

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

BOARD OF EDUCATION
AGENDA

April 17, 2018
Meeting No. 26
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 26
Administration Center**

April 17, 2018

"Preparing our students for their future."

Please Note Times	
5:00 P.M. -	Opening, Public Communications (on closed session items only)
Closed Session	
6:30 P.M. -	Regular Meeting, Presentation, Student Board Member Report, Public Communications, 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 accommodations. 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

B. COMMUNICATIONS FROM PUBLIC - (on Closed Session items only)

1. Public Communications

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 by completing a request card. Speakers are requested to state their name and address prior to speaking to the Board. Not more than five minutes may be allotted to each speaker and no more than twenty 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.

C. CLOSED SESSION

1. **Instructing designated representative, Mr. Winfred B. Roberson, Jr., Superintendent of Schools, regarding collective bargaining matters pursuant to Government Code §54957.6.**
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. **Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.**
4. **Conference with Real Property Negotiators pursuant to Government Code 54956.8**
Property: Approximately 40,000 square feet of real property, referred to as a portion of the District Office Site, located at 223 N. Jackson Street, Glendale, California 91206 (Property)
Negotiating Parties: Glendale Unified School District (Proposed Exchangor), Winfred Roberson, Superintendent, Constance Schwindt, Atkinson, Andelson, Loya, Rudd & Romo, and property consultant Sam S. Manoukian, RE/MAX; and one or more representatives from Carmel Partners which may acquire the Property through an exchange agreement pursuant to applicable California law (Proposed Exchange)
Under Negotiation: Instructions to negotiators will concern price and terms of payment as related to the possible exchange of the identified Property.
5. **Conference with Legal Counsel - Anticipated Litigation – Initiation of litigation pursuant to section 54956.9(c): One potential case**
6. **Public Employee Performance Evaluation – Government Code §54957**
Title: Superintendent of Schools

D. RETURN TO REGULAR MEETING - 6:30 P.M.

1. **Call to Order**
2. **Pledge of Allegiance led by Colin Walley, a 5th grade student from Fremont Elementary School**
3. **Certification of Compliance**

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

4. **Approval of Agenda Order**

E. PRESENTATION

1. **46th Annual Masonic Employee Recognition Awards**

10

Members of the Glendale and La Crescenta Masonic Lodges will present the Masonic Employee Recognition Awards. This is the 46th annual presentation of these recognition awards to outstanding district employees. This presentation is scheduled as an activity of Public Schools Month, which was founded in 1920 by the Grand Lodge of Free and Accepted Masons of California to celebrate the contribution of public schools to the American Way of Life.

F. STUDENT BOARD MEMBER REPORT

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

G. COMMUNICATIONS FROM PUBLIC

1. Public Communications

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 by completing a request card. Speakers are requested to state their name and address prior to speaking to the Board. Not more than five minutes may be allotted to each speaker and no more than twenty 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.

H. INFORMATION

- 1. Acknowledgements of Service 13**

The resignations and retirements of the employees listed have been accepted by the Assistant Superintendent, Human Resources, as effective and final per Board Policy 4117.2, 4217.2, and 4317.2, and are being reported to the Board of Education for its information.
- 2. Tentative Agreement of the 2017-2020 Successor Agreement with Glendale Teachers Association and AB1200 Disclosure of Costs Associated with Adjustments to Employee Compensation 15**

This report provides the Board of Education with information on the tentative Agreement of the 2017-2020 Successor Agreement Between Glendale Unified School District and the Glendale Teachers Association.
- 3. Special Education Cluster Reorganization Proposal 77**

There will be a short presentation on the Special Education Cluster Reorganization Proposal for the 2018-2019 school year.
- 4. Proposed Secondary Mathematics Textbook Adoption 79**

This report will update the Board of Education on the selection process and recommendation for math textbooks for grades 6 – 8 and Integrated I, II, and III.
- 5. Review of Request for Proposal Results for Document Management 85**

This report will provide the Board of Education with information and results from the three Request for Proposals (RFPs) conducted by Procure America for the Document Management initiative.
- 6. Local Control Accountability Plan Update No. 13 92**

This report will provide the Board of Education an additional update on the 2017-2018 Glendale Unified Local Control Accountability Plan (LCAP) focusing on improving proficiency levels for all English Learners (EL) as related to LCAP Goal 1, Increasing Student Achievement, and improving student engagement by reducing suspension and expulsion rates, which relates to LCAP Goal 3-1: Create a positive environment and opportunities for students to connect with their school community.
- 7. Update on Measure S and Facility Programs 100**

There will be a presentation including an update on the Superintendent's Facility Advisory Committee meeting, a review of the action items on the agenda, as well as a discussion of future items that will be brought to the Board for consideration.

H. INFORMATION - continued

- 8. Proposed New or Revised Board Policies Relating to Students, Instruction, and Business and Noninstructional Operations 101**
- This report will provide the Board of Education with information on the need to create new or revise existing Board Policies (BP) 5022 (Student and Family Privacy Rights); BP 5145.6 (Parental Notifications); BP 6171 (Title I Programs); BP 1312.3 (Uniform Complaint Procedures); BP 1325 (Advertising and Promotion); and BP 3470 (Debt Issuance and Management) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 9. Resolution – School Safety 129**
- This report provides an opportunity for the Board of Education to consider adopting a resolution on the issue of school safety – in all its various forms – that includes a call for the U.S. Congress to pass legislation that will reduce the threat of gun violence on school campuses.
- 10. Proposed Course of Study Outlines for Use in Middle Schools and High Schools in the Areas of Career Technical Education, Visual and Performing Arts, and Science 133**
- The proposed course of study outlines (Exploratory Family Consumer Sciences; Intro to Culinary; Life Management 1-2; Video Game Design and Programming 3-4; Studio Art 1-2; and Forensic Science 1-2) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Career Technical Education, Visual and Performing Arts, and Science Curriculum Study Committees. The Secondary Education council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.
- 11. Board of Education Annual Organization Meeting 177**
- On Tuesday, May 1, 2018, the annual organization meeting takes place. The meeting includes elections, signature authorizations, readoption of policies, and selection of Board representatives to the Los Angeles County School Trustees Association and to the County Committee on School District Organization. Board Policies 9121, 9123, and 9140.

I. ACTION

- 1. Resolution No. 20 – Remembering the Armenian Genocide and Reaffirming a Better World 182**
- The Superintendent recommends that the Board of Education adopt Resolution No. 20 – Remembering the Armenian Genocide and Reaffirming a Better World.
- 2. Approval of Tentative Agreement of the 2017-2020 Successor Agreement with Glendale Teachers Association and AB1200 disclosure of Costs Associated with Adjustments to Employee Compensation 185**
- The Superintendent recommends that the Board of Education approve the Tentative Agreement of the 2017-2020 Successor Agreement between the Glendale Unified School District and the Glendale Teachers Association and the associated AB1200 Disclosure of Costs.
- 3. Approval of Amendment No. 2 to Independent Consultant Agreement No. 404 with tBP Architecture for Dunsmore Portables Project 247**
- The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 404 with tBP Architecture for the Dunsmore Portables Project in the amount of \$24,800.

I. ACTION - continued

- 4. Approval of Budget Augmentation for the La Crescenta Elementary School Overcrowding Relief Grant (ORG) Project 261**
- The Superintendent recommends that the Board of Education approve a Budget Adjustment for the La Crescenta Elementary School Overcrowding Relief Grant (ORG) project to increase the budget by \$1,500,000.00.
- 5. Approval of Amendment No. 2 to Independent Consultant Agreement No. 324 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Lincoln Elementary School 262**
- The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 324 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) building's DSA Inspection Services at Lincoln Elementary School in the amount of \$5,100.00.
- 6. Approval of Amendment No. 2 to Independent Consultant Agreement No. 326 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at La Crescenta Elementary School 279**
- The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 326 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) building's DSA Inspection Services at La Crescenta Elementary School in the amount of \$109,600.00.
- 7. Approval of Amendment No. 2 to Independent Consultant Agreement No. 328 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Muir Elementary School 296**
- The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 328 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) building's DSA Inspection Services at Muir Elementary School in the amount of \$17,521.00.
- 8. Approval of High School Health Textbook Adoption 313**
- The Superintendent recommends that the Board of Education approve the adoption of *Comprehensive Health* for the high school core Health textbook.
- 9. Approval of Instructional Minutes for Transitional Kindergarten and Kindergarten 317**
- The Superintendent recommends that the Board of Education approve the annual instructional minutes for Transitional Kindergarten and Kindergarten.
- 10. Approval of Services Agreement Between Glendale Unified School District and Rockstar Recruiting - DBA StaffRehab 319**
- The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and Rockstar Recruiting - DBA StaffRehab in the amount of \$60,000 for providing contracted school psychologists to meet the needs of students.

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 335**

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

 - a. Regular Meeting No. 25 April 3, 2018
- 2. Certificated Personnel Report No. 16 347**

The certificated report recommends approval of the following:

A change of maternity leave of absence, an extension of maternity leave of absence, a child care leave of absence, a parental leave of absence, an extension of parental leave of absence, health leaves of absence, an extension of health leave of absence, an extension of family & medical leave of absence, additional assignments, a release - temporary employee, elections hourly/daily, additional compensation, transportation authorizations, revision to previous personnel reports and personal services agreements.
- 3. Classified Personnel Report No. 15 360**

The classified report recommends approval of the following:

Medical leave of absence; election from eligibility list; additional assignment temporary - at established rate of pay; additional compensation; change of assignment; revision to previous personnel report; election of classified hourly substitutes; election of classified/non-classified/hourly substitutes; personal services agreements; and transportation authorization.
- 4. Warrants 372**

The Superintendent recommends that the Board of Education approve Warrants totaling \$25,040,532.01 for March 1, 2018 through April 10, 2018.
- 5. Purchase Orders 378**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,095,756.15 for the period of March 17, 2018 through March 30, 2018.
- 6. Appropriation Transfer and Budget Revision Report 393**

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 revisions and the transfer of funds between major expenditure accounts.
- 7. Final Expenditure Reports and Project Closeout of Various Measure S Projects 400**

The Superintendent recommends that the Board of Education approve the Final Expenditure Reports and Project Closeout of various Measure S projects.
- 8. Approval of Notice of Completion with Chalmers Construction Services, Inc. for Bid No. 159-17/18 for Site Improvements at Franklin Elementary School 401**

The Superintendent recommends that the Board of Education approve a Notice of Completion with Chalmers Construction Services, Inc. for Bid No. 159 – 17/18 for site improvements at Franklin Elementary School.

J. CONSENT CALENDAR - continued

- 9. Approval of Closing the Associated Student Body (ASB) Account of the Early Education and Extended Learning Program 403**
- The Superintendent recommends that the Board of Education approve closing of the Associated Student Body (ASB) Account of the Early Education and Extended Learning Program.
- 10. Request for Allowance of Attendance Because of Material Loss of Average Daily Attendance (ADA) During the Bus Strike 404**
- The Superintendent recommends that the Board of Education authorize the submission of Form J-13A to the Los Angeles County Office of Education and the California Department of Education requesting for allowance of attendance because of material loss of average daily attendance during the First Student bus strike from January 18, 2018 through January 26, 2018.
- 11. Lease Agreement with GEF Summer School, Inc. (GEFSS) 410**
- The Superintendent recommends that the Board of Education approve the lease agreement with GEF Summer School, Inc. (GEFSS).
- 12. Approval of New or Revised Board Policies Relating to Philosophy, Goals, Objectives and Comprehensive Plans; Students; Students-Welfare; and Community Relations 420**
- The Superintendent recommends that the Board of Education approve new or revised Board Policies (BP) 0450 (Comprehensive Safety Plan); BP 5144.1 (Suspension and Expulsion/Due Process); BP 5142 (Safety); and BP 1340 (Access to District Records), as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 13. Approval of Basic and Supplementary Textbooks for Use in Middle and High Schools in the Areas of English and Foreign Language 432**
- The Superintendent recommends that the Board of Education approve the basic and supplementary textbooks for use in Middle and High Schools in the areas of English and Foreign Language.
- 14. Approval of Course of Study Outline for Use in High Schools in the Areas of Career Technical Education and Visual and Performing Arts 435**
- The Superintendent recommends that the Board of Education approve the course of study outlines (Healthcare Internship, Digital Arts 1-2, Digital Arts 3-4, and Digital Arts 5-6) for use in high schools in the area of Career Technical Education and Visual and Performing Arts.
- 15. Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs 460**
- The Superintendent recommends that the Board of Education approve the Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs.
- 16. Acceptance of DonorsChoose Awards 464**
- The Superintendent recommends that the Board of Education accept funding from DonorsChoose to support projects submitted by Marshall Elementary School.
- 17. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation 466**
- The Superintendent recommends that the Board of Education approve the submission of the Quarterly Uniform Complaint Report Summary, as mandated under the Williams Court Case Settlement, to the Superintendent of the Los Angeles County Office of Education.

J. CONSENT CALENDAR - continued

18. Student Teaching and Practicum Agreement with National University 468

The Superintendent recommends that the Board of Education approve a Student Teaching and Practicum Agreement between Glendale Unified School District and National University and that the Assistant Superintendent, Human Resources, be authorized to execute the Agreement.

19. Internship Credential Program Agreement with National University 475

The Superintendent recommends that the Board of Education approve an Internship Credential Program Agreement between Glendale Unified School District and National University and that the Assistant Superintendent, Human Resources, be authorized to execute the Agreement.

20. Memorandum of Understanding with Cal State TEACH Program 482

The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and Cal State University's CalState TEACH Program and that the Assistant Superintendent, Human Resources, be authorized to execute the Agreement.

21. Acceptance of Gifts 488

The 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

April 17, 2018

PRESENTATION REPORT NO. 1

TO: Board of Education
FROM: Winfred B. Roberson, Jr., Superintendent
SUBMITTED BY: Superintendent's Office

SUBJECT: 46th Annual Masonic Employee Recognition Awards

Members of the Glendale and La Crescenta Masonic Lodges will present the Masonic Employee Recognition Awards. This is the 46th annual presentation of these recognition awards to outstanding District employees. It is the longest running program of its kind statewide. This presentation calls public attention to April being Public Schools Month, which was founded in 1920 by the Grand Lodge of Free and Accepted Masons of California, to celebrate the contribution of public schools to the American way of Life. Masonic Lodges through California and across America continue to support the public schools. This report provides the Board of Education with the list of Masonic Award honorees for the 2017-2018 school year.

