherapy, Inc. for Tobacco Use Prevention Education (TUPE) Program for the 2023-24 School Year
31. Approval of Memorandum of Understanding Between Glendale Unified School District, Glendale Community College, and Reading & Math, Inc., DBA Ampact
32. Approval of Community Partnership Between Glendale Unified School District and Homenetmen Glendale Ararat for an ASES Program at Wilson Middle School
33. Approval of Community Partnership Between Glendale Unified School District and YMCA of the Foothills for Child Care
34. Acceptance of Gifts
35. Rejection of Claim #013-0000438

It was moved by Ms. Gunnell and seconded by Mr. Sahakian to approve the Consent Calendar as presented. The motion was approved unanimously. AYES—Cross, Gunnell, Nahabedian, Sahakian, and Freeman.

REPORTS FROM THE BOARD

Ms. Cross said she is looking forward to bringing back our students to our Board meetings where we can celebrate them. She participated in the 9/11 motorcade yesterday. It was a heartwarming experience. She joined Dr. Watson at a recent “Coffee with the Superintendent.” They will be visiting every school. At the middle and high schools, there are after-school activities where study sessions are taking place with super tutors. We have many resources to help our students. She appreciates everyone who volunteers.

Mr. Sahakian said it has been great to welcome everyone back to school. He enjoyed attending Back-to-school-night events at several schools and joined Dr. Watson at Cerritos Elementary for “Coffee with the Superintendent.” There are many ways for our stakeholders to engage with our schools and work together for the betterment of our students. He spoke about Azerbaijan’s ongoing blockade, where 120,000 Artsakh civilians have had limited access to electricity, water, food, and basic human needs. It is inhumane. Luis Ocampo, former International Criminal Court

REPORTS FROM THE BOARD (Continued)

Prosecutor, has referred to it as a Genocide through starvation. When we talked about the Armenian Genocide, it was to honor the past and teach our students about empathy, community, and respect. It was also because the Genocide has continued in different forms. He is hopeful that we will see a more positive movement that respects human life in that part of the world in the coming days.

Ms. Gunnell thanked the labor partners for their reports. She asked Ms. Arsenian to send the resolution on Community Schools. She would also like to see a report on the Community Schools at a future Board meeting. She appreciated everyone's support during the tropical storm. A couple of our schools did have some damage. She also supports a resolution supporting the people of Artsakh.

Ms. Nahabedian thanks everyone for working so hard for a successful first day of school. Parents are sending their kids to GUSD and are excited to be there. She appreciates the continuation of "Coffee with the Superintendent." It provides concrete information on what students are learning and provides engagement. Adelante Latinos is hosting a speaker's series for Hispanic Heritage Month. The first speaker is scheduled for September 18. She encourages students to attend the webinar. She appreciated the reports tonight.

Ms. Freemon extended her appreciation to those who organized the 9/11 Motorcade. As for a resolution to support Artsakh, Mr. Sahakian is working on it. Regarding public comment, it is disappointing when people use this time to denigrate others. She read the following excerpts from Board Policy 9323 to provide clarity to changes made regarding meeting conduct:

"A person wishing to be heard by the Board shall complete and submit a public comment card. Public comment cards must be submitted prior to the start time of the meeting. Once the meeting begins, the Board shall not accept any additional public comment cards. Public comment cards will be available for speakers to complete starting one hour before the start of the meeting.

Any person who has timely submitted a comment card shall be given the opportunity to speak subject to the limitations set forth below.

The Board will limit the total time for public comment on agenda and non-agenda items, within the subject matter jurisdiction of the Board, to 60 minutes. The Board shall further limit the total time for public input on each item to 21 minutes. In general, individual speakers will be allowed three minutes to address the Board. If the number of speakers on any specific item will exceed the 21 minutes allotted for that item or if the total number of speakers will exceed the 60 minutes, the Board President may reduce each speaker's allotted time to accommodate more speakers. The microphone will be turned off when the time limit has been reached. In exceptional circumstances, when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input. Any such adjustments to the total time of public comment

REPORTS FROM THE BOARD (Continued)

or to the individual speaker's time shall be made equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint. A speaker's allotted time cannot be deferred to another speaker.

A member of the public shall only be permitted to submit one public comment at each meeting. On the public comment card, a speaker may identify multiple agenda items or items relevant to the business of the Board about which they intend to speak within the allotted amount of time.

The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

For safety and security reasons and to ensure that visibility is not disrupted for staff and attendees, members of the public are not permitted to bring flags, signage, placards, posters, banners, and/or other objects that could be disruptive or used as weapons to Board meetings. This prohibition applies to handheld flags, signs, placards, posters or banners as well as those items mounted on sticks or poles.

To avoid disruption and maintain decorum, all noisemakers are prohibited from Board meetings.”

The full policy, BP 9323 – Meeting Conduct, is on our website. She hopes that helps clarify our changes.

REPORT FROM THE INTERIM SUPERINTENDENT

Dr. Watson thanked everyone who presented and our organization partners. She also participated in the 9/11 motorcade. It was exciting to see our students participating, as well. She thanked the Elk's Club for their donation of dictionaries for all third graders. Everyone has been so welcoming at the “Coffee with the Superintendent” meetings. She also agrees that we must get back to business as usual and have our students participate in our Board meetings.

ADJOURNMENT

There being no further business, President Freemon adjourned the meeting at 10:25 p.m.

Jennifer Freemon
President, Board of Education

Ingrid M. Gunnell
Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 2

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 4

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

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Change of Maternity Leave of Absence</u>		
1.	Chavez-Stedman, Madeline Teacher, Regular 2 nd Grade Keppel Elementary	9/15/23 through 11/17/23
<u>Parental Leave of Absence</u>		
1.	Kennett, Jill Teacher, Regular 1 st Grade Mann Elementary	10/02/23 through 1/17/24
2.	Shahroozi, Shahrokh R. Psychologist Special Education	10/04/23 through 10/26/23
<u>Change of Parental Leave of Absence</u>		
1.	Goulas, Evangeline Teacher, Special Education Rosemont Middle School	8/14/23 through 10/17/23
<u>Health Leave of Absence</u>		
1.	Kaufman, Sharon Teacher, Regular Math Hoover High School	9/11/23 through 10/15/23

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Health Leave of Absence</u>		
1.	Traber, Allister Teacher, Regular Kindergarten Mann Elementary	8/14/23 through 10/20/23
<u>Family & Medical Leave of Absence</u>		
1.	Kaufman, Sharon Teacher, Regular Math Hoover High School	9/11/23 through 10/15/23
2.	Klotsas-Sparks, Georgine Chrissandra Teacher, Regular 5 th Grade Glenoaks Elementary	9/11/23 through 10/11/23
3.	Shahroozi, Shahrokh Psychologist Special Education	10/04/23 through 10/26/23
<u>Change of Family & Medical Leave of Absence</u>		
1.	Chavez-Stedman, Madeline Teacher, Regular 2 nd Grade Keppel Elementary	9/15/23 through 12/15/23
<u>Extension of Family & Medical Leave of Absence</u>		
1.	Kennett, Jill Teacher, Regular 1 st Grade Mann Elementary	7/17/23 through 11/03/23

Effective Dates
And Salary Rate

Position

Certification Authorization

1. Pursuant to Education Code Section 44256(b), authorization is requested for the following certificated employees to teach in another area through the completion of twelve semester hours of coursework, or six semester hours of upper division/graduate work in the subject area to be taught. (Multiple Subjects)

<u>NAME</u>	<u>SUBJECT</u>	<u>SCHOOL</u>
Lee, Allison	Mathematics	Toll Middle School

2. Pursuant to Education Code Section 44258.2, authorization is requested for the following certificated employees to teach in another area through the completion of twelve semester hours of coursework, or six semester hours of upper division/graduate work in the subject area to be taught. (Single Subject)

<u>NAME</u>	<u>SUBJECT</u>	<u>SCHOOL</u>
Galvin, Alison	Mathematics	Toll Middle School
Mandjikian, Houry	Mathematics	

3. Pursuant to Education Code Section 44263 authorization is requested for the following certificated employees to teach in another area through the completion of eighteen semester hours of coursework, or nine semester hours of upper division/graduate work in the subject area to be taught.

<u>NAME</u>	<u>SUBJECT</u>	<u>SCHOOL</u>
Flower, Michael	Art	Crescenta Valley High School
Kim, Peter	English Literature For Success	
Sansui, Maria	Physical Education	Glendale High School
Lim, Jessie	Yearbook	Hoover High School

4. Pursuant to Education Code Section 44258.7(b) authorization is requested for the following certificated employees to coach a competitive sport for which the students receive physical education credit for one period a day.

<u>NAME</u>	<u>SCHOOL</u>
Pehar, John	Crescenta Valley High School

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment</u>		
1.	Lescher, Whitney	Teachers, and Teacher
	Thiesmeyer, Yolanda	Specialist, as needed, for after
	Harlan, Leslie	school
	Hernandez, Marta	Enrichment/Intervention time
	Stout, Rachel	with students and prep time at
	Frakes, Kristin	Mountain Avenue Elementary
	Abramian, Laura	School
	Smith, Katherine	
	Aldaco, Ruby	
	Hickman, Beverly	
	Young, Wendy	
	Garruba, Jennifer	
	Jeon, Melinda	
	Stephan, Melissa	
	Arenson, Paula	
	Bell-Bottomley, Denise	
	Hardash-Pitt, Kimberly	
	Hall, Amber	
	Haydt, Christina	
	Dziok, Nancy	
	Kwan, Benjamin	
	Schroeder, Kelly	
	Coram, Donella	
	Heberger, Shannon	
	Tamez, Elizabeth	
	Sandoval, Luis	
	Campbell, Shellie	
		8/17/23 through 6/30/24
		\$44.10 per hour (teaching)
		\$40.95 per hour (prepping)
		Not to exceed \$1,500.00
		total
		01.0 02000.0 11304 10000
		1130 3900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment</u> <u>(Cont.)</u>		
2.	Lescher, Whitney Thiesmeyer, Yolanda Harlan, Leslie Hernandez, Marta Stout, Rachel Frakes, Kristin Abramian, Laura Smith, Katherine Aldaco, Ruby Hickman, Beverly Young, Wendy Garruba, Jennifer Jeon, Melinda Stephan, Melissa Arenson, Paula Bell-Bottomley, Denise Hardash-Pitt, Kimberly Hall, Amber Haydt, Christina Dziok, Nancy Kwan, Benjamin Schroeder, Kelly Coram, Donella Heberger, Shannon Tamez, Elizabeth Sandoval, Luis Campbell, Shellie	Teachers, and Teacher Specialist, as needed, for after school Enrichment/Intervention time with students and prep time at Mountain Avenue Elementary School 8/17/23 through 6/30/24 \$44.10 per hour (teaching) \$40.95 per hour (prepping) Not to exceed \$3,000.00 total 01.0 42030 11100 10000 1130 3900673
3.	Cicekci, Jibid J.	School Psychologist, as needed, to work for Special Education. 9/11/23 through 6/30/24 Established daily rate of pay Not to exceed 37 days total Special Education Support Services 01.0 65000.0 50011 31200 1233 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
4.	Hanes, Sara Joann Language, Speech, Hearing Specialist to work for Private School Services Special Education	8/14/23 through 6/05/24 Regular hourly rate of pay Not to exceed 10 hours per month Special Education – Private School Services 01.0 33110.0 57600 11100 1130 0000600

Election to Management Position

1.	Hanson, Jessica TO: Assistant Principal, High School Probationary, 1 st year Glendale High School	Effective 9/18/23 210 days
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Election

1.	Chapman, Andrea Language, Speech & Hearing Specialist Probationary, 1 st year SELPA	Effective 10/16/23
2.	Chayah, Diana Teacher, Temp Contract Special Education	9/18/23 through 6/06/24
3.	Duran, Andrea Teacher, Temp Contract Special Education	8/31/23 through 6/06/24
4.	Frisby, Chloe Teacher, Temp Contract Mann Elementary	9/11/23 through 6/06/24
5.	Grigorian, Lori Teacher, Temp Contract Keppel Elementary	Effective 9/18/23
6.	Han, Lydia Teacher, Temp Contract Glenoaks Elementary	9/04/23 through 6/06/24

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily</u>		
1.	Arsenian, Taline Baldwin, Justine Cohen, Debra Hamo, Matthieu Rogers, Emily	PAR Panel Teachers to attend PAR meetings as necessary for 2023-2024 school year Teaching & Learning
		7/01/23 through 6/30/24 \$40.95 per hour Not to exceed 8 hours per teacher 01.0 62660.0 11100 10000 1130 0000618
2.	Barnes, Judy Hacker, Elaine Simpson, Barbara	Retired teachers, as needed, for intervention to support students learning below grade level at Verdugo Woodlands Elementary
		9/12/23 through 6/15/23 \$44.10 per hour Not to exceed 79 hours District initiated special projects rate of pay \$40.95 per hour (planning) Not to exceed 4 hours per month per teacher 01.0 02000.0 11304 10000 1130 4200000
3.	Chang, Sophia Czekaj, Julie Anna Dzhabrayan, Cristine Griffin, Noriko Lee, Joeeun Malakyan, Tagui Martinez, Nina Matlock, Colleen Nekararian, Naira Romain, Robyn Marie	Substitute Teachers, as needed, for the 2023-2024 school year.
		9/01/23 through 7/30/24 Substitute rate of pay 01.0 00000.0 19004 10000 1160 0004615
4.	Andreas, Andre	Teacher, Regular Science Rosemont Middle School
		8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0600000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
5.	Avery, Elizabeth Teacher, Regular English Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0600000
6.	Bagiryan, Diana Teacher, Regular Intro to Armenian Toll Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0700000
7.	Bedrousi, Miro Teacher, Regular Science Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615
8.	Castano, Tamar Teacher, Regular English Intervention Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Castel De Oro, Lillian Teacher, Regular ELD 10 – Bridging Glendale High School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
10.	Chappell, Robert Teacher, Regular Physical Education Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 100000 1110 0001615
11.	Chui, Peggy Teacher, Regular Math 6 Toll Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0700000
12.	Cole, Jessica Teacher, Regular English Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 100000 1110 0001615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
13.	Combs, Sarah Jo Teacher, Regular Forensics Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0600000
14.	Corpuz, Kimberly Teacher, Regular Early College Academy Hoover High School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0300000
15.	Curtis, Elizabeth Teacher, Regular English Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615
16.	Doolittle, Jason Teacher, Regular History 6 Toll Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0700000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
17.	Ghim, Yong Teacher, Regular Science Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615
18.	Gonzalez, Adrian Teacher, Regular Physics Glendale High School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
19.	Harris, Chelbi Teacher, Regular English Glendale High School	8/16/23 through 12/2/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
20.	Hoang, Kevin Teacher, Regular Math Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
21. Kellogg, Laura	Teacher, Special Education WorkAbility (WAI) Foothill SELPA	9/01/23 through 6/05/24 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 65200.0 57600 11100 1110 0000668
22. Khatchetourian, Daniella	Teacher, Regular English Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 001615
23. Kim, Hamilton	Teacher, Regular History Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615
24. Kirakosyan, Ani	Teacher, Regular English Clark Magnet High School	8/14/23 through 12/21/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
25. Kracker, Shannon	Teacher, Regular Literature for Success Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 0000.0 11303 10000 1110 0600000
26. Lee, Jee-Eun	Teacher, Regular Math Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 02000.0 11303 100000 1110 0600000
27. Lopez, Joel	Teacher, Regular Physical Education 6 Toll Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0700000
28. Luna, Javier	Teacher, Regular Small Engines Toll Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0700000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
29. Mathevosian, Anzhik	Teacher, Regular ELD Bridging Toll Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0700000
30. Maynes, Carrie	Teacher, Regular Art Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 0000.0 11303 10000 1110 0600000
31. McMillin, Krista	Teacher, Regular Science Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 100000 1110 0001615
32. Melville, Julie	Teacher, Regular Spanish Clark Magnet High School	8/14/23 through 12/21/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0900000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
33. Mohr, Anthony	Teacher, as needed, to provide support to WorkAbility Program Foothill SELPA	9/01/23 through 6/05/24 Hourly rate of pay Not to exceed 150 hours WorkAbility Program 01.0 65200.0 57600 11300 1130 0000668
34. Mustain, James	Teacher, Regular Physical Education Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615
35. Narvaez-Rivera, Laura	Teacher, Regular Elective Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615
36. Ortiz, Gerald	Teacher, Regular Restorative Practices Wilson Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 30100.0 11100 10000 1130 0800000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
37. Perez Santamaria, Jennifer	Teacher, Special Education Special Education Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 001615
38. Riehl, Carla	Teacher, Regular Drama Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 100000 1110 0001615
39. Sassounian, Charlotte	Administrator, to provide additional support in the role of interim principal as needed. Human Resources	8/16/23 through 9/12/23 Regular daily rate of pay Not to exceed 3 days total 01.0 00000.0 00000 72002 1314 0001615
40. Sion, Carolyn	Teacher, Regular Physical Education Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
41. Stafford, D. Electra	Teacher, Regular English Glendale High School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
42. Telles, Patricia	Teacher, Special Education Special Education Glendale High School	8/17/22 through 12/16/22 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 65000.0 57608 11200 1110 0000600
43. Tyler, Ian	Teacher, Special Education Special Education Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 001615
44. Welsh, Janet	Teacher, Regular Teen for Success Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 10000 1110 0001615

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
45. Young, Celine	Teacher, Regular Math Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 26000.0 11303 1000 1110 0001615
46. Zuñiga, Jennifer	Teacher, Regular Art Rosemont Middle School	8/16/23 through 12/20/23 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 0000.0 11303 10000 1110 0600000

Additional Compensation

1. Cheney, Michele (English) Mendoza, David (P.E.)	Teachers, to receive additional compensation for non-daily prep. Crescenta Valley High School	8/14/23 through 6/06/24 Not to exceed \$210/month for 11 months 01.0 00000.0 11303 10000 1110 0100000
2. McGuire, Amber (Social Science) Moro, Anthony (Chemistry)	Teachers, to receive additional compensation for non-daily prep. Crescenta Valley High School	8/14/23 through 6/06/24 Not to exceed \$210/month for 11 months 01.0 00000.0 11303 10000 1110 0100000
3. Barboza Flores, Aurora Ciotti, Holly Morrison, Sarah Wallach, Bryna	Incentive Program through California Department of Education for teachers who have earned National Board Certification Teaching & Learning	7/01/23 through 6/30/24 Award of \$30,000.00 National Board Certification 01.0 6271.0 11100 10000 1170 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation (Cont.)</u>		
4.	Chu, Melody (Music) Teacher, to receive additional compensation for non-daily prep. Rosemont Middle School	8/14/23 through 6/06/24 Not to exceed \$210/month for 11 months 01.0 00000.0 11303 10000 1110 0600000
5.	Manin, Jerome (French) Teacher, to receive additional compensation for non-daily prep. Toll Middle School	8/14/23 through 6/06/24 Not to exceed \$210/month for 11 months 01.0 00000.0 11303 10000 1110 0700000
6.	McMillon, Sharon Teacher, as needed, to involuntary move classroom location for the 23-24 school year during non-paid work period. Toll Middle School	8/01/23 through 8/16/23 Regular rate of pay Not to exceed 2 days 01.0 00000.0 00000 72002 1130 0001615
7.	Okuda, Tae (Japanese) Teacher, to receive additional compensation for non-daily prep. Wilson Middle School	8/14/23 through 6/06/24 Not to exceed \$210/month for 11 months 01.0 00000.0 11303 10000 1110 080000
8.	Ponziano, Domenico (Italian) Teacher, to receive additional compensation for non-daily prep. Hoover High School	8/14/23 through 6/06/24 Not to exceed \$210/month for 11 months 01.0 00000.0 11303 10000 1110 0300000
9.	Zakarian, Emma (Sculpture/Art) Teacher, to receive additional compensation for non-daily prep. Glendale High School	8/14/23 through 6/06/24 Not to exceed \$210/month for 11 months 01.0 00000.0 11303 10000 1110 0200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Transportation Authorization</u>		
1.	Kim, Peter Oviedo, Anthony Torres, Phil Schilling, Paul	Teacher, as needed, for the Athletic Programs at Crescenta Valley High School 7/01/23 through 6/30/24 Not to exceed 65.5 cents per mile Athletics Program 01.0 00000.0 15001 10000 5210 0005616
2.	Arsenian, Taline Baldwin, Justine Cohen, Debra Hamo, Matthieu Rogers, Emily	PAR Panel Teachers to attend PAR meetings as necessary for 2023-2024 school year and receive mileage. Teaching & Learning 7/01/23 through 6/30/24 65.5 cents per mile Mileage Reimbursement 01.0 62660.0 11100 10000 5210 0000618

Revision to Previous Personnel Report

1. Revision to Board Report No. 3, September 12, 2023
Page 19, Item 21
 Sandoval, Luis Teacher, Temp Contract
 Toll Middle School 8/21/23 through 6/06/24

Change name to read:
 Sandoval, Lisette

Position Effective Dates
And Salary Rate

Revision to Previous Personnel Report (Cont.)