Glendale Unified School District 2018 Masonic Award Recipients

First Name	Last Name	School/Department	Position
Anita	Abkarian	Hoover High School	Education Assistant
Ana	Acosta	Educational Services	Sr. Administrative Secretary
Gregory	Akiyama	Roosevelt Middle School	Custodian
Tania	Allaire	Glenoaks Elementary School	Administrative Secretary
Cassandra	Arellano	Franklin Elementary School	Multimedia Tech Assistant
Christine	Aroyan	Valley View Elementary School	Teacher 4th Grade
Marine	Avakyan	Jefferson Elementary School	Administrative Secretary
Karineh	Avanessian	Cerritos Elementary School	Teacher
Christine	Aydin	Monte Vista Elementary School	Computer Lab Assistant
Lorena	Banilla	Verdugo Woodlands Elementary School	Custodian
Norma	Barcena	College View School	Typist Clerk II
Denise	Barnard	John Marshall Elementary School	Administrative Secretary
Mariam	Berberyán	Horace Mann Elementary School	Teacher 1st Grade
Tracy	Brown	Verdugo Woodlands Elementary School	Teacher 4th Grade
Andrea	Camba	College View School	Occupational Therapist
Raul	Campos	Toll Middle School	Custodian
Heather	Clark	Crescenta Valley High School	Attendance Clerk
Shannon	Clark-Reed	Glendale High School	Teacher
Andrea	Contreras	Hoover High School	Teacher, Special Education
Carol	Corbo	Categorical Programs Department	Sr. Administrative Secretary
Donna	De La Parra	Fremont Elementary School	Administrative Secretary
Angela	Fell	Horace Mann Elementary School	Education Assistant
Margie	Fester	Rosemont Middle School	Sr. Administrative Secretary
Beatriz	Fojo-Bautista	Special Education	Director
Nancy	Garza	John Muir Elementary School	Teacher
Ramelle	Gaskin	Rosemont Middle School	Education Assistant
Margarit	Gedzhekushyan	Categorical Programs Department	Clerk II
Aida	Gharibian	Financial Services	Account Clerk II
Karoline	Gharibian	Nutrition Services Department	Cafeteria Worker II
Lorna	Giles	Mark Keppel Elementary School	Typist Clerk II
Anahid	Gregorian	Balboa Elementary School	Typist Clerk II
Ashken	Hagopian	Edison Elementary School	Teacher
Diana	Hill	Student Support Services	Lead Case Manager
Mairena	Jacobs	R.D. White Elementary School	Teacher
Meri	Kaeller	Balboa Elementary School	Teacher 3rd Grade
Lora	Kaloghlian	Cerritos Elementary School	Education Assistant
Talin	Khachikian	Jefferson Elementary School	Teacher
Narineh	Makijan	Educational Services	Counselor - CTE
Narineh	Manoukian	Mountain Avenue Elementary School	LVN Health Office
Hilda	Markarian	Student Support Services	Clerk II
Shannon	Marshall	Crescenta Valley High School	Teacher

Glendale Unified School District 2018 Masonic Award Recipients

Cristina	Mazza	Franklin Elementary School	Teacher 4th Grade Italian
Houry	Meguerditchian	Lincoln Elementary School	Teacher 2nd Grade
Seda	Mehdessian	Edison Elementary School	SAI Assistant
Phyllis	Miller	Dunsmore Elementary School	Teacher
Sandra	Morales	Human Resources	Typist Clerk III Confidential
Carole	Mulder	La Crescenta Elementary School	Librarian
Elizabeth	Nakano	Monte Vista Elementary School	Teacher
Viehanooosh	Nazarian	Dunsmore Elementary School	Teacher Specialist
Arik	Panossian	Special Education	Typist Clerk III
Jean-Marie	Pascale-Parra	Roosevelt Middle School	Teacher
Michelle	Petrosian	Early Education & Extended Learning	Account Clerk
Frida	Petrosyan	Columbus Elementary School	Education Assistant
Trakhuc "Kookie"	Phan	Financial Services	Account Clerk III
Antonia	Piscitelli-Carrasco	Daily High School	Teacher
Jose	Ramos	Glendale High School	Custodian
Cristina	Salas	Wilson Middle School	Clerk
Collin	Sasse	Columbus Elementary School	Teacher
Linda	Scaletta	Nutrition Services Department	Assistant Director
William	Schad	Clark Magnet High School	Custodian
Kori	Seaton	John Marshall Elementary School	Teacher 1st Grade
Jeff	Severa	Wilson Middle School	Teacher
Nancy	Shannon	Facility & Support Operations	Administrative Secretary
Bonnie	Shermer	Early Education & Extended Learning	Teacher- ASES
Rachel	Stout	Mountain Avenue Elementary School	Teacher
Kelly	Stubbs	Glenoaks Elementary School	Teacher Specialist
Marcia	Sullivan	La Crescenta Elementary School	Teacher TK
Jose	Trujillo	John Muir Elementary School	Custodian
Karine	Turdjian	Clark Magnet High School	Counselor
Vincent	Underwood	Toll Middle School	Teacher
Jo	Van Amburg	Lincoln Elementary School	Librarian
Robert	Vardanyan	Daily High School	Campus Supervision
Judy	Yi	Mark Keppel Elementary School	Teacher 2nd Grade

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources/Director of Classified Personnel

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

The resignations and retirements of the following employees have been accepted by the Assistant Superintendent, Human Resources, as effective and final per Board Policy 4040, and are being reported to the Board of Education as information only - no action required:

Resignations:

1. Gomez, Christina T. Effective 4/06/18
Spanish Dual Immersion Teacher
Franklin Elementary
2. Jiries, Tania Effective 4/27/18
Cafeteria Worker I
Horace Mann Elementary School
3. Lenaris, Corey Effective 4/02/18
Behavior Intervention Assistant
Special Education Department

Retirements:

1. Aslanian, Robert Effective 5/02/18
Nutrition Services Driver
Nutrition Services Department
10 years, 2 months of service
2. Goff, Emily Effective 6/08/18
Art Teacher
Daily High School
16 years of service

Retirements: Continued

- | | | |
|----|---|--|
| 3. | Severe, Susan K.
1 st Grade Teacher
Verdugo Woodlands Elementary | Effective 6/08/18
22 years of service |
| 4. | Zamorano, Stefane
English Teacher
Crescenta Valley High School | Effective 6/08/18
16 years of service |

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Mr. Winfred B. Roberson Jr., Superintendent

SUBMITTED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources

SUBJECT: **Tentative Agreement of the 2017-2020 Successor Agreement with Glendale Teachers Association and AB1200 Disclosure of Costs Associated with Adjustments to Employee Compensation in Accordance with Board of Education Policy or Collective Bargaining Agreement Between Glendale Unified School District and Glendale Teachers Association**

This report provides the Board of Education with information on the Tentative Agreement of the 2017-2020 Successor Agreement between Glendale Unified School District and the Glendale Teachers Association.

On March 9, 2018, representatives from the Glendale Unified School District and the Glendale Teachers Association reached a mutual Tentative Agreement of the 2017-2020 Successor Agreement. The Agreement was ratified by GTA membership on April 5, 2018. Key terms of the Agreement are attached and summarized as follows:

- Article 7 – Hours of Employment – Article 7 was signed off by both parties.
- Article 11 – Class Size/Support Services Ratios - Class size average for grades TK-3 shall be 26 to 1 for the 2018-2019 school year. In addition, both parties agree to make a decision to extend or not extend this ratio for the 2019-2020 school year no later than February 28, 2019.
- Article 13 – Wages - A 1.5% salary increase retroactive to July 1, 2016 for the 2016-2017 school year.
- Article 13 – Wages - A 1.5% salary increase retroactive to July 1, 2017 for the 2017-2018 school year. Packaged with a agreement to attend Interest Based Bargaining training and an agreement to collaboratively research and attempt to negotiate “fair share” language for future negotiations.

- Article 23 – Duration and Termination - Agreement to mutually reopen Wages, Health and Welfare Benefits, the 2020-2021 student attendance calendar, and one other article specified by each party no later than September 1, 2018 and shall commence negotiations on these items no later than October 1, 2018.
- TK-12, Counselor and EEELP Attendance Calendars for 2018-2019 and 2019-2020.

The following Articles and agreements were signed by both parties on these dates and are attached for the Board's information:

- Appendix F Special Salary Schedule February 15, 2018
- Article 10 Leaves of Absence/Parental Leave November 16, 2017
- Article 11 Class Size/Support Services Ratio December 7, 2017

- Side Letter Elimination of Mandatory Yard Duty December 7, 2017
- MOU Collaboration Time Committee November 16, 2017
- Side Letter Pharmaceutical Carve Out May 24, 2017
- Side Letter EEELP Work Year March 28, 2017

ARTICLE 7 – HOURS OF EMPLOYMENT

GTA to GUSD
March 9, 2018

ARTICLE 7 – HOURS OF EMPLOYMENT

Section 1. Definition

- a. "Emergency" -- for the purposes of interpreting this Article, an "emergency" shall be defined as an unforeseen circumstance that requires immediate action. For purposes of the "class coverage" provisions of Section 6 of this Article, the term "emergency" includes situations where the District is unable to obtain a substitute despite its good faith reasonable efforts to do so as, e.g., when no willing qualified substitute is available, or when there is insufficient notice of the need to contact a substitute, or when a substitute agrees to serve but fails to show on time. It also includes situations where the regular teacher's absence is known to be so brief that it would be unreasonable to hire a substitute who would be paid for at least a half day.
- b. "Non-emergency" -- refers to situations such as when a teacher is released from his/her normal assignment in order to attend to school business such as field trips, athletic events, meetings or luncheons.
- c. "Hourly rate of pay" -- a teacher's hourly rate of pay shall be determined by dividing his/her daily rate of pay by five.
- d. "Daily rate of pay" -- a teacher's daily rate of pay shall be based upon the employee's annual salary divided by the number of assigned work days in the contract year as determined by Appendix "O" - Work Year.

Section 2. Basic Hours Obligations

a. General On-Site Obligation

(1) Teachers

- (a) All full-time employees, excluding employees assigned to the Early Education and Extended Learning Programs and the College View School, shall be present at their assigned school or work location at least fifteen (15) minutes before the time prescribed for the opening of school. Except as provided in Section 3 of this Article, and except as provided below in Section 2 a (2), the on-site work day shall be seven hours (7) and fifteen (15) minutes, including but not limited to: a minimum of thirty (30) minutes of duty-free lunch, excluding passing periods; recess or snacks, ~~with no more than one yard duty assignment per day for elementary teachers~~; breaks between periods; supervision periods; preparation/conference periods; and at least

ARTICLE 7 – HOURS OF EMPLOYMENT

ten (10) minutes following the close of the final student instructional period.

~~Effective July 1, 1994~~, Lunch periods in elementary schools shall be not less than forty (40) minutes and the student day shall be adjusted accordingly.

~~(b) — The length of the on-site work day may be extended at the secondary level to accommodate the increase in instructional time required by the incentive provisions of SB 813, provided such an increase in on-site work day shall not exceed the increased instructional minutes.~~

(b) (e) Minor additional adjustments in instructional minutes may be made in order to meet reasonable operational needs (e.g., minimizing the number of different bell schedules at a school).

~~(e) (d) Upon request by any employee, a school's site leadership body and the requesting employee shall review a school's yard duty/supervision schedule and make recommendations, if any, to reduce the frequency of duty, equalize among employees or otherwise adjust the yard duty/supervision schedule.~~

(2) Speech/Language/Hearing Specialists, Orientation/Mobility, Nurses, Teachers-Work Experience, Counselors

(a) The normal professional workday for all Speech/Language/Hearing Specialists, Orientation/Mobility, Nurses and Teachers-Work Experience shall be seven (7) hours and thirty (30) minutes, except for counselors, whose normal professional work day shall be eight (8) hours. These hours shall include, but not, be limited to: lunch; recess; and breaks.

The minimum on-site work day for counselors shall be eight (8) hours exclusive of lunch break. They are also required to cover extended day activities relating to (i) the college/career day event, and (ii) on an as-needed basis, pre-registration/program distribution activities, in addition to the duties of Article 7, Section 3.

(b) The normal work day shall begin between the hours of 7:00 a.m. and 9:00 a.m., and employees shall be present at their assigned school or work location fifteen (15) minutes before the time prescribed for the opening of school or their assigned duty time.

(c) The beginning and ending of an employee's normal work day is subject to change at individual schools or special occasions, as scheduled by the immediate site supervisor.

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b. Local School Variations

- (1) At the elementary level each individual school faculty shall annually by a majority vote, decide the beginning and ending time of the employees' basic on-site work day, provided that such standard times shall meet all constraints set forth in Section 2 a above.

It is expected that most teachers will on most work days observe the standard on-site work day. However, teachers may work a different seven (7) hour, fifteen (15) minute on-site work day providing that they arrive no later than fifteen (15) minutes before their first instructional period (or on-site preparation/conference time), and depart no earlier than ten (10) minutes following the close of their last instructional period (or preparation/conference time). Such teachers shall record actual arrival and departure times on the sign-in roster (see Section 2 d below).

- (2) At secondary schools which are on a six-period day, the standards of Section 2 (a) above are applicable, except that by consensus the teachers' reporting time may be ten (10) minutes before the time prescribed for the opening of school, as part of an approved local plan to reorganize the standard on-site work day.

The District may adopt staggered starting times at secondary schools in order to accommodate a seven or eight period instructional schedule. In making assignments for these staggered starting times, the District shall first solicit volunteers. The District shall give reasonable consideration to the preferences of teachers. If the staggered schedule assignment creates a significant personal or economic hardship to a teacher, then the District shall not assign that teacher to a staggered starting schedule. Notwithstanding the above, no teacher shall be assigned non-consecutive instructional (including preparation) periods, without the consent of both the teacher and the Association. In the event that the additional periods result in an appreciable number of students enrolling in more than six periods, then the District shall increase the staffing allocation accordingly, pursuant to Article 11 - Class Size.

- c. Employees assigned to 40 percent or less time are subject to the provisions of this Article with the exception that such employees shall arrive at least fifteen (15) minutes before their first class and shall remain at least fifteen (15) minutes after their last class. Employees with a 60 or 80 percent assignment shall arrive at least ten (10) minutes before their first class or preparation/conference period, teach their assignment plus complete an assigned preparation/conference period, and remain at least ten minutes after their last class or preparation/conference period.

d. Sign-In, Sign-Out

Except as provided in Section 2 b, each employee shall personally initial on a District sign-in roster located in the office of the assigned school or work location each day, indicating that he/she is available for the start of the assigned

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school day by initialing in the appropriate space for the day, and has completed the assigned day by initialing in the appropriate space at the conclusion of the required day.

e. Early Education and Extended Learning Programs Teachers

Work Year and Work Schedules: Consistent with other employees, Early Education and Extended Learning Programs employees will work a positive work year with the number of days either ~~184~~ **186** or 225. **Members who work twelve (12) months shall turn in a 225 day positive work year calendar to their supervisor no later than forty-five (45) calendar days prior to the last day of the TK – 12 grade school year for approval. Supervisors shall not look at requests until 45 days prior to the last day of the TK – 12 grade school year to make schedules based on the needs of the program. Members who did not receive their first request for non-work days shall receive priority the following school year over those who received their first request priority in the current school year. Denial of non-work days shall not be made in an arbitrary or capricious manner.** The annual schedule of work days for each employee, and also of daily work schedules and locations, will be assigned prior to the beginning of the work year, after offering employees the opportunity to request their individual preferences and taking under consideration such preferences along with the operational needs of the program.

The schedule of non-work days for any employee may also be changed from time to time at the employee's request, subject to school needs. Changes to such schedules and locations also may be made by the District from time to time, either on a temporary or ongoing basis, in order to adjust to events such as enrollment changes, promotions, resignations, and absences. In the event that such changes are deemed necessary, the District shall explain the reasons to the affected employees when advising them of the changes.

Schedule changes may also be requested during the work year by an employee to the Program Director, in order to accommodate the employee's continuing education needs; such changes typically involve voluntarily exchanging work schedules with another employee for a period of time. The Director shall give good faith consideration to such requests, and shall explain the reasons if the request is denied.

If an employee objects to any of the above scheduling decisions, and requests reasons in writing, the responsible Supervisor shall provide a written explanation. In addition, the employee shall, upon request, have the right (1) to meet with the Program Director to review the decision, and (2) to obtain final review of the decision by the Assistant Superintendent, Educational Services.

Employees assigned to the Early Education and Extended Learning Programs shall work the following hours:

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- (1) Pre-School - Regular full-time employees shall work eight hours including pupil (duty) free time. Less than full-time employees shall work the hours specified in the employee's contract.
- (2) School Age - A regular full-time employee working a divided assignment during the regular school year, as determined by the individual school site schedule, shall work seven (7) hours and thirty (30) minutes, including pupil (duty) free time. During the days when school is not in regular session and the Center is open, employees shall work eight (8) hours including pupil (duty) free time. Less than full-time employees shall work the hours specified in the employee's contract.
- (3) Regular full-time employees shall receive two fifteen (15) minute duty-free breaks, a thirty (30) minute duty-free meal period, and a thirty (30) minute duty-free preparation time during the work day except in an emergency situation.
- (4) There shall be at least two adults on Early Education and Extended Learning Programs sites at the opening hour and the closing hour, except in an emergency situation.
- (5) The District shall provide substitutes whenever appropriate (based upon student attendance and required State ratios) for absent Early Education and Extended Learning Program employees. The Program Director shall assign a Supervisor to receive all reports of absence, and to handle all arrangements for substitutes. To request a substitute **under 24 hours**, the absent teacher shall **contact EEELP's designated on-call phone number or if absence is beyond 24 hours contact the designated online substitute assignment program (currently www.aesonline.com)**. ~~To request a substitute, the absent teacher shall contact the assigned supervisor.~~
- (6) **Early Education and Extended Learning (EEELP) Faculty Meetings**

All Early Education and Extended Learning Program members may be required to attend no more than five (5) general purpose Faculty/Department meetings called by the program administrator. In addition, all Extended Learning Program members may be required to attend no more than one (1) special purpose meeting called by either a District or program administrator for the purpose of fulfilling a state required training or licensing requirement or emergency. All meetings called under this section will last no longer than 90 minutes, and they will be held in a central location in order to allow all Extended Learning Program teachers to attend. The District will make a reasonable effort to utilize written memoranda in lieu of meetings (ie email), to avoid unnecessarily lengthy meetings, and to provide at least three days advance notice specifying the purpose(s) for each meeting. Meetings held in excess of the above-described parameters shall be entirely voluntary. At the beginning of the school year, the program administrator shall

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announce the usual day, starting time, and estimated ending time for all meetings, after consultation with the faculty. Unit members working half time or less will be required to attend no more than three (3) general purpose Faculty/Department meetings, and no more than one (1) special purpose faculty meetings.

f. College View Employees

~~Regular full-time employees assigned to College View shall work seven (7) hours and fifteen (15) minutes, including lunch and breaks. The starting time shall be determined by the Coordinator III, Special Education, supervising College View, to meet the needs of the varied starting schedules of the classes.~~

fg. Exceptions for Emergencies

It is understood that a site administrator may at his/her own discretion in an emergency situation (as defined in Section 1 a above), release any individual unit member from his/her normal site obligation. Such emergency releases shall not exceed two (2) hours or two periods of the required work day, and shall not be deducted from personal necessity time. Employees who are released under provisions of this section shall have an obligation to make up the time without compensation, by filling in for another employee under similar conditions at the request of the site administrator. Such make up for emergency release will be in addition to that which may be required under the provisions of Section 6 of this Article.

gh. Exception for Smog Alert Days

On days when the Southern California Air Quality Maintenance District (AQMD) notifies the District Administration of a smog alert within zone 7 or zone 8 of the Glendale Unified School District, unit members may leave their work assignment ten (10) minutes after dismissal of their last regular student assignment. This exception of the normal working hours will be in effect only on days when the individual school principal or his/her designee has been notified by the District office of the official AQMD designated smog alert in the appropriate zone.

hi. Special Schedule

On days when the outside temperature exceeds ninety-five degrees at noon at the District Administration Center, the District office shall so notify the schools. Unit members may then depart the site ten (10) minutes after dismissal of their last regular student assignment or on-site preparation time. However, such early release shall not apply to those who have assigned after-school supervision responsibilities, or if there is a scheduled faculty meeting in an air-conditioned facility.

Section 3. Additional Hours

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In addition to the required hours specified in Section 2 of this Article, employees are expected to continue to perform other reasonable duties. Such duties include but are not limited to planning, and selecting and preparing materials for classroom instruction; reviewing and evaluating work of pupils; conferring with pupils, parents, staff and administrators; providing and supervising any necessary weekly make-up period; keep records of student progress and other pupil records; supervising pupils and activities; and attending District, faculty, departmental and grade level meetings. (See Section 4, below.) Supervising and providing leadership of pupil organizations and clubs may be assigned with the employee's consent. In the event of unusual school needs, the site administrator may reasonably assign additional duties. Participation in and attendance at Back-to-School-Night (fall) and Open House activities (spring) are required. On such workdays the employees may leave the campus not less than 10 minutes following the close of the final student instructional period, and return prior to commencement of the evening's events. **EEELP Back-to-School-Night and Open House shall take place during unit members' regular contractual hours.** In cases where employees have multiple assignments, the specific assignments for the employees will be determined by the immediate supervisor.

Section 4. Faculty Meetings

All unit members may be required to attend no more than ten on-site general purpose faculty meetings called by the site administrator. In addition, all unit members may be required to attend no more than five special purpose District or on-site meetings called by either a District or site administrator, or by other staff members with approval of the site administrator. The District will make a reasonable effort to utilize written memoranda in lieu of meetings when appropriate, to avoid unnecessarily lengthy meetings, and to provide at least three days advance notice specifying purpose(s) for the meeting. Meetings in excess of the above described meetings shall either be called only in emergencies (as defined in Section 1 a above) or shall be entirely voluntary. At the beginning of the school year, the site administrator shall announce the usual day, starting time, and estimated ending time for faculty meetings, after consultation with the faculty. Unit members working half time or less will be required to attend no more than five general purpose faculty meetings, and no more than three special purpose faculty meetings.

Section 5. Preparation Periods

- a. Regular full-time secondary teachers shall be provided duty-free preparation/conference time equivalent to 1/5 of their regular assigned classroom instruction time, measured either on a daily or on a bi-weekly basis depending on the school schedule. Any plan that involves a preparation period on a non-daily basis shall comply with the above preparation period obligations, shall have been developed in compliance with Article 19, Section 2, and approved by the faculty pursuant to Article 19, Section 1. However, the Article 19 requirements do not apply to non-daily preparation schedules (which comply with the above 1/5 requirement) in the case of (i) newly opened school sites and other newly created school programs (for example, school within a school) so long as the schedule is described in the position application materials, or (ii) schedules for standardized testing or final exams.

Attendance at faculty meetings during preparation/conference time shall be voluntary.

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Regarding secondary librarians, the site administrator or designee shall meet with the librarian in a reasonable effort, by scheduling, to provide a non-instructional daily period for preparation work which need not be at the same time each day.

- b. Regular full-time elementary classroom teachers shall be provided duty-free preparation/conference time totaling not less than twenty-five minutes per day, subject only to required meetings (as provided in Section 4 above), **and supervision schedules.**
- c. An employee may leave the work site during the preparation/conference period on school-related business only, and must notify the office prior to leaving.
- d. Regular full-time secondary teachers shall normally be assigned no more than three (3) different course preparations per semester. Each different course title or number shall constitute a separate preparation. An exception shall be made when multiple courses are assigned within the same class. If it appears that due to exceptional circumstances it may be necessary for an administrator to assign more than three different course preparations per semester within the normal five-period teaching day, prior to making the final decision, the administrator shall meet with the teacher, explain the circumstances, and consider in good faith any alternatives suggested by the teacher.
- e. Duty-free preparation/conference time for all regular full-time classroom teachers in grades 4, 5, and 6 of one hundred twenty (120) minutes per week (within the student instruction day) shall be implemented, effective no later than Monday of the second full week of the school year. For full-time classroom teachers of grades 1 - 3, the interval between the student dismissal time (or starting time) for grades 1 - 3 and grades 4 - 6 shall be designated as duty-free preparation/conference time. This time shall be at least twenty (20) consecutive minutes, unless an individual school develops a plan which provides for non-consecutive time. In that case, the school plan is subject to approval by the vote of the faculty. (This approval procedure shall be superseded by future site-based management processes, when applicable.) Attendance at faculty meetings during these preparation/conference times shall be voluntary.
- f. Preparation/conference time is reduced on special schedule days. See Section 9, below.
- g. In secondary schools, when special events of extended duration (e.g., assemblies or disaster drills of a protracted nature) are planned during the normal instructional time, teachers whose preparation time is thereby lost or reduced shall be compensated at their regular hourly rates for the time in question; however, if the bell schedule for that day is revised so as to equalize the loss of instructional and planning time among the various periods and teachers, there shall be no additional compensation. Also, neither the additional compensation nor the equalized schedules shall be applicable to unplanned interruptions or emergencies, or to planned interruptions of brief duration (e.g., fire drills).
- h. ~~The District shall provide~~ **A maximum of nine (9) days of substitute time per year, (pro-rated for less than full-time or full year)** shall be allocated to each elementary ~~Special Day Class (SDC)~~ **Specialized Academic Instruction (SAI)**

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teacher as determined by the teacher and school principal, ~~for the purpose of reviewing Individual Education Plans (IEP) with parents as needed for the duties described in the paragraph below, with the understanding that some employees may not be able to justify the full nine-day allotment due to their relatively low student loads and/or their relatively non-complex IEP duties.~~ This allotment is inclusive of the two days previously allotted by the Special Education Department. Unused released time does not carry over to future semesters.

Such release time shall be used for duties relating to assessments, reports, plans, meetings, and any other additional duties associated with IEP's assigned to the employee. ~~to the reports, plans, meetings and related duties associated with IEP's assigned to the employee.~~ Employees on such release time shall remain on site, actively performing such duties. The release time shall be allotted on a full-day basis, to provide a full-day substitute for the employee, but the resulting release time and substitute services may be used cooperatively among the special education team at the site.

Any request for such release time shall be submitted to the site administrator and the Director of Special Education at least one week before the proposed usage. Any release time requested and granted may be scheduled by the District to meet school or program needs, including substitute availability concerns.

- i. If an employee misses his or her assigned preparation period due to absence, attendance at staff development, or any other reason other than those described in paragraphs f and g above or Section 6 below, there shall be no additional or rescheduled preparation time or additional compensation granted relating to the missed preparation period.
- j. A maximum of ~~nine (9)~~ ~~two (2)~~ pupil-free days shall be allocated to each elementary Resource Specialist Program (RSP)/Specialized Academic Instruction SAI Core teacher as determined by the teacher and school principal, ~~for the purpose of reviewing Individual Education Plans (IEP) with parents completing duties related to assessments, reports, plans, meetings and any other additional duties associated with IEP's assigned to the employee.~~ as needed for the duties described in the paragraph below, with the understanding that some employees may not be able to justify the full nine-day allotment due to their relatively low student loads and/or their relatively non-complex IEP duties. This allotment is inclusive of the two days previously allotted by the Special Education Department. Unused released time does not carry over to future semesters.

Such release time shall be used for duties relating to assessments, reports, plans, meetings, and any other additional duties associated with IEP's assigned to the employee. Employees on such release time shall remain on site, actively performing such duties. The release time shall be allotted on a full-day basis, to provide a full-day substitute for the employee, but the resulting release time and substitute services may be used cooperatively among the special education team at the site.

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Any request for such release time shall be submitted to the site administrator and the Director of Special Education at least one week before the proposed usage. Any release time requested and granted may be scheduled by the District to meet school or program needs, including substitute availability concerns.

- k. Parent conferences at elementary schools shall be conducted upon request by the teacher and/or parent during the designated daily conference/preparation period, or before or after the instructional day or on-site work day at a mutually agreeable time.
- l. Uninterrupted preparation time of thirty (30) minutes per day shall be provided for counselors and nurses, at a time when students are in class.
- m. Office time of two (2) one-half days per week shall be provided for Speech/Language/Hearing specialists, such time to be scheduled by the immediate supervisor. The time is to be used for testing, office duties and duties to comply with PL 94-142.
- n. ~~Effective with the 2000-2001 school year,~~ Secondary Special Education teachers in addition to the assigned preparation period specified in Section 5 a, the District shall provide up to five (5) full days per semester of released time from regular class duties, for each full-time secondary Special Education employee (pro-rated for less than full-time or full year), as needed for the duties described in the paragraph below, with the understanding that some employees may not be able to justify the full five-day allotment due to their relatively low student loads and/or their relatively non-complex IEP duties. This allotment is inclusive of the two days previously allotted by the Special Education Department. Unused released time does not carry over to future semesters.

Such released time shall be used for duties relating to the reports, plans, meetings and related duties associated with IEP's assigned to the employee. Employees on such released time shall remain on site, actively performing such duties. The released time shall be allotted on a full-day basis, to provide a full-day substitute for the employee, but the resulting released time and substitute services may be used cooperatively among the special education team at the site.

Any request for such released time shall be submitted to the site administrator and the Director of Special Education at least one week before the proposed usage. Any released time requested and granted may be scheduled by the District to meet school or program needs, including substitute availability concerns.

Section 6. Class Coverage

- a. If a teacher at either the elementary or secondary level is directed by a site administrator to cover another teacher's assignment in the absence of the regularly assigned teacher, the following shall apply:
 - (1) In an emergency situation (as defined in Section 1 a above) a teacher shall cover up to two periods (hours-elementary) per year without pay. For assigned emergency coverage in excess of these two periods (hours-

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elementary), the teacher shall be compensated at his/her regular hourly rate of pay.

- (2) In a non-emergency situation (as defined in Section 1 b above) the site administrator may request a teacher to volunteer to cover another teacher's class assignment. The first such assignments shall be without pay; thereafter, such assignments shall be compensated at the teacher's regular hourly rate.
- b. **Temporary Class Combinations:** If, despite its good faith efforts, the District is unable to provide either a substitute teacher or class coverage, and it therefore becomes necessary for one or more teachers to combine classes for at least one hour or class period or major portion thereof, the affected teacher(s) shall be compensated at his/her regular hourly rate of pay, pro-rated if more than one teacher is assisting in the temporary class combination. If the same situation re-occurs within any school year, temporary class combinations are to be distributed equitably among available faculty members at the appropriate grade level/subject.
 - c. While there is no contractual obligation to use non-bargaining unit staff for the above class coverage, site administrators will, upon request, advise a unit member (or the GTA on behalf of a unit member) as to what steps were taken to secure coverage of a particular assignment by non-unit members prior to assigning the unit member.

Section 7. Relief Breaks

On all days including days when students are restricted to the building due to adverse weather conditions, all elementary teachers shall be provided a relief break, ~~morning and afternoon~~, on an equitable basis. While it is the responsibility of the site administrator to assure that such breaks are provided, individual faculties are encouraged to work cooperatively to develop plans for providing these breaks.

Except as otherwise provided in this paragraph, secondary teachers and other unit members assigned to secondary sites shall be entitled to one duty-free fifteen (15) minute relief period each day. When supervision of students is needed during this relief period, unit members may volunteer for such assignment or the assignment may be made on an equitable basis. The site administrator may increase, reduce, or eliminate this relief period in case of emergency or unusual school needs.

Section 8. Extra Instructional Period

The normal classroom assignment for middle and senior high school employees, within the minimum hours of employment and specific in this Article, shall consist of five instructional periods and one preparation/conference period. When a need is deemed to exist by the middle or senior high site administrator for an employee to have six instructional periods and one preparation period, and such need is approved by the District, the employee may be given the opportunity to volunteer for the additional assignment. Such employees shall be paid at their hourly rate of pay, as defined in Section 1 c above.

- a. **Exceptions:**

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- (1) When the District deems a need to exist within the District for an employee to serve in an extra-curricular function, as specified in Appendix "F" of this Agreement, that begins during the normal student instructional day, the employee may utilize his/her preparation/conference period for the duration of that specific assignment, provided said preparation/conference period is the final period of his/her regular assignment.
- (2) When a secondary site administrator deems it advisable and practicable, and by two-thirds majority agreement of all members of a department to absorb students from one period of a department chairperson's schedule into their normal assigned class load, the chairperson shall be provided an additional daily non-instructional period replacing one regular class assignment.