2. Revision to Board Report No. 2, August 8, 2023

Page 19, Item 3

Davarhanian, Patrick Faieta, April Galfayan, Gagik Gerigorian, Ani McTear, Brady Myles, Robbie Walgenbach, Aaron Zargaryan, Armine	Consulting teachers, as needed, to revise Induction Program procedures and documents Teaching & Learning	7/01/23 through 6/30/24 Not to exceed a total of 40 hours at the teacher's hourly rate of pay 01.0 07405.0 11100 10000 1130 0000618
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Remove the following name:
 Zargaryan, Armine

Add the following name:
 Balcomb, Kimberly

3. Revision to Board Report No. 3, September 12, 2023

Page 16, Item 26

Sergile, Kara	Substitute School Nurse as needed Health Services	8/01/23 through 6/30/24 Daily Rate of pay not to exceed \$50,000 01.0 65000.0 57607 31400 1214 0000600 (12%) 01.0 00000.0 00000 31401 1214 0000681 (88%)
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Change pay to read: Daily rate – Appendix J
Class 5, Step 16

Personal Services Agreement

1. Boosinger, Thistle	In-school TAIKO drumming for all classes. Verdugo Woodlands Elementary	8/21/23 through 6/05/24 Not to exceed \$6,500.00 School Site Donations 01.0 95100.0 11100 10000 5811 4200000
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Position

Effective Dates
And Salary Rate

Conference/Workshop/Meeting Authorization

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

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

1. It is recommended that approval be given to Jamie Alarcon to attend the “National Alternative Education Association Conference” to be held at Marriot Tampa Water Street Hotel, Tampa, Florida from October 16, 2023 – October 18, 2023, with all necessary expenses, including food, to be paid, not to exceed \$600.00 using CSI account 01.0 31824.0 11100 10000 5220 0400000

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CLASSIFIED PERSONNEL REPORT NO. 4

CONSENT CALENDAR NO. 3

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 4

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

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Maintenance Worker II</u> Gonzalez, Adam	FASO	08/16/23 through 09/27/23
2. <u>Library Assistant</u> Edwards, Holly	Monte Vista	09/18/23 through 10/10/23
<u>Family & Medical Leave of Absence</u>		
1. <u>Maintenance Worker II</u> Gonzalez, Adam	FASO	08/16/23 through 09/27/23
<u>Change of Family & Medical Leave of Absence</u>		
1. <u>Accounting Technician</u> Suh, Jennifer	CDCC	09/07/23 through 10/27/23
<u>Change of Maternity Leave of Absence</u>		
1. <u>Accounting Technician</u> Suh, Jennifer	CDCC	09/07/23 through 10/27/23
<u>Extension of Medical Leave of Absence</u>		
1. <u>Education Assistant II</u> Bagramyan, Anahit	Columbus	12/06/22 through 10/24/23

<u>Election from Eligibility List</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Administrative Secretary</u> Kim, Michelle	R.D. White	09/12/23; 12/8; M15-5 01.0 00000.0 00000 72007 2415 0000669
2. <u>Cafeteria Worker II</u> Dominguez, Martha	Columbus	10/01/23; 9.25/6.5 13.0-53100.0-00000-37000-2212-0200000
Manukyan, Manushak	Muir	10/01/23; 9.25/6.5 13.0-53100.0-00000-37000-2212-0100000
Ortiz, Yecica	Valley View	10/01/23; 9.25/6.5 13.0-53100.0-00000-37000-2212-0200000
3. <u>Cook/Baker</u> Amigon, Marisela	Crescenta Valley	10/01/23; 9.25/8 13.0-53100.0-00000-37000-2212-0100000
4. <u>Multimedia Technology Assistant</u> Muradian, Tristan	Glenoaks	09/05/23; 9.25/3; 8-9 01.0 01000.0 00000 24203 2910 2300000
5. <u>Payroll Technician</u> Lagunas, Zuri	Financial Services	09/25/23; 12/8; 24-6 01.0 00000.0 00000 72007 2410 0000669
6. <u>Registrar</u> Gonzales, Marisa	Clark	09/19/23; 12/8; 21-1 01.0 00000.0 00000 27004 2410 0900000
Klujian, Annette	Toll	09/05/23; 12/8; 21-6 01.0 00000.0 00000 31101 2410 0700000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Administrative Assistant</u>		
Keshishian, Jasmen	Cloud	07/01/23 through 07/14/23 01.0 33102.0 57300 21000 2430 0000600
2. <u>Education Assistant I</u>		
Aramian, Carolyn	CDCC	07/01/23 through 06/30/24
Cabrera, Edna		Child Development Activities
De Jesus Emmerson, Maria		12.0 61051.0 85000 10000 2110 0000671
Esraillian, Anita		12.0 61051.0 85000 10000 2130 0000671
Gasparian, Arpine		12.0 61051.0 85000 10000 2160 0000671
Gerogosian, Nicky		California State Preschool
Karapetyan, Siranush		12.0 61050.0 85000 10000 2110 0000671
Nipiossian, Iskuhi		12.0 61050.0 85000 10000 2130 0000671
Orap, Maria		12.0 61050.0 85000 10000 2160 0000671
Shanazarian, Lala		12.0 61052.0 85000 10000 2110 0000671
Torosian, Naira		12.0 61052.0 85000 10000 2130 0000671
Soria, Monica		12.0 61052.0 85000 10000 2160 0000671
		Self-Support Combined/Self-Supporting
		01.0 91500.0 85000 10000 2110 0000671
		01.0 91500.0 85000 10000 2130 0000671
		01.0 91500.0 85000 10000 2160 0000671
		01.0 91300.0 85000 10000 2110 0000671
		01.0 91300.0 85000 10000 2130 0000671
		01.0 91300.0 85000 10000 2160 0000671
		After School Education & Safety
		01.0 60100.0 11100 10000 2110 0000671
		01.0 60100.0 11100 10000 2130 0000671
		01.0 60100.0 11100 10000 2160 0000671
		ELOP
		01.0 26000.0 85000 10000 2110 0000671
		01.0 26000.0 85000 10000 2130 0000671
		01.0 26000.0 85000 10000 2160 0000671

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
3. <u>Elementary Yard Duty Leader</u> Trudell, Kimberly	Glenoaks	09/09/23 through 06/12/24 Not to exceed 10 hours per week 01.0 00000.0 19021 10000 2930 2900000
4. <u>Health Assistant LVN/RN – Substitute</u> Gonzales, Erika	Keppel	08/01/23 through 08/31/23 Not to exceed 8 hours per day Not to exceed 2 days 01.0 95100.0 00000 27000 2430 3100000
5. <u>Occupational Therapist – Substitute</u> Reyes, Stacey Lopez	Special Education	07/05/23 through 07/06/23 Not to exceed 16 hours, total Special Education – DIS 01.0 65000.0 57607 11100 2130 0000600
6. <u>Speech-Language Pathology Assistant</u> Ambrose, Libni	Special Education	08/14/23 through 06/05/24 Not to exceed 4 hours a week Special Education – DIS 01.0 65000.0 57607 11100 2130 0000600
7. <u>Yard Duty Assistant</u> Browne, Tami Massetti, Jennifer	Fremont	08/14/23 through 06/06/24 Not to exceed 6 hours per day 01.0 00000.0 19021 10000 2930 2800000
Abramian, Anahid Margarian, Carolin Zadoorian, Hilma	Jefferson	08/16/23 through 08/28/23 Not to exceed 3 hours per day 01.0 00000.0 19021 10000 2930 3000000

<u>Change of Assignment</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. <u>Change in Location</u>		
a. <u>Cafeteria Worker II</u>		
Manukyan, Manushak	Muir From Keppel	10/01/23; 9.25/6.5 13.0-53100.0-00000-37000-2212-0100000
2. <u>Decrease in Hours</u>		
a. <u>Braille Transcriber</u>		
Duncan, Tyler	SELPA From 11/6	09/06/23; 11/4.8 01.0 65001.0 57604 21000 2410 0000668
b. <u>Yard Duty Assistant</u>		
Avila, Estela	Marshall From 9.25/6	09/12/23; 9.25/5 01.0 00000.0 19021 10000 2910 3600000 01.0 32140.0 19021 10000 2910 3600000
3. <u>Increase in Hours</u>		
a. <u>Behavior Intervention Assistant</u>		
Marin Ochoa, Francisco	Special Education From 9.25/6	09/01/23; 9.25/6.5 01.0 65002.0 57607 11100 2110 0000600
4. <u>Provisional Assignment</u>		
a. <u>Accounting Technician</u>		
Cardenas, Elaine	CDCC From Account Clerk III, 21-4	09/07/23 through 10/27/23 8 hours a day M28-1 01.0 26000.0 00000 21000 2310 0000671=25% 12.0 61050.0 00000 21000 2310 0000671=20% 12.0 61051.0 00000 21000 2310 0000671=25% 12.0 61052.0 00000 21000 2310 0000671=30%

Effective Dates,
 Months/Hours, and
Salary Rating

Change of Assignment - Continued
Location

4. Provisional Assignment – Continued

b. Custodian II

Martinez, Angela	Dunsmore From Custodian I, 11-5	09/07/23 through 12/31/23 8 hours a day (Day) 16-4 01.0 00000.0 00000 81006 2211 24000090
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Vallejo, Adam	Fremont From Custodian I, 11-6	09/07/23 through 12/31/23 8 hours a day (Day) 16-5 01.0 00000.0 00000 81006 2211 2800000
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c. Library Technician

Robinson, Jamie	Rosemont From Library Assistant, 8-9	08/14/23 through 12/31/23 8 hours a day 20-5 01.0 00000.0 00000 24201 2910 0600000
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Revisions to Previous Board Reports

1. Revision to Board Report #3, September 12, 2023

Page 3, Item 3

Cafeteria Worker II

Mix Bucz, Kim	Mountain Avenue	08/14/23; 9.25/3.5; 1-1 13.0 53100.0 00000 37000 2212 0200000
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Change classification to read:

Cafeteria Worker I

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified Hourly Substitutes (Custodian I) through 06/30/24</u>		
Perez, Teresa	FASO	09/01/23 through 06/30/24
Villa, Ismael		01.0 00000.0 00000 81006 2211 0000640

<u>Election of Classified Hourly Substitutes (Cafeteria Worker I) through 06/30/24</u>		
Bernal, Carola	Nutrition Services	08/14/23 through 06/30/24
Chehade, Nathalie		13.0 53100.0 00000 37000 2232 0000662
Donley, Annie		
Jangulian, Lina		
Jones, Maurice		
Nagib, Dalia		
Rodriguez, Maria		
Tapia, Ana		
Zamora, Lidia		

Election of Classified/Non Classified Hourly Substitutes through 06/30/24

<u>Student Stage Crew I</u>		
Alvarez, Angela	Glendale	10/01/23 through 06/30/24
Gallegos, Natalie		\$15.50 per hour
Guerra-Lopez, Valeria		01.0 00000.0 81000 50001 2980 0000640
Hemaidan II, Frank		
Renteria, Yamilett		
Salcedo, Alexandra		
Stepanyan, Haley		
Tio, Lazaro		
Torres, Damian		

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified/Non Classified Hourly Substitutes through 06/30/24 - Continued</u>		
<u>Student Assistant I</u>		
Gevorkyan, Anri Czachor, Quinn	Clark	08/14/23 through 06/06/24 13.0 53100.0 00000 37000 2280 0000662
Almojera, Tristan Avagkyan, Aram Baker, Giovanni Brewer, Jose Cho, Kandyce Colin, Aailia DeMar, Alexander Driscoll, Mike Esaian, Anaeis Gutierrez, Joshua Kaloghlian, Pascal Kalindjian, Christian Krikor, Krikor Markosyan, Meline Mekhjjan, Noah Mkrtchyan, George Nazarian, Derek Tzul, Enrique Voskanyan, Manvel Voskanyan, Samvel Wible, Ethan	SELPA	09/26/23 through 06/30/24 Not to exceed 200 hours Workability 01.0 65200.0 57600 11133 2180 0000668

<u>Personal Services Agreement</u>	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1. Avedian, Tamara	Consultant, as needed to provide outreach to Refugee/ Asylee/ Immigrant families on a weekly basis. The consultant will provide check-ins/ wellness checks to families and students and refer them to services provided by the District, the school sites and the City of Glendale, as needed. this service will be provided via telephone and/ or in person.	10/01/23 through 09/30/24 \$25.00 per hour Not to exceed \$20,000.00 total 01.0 42161.4 11100 10000 5811 0000673

<u>Personal Services Agreement</u> - Continued	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
2. Acitelli, Lucia	Consultant, as needed to provide Music lessons to student in grades K-5 at Mark Keppel Elementary School	08/16/23 through 06/05/24 Not to exceed \$21,600.00 total 01.0 95100.0 11100 10000 5811 3100000
3. Cubas, Evelyn Kupersmidt, Claire Rios, Chris	Band Coaches to work with Music teacher at Glendale High School	07/01/23 through 06/30/24 Not to exceed \$17,550.00 total 01.0 95100.0 11100 10000 5811 0200000
4. Frey, Melissa	Consultant, as needed for K-2 primary music at Monte Vista Elementary School	08/16/23 through 06/05/24 Not to exceed \$15,000.00 01.0 95100.0 11100 10000 5811 3700000
5. Goldsmith-Graziani, Shiri	Consultant, as needed to provide music instruction to students	10/01/23 through 06/30/24 Not to exceed \$11,000.00 total 01.0 95100.0 11100 10000 5811 4000000

<u>Personal Services Agreement</u> - Continued	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
6. Hawthorne, Adrian	Consultant, as needed to provide Music lessons to primary students	09/05/23 through 06/07/24 Not to exceed \$15,500.00 total 01.0 95100.0 11100 10000 5811 2400000
7. Marriott, Elizabeth	Consultant, as needed to provide library assistance at Monte Vista Elementary School	08/16/23 through 06/05/24 Not to exceed \$6,000.00 01.0 95100.0 11100 10000 5811 3700000
8. Massin, Kevin	Consultant, as needed to provide additional tutorial support during class and homework lab at Roosevelt Middle School	09/27/23 through 06/04/24 Not to exceed \$4,000.00 total Title I 01.0 30100.0 11100 10000 5811 0500000

Effective Dates,
Months/Hours, and
Salary Rating

Personal Services Agreement - Location
Continued

9. Smith, Ann Marie K.	Consultant, as needed to provide Art lessons to students in grades K-5 at Mark Keppel Elementary School	08/16/23 through 11/13/23 Not to exceed \$5,700.00 01.0 95100.0 11100 10000 5811 3100000
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Effective Dates,
Months/Hours, and
Salary Rating

Location
Conference/Workshop/Meeting Authorization

In accordance with Board of Education Policy 4231 pertaining to conference and workshop attendance, approval has been given to the following person to attend the conference as designated, with reimbursement for actual and necessary expenses in accordance with Board Policy:

A. The following workshop authorization is not paid from District General Funds:

1. It is recommended that approval be given for Arlene Agaab, Credentials Technician, to attend the 2023 Credential Counselors and Analysts of California Conference, to be held in Sacramento, CA from November 6 through November 9, 2023, with the following expenses: registration, per diem for food, airfare, hotel, and cost of Lyft/Uber to and from the airport in Sacramento, not to exceed \$1,750.00.

Human Resources
01.0 00000.0 00000 72002 5220 0001615

Transportation Authorization – 2023-2024

1. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 65.5¢ per mile, effective July 1, 2023, through June 30, 2024:

Administrative Secretary

Markarian, Hilda Student Wellness

07/01/23 through 06/30/24: 65.5¢

Student Wellness Services

01.0 05641.0 11100 10000 4420 0000617

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 4

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer
SUBJECT: **Authorization to Dispose of Surplus Property**

The Interim 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.

- An old cabinet, a student backpack shelf, a table top, a change table, an organizing cube, and a wooden shelf at Cloud Preschool
- Attached list of obsolete textbooks located at Glendale High School

TO SUPPORT 2023-24 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

Glendale High School

LIST OF OBSOLETE TEXTBOOKS

Item	Title	ISBN-13	ISBN-10	Qty. of Student's Edition	Qty. of Teacher's Edition
1	Edge (Fundamentals)	978-0-7362-6163-0	0-7362-6163-X	200	12
2	Edge (Level C)	978-0-7362-3454-2	0-7362-6163-X	100	8
3	Inside (Inside the USA)	978-0-7362-7054-0		50	2
4	Inside (Inside Phonics)	978-0-7362-6000-8		175	4
5	Mosaic 2 (Silver)	978-0-07-325850-8	0-07-325850-4	75	1

There are also consumable workbooks for grammar and reading about 200 of each. The teacher's editions also include TEs for the workbooks, transparencies and audio recordings. There are also an equivalent number of DVD-rom e-books

GLENDALE UNIFIED SCHOOL DISTRICT

SEPTEMBER 26, 2023

CONSENT CALENDAR NO. 5

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer
PREPARED BY: Barbara Howard, Director, Procurement & Contract Services
SUBJECT: **PURCHASE ORDER LISTING**

The Interim Superintendent recommends that the Board of Education approve Purchase Orders totaling \$10,522,978.06 for the period of August 28, 2023 through September 15, 2023 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM AUGUST 28, 2023 THROUGH SEPTEMBER 15, 2023.

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	123	4,548,589.87
CONTINUING EDUCATION- RESTRICTED	4	49,030.34
FEDERAL RESTRICTED RESOURCES	42	158,826.26
STATE RESTRICTED RESOURCES	92	2,029,268.93
LOCAL RESTRICTED RESOURCES	100	1,520,774.48
CHILD DEVELOPMENT FUND	2	8,075.01
FOOD SERVICES FUND	8	112,202.64
MEASURE S PROJECTS FUND	9	1,191,520.65
CAPITAL PROJECTS & IMPROVEMENT FUND	2	904,689.88
TOTAL	382	10,522,978.06

TO SUPPORT 2023-24 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

UNRESTRICTED RESOURCES		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001099	BURBANK IRRIGATION SUPPLY	69.99
PO1-240000001125	IRON GRIP BARBELL COMPANY, INC INSTRUCTIONAL MATERIALS & SUPPLIES - CLARK MAGNET HIGH SCHOOL	16,305.20
PO1-240000001133	LAWN & CONSTRUCTION EQUIPMENT DEPOT INC	725.00
PO1-240000001135	COMPLETE BUSINESS SYSTEMS	950.00
PO1-240000001137	CLIFTONLARSONALLEN LLP PROFESSIONAL SERVICES - FINANCIAL SERVICES	3,150.00
PO1-240000001139	SMART & FINAL IRIS COMPANY	500.00
PO1-240000001140	HOME DEPOT CREDIT SERVICES	195.45
PO1-240000001143	COPY NETWORK WELCOME BANNERS FOR BOARD ROOM - PUBLIC INFORMATION	2,134.44
PO1-240000001148	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - SPECIAL EDUCATION	4,000,000.00
PO1-240000001149	SCHOOL SPECIALTY LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES AND MATERIALS - CRESCENTA VALLEY HIGH	6,000.00
PO1-240000001159	4IMPRINT, INC PROMOTIONAL ITEMS - PUBLIC INFORMATION	1,152.03
PO1-240000001164	VISTA HIGHER LEARNING FRENCH PROGRAM LICENSES - EDUCATIONAL SERVICES	18,174.16
PO1-240000001168	VW DADS' CLUB LEASE OF FACILITY FOR INSTRUMENTAL MUSIC INSTRUCTION - EDUCATIONAL SERVICES	9,120.00
PO1-240000001171	5 STAR STUDENTS CONFERENCE EXPENSES - CRESCENTA VALLEY HIGH	1,197.00
PO1-240000001172	SOLARWINDS RENEWAL OF NETWORK PERFORMANCE MONITORING, - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	7,936.00
PO1-240000001180	POSITIVE PROMOTIONS	243.18
PO1-240000001181	BURBANK PRINTING	506.05

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001192	ALMANSOR CENTER SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	4,200.00
PO1-240000001196	EWING IRRIGATION PRODUCTS	28.56
PO1-240000001201	AMERICAN TWO-WAY SERVICE AGREEMENT TO PROVIDE ELEVATOR MONITORING SERVICES - FACILITY & SUPPORT	3,000.00
PO1-240000001203	AMERICAN TWO-WAY SERVICE AGREEMENT TO PROVIDE BURGLARY ALARM MONITORING - FACILITY & SUPPORT OPERATIONS	7,000.00
PO1-240000001204	AMERICAN TWO-WAY SERVICE AGREEMENT TO PROVIDE ALARM SERVICES - FACILITY & SUPPORT OPERATIONS	5,500.00
PO1-240000001205	HOUGHTON MIFFLIN HARCOURT BOOKS FOR VARIOUS SCHOOLS - EDUCATIONAL SERVICES	47,650.32
PO1-240000001206	ODP BUSINESS SOLUTIONS, LLC SCIENCE WORKBOOKS FOR VARIOUS SCHOOLS - EDUCATIONAL SERVICES	16,210.11
PO1-240000001207	ODP BUSINESS SOLUTIONS, LLC CAROLINA SCIENCE WORKBOOKS - JEFFERSON ELEMENTARY SCHOOL	1,806.83
PO1-240000001208	ODP BUSINESS SOLUTIONS, LLC SCIENCE WORKBOOKS - FRANKLIN ELEMENTARY SCHOOL	1,890.47
PO1-240000001212	SCHOLASTIC INC INSTRUCTIONAL PERIODICALS & MAGAZINES - KEPPEL ELEMENTARY SCHOOL	7,628.54
PO1-240000001214	LACOE	450.00
PO1-240000001224	TOUCHLINE SOFTWARE SOFTWARE RENEWAL - SECONDARY SERVICES	2,520.00
PO1-240000001228	UNIVERSAL PROTECTION SERVICE, LP BLANKET PURCHASE ORDER FOR SECURITY GUARD SERVICES - WILSON MIDDLE SCHOOL	50,000.00
PO1-240000001230	CERTIPORT	414.64

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001234	LAGUNA CLAY CO BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,000.00
PO1-240000001236	COPY NETWORK	296.57
PO1-240000001238	SMART & FINAL IRIS COMPANY	500.00
PO1-240000001241	MOTE TECHNOLOGIES, INC.	450.00
PO1-240000001243	THE HOME DEPOT PRO (SUPPLYWORKS)	56.90
PO1-240000001253	ENCORP SERVICE AGREEMENT TO PROVIDE ANNUAL ASBESTOS ABATEMENT INSPECTION - FACILITY & SUPPORT OPERATIONS	15,000.00
PO1-240000001267	BURBANK PRINTING PRINTING SERVICES - CLARK MAGNET HIGH SCHOOL	1,262.63
PO1-240000001270	EXCEL PRINTING USA, INC.	811.44
PO1-240000001271	EXCEL PRINTING USA, INC. BLANKET PURCHASE ORDER FOR PRINTING SERVICES - MONTE VISTA ELEMENTRY SCHOOL	2,115.70
PO1-240000001273	EXCEL PRINTING USA, INC. BLANKET PURCHASE ORDER FOR PRINTING SERVICES - TOLL MIDDLE SCHOOL	1,724.31
PO1-240000001274	EXCEL PRINTING USA, INC. BLANKET PURCHASE ORDER FOR PRINTING SERVICES - ROSEMONT MIDDLE SCHOOL	3,325.14
PO1-240000001275	SIRAMARK INC DBA ABRIL BOOKSTORE BOOKS - WILSON MIDDLE SCHOOL	9,000.00
PO1-240000001277	SIRAMARK INC DBA ABRIL BOOKSTORE BOOKS - TOLL MIDDLE SCHOOL	1,800.00
PO1-240000001281	J.W. PEPPER & SON, INC. BLANKET PURCHASE ORDER FOR MUSIC INSTRUCTIONAL MATERIALS - CRESCENTA VALLEY HIGH SCHOOL	1,900.00
PO1-240000001282	J.W. PEPPER & SON, INC. BLANKET PURCHASE ORDER FOR CHOIR INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,900.00
PO1-240000001289	CLIFTONLARSONALLEN LLP PROFESSIONAL SERVICES - FINANCIAL SERVICES	19,320.00

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001291	AMERICAN EXPRESS CPS GIGGSTER - RENTAL FOR FILMING LOCATION - CLARK MAGNET HIGH SCHOOL	1,767.60
PO1-240000001293	ALMA ADVISORY GROUP, LLC EXECUTIVE COACHING SERVICES - SUPERINTENDENT'S OFFICE	2,500.00
PO1-240000001297	RAYMOND GEDDES & COMPANY INC	259.51
PO1-240000001298	AMERICAN EXPRESS CPS TOLLFREEFORWARDING.COM - BLANKET PURCHASE ORDER FOR TELEPHONE SERVICES - BUSINESS SERVICES	500.00
PO1-240000001299	GARLAND'S VACUUM SERVICE & SALES BLANKET PURCHASE ORDER FOR REPAIRS AND SUPPLIES - FACILITY & SUPPORT OPERATIONS	5,000.00
PO1-240000001300	GRAINGER	62.64
PO1-240000001311	SCHOOL SERVICES OF CALIFORNIA	195.00
PO1-240000001312	WAYNE BENNETT DISASTER SURVIVOR SKILLS CPR TRAINING - HUMAN RESOURCES	4,136.55
PO1-240000001318	SHIFFLER EQUIPMENT SALES INC	453.11
PO1-240000001325	GLENDALE CHAMBER OF COMMERCE	303.30
PO1-240000001327	ODP BUSINESS SOLUTIONS, LLC	500.00
PO1-240000001328	AMAZON CAPITAL SERVICES, INC.	500.00
PO1-240000001331	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - FRANKLIN ELEMENTARY SCHOOL	1,000.00
PO1-240000001333	THOMAS DENTON ENGRAVING	16.54
PO1-240000001336	GOPHER BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	2,000.00
PO1-240000001337	ODP BUSINESS SOLUTIONS, LLC WORKBOOKS - EDUCATIONAL SERVICES	2,710.88
PO1-240000001339	DECKER EQUIPMENT/SCHOOL FIX FURNITURE FOR NEW CLASSROOMS - TOLL MIDDLE	85,041.47
PO1-240000001340	RICOH USA, INC BLANKET PURCHASE ORDER FOR MAINTENANCE SERVICES VERDUGO WOODLANDS ELEMENTARY SCHOOL	3,000.00

UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-240000001342	SWAY MEDICAL, INC SOFTWARE - EDUCATIONAL SERVICES	2,280.00
PO1-240000001344	NATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING,	225.00
PO1-240000001347	PLANET BRAVO, LLC SERVICE AGREEMENT TO PROVIDE ADVANCED TECHNOLOGY CURRICULUM & INSTRUCTION - EDISON ELEMENTARY SCHOOL	46,000.00
PO1-240000001351	AMAZON CAPITAL SERVICES, INC.	26.45
PO1-240000001352	SCHOOL MATE INSTRUCTIONAL MATERIALS & SUPPLIES - LINCOLN ELEMENTARY SCHOOL	1,121.80
PO1-240000001353	EXPLORELEARNING LLC INSTRUCTIONAL SOFTWARE LICENSE - ROSEMONT MIDDLE SCHOOL	5,520.00
PO1-240000001354	MINUTEMAN PRESS	746.93
PO1-240000001355	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - HOOVER HIGH SCHOOL	10,000.00
PO1-240000001358	COPY NETWORK	247.07
PO1-240000001369	IMAGE IV SYSTEMS, INC. PRINT MANAGED CARE SERVICES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	3,483.17
PO1-240000001375	SMART & FINAL IRIS COMPANY	500.00
PO1-240000001378	ODP BUSINESS SOLUTIONS, LLC INSTRUCTIONAL MATERIALS & SUPPLIES - WILSON MIDDLE SCHOOL	21,009.67
PO1-240000001379	SMART & FINAL IRIS COMPANY	500.00
PO1-240000001384	SMART & FINAL IRIS COMPANY	157.82
PO1-240000001407	RIVERSIDE RUBBER STAMP AND ENGRAVING	21.85
PO1-240000001408	COUNTY SANITATION DISTRICTS	76.37
PO1-240000001410	ANKE SECREST	527.00
PO1-240000001413	AMERICAN EXPRESS CPS PECHANGE RESORT & CASINO - CONFERENCE EXPENSES - CRESCENTA VALLEY HIGH SCHOOL	468.16
PO1-240000001420	THE HOME DEPOT PRO (SUPPLYWORKS) BLANKET PURCHASE ORDER FOR CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	2,000.00

UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-240000001422	FEDERAL EXPRESS CORP. BLANKET PURCHASE ORDER FOR SHIPPING SERVICES - BUSINESS SERVICES	1,000.00
PO1-240000001423	HUDL INSTRUCTIONAL SOFTWARE LICENSE - GLENDALE HIGH SCHOOL	5,644.00
PO1-240000001425	PREMIER LIGHTING & PRODUCTION	357.38
PO1-240000001430	AMAZON CAPITAL SERVICES, INC.	600.00
PO1-240000001441	HESS AND ASSOCIATES ELECTRONIC TIME AND ATTENDANCE REPORTING SERVICES - FINANCIAL SERVICES	10,000.00
PO1-240000001442	AMAZON CAPITAL SERVICES, INC.	600.00
PO1-240000001445	ODP BUSINESS SOLUTIONS, LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	5,000.00
PO1-240000001452	PIONEER CHEMICAL COMPANY	926.10
PO1-240000001456	AIRGAS INC MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,548.19
PO1-240000001460	AMERICAN EXPRESS CPS CCIS CALIFORNIA - CONFERENCE EXPENSES - VERDUGO ACADEMY	798.00
PO1-240000001462	CRF-MOCK TRIAL SCHOOL COMPETITION REGISTRATION - CLARK MAGNET HIGH SCHOOL	950.00
PO1-240000001463	SCHOLASTIC INC	343.40
PO3W-240000000343	SCHOOL SPECIALTY LLC	103.72
PO3W-240000000345	BENCHMARK EDUCATION COMPANY	439.90
PO3W-240000000347	HOUGHTON MIFFLIN HARCOURT BOOKS - ROOSEVELT MIDDLE SCHOOL	1,023.12
PO3W-240000000348	MRS. NELSON'S BOOK COMPANY BOOKS - GLENDALE HIGH SCHOOL	5,829.47
PO3W-240000000349	TAYLOR & FRANCIS GROUP LLC BOOKS - CRESCENTA VALLEY HIGH SCHOOL	1,751.21
PO3W-240000000351	THE COLLEGE BOARD BOOKS - CRESCENTA VALLEY HIGH SCHOOL	5,443.73

UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO3W-24000000354	CURRICULUM ASSOCIATES INC	162.08
PO3W-24000000357	AMAZON CAPITAL SERVICES, INC.	385.30
PO3W-24000000358	ULINE SHIPPING SUPPLY	882.00
PO3W-24000000362	HEXAGRAMM BOOKS	517.35
PO3W-24000000364	BURBANK PRINTING	37.49
PO3W-24000000365	AMAZON CAPITAL SERVICES, INC.	691.02
PO3W-24000000370	AMAZON CAPITAL SERVICES, INC.	274.51
PO3W-24000000371	AMAZON CAPITAL SERVICES, INC.	29.75
PO3W-24000000378	LAKESHORE LEARNING	135.11
PO3W-24000000379	AMAZON CAPITAL SERVICES, INC.	269.56
PO3W-24000000384	FOLLETT CONTENT SOLUTIONS, LLC BOOKS - CLARK MAGNET HIGH SCHOOL	13,118.65
PO3W-24000000385	MRS. NELSON'S BOOK COMPANY BOOKS - HOOVER HIGH SCHOOL	4,398.98
PO3W-24000000394	BURBANK PRINTING	67.70
PO3W-24000000410	COMPLETE BUSINESS SYSTEMS PRINTING SUPPLIES - MARSHALL ELEMENTARY SCHOOL	1,899.42
PO3W-24000000412	CDW GOVERNMENT	197.35
PO3W-24000000413	APPERSON, INC	150.50
PO3W-24000000416	ODP BUSINESS SOLUTIONS, LLC	163.16
PO3W-24000000423	D & S MARKETING SYSTEMS, INC	239.90
PO3W-24000000430	B & H PHOTO VIDEO	285.77
PO3W-24000000432	B & H PHOTO VIDEO	109.15
PO3W-24000000443	ODP BUSINESS SOLUTIONS, LLC	238.35
	TOTAL	4,548,589.87
	CONTINUING EDUCATION - RESTRICTED	
PO1-240000001126	FIRST STUDENT TRANSPORTATION SERVICES - CHILD DEVELOPMENT AND CHILD CARE	3,200.30
PO1-240000001309	REDISCOVER CENTER INC SERVICE AGREEMENT TO PROVIDE STEAM EDUCATION PROGRAM WORKSHOPS AT ALL ELEMENTARY SCHOOLS - CHILD DEVELOPMENT AND CHILD CARE	45,000.00
PO3W-240000000376	AMAZON CAPITAL SERVICES, INC.	334.50
PO3W-240000000414	ODP BUSINESS SOLUTIONS, LLC	495.54
	TOTAL	49,030.34

FEDERAL RESTRICTED RESOURCES		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001141	MUSICIAN'S FRIEND, INC	51.54
PO1-240000001142	HARVEN GRAGOSIAN PRINTING & REPRODUCTION SERVICES - WILSON MIDDLE SCHOOL	2,486.53
PO1-240000001229	BLOOM SOFTWARE INC ONLINE SUBSCRIPTION - DAILY HIGH SCHOOL	3,000.00
PO1-240000001249	CDW GOVERNMENT INSTRUCTIONAL SOFTWARE LICENSE - ROOSEVELT MIDDLE SCHOOL	5,125.00
PO1-240000001257	DISCOVERY EDUCATION INSTRUCTIONAL SOFTWARE LICENSE - WILSON MIDDLE SCHOOL	4,000.00
PO1-240000001285	ODP BUSINESS SOLUTIONS, LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	5,000.00
PO1-240000001286	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	5,000.00
PO1-240000001307	KAHOOT! AS INSTRUCTIONAL SOFTWARE LICENSE - ROOSEVELT MIDDLE SCHOOL	1,800.00
PO1-240000001308	LIMINEX, INC INSTRUCTIONAL SOFTWARE LICENSE - KEPPEL ELEMENTARY SCHOOL	3,384.44
PO1-240000001317	KUTA SOFTWARE	400.00
PO1-240000001321	GOSTRENGTHS INC.	197.00
PO1-240000001326	VISTA HIGHER LEARNING	404.55
PO1-240000001330	CALTAC PBIS, INC.	750.00
PO1-240000001341	ENRICH LA SERVICE AGREEMENT TO PROVIDE INTERDISCIPLINARY GARDEN-BASED EDUCATION PROGRAM - JEFFERSON ELEMENTARY SCHOOL	7,675.00
PO1-240000001343	CALIFORNIA MATH COUNCIL	470.00
PO1-240000001346	STATS MEDIC LLC	225.00
PO1-240000001360	BRAIN POP INSTRUCTIONAL SUBSCRIPTION - ROOSEVELT MIDDLE SCHOOL	2,595.00

FEDERAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001361	LEARNING A-Z INSTRUCTIONAL LICENSES - EDISON ELEMENTARY SCHOOL	8,094.00
PO1-240000001362	EDPUZZLE, INC INSTRUCTIONAL LICENSES - TOLL MIDDLE SCHOOL	2,740.00
PO1-240000001363	IXL LEARNING INSTRUCTIONAL LICENSES - GLENDALE HIGH SCHOOL	4,125.00
PO1-240000001364	PORT WILLIAM ACADEMY LLC INSTRUCTIONAL LICENSES - GLENDALE HIGH SCHOOL	1,500.00
PO1-240000001365	STATS MEDIC LLC	225.00
PO1-240000001371	ZANER-BLOSER INSTRUCTIONAL MATERIALS & SUPPLIES - KEPPEL ELEMENTARY SCHOOL	12,029.63
PO1-240000001381	ODP BUSINESS SOLUTIONS, LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES -TOLL MIDDLE SCHOOL	3,000.00
PO1-240000001382	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CERRITOS ELEMENTARY SCHOOL	1,000.00
PO1-240000001383	AMAZON CAPITAL SERVICES, INC.	679.03
PO1-240000001406	5 STAR STUDENTS INSTRUCTIONAL SOFTWARE LICENSE - CLARK MAGNET HIGH SCHOOL	1,750.00
PO1-240000001426	SCHOOL DATEBOOKS, INC INSTRUCTIONAL MATERIALS & SUPPLIES - TOLL MIDDLE SCHOOL	6,571.15
PO3W-240000000359	B & H PHOTO VIDEO CINEMATOGRAPHY EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	58,531.05
PO3W-240000000363	LAKESHORE LEARNING	358.85
PO3W-240000000377	AGPARTS WORLDWIDE, INC COMPUTER SUPPLIES - TOLL MIDDLE SCHOOL	4,283.21
PO3W-240000000380	CDW GOVERNMENT	211.68
PO3W-240000000382	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - GLENDALE HIGH SCHOOL	2,414.48

FEDERAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO3W-240000000390	ODP BUSINESS SOLUTIONS, LLC	807.76
PO3W-240000000395	ODP BUSINESS SOLUTIONS, LLC	393.34
PO3W-240000000396	AMAZON CAPITAL SERVICES, INC.	196.13
PO3W-240000000397	AMAZON CAPITAL SERVICES, INC.	374.63
PO3W-240000000409	PERMA-BOUND- A DIVISION OF	884.43
PO3W-240000000419	CDW GOVERNMENT AUDIOVISUAL EQUIPMENT - TOLL MIDDLE SCHOOL	2,414.48
PO3W-240000000422	ZANER-BLOSER	255.59
PO3W-240000000438	AREY JONES EDUCATIONAL SOLUTIONS AUDIOVISUAL EQUIPMENT - RD WHITE ELEMENTARY SCHOOL	1,772.28
PO3W-240000000445	ODP BUSINESS SOLUTIONS, LLC OFFICE SUPPLIES - DAILY HIGH SCHOOL	1,650.48
	TOTAL	158,826.26
STATE RESTRICTED RESOURCES		
PO1-240000001015	AYA HEALTHCARE INC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	82,000.00
PO1-240000001136	TOTAL RECALL CAPTIONING PROVIDE CART CAPTIONING SERVICES FOR SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	350,000.00
PO1-240000001147	SHRED CONFIDENTIAL, INC. BLANKET PURCHASE ORDER FOR SHREDDING SERVICES - SPECIAL EDUCATION	1,500.00
PO1-240000001161	THE SOUTHERN CA LEARNING CORP. SERVICE AGREEMENT FOR TUTORING SERVICES - EDISON ELEMENTARY SCHOOL	61,600.00
PO1-240000001162	ODP BUSINESS SOLUTIONS, LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	2,000.00
PO1-240000001163	HOUGHTON MIFFLIN HARCOURT PROFESSIONAL DEVELOPMENT SESSIONS FOR ENGLISH 3D - SECONDARY SERVICES	19,500.00
PO1-240000001165	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	4,000.00

STATE RESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
PO1-240000001174	RCM TECHNOLOGIES (USA) INC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	113,000.00
PO1-240000001175	RO HEALTH, LLC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	38,000.00
PO1-240000001178	AUTISM LEARNING PARTNERS SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	3,702.00
PO1-240000001179	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	6,500.00
PO1-240000001182	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	1,700.00
PO1-240000001184	CALIFORNIA BEHAVIORAL CARE, LLC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	13,400.00
PO1-240000001186	CALIFORNIA UNIFIED SERVICE PROVIDERS LLC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	8,640.00
PO1-240000001187	CORTICA BEHAVIORAL HEALTH INC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	5,100.00
PO1-240000001188	LOVAAS INSTITUTE FOR EARLY SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	4,581.00
PO1-240000001189	NEW DIRECTION SOLUTIONS, LLC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	1,050.00
PO1-240000001191	THE STEPPING STONES GROUP LLC SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	5,450.00
PO1-240000001192	ALMANSOR CENTER SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	11,800.00

STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001209	CALIFORNIA MATH COUNCIL	340.00
PO1-240000001210	LA STAINLESS KINGS INC AGREEMENT FOR BUILDING AND SUPPLYING CUSTOM TRAILER FOR GUSD - BUSINESS SERVICES	52,067.00
PO1-240000001211	YESACCESSIBLE	150.00
PO1-240000001213	SUNBELT STAFFING SERVICE AGREEMENT TO PROVIDE BRAILLE TRANSCRIPTION - FOOTHILL SELPA	85,000.00
PO1-240000001217	BURBANK PRINTING BLANKET PURCHASE ORDER FOR PRINTING & REPRODUCTION - FOOTHILL SELPA	1,000.00
PO1-240000001218	OMEGA LABS INC. ONLINE SUBSCRIPTION - SPECIAL EDUCATION	1,200.00
PO1-240000001222	SPLASHTOP INC	995.00
PO1-240000001223	MAXON COMPUTER INC SOFTWARE LICENSE - HOOVER HIGH SCHOOL	7,960.00
PO1-240000001226	LACOE PROFESSIONAL DEVELOPMENT PROVIDED BY LACOE - EDUCATIONAL SERVICES	1,800.00
PO1-240000001232	LA CANADA UNIFIED SCHOOL DISTRICT	110.47
PO1-240000001235	BUILDING BLOCK RESOLUTIONS SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	4,750.00
PO1-240000001240	DICK BLICK ART MATERIALS BLANKET PURCHASE ORDER FOR ART SUPPLIES - HOOVER HIGH SCHOOL	3,500.00
PO1-240000001244	RUMON INC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	3,000.00
PO1-240000001246	MARK'S PAINT	500.00
PO1-240000001251	AMERICAN EXPRESS CPS	735.47
PO1-240000001252	ROCKETLIT, INC. ANNUAL LICENSE RENEWAL FOR ALL SECONDARY SCHOOLS - BUSINESS SERVICES	25,800.00
PO1-240000001263	SUNBELT STAFFING TELE THERAPY SERVICES FOR DEAF AND HARD OF HEARING PROGRAM - FOOTHILL SELPA	145,000.00

STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001268	ROSE BRAND WEST	600.00
PO1-240000001269	PREMIER LIGHTING & PRODUCTION	600.00
PO1-240000001278	THOMAS ALEXANDER & LETITIA GUAPO PARENT REIMBURSEMENT - SPECIAL EDUCATION	2,835.00
PO1-240000001280	AMAZON CAPITAL SERVICES, INC.	700.00
PO1-240000001295	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	2,000.00
PO1-240000001306	HOMENETMEN SERVICE AGREEMENT TO PROVIDE AFTERSCHOOL EDUCATION & SAFETY PROGRAM - EQUITY, ACCESS & FAMILY ENGAGEMENT	53,283.08
PO1-240000001309	REDISCOVER CENTER INC PROVIDE STEAM EDUCATION PROGRAM WORKSHOPS AT ALL ELEMENTARY SCHOOLS - CHILD DEVELOPMENT & CHILD CARE	7,500.00
PO1-240000001310	KEY CODE MEDIA, INC. SOFTWARE RENEWAL - GLENDALE HIGH SCHOOL	3,960.00
PO1-240000001313	EFOODHANDLERS, INC FOOD HANDLER CERTIFICATIONS FOR MIDDLE AND HIGH SCHOOLS - SECONDARY SERVICES	9,800.00
PO1-240000001314	LEXIA LEARNING SYSTEMS LLC LICENSE RENEWAL - EQUITY, ACCESS & FAMILY ENGAGEMENT	3,500.00
PO1-240000001335	STUKENT, INC EBOOKS - CLARK MAGNET HIGH SCHOOL	2,800.00
PO1-240000001338	LACOE PROFESSIONAL DEVELOPMENT PROVIDED BY LACOE - EDUCATIONAL SERVICES	1,500.00
PO1-240000001370	MAXIM HEALTHCARE SERVICES HOLDINGS, INC. SERVICE AGREEMENT TO PROVIDE SERVICES TO SPECIAL EDUCATION STUDENTS - SPECIAL EDUCATION	650,000.00
PO1-240000001373	ACCESSIBYTE	799.96
PO1-240000001385	AMERICAN EXPRESS CPS SCASM - CONFERENCE EXPENSES - CRESCENTA VALLEY HIGH SCHOOL	270.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-240000001387	VANAMAN GERMAN LLP PROFESSIONAL SERVICES - SPECIAL EDUCATION	4,937.37
PO1-240000001388	TALISON AND MICHAEL WINDER PARENT REIMBURSEMENT - SPECIAL EDUCATION	3,000.00
PO1-240000001389	RIVERS LAW INC PROFESSIONAL SERVICES - SPECIAL EDUCATION	9,550.00
PO1-240000001391	DERREK FERGUSON AND GRACE YUE PARENT REINMBURSENT - SPECIAL EDUCATION	12,227.50
PO1-240000001392	WYSE WILLA OPTOMETRY, INC SERVICE AGREEMENT TO PROVIDE VISION THERAPY - SPECIAL EDUCATION	14,900.00
PO1-240000001393	LOS ANGELES COUNTY SCIENCE & ENG. FAIR	270.00
PO1-240000001394	YARIJANIAN & ASSOCIATES, PROFESSIONAL CORP. PROFESSIONAL SERVICES - SPECIAL EDUCATION	3,900.00
PO1-240000001395	SARINEH ABOOLIAN PARENT REIMBURSEMENT - SPECIAL EDUCATION	2,070.00
PO1-240000001397	CINDY COTTIER SERVICE AGREEMENT TO PROVIDE AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND ASSISTIVE TECHNOLOGY EVALUATIONS - SPECIAL EDUCATION	14,900.00
PO1-240000001398	NELLY DALLAKYAN PARENT REIMBURSEMENT - SPECIAL EDUCATION	2,400.00
PO1-240000001399	GUNN BEHAVIORAL CARE OF CALIFORNIA, P.C. SERVICE AGREEMENT TO PROVIDE PSYCHOEDUCATIONAL SERVICES AND NEUROPSYCHOLOGICAL EVALUATIONS - SPECIAL EDUCATION	14,900.00
PO1-240000001401	CALIFORNIA ASSOCIATION OF SKILLSUSA, INC. COMPETITION REGISTRATION FEE - CRESCENTA VALLEY HIGH SCHOOL	1,315.00
PO1-240000001417	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - WILSON MIDDLE SCHOOL	2,500.00
PO1-240000001432	BURMAX COMPANY INC BLANKET PURCHASE ORDER FOR COSMETOLOGY SUPPLIES - GLENDALE HIGH SCHOOL	7,000.00

STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001434	SALLY'S BEAUTY SUPPLY BLANKET PURCHASE ORDER FOR COSMETOLOGY INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	5,000.00
PO1-240000001435	ZERRAN BLANKET PURCHASE ORDER FOR COSMETOLOGY INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	2,000.00
PO1-240000001436	JOSTEN'S, INC.	800.00
PO1-240000001440	LACOE	90.00
PO1-240000001444	YEGI BEAUTY, INC BLANKET PURCHASE ORDER FOR COSMETOLOGY INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	3,000.00
PO1-240000001447	REPUBLIC MASTER CHEFS BLANKET PURCHASE ORDER FOR COSMETOLOGY INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	1,500.00
PO1-240000001449	HUMANWARE USA INC OFFICE EQUIPMENT MAINTENANCE AGREEMENT FOR PHOENIX EMBOSSER - FOOTHILL SELPA	1,328.51
PO1-240000001451	STARFALL EDUCATION FOUNDATION	355.00
PO1-240000001457	UPS BLANKET PURCHASE ORDER FOR MAILING SERVICES - FOOTHILL SELPA	1,000.00
PO3W-240000000352	CDW GOVERNMENT PRINTERS - EDUCATIONAL SERVICES	1,149.91
PO3W-240000000355	MIMEO.COM, INC. AVID CERTIFICATION BOOKS - CRESCENTA VALLEY HIGH SCHOOL	2,872.27
PO3W-240000000360	THE HOME DEPOT PRO (SUPPLYWORKS)	94.59
PO3W-240000000373	AMAZON CAPITAL SERVICES, INC.	22.04
PO3W-240000000374	CLAY PLANET	650.05
PO3W-240000000383	SCANTRON SCHOOL FORMS - CRESCENTA VALLEY HIGH SCHOOL	2,587.41
PO3W-240000000386	B & H PHOTO VIDEO AUDIOVISUAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	1,551.30
PO3W-240000000401	AMAZON CAPITAL SERVICES, INC.	153.24
PO3W-240000000403	LAKESHORE LEARNING	103.39

STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO3W-240000000407	BURBANK PRINTING	57.34
PO3W-240000000417	AMAZON CAPITAL SERVICES, INC.	83.40
PO3W-240000000424	AMAZON CAPITAL SERVICES, INC.	13.22
PO3W-240000000428	VISUAL EDGE SLANT BOARD	141.08
PO3W-240000000429	AMAZON CAPITAL SERVICES, INC.	330.20
PO3W-240000000441	B & H PHOTO VIDEO	1,065.35
	LAMINATING SUPPLIES - SPECIAL EDUCATION	
PO3W-240000000444	AMAZON CAPITAL SERVICES, INC.	123.78
	TOTAL	<u>2,029,268.93</u>
LOCAL RESTRICTED RESOURCES		
PO1-240000000788	BIG O TIRES GLENDALE BLANKET PURCHASE ORDER FOR TIRES - FACILITY & SUPPORT OPERATIONS	15,000.00
PO1-240000000995	ARAKELIAN ENTERPRISES DBA ATHENS SERVICES BLANKET PURCHASE ORDER FOR WASTE DISPOSAL SERVICES AT STENGEL FIELD - FACILITY & SUPPORT OPERATIONS	4,000.00
PO1-240000001105	HYDRAULIC INDUSTRIAL PLUMBING	335.01
PO1-240000001121	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE FOR INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	2,000.00
PO1-240000001124	AMAZON CAPITAL SERVICES, INC.	500.00
PO1-240000001127	PACIFIC RADIO ELECTRONICS	181.57
PO1-240000001128	SMARDAN HATCHER CO. PLUMBING REPAIR AND MAINTENANCE SUPPLIES AND TOOLS - FACILITY & SUPPORT OPERATIONS	1,089.38
PO1-240000001129	EWING IRRIGATION PRODUCTS	482.12
PO1-240000001130	FERGUSON ENTERPRISES INC.#1350	496.93
PO1-240000001131	WESTLAKE HARDWARE, INC	90.90
PO1-240000001132	CALM.COM, INC. SUBSCRIPTIONS - CRESCENTA VALLEY HIGH SCHOOL	2,411.28
PO1-240000001134	MONTGOMERY HARDWARE COMPANY DOOR AND HARDWARE FOR DAILY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	3,504.84
PO1-240000001138	RUSSELL SIGLER INC HVAC REPAIR AND MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,024.38

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-240000001145	WESTLAKE HARDWARE, INC	540.22
PO1-240000001150	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	5,000.00
PO1-240000001151	LAKESHORE LEARNING BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	6,000.00
PO1-240000001152	ODP BUSINESS SOLUTIONS, LLC BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	2,500.00
PO1-240000001153	ODP BUSINESS SOLUTIONS, LLC BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - SPECIAL EDUCATION	2,500.00
PO1-240000001154	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - SPECIAL EDUCATION	1,500.00
PO1-240000001158	AMERICAN EXPRESS CPS LEARNING TOOLS.DONJOHNSON.COM - SUBSCRIPTIONS - SPECIAL EDUCATION	634.68
PO1-240000001167	AMB GROUP INC. PROVIDE LABOR AND MATERIAL TO UPGRADE EXISTING GAS/ELECTRIC UNIT AT MANN ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	34,350.00
PO1-240000001173	CLARK CO. PROVIDE LABOR AND MATERIAL FOR FLOORING PROJECT AT WILSON MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	17,666.00
PO1-240000001177	LUMBER CITY CORPORATION	33.15
PO1-240000001190	AMB GROUP INC. AWARD OF BID #240-23/24 TO INSTALL PLAYGROUND EQUIPMENT AT COLLEGE VIEW - PLANNING, DEVELOPMENT & FACILITIES	53,644.00
PO1-240000001195	EWING IRRIGATION PRODUCTS	777.28
PO1-240000001197	FERGUSON ENTERPRISES INC.#1350	636.39