Section 9. Minimum Days, Modified Days, and Non-Student Attendance Days

- a. Minimum student attendance days will be scheduled at each school on those days when employees are required to return to school for Back-to-School or Open House. On such workdays the employees may leave the campus not less than 10 minutes following the close of the final student instructional period, and return prior to commencement of the evening's events.
- b. When the normal daily schedule is modified at the secondary school level, preparation time shall be modified accordingly. On District-wide minimum instructional days, employees' additional preparation time shall begin no later than 1:30 p.m.
- c. At least one-half of the non-student attendance day on the final day for the first semester at the secondary schools level shall be used for preparation and conferencing; up to one-half of that day may be used for voluntary in-service programs. Working hours on days of non-student attendance days shall be the same as on regular work days.
- d. On minimum days, the student contact time for Kindergarten teachers shall be no greater than that of teachers of grades 1 - 6. ~~(See also e below).~~
- e. Where facilities permit, on days scheduled for Back-to-School Night and Open House, AM and PM **special education preschool kindergarten** classes may be taught simultaneously during all or part of the AM session in order to leave sufficient time for preparation.
- f. Each school will be provided the opportunity to schedule one additional non-student staff development day during the school year. This staff development day is part of the District's participation in the State's School-Based Program Coordination Act, as established in Assembly Bill 777.
- g. The first two (2) days of the teacher work year at traditional schools shall be comprised of an Institute Day (non-student) and District Staff Development Day (non-student). In the event of the need for flexibility, District Staff Development activities will not exceed two (2) one-half days, with the remaining two (2) one-

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half days designated as Institute Day. School-directed activities and meetings on Institute Days shall not exceed one-half of the work day (435 minutes, minus the lunch time, divided by 2 = approximately 200 minutes). The other half shall be used for preparation time.

- h. Kindergarten teachers will continue parent conferences for the first reporting period. Conferences will be held with all parents ~~over a five (5) day period~~ as established by the individual school between the ~~50th~~ 40th and the 70th school day of the year. During this ~~five (5) day~~ period, Kindergarten teachers will have the normal cooperative teaching requirement suspended.
- i. Teachers of combination K-1 classes will continue parent conferences with all Kindergarten parents for the first reporting period. Time will be allocated for individual teachers during the instruction day, on an as-needed basis, with parent conferences to be scheduled for twenty (20) minutes each. The conferences will be held ~~over a five (5) day period~~ as established by the individual school between the ~~50th~~ 40th and the 70th school day of the year. The method for providing the necessary conference time will be determined by the school principal and the District, but shall not require class coverage by other regularly assigned teachers in the school.
- j. ~~When required to work and when EEELP administration have given pre-approval, extended work hours beyond their contractual day are added for non-Head Teacher Early Education and Extended Learning Program employees under this section, the additional time shall be paid at the extra regular teacher hourly rate of pay. When the additional hours worked create an instance where the affected employee(s) work beyond their contractual hours in a day, all time in excess of their contractual hours shall be paid at the extra hourly rate of pay. EEELP Head Teachers and other EEELP employees who receive a stipend for additional responsibilities and/or extended hours of work will be exempt from this provision if they are doing duties related to the reason they receive their stipend. Head Teachers required to work hours beyond their contractual day must follow the late pickup procedures and provide supervision of students and notification to Program Supervisor, as per department guidelines. Head Teachers must notify the Program Supervisor at 6:00 p.m. and remain in the supervisory role until the Program Supervisor or the parent/guardian arrives. The additional time shall be paid at the extra regular teacher hourly rate of pay. Only one EEELP employee may work extended hours beyond their contractual day per site per incident unless approved by the Program Supervisor.~~

Section 10. Continuing Education

The District and Association strongly reaffirm their commitment to continuing teacher education, particularly through in-service training and staff development programs. The parties believe that all employees need to update their skills by such efforts, and agree that the extent of such participation may be a subject for the performance evaluation process.

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As to required District workshops not covered by Section 4 of this Article, the parties believe that schedule options should be provided by the District, when practical. Such options may include released time during the work day, and either salary credit or pay at the current day-to-day substitute rate for non-work days or times outside the regular assigned hours of employment.

Section 11. Work Year Calendar

- a. ~~The 2015-2016 traditional school year calendar provided to GTA on December 2013 and the certificated employee work years based thereon shall become Appendix "O" to the agreement and shall be implemented for school year 2015-2016.~~

The work year for employees in the Early Education and Extended Learning Programs shall be as provided in Appendix "G" and "H" of this Agreement.

~~The work year for employees at College View School shall be as provided in Appendix " " of this Agreement.~~

The parties agree to continuously have 3-2-year calendars posted which will necessitate the creation of one new calendar a year to be negotiated no later than February of every year. A third year calendar will also be posted for review as a draft.

In respect to the impact of the Early Start Calendar, the District will maintain the current classroom temperature parameters that are being used from August through June. If issues arise, it is the intent of the District and the Association to meet to resolve said issues.

- b. The Spring Recess in all schools (K-12) following the Traditional academic calendar shall fall at the end of the third quarter of the secondary school calendar.
- c. If the District determines a special need exists at an individual secondary school during July and August, additional counseling hours may be established by the District and assigned by mutual consent between the counselor and the site administrator.
- d. The work year for counselors shall be ~~as~~ provided in ~~an~~ Appendix "S" - Work Year, of this Agreement. A counselor and the site administrator, by mutual consent, may agree (i) to exchange up to five (5) work days as designated in ~~the Counselors Work Year Calendar~~ Appendix "S" with an equal number of non-designated work days during the same fiscal year, and/or (ii) to add additional days of service. For days in addition to the regular work year the pay rate is \$250 per day.
- e. The District will observe the requirements of its energy policies in consideration of the well-being of students and staff starting school during warm summer weather conditions.

Section 12. Itinerant Teachers

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A reasonable amount of travel time between sites shall be scheduled for those teachers whose assignment requires them to be at more than one site, taking into account road distance between the sites, road/traffic conditions, and parking difficulties. The administrator(s) shall consult with the affected teacher(s) prior to determining such travel schedule.

Section 13. Teacher Specialists

- a. ~~Effective July 1, 2001, t~~ The minimum on-site obligation for Teacher Specialists shall be eight (8) hours a day, inclusive of lunch and breaks. On-site duties regularly assigned beyond those limitations (e.g., to remain on site every day beyond minimum on-site hours to perform after-school supervision) shall be subject to additional compensation, unless disclosed in advance as part of the funded design and plan for the position.
- b. Generally, an employee whose full-time position is that of Teacher Specialist shall not be assigned to classroom teaching responsibility on an ongoing or long-term substitute basis, unless the position has been budgeted and/or described in advance (prior to the classroom assignment) as including such regular classroom teaching responsibilities. All Teacher Specialists may, however, be assigned to substitute in the classroom, on the same basis as other teachers, for purposes of Class Coverage under Section 6 above.
- c. Each school site and/or program will be required to make a commitment for the school year for the work of the teacher specialist based on budgetary requirements or restrictions and the needs of the program. Such commitments shall be made by March 15th of the prior school year, subject to later revision if necessary. The work year option for a teacher specialist could include any of the following:
 - Option 1 the current teacher work year of ~~184~~ 186 days
 - Option 2 a work year of 205 days
 - Option 3 a work year of 225 days

The site administrator shall consult with and give consideration to the views of the teacher specialist prior to selecting the option. The basic assignment shall be Option 1, unless the site administrator determines for a given year to assign Option 2 or 3. Such annual assignments shall be subject to reconsideration and revision from year to year; no teacher specialist shall be deemed to have gained a right to continuity in any of the above work year options. Such decisions are not considered reassignments within the meaning of Article 9. By selecting a given option, the school sites or departments would be committed to that option for that year, unless there is a later mutual agreement to change that commitment. For purposes of calculating annual salary, all such days in excess of 186 shall be paid at the employee's daily rate. These additional days would be reported as part of the annual work year for STRS purposes. No further additional days shall be anticipated but if deemed necessary, shall be paid at the employee's daily rate to cover the duties assigned to the teacher specialist.

Section 14. ~~Kindergarten Teachers~~

ARTICLE 7 – HOURS OF EMPLOYMENT

~~Extended Day Kindergarten will be held at all elementary schools.
Kindergarten 270 daily instructional minutes
Minimum Day 220 daily instructional minutes
Banking Day 220 daily instructional minutes~~

Section 14. Kindergarten Teachers

When assigning Kindergarten teachers for part of the work day, first consideration shall be given to assigning them to assist their "partnered" Kindergarten teacher; before assigning such an employee to assist at another grade level, the administrator shall confer with the employee concerning the reasons for such an assignment.

Section 15. Online Courses

Unless otherwise noted in this Section, all Articles of the CBA apply to online course teachers.

a. Training

Training and technology for teaching online courses shall be offered to all teachers annually on a voluntary basis. Any cost for training and technology will be at District expense.

b. Online Course Assignment

- (1) Notices of online course offerings will be distributed to all teachers at the site where the course is being offered within ten (10) days of the determination of the course offering.
- (2) The criteria for considering all online assignments shall be in accordance with Article 9, Section 2 (a).
- (3) No unit member may be involuntarily transferred to an online program.

c. Number of Courses

No teacher at a comprehensive (brick and mortar) school shall teach more than three (3) online courses each semester/trimester unless there is an insufficient number of qualified teachers who express interest.

- (1) At a comprehensive (brick and mortar) elementary school, every attempt will be made to keep elementary online classes to one grade level.
- (2) Every online course shall have a different title or number than its non-online equivalent course.

d. Hours of Employment

Article 7, Section 2. A.(1)(a), shall apply to all teachers who teach an online course.

e. Intellectual Property

- (1) A GUSD teacher shall be paid at the teacher's regular curriculum development and writing rate of pay or be given sufficient release time for online course curriculum design development preapproved in writing by the Assistant Superintendent, Educational Services.
- (2) Online course curriculum developed by a GUSD teacher on their own time without compensation or District release time shall remain the intellectual property of said teacher.

f. Other Provisions

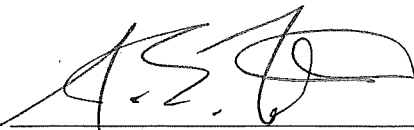
- (1) If GUSD wishes to open a "Virtual School" both GTA and GUSD agree to come back to the table to negotiate any negotiable effects related to the creation and operation of a "Virtual School".
- (2) All online teachers will be GTA unit members. All online teachers will be subject to the General On-Site Obligation set forth in Article 7 in the Collective Bargaining Agreement.
- (3) This agreement only covers online courses located on all GUSD campuses and property.

Section 16. Preparation of Elementary Report Cards


~~Elementary teachers during the first trimester report card preparatory day will be allowed to work at home during the time usually allocated for preparation of report cards. Elementary teachers would be permitted to work at home with the stipulation that they meet their responsibilities for any assignments that may require their presence at school, that they remain "on call" during work hours, and that they return report cards (or appropriate reports) to administrators by the end of the work day (no later than 3:00 pm).~~

Section 16. Yard Duty Stipend

~~The District shall allocate \$495,000 toward a one-time stipend for all certificated TK-6th teachers, SPED and Teacher Specialists in elementary school sites who are on the scheduled supervision rotation and have performed regular supervision. A list of qualified personnel shall be mutually agreed upon by GTA and the District by April 30, 2018 for the 2017-2018 school year and by April 30, 2019 for the 2018-2019 school year. The annual stipend amount shall be calculated by the number of certificated personnel on the agreed upon list, divided into the burdened gross amount of \$495,000.~~



Steven Field, GTA



Cynthia McCarty-Foley, GUSD

3.9.18

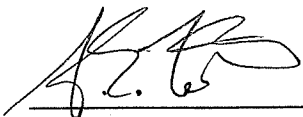
3/9/18

GUSD to GTA
March 9, 2018

MEMORANDUM OF UNDERSTANDING
BETWEEN
GLENDALE TEACHERS ASSOCIATION
AND
GLENDALE UNIFIED SCHOOL DISTRICT

**Article 11 Class Size/Support Services Ratios
March 9, 2018**


- In order to avoid the loss of class size reduction funds, class size average for grades TK-3rd shall be 26 to 1 by school site for the 2018-2019 school year.
- In order to provide for timely staffing for the 2019-2020 school year, GTA and GUSD agree to make a decision to extend or not to extend class size average for TK-3rd (26 to 1) no later than February 28, 2019.



 Steven Field
 GTA Bargaining Chair

3.9.18

 Date



 Cynthia M. Foley, Ed.D.
 Glendale Unified School District

3/9/18

 Date


ARTICLE 13 – WAGES

Wage Proposal:

1. A 1.5% salary increase applicable to salary schedules reflected in Appendices A, B, D, G, H, I, J, K, and M shall be implemented for all GTA unit members retroactive to July 1, 2016, for the 2016-2017 school year. The salary increase shall be applicable to salary schedules reflected in Appendices E, F, N effective July 1, 2016.

2. A 1.5% salary increase applicable to salary schedules reflected in Appendices A, B, D, G, H, I, J, K, and M shall be implemented for all GTA unit members retroactive to July 1, 2017, for the 2017-2018 school year. The salary increase shall be applicable to salary schedules reflected in Appendices E, F, N effective July 1, 2017.

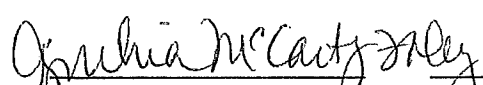
3. Packaged with:
 - o Class Size/Support Services Ratios 26:1 MOU (attached)
 - o The Glendale Teachers Association (GTA) and the Glendale Unified School District (GUSD) agree to attend Interest-Based Bargaining (IBB) training, with the intent to use learned techniques for future negotiations.
 - o The Glendale Teachers Association (GTA) and the Glendale Unified School District (GUSD) agree to collaboratively research and attempt to negotiate “fair share” language for future negotiations.



 Steven Field
 GTA Bargaining Chair

3.9.18

 Date



 Cynthia McCarty-Foley
 GUSD

3/9/18

 Date

ARTICLE 23 – DURATION AND TERMINATION

1. This Agreement shall be the successor Agreement of the parties for the period July 1, 2017 through June 30, 2020.
2. Negotiations for the 2017-2018 school year have been completed.
3. The parties shall exchange initial proposals for reopener negotiations for the 2018-2019 school year on wages, health and welfare benefits, calendar, and one other article specified by each party no later than September 1, 2018, and shall commence reopener negotiations on these items no later than October 1, 2018.
4. During the term of this Agreement, either the District or the Association may reopen negotiations for the 2019-2020 school year on wages, health and welfare benefits, calendar, and one other article specified by each party. Written notice to reopen must be provided to the other party.
5. Initial proposals for a successor Agreement commencing July 1, 2020 shall be exchanged by the parties no later than September 1, 2019. The parties shall commence negotiations for a successor Agreement no later than October 1, 2019.

Glendale Unified School District

Dr. Cynthia McCarty-Foley
Stephen Dickinson
Suzanne Risse
Hagop Eulmessekian
Zepure Hacopian

By 
Assistant Superintendent, Human Resources

Date: 3/9/18

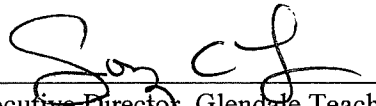
Adopted by the Board of Education on

Date: _____

By _____
President, Board of Education

Glendale Teachers Association

Steven Field
Lenore Piskel
Angelina Thomas
Sarah Morrison
Vahe Tcharkoutian
Sonya Lowe

By 
Executive Director, Glendale Teachers Assoc.