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-240000001198	MONTGOMERY HARDWARE COMPANY PERMANENT CONSTRUCTION AT WILSON MIDDLE SCHOOL - FACILITY & SUPPORT OPERATIONS	15,712.72
PO1-240000001199	DECKER EQUIPMENT/SCHOOL FIX	41.08
PO1-240000001200	AMERICAN TIME	514.85
PO1-240000001219	SIGNATURE FLOORING, INC REPLACE FLOORING AT CERRITOS ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	10,156.03
PO1-240000001220	PERFECTION PAINTING CORP PAINTING PROJECT AT BALBOA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	21,000.00
PO1-240000001221	PERFECTION PAINTING CORP PAINTING PROJECT AT WILSON MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	4,700.00
PO1-240000001237	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR EDIBLE SUPPLIES - EDUCATIONAL SERVICES	2,500.00
PO1-240000001239	AMAZON CAPITAL SERVICES, INC.	500.00
PO1-240000001242	THE HOME DEPOT PRO (SUPPLYWORKS) PORTABLE AC UNITS TO UTILIZE DISTRICT WIDE - PLANNING, DEVELOPMENT & FACILITIES	4,950.22
PO1-240000001245	STARFALL EDUCATION FOUNDATION	355.00
PO1-240000001247	DECKER EQUIPMENT/SCHOOL FIX	108.31
PO1-240000001248	MONOPRICE INC.	279.99
PO1-240000001254	RUSSELL SIGLER INC HVAC REPAIR AND MAINTENANCE SUPPLIES AT VARIOUS SCHOOL SITES - FACILITY & SUPPORT OPERATIONS	3,315.89
PO1-240000001255	KDDI AMERICA, INC PROVIDE PHONE SYSTEM PARTS AND SERVICES - FACILITY & SUPPORT OPERATIONS	10,000.00
PO1-240000001256	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE FOR INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	1,000.00
PO1-240000001260	CRESCENTA VALLEY ATHLETICS PE SUPPLIES - CLARK MAGNET HIGH SCHOOL	2,119.72
PO1-240000001261	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE FOR INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	1,000.00

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
PO1-240000001262	AMAZON CAPITAL SERVICES, INC.	500.00
PO1-240000001264	AMAZON CAPITAL SERVICES, INC.	700.00
PO1-240000001265	DEWEY SERVICES INC. PROVIDE MONTHLY PEST CONTROL SERVICES - FACILITY & SUPPORT OPERATIONS	33,600.00
PO1-240000001266	AMAZON CAPITAL SERVICES, INC.	500.00
PO1-240000001272	ICEBERG HEATING AND AIR CONDITIONING BLANKET PURCHASE ORDER HEATING & AIR CONDITIONING SERVICES - FACILITY & SUPPORT OPERATIONS	24,900.00
PO1-240000001279	TECHNICAL AIR CORPORATION BLANKET PURCHASE ORDER FOR SERVICES AND REPAIRS - FACILITY & SUPPORT OPERATIONS	20,000.00
PO1-240000001284	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE FOR INSTRUCTIONAL SUPPLIES - ADMIN PROGRAM	3,000.00
PO1-240000001287	SMARDAN HATCHER CO. MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	3,392.33
PO1-240000001288	LAWN & CONSTRUCTION EQUIPMENT DEPOT INC	198.42
PO1-240000001292	AMERICAN EXPRESS CPS VONS/ALBERTSON'S - FOR PURCHASE OF GIFT CARDS FOR FOOD DEMO AND/OR TASTE TESTS - FOOD SERVICES	3,568.25
PO1-240000001301	PACIFIC RADIO ELECTRONICS REPAIR AND MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,119.99
PO1-240000001304	MYSTERY SCIENCE INC. MEMBERSHIP - MONTE VISTA ELEMENTARY SCHOOL	1,695.00
PO1-240000001309	REDISCOVER CENTER INC PROVIDE STEAM EDUCATION PROGRAM WORKSHOPS AT ALL ELEMENTARY SCHOOLS - CHILD DEVELOPMENT AND CHILD CARE	15,000.00
PO1-240000001315	LANDI SHENG	300.00
PO1-240000001316	TURF STAR, INC. REPAIR SUPPLIES AND LABOR - FACILITY & SUPPORT OPERATIONS	1,864.76

LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001319	RAYVERN LIGHTING SUPPLY CO INC	632.33
PO1-240000001322	CASTERS & INDUSTRIAL SUPPLIES	99.23
PO1-240000001323	FERGUSON ENTERPRISES INC.#1350	131.03
PO1-240000001324	EFOODHANDLERS, INC	420.00
PO1-240000001334	BAVCO BACKFLOW TESTING - PLANNING, DEVELOPMENT & FACILITIES	4,802.24
PO1-240000001350	STARFALL EDUCATION FOUNDATION	355.00
PO1-240000001359	JIN CHOI T-SHIRTS WITH KOREAN IMPRINTS - ROSEMONT MIDDLE SCHOOL	2,496.60
PO1-240000001366	MCMASTER BLANKET PURCHASE ORDER FOR ROBOTIC MATERIALS - CLARK MAGNET HIGH SCHOOL	4,000.00
PO1-240000001372	NOTABLE INCORPORATED	297.00
PO1-240000001402	IXL SITE LICENSES - MONTE VISTA ELEMENTARY SCHOOL	1,375.00
PO1-240000001404	XTRAMATH	500.00
PO1-240000001405	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - FRANKLIN ELEMENTARY SCHOOL	5,000.00
PO1-240000001414	SAN JOAQUIN COUNTY OFFICE OF EDUCATION ONLINE SERVICES - SPECIAL EDUCATION	30,266.25
PO1-240000001415	MHS, INC	850.00
PO1-240000001428	SMART & FINAL IRIS COMPANY	300.00
PO1-240000001431	AMAZON CAPITAL SERVICES, INC.	300.00
PO1-240000001433	ASPHALT, FABRIC, & ENGINEERING, INC PURCHASE AND INSTALLATION OF SYNTHETIC TURF AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	1,086,311.00
PO1-240000001448	QUIZIZZ INC SUBSCRIPTION - MONTE VISTA ELEMENTARY SCHOOL	2,014.00
PO1-240000001450	SCHOLASTIC INC SUBSCRIPTION - MONTE VISTA ELEMENTARY SCHOOL	3,083.68
PO1-240000001453	KDDI AMERICA, INC	350.24
PO1-240000001454	THE HOME DEPOT PRO (SUPPLYWORKS) PORTABLE AIR CONDITIONING EQUIPMENT - FACILITY & SUPPORT OPERATIONS	2,475.11

LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001458	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR EDIBLE SUPPLIES - DAILY HIGH SCHOOL	1,000.00
PO1-240000001459	AMERICAN EXPRESS CPS PORTO'S - BLANKET PURCHASE ORDER FOR EDIBLE SUPPLIES - SECONDARY SERVICES	1,000.00
PO3W-240000000314	AMAZON CAPITAL SERVICES, INC.	79.35
PO3W-240000000342	PRO-ED	829.53
PO3W-240000000344	SPARTAN TOOL LLC TOOLS - FACILITY & SUPPORT OPERATIONS	8,835.84
PO3W-240000000353	IMPERIAL BAG & PAPER CO., LLC SUPPLIES FOR EVENTS - FOOD SERVICES	1,432.37
PO3W-240000000356	AMAZON CAPITAL SERVICES, INC.	141.63
PO3W-240000000361	ULINE SHIPPING SUPPLY	240.70
PO3W-240000000366	PAR INC	329.43
PO3W-240000000367	BUSINESS MACHINE SECURITY	884.19
PO3W-240000000368	BUSINESS MACHINE SECURITY	884.19
PO3W-240000000375	AMAZON CAPITAL SERVICES, INC.	37.46
PO3W-240000000381	DEMCO INC.	89.10
PO3W-240000000393	ANDYMARK, INC.	196.32
PO3W-240000000402	LEXLAND ENTERTAINMENT	254.68
PO3W-240000000406	SCHOOL SPECIALTY LLC	200.88
PO3W-240000000411	SCHOLASTIC MAGAZINES CLASSROOM MAGAZINES - DUNSMORE ELEMENTARY SCHOOL	2,833.23
PO3W-240000000431	RIVERSIDE ASSESSMENTS LLC ASSESSMENT TOOLS - SPECIAL EDUCATION	9,404.88
PO3W-240000000436	SCHOOL LIFE A DIV OF IMAGESTUFF	143.33
PO3W-240000000437	LAKESHORE LEARNING	239.85
PO3W-240000000439	BUSINESS MACHINE SECURITY	168.12
	TOTAL	1,520,774.48
PO1-240000001309	CHILD DEVELOPMENT FUND REDISCOVER CENTER INC PROVIDE STEAM EDUCATION PROGRAM WORKSHOPS AT ALL ELEMENTARY SCHOOLS - CHILD DEVELOPMENT AND CHILD CARE	7,500.00
PO3W-240000000426	LAKESHORE LEARNING	575.01
	TOTAL	8,075.01

PO NUMBER	FOOD SERVICES FUND VENDOR	AMOUNT
PO1-24000000272	POLAR LEASING COMPANY INC. BLANKET PURCHASE ORDER FOR REFERIGERATION EQUIPMENT RENTALS - FOOD SERVICES	90,000.00
PO1-240000001146	SYSCO LOS ANGELES, INC.	822.00
PO1-240000001183	APRONSANDSMOCKS.COM APRONS - FOOD SERVICES	3,125.59
PO1-240000001194	CERTIFIED WHOLESALE ELECTRIC	209.78
PO1-240000001225	FORTRESS ARMORED SERVICES COMPANY SERVICE AGREEMENT FOR MONEY BAG PICKUPS - FOOD SERVICES	17,500.00
PO1-240000001250	JOHNSTONE SUPPLY	12.86
PO1-240000001419	HOBART CORPORATION	347.50
PO1-240000001446	CHEFS' TOYS FOOD SERVICE EQUIPMENT	184.91
	TOTAL	112,202.65
	MEASURE S PROJECTS FUND	
PO1-240000001119	AMS.NET E-RATE 24 NETWORK INFRASTRUCTURE EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	5,209.06
PO1-240000001157	TRIMBLE INC SOFTWARE MAINTENANCE - PLANNING, DEVELOPMENT & FACILITIES	5,275.44
PO1-240000001166	U.S. AIR CONDITIONING HVAC UNITS FOR ROSEMONT MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	107,739.61
PO1-240000001215	MSI MOVER SERVICES, INC. MOVING SERVICES - GLENDALE HIGH SCHOOL	9,038.08
PO1-240000001216	MSI MOVER SERVICES, INC. MOVING SERVICES - DUNSMORE ELEMENTARY SCHOOL	3,983.75
PO1-240000001227	MSI MOVER SERVICES, INC. MOVING SERVICES - HOOVER HIGH SCHOOL	3,983.75
PO1-240000001231	THE CONVERSE PROFESSIONAL GROUP CONSULTING SERVICES - GLENDALE HIGH SCHOOL	10,750.00
PO1-240000001259	SOUTHERN BLEACHER CO., INC. BLEACHERS EQUIPMENT FOR CRESCENTA VALLEY HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	995,540.96

MEASURE S PROJECTS FUND (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
PO1-240000001374	AMS.NET BLANKET PURCHASE ORDER FOR E-RATE 24 NETWORK INFRASTRUCTURE EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	50,000.00
	TOTAL	----- 1,191,520.65
CAPITAL PROJECTS & IMPROVEMENT FUND		
PO1-240000001190	AMB GROUP INC. AWARD OF BID #240-23/24 TO INSTALL PLAYGROUND EQUIPMENT AT COLLEGE VIEW - PLANNING, DEVELOPMENT & FACILITIES	27,706.00
PO1-240000001400	THE BANK OF NEW YORK CLEAN RENEWABLE ENERGY BOND PAYMENT - BUSINESS SERVICES	876,983.88
	TOTAL	----- 904,689.88

**LIST OF PO CHANGE ORDERS
DURING THE PERIOD OF 8/28/2023 THROUGH 9/15/2023
CONSENT CALENDAR NO. 5 , SEPTEMBER 26, 2023**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
8/28/2023	PO1-220000002419	CHALMERS CONSTRUCTION	SUPPLEMENT PO	\$2,105,340.95	\$45,023.69	\$2,150,364.64
9/5/2023	PO1-240000000545	AMAZON	INCREASED PO AMOUNT TO PURCHASE ADDITIONAL SUPPLIES	\$1,550.00	\$815.00	\$2,365.00
9/11/2023	PO1-240000000008	AMAZON	DECREASED FUNDS-NO LONGER NEEDED	\$1,500.00	(\$1,380.00)	\$120.00
9/11/2023	PO1-240000000007	AMAZON	INCREASED PO AMOUNT FOR PURCHASE ADDITIONAL SUPPLIES	\$4,000.00	\$1,000.00	\$5,000.00
9/11/2023	PO1-230000004305	HART DESIGN BUILD INC	ROLL OVER	\$327,000.00	---	\$327,000.00
9/11/2023	PO1-230000004305	HART DESIGN BUILD INC	SUPPLEMENT PO	\$327,000.00	\$28,400.00	\$355,400.00
9/11/2023	PO1-230000004346	HART DESIGN BUILD INC	ROLL OVER	\$22,500.00	---	\$22,500.00
9/11/2023	PO1-230000004346	HART DESIGN BUILD INC	SUPPLEMENT PO	\$22,500.00	\$2,338.00	\$24,838.00

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 6

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer
PREPARED BY: Craig Larimer, Financial Analyst
SUBJECT: **Appropriation Transfer and Budget Revision Report**

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

TO SUPPORT 2023-24 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; plan for the District's future educational and facility needs.

GLENDALE UNIFIED SCHOOL DISTRICT
 September 26, 2023
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$53
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$53

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$4,340	\$0
5000 Contract Services	(\$4,340)	\$0
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$0

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$53
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September 26, 2023
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Transfer provides funds for:
CVHS	General Fund	0	0	0	4,340	(4,340)	0	0	0	\$0	Supplies
		\$0	\$0	\$0	\$4,340	(\$4,340)	\$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	Community Services- Civic Center	0	0	0	0	0	0	0	53	\$53	Insurance Fees
		0	0	0	0	0	0	0	0	\$0	
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$53	\$53	

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

GLENDALE UNIFIED SCHOOL DISTRICT
 September 26, 2023
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$29,492
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$29,492

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	(\$1,818)
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	(\$682)
4000 Instructional Supplies	\$0	\$32,092
5000 Contract Services	\$0	(\$100)
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$29,492

NET INCREASE/DECREASE IN FUND BALANCE	\$0
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GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: Santhasundari Rajiv, Chief Financial Officer

SUBJECT: **Approval of Memorandum of Agreement with the Los Angeles County Department of Parks and Recreation for Use of County Park Facilities**

The Interim Superintendent recommends that the Board of Education approve the Memorandum of Agreement (MOA) with the Los Angeles County Department of Parks and Recreation for use of county park facilities by GUSD schools for the 2023-24 school year.

Los Angeles County Department of Parks and Recreation (DPR) requires an annual Memorandum of Agreement (MOA) with all school districts for use of any county-owned parks and recreation facilities. The DPR lost a liability lawsuit that originated from a school sponsored event. This has caused the DPR to update and change their business practices and insurance requirements. The MOA will cover any school uses including athletics, physical education, tournaments, graduations, picnics, field trips, etc. for the 2023-24 school year.

Once the final MOA is approved, school sites will have access to an online reservation system.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

**MASTER MEMORANDUM OF AGREEMENT
BY AND BETWEEN
THE COUNTY OF LOS ANGELES
AND THE GLENDALE UNIFIED SCHOOL DISTRICT
FOR SCHOOL-SPONSORED RECREATION**

This master memorandum of agreement ("**MOA**" or "**Agreement**") is effective as of September____, 2023 ("**Effective Date**") by and between the COUNTY OF LOS ANGELES, a body corporate and politic ("**County**") and the Glendale Unified School District, a district organized and existing under the laws of the State of California ("**District**") (collectively, the "Parties").

RECITALS

WHEREAS, the County through its Department of Parks and Recreation ("**DPR**") owns, operates, manages, and maintains parks, trails, aquatic and sports facilities, community centers, lands and other real property ("**DPR Property**") for the provision of recreational and community services;

WHEREAS, the County owns certain real property located at La Crescenta, California currently known as Crescenta Valley Community Regional Park and Two Strike Park (the "**Park**"). The County owns, operates and maintains the Parks and its grounds, consisting of approximately thirty-one (31) acres of developed park and open area;

WHEREAS, the Board of Supervisors of the County ("**Board**") has authority to let or license the use of its real property to school organizations for the purpose of conducting athletic events participated in by such schools and for public and recreation purposes pursuant to Government Code section 25907;

WHEREAS, on February 23, 2021, the Board approved new fees and revisions to existing parks and recreation fees that do not exceed the cost of service, which are periodically updated.

WHEREAS, pursuant to Education Code sections 17604 and 81655, contracts with school district and community college districts are not valid and enforceable unless approved and ratified by the partnering school or District Board. District shall be required to submit proof of Board approval or ratification of the agreement before commencing use of County property.

WHEREAS, the District desires to use DPR Property, including the Park, for short-term school-sponsored activities on the terms and conditions set forth herein;

WHEREAS, the County and the District desire to enter into the Master MOA to permit the District to utilize DPR Property, including the Park, during the term of this Master MOA;

NOW THEREFORE, in consideration of the covenants hereinafter contained, District and

County agree as follows:

1. **Term.** The initial term of this MOA shall be that (1) one year period beginning on the **Effective Date**, unless terminated earlier by County upon giving written notice to District at least 30 days prior to the requested termination date. District shall have the option to request an extension of the term for four additional one-year periods totaling not more than five years subject to the terms of Paragraph 2 below.
2. **Option to Extend.** On or prior to the date which is three (3) months before the term expiration date, provided District shall not then be in Default (as defined herein) under the provisions of this Agreement, the District may request to exercise an option to extend this Agreement for an additional term of up to five years by providing written notice to County. If District fails to exercise its option as provided for herein, this MOA shall expire upon the original term expiration date. Upon receipt of a request to extend the term, the County, at its sole discretion, may extend the initial term for the period of the additional term upon the same terms and conditions (however, would be updated to reflect the County's Insurance and Indemnification requirements at the time of extension as applicable) of this Agreement, except that County may elect to modify the rental fees. Should County not approve the extension, or impose an additional or higher fee, County shall notify the District as soon as possible, but no later than three (3) months of any fee increase and twelve (12) months of County's intention not to approve an extension before the term expiration date.
3. **Permission Granted.** County hereby agrees to allow for use of Use Areas by District on the terms and conditions set forth herein.
4. **Use Areas.** Area composed of the County-owned Park for the District's recurring use for athletic practices, athletic events and occasional field trips as more specifically described in **Exhibit A** attached hereto and incorporated herein or single-day use any other area of DPR Property approved by DPR on a request-by request basis. District hereby acknowledges the title of County and/or any other public agencies having jurisdiction there over, in and to the Use Areas, and covenants and agrees never to assail, contest or resist said title.
5. **District Use.** The District shall have the right to the use of the Use Area as described in **Exhibit A**. The parties shall cooperate to update Exhibit A annually or more frequently, as needed. The District may reserve additional single-day use of Use Areas through the DPR online reservation system Activenet. All single-day reservations are subject to availability. DPR in its sole discretion may place conditions and/or restrictions upon District's use of DPR Property. The District agrees that any and all use of Use Areas by District, including recurring use described in Exhibit A and/or single-day use reserved through Activenet, shall be subject to the terms and conditions of this Agreement.

6. **Compliance with Law.** District shall, at District's sole cost and expense, comply with all statutes, ordinances, orders and regulations now or hereafter made by any federal, state, county, local or other governmental agency. If any license, permit or other governmental authorization is required for the lawful use or its own occupancy of DPR Property or any portion of the Park or Use Areas related to District's use, District shall procure and maintain it, at District's sole cost and expense, throughout the term of this Agreement.

7. **CEQA Compliance.** The proposed use of DPR Property by School District under this Master MOA is not subject to the California Environmental Quality Act ("CEQA"), because: (i) the activity is not a "project" for purposes of CEQA, since it is an organizational or administrative activity of government that will not result in direct or indirect physical changes in the environment; (ii) the activity is exempt from the provisions of CEQA under the common sense exemption, since it can be seen with certainty that there is no possibility that the activity will have a significant effect on the environment pursuant to State CEQA Guidelines § 14061(b)(3); and (iii) the activity is exempt under § 15301 of the CEQA Guidelines, since the activity involved the operation of an existing public facility with negligible or no expansion of its existing use or consists of minor leasing of existing facilities.

8. **Notices.**

Address for Notices:

District: Glendale Unified School District
Attn: Santha Rajiv
223 N. Jackson St
Glendale, CA 91206

County/DPR: Sean Woods,
Division Chief of Planning
Department of Parks and Recreation
1000 South Fremont Avenue, Unit #40
Building A-9 West, 3rd Floor
Alhambra, CA 91803
(626) 588-5345
swoods@parks.lacounty.gov

or such other place in California as may hereinafter be designated in writing respectively by District or County

Park Site Contacts:

District:

Christine Benitez, CVHS Principal
Mark Evans, CVHS Cross Country Coach
Mark Rubio, GUSD Coordinator of Athletics

Attn: Santha Rajiv
Email: SRajiv@gusd.net
phone: 818-241-3111

County:

Crescenta Valley Community Regional Park
3901 Dunsmore Avenue La Crescenta, CA 91214
(818) 249-5940
David Hauser
Recreation Services Supervisor
dhauser@parks.lacounty.gov

Two Strike Park
5107 Rosemont Avenue
La Crescenta, CA 91214
David Hauser
Recreation Services Supervisor
dhauser@parks.lacounty.gov

9. **Consideration.**

County will charge District monthly for the District's use of the Use Area according to the current fee schedule attached hereto and incorporated as **Exhibit B.**

For recurring and single-day use by K-12 schools of the Use Areas for school-sponsored athletic activities, excluding Physical Education classes and aquatics use, District will pay a 25 percent discounted rate offered to Community Partner/Schools according to the current fee schedule as shown in Exhibit B.

In lieu of rental fees for school-sponsored athletic activities, District may provide the following direct contributions to DPR that are roughly equivalent to the fair market value of the amount of rental fees incurred for District's recurring use of Use Area:

- Funding for Programs and/or Projects
- In-Kind Goods and Services

- Parks and Recreation Facility Maintenance

For all other educational institutions and for K-12 schools other uses_(e.g., aquatics use, physical education, tournaments, fundraising events, picnics, graduations, etc.) the Schools will pay the full rental fee according to the current fee schedule as shown in Exhibit B.

In addition, school use outside of standard operating park hours and usage of indoor facilities will require an additional charge for staff time based on County's annual salary rates. County may, in its sole discretion, modify use fees so long as the fees do not exceed the cost of service.

Maintenance. County shall have no obligation to alter, remodel, improve or repair the Use Areas or improvements within the Use Areas. District and County are each responsible for ensuring that the Use Areas are restored to good, clean condition and ready for change to new active play.

10. **Safety.** District shall obtain emergency medical care for any member of the public who is in need thereof, because of illness, or injury during District's use of Use Areas. District shall cooperate fully with the County in the investigation of any injury or death occurring on the Premises, including a prompt verbal and written notification to the Director or the designated County representative on-site.
11. **Damage and Destruction.** District shall assume the risks and bear all costs of damage or destruction, and loss due to theft, burglary or vandalism to any and all of District's equipment, materials, tools, and vehicles owned hired, leased, or used by District within DPR Property, including within the Park and/or Use Areas, except to the extent that such damage or destruction and loss result from willful misconduct of County. District shall repair or replace, to the satisfaction of County, any and all of County property lost, damaged, or destroyed as a result of District's activities and/or use of DPR Property, including the Park and/or Use Areas. Should District fail to promptly make repairs or replacements to County's satisfaction, County may have these repairs made at District's sole cost and expense.
12. **District Supervision.** District shall provide adult supervision of students at all times when students are present in DPR Property, including in the Park and/or Use Areas.
13. **American with Disabilities Act (ADA)** DPR is dedicated to providing people with and without disabilities the opportunity to participate in DPR programs together. The ADA is federal legislation that gives Civil Rights protection to individuals with disabilities, similar to those rights provided to individuals based on race, sex, national origin, and religion. It guarantees equal opportunity for individuals with

disabilities in employment, public accommodations, transportation, local and state government services, and telecommunications. District shall be responsible for providing reasonable accommodations for students in compliance with all applicable laws and regulations, including the ADA.

14. **Waiver of Liability.** District shall include County in the exculpatory clause on any waiver of liability or release of liability agreement used by District related to its use of County facilities.
15. **Indemnification.** To the fullest extent permitted by law, District shall indemnify, defend and hold harmless County and its Special Districts, elected and appointed officers, employees, agents, representatives and volunteers (“County Indemnitees”) from and against any and all liabilities, damages of any kind (including without limitation personal injuries, property damages, special and consequential damages), losses, demands, claims, actions, fees, costs and expenses, including without limitation attorneys’ fees, expert fees and expenses of any nature whatsoever arising out of or related to: (1) Districts’ (including its elected and appointed members, officers, employees, consultants, contractors, vendors, invitees, agents, representatives and volunteers) use of, or acts, omissions or negligence concerning, the DPR Property including without limitation the Park and/or Use Areas; (2) events at DPR Property organized by District (including such events organized by its elected and appointed members, officers, employees, consultants, contractors, vendors, invitees, agents, representatives and volunteers) including without limitation events which encompass multiple schools or School Districts; and/or (3) this Agreement, except for any such loss or damage arising from the sole negligence or willful misconduct of County Indemnitees. To the extent waivable pursuant to applicable law, the indemnification obligations hereunder shall not be subject to or barred by any statutory immunities and shall not be limited in any way by a statutory limitation on amount or type of damages. Any legal defense pursuant to District’s indemnification obligations under this Paragraph 16 shall be conducted by District and performed by counsel selected by District and approved by County. Notwithstanding the preceding sentence, County shall have the right to participate in and control any such defense. The terms of this paragraph shall survive the termination or expiration of this Agreement.
16. **Insurance** – During the term of this Agreement or as otherwise specified herein, the following insurance requirements shall be in effect. District may purchase commercial insurance to satisfy its insurance requirements herein. District, at its sole option, may elect to use a program of self-insurance, risk retention group, risk purchasing group, pooling arrangement and captive insurance to satisfy the Required Insurance provisions.

General Insurance – District Requirements: Without limiting District’s indemnification of County, and in the performance of this Agreement and until all of its obligations pursuant to this Agreement have been met, District shall provide and maintain at its own expense insurance coverage satisfying the requirements specified in Article 10,

“General Insurance” and the “Insurance Coverage Requirements – Types and Limits” Section of this Agreement. These minimum insurance coverage terms, types and limits (the “Required Insurance”) also are in addition to and separate from any other contractual obligation imposed upon District pursuant to this Agreement. The County in no way warrants that the Required Insurance is sufficient to protect the District for liabilities which may arise from or relate to this Agreement.

Evidence of Coverage and Notice to County: Certificate(s) of insurance coverage (Certificate) satisfactory to County, and a copy of an Additional Insured endorsement confirming County and its Agents (defined below) has been given Insured status under the District’s General Liability policy, shall be delivered to County at the address shown below and provided prior to commencing services under this Agreement.

- i. Renewal Certificates shall be provided to County not less than 10 days prior to District's policy expiration dates. County reserves the right to obtain complete, certified copies of the District and/or Sub-Contractor insurance policies at any time.
- ii. Certificates shall identify all Required Insurance coverage types and limits specified herein, reference this Agreement by name and number, and be signed by an authorized representative of the insurer(s). The Insured party named on the Certificate shall match District’s name. Certificates shall provide the full name of each insurer providing coverage, its NAIC (National Association of Insurance Commissioners) identification number, its financial rating, the amounts of any policy deductibles or self-insured retentions exceeding fifty thousand (\$50,000.00) dollars, and list any County required endorsement forms.
- iii. Neither the County’s failure to obtain, nor the County’s receipt of, or failure to object to a non-complying insurance certificate or endorsement, or any other insurance documentation or information provided by the District, its insurance broker(s) and/or insurer(s), shall be construed as a waiver of any of the Required Insurance provisions.

Certificates and copies of any required endorsements shall be sent to:

County of Los Angeles Department of Parks and Recreation
Attention: Sean Woods, Division Chief of Planning
1000 South Fremont Avenue, Unit #40, Building A-9 West
Alhambra, California 91803

- iv. District also shall promptly report to County any injury or property damage accident or incident, including any injury to a District employee occurring on County property, and any loss, disappearance, destruction, misuse, or theft of County property, monies or securities entrusted to District. District also shall promptly notify County of any third party claim or suit filed against District or any of its Sub-Contractors which arises

from or relates to this Agreement and could result in the filing of a claim or lawsuit against District and/or County.

Additional Insured Status and Scope of Coverage. The County of Los Angeles, its Special Districts, Elected Officials, Officers, Agents, Employees and Volunteers (collectively County and its Agents) shall be provided additional insured status under District's General Liability policy with respect to liability arising out of District's ongoing and completed operations performed on behalf of the County. County and its Agents additional insured status shall apply with respect to liability and defense of suits arising out of the District's acts or omissions, whether such liability is attributable to the District or to the County. The full policy limits and scope of protection also shall apply to the County and its Agents as an additional insured, even if they exceed the County's minimum Required Insurance specifications herein. Use of an automatic additional insured endorsement form is acceptable providing it satisfies the Required Insurance provisions herein.

Cancellation of or Changes in Insurance. District shall provide County with, or District's insurance policies shall contain a provision that County shall receive, written notice of cancellation or any change in Required Insurance, including insurer, limits of coverage, term of coverage or policy period. The written notice shall be provided to County at least ten (10) days in advance of cancellation for non-payment of premium and thirty (30) days in advance for any other cancellation or policy change. Failure to provide written notice of cancellation or any change in Required Insurance may constitute a material breach of this Agreement, in the sole discretion of the County, upon which the County may suspend or terminate this Agreement.

Failure to Maintain Insurance. District's failure to maintain or to provide acceptable evidence that it maintains the Required Insurance shall constitute a material breach of the Contract, upon which County immediately may withhold payments due to District, and/or suspend or terminate this Contract. County, at its sole discretion, may obtain damages from District resulting from said breach. Alternatively, the County may purchase the Required Insurance, and without further notice to Contractor, deduct the premium cost from sums due to District or pursue Contractor reimbursement.

Insurer Financial Ratings. Coverage shall be placed with insurers acceptable to the County with A.M. Best ratings of not less than A:VII unless otherwise approved by County.

District's Insurance Shall Be Primary. District's insurance policies, with respect to any claims related to this Agreement, shall be primary with respect to all other sources of coverage available to District. Any County maintained insurance or self-insurance coverage shall be in excess of and not contribute to any District coverage.

Waivers of Subrogation. To the fullest extent permitted by law, District hereby waives its and its insurer(s)' rights of recovery against County under all the

Required Insurance for any loss arising from or related to this Agreement. District shall require its insurers to execute any waiver of subrogation endorsements which may be necessary to affect such waiver. The County may waive this requirement, if District purchases commercial insurance to satisfy its insurance requirements herein. In the event the District elects to self-insure this requirement shall be waived.

Sub-Contractor Insurance Coverage Requirements. District shall include all Sub-contractors as insureds under District's own policies or shall provide County with each Sub-Contractor's separate evidence of insurance coverage. District shall be responsible for verifying each Sub-Contractor complies with the Required Insurance provisions herein and shall require that each Sub-Contractor name the County and District as additional insureds on the Sub-Contractor's General Liability policy. District shall obtain County's prior review and approval of any Sub-Contractor request for modification of the Required Insurance.

Deductibles and Self-Insured Retentions (SIRs). District's policies shall not obligate the County to pay any portion of any District deductible or SIR. The County retains the right to require District to reduce or eliminate policy deductibles and SIRs as respects the County, or to provide a bond guaranteeing District's payment of all deductibles and SIRs, including all related claims investigation, administration and defense expenses. Such bond shall be executed by a corporate surety licensed to transact business in the State of California.

Claims Made Coverage. If any part of the Required Insurance is written on claims made basis, any policy retroactive date shall precede the effective date of this Agreement. District understands and agrees it shall maintain such coverage for a period of not less than three (3) years following Agreement expiration, termination or cancellation.

Application of Excess Liability Coverage. County may use a combination of primary and excess insurance policies which provide coverage as broad as ("follow form" over) the underlying primary policies to satisfy the Required Insurance provisions.

Separation of Insureds. All liability policies shall provide cross-liability coverage as would be afforded by the standard ISO (Insurance Services Office, Inc.) separation of insureds provision with no insured versus insured exclusions or limitations.

County Review and Approval of Insurance Requirements. The County reserves the right to review and adjust the Required Insurance provisions conditioned upon County's determination of changes in risk exposures.

INSURANCE COVERAGE REQUIREMENTS – TYPES AND LIMITS

General Liability insurance, naming County and its Agents as an additional insured, with limits of not less than the following:

Note: General Liability insurance limits vary depending on the District's activities in the County park. The higher limits apply if the District engages in both types of activities listed below.

- I. Limits required when District uses DPR Property, including the Park, for short-term school-sponsored activities other than pool usage:
 - General Aggregate: \$ 4 million
 - Products/Completed Operations Aggregate: \$ 2 million
 - Personal and Advertising Injury \$ 2 million
 - Each Occurrence: \$ 2 million

- II. Limits required when District's short-term school-sponsored activities include pool usage:
 - General Aggregate: \$ 10 million
 - Products/Completed Operations Aggregate: \$ 2 million
 - Personal and Advertising Injury \$ 5 million
 - Each Occurrence: \$ 5 million

Automobile Liability insurance (providing scope of coverage equivalent to ISO policy form CA 00 01) with a limits of not less than \$1 million for bodily injury and property damage, in combined or equivalent split limits, for each single accident. Insurance shall cover liability arising out of District's use of autos pursuant to this Agreement, including owned, leased, hired, and/or non-owned autos, as each may be applicable.

Workers Compensation and Employers' Liability insurance or qualified self-insurance satisfying statutory requirements, which includes Employers' Liability coverage with limits of not less than \$1 million per accident. If District will provide leased employees, or, is an employee leasing or temporary staffing firm or a professional employer organization (PEO), coverage also shall include an Alternate Employer Endorsement (providing scope of coverage equivalent to ISO policy form WC 00 03 01 A) naming the County as the Alternate Employer, and the endorsement form shall be modified to provide that County will receive not less than thirty (30) days advance written notice of cancellation of this coverage provision. If applicable to District's operations, coverage also shall be arranged to satisfy the requirements of any federal workers or workmen's compensation law or any federal occupational disease law.

Sexual Misconduct Liability Insurance covering actual or alleged claims for sexual misconduct and/or molestation with limits of not less than \$2 million per claim and \$2 million aggregate, and claims for negligent employment, investigation, supervision, training or retention of, or failure to report to proper authorities, a person(s) who committed any act of abuse, molestation, harassment, mistreatment or maltreatment of a sexual nature.

Property Coverage: District given exclusive use of County owned or leased property of the total combined value of more than \$100,000 shall carry property coverage at least as broad as that provided by the ISO special causes of loss (ISO policy form CP 10 30) form. The County and its Agents shall be named as an Additional Insured and Loss Payee on District's insurance as its interests may appear. Automobiles and mobile equipment shall be insured for their actual cash value. Real property and all other personal property shall be insured for their full replacement value.

17. **Licenses/Permits.** The County shall be entitled to issue licenses and/or permits for the temporary use of the Use Areas by community groups, organizations and members of the public, and to charge or waive fees for the use thereof at will; provided, such licenses or permits do not conflict or interfere with District's use as provided in Section 5. District shall exercise the permission herein given in such a manner as to minimize interference with the full use and enjoyment of said Use Areas by County.
18. **District's Default.** District shall be in material default of any of its obligations under this Agreement if District fails to observe and perform District's obligations hereunder when such failure continues for thirty (30) days after written notice thereof to District. Failure to provide written notice of noncompliance of the terms or conditions by County shall not constitute a waiver of the terms or conditions.
19. **County's Remedies.** In the event of any default by District as described in Section 17 above, subject to all applicable laws that may restrict remedies against a school district, including, but not limited to, restrictions within the California Education Code, County's may, in addition to any other rights or remedies at law or in equity, terminate this Agreement.
20. **Independent Status.** This MOA is by and between County and District. It is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association as between County and District. District understands and agrees to bear the sole responsibility and liability for furnishing Workers' Compensation benefits to any person for injuries arising from or connected with services performed on behalf of District pursuant to this MOA.
21. **Notices.** All notices, demands, and communications between District and County shall be in writing and given by personal delivery; facsimile transmission; electronic mail; registered mail, return receipt requested, with postage prepaid; Federal Express or other reliable private express delivery, addressed to County or District at the addresses shown in paragraph 6 above. Unless otherwise directed, any notice required to be given by this Agreement or regarding compliance with this Agreement shall be given to all County representatives listed in paragraph 8. Either party may, by notice to the other given pursuant to this Section 20, specify

additional or different addresses for notice purposes.

22. **Employees.** All references to the “District” herein are deemed to include the District's employees, agents, contractors, apprentices, volunteers, and anyone required under written contract with District to access DPR Property, including the Park and/or Use Areas.
23. **Limitations.** It is expressly understood that in granting the right to use said DPR Property, including the Park and/or Use Areas, no estate or interest in real property is being conveyed to the District, and that the right to use is only a nonexclusive, revocable and unassignable permission to use DPR Property, including the Park and/or Use Areas, in accordance with the terms and conditions of this MOA.
24. **Entire Agreement.** This MOA contains the entire agreement between the Parties hereto, and no addition or modification of any terms or provisions shall be effective unless set forth in writing, signed by both County and District.
25. **Severability.** Any provision of this Agreement which proves to be invalid, void, or illegal shall in no way affect, impair or invalidate any other provision hereof, and such other provisions shall remain in full force and effect.
26. **Amendments.** The terms of this MOA may be amended by the Director or her designee upon mutual agreement of County and District subject to approval or ratification by the Governing Board of the District.
27. **Power and Authority.** The District has the legal power, right and authority to enter into this Agreement, and to comply with the provisions hereof. The individuals executing this Agreement on behalf of any legal entity comprising District have the legal power, right and actual authority to bind the entity to the terms and conditions of this Agreement. In accordance with California Education Code sections 17604 and 81655, this Agreement is not a valid or enforceable obligation against the District until approved or ratified by motion of the Governing Board of the District duly passed and adopted (**Exhibit C**).
28. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which taken together shall constitute but one and the same instrument.
29. **PDF Signature as Original.** Notwithstanding any law to the contrary, including Evidence Code sections 255 and 260, a signature in a pdf form is deemed to be an original for purposes of this Agreement.
30. **Assignment.** This MOA is personal to the District, and any attempt to assign or transfer same in whole or part without County's prior written consent shall immediately terminate all of District's rights hereunder.

31. **Authority to Stop.** In the event that an authorized representative of County finds that District's activities on DPR Property, including the Park and/or Use Areas, unnecessarily endanger the health or safety of persons on or near said DPR Property, including the Park and/or Use Areas, the representative may require that this MOA immediately be suspended until said endangering activities cease, or until such action is taken to eliminate or prevent the endangerment.
32. **Termination.** This Agreement may be terminated at any time without cause for any reason or no reason at all at the option of County by giving thirty (30) days' notice of termination. The Agreement may be terminated by the mutual agreement of the Parties at any time, upon terms and conditions agreed to by the Parties.
33. **Restoration of DPR Property.** Upon any termination or expiration of this Agreement, District shall surrender the Use Areas in a neat and clean condition to the satisfaction of County, remove its property therefrom, and restore the Use Areas as provided above within such time as County may designate. If County determines that restoration has not been completed to County's satisfaction under any scenario, County may restore said Use Areas entirely at the expense of District.
34. **Alteration of Premises.** Prior to accessing the Use Area(s), District has examined the Use Area(s) and knows the condition thereof. District accepts the Use Areas in the present state and condition and waives any and all demand upon the County for alteration, repair, or improvement thereof. All betterments to the Use Areas shall become the property of County upon the termination or expiration of this Agreement.
35. **County Lobbyist Ordinance** District is aware of the requirements of Chapter 2.160 of the Los Angeles County Code with respect to County Lobbyists as such are defined in Section 2.160.010 of said code and certifies full compliance therewith. Failure to fully comply shall constitute a material breach upon which County may terminate or suspend this Agreement.
36. **Conflict of Interest.** No County employee whose position with County enables such employee to influence the award of this Agreement or any competing Agreement, and no spouse or economic dependent of such employee, shall be employed in any capacity by District or have any other direct or indirect financial interest in this Agreement.
37. **Solicitation of Consideration.** It is improper for any officer, employee or agent of County to solicit consideration, in any form, from a District with the implication, suggestion or statement that the District's provision of consideration may secure more favorable treatment for District in the award of the Agreement or that District's failure to provide such consideration may negatively affect the County's consideration of District's submission. A District shall not offer to or give, either

directly or through an intermediary, consideration, in any form, to an officer, employee or agent of County for the purpose of securing favorable treatment with respect to the award of an Agreement. District shall immediately report any attempt by an officer, employee or agent of County to solicit such improper consideration. The report shall be made either to the County manager charged with the supervision of the employee or to the County Auditor-Controller Employee Fraud Hotline at (213) 974-0914 or (800) 544-6861. Failure to report such solicitation may result in the Agreement being terminated.

38. **Nondiscrimination**. District and all others who from time to time may use DPR Property, including the Park and/or Use Areas, described herein with the permission of County and on the terms and conditions specified herein shall not discriminate in any manner against any person or persons on account of race, color, sex, creed, or national origin, including but not limited to the provision of goods, services, facilities, privileges, advantages, and the holding and obtaining of employment.
39. **Compliance with the County's Smoking Ban Ordinance**. Smoking shall be prohibited at all parks, except:
 - a. Smoking shall be permitted by actors who may be acting during a permitted production or by models during a permitted photography session, unless otherwise determined by the Director, in consultation with the applicable Fire Official; and
 - b. Smoking shall be permitted within the Use Areas, in designated areas, with prior approval and at the discretion of the Director, in consultation with the operation of the subject DPR park/facility).
40. **CONTRACTOR'S WARRANTY OF ADHERENCE TO COUNTY'S CHILD SUPPORT COMPLIANCE PROGRAM** District acknowledges that County has established a goal of ensuring that all individuals who benefit financially from County through contracts are in compliance with their court-ordered child, family and spousal support obligations in order to mitigate the economic burden otherwise imposed upon County and its taxpayers. As required by the County's Child Support Compliance Program (County Code Chapter 2.200) and without limiting District's duty under this Agreement to comply with all applicable provisions of law, District warrants that it is now in compliance and shall during the term of this Agreement maintain in compliance with employment and wage reporting requirements as required by the Federal Social Security Act (42 USC Section 653a) and California Unemployment Insurance Code Section 1088.5, and shall implement all lawfully served Wage and Earnings Withholding Orders or Child Support Services Department Notices of Wage and Earnings Assignment for Child, Family or Spousal Support, pursuant to Code of Civil Procedure Section 706.031 and Family Code Section 5246(b).
41. **COMPLIANCE WITH THE COUNTY POLICY OF EQUITY**

District acknowledges that the County takes its commitment to preserving the dignity and professionalism of the workplace very seriously, as set forth in the County Policy of Equity (<https://ceop.bos.lacounty.gov/pdf/PolicyOfEquity.pdf>). The District further acknowledges that the County strives to provide a workplace free from discrimination, harassment, retaliation, and inappropriate conduct based on a protected characteristic, and which may violate the County Policy of Equity (CPOE). The District, their employees and subcontractors acknowledge and certify receipt and understanding of the CPOE. Failure of District, their employees, or subcontractors to uphold the County's expectations of a workplace free from harassment and discrimination, including inappropriate conduct based on a protected characteristic, may subject District to termination of contractual Agreements as well as civil liability.

42. **Public Records Act**

Any documents submitted by District and all information obtained in connection with this Agreement, become the exclusive property of the County. All such documents become a matter of public record and shall be regarded as public records. Exceptions will be those elements in the California Government Code Section 6250 et seq. (Public Records Act) and which are marked "trade secret", "confidential", or "proprietary". County shall not, in any way, be liable or responsible for the disclosure of any such records including, without limitation, those so marked, if disclosure is required by law, or by an order issued by a court of competent jurisdiction.

43. **Transfer of Title/Park Transfer.** In the event County transfers title of the Park and the licensed Use Areas to a newly-formed or existing governmental agency, this Agreement shall be terminated on the date of said transfer to such agency, unless that agency agrees to assume this Agreement. County agrees to use its best efforts to obtain said assignment in the event County transfers title of the Park to a newly-formed or existing governmental agency. In the event County closes the Park this Agreement shall terminate upon the effective date of such closure. County shall provide written notice to District upon any consideration by the County of the possibility of transferring or closing the Park. County shall provide District with as much prior written notice of any such transfer or closure of the Park as reasonably possible before the effective date of any such transfer or closure.

44. **Survival of Covenants.** The covenants, agreements, indemnities, representations and warranties made herein are intended to survive the termination of the Agreement.

45. **Governing Law and Forum.** This Agreement shall be governed by and construed in accordance with the internal laws of the State of California. Any litigation with respect to this Agreement shall be conducted in the courts of the County of Los Angeles, State of California.

(Signature pages follow)

IN WITNESS WHEREOF, the District, by order of its Governing Board, has caused this Agreement to be duly executed on its behalf and attested by the Clerk thereof, and the County, by order of its Board of Supervisors, has caused this Agreement to be duly executed on its behalf by the Chairman of the Board of Supervisors and attested by the Executive Officer-Clerk thereof, as of the day, month and year first written above.

GLENDALE UNIFIED SCHOOL DISTRICT

A district organized and existing under the laws of the State of California

By: _____ Date: _____
Barbara Howard – Director Procurement & Contract Services

By: _____ Date: _____
Santha Rajiv – Chief Business and Financial Officer

Approved as to form: (optional)

By: _____ Date: _____
David Greco – General Counsel

COUNTY OF LOS ANGELES
Department of Parks and Recreation

By:_____

Date:_____

Norma E. García-González
Director

APPROVED AS TO FORM:

DAWYN R. HARRISON
County Counsel

By:_____

Date:_____

Sonia L. Chan, Senior Deputy Counsel

EXHIBIT A

Parks Requested:

Crescenta Valley Park

3916 Dunsmore Ave
Glendale, CA 91214

Two Strike Park

5107 Rosemont Ave
La Crescenta CA 91214

Date: TBD

Event Time: TBD

Description of Program: Cross-Country meet and practice

Person of Contact:

<p><u>Elementary Schools:</u></p> <p>Balboa ES Cerritos ES Columbus ES Dunsmore ES Edison ES Franklin ES Fremont ES Glenoaks ES Jefferson ES Keppel ES La Crescenta ES Lincoln ES Mann ES Marshall ES Monte Vista ES Mountain Ave ES Muir ES RD White ES Valley View ES Verdugo Woodlands ES</p>	<p><u>Middle Schools:</u></p> <p>Roosevelt MS Rosemont MS Toll MS Wilson MS</p> <p><u>High Schools:</u></p> <p>Clark Magnet HS Crescenta Valley HS Daily HS Glendale HS Hoover HS</p> <p><u>Other Schools:</u></p> <p>Cloud PreSchool College View School Pacific Avenue Education Center Programs</p>
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EXHIBIT B
Fees

EXHIBIT C

DOCUMENTATION OF DISTRICT BOARD APPROVAL OR RATIFICATION

(See attached certification of the action taken at the meeting of the Glendale Unified School District Board of Education on September 26, 2023)

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval of Notice of Completion for Bid No. 240-23/24 with AMB Group, Inc. for the Playground Equipment Installation Project at College View School**

The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 240-23/24 with AMB Group, Inc. for the playground equipment installation project at College View School, funded by GEF funds

On May 16, 2023, the Board of Education approved the award of Bid No. 240-23/24 to AMB Group, Inc. for the playground equipment installation project at College View School in the amount of \$81,350.

This project had no Change Orders, and was completed in a satisfactory manner as of July 13, 2023. The final project cost remained at \$81,350. This project was funded by GEF funds.

TO SUPPORT 2023-2024 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: College View School
ADDRESS: 1700 E. Mountain Street
Glendale, CA 91207

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: Installation of Playground Equipment
DATE OF COMPLETION: July 13, 2023
CONTRACTOR: AMB Group Inc.
BOARD APPROVAL: April 4, 2023
CONTRACT DATE: April 21, 2023
BID No.: 240-23/24
PURCHASE ORDER No.: 240000001190

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 September 27, 2023 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval of Notice of Completion for Bid No. 243-23/24 with Hart Design Build, Inc. for the Piping Replacement Project at Monte Vista Elementary School**

The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 243-23/24 with Hart Design Build, Inc. for the piping replacement project at Monte Vista Elementary School, funded by Measure S – Summer Project funds

On May 16, 2023, the Board of Education approved the award of Bid No. 243-23/24 to Hart Design Build, Inc. for the piping replacement project at Monte Vista Elementary School in the amount of \$64,900.