Date: 3/9/2018

Ratified by the Association on

Date: _____

By _____
President, Glendale Teachers Association

Approved by [Signature] 11/16/17

ELEMENTARY ATTENDANCE CALENDAR 2018-2019 - OPTION 2-DRAFT

July, 2018

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August, 2018

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September, 2018

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October, 2018

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November, 2018

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December, 2018

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January, 2019

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February, 2019

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March, 2019

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April, 2019

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May, 2019

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June, 2019

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<ul style="list-style-type: none"> State Holiday X Minimum Day 	<ul style="list-style-type: none"> Student Holiday, All Teachers on Duty △ District Staff Dev. Day Students Not in Attendance 	<ul style="list-style-type: none"> Students Not in Attendance 	TOTAL DAYS OF INSTRUCTION 180
<ul style="list-style-type: none"> District Staff Development Day - Aug. 20 Teacher Institute Day - Aug. 21 First Trimester Begins/School Opens - Aug. 22 Labor Day - Sept. 3 District Staff Development Day - Oct. 26 Election Day - Nov. 6 Veteran's Day - Nov. 12 	<ul style="list-style-type: none"> End of First Trimester - Nov. 15 Student Holiday-Teachers on Duty - Nov. 16 Thanksgiving Recess - Nov. 19-23 Winter Recess - Dec. 24-Jan. 6 Dr. Martin Luther King, Jr. Day - Jan. 21 Lincoln Day - Feb. 11 Washington Day - Feb. 18 	<ul style="list-style-type: none"> End of Second Trimester - March 1 Spring Recess - March 18-22 District Staff Development Day - March 25 Armenian Genocide Remembrance Day - April 24 Memorial Day - May 27 End of Third Trimester - June 11 Student Holiday, All Teachers on Duty - June 12 	

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SECONDARY ATTENDANCE CALENDAR 2018-2019 - OPTION 2-DRAFT

July, 2018

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August, 2018

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September, 2018

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October, 2018

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November, 2018

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December, 2018

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January, 2019

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February, 2019

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March, 2019

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April, 2019

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May, 2019

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June, 2019

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<input type="radio"/> State Holiday	<input checked="" type="checkbox"/> Minimum Day	<input type="checkbox"/> District Staff Dev. Day.	<input type="checkbox"/> Students Not in Attendance	<input type="checkbox"/> Students Not in Attendance	TOTAL DAYS OF INSTRUCTION 180
<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty, End 1st Sem. -Dec.21	<input type="checkbox"/> Student Holiday, All Teachers on Duty, End 1st Sem. -Dec.21	<input type="checkbox"/> Student Holiday, All Teachers on Duty, End 1st Sem. -Dec.21	
<input type="checkbox"/> Veteran's Day - Nov. 12	<input type="checkbox"/> Veteran's Day - Nov. 12	<input type="checkbox"/> Thanksgiving Recess - Nov. 19-23	<input type="checkbox"/> Thanksgiving Recess - March 18-22	<input type="checkbox"/> Third Quarter Ends - March 15	
<input type="checkbox"/> District Staff Development Day - Aug. 20	<input type="checkbox"/> District Staff Development Day - Aug. 20	<input type="checkbox"/> Teacher Institute Day - Aug. 21	<input type="checkbox"/> District Staff Development Day - March 25	<input type="checkbox"/> District Staff Development Day - March 25	
<input type="checkbox"/> First Semester Begins/School Opens - Aug. 22	<input type="checkbox"/> First Semester Begins/School Opens - Aug. 22	<input type="checkbox"/> Labor Day - Sept. 3	<input type="checkbox"/> Armenian Genocide Remembrance Day - April 24	<input type="checkbox"/> Memorial Day - May 27	
<input type="checkbox"/> First Quarter Ends - Oct. 19	<input type="checkbox"/> First Quarter Ends - Oct. 19	<input type="checkbox"/> District Staff Development Day - Oct. 26	<input type="checkbox"/> Second Semester Ends - June 11	<input type="checkbox"/> Second Semester Ends - June 11	
<input type="checkbox"/> Election Day - Nov. 6	<input type="checkbox"/> Election Day - Nov. 6	<input type="checkbox"/> Washington Day - Feb. 18	<input type="checkbox"/> Student Holiday, All Teachers on Duty - June 12	<input type="checkbox"/> Student Holiday, All Teachers on Duty - June 12	

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GLENDALE UNIFIED SCHOOL DISTRICT
 Glendale, California

ELEMENTARY ATTENDANCE CALENDAR 2019-2020 - DRAFT

July, 2019

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August, 2019

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September, 2019

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October, 2019

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November, 2019

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December, 2019

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January, 2020

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February, 2020

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March, 2020

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April, 2020

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May, 2020

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June, 2020

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27	28	29	30			

<p>○ State Holiday</p> <p>✗ Minimum Day</p> <p>△ Student Holiday, All Teachers on Duty</p> <p>△ District Staff Dev. Day</p> <p>△ Students Not in Attendance</p>	<p>△ Students Not in Attendance</p> <p>△ District Staff Dev. Day</p> <p>△ Students Not in Attendance</p>	<p>△ Students Not in Attendance</p> <p>△ District Staff Dev. Day</p> <p>△ Students Not in Attendance</p>	<p>△ Students Not in Attendance</p> <p>△ District Staff Dev. Day</p> <p>△ Students Not in Attendance</p>	<p>△ Students Not in Attendance</p> <p>△ District Staff Dev. Day</p> <p>△ Students Not in Attendance</p>	<p>△ Students Not in Attendance</p> <p>△ District Staff Dev. Day</p> <p>△ Students Not in Attendance</p>
<p>* End of First Trimester - Nov. 14</p> <p>End of Second Trimester - March 6</p> <p>Student Holiday, Teachers on Duty - Nov. 15</p> <p>Spring Recess - March 16-20</p> <p>Thanksgiving Recess - Nov. 25-29</p> <p>Winter Recess - Dec. 23 - Jan. 6</p> <p>Dr. Martin Luther King, Jr. Day - Jan. 20</p> <p>Lincoln Day - Feb. 10</p> <p>Washington Day - Feb. 17</p>	<p>End of First Trimester - Nov. 14</p> <p>Student Holiday, Teachers on Duty - Nov. 15</p> <p>Thanksgiving Recess - Nov. 25-29</p> <p>Winter Recess - Dec. 23 - Jan. 6</p> <p>Dr. Martin Luther King, Jr. Day - Jan. 20</p> <p>Lincoln Day - Feb. 10</p> <p>Washington Day - Feb. 17</p>	<p>End of First Trimester - Nov. 14</p> <p>Student Holiday, Teachers on Duty - Nov. 15</p> <p>Thanksgiving Recess - Nov. 25-29</p> <p>Winter Recess - Dec. 23 - Jan. 6</p> <p>Dr. Martin Luther King, Jr. Day - Jan. 20</p> <p>Lincoln Day - Feb. 10</p> <p>Washington Day - Feb. 17</p>	<p>End of First Trimester - Nov. 14</p> <p>Student Holiday, Teachers on Duty - Nov. 15</p> <p>Thanksgiving Recess - Nov. 25-29</p> <p>Winter Recess - Dec. 23 - Jan. 6</p> <p>Dr. Martin Luther King, Jr. Day - Jan. 20</p> <p>Lincoln Day - Feb. 10</p> <p>Washington Day - Feb. 17</p>	<p>End of First Trimester - Nov. 14</p> <p>Student Holiday, Teachers on Duty - Nov. 15</p> <p>Thanksgiving Recess - Nov. 25-29</p> <p>Winter Recess - Dec. 23 - Jan. 6</p> <p>Dr. Martin Luther King, Jr. Day - Jan. 20</p> <p>Lincoln Day - Feb. 10</p> <p>Washington Day - Feb. 17</p>	<p>End of First Trimester - Nov. 14</p> <p>Student Holiday, Teachers on Duty - Nov. 15</p> <p>Thanksgiving Recess - Nov. 25-29</p> <p>Winter Recess - Dec. 23 - Jan. 6</p> <p>Dr. Martin Luther King, Jr. Day - Jan. 20</p> <p>Lincoln Day - Feb. 10</p> <p>Washington Day - Feb. 17</p>

TOTAL DAYS OF INSTRUCTION 180

<p>District Staff Development Day - Aug. 19</p> <p>Teacher Institute Day - Aug. 20</p> <p>First Trimester Begins/School Opens - Aug. 21</p> <p>Labor Day - Sept. 2</p> <p>District Staff Development Day - Oct. 25</p> <p>Election Day - Nov. 5</p> <p>Veteran's Day - Nov. 11</p>	<p>District Staff Development Day - Aug. 19</p> <p>Teacher Institute Day - Aug. 20</p> <p>First Trimester Begins/School Opens - Aug. 21</p> <p>Labor Day - Sept. 2</p> <p>District Staff Development Day - Oct. 25</p> <p>Election Day - Nov. 5</p> <p>Veteran's Day - Nov. 11</p>	<p>District Staff Development Day - Aug. 19</p> <p>Teacher Institute Day - Aug. 20</p> <p>First Trimester Begins/School Opens - Aug. 21</p> <p>Labor Day - Sept. 2</p> <p>District Staff Development Day - Oct. 25</p> <p>Election Day - Nov. 5</p> <p>Veteran's Day - Nov. 11</p>	<p>District Staff Development Day - Aug. 19</p> <p>Teacher Institute Day - Aug. 20</p> <p>First Trimester Begins/School Opens - Aug. 21</p> <p>Labor Day - Sept. 2</p> <p>District Staff Development Day - Oct. 25</p> <p>Election Day - Nov. 5</p> <p>Veteran's Day - Nov. 11</p>	<p>District Staff Development Day - Aug. 19</p> <p>Teacher Institute Day - Aug. 20</p> <p>First Trimester Begins/School Opens - Aug. 21</p> <p>Labor Day - Sept. 2</p> <p>District Staff Development Day - Oct. 25</p> <p>Election Day - Nov. 5</p> <p>Veteran's Day - Nov. 11</p>	<p>District Staff Development Day - Aug. 19</p> <p>Teacher Institute Day - Aug. 20</p> <p>First Trimester Begins/School Opens - Aug. 21</p> <p>Labor Day - Sept. 2</p> <p>District Staff Development Day - Oct. 25</p> <p>Election Day - Nov. 5</p> <p>Veteran's Day - Nov. 11</p>
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*Yunus M. Toky 7:04 PM
11/16/17*

SECONDARY ATTENDANCE CALENDAR 2019-2020 - DRAFT

July, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August, 2019

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21	22	23	24
25	26	27	28	29	30	31

September, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October, 2019

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6	7	8	9	10	11	12
13	14	15	16	17	18X	19
20	21	22	23	24	25	26
27	28	29	30	31		

42

November, 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20*	21
22	23	24	25	26	27	28
29	30	31				

January, 2020

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

February, 2020

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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March, 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13X	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April, 2020

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May, 2020

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

June, 2020

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7	8	9	10X	11*	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

55
101

<input type="radio"/> State Holiday	<input checked="" type="checkbox"/> Minimum Day	<input type="checkbox"/> District Staff Dev. Day	<input type="checkbox"/> Students Not in Attendance	<input type="checkbox"/> Students Not in Attendance	TOTAL DAYS OF INSTRUCTION 180
<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty	
<input type="checkbox"/> Veteran's Day - Nov. 11	<input type="checkbox"/> Veteran's Day - Nov. 11	<input type="checkbox"/> Veteran's Day - Nov. 11	<input type="checkbox"/> Veteran's Day - Nov. 11	<input type="checkbox"/> Veteran's Day - Nov. 11	Third Quarter Ends - March 13
<input type="checkbox"/> Thanksgiving Recess - Nov. 25-29	<input type="checkbox"/> Thanksgiving Recess - Nov. 25-29	<input type="checkbox"/> Thanksgiving Recess - Nov. 25-29	<input type="checkbox"/> Thanksgiving Recess - Nov. 25-29	<input type="checkbox"/> Thanksgiving Recess - Nov. 25-29	Spring Recess - March 16-20
<input type="checkbox"/> Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	<input type="checkbox"/> Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	<input type="checkbox"/> Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	<input type="checkbox"/> Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	<input type="checkbox"/> Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	District Staff Development Day - March 23
<input type="checkbox"/> Winter Recess - Dec. 23 - Jan. 6	<input type="checkbox"/> Winter Recess - Dec. 23 - Jan. 6	<input type="checkbox"/> Winter Recess - Dec. 23 - Jan. 6	<input type="checkbox"/> Winter Recess - Dec. 23 - Jan. 6	<input type="checkbox"/> Winter Recess - Dec. 23 - Jan. 6	Armenian Genocide Remembrance Day - April 24
<input type="checkbox"/> Dr. Martin Luther King, Jr. Day - Jan. 20	<input type="checkbox"/> Dr. Martin Luther King, Jr. Day - Jan. 20	<input type="checkbox"/> Dr. Martin Luther King, Jr. Day - Jan. 20	<input type="checkbox"/> Dr. Martin Luther King, Jr. Day - Jan. 20	<input type="checkbox"/> Dr. Martin Luther King, Jr. Day - Jan. 20	Memorial Day - May 25
<input type="checkbox"/> Lincoln Day - Feb. 10	<input type="checkbox"/> Lincoln Day - Feb. 10	<input type="checkbox"/> Lincoln Day - Feb. 10	<input type="checkbox"/> Lincoln Day - Feb. 10	<input type="checkbox"/> Lincoln Day - Feb. 10	Second Semester Ends - June 10
<input type="checkbox"/> Washington Day - Feb. 17	<input type="checkbox"/> Washington Day - Feb. 17	<input type="checkbox"/> Washington Day - Feb. 17	<input type="checkbox"/> Washington Day - Feb. 17	<input type="checkbox"/> Washington Day - Feb. 17	Student Holiday, Teachers on Duty - June 11

Agenda in...
10/17/17

GLENDALE UNIFIED SCHOOL DISTRICT
Glendale, California

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COUNSELOR ATTENDANCE CALENDAR 2018-2019 - DRAFT

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21*	22	23	24	25
26	27	28	29	30	31	

September 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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October 2018

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21*	22
23	24	25	26	27	28	29
30	31					

January 2019

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2019

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11X	12*	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

TOTAL DAYS 201

State Holiday Minimum Day District Staff Dev. Day (2 of 3) Students Not in Attendance
 Teachers on Duty Students Not in Attendance

District Staff Development Day - Aug. 20
 Teacher Institute Day - Aug. 21
 First Semester Begins/School Opens - Aug. 22
 Labor Day - Sept. 3
 First Quarter Ends - Oct. 19
 District Staff Development Day - Oct. 26
 Veteran's Day - Nov. 12

Thanksgiving Recess - Nov. 19-23
 Student Holiday, All Teachers on Duty, End 1st Sem. - Dec. 21
 Winter Recess - Dec. 24 - Jan. 6
 Dr. Martin Luther King, Jr. Day - Jan. 21
 Lincoln Day - Feb. 11
 Washington Day - Feb. 18
 Third Quarter Ends - March 15

Spring Recess - March 18-22
 District Staff Development Day - March 25
 Armenian Genocide Remembrance Day - April 24
 Memorial Day - May 27
 Second Semester Ends - June 11
 Student Holiday, All Teachers on Duty - June 12

12/7/17
ETA

GLENDALE UNIFIED SCHOOL DISTRICT
Glendale, California

12.7.17
ETA

COUNSELOR ATTENDANCE CALENDAR 2019-2020 - DRAFT

July 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21	22	23	24
25	26	27	28	29	30	31

September 2019

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1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

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6	7	8	9	10	11	12
13	14	15	16	17	18X	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2019

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8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

January 2020

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February 2020

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16	17	18	19	20	21	22
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March 2020

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1	2	3	4	5	6	7
8	9	10	11	12	13X	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