This project had no Change Orders and was completed in a satisfactory manner as of August 17, 2023. The final project cost remained at \$64,900. This project was funded by Measure S – Summer Project funds.

TO SUPPORT 2023-2024 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: Monte Vista Elementary School
ADDRESS: 2620 Orange Avenue
La Crescenta, CA 91214

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: Piping Replacement Project
DATE OF COMPLETION: August 17, 2023
CONTRACTOR: Hart Design Build Inc.
BOARD APPROVAL: 05/16/2023
CONTRACT DATE: 05/18/2023
BID No.: 243-23/24
PURCHASE ORDER No.: 2300000004390

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 September 27, 2023 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval of Notice of Completion for Bid No. 245-23/24 with AMB Group, Inc. for the Piping Project at Verdugo Woodlands Elementary School**

The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 245-23/24 with AMB Group, Inc. for the piping project at Verdugo Woodlands Elementary School, funded by Measure S – Summer Project funds

On May 16, 2023, the Board of Education approved the award of Bid No. 245-23/24 to AMB Group, Inc. for the piping project at Verdugo Woodlands Elementary School in the amount of \$118,400.

This project had no Change Orders, and was completed in a satisfactory manner as of August 14, 2023. The final project cost remained at \$118,400. This project was funded by Measure S – Summer Project funds.

TO SUPPORT 2023-2024 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: Verdugo Woodlands Elementary School
ADDRESS: 1751 N. Verdugo Road
Glendale, CA 91208

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: Piping Project
DATE OF COMPLETION: August 14, 2023
CONTRACTOR: AMB Group Inc.
BOARD APPROVAL: May 16, 2023
CONTRACT DATE: May 18, 2023
BID No.: 245-23/24
PURCHASE ORDER No.: 240000000217

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 September 27, 2023 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval of Notice of Completion for Bid No. 246-23/24 with Westside Builders, Corp. for the Drain Lines Project at Glendale High School**

The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 246-23/24 with Westside Builders, Corp. for the drains lines project at Glendale High School, funded by Measure S – Summer Project funds

On May 16, 2023, the Board of Education approved the award of Bid No. 246-23/24 to Westside Builders, Corp. for the drain lines project at Glendale High School in the amount of \$165,000.

This project had no Change Orders, and was completed in a satisfactory manner as of August 17, 2023. The final project cost remained at \$165,000. This project was funded by Measure S – Summer Project funds.

TO SUPPORT 2023-2024 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: Glendale High School
ADDRESS: 1440 East Broadway
Glendale, CA 91205

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: Drain Line Project
DATE OF COMPLETION: August 17, 2023
CONTRACTOR: Westside Builders Corp.
BOARD APPROVAL: May 16, 2023
CONTRACT DATE: May 18, 2023
BID No.: 246-23/24
PURCHASE ORDER No.: 230000004416

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 September 27, 2023 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval of Notice of Completion for Bid No. 249-23/24 with Quality Fence Co., Inc. for the Wrought Iron Fencing Project at La Crescenta Elementary School**

The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 249-23/24 with Quality Fence Co., Inc. for the wrought iron fencing project at La Crescenta Elementary School, funded by Measure S – Safety and Security, Phase II funds

On May 16, 2023, the Board of Education approved the award of Bid No. 249-23/24 to Quality Fence Co., Inc. for the wrought iron fencing project at La Crescenta Elementary School in the amount of \$317,000.

This project had no Change Orders, and was completed in a satisfactory manner as of August 14, 2023. The final project cost remained at \$317,000. This project was funded by Measure S – Safety and Security, Phase II funds.

TO SUPPORT 2023-2024 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: La Crescenta Elementary School
ADDRESS: 4343 La Crescenta Avenue
Glendale, CA 91214

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: Fencing Project
DATE OF COMPLETION: August 14, 2023
CONTRACTOR: Quality Fence Co. Inc.
BOARD APPROVAL: 05/16/2023
CONTRACT DATE: 05/18/2023
BID No.: 249-23/24
PURCHASE ORDER No.: 2400000000753

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 September 27, 2023 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

SUBMITTED BY: David Greco, Chief Counsel and Business Operations Officer

PREPARED BY: Hagop Kassabian, Administrator: Facilities Planning & Maintenance

SUBJECT: **Approval of Notice of Completion for Bid No. 251-23/24 with Quality Fence Co., Inc. for the Fencing Project at Toll Middle School**

The Interim Superintendent recommends that the Board of Education approve a Notice of Completion for Bid No. 251-23/24 with Quality Fence Co., Inc. for the fencing project at Toll Middle School, funded by Measure S – Safety and Security, Phase II funds

On May 16, 2023, the Board of Education approved the award of Bid No. 251-23/24 to Quality Fence Co., Inc. for the fencing project at Toll Middle School in the amount of \$192,300.

This project had no Change Orders, and was completed in a satisfactory manner as of August 14, 2023. The final project cost remained at \$192,300. This project was funded by Measure S – Safety and Security, Phase II funds.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 4: Maintain District Financial Responsibility – Ensure the fiscal health of the District; implement a fiscal plan to preserve the District resources; and plan for the District's future educational and facility needs.

Recording Requested by
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

NOTICE OF COMPLETION

PROPERTY: Toll Middle School
ADDRESS: 700 Glenwood Road
Glendale, CA 91202

OWNER: Glendale Unified School District
223 North Jackson Street
Glendale, CA 91205

IMPROVEMENT: Fencing Project
DATE OF COMPLETION: August 14, 2023
CONTRACTOR: Quality Fence Co. Inc.
BOARD APPROVAL: 05/16/2023
CONTRACT DATE: 05/18/2023
BID No.: 251-23/24
PURCHASE ORDER No.: 2300000004393

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 September 27, 2023 at Glendale, California

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

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Dr. Darneika Watson, Interim, Superintendent

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

PREPARED BY: Jay Schwartz, Senior Director, SELPA

SUBJECT: **Acceptance of Foothill SELPA Sponsorship of CAPTAIN (California Autism Professional Training and Information Network) Cadre Attendance at the Annual CAPTAIN Summit**

The Interim Superintendent recommends that the Board of Education accept the Foothill SELPA sponsorship of CAPTAIN (California Autism Professional Training and Information Network) Cadre attendance at the annual CAPTAIN summit.

The California Autism Professional Training and Information Network (CAPTAIN) is a cross agency network developed to support the understanding and use of evidence-based practices (EBPs) for individuals affected by Autism across the state of California.

The CAPTAIN Leadership Team is comprised of professionals from the California Special Education Local Plan Areas (SELPA), California Department of Education, University Centers for Excellence in Developmental Disabilities (UCEDDs), California Universities, Regional Centers, Department of Developmental Services, Family Resource Center Network/Family Empowerment Centers and Diagnostic Centers. The CAPTAIN Leadership participated as trainers in the National Professional Development Center (NPDC) for Autism statewide training project. As a part of the dissemination efforts of the NPDC-Autism, CAPTAIN was established to support implementation of EBPs across the state.

Cadre members are nominated by SELPAs, Regional Centers, Family Resource/Family Empowerment Centers and Institutes of Higher Education. They receive training through the annual CAPTAIN Summit so that they can provide local training, implementation coaching, cross agency collaboration, and dissemination of the EBPs at the local level. CAPTAIN Cadre members have access to the NPDC-Autism and CAPTAIN training materials and assist with the statewide distribution of the EBPs by providing support and training locally.

Foothill SELPA has nominated three cadre members this year to represent the three Districts (Burbank, Glendale and La Canada). These cadre members will work as a team to disseminate information, support the implementation of EBPs in classrooms and build capacity among educators.

Foothill SELPA supports the efforts of the CAPTAIN Network and provides funding for the cadre members to attend the annual summit using SELPA funding.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 1: Maximize Student Achievement – Close the digital and equity gap; offer robust academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-24 BOARD PRIORITY NO. 2: Foster a Positive Culture of Learning – Ensure equitable teaching and learning opportunities led by excellence; support culturally relevant curriculum that emphasizes inclusion; and increase school connectedness for students, parents, and families.

TO SUPPORT 2023-24 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees – Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

TO SUPPORT 2023-2024 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

September 26, 2023

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

PREPARED BY: Lena Kortoshian, Senior Director, Teaching and Learning

SUBJECT: Acceptance of National Board-Certified Teacher Incentive Program Grant

The Interim Superintendent recommends that the Board of Education accept \$30,000 in funding from the California Department of Education for the National Board-Certified Teacher Certification Incentive Program for the 2023-24 school year.

The 2021 California State Budget reestablished the National Board for Professional Teaching Standards (NBPTS) Certification Incentive Program (2021-26) for the purpose of providing incentive awards to teachers who are assigned to teach in high-priority California public schools and have active National Board certification status.

The incentive is awarded to a National Board-Certified Teacher (NBCT) who agrees to teach for five years at a high-priority school, which has 55 percent or more of its pupils classified as an English learner, foster youth, or eligible for a free or reduced-price meal. Existing NBCTs must apply for the \$5,000 annual incentive for five consecutive years, as long as they meet the eligibility requirements. National Board Certification must be maintained and not expired.

In the 2023-24 school year, Glendale Unified School District is awarded \$30,000 from the California Department of Education for teachers who have earned National Board Certification. There are four eligible teachers that will receive a stipend of \$5,000.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 16

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

PREPARED BY: Dr. Nancy Hong, Director, Dual Language Immersion and Magnet Programs

SUBJECT: **Approval of Revisions to Course of Study Outlines for Use in Middle and High Schools in the Area of World Languages and Cultures**

The Interim Superintendent recommends that the Board of Education approve revisions to course of study outlines (French Language and Culture 1-2, French Language and Culture 3-4, French Language and Culture 5-6, Spanish Language and Culture 1-2, Spanish Language and Culture 3-4, Spanish Language and Culture 5-6) for use in middle and high schools in the area of World Languages and Cultures.

MIDDLE SCHOOLS and HIGH SCHOOLS

Department: World Languages and Cultures

Course Title: French Language and Culture 1-2

Course Code: 8114G2 / 8115G2 (middle school); 8112D / 8113D (high schools)

Grade Level(s): 8-12

School(s)
Course Offered: Eleanor J. Toll Middle School
Crescenta Valley High School
Herbert Hoover High School

UC/CSU Approved
(Y/N, Subject): Y, World Languages

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook: D'Accord! 1 (Vista Higher Learning)

Course Overview: French Language and Culture 1-2 is an introductory course meant to provide a foundation for novice-level reading, writing, listening, and speaking skills. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the novice proficiency level. Thematic units that draw from Francophone literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target cultures' communities including geography and societal practices from the present and the past. Units of study will highlight francophone school life, family structure, foods, pastimes, celebrations, clothing, and customs. Students will learn to comprehend and express themselves in spoken and written French. Students will be encouraged to converse in French in class and will read selected passages from French texts. At the end of the year, students will demonstrate skills in all modes of communication - reading, writing, listening, and speaking at a novice-mid level of proficiency.

Department: World Languages and Cultures

Course Title: French Language and Culture 3-4

Course Code: 8114D / 8115D

Grade Level(s): 9-12

School(s)
Course Offered: Crescenta Valley High School
Herbert Hoover High School

UC/CSU Approved

(Y/N, Subject): Y, World Languages

Course Credits: 10

Recommended

Prerequisite:

French Language and Culture 1-2 or equivalent
Student may be admitted upon assessment and/or recommendation

Recommended

Textbook:

D'Accord! 2 (Vista Higher Learning)

Course Overview:

French Language and Culture 3-4 is a second year course meant to build upon the foundations of learning the language in French Language and Culture 1-2. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the novice-high or intermediate proficiency levels. Thematic units that draw from French literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target culture community including its geography and societal practices. Units of study will highlight French and francophone food, health and wellness, family life, and travel. Students will comprehend and express themselves in spoken and written French. Students will be encouraged to converse in French in class and will read selected passages from French texts.

Department: World Languages and Cultures

Course Title: French Language and Culture 5-6

Course Code: 8116D / 8117D

Grade Level(s): 9-12

School(s)

Course Offered: Crescenta Valley High School
Herbert Hoover High School

UC/CSU Approved
(Y/N, Subject): Y, World Languages

Course Credits: 10

Recommended
Prerequisite: French Language and Culture 1-2 with a C or higher
French Language and Culture 3-4 with a C or higher
Student may be admitted upon assessment and/or recommendation

Recommended
Textbook: D'Accord! 3 (Vista Higher Learning)

Course Overview: French Language and Culture 5-6 is a third year course meant to build upon the foundations of learning the language in French Language and Culture 3-4. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the intermediate-high levels. French Language and Culture 5-6 utilizes thematic units from French literature, history, culture and the arts. The students develop an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social and political), demonstrating knowledge and understanding of content across disciplines. Students will increase their ability to comprehend and express themselves in spoken and written French. Students will be required to communicate in French in a variety of situations and will read selected French texts from authentic materials. The course will be conducted entirely in French.

Department: World Languages and Cultures

Course Title: Spanish Language and Culture 1-2

Course Code: 8245G2 / 8246G2 (middle schools); 8246D / 8247D (high schools)

Grade Level(s): 8-12

School(s)

Course Offered: Rosemont Middle School
Eleanor J. Toll Middle School
Woodrow Wilson Middle School
Theodore Roosevelt Middle School
Clark Magnet High School
Crescenta Valley High School
Glendale High School
Herbert Hoover High School

UC/CSU Approved
(Y/N, Subject): Y, World Languages

Course Credits: 10

Recommended
Prerequisite: Middle School: A or B in English course
High School: None

Recommended
Textbook: *Asi se dice* by McGraw Hill Education

Course Overview: Spanish Language and Culture 1-2 is an introductory course meant to provide a foundation for novice-level reading, writing, listening, and speaking skills. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the California *World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the novice proficiency level. Thematic units that draw from Spanish literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target culture community including its geography and societal practices. Units of study will highlight food, traditional arts, music, holidays, and customs. Students will learn to comprehend and express themselves in spoken and written Spanish, and will gain a basic understanding of the language and its structures. Students will be encouraged to converse in Spanish in class and will read selected passages from Spanish texts.

Department:

World Languages and Cultures

Course Title: Spanish Language and Culture 3-4

Course Code: 8248D / 8249D

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School
Crescenta Valley High School
Glendale High School
Herbert Hoover High School

UC/CSU Approved

(Y/N, Subject): Y, World Languages

Course Credits: 10

Recommended

Prerequisite: Spanish Language and Culture 1-2 or equivalent

Recommended

Textbook: *Asi Se Dice* by McGraw Hill

Course Overview: Spanish Language and Culture 3-4 is a second year course meant to build upon the foundations of learning the language in Spanish Language and Culture 1-2. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the novice-high or intermediate proficiency level. Thematic units that draw from Spanish literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target culture community including its geography and societal practices. Units of study will highlight food, health and wellness, family life, and travel. Students

will comprehend and express themselves in spoken and written Spanish. Students will be encouraged to converse in Spanish in class and will read selected passages from Spanish text.

Department:

World Languages and Cultures

Course Title: Spanish Language and Culture 5-6

Course Code: 8250D / 8251D

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School
Crescenta Valley High School
Glendale High School
Herbert Hoover High School

UC/CSU Approved

(Y/N, Subject): Y, World Languages

Course Credits: 10

Recommended

Prerequisite: Participation in the Dual Language Immersion Program in Middle School with a C or higher
Spanish and Culture 1-2 with a C or higher
Spanish and Culture 3-4 with a C or higher
Other fluent bilingual and biliterate students may also be admitted upon assessment and recommendation made by teacher

Recommended

Textbook: *Asi se dice* by McGraw Hill Education
Spanish 3 Years (Grammar and culture book)

Course Overview: Spanish Language and Culture 5-6 utilizes thematic units from Spanish literature, history, culture and the arts. The students develop an understanding of the features of target culture

communities (e.g., geographic, historical, artistic, social and political), demonstrating knowledge and understanding of content across disciplines. Students will increase their ability to comprehend and express themselves in Spanish in all modes of communication; reading, writing, listening. They will learn to function in real-life situations, will be able to comprehend speakers of the target language, and will read authentic materials on a variety of topics with scaffolded support. Students will communicate in a more spontaneous manner. With a broader understanding of regional and local cultures, students will be able to compare and contrast their home culture and the target culture. At the end of the course, students will demonstrate skills in the intermediate range of proficiency across the communication standards as outlined in the California World Languages Standards.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: French Language and Culture 1-2

Course Code: 8112D / 8113D

Grade Level(s): 9-12

School(s)

Course Offered: Crescenta Valley High School, Hoover High School

UC/CSU Approved

(Y/N, Subject): Yes, World Languages, E/College Preparatory Electives, G

Course Credits: 10

Recommended

Prerequisite: None

Recommended

Textbook: D'accord! 1 by Vista Higher Learning
Textbook ISBN: 9781680057997
Workbook ISBN: 9781626802018

Course Overview: French Language and Culture 1-2 is an introductory course meant to provide a foundation for novice-level reading, writing, listening, and speaking skills. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the novice proficiency level. Thematic units that draw from Francophone literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target cultures' communities including geography and societal practices from the present and the past. Units of study will highlight francophone school life, family structure, foods, pastimes, celebrations, clothing, and customs. Students

will learn to comprehend and express themselves in spoken and written French. Students will be encouraged to converse in French in class and will read selected passages from French texts. At the end of the year, students will demonstrate skills in all modes of communication - reading, writing, listening, and speaking at a novice-mid level of proficiency.

Unit 1: Salut! (Hello!)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: How do I introduce myself to others in a culturally appropriate manner?

Students learn about the basic ways to greet each other and make introductions. Students will understand how to use expressions of courtesy in conversation. Within the unit, students will be able to identify and describe their age, family, interests, and possible future career-path.

Sample Assignments:

- Interpretive: Students will read/listen to texts/videos of a typical French introduction (including but not limited to cultural elements such as the “bisous” and the “tu vs vous”) and answering comprehension questions in verbal or written form.
- Interpersonal: Students will engage in an “Speed Dating” exercise in which they will introduce themselves and their interests in hopes of finding a perfect match.
- Presentational: With previous *general* preparation, students will be appointed a random student in the class on the day of presentation. They will first interview and note down general information about their partner, then introduce this student to the rest of the class in spontaneous language.

Unit 2: Au lycée (At School)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: What are your classes/routines in high school? What are the differences between American schools and Francophone schools?

Students will learn about different classes, scheduling and time, and general school life and activities. Students will learn to describe and evaluate their own curriculum, as well as be introduced to how the French school system works and how the system shapes and is shaped by the French way of thinking.

Sample Assignments:

- Interpretive: Students will read *La Classe des Confessions*, a short novel in which they discover and put into practice their knowledge on coursework and classroom vocabulary. Students will follow the protagonists and make predictions on what will happen, and what they would do in the protagonists' place.
- Interpersonal: Students will recreate their own schedules in the French language and/or create their ideal schedule. They will share with and interview a partner about why they have made those specific choices in relation to their personal interests and future goals. This will scaffold knowledge from the previous chapter.
- Presentational: Through multimedia (video, social media, text), students will follow "A Day in the Life" of a French student. They will compare and contrast their own schedule with that of a French high school student and speak on those differences in a FlipGrid presentation.

Unit 3: La famille et les copains (Family and Friend)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: Who is in your family? How would you describe them?

Students will learn names of family members such as grandparents, uncles and aunts, and siblings, as well learn adjectives to describe people and the names of professions one can have. Students will understand what the typical French/Francophone family is like and what celebrations they share together. Friend relationships and marriage traditions will also be introduced.

Sample Assignments:

- Interpretive: Students will read about Western family units versus those of a Maghrebin family. Students will then address the differences in family units and dynamics, as well as reflect upon who is considered Family.
- Interpersonal: Students will make and play a Bingo game in which the students fill their own "Bingo" categories with cultural customs and family traditions. These can be Francophone or from the students' own personal background. They will win the game when they interview and find other classmates that celebrate this tradition.
- Presentational: Students will create an imaginary family tree with a celebrity line-up that would allow them to discuss relationships between each family member. They will further develop this tree with descriptions of each member, including but not limited to age, physical appearance, personality, and interests. Upon completion, students will present their tree to the class.

Unit 4: Au café (At the café)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: What roles do pastimes, food and restaurants play in the Francophone world?

In this unit, students will learn how to talk/write about places to go in a city, how to understand how others talk about places to go in a city, how to order food in a café and discuss eating habits, and discuss the role that the café plays in everyday life in the Francophone world.

Sample Assignments:

- Interpretive: Students will listen to conversations between students talking about the places they go when downtown, discuss what they understood and answer questions about the details.
- Interpersonal: Students will interact with a partner each day, asking and answering questions about what they plan to order from a sample café menu
- Presentational: Students present a restaurant scene that they write based on a menu from a city in the Francophone world that their group made together as a group project.

Unit 5: Les Loisirs (Pastimes)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential questions: How do people talk about sports and other pastimes in French? How do people talk about the weather in French? How do people discuss and plan a vacation?

In this unit, students will learn to talk about sports and other pastimes, understand others who talk or write about sports and other pastimes, discuss the weather, and understand others who talk or write about the weather.

Sample Assignments:

- Interpretive: Students will listen to recorded conversations between students talking about their pastimes, discuss what they understood and answer questions about the details. They will read letters from students who have written about their daily activities and reply to them.
- Interpersonal: Students will interact with a partner each day, asking and answering questions about what they plan to do after school and on the weekend.
- Presentational: Students present a scene from a sporting event to the class, playing the roles of referee, players, and spectators.

Unit 6: Les Fêtes (Celebrations)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential questions: How do people talk about celebrating life events in French? How do people talk about shopping and describe clothing in French? 3. How do people talk about events in the past in French?

In this unit, students will explore francophone celebrations and parties. They will explore the different stages of life, using the past tense in French with the verb avoir.

Sample Assignments:

- Interpretive: Students will listen to recorded conversations between students talking about their celebrations, then discuss what they understood and answer questions about the details. They will watch a video depicting a birthday party, then discuss and answer questions about it.
- Interpersonal: Students will interact with a partner each day, asking and answering questions about what they plan to do for their birthday and upcoming holidays.
- Presentational: Students write a comparison of how a holiday is celebrated in the U.S. with their family with how it is celebrated in a Francophone country.

Unit 7: En Vacances (On vacation)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Questions: How do people discuss and plan a vacation? How do people talk about how things used to be? What are some popular vacation spots in the French-speaking world and why?

In this unit, students will learn how to make travel arrangements and transportation while on vacation. They will use the passé composé with être and the imparfait to narrate their travel experience.

Sample Assignments:

- Interpretive: Students will listen to recorded conversations between students talking about their vacations, then discuss what they understood and answer questions about the details. They will watch a video depicting a vacation, then discuss and answer questions about it.
- Interpersonal: Students will interact with a partner each day, asking and answering questions about what the ideal vacation includes.
- Presentational: Students make a presentation of a fun vacation in a Francophone country.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: French Language and Culture 3-4

Course Code: 8114D / 8115D

Grade Level(s): 9-12

School(s)
Course Offered: Crescenta Valley High School, Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, World Languages, E/College Preparatory Electives, G

Course Credits: 10

Recommended
Prerequisite: French Language and Culture 1-2 or equivalent
Student may be admitted upon assessment and/or recommendation

Recommended
Textbook: D'accord! 2 by Vista Higher Learning
Textbook ISBN: 978-1626802766
Workbook ISBN: 978-1626802025

Course Overview: French Language and Culture 3-4 is a second year course meant to build upon the foundations of learning the language in French Language and Culture 1-2. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the novice-high or intermediate proficiency levels. Thematic units that draw from French literature, history, culture and the arts will also be interwoven into language study. The students will develop

an understanding of the features of the target culture community including its geography and societal practices. Units of study will highlight French and francophone food, health and wellness, family life, and travel. Students will comprehend and express themselves in spoken and written French. Students will be encouraged to converse in French in class and will read selected passages from French texts.

Unit P: Chez nous (At Home)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: Where do you live? How does it compare to how people live in France?

Students will discuss their homes and what is in them. They will describe rooms, furniture, and appliances. Household chores will also be discussed, as well as the different dwellings in which people live. Customs involving visiting others and how to prepare the house for the holidays will also be covered.

Sample Assignments:

- Interpretive: Having drawn an interior map of their (imaginary) homes, students will pair up and divide themselves into Listener and Speaker. The Speaker will describe what furniture/items are in their homes, and the listener will attempt to recreate the Speaker's home based on what they heard and understood. The roles will switch.
- Interpersonal: Students describe to one another the important events that happen at home during the year in an attempt to find a classmate with similar backgrounds.
- Presentational: Students will create and present an imaginary home to the class. They will try to "sell" the house to their "buyers," aka the class. In order to get the highest bid, presenting students will need to describe the interesting events that happened in the house or the people who lived there (ex: Harry Styles hosted the VMA party in this living room!).

Unit 1: La nourriture (Food)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: What do I enjoy eating? Where do I get my food?

Students learn about typical foods and common ingredients used in French and francophone countries, including but not limited to vestigial influences of colonization. Students will also learn about how to describe food and flavors, as well as about grocery shopping and the categories in which the food is organized. They will also learn about different meals, place settings, and nutrition. Students will also be introduced to traditions that the French have through food.

Sample Assignments:

- Interpretive: Students will examine authentic texts/data regarding Francophone foods and traditions. Based on their findings of what ingredients are used, students will hypothesize when the dish is eaten, with whom, and what the dish says about the agriculture, economy, and origins of those who eat it.
- Interpersonal: Students will play 20 Questions with a partner. The partner will already have their favorite dish in mind, and the guesser will have 20 questions to figure out what dish their partner is thinking of.
- Presentational: Students will choose from a set list of recipes and cook a francophone dish for an end-of-unit potluck. Cooks will serve and introduce the dish, and “diners” will order from a menu in French as well.

Unit 2: La Santé (Health and Wellness)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How do I take care of myself? What choices do I make to maximize my health?

Students will learn to describe their morning routines and discuss personal hygiene. They will also learn about how to maintain healthy lifestyles and achieve wellness. Students will learn about how to have conversations with doctors, make appointments, and discuss how they feel. Additionally, students will briefly be introduced to the French versus American healthcare system.

Sample Assignments:

- Interpretive: Students will be given a cut-up dialogue of a doctor-patient conversation. With a partner, they will attempt to reassemble the conversation in a logical manner.
- Interpersonal: Students will role-play doctor and patient, and will try to diagnose the illness based on the descriptions given.
- Presentational: Students will research homeopathic alternatives to traditional medicine to address ailments and illnesses. They will investigate the different types of vitamins and how they contribute to the nutrition of the body. They will then be split into 2 groups to argue for either homeopathic treatments or traditional medicine.

Unit 3: La Technologie (Technology)

(5-6 weeks)

STANDARDS

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How do people talk about and use technology? What are its benefits and disadvantages? What new technology is being developed in the French-speaking world?

Students will learn to talk about what type of technology exists in their daily lives, ranging from video games and social media to cars and other public transportation. They will learn to identify these technological advancements and give examples of the pros and cons of having them.

Sample Assignments:

- Interpretive: Students will read about current social media apps like BeReal (French app) and as well as discuss what apps they use and why
- Interpersonal: Students will use social media to connect with other French-speaking students and talk about their day
- Presentational: Students will make an instructional video giving step-by-step instructions on how to use/operate this technology to another student.

Unit 4: En ville (In the City)

(6-8 weeks)

STANDARDS

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Questions: How do people talk about errands and getting around town in French? How do people ask for directions in French? What are some characteristics of French cities?

In this unit, Students will learn to understand and use terms for banking for business establishments, and the post office. They will use the verbs voir, croire, recevoir, and apercevoir, negative and affirmative expressions, and communicate in the future simple tense.

Sample Assignments:

- Interpretive: Students will watch a video that takes place in a post office and then discuss/answer questions about it. Students will read a passage called "Les Petits Commerces" about small shops in France, then discuss and answer questions about it.
- Interpersonal: Students will write an email to a classmate about what they plan to see in a francophone town, then respond to an email they received from a classmate about a different city.
- Presentational: Students will write and perform a dialogue about a future trip to a francophone city.

Unit 5: L'avenir et les métiers (Future and careers)

(6-8 weeks)

STANDARDS

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Questions: How do people talk and write about work and careers in French? What would you like to do in the future based on your interests and skills?

In this unit, students will learn to understand and use vocabulary related to work and various careers. They will be able to express themselves in the future tense, use the pronoun lequel and its forms and the pronouns qui, que, dont, and où, and use clauses with si (if).

Sample Assignments:

- Interpretive: Students will watch a video that takes place in a workplace in Aix-en-Provence, then ask and answer questions about it. Students will read a passage about how cell phones are used in France and discuss and answer questions about it.
- Interpersonal: Students will have daily conversations with their partners about future career plans.
- Presentational: Students will write and perform a dialogue about future career plans.

Unit 6: l'Espace vert (Ecology)

(6-8 weeks)

STANDARDS

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential questions: How do people talk about environmental concerns, national parks, and activities in nature in French speaking countries?

In this unit, students will learn to speak and write about the natural environment and activities there. They will be able to understand reading passages about environmental concerns including nuclear energy. They will learn to use demonstrative pronouns, comparatives and superlatives of nouns, and the subjunctive mood.

Sample Assignments:

- Interpretive: Students will watch a video where students are talking about recycling, then ask and answer questions about it. Students will read a passage about how the environmental movement has progressed in France, then discuss and answer questions about it.
- Interpersonal: Students will have daily conversations with their partners about outdoor activities that they like, and how they try to be eco-friendly.
- Presentational: Students will write a paragraph in French about steps that people can take to help protect the environment.

Unit 7: Les Arts (The Arts)

(6-8 weeks)

STANDARDS

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential question: What influence do the arts have on people's lives in the Francophone world?

In this unit, students will learn to speak and write about various forms of art, including visual arts, TV and films, theater, music, and literary arts. They will learn to use possessive pronouns and review communication in the subjunctive mood.

Sample Assignments:

- Interpretive: Students will watch a video where students are talking about a concert that has just taken place, then ask and answer questions about it. Students will read a passage about how the environmental movement has progressed in France, then discuss and answer questions about it.
- Interpersonal: Students will have daily conversations with their partners about art. They will write to other students about a recent movie that they saw, and then respond to the letter they received.
- Presentational: Students will write a review of a virtual art exhibit from the French speaking world on Google Slides and present it to the class.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: French Language and Culture 5-6

Course Number: 8116D / 8117D

Grade Level(s): 9-12

School(s)

Course Offered: Crescenta Valley High School, Hoover High School

UC/CSU Approved

(Y/N, Subject): Yes, World Languages, E/College Preparatory Electives, G

Course Credits: 10

Recommended

Prerequisite: French Language and Culture 1-2 with a C or higher
French Language and Culture 3-4 with a C or higher
Student may be admitted upon assessment or recommendation

Recommended

Textbooks: D'accord! 3 by Vista Higher Learning
Textbook ISBN: 978-1618578655
Workbook ISBN: 978-1626802032

Course Overview: French Language and Culture 5-6 is a third year course meant to build upon the foundations of learning the language in French Language and Culture 3-4. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the intermediate-high levels. French Language and Culture 5-6 utilizes thematic units from French literature, history, culture and the arts. The students develop an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social and

political), demonstrating knowledge and understanding of content across disciplines. Students will increase their ability to comprehend and express themselves in spoken and written French. Students will be required to communicate in French in a variety of situations and will read selected French texts from authentic materials. The course will be conducted entirely in French.

Unit 1: Ressentir et Vivre (Feeling and Living)

(4-5 weeks)

STANDARDS

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How can I describe my feelings and relationships in French?

Students will learn to discuss relationships, feelings, marriage, and personality. They will learn about the historical friendship between the United States and France, and the groups of francophones that live in the U.S. today. They will review spelling change verbs as well as the conjugation of être, avoir, faire, and aller in the present tense in order to describe people and what they do.

Sample Assignments:

- Interpretive: Students will watch the short film *A tes amours*, then discuss with the class and answer questions about the relationship of the characters.
- Interpersonal: Students will work with a partner to read some quotes in French about love and friendship, then tell each other personal, literary, or historical examples that illustrate the quote.
- Presentational: Students will write a paragraph explaining what the character in the short film is thinking, which they will then read to the class and compare to others' writing.

Unit 2: Habiter en ville (Living in the City)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: What are some important aspects of daily life in a francophone city?

Students will learn to discuss and understand material related to the city: places, directions, activities, and descriptions. They will learn reciprocal and review reflexive verbs, adverbs, and descriptive adjectives in order to speak and write about cities and people's activities there.

Sample Assignments:

- Interpretive: Students will watch the short film "J'attendrai le suivant," then discuss it with the class and answer questions about it.
- Interpersonal: Students will compare similarities and differences of various photographs of francophone cities with a partner.

- Presentational: Students will prepare and present a slideshow with a description of a music festival from the francophone world, such as la Fête de la musique.

Unit 3: L'Influence des médias (The influence of media)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How are our lives influenced by the media, film, television, and the press?

Students will learn to discuss media, people of the media, films, television, and the press and how they are a reflection of a culture's values. They will review the passé composé and the imparfait to be able to describe events and background information of films and news articles.

Sample Assignments:

- Interpretive: Students will watch the short film *Le Technicien*, then discuss it with the class and answer questions about it.
- Interpersonal: Students will record a movie review discussion with a partner, using the past tenses to describe scenery and events in the movie.
- Presentational: Students will write a short essay of 3 paragraphs, one about Cirque du Soleil's founder Guy Laliberté and another about a media personality of their choice, then a third comparing the two.

Unit 4: La Valeur des Idées (The Value of Ideas)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: What gives an idea value?

Students will learn to talk, read and write about the law, legal rights, politics, public officials, and national security in French. They will learn to use the plus-que-parfait, review negation, irregular -ir verbs, and indefinite adjectives and pronouns. They will use these forms to express their points of view on important ideas.

Sample Assignments:

- Interpretive: Students will watch the short film *La révolution des crabes*, then discuss it with the class and answer questions about it.
- Interpersonal: Students will have a daily conversation as a warm-up from a prompt on the board about an interesting legal question or moral dilemma.
- Presentational: Students will record a one minute presentation on Flip about an aspect of Haiti's culture or history.

Unit 5: La Société en Évolution (Evolving Society)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How has society changed over time in various francophone countries?

Students will learn to discuss, read, and write about societal issues such as immigration, diversity, social problems, and change. They will review and practice partitives, the pronouns *y* and *en*, and the order of pronouns, using these structures to express their opinions about changing societies.

Sample Assignments:

- Interpretive: Students will read Ghislaine Sathoud's story *Le marché de l'espoir*, discuss, and answer questions about it.
- Interpersonal: Students will write an email to a grandparent asking questions about how society has changed since they were young.
- Presentational: Students will write an essay to compare and contrast education in western Africa (based on the cultural reading in the chapter) and education in the U.S.

Unit 6: Les générations qui bougent (Generations on the Move)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How have the generations changed throughout the years? What values have changed and are they for the better or for the worse?

Students will explore the concept of generational differences between their own culture and that of francophone cultures. Topics may include celebrations, values, and a member's role in the family. Students will discuss the provenance of traditional and modern francophone values in order to analyze the events that lead to evolution of these values. Factors discussed could be internal or external. Students will then use the values they have learned to discuss how their current values may influence future generations.

Sample Assignments:

- Interpretive: Students will read and examine biographies, authentic artifacts, and media from francophone countries and critically analyze how culture and values have evolved through the years.
- Interpersonal: Students will discuss their relationship with family members and talk about their contributions to family values, traditions, and celebrations.
- Presentational: Students will listen to *Dégénération* by Mes Aïeux and give a dramatic continuation of what they would say to future generations.

Unit 7: À la recherche du progrès (In the Search for Progress)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How have contributions of French and francophone countries impacted the human experience?

Students will explore how Frenchs have made significant progress and impact in various fields such as science, technology, art, music, and fashion. They will gain an understanding of the prevalence of French language and culture through these contributions.

Sample Assignment:

- Interpretive: Students will watch a video on the development of AI and its usages. Then, as though they are in the heads of AI developers, they will come up with future possibilities of AI.
- Interpersonal: Students will discuss the pros and cons of apps like ChatGPT and their effects on modern society. They will then be assigned a position to defend in a debate.
- Presentational: Students will pick a francophone country to research in the field of technology (art, AI, music, fashion, transportation, etc) and present a recent development in the form of current events.

Unit 8: S'évader et s'amuser (Travel and Pastimes)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: What does the role of travel play into the French state of mind? How does time spent in other countries, alone and with friends, develop and change a person?

Students will discover how the French spend their free time and their attitudes regarding work-life balance. Students will also learn and discuss how often the French system allows for breaks and the reasoning behind it. Additionally, students will branch out to uncover activities, sights, practices, and cultures of other francophone countries.

Sample Assignment:

- Interpretive: Students will read stories like *Problème au paradis* by Carol Gaab, a dramatic suspense story involving a kidnapping in Martinique, and discuss the customs and activities available to Martinique
- Interpersonal: Students do a "6 word" writing assignment, making as many "6 word" sentences as possible regarding what they did over winter break. They will then compare and contrast with a classmate.
- Presentational: Students will write lyrics and make a music video introducing the sights and cultures of a francophone country of choice (or a French city of choice).

Unit 9: Perspectives de travail (Career Perspectives)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Questions: What are the labor laws in your home country and those of a francophone country? How does the attitude regarding jobs and career shape francophone societies and vice versa?

Students will take a deep dive into the importance of different career paths and how their importance is designated by different societies. Students will learn how to open a bank account in French, about banking, the economy, economic trends and crises in France.

Sample Assignment:

- Interpretive: Students will watch a video on “la grève” and President Macron’s desire to increase retirement age in France. They will then do a quick write of their opinions on Macron’s choice, along with whether they agree with the French population’s stance.
- Interpersonal: Students will engage in “4 corners” in which they are asked a series of controversial questions regarding work, poverty, and economic policies that they have to defend. Students will move to corners that read “Agree,” “Unsure,” “Disagree,” or “Extremely Against.” Their goal is to convince other students to change their minds.
- Presentational: Students do a deep-dive on their possible future career paths and present in small groups how they plan to use their jobs as a way to change the world for good.

Unit 10: Les richesses naturelles (The Wealth of Nature)

(4-5 weeks)

CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Questions: What is the importance of environmental preservation and how does it affect us today? What are the steps one could take to ensure environmental protection?

Students will discover the different natural wonders of the world both in the US and in francophone countries. They will examine the roles that tourism and large corporations have played in environmental destruction. Students will also brainstorm steps to arrive at a more eco-friendly world.

Sample Assignment:

- Interpretive: Students will read *Le bocal de M. Redfish* by Pierre-André Magnin and discuss the metaphors of the story and its relevance in the real world and to ecotourism.
- Interpersonal: Students will interview each other on their ideal vacation, then plan an eco friendly trip in their designated francophone country.
- Presentational: Students will make an infographic highlighting the environmental issues in different francophone countries. They will present this to the class and posit possible solutions in the works and what they can do to contribute.

Glendale Unified School District

Middle & High School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: Spanish Language and Culture 1-2

Course Code: 8246D / 8247D

Grade Level(s): 7-12

School(s)

Course Offered: Roosevelt Middle School
Rosemont Middle School
Toll Middle School
Wilson Middle School
Clark Magnet High School
Crescenta Valley High School
Glendale High School
Hoover High School

UC/CSU Approved

(Y/N, Subject): Yes, World Languages, E

Course Credits: 10

Recommended

Prerequisite: Middle School: A or B in English course
High School: None

Recommended

Textbook: Asi se dice! Level 1 by McGraw Hill Education
Textbook ISBN: 978-0021367474
Workbook ISBN: 978-0021367474

Los Baker van a Peru by Fluency Matters
ISBN: 978-1934958063

Agentes secretos y el mural de Picasso by Mira Canion

ISBN: 978-1947006034

Course Overview: Spanish Language and Culture 1-2 is an introductory course meant to provide a foundation for novice-level reading, writing, listening, and speaking skills. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the California *World Languages Standards* will be addressed to build knowledge and purpose for effective communication at the novice proficiency level. Thematic units that draw from Spanish literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target culture community including its geography and societal practices. Units of study will highlight food, traditional arts, music, holidays, and customs. Students will learn to comprehend and express themselves in spoken and written Spanish, and will gain a basic understanding of the language and its structures. Students will be encouraged to converse in Spanish in class and will read selected passages from Spanish texts.

Unit 1: Greetings, Farewells, and Introductions

(6-8 weeks)

Essential Question: How do I introduce myself to others?

Students learn about the basic ways to greet each other and make introductions. Students will understand how to use expressions of courtesy in conversation. Within the unit, students will be able to talk about classes, their academic schedules, and provide a basic description of themselves, their family and friends. Functions will include the definite and indefinite articles and gender of nouns, verbs “ser” and “tener”, telling time and date, the alphabet and rules of pronunciation, possessive adjectives, demonstrative adjectives, and the numbers.

Sample Summative Assessment: Students will create an autobiography project using google slides. Students will present to the class by reading their prepared written description. Students will be asked to rehearse multiple times before they present to the class. Teacher will review and provide suggestions to improve sentence structure, pronunciation, and/or intonation. Students will submit the slideshow for final evaluation.

Unit 2: From Home to School

(8-12 weeks)

Essential Question: How do you spend your free time depending on the season of the year?

Students will learn how to express their likes and dislikes including food, weather, activities, school subjects, sports, and recreational activities. They will be introduced to sports and dining, and different ways people interact socially. Students will also compare their school and leisure time with students and families in countries where Spanish is spoken. Typical traditions, celebrations and holidays will also be introduced. Functions include weather expressions, the present tense of regular verbs (-AR, -ER, -IR) and some irregular verbs such as “ir”, “dar”, “estar”, the irregular -yo verbs (-go,-go), and the stem-changing “shoe” verbs. The verb “gustar” and verbs like it will be introduced.

Sample Summative Assessment: Student groups will create a survey about the activities certain groups of students like to do on the weekends or on vacation. Groups will present the findings of the survey through a prepared summary and visual representation.

Unit 3: Feelings, Health and Daily Routines

(8-10 weeks)

Essential Question: How do you maintain a healthy life and describe your daily routines?

In this unit, students will be introduced to vocabulary that encompasses health, well-being, emotions, and feelings. They will learn how to express emotions as well as how to talk about future actions, what they have done in the recent past, and what their daily routine is to live a healthy lifestyle. Functions include the difference between “ser” and “estar”, the present progressive, comparisons (including superlatives), the expressions of “tener” including “Tener que + infinitive” and others, the expression “acabar de + infinitive”, and the use of direct and indirect object pronouns. If time permits, commands in the form of “favor de” or informal commands, and reflexive pronouns will be introduced.

Sample Summative Assessment: Working in groups, students will write an original skit in which they act out the role of a doctor, patient and parent in a clinic. Students are given a structure to follow and write, rehearse and act out the scene in front of the class or in a pre-recorded video.

Unit 4: Vacations and Travel

(7-12 weeks)

Essential Question: How do you describe the activities and experiences associated with traveling?

In this unit, students will be introduced to vocabulary that encompasses travel. They will learn how to express events that happened in the past. Students will be able to talk about what they have to do in order to prepare for a trip and summarize the activities they did during a specific period of time. Students will learn about transportation and activities within countries where Spanish is spoken. Functions include the preterite tense of regular verbs (-AR, -ER, -IR) and some irregular verbs including “ir”, “ser”, “dar” and “ver”. The use of double object pronouns will be introduced.

Sample Summative Assessment: Students will be assigned a country where Spanish is spoken and will work together in groups to research various places of interest within the country. In groups, students will create a character who travels to that country and visits at least five different sites of interest revealed in their research. Students will design a google slide presentation in which the invented character traveled to all the locations. The students would write a summary of what took place and where the character went and include an authentic photo of that location. Students present their projects to their peers.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: Spanish Language and Culture 3-4

Course Code: 8248D / 8249D

Grade Level(s): 9-12

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School,
Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject): Yes, World Languages, E

Course Credits: 10

Recommended

Prerequisite: Spanish Language and Culture 1-2 or equivalent

Recommended

Textbook: Asi se dice! Level 2 by McGraw Hill

Textbook ISBN: 978-0021412648

Workbook ISBN: 978-0076668663

Course Overview: Students in the World Languages and Cultures Department will learn to function in real-life situations. Students will demonstrate skills in all modes of communication; reading, writing, listening and speaking.

Spanish Language and Culture 3-4 is a second year course meant to build upon the foundations of learning the language in Spanish Language and Culture 1-2. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the *California World Languages Standards* will be addressed to build knowledge and purpose for effective

communication at the novice-high or intermediate proficiency level. Thematic units that draw from Spanish literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target culture community including its geography and societal practices. Units of study will highlight food, health and wellness, family life, and travel. Students will comprehend and express themselves in spoken and written Spanish. Students will be encouraged to converse in Spanish in class and will read selected passages from Spanish text.

Unit 1: Repaso

(3-4 weeks)

Essential Question: How do I describe myself, my family, hobbies, sports and clothing?

Students will review their year in Spanish 1-2. This review includes what they enjoy doing, their favorite food, what sports they like to play and how they dress and what they eat. Functions will include the use of *ser* and *estar*, the verbs *tener*, *ir*, *dar*, *gustar* (and verbs like it) in the present tense, as well as *conocer* and *saber*. Functions will also include the present and preterite tenses, a review of articles and adjectives and direct and indirect object pronouns.

Sample Assignments:

- Interpretive: Students will read/listen to texts/videos of sports, food and clothing. They will answer comprehension questions in verbal or written form. "Who am I?" presentational project where students talk or write about themselves.
- Interpersonal: Students will engage in an interview exercise in which they ask a partner about themselves and their interests in hopes.
- Presentational: With previous *general* preparation, students will be appointed a random student in the class on the day of presentation. They will first interview and note down general information about their partner, then introduce this student to the rest of the class in spontaneous language.

Unit 2: Holidays

(6-8 weeks)

Essential Question: How do I talk about various holidays?

Students will be able to discuss various holidays and celebrations. Functions to introduce will be the present tense of "-GO" verbs, the present progressive.

Sample Assignments:

- Interpretive: Students will watch a video on different holidays celebrated in Spanish-speaking countries, followed by a class discussion.

- Interpersonal: Students will be given a card with a holiday written on it. They will then engage in a conversation with their “elbow partner” to explain the holiday. They must explain when the holiday is, where it is celebrated and what is done to celebrate it.
- Presentational: Students will research one of the holidays and will write a descriptive paragraph that they’ll be sharing in class using Google slides. They will include when the holiday is, where it is celebrated and what is done to celebrate it.

Unit 3: Travel, Hotels & Hostels

(4-6 weeks)

Essential Question: How do I travel on a plane and train? How do I check into a hotel/hostel?

Students will be able to discuss airplane and train related travel. They will learn the necessary terminology for communicating aboard a plane and train. Students will also learn how to check in to a hotel and hostel. Functions include the preterite of irregular verbs, prepositional pronouns, the regular and irregular forms of the imperfect and the verb “decir”.

Sample Assignments:

- Interpretive: Students will read a flier about a hotel in a Spanish speaking country. They will answer oral and written questions about the hotel.
- Interpersonal: Students will engage in a dialogue pretending to be a travel agent and customer. The customer will ask questions about the location and the hotel and travel plans and the agent will answer those questions.
- Presentational: Students will research how to get to various Spanish speaking countries by plane and/or by train. They research pricing and types of tickets. They find out when they need to travel for the holiday and what they should bring with them in order to take part in the holiday. Then they will present their information to the class as though they were a travel agent convincing someone to travel to their location.

Unit 4: Daily Routine

(4-6 weeks)

Essential Question: What’s my daily routine?

Essential Question: Students will learn to describe their routine.

Students will discuss their daily routines and personal hygiene. They will also learn about how to maintain healthy lifestyles and achieve wellness. They will learn how to check in and out of a hotel and/or a hostel. Functions will include an introduction of reflexive verbs in the present tense, an introduction to familiar commands, the present perfect tense and double object pronouns.

Sample Assignments:

- Interpretive: Students will watch/listen to the song “Ma que Nada” on daily routines in the present tense.
- Interpersonal: Students will discuss what they saw and will write down their routine for a typical school day
- Presentational: Students will use the appropriate gestures demonstrating specific reflexive verbs that they incorporate during their routine. Classmates identify each action verb outloud.

Unit 5: Restaurants and Food

(4-6 weeks)

Essential Question: How do I order and pay for a meal in a restaurant? How do I describe a table setting, including utensils and dishes? How do I describe different foods in Spanish?