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June 2020

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

<input type="radio"/> State Holiday	<input checked="" type="checkbox"/> Minimum Day	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> District Staff Dev. Day (2 of 3) Students Not in Attendance	TOTAL DAYS 201
District Staff Development Day - Aug. 19	Teacher Institute Day - Aug. 20	First Semester Begins/School Opens - Aug. 21	Third Quarter Ends - March 13	
Labor Day - Sept. 2	First Quarter Ends - Oct. 18	District Staff Development Day - Oct. 25	Spring Recess - March 16-20	
Election Day - Nov. 5	District Staff Development Day - Oct. 25	Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	District Staff Development Day - March 23	
		Winter Recess - Dec. 23 - Jan. 6	Armenian Genocide Remembrance Day - April 24	
		Dr. Martin Luther King, Jr. Day - Jan. 20	Memorial Day - May 25	
		Lincoln Day - Feb. 10	Second Semester Ends - June 10	
		Washington Day - Feb. 17	Student Holiday, Teachers on Duty - June 11	
		Veteran's Day - Nov. 11		
		Thanksgiving Recess - Nov. 25-29		

*Dr. King 3.8.18 67A
Cynthia McCarty July 3.9.18
5:02 PM*

EEELP ATTENDANCE CALENDAR 2018-2019 - DRAFT

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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October 2018

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27X	28X	29
30	31					

January 2019

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2019

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
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May 2019

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

State Holiday Site to be determined *
 Student Holiday, All Teachers on Duty District Staff Dev. Day Students Not in Attendance
 Student Holiday, All Teachers on Duty District Staff Dev. Day Students Not in Attendance

TOTAL DAYS 246

Independence Day - July 4
 Labor Day - Sept. 3
 Veterans Day - Nov. 12
 Thanksgiving Recess - Nov. 22, 23
 Dr. Martin Luther King, Jr. Day - Jan. 21
 Lincoln Day - Feb. 11
 Washington Day - Feb. 18
 Memorial Day - May 27

GLENDALE UNIFIED SCHOOL DISTRICT

Glendale, California

EEELP ATTENDANCE CALENDAR 2019-2020 - DRAFT

*Dr. L. Garcia
Gabriela McCarty - May 3, 9, 18
5:02 PM*

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

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1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
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October 2019

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27	28	29	30	31		

November 2019

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		1	2	3	4	5
6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

December 2019

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1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2020

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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
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March 2020

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1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
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June 2020

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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Legend:

- State Holiday
- △ District Staff Dev. Day
- * Teachers on Duty
- △ Students Not in Attendance
- Students Not in Attendance

Holidays and Observances:

- Independence Day - July 4
- Labor Day - Sept. 2
- Veterans Day - Nov. 11
- Thanksgiving Recess - Nov. 28, 29
- Winter Recess - Dec. 24 through Jan. 1
- Dr. Martin Luther King, Jr. Day - Jan. 20
- Lincoln Day - Feb. 10
- Washington Day - Feb. 17
- Memorial Day - May 25

TOTAL DAYS 246

Signed 1:23
2/15/16
Cynthia M. Fitzgerald: 2:22 PM
GTA HGVSD
AGB

GLENDALE UNIFIED SCHOOL DISTRICT
Glendale, California

APPENDIX "F"
2015– 2016

Effective January 1, 2016

SPECIAL SALARY SCHEDULE - TEACHERS

SPECIAL CLASSES (effective January 1, 2016)

(Additional Compensation)

Special Day Classes, Resource Specialists, Itinerant Specialists (Visually Impaired, Deaf/Hard of Hearing, Orientation and Mobility, Workability, Adapted P. E., Assistive Technology); College View School; Teacher Specialist, (Categorically Funded/Grant Funded, Special Education), TK – 6 combination class teachers, and TK – 6 FLAG teachers.

\$112.73 per month
for 11 months

BILINGUAL PAY DIFFERENTIAL FOR CLASSROOM TEACHERS

Teachers initially hired by the District on a temporary or regular contract basis for the 2004-05 or earlier years, and holding a Crosscultural Language and Academic Development (CLAD) certificate will receive a monthly stipend.

\$ 75.45 per month
for 11 months

Teachers initially hired by the District on a temporary or regular contract basis for the 2004-05 or earlier years and who are holding a Bilingual-Crosscultural and Academic Development Credential (BCLAD) and are assigned to a designated language assistant elementary classroom, will receive a monthly stipend. Those receiving this differential cannot also receive the CLAD differential.

\$152.73 per month
for 11 months

NOTE:

- a. A BCLAD language assistance teacher will continue to receive the appropriate bilingual stipend for up to one year following cancellation of the bilingual assignment, provided (1) the teacher was formally scheduled to teach a bilingual class prior to its cancellation, (2) the teacher remains in the school, or is involuntarily transferred to another school, and (3) the teacher remains available to teach a bilingual class upon the District's request.
- b. Stipends for the CLAD and BCLAD authorizations may apply to either elementary or secondary teachers.
- c. Class fees for District-sponsored CLAD or BCLAD authorization training will be reimbursed by the District, payable upon verification of class completion. Such reimbursement is only available to employees whose hire date permits them to qualify for the bilingual pay differentials.

Signed 1:23
12/15/18 J. M. Foley
JSL GTB

APPENDIX "F" – SPECIAL SALARY SCHEDULE – TEACHERS

GTA TO GUSD
October 18, 2017

- d. Fees for the required number of CLAD and BCLAD examinations (plus one in the event of one failure, i.e., if 3 exams are required, the District will pay for a fourth to cover one exam re-take) shall be reimbursed by the District. This applies only to employees whose hire date permits them to qualify for the bilingual pay differentials.

ELEMENTARY TEACHER/ASSISTANT TO THE PRINCIPAL (effective January 1, 2016)

Serving in a school with a full-time principal \$ 70.00 per month for 11 months
 Serving in a school with a half-time principal \$ 92.73 per month for 11 months

Assigned days worked, up to a maximum of three (3) days, prior to the beginning of the regular scheduled one hundred eighty-six (186) day work year will be compensated at the employees daily rate of pay.

HEAD TEACHER/EARLY EDUCATION AND EXTENDING LEARNING PROGRAMS \$437 per month

All such assignments are to be made ~~on an annual basis~~, after consideration of all applications based upon an application process open to all Early Education and Extended Learning Programs teachers.

WORKSHOP INSTRUCTORS (effective January 1, 2016)

Notwithstanding the above usual rate, Workshop Instructors shall be paid their regular daily/hourly rate of pay when providing instruction to employees, if those employees attending the workshop are being paid their regular daily/hourly rate of pay. \$33.00 per hour

HOME – HOSPITAL INSTRUCTION (effective January 1, 2016)

\$30.00 per hour

CATEGORICAL PROJECT INSTRUCTION (effective January 1, 2016)

\$30.00 per hour

CURRICULUM DEVELOPMENT AND WRITING (effective January 1, 2016)

1:23 2/15/16
Cynthia M. Fry

ACB
GTU

\$27.00 per hour

DISTRICT INITIATED SPECIAL PROJECTS

(effective January 1, 2016)

\$27.00 per hour

NATIONAL BOARD CERTIFICATION

(effective January 1, 2016)

\$2,986 per year

Employees who achieve, and maintain, National Board Certification shall be eligible for an annual stipend over and above their regular teacher salary. Those who accept such stipend shall provide 50 hours of additional service annually in training and assistance to other teachers as directed by the District's Professional Development Program office. However, such additional services shall not require additional workdays beyond the employee's regular work calendar except by mutual agreement between the employee and the District's Professional Development Program Management. (The previous \$7,000 bonus is to be replaced by the State bonus and this stipend.)

LEARNING LEADERS

(effective January 1, 2016)

Learning Leader to be paid annually for 50 hours of additional service outside the contractual day.

\$1,671 per year

Andrea M. Foley 11/16/17 2:30
GTA to GUSD
November 16, 2017

Article 10 – Leaves of Absence

Section 4 Pregnancy, Maternity Disability, Child Care, Adoption Leave

e. Parental Leave (effective January 1, 2017)

A permanent or probationary employee who has worked for the District for twelve (12) months (summer break is included in this time period) may request a leave of absence for reason of the birth of a child of the employee, or the placement of a child with the employee in connection with the adoption or foster care of the child by the employee as follows:

- (1) When an employee has exhausted all available sick leave under Section 2 of this Article, and continued to be absent from his or her duties on account of parental leave, and is eligible for parental leave pursuant to the California Family Rights Act (“CFRA,” Government Code 12945.2), the employee may receive up to 12 school weeks (60 work days) of paid leave, 50 percent (%) of base salary for each such day (Partial Pay).
- (2) If an employee seeks to take parental leave, as specified above, but has not exhausted all available sick leave, the employee may use sick leave provided under Section 2 of this Article for parental leave purposes. However, the 12-weeks (60 work days) of paid parental leave period shall only be available to employees who exhaust all sick leave before or during the 12-week period (60 days) and shall be reduced by any such period of sick leave taken during the 12-week period (60 days) of parental leave. Nothing in this section shall be interpreted to prohibit an employee who does not wish to exhaust his or her sick leave from requesting and receiving up to 12 school weeks (60 work days) of unpaid leave for child bonding purposes under CFRA, so long as the employee qualifies for such leave. An employee who elects not to exhaust his/her sick leave during the parental leave is ineligible for and cannot access the 50 percent (%) of base salary for each such day (Partial Pay).
- (3) The foregoing provisions are intended to comply with Education Code Section 44977.5. Should the Legislature revise the applicable statutory requirements, or should a state agency issue guidance on the applicable statutory requirements, to the extent that the revisions and/or guidance are in conflict with the foregoing provisions, the parties shall promptly meet and negotiate for the purpose of addressing those conflicts.

- (4) If an employee has exhausted the 12-week period (60 work days) of parental leave paid at the 50 percent (%) of base salary for each such day (Partial Pay), and seeks to continue leave for the purpose of caring for his/her natural or adopted child, the employee may request to receive an additional unpaid leave of absence if in accordance with Section 4d above – Child Care.
- (5) Employees seeking to take leave under this Section shall, if the need for such leave is foreseeable, notify the District that the employee intends to take such leave at least fifteen (15) days prior to the anticipated date on which the leave is to commence. If the need for leave is not foreseeable, the employee shall notify the District as soon as practicable.
- (6) If an employee is taking a parental leave longer than 20 days, the employee shall notify the District no later than ten (10) days prior to the ending date of the leave of his/her intent to return to service. If the need to extend the leave is not foreseeable, the employee shall notify the District as soon as practicable.
- (7) Employees are only entitled to 12-workweeks (60 work days) of parental leave in any 12-month period. This parental leave may be utilized anytime during the year following birth or placement of a child and may be split over two school years if it has not been exhausted in accordance with the CFRA limitations. The 50 percent (%) of base salary for each such day (Partial Pay) parental leave runs concurrent with the 12 weeks (60 work days) of baby bonding leave already provided under CFRA.
- (8) Where both parents are employees of the District, the District may limit the period of parental leave to 12 total workweeks (60 work days) between the two parents.

2156
12/7/17

GTA to GUSD
December 7, 2017


GLENDALE TEACHERS ASSOCIATION

AND

GLENDALE UNIFIED SCHOOL DISTRICT


Article 11 Class Size/Support Services Ratios

The Glendale Unified School District and the Glendale Teachers Association agree that TK-3rd grade class size average shall be 26 to 1 by school site beginning July 1, 2017 for the 2017-2018 school year only.



Steven Field
GTA Bargaining Chair

12.7.17
Date



Cynthia McCarty-Foley, Ed.D.
Glendale Unified School District

12/7/17
Date

GLENDALE TEACHERS ASSOCIATION

AND

GLENDALE UNIFIED SCHOOL DISTRICT

SIDE LETTER OF AGREEMENT

**Elimination of Mandatory Yard Duty for Elementary Teachers
December 7, 2017**

The Glendale Teachers Association (Association) and the Glendale Unified School District (District) agree on the elimination of mandatory yard duty for all (Grade 1-6) elementary school site teachers, upon the completion of any and all negotiated elements of this change in language. Transition to implementation will begin in January 2018 with full implementation in effect August 2018. The District may establish a pilot program at elementary schools, to be determined by the District, for the period of January 2018 to June 2018. Elementary schools not selected for the pilot program shall continue to cover mandatory yard duty for the 2017-2018 school year.

During August through December 2017, all certificated TK-6th teachers, SPED and Teacher Specialists (unit members) in elementary school sites who are on the scheduled supervision rotation and have performed regular supervision shall receive a proportional amount "Burdened Gross Amount" (\$295,000/2).

During January through June 2018, unit members who continue to do yard duty shall be compensated as follows: a new "Burdened Gross Amount" will be determined by multiplying (\$295,000/2) by the ratio of "unit members doing yard duty during January through June 2018"/"unit members doing yard duty during August through December 2017" and then proportionally distributed among the unit members doing yard duty during January through June 2018.

Lists of qualified personnel (August through December 2017 and January through June 2018) shall be mutually agreed upon by GTA and the District by April 30, 2018 for the 2017-2018 school year.

Elementary teachers shall be relieved of supervision duty as a regular assignment. If necessary, the site administrator may ask for volunteers to provide the necessary student supervision and those volunteers shall be paid at the teacher hourly rate

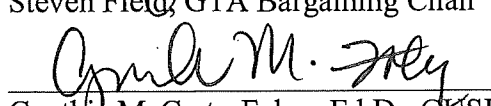
It is so agreed:

12-7-17
Date

12/7/17
Date



Steven Field, GTA Bargaining Chair



Cynthia McCarty-Foley, Ed.D., GUSD

2:10 PM
11/16/17

**GLENDALE TEACHERS ASSOCIATION
AND
GLENDALE UNIFIED SCHOOL DISTRICT**

**SIDE LETTER OF AGREEMENT
COLLABORATION TIME COMMITTEE**

October 18, 2017

The Glendale Teachers Association (GTA) and the Glendale Unified School District (District) agree on the establishment of a Collaboration Time Committee dedicated to finding collaboration time for teachers to focus on the four Essential Questions:

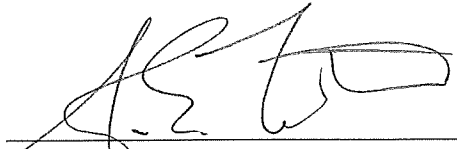
Four Essential Questions:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

The Committee will meet during the instructional day or after school, when appropriate (as needed). The Committee will be composed of equal numbers of administrators, selected by the District, and unit members, selected by GTA. The Committee's findings and recommendations shall be brought to the bargaining table no later than the end of the second semester, May 2018.

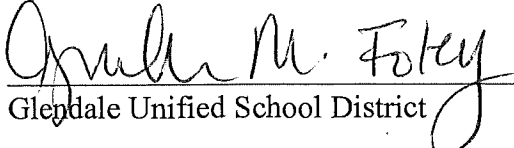
It is so agreed:

11/16/17
Date



Glendale Teachers Association

11/16/17
Date



Glendale Unified School District

Given
12/1/17
S.S.
10/18

GLENDALE TEACHERS ASSOCIATION

AND

GLENDALE UNIFIED SCHOOL DISTRICT

SIDE LETTER OF AGREEMENT


PHARMACEUTICAL CARVE OUT FROM BLUE SHIELD

May 24, 2017

The Glendale Teachers Association and the Glendale Unified School District agree with the Employee Benefits Committee's recommendation to carve out the pharmaceutical component from Blue Shield for the 2017-2018 medical benefits plan year beginning on October 1, 2017. The company to be used for this pharmaceutical carve out shall be MedImpact.

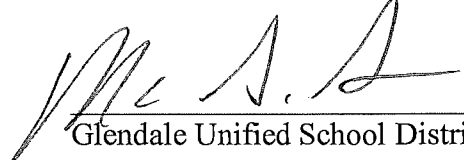
It is so agreed:

5/24/17
Date



Glendale Teachers Association

5/24/17
Date



Glendale Unified School District

10:20 am

**GLENDALE TEACHERS ASSOCIATION
AND
GLENDALE UNIFIED SCHOOL DISTRICT**

SIDE LETTER OF AGREEMENT

2017-2018 EEELP WORK YEAR AND WORK SCHEDULE

The Glendale Teachers Association and the Glendale Unified School District agree on the following procedure for the Early Education and Extended Learning Programs employees work year and work schedules for the 2017-2018 school year:

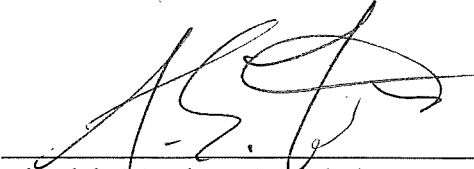
Members who work twelve (12) months shall turn in a 225 day positive work year calendar to their supervisor no later than forty-five (45) calendar days prior to the last day of the TK – 12 grade school year for approval. Supervisors shall not look at requests until 45 days prior to the last day of the TK – 12 grade school year to make schedules based on the needs of the program.

Members who do not receive their first request for non-work days for the 2017-2018 school year shall receive priority during the 2018-2019 school year over those who received their first request priority in 2017-2018. Denial of non-work days shall not be made in an arbitrary or capricious manner. The annual schedule of work days for each employee, and also of daily work schedules and locations, will be assigned prior to the beginning of the work year, after offering employees the opportunity to request their individual preferences and taking under consideration such preferences along with the operational needs of the program.

This agreement shall remain in effect until a successor to Article 7 is reached between the Glendale Teachers Association and the Glendale Unified School District.

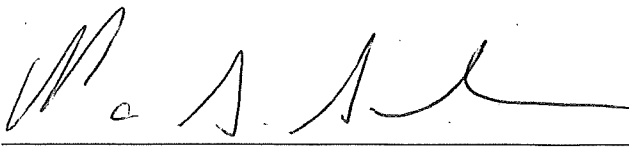
It is so agreed:

3/28/2017
Date



Glendale Teachers Association

3/28/17
Date



Glendale Unified School District

**Los Angeles County Office of Education
Business Advisory Services**

**PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5**

Name of School District:	Glendale USD
Name of Bargaining Unit:	Glendale Teachers Association
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2016 and ending: June 30, 2018
(date) (date)

The Governing Board will act upon this agreement on: April 17, 2018
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Annual Cost Prior to Proposed Settlement 2nd Interim	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Year 1 Increase/(Decrease) 2017-18	Year 2 Increase/(Decrease) 2018-19	Year 3 Increase/(Decrease) 2019-20
1. Salary Schedule Including Step and Column	\$ 104,702,470	\$ 4,735,169		
		4.52%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 4,115,625	\$ 186,129		
		4.52%	0.00%	0.00%
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 21,357,728	\$ 965,903		
		4.52%	0.00%	0.00%
4. Health/Welfare Plans	\$ 21,452,543	\$ -		
		0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 151,628,366	\$ 5,887,201	\$ -	\$ -
		3.88%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	1,269.20			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 119,468	\$ 4,639	\$ -	\$ -
		3.88%	0.00%	0.00%

Glendale USD
Glendale Teachers Association

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

The 2016-17 settlement provides an ongoing 1.5% general salary increase retroactive from July 1, 2016. The 2017-18 settlement provides an additional ongoing 1.5% general salary increase effective July 1, 2017. Page 1, Section A, Line 5 reflects the 2016-17 retro payment adjustments, "plus" the ongoing 2017-18 general increase.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

None were added.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

None.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No
If yes, please describe the cap amount.

Employees currently pay a portion of their health plan cost based on a defined formula.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details)

Glendale USD
Glendale Teachers Association

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

F. Source of Funding for Proposed Agreement:

1. Current Year

Both the 2016-17 and 2017-18 settlements result in a draw down of the ending balance amount. New LCFF funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the increasing deficit spending pattern present in the District. An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details) Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Both the 2016-17 and 2017-18 settlements result in a draw down of the ending balance amount. New LCFF funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the increasing deficit spending pattern present in the District. An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details) Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Both the 2016-17 and 2017-18 settlements result in a draw down of the ending balance amount. New LCFF funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the increasing deficit spending pattern present in the District. An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details) Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund
Glendale Teachers Association

Bargaining Unit:

		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
REVENUES					
LCFF Revenue	8010-8099	\$ 222,354,970		\$ -	\$ 222,354,970
Federal Revenue	8100-8299	\$ 200,000		\$ -	\$ 200,000
Other State Revenue	8300-8599	\$ 8,323,696		\$ -	\$ 8,323,696
Other Local Revenue	8600-8799	\$ 4,741,859		\$ -	\$ 4,741,859
TOTAL REVENUES		\$ 235,620,525		\$ -	\$ 235,620,525
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 101,712,967	\$ 4,023,903		\$ 105,736,870
Classified Salaries	2000-2999	\$ 24,313,730			\$ 24,313,730
Employee Benefits	3000-3999	\$ 53,540,262	\$ 789,771		\$ 54,330,033
Books and Supplies	4000-4999	\$ 6,036,062		\$ -	\$ 6,036,062
Services and Other Operating Expenditures	5000-5999	\$ 17,546,914		\$ -	\$ 17,546,914
Capital Outlay	6000-6999	\$ 138,489		\$ -	\$ 138,489
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 409,569		\$ -	\$ 409,569
Transfers of Indirect Costs	7300-7399	\$ (1,239,692)		\$ -	\$ (1,239,692)
TOTAL EXPENDITURES		\$ 202,458,301	\$ 4,813,674	\$ -	\$ 207,271,975
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 1,015,000	\$ -	\$ -	\$ 1,015,000
Contributions	8980-8999	\$ (39,021,663)	\$ (743,119)	\$ -	\$ (39,764,782)
OPERATING SURPLUS (DEFICIT)*		\$ (6,874,439)	\$ (5,556,793)	\$ -	\$ (12,431,232)
BEGINNING FUND BALANCE					
	9791	\$ 47,212,609			\$ 47,212,609
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 40,338,170	\$ (5,556,793)	\$ -	\$ 34,781,377
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 600,551	\$ -	\$ -	\$ 600,551
Restricted	9740				
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 5,742,703	\$ -	\$ -	\$ 5,742,703
Reserve for Economic Uncertainties	9789	\$ 8,603,136	\$ 174,273	\$ -	\$ 8,777,409
Unassigned/Unappropriated Amount	9790	\$ 25,391,780	\$ (5,731,066)	\$ -	\$ 19,660,714

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Restricted General Fund Glendale Teachers Association			
Object Code		Column 1 Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 16,949,933		\$ -	\$ 16,949,933
Other State Revenue	8300-8599	\$ 18,069,471		\$ -	\$ 18,069,471
Other Local Revenue	8600-8799	\$ 9,144,370		\$ -	\$ 9,144,370
TOTAL REVENUES		\$ 44,163,774		\$ -	\$ 44,163,774
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 24,956,989	\$ 829,037	\$ -	\$ 25,786,026
Classified Salaries	2000-2999	\$ 17,106,624		\$ -	\$ 17,106,624
Employee Benefits	3000-3999	\$ 17,380,340	\$ 166,389	\$ -	\$ 17,546,729
Books and Supplies	4000-4999	\$ 6,373,069		\$ -	\$ 6,373,069
Services and Other Operating Expenditures	5000-5999	\$ 15,061,542		\$ -	\$ 15,061,542
Capital Outlay	6000-6999	\$ 191,867		\$ -	\$ 191,867
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 530,000		\$ -	\$ 530,000
Transfers of Indirect Costs	7300-7399	\$ 838,692		\$ -	\$ 838,692
TOTAL EXPENDITURES		\$ 82,439,123	\$ 995,426	\$ -	\$ 83,434,549
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 858,773	\$ -	\$ -	\$ 858,773
Contributions	8980-8999	\$ 39,021,663	\$ 743,119	\$ -	\$ 39,764,782
OPERATING SURPLUS (DEFICIT)*		\$ (112,459)	\$ (252,307)	\$ -	\$ (364,766)
BEGINNING FUND BALANCE					
	9791	\$ 10,642,315			\$ 10,642,315
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 10,529,856	\$ (252,307)	\$ -	\$ 10,277,549
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 308,404	\$ -	\$ -	\$ 308,404
Restricted	9740	\$ 10,221,452	\$ (252,307)	\$ -	\$ 9,969,145
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund
Glendale Teachers Association**

Bargaining Unit:

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 222,354,970		\$ -	\$ 222,354,970
Federal Revenue	8100-8299	\$ 17,149,933		\$ -	\$ 17,149,933
Other State Revenue	8300-8599	\$ 26,393,167		\$ -	\$ 26,393,167
Other Local Revenue	8600-8799	\$ 13,886,229		\$ -	\$ 13,886,229
TOTAL REVENUES		\$ 279,784,299		\$ -	\$ 279,784,299
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 126,669,956	\$ 4,852,940	\$ -	\$ 131,522,896
Classified Salaries	2000-2999	\$ 41,420,354	\$ -	\$ -	\$ 41,420,354
Employee Benefits	3000-3999	\$ 70,920,602	\$ 956,160	\$ -	\$ 71,876,762
Books and Supplies	4000-4999	\$ 12,409,131		\$ -	\$ 12,409,131
Services and Other Operating Expenditures	5000-5999	\$ 32,608,456		\$ -	\$ 32,608,456
Capital Outlay	6000-6999	\$ 330,356		\$ -	\$ 330,356
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 939,569		\$ -	\$ 939,569
Transfers of Indirect Costs	7300-7399	\$ (401,000)		\$ -	\$ (401,000)
TOTAL EXPENDITURES		\$ 284,897,424	\$ 5,809,100	\$ -	\$ 290,706,524
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 1,873,773	\$ -	\$ -	\$ 1,873,773
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (6,986,898)	\$ (5,809,100)	\$ -	\$ (12,795,998)
BEGINNING FUND BALANCE					
	9791	\$ 57,854,924			\$ 57,854,924
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 50,868,026	\$ (5,809,100)	\$ -	\$ 45,058,926
COMPONENTS OF ENDING FUND					
Nonspendable	9711-9719	\$ 908,955	\$ -	\$ -	\$ 908,955
Restricted	9740	\$ 10,221,452	\$ (252,307)	\$ -	\$ 9,969,145
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 5,742,703	\$ -	\$ -	\$ 5,742,703
Reserve for Economic Uncertainties	9789	\$ 8,603,136	\$ 174,273	\$ -	\$ 8,777,409
Unassigned/Unappropriated Amount	9790	\$ 25,391,780	\$ (5,731,066)	\$ -	\$ 19,660,714

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 12 - Child Development Fund**

Bargaining Unit:

Glendale Teachers Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ 782,000		\$ -	\$ 782,000
Other State Revenue 8300-8599	\$ 2,701,000		\$ -	\$ 2,701,000
Other Local Revenue 8600-8799	\$ 115,115		\$ -	\$ 115,115
TOTAL REVENUES	\$ 3,598,115		\$ -	\$ 3,598,115
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 1,674,759	\$ 65,287	\$ -	\$ 1,740,046
Classified Salaries 2000-2999	\$ 1,154,441		\$ -	\$ 1,154,441
Employee Benefits 3000-3999	\$ 1,224,900	\$ 12,814	\$ -	\$ 1,237,714
Books and Supplies 4000-4999	\$ 153,305		\$ -	\$ 153,305
Services and Other Operating Expenditures 5000-5999	\$ 131,483		\$ -	\$ 131,483
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ 111,000		\$ -	\$ 111,000
TOTAL EXPENDITURES	\$ 4,449,888	\$ 78,101	\$ -	\$ 4,527,989
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 858,773	\$ -	\$ -	\$ 858,773
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 7,000	\$ (78,101)	\$ -	\$ (71,101)
BEGINNING FUND BALANCE	\$ 190,634			\$ 190,634
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 197,634	\$ (78,101)	\$ -	\$ 119,533
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 158,624	\$ (78,101)	\$ -	\$ 80,523
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ 39,010	\$ -	\$ -	\$ 39,010
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education
Business Advisory Services
Revised 7/11/17

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 13/61 - Cafeteria Fund**

Bargaining Unit:

Glendale Teachers Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ -		\$ -	\$ -
Federal Revenue 8100-8299	\$ 6,500,000		\$ -	\$ 6,500,000
Other State Revenue 8300-8599	\$ 520,000		\$ -	\$ 520,000
Other Local Revenue 8600-8799	\$ 2,018,365		\$ -	\$ 2,018,365
TOTAL REVENUES	\$ 9,038,365		\$ -	\$ 9,038,365
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ 3,318,483		\$ -	\$ 3,318,483
Employee Benefits 3000-3999	\$ 1,654,629		\$ -	\$ 1,654,629
Books and Supplies 4000-4999	\$ 3,951,660		\$ -	\$ 3,951,660
Services and Other Operating Expenditures 5000-5999	\$ 286,650		\$ -	\$ 286,650
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ 290,000		\$ -	\$ 290,000
TOTAL EXPENDITURES	\$ 9,501,422	\$ -	\$ -	\$ 9,501,422
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (463,057)	\$ -	\$ -	\$ (463,057)
BEGINNING FUND BALANCE 9791	\$ 4,350,555			\$ 4,350,555
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 3,887,498	\$ -	\$ -	\$ 3,887,498
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ 91,107	\$ -	\$ -	\$ 91,107
Restricted 9740	\$ 365,672	\$ -	\$ -	\$ 365,672
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ 3,430,719		\$ -	\$ 3,430,719
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positiveLos Angeles County Office of Education
Business Advisory Services
Revised 7/11/17

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGETEnter Fund: **Building Fund --- Fund 21**Bargaining Unit: **Glendale Teachers Association**

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ -		\$ -	\$ -
Other Local Revenues 8600-8799	\$ 1,039,524		\$ -	\$ 1,039,524
TOTAL REVENUES	\$ 1,039,524		\$ -	\$ 1,039,524
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ 1,168,259		\$ -	\$ 1,168,259
Employee Benefits 3000-3999	\$ 535,425		\$ -	\$ 535,425
Books and Supplies 4000-4999	\$ 189,422		\$ -	\$ 189,422
Services and Other Operating Expenditures 5000-5999	\$ -		\$ -	\$ -
Capital Outlay 6000-6999	\$ 64,208,488		\$ -	\$ 64,208,488
Other Outgo (excluding Indirect Costs) 7100-7299	\$ -		\$ -	\$ -
7400-7499				
Transfers of Indirect Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ 66,101,594	\$ -	\$ -	\$ 66,101,594
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 1,700,000	\$ -	\$ -	\$ 1,700,000
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (63,362,070)	\$ -	\$ -	\$ (63,362,070)
BEGINNING FUND BALANCE				
9791	\$ 80,859,460			\$ 80,859,460
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 17,497,390	\$ -	\$ -	\$ 17,497,390
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 11,713,749		\$ -	\$ 11,713,749
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,783,641	\$ -	\$ -	\$ 5,783,641
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Funds 25 and 40**
 Bargaining Unit: **Glendale Teachers Association**

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 2,270,529		\$ -	\$ 2,270,529
Other Local Revenue	8600-8799	\$ 2,110,452		\$ -	\$ 2,110,452
TOTAL REVENUES		\$ 4,380,981		\$ -	\$ 4,380,981
EXPENDITURES					
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ 114,559		\$ -	\$ 114,559
Employee Benefits	3000-3999	\$ 55,375		\$ -	\$ 55,375
Books and Supplies	4000-4999	\$ 930,055		\$ -	\$ 930,055
Services and Other Operating Expenditures	5000-5999	\$ 1,173,408		\$ -	\$ 1,173,408
Capital Outlay	6000-6999	\$ 16,379,108		\$ -	\$ 16,379,108
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 1,209,874		\$ -	\$ 1,209,874
Transfers of Indirect Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ 19,862,379	\$ -	\$ -	\$ 19,862,379
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ 1,015,000	\$ -	\$ -	\$ 1,015,000
Transfers Out and Other Uses	7600-7699	\$ 1,700,000	\$ -	\$ -	\$ 1,700,000
OPERATING SURPLUS (DEFICIT)*		\$ (16,166,398)	\$ -	\$ -	\$ (16,166,398)
BEGINNING FUND BALANCE					
	9791	\$ 32,896,820			\$ 32,896,820
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 16,730,422	\$ -	\$ -	\$ 16,730,422
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,246,853	\$ -	\$ -	\$ 2,246,853
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 14,483,569		\$ -	\$ 14,483,569
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD
Glendale Teachers Association

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

None.