In this unit, students will learn about how to order in a restaurant and identify food, utensils and dishes. They will read, write and speak about various scenarios in a restaurant. The functions will include stem changing verbs in the present and preterite, adjectives of nationality and the passive voice with “se”.

Sample Assignments:

- Interpretive: Students watch sample videos on restaurant scenarios where there was some type of conflict. Through think-pair-share they identify those conflicts.
- Interpersonal: Students will be assigned to present a skit about a restaurant experience. They will be given a list of “problems” in a restaurant (for example, the waiter spills the food, or the customer forgot his wallet).
- Presentational: Students choose a conflict and create a dialog that takes place at a restaurant. They write their skit, practice it with the appropriate props, intonation and authenticity. They record their skit then we watch them in the class. All students conclude the assignment with personal reflections.

Unit 6: Technology & City vs Country life

(4-6 weeks)

Essential questions: How do I describe parts of a computer, email terminology and how to navigate the Internet? How do I make a phone call? How do I discuss the difference between life in the city and the countryside in Latin America?

In this unit students will discuss technology in Hispanic countries, will be able to correspond with others via email and by making phone calls. They will be able to write and talk about their childhood and discuss future plans. Functions include the future tense, object pronouns with infinitives and gerunds as well as a continuation of practicing the preterite and imperfect tenses.

Sample Assignments:

- Interpretive: Students will read emails and text messages in Spanish. They will answer oral questions as well as written questions about the information read.
- Interpersonal: Students will write simple email messages and text messages to their "elbow partner" Presentational: Students will write emails to a pretend foreign pen pal from a Spanish speaking country. They will include what they used to do as a child, how and where they used to live (either the city or the country), and what they want to do in the future. They will present these on a google slide to the class.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: Spanish Language and Culture 5-6

Course Code: 8250D / 8251D

Grade Level(s): 9-12

School(s)

Course Offered: Clark High School, Crescenta High School,
Glendale High School, Hoover High School

UC/CSU Approved

(Y/N, Subject): Yes, World Languages, E

Course Credits: 10

Recommended

Prerequisite: Participation in the Dual Language Immersion Program in middle school
with a C or higher
Spanish and Culture 1-2 with a C or higher
Spanish and Culture 3-4 with a C or higher
Other fluent bilingual and biliterate students may also be admitted upon
assessment and recommendation made by teacher

Recommended

Textbooks: Asi se dice! Level 3 by McGraw Hill
ISBN: 978-0021412617

Spanish Three Years by AMSCO
ISBN: 978-0877205371

Suggested readers, novels:

Name	Specifications	English Description	ISBN
La Hija Del Sastre	Novel set after the Spanish Civil War that explores how it affects a teenage girl and her family. Uses appropriate grammar and vocabulary.	The Daughter of the Tailor	978-1935575610
Caminos Peligrosos	Novel set in Latin America that explores the theft and trafficking of valuable Indigenous artifacts.	Dangerous Roads	978-0884362593
Aventuras en la Ciudad	A collection of humorous short stories, vignettes that practice vocabulary and grammar in Context. Explores cultural topics.	Adventures in the City	978-0395147375

Course Overview: Spanish Language and Culture 5-6 utilizes thematic units from Spanish literature, history, culture and the arts. The students develop an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social and political), demonstrating knowledge and understanding of content across disciplines. Students will increase their ability to comprehend and express themselves in Spanish in all modes of communication; reading, writing, listening. They will learn to function in real-life situations, will be able to comprehend speakers of the target language, and will read authentic materials on a variety of topics with scaffolded support. Students will communicate in a more spontaneous manner. With a broader understanding of regional and local cultures, students will be able to compare and contrast their home culture and the target culture. At the end of the course, students will demonstrate skills in the intermediate range of proficiency across the communication standards as outlined in the California World Languages Standards.

Unit 1: Food in the Hispanic World

(3-5 weeks)

CCSS: RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: How food choices are influenced by cultural factors and geography?

Students will gain an understanding of meals and preparations through Hispanic ingredients, preparation and meal times . Students will explore cultural influences and compare to their community.

Functions will include formal commands, the present subjunctive, negative formal commands.

Sample Assignment: Students will research and present a popular meal from a Spanish-speaking community that includes both ingredients, recipe, and how it reflects their cultural values and/ or geographic location.

Unit 2: Health and Well-being

(3-5 weeks)

CCSS: RL 6, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: What factors influence a healthy lifestyle?

Students will explore how health, well-being, and medical care are a reflection of a community's lifestyle and healthcare that is available. Students explore sports, physical activities, preferred medical treatments and means of transportation. Functions will include more uses of subjunctive.

Sample Assignment: students will research, write and present healthy physical activities unique to a Spanish-speaking community such as: windsurfing in Venezuela, surfing in Puerto Rico, mountain climbing in Mexico, skiing in Argentina and Spain, etc...

Unit 3: Rites of passage and celebration

(3-5 weeks)

CCSS: RL 6, RL 2, RI 4, RI 6, W 1, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: What role does religion or faith influence have in the celebrations and rites of passage in Spanish speaking regions and countries?

Students will be able to discuss the various celebrations that accompany each rite of passage and events such as baptism, marriage, and death in Spanish-speaking countries. Students will also discuss other family celebrations and research the products, practices and perspectives for these.

Sample Assignment: Students will research, write, and present a cultural comparison on cultural rites of passage between a Spanish-Speaking community and one the students know well. They will identify the rite of passage and community. Will detail what each community does. Students will also explain how what each community does for the rite of passage reflects what they value, believe, feel or think.

Unit 4: Modern Life and Responsibilities

(3-5 weeks)

CCSS: RL 6, RI 1, RI 4, RI 6, W 1, W 2, W 4, W 6, W 7, SL 1, SL 5, L 1, L 2, L 4, L 6

Essential Question: How does a person balance their personal responsibilities with their role in the family and social unit?

Students will gain an understanding of their personal and public roles. Students learn about roles in family life as experienced in Spanish-speaking countries. They will explore how these responsibilities and expectations change as they gain their independence.

Functions will include additional uses of the subjunctive, and perfect tenses.

Sample Assignment: Students write an email to the study abroad student whom they will host to explain their daily routines, chores, and each person's responsibilities and expectations.

Unit 5: Politeness and courtesy in Hispanic countries

(3-5 weeks)

CCSS: RL 7, RL 6, RI 1, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: Why is it important to be aware of different manners, gestures, and behaviors in communities when interacting with others?

Students will explore customs that are considered good manners in Hispanic communities. They will learn about the different expectations for how to act courteously in a variety of settings. Students will review the importance of addressing peers and adults in the appropriate registers as well as discuss differences according to regions.

Sample Assignment: Students will write a script and create a video illustrating good manners according to the customs of Spanish culture.

Unit 6: Travel and Ecotourism

(3-5 weeks)

CCSS: RL 6, RI 1, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question: How does ecotourism benefit the environment, culture and economy of the local community?

Students will research and learn about options and benefits to ecotourism. They will discuss the importance of nature, different modes of transportation, and the unique way of life of some indigenous people in Spanish speaking countries and the indigenous peoples.

Sample assignment: Students research and present an option for ecotourism in a Spanish-speaking community. Students may include housing, meals, transportation and activities that are eco-friendly.

Interpretive skill: Students will watch video clips and read authentic resources on ecotourism.

Presentational writing: Students will create a pamphlet or slide deck about the ecotourism in a Spanish community.

Presentation speaking Students will present their ecotourism vacation to the class.

Unit 7: The Arts and Life

(3-5 weeks)

Essential Question: What role does art have in the community?

Students will learn basic technical vocabulary and expressions needed to interpret, analyze and discuss literature and other visual arts. They will study, interpret and relate art pieces and literature in order to identify different movements, styles or historical events.

Sample assignment: Students will create their own interpretation of a painting by a Hispanic artist for a gallery walk or a literature piece. Students will have a choice to research and present a work of art or literature to answer the essential question. They will create a poster with several images to show their analysis of the work.

Interpretive skill: Students will watch and read sources, articles, websites, etc... on the work of art or literature in Spanish.

Presentational writing: Students will write a speech on their work or art or literature from a Spanish community.

Presentation speaking Students will present their work of art or literature to the class to various teams that come.

Unit 8: Latinos in the United States

(3-5 weeks)

Essential Question: How have Latinos/Hispanic people contributed to modern life in the United States? How have contributions of Hispanics influenced the culture of the United states?

Students will explore how Hispanics have made significant contributions and have had an impact in various fields such as science, technology, art, music, and fashion. They will gain an understanding of the prevalence of Spanish language and culture through these contributions.

Sample Assignment: Students will read and examine biographies, authentic artifacts and advertisements for products from Spanish-Speaking countries and critically analyze how culture has been transmitted through those mediums.

Unit 9/10: Spanish in Careers and the Global Economy

(3-5 weeks)

Essential Question: How will using Spanish benefit you and the global community professionally and economically?

Students will learn technical, business, and other vocabulary to discuss careers and trades. They will also learn the importance of knowing Spanish and/or another language in today's globalized economies and business world.

Sample assignment: Students will interview or research professions or professionals in the community who use Spanish.

Interpretive skill: Students will interview, watch and read sources, articles, websites, etc... on the profession and / or professional.

Presentational writing: Students will write a resume.

Presentation speaking: Students will present the class to various teams that come.

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 17

TO: Board of Education

FROM: Dr. Darneika Watson, Interim Superintendent

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

PREPARED BY: Dr. Brook Reynolds, Executive Director, Elementary Instruction

SUBJECT: **Acceptance of DonorsChoose Award for Cerritos Elementary School**

The Interim Superintendent recommends that the Board of Education accept funding from DonorsChoose in the amount of \$308.75 to support a project submitted by Cerritos Elementary School.

DonorsChoose is an organization that connects concerned individuals, called "Citizen Philanthropists," with classroom teachers, to provide funds or materials for class projects. Public school teachers create student project proposals and submit the one-page essay and list of resources needed. These concerned individuals fund the student projects of their choice, in whole or in part.

DonorsChoose purchases the student materials and ships items directly to the school, using a network of partnerships and vendors. Teachers are required to complete a feedback package, including documenting the project with photographs, which in turn are shared with the individual that funded the project.

The following project was submitted and awarded by DonorsChoose:

Cerritos Elementary School – Christine Ramirez, Teacher

Project: A Comfortable Classroom Library.

This project was awarded new bean bag chairs, magnetic pocket file & book organizers, and an area rug, furnished by Amazon Business, for a total value of \$308.75. The new furniture and materials will be used to create a more comfortable space for the students in Ms. Ramirez's 3rd grade classroom to enjoy library reading time and help develop literacy skills. The goal is to reconfigure the learning environment to encourage and support active collaborative learning while the students read and focus on wonderful books and stories.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 1: Maximize Student Achievement
– Close the digital and equity gap; offer robust academic programs; and accelerate learning and improve attendance and engagement.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.

TO SUPPORT 2023-2024 BOARD PRIORITY NO. 3: Ensure the Health and Safety of Students and Employees
– Strengthen mental health support and programs; ensure best practices for safe and healthy learning environments; and support physical, social, and emotional wellbeing.

TO SUPPORT 2023-2024 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

September 26, 2023

CONSENT CALENDAR NO. 18

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
SUBMITTED BY: Dr. Kyle Bruich, Executive Director, Human Resources
SUBJECT: Agreement with Elms College

The Interim Superintendent recommends that the Board of Education approve the Field Education Affiliation Agreement between the Glendale Unified School District and Elms College.

This Agreement is between the Glendale Unified School District and Elms College, to provide educational fieldwork experiences through clinical practice and internships for the Communication Sciences and Disorders Program.

The Agreement shall be for five (5) years, from October 1, 2023, through June 30, 2028. There is no fiscal impact on the District.

In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum or clinical practice of such institutions.

TO SUPPORT 2023-2024 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; increase school connectedness, trust, and understanding for students, parents, and families; and strengthen relationships with families and school communities.



PREPARATION PROGRAM AFFILIATION AGREEMENT

Glendale Unified School District

And

ELMS COLLEGE

COMMUNICATION SCIENCES AND DISORDERS PROGRAM

THIS PREPARATION PROGRAM AFFILIATION AGREEMENT ("Agreement") is entered into and between Elms College (hereafter referred to as the Preparation Program), whose principal business and post office address is 291 Springfield Street, Chicopee, MA 01013 and _____ the Clinical Site whose principal business is _____ with post office address of _____

LENGTH OF AGREEMENT: From _____ to _____

DEFINITIONS

- Preparation Program: A postsecondary educational program that leads to an academic or professional degree.
- Program Coordinator: A representative of the preparation program responsible for the supervision of Candidates.
- Candidate: An individual enrolled in a preparation program.
- Field: A range of formal activities (e.g., observation and participation, shadowing, etc.) required of candidates.
- Clinical: A range of *intensive* formal activities (e.g. clinical practicum, internship, etc.) required of candidates.
- Clinical Site: A physical location for a clinical experience (e.g., school, hospital, agency)
- Supervisor: A public/private professional who provides candidates with guidance and support in developing professional knowledge, skills, and/or dispositions in a learning environment.

The parties to this Agreement wish to collaborate to provide Field and Clinical experiences at participating schools, hospitals, and/or agencies for students pursuing careers in the Preparation Program, herein known as “Candidates.” This Agreement is formatted to be a “master” agreement specifying, in general, the respective roles and responsibilities of the Preparation Program and the school, hospital, and/or agency while allowing a participating school, hospital, and/or agency to tailor the specifications to circumstances unique to the school, hospital or and/or agency site.

BACKGROUND

WHEREAS, the Preparation Program desires to obtain Field and Clinical experiences for its Candidates enrolled in its Preparation Program and

WHEREAS, the Preparation Program is committed to the professional education and training of Candidates and is willing to assist in their education by providing opportunities to complete Field and Clinical experiences and

WHEREAS, the Preparation Program desires to participate with the school, hospital, and/or agency in developing influential professionals to bring into the profession;

WHEREAS, the Preparation Program and the school, hospital, and/or agency desire to share and integrate resources to support Candidates' learning in Field and Clinical experience courses and

WHEREAS, the school, hospital, and/or agency can offer a broad range of potential practical experience and

WHEREAS, the school, hospital, and/or agency may desire to tailor the general requirements of this Agreement to fit the circumstances of the particular school, hospital, and/or agency and

WHEREAS, for the convenience of the parties, this Agreement is intended to serve as a master agreement between the Preparation Program and the school, hospital, and/or agency setting forth the general roles and responsibilities of the parties and duration of this Agreement.

NOW THEREFORE, the Preparation Program and School, Hospital, and/or Agency agree as follows:

AGREEMENT

1. ROLES AND RESPONSIBILITIES OF THE PREPARATION PROGRAM.

The PREPARATION PROGRAM agrees:

- 1.1. To ensure the Preparation Program meets and maintains requirements accepted by the Candidates' licensing entity.
- 1.2. To partner with a school, hospital, and/or agency to conduct the placement and supervision of Field and Clinical experience Candidates.
- 1.3. To ensure each Candidate has completed all background checks required by the school, hospital, and/or agency. The candidate is responsible for any fees related to the background checks.
- 1.4. **The university shall conduct** background checks for all students meeting California Education Code section 45125.1 requirements. The University shall not place any student at the Learning Site who has been convicted of a violent felony listed in California Penal Code section 1192.7(c).
- 1.5. To provide participating school, hospitals, and/or agency sites with a copy of the signed Agreement and all other documents required before placement.
- 1.6. To inform Candidates that they must adhere to the administrative policies and procedures of the school, hospital, and/or agency and to inform Candidates of the confidential nature of all school, hospital, and/or agency records.
- 1.7. To be placed in Clinical experience courses, only Candidates who have satisfactorily completed all required prerequisite courses and any other academic requirements and have been recommended by faculty for placement in the Clinical experience course.
- 1.8. To provide Preparation Program faculty to collaborate with school, hospital, and/or agency Supervisors in the development of Field and Clinical experiences and the supervision of the Candidates; and to provide a student handbook to the school, hospital, and/or agency that outlines standards of performance and guidelines for the Field and Clinical experiences. The information establishes specific performance standards and guidelines based on the applicable Preparation Program accreditation and/or licensure standards.
- 1.9. To handle any agreed-upon honorarium directly between the Preparation Program and the Supervisor, unless changes to the payment process are required to comply with law, rule, or guidance issued by a school, hospital, and/or agency.

2. ROLES AND RESPONSIBILITIES OF THE SCHOOL, HOSPITAL, AND/OR AGENCY.

The SCHOOL, HOSPITAL, AND/OR AGENCY agrees:

- 2.1. To provide a Supervisor licensed by the American Speech-Language-Hearing Association (ASHA) and the home state, as appropriate. Supervisors shall comply with the Preparation Program qualification requirements and work cooperatively with Candidates in learning situations.
- 2.2. To permit the Supervisor to supervise and instruct the Candidates placed in the partner school, hospital, and/or agency Field and Clinical experience courses and to participate in the assessment decisions relating to the progress of Candidates as directed by the Preparation Program.
- 2.3. To permit the Supervisor to work with the Preparation Program faculty in implementing the Field and Clinical experience courses and to assist in refining its Preparation Program.
- 2.4. To provide the Candidates with appropriate resources to carry out their assigned duties.
- 2.5. To orient Candidates to the school, hospital, and/or agency policies, procedures, rules, and regulations applicable to their conduct while in the school, hospital, and/or agency.
- 2.6. To provide the Preparation Program with copies of any policies or procedures with which the Candidates will be expected to comply.
- 2.7. To integrate the Candidate more broadly into meetings and activities within the school, hospital, and/or agency site as deemed appropriate by the Supervisor at the school, hospital, and/or agency that could impact the Candidate's day-to-day responsibilities at his/her sites.

3. JOINT RESPONSIBILITIES OF THE PREPARATION PROGRAM AND THE SCHOOL, HOSPITAL AND/OR AGENCY.

The Preparation Program and the SCHOOL, HOSPITAL AND/OR AGENCY agree:

- 3.1. That the number of Candidates placed in the school, hospital and/or agency, the time period for the experience and the location where the Candidate is placed shall be mutually agreed upon.
- 3.2. To collaborate in identifying specific Field and Clinical experience course objectives, assignments, and learning activities for each Candidate placed in the school, hospital and/or agency.
- 3.3. That the school, hospital and/or agency may exclude from participation any Candidate whose performance is determined to be detrimental to those individuals served by the school, hospital and/or agency; who fails to comply with proper channels of communications or established school, hospital and/or agency policies and procedures; or whose performance is otherwise unsatisfactory, including any Candidate who is unable to maintain compatible working relationships with the school, hospital and/or

agency employees.

- 3.4. That the Preparation Program and participating school, hospital, and/or agency sites shall partner in this Agreement. The Preparation Program shall work directly with the principal, director, or designee of the participating school, hospital, and/or agency to identify Field and Clinical experience placements. Candidates may be placed upon the approval of the authorized individual with decision-making abilities at the school, hospital, and/or agency.

LIABILITY

- 3.5. Each party shall be responsible for claims, losses, damages, and expenses which may arise out of negligent or wrongful acts or omissions of that party or its agents or employees, acting within the scope of their duties in the performance of this Agreement.
- 3.6. The school, hospital, and/or agency site shall be responsible for damages or injury caused by the school, hospital, and/or agency officers and employees in the course and scope of their employment, only to the extent that (1) a court has determined that the school, hospital and/or agency is liable for such damage or injury, (2) payment for such damages or injuries is permitted by law, and (3) payment for such damages or injuries has been authorized by the school, hospital and/or agency and made available for payment.
- 3.7. Upon request from the school, hospital, and/or agency, the Preparation Program shall provide to the school, hospital, and/or agency a certificate of insurance or other similar document confirming that Candidates participating in any Field or Clinical experience under this Agreement are covered by professional liability insurance in the minimum amount of One Million Dollars (\$1,000,000.00) for liability arising out of each occurrence and One Million Dollars (\$1,000,000.00) in the aggregate.
- 3.8. Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under applicable law or be construed to create a basis for a claim or suit when none would otherwise exist.

4. TERM AND TERMINATION OF AGREEMENT

- 4.1. This Agreement shall be deemed effective upon signature by the authorized individual at the school, hospital, and/or agency for the length of time specified. Facsimile and/or scanned signatures transmitted by electronic mail shall be deemed originals. No legal obligation will arise under this Agreement, and the Agreement shall not be effective unless and until all parties have signed the Agreement. *Please see Attachment A.*
- 4.1.1. The school, hospital, and/or agency or the Preparation Program may terminate this Agreement, effective upon delivery of a written notice to the other party, or at such later date as may be stated in the notice, under any of the following conditions:
 - 4.1.1.1. If federal or state laws, rules, or regulations are modified or interpreted in such a way that the Field and Clinical experience courses are no longer appropriate.
 - 4.1.1.2. If any license, permit, or certificate required by law, rule, regulation, or the terms of this contract, is for any reason denied, revoked, suspended, or not renewed.

5. NONDISCRIMINATION

The Preparation Program and the school, hospital, and/or agency agree to comply with all applicable laws, rules, regulations, and policies, including, but not limited to, those relating to nondiscrimination, accessibility, and civil rights. The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990, the California Fair Employment and House Act (California Government Code Section 12900), California Labor Code Section 1735, and the regulations related to it. The parties will not discriminate against any individual, including but not limited to employees or applicants for employment and/or students, because of race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. In addition, the UNIVERSITY agrees to require all its students' compliance.

The University agrees to indemnify, defend, and hold harmless the Facility, its agents, officers, and employees from and against any liability, expense, including defense costs and legal fees, and claims for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage suits arising from services performed by the University's enrolled students or University employees under this agreement.

6. NOTICES

All notices or other communications purporting to exercise or otherwise affect rights and duties under this Agreement shall be given by registered or certified mail, addressed to the parties as indicated below.

Elms College Communication Sciences and Disorders Program 291 Springfield Street Chicopee MA 01013
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Glendale Unified School District 223. N. Jackson Street Glendale, CA 91206 818-241-3111
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7. MODIFICATION

This Agreement may be modified or supplemented by written agreement signed by both parties.

8. SEVERABILITY

If any term or provision of this Agreement is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term or provision.

9. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this Agreement.

10. WAIVER

The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under, or arising from, the Agreement shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Agreement unless specifically agreed in writing.

11. INDEPENDENT CONTRACTORS

The parties are independent contractors and shall not act as an agent for the other party, nor shall either party be deemed to be an employee of the other party for any purpose whatsoever. Neither of the parties shall have any authority, either express or implied, to enter any agreement, incur any obligations on the other party's behalf, or commit the other party in any manner whatsoever without the other party's express prior written consent. Any promotional business representation by either party of the other shall be approved in advance.

12. NO THIRD PARTIES RIGHTS

This Agreement is entered by and between the Preparation Program and the SCHOOL, HOSPITAL, AND/OR AGENCY for their mutual benefit. No third-party person, organization, agency, or entity, including a Candidate in the Preparation Program or a School, Hospital, and/or Agency employee, shall have the rights to claim benefits under this Agreement or demand fulfillment of any provision of this Agreement.

13. HEADINGS

Paragraph headings are for quick reference and convenience only and do not alter, amend, or otherwise affect the terms and conditions set out herein.

Elms College Communication Sciences
and Disorders Program

School, Hospital and/or Agency Clinical Site

Signature

Signature

By: _____

By: Dr. Darneika Watson

Position: _____

Position: Interim Superintendent

Date

Date

Attachment A

AFFILIATION AGREEMENT

SCHOOL, HOSPITAL AND/OR AGENCY PARTNERSHIP COMMITMENT

Name: Glendale Unified School District

Name of Principal and/or Director: Dr. Darneika Watson,

Interim Superintendent

This Partnership will be effective:

From (Date): October 1, 2023

To (Date): June 30, 2028

The School, Hospital and/or Agency as named above, desires to participate as a site for the Preparation Program according to the general roles and responsibilities described in this Agreement.

Authorized Signature: _____

Date _____

Preparation Program

Program Signature

By

Position

Date

GLENDALE UNIFIED SCHOOL DISTRICT

September 26, 2023

CONSENT CALENDAR NO. 19

TO: Board of Education
FROM: Dr. Darneika Watson, Interim Superintendent
SUBJECT: **Acceptance of Gifts**

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

- a. Dunsmore Elementary School Foundation wishes to donate to the District \$2,833.23 to purchase Scholastic Magazines for use at Dunsmore Elementary School.
- b. Salt & Straw LLC wishes to donate to the District \$825.00 to purchase materials and supplies for use at Edison Elementary School.