Glendale USD

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Unrestricted General Fund MYP**

Bargaining Unit:

Glendale Teachers Association

Object Code	2017-18	2018-19	2019-20
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 222,354,970	\$ 234,777,881	\$ 241,173,942
Federal Revenue 8100-8299	\$ 200,000	\$ 200,000	\$ 200,000
Other State Revenue 8300-8599	\$ 8,323,696	\$ 12,367,992	\$ 5,132,536
Other Local Revenue 8600-8799	\$ 4,741,859	\$ 4,748,427	\$ 4,748,427
TOTAL REVENUES	\$ 235,620,525	\$ 252,094,300	\$ 251,254,905
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 105,736,870	\$ 104,071,155	\$ 105,074,466
Classified Salaries 2000-2999	\$ 24,313,730	\$ 24,692,154	\$ 25,992,154
Employee Benefits 3000-3999	\$ 54,330,033	\$ 59,175,403	\$ 65,652,153
Books and Supplies 4000-4999	\$ 6,036,062	\$ 4,644,463	\$ 4,236,769
Services and Other Operating Expenditures 5000-5999	\$ 17,546,914	\$ 15,617,923	\$ 15,877,704
Capital Outlay 6000-6999	\$ 138,489	\$ 81,592	\$ 81,592
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 409,569	\$ 409,569	\$ 409,569
Transfers of Indirect Costs 7300-7399	\$ (1,239,692)	\$ (1,088,410)	\$ (1,088,402)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 207,271,975	\$ 207,603,849	\$ 216,236,005
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,015,000	\$ 1,015,000	\$ 1,015,000
Contributions 8980-8999	\$ (39,764,782)	\$ (39,448,304)	\$ (39,394,815)
OPERATING SURPLUS (DEFICIT)*	\$ (12,431,232)	\$ 4,027,147	\$ (5,390,915)
BEGINNING FUND BALANCE			
9791	\$ 47,212,609	\$ 34,781,377	\$ 38,808,524
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 34,781,377	\$ 38,808,524	\$ 33,417,609
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 600,551	\$ 147,474	\$ 147,474
Restricted 9740			
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,742,703	\$ 4,519,807	\$ 5,274,020
Reserve for Economic Uncertainties 9789	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360
Unassigned/Unappropriated Amount 9790	\$ 19,660,714	\$ 25,556,837	\$ 19,152,755

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positiveLos Angeles County Office of Education
Business Advisory Services

Revised 7/11/17

Glendale USD

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Restricted General Fund MYP**

Bargaining Unit:

Glendale Teachers Association

Object Code	2017-18	2018-19	2019-20
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ 16,949,933	\$ 13,011,101	\$ 13,023,781
Other State Revenue 8300-8599	\$ 18,069,471	\$ 17,574,871	\$ 17,615,680
Other Local Revenue 8600-8799	\$ 9,144,370	\$ 7,312,143	\$ 7,312,143
TOTAL REVENUES	\$ 44,163,774	\$ 37,898,115	\$ 37,951,604
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 25,786,026	\$ 24,211,097	\$ 24,210,976
Classified Salaries 2000-2999	\$ 17,106,624	\$ 17,185,959	\$ 17,185,904
Employee Benefits 3000-3999	\$ 17,546,729	\$ 17,187,109	\$ 17,187,038
Books and Supplies 4000-4999	\$ 6,373,069	\$ 3,464,803	\$ 3,464,764
Services and Other Operating Expenditures 5000-5999	\$ 15,061,542	\$ 13,329,807	\$ 13,329,771
Capital Outlay 6000-6999	\$ 191,867	\$ 73,868	\$ 73,868
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 530,000	\$ 530,000	\$ 530,000
Transfers of Indirect Costs 7300-7399	\$ 838,692	\$ 687,410	\$ 687,402
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 83,434,549	\$ 76,670,053	\$ 76,669,723
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 858,773	\$ 857,964	\$ 857,950
Contributions 8980-8999	\$ 39,764,782	\$ 39,448,304	\$ 39,394,815
OPERATING SURPLUS (DEFICIT)*	\$ (364,766)	\$ (181,598)	\$ (181,254)
BEGINNING FUND BALANCE			
9791	\$ 10,642,315	\$ 10,277,549	\$ 10,095,951
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 10,277,549	\$ 10,095,951	\$ 9,914,697
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 308,404	\$ -	\$ -
Restricted 9740	\$ 9,969,145	\$ 10,095,951	\$ 9,914,697
Committed 9750-9760			
Assigned 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Glendale USD

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Combined General Fund MYP**

Bargaining Unit:

Glendale Teachers Association

Object Code	2017-18	2018-19	2019-20
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 222,354,970	\$ 234,777,881	\$ 241,173,942
Federal Revenue 8100-8299	\$ 17,149,933	\$ 13,211,101	\$ 13,223,781
Other State Revenue 8300-8599	\$ 26,393,167	\$ 29,942,863	\$ 22,748,216
Other Local Revenue 8600-8799	\$ 13,886,229	\$ 12,060,570	\$ 12,060,570
TOTAL REVENUES	\$ 279,784,299	\$ 289,992,415	\$ 289,206,509
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 131,522,896	\$ 128,282,252	\$ 129,285,442
Classified Salaries 2000-2999	\$ 41,420,354	\$ 41,878,113	\$ 43,178,058
Employee Benefits 3000-3999	\$ 71,876,762	\$ 76,362,512	\$ 82,839,191
Books and Supplies 4000-4999	\$ 12,409,131	\$ 8,109,266	\$ 7,701,533
Services and Other Operating Expenditures 5000-5999	\$ 32,608,456	\$ 28,947,730	\$ 29,207,475
Capital Outlay 6000-6999	\$ 330,356	\$ 155,460	\$ 155,460
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 939,569	\$ 939,569	\$ 939,569
Transfers of Indirect Costs 7300-7399	\$ (401,000)	\$ (401,000)	\$ (401,000)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 290,706,524	\$ 284,273,902	\$ 292,905,728
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,873,773	\$ 1,872,964	\$ 1,872,950
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (12,795,998)	\$ 3,845,549	\$ (5,572,169)
BEGINNING FUND BALANCE			
9791	\$ 57,854,924	\$ 45,058,926	\$ 48,904,475
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 45,058,926	\$ 48,904,475	\$ 43,332,306
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 908,955	\$ 147,474	\$ 147,474
Restricted 9740	\$ 9,969,145	\$ 10,095,951	\$ 9,914,697
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,742,703	\$ 4,519,807	\$ 5,274,020
Reserve for Economic Uncertainties 9789	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360
Unassigned/Unappropriated Amount 9790	\$ 19,660,714	\$ 25,556,837	\$ 19,152,755

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Glendale USD
Glendale Teachers Association

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2017-18	2018-19	2019-20
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 292,580,297	\$ 286,146,866	\$ 294,778,678
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 292,580,297	\$ 286,146,866	\$ 294,778,678
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 19,660,714	\$ 25,556,837	\$ 19,152,755
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 28,438,123	\$ 34,141,243	\$ 27,996,115
f.	Reserve for Economic Uncertainties Percentage	9.72%	11.93%	9.50%

3. Do unrestricted reserves meet the state minimum reserve amount?

2017-18	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2018-19	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2019-20	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

The projections reflect an approved 2018-19 solvency plan and released 7.25 million 2018-19 state discretionary reserve.

Glendale USD
Glendale Teachers Association

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 5,887,201
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (5,809,100)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ (78,101)
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (5,887,201)

Variance \$ 0

Variance Explanation:

The 2016-17 settlement provides an ongoing 1.5% general salary increase retroactive from July 1, 2016. The 2017-18 settlement provides an additional ongoing 1.5% general salary increase effective July 1, 2017. Page 1, Section A, Line 5 reflects the 2016-17 retro payment adjustments, "plus" the ongoing 2017-18 general increase.

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/ (Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(s)?	\$ (6,986,898)	(2.4%)	Continued deficit spending pattern.
Current FY Surplus/(Deficit) after settlement(s)?	\$ (12,795,998)	(4.4%)	Continued deficit spending pattern.
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 3,845,549	1.3%	Continued deficit spending pattern.
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (5,572,169)	(1.9%)	Continued deficit spending pattern.

Deficit Reduction Plan (as necessary):

The Board of Education is aware of the deficit spending pattern and will be proactive in finding ways to reduce these deficits.

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Page 5a	\$ -	Projection reflects 2018-19 approved Solvency Plan.
1st Subsequent FY Restricted, Page 5b	\$ -	Projection reflects 2018-19 approved Solvency Plan.
2nd Subsequent FY Unrestricted, Page 5a	\$ -	Projection reflects 2018-19 approved Solvency Plan.
2nd Subsequent FY Restricted, Page 5b	\$ -	Projection reflects 2018-19 approved Solvency Plan.

Glendale Teachers Association

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2017-18	2018-19	2019-20
a. LCFF Funding per ADA	8,537.53	8,732.79	9,211.65	9,434.47
b. Amount Change from Prior Year Funding per ADA	195.26	478.86	222.82	
c. Percentage Change from Prior Year Funding per ADA	2.29%	5.48%	2.42%	
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)	5,887,201.14	-	-	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)	3.88%	0.00%	0.00%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)	Exceeds	-	-	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Glendale Unified School District, hereby certify that the District can meet the costs incurred under the GTA Collective Bargaining Agreement during the term of the agreement from July 1, 2016 to June 30, 2018.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	5,887,201
\$	(5,887,201)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	635,000
\$	123,929
\$	511,071

Budget Revisions

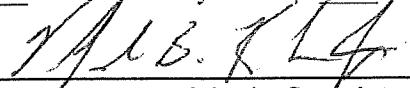
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify




 District Superintendent
 (Signature)

4/12/18

 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)

4/12/2018

 Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Glendale USD
Glendale Teachers Association

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

The 2016-17 settlement provides an ongoing 1.5% general salary increase retroactive from July 1, 2016.

The 2017-18 settlement provides an additional ongoing 1.5% general salary increase effective July 1, 2017.

Page 1, Section A, Line 5 reflects the 2016-17 retro payment adjustments, "plus" the ongoing 2017-18 general increase.

Concerns regarding affordability of agreement in subsequent years (if any):

Both the 2016-17 and 2017-18 GTA settlements result in a draw down of the ending balance amount.

New LCFF funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the ongoing deficit spending pattern present in the District.

An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details)

Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Glendale Unified School District

District Name

District Superintendent
(Signature)

Date

Craig Larimer, Financial Analyst

Contact Person

818-241-3111 ext. 1349

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on April 17, 2018 took action to approve the proposed agreement with the Glendale Teachers Association Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

GLENDALE UNIFIED SCHOOL DISTRICT

Projected End-Of-Year 2017-18

4/11/2018

Per Education Code Section 42127(a)(2)(B), the following reserve exceeding minimum Reserve for Economic Uncertainties

Components Based on the June 2018 Proposed Budget	MYP			2020-21
	2017-18	2018-19	2019-20	
(A) 3% Mandated Reserve for Economic Uncertainties (REU)	8,777,409	8,584,406	8,843,360	9,054,856
(B) Assigned Amounts (from below F1 + F2 + F3 + F4 + F5)	5,742,703	4,519,807	5,274,020	10,380,767
(C) Unassigned/Unappropriated Balance (CDE MYP lines D.3.e1 + D.3.e2) C = A + F6	28,438,123	34,141,243	27,996,115	18,067,941
(D) Total of Assigned + Unassigned/Unappropriated Balance (B + C)	34,180,826	38,661,050	33,270,135	28,448,708
(E) Reserve Exceeding Minimum Reserve for Economic Uncertainties (REU) E = D - A (same as line F Sub-total below)	25,403,417	30,076,644	24,426,775	19,393,852
(F) Reasons for reserves in excess of minimum REU:				
1 Reserve for Future LACOE Charges	1,400,000	1,400,000	1,400,000	1,400,000
2 Reserve LCFF Net Income Growth less STRS/PERS/SPED Increases	0	0	1,977,109	7,083,856
3 Reserve for Regular Carry-Over & MAA	1,896,911	1,896,911	1,896,911	1,896,911
4 Other Reserve	0	0	0	0
5 Reserve for One-Time 2017-18 Discretionary Funding	2,445,792	1,222,896	0	0
6 Reserve for One-Time 2018-19 Discretionary Funding	0	0	0	0
7 Unassigned Balance for Oper. Solvency, CSEA Settlement, GSMA Settlement	19,660,714	25,556,837	19,152,755	9,013,085
Sub-total Reserve Exceeding Minimum REU (same as line E above)	25,403,417	30,076,644	24,426,775	19,393,852

Possible Budget Reductions 2017-18 and 2018-19

Review use of outside services and retired certificated staff	Estimated Reduction 2017-2018	Estimated Reduction 2018-2019	Reduction %	Comments	LCAP
Identify areas for Special Education reductions	50,000	50,000			#1
Approve conferences based on purpose and alignment to LCAP	0	240,000	2%	Aides, Reduce number of students identified - cost to GF \$56,063,642	#1, #3
Reduce sub days for Professional Development	50,000	Maintain	20%	Limit out of state conferences to those necessary for LCAP or Grants	#1, #4
Professional Development (Secondary Ed. Serv.) - 5 Teacher Specialists/Learning Leaders/6th period Savings (most savings already in the Multi-Year-Plan)	100,000	20,000	10%	Common release days PD outside of school day/PBIS days	#1, #4
Teacher Allocation/Reallocat. (retirement savings already included in budget)	100,000	Maintain			
FLAG in 17-18 reduction	0	1,000,000			
3 Positions Added - Foster/Homeless, Social Worker and Armenian FLAG	175,000	0			
Various Principal Additional Assignment Savings	(375,000)	Maintain			
H&W rates lower than budgeted - MedImpact Pharm carve-out	15,500	10,000			
H&W rates higher/lower than budgeted - Information in May 2018	1,595,502	0			
Examine cost of 3rd party contracts	250,000	0			
Reduce cost of Transportation (SPED and Clark)	0	50,000	1%	Ready, PBIS LACOE Contract	#1, #4
Reduce cost of FASO vehicle fleet	0	450,000	10%	Charge on sliding scale or get a community sponsors for Clark; Develop a minimum distance	#3
Increase communication with parents by means other than paper	10,000	Maintain			#6
Reduce overtime for classified management position	15,000	10,000	25%	Reduce number of false alarms	#7
Review administrative staffing level	0	400,000			
Review classified staffing level	200,000	600,000	5%		#7
Reduction of costs for Meals/snacks at meetings	20,000	Maintain	20%	Possible Utility savings for one week or closure in July (GWP, Edison, GAS) (total monthly cost/4)	NA
Close Elementary and Middle school total for one week in the summer	7,000	0	100%	Possible Utility savings for having summer school at one site (GWP, Edison, GAS) calculated based on average cost for 4 WS and 4 HS for 5 weeks (There could be additional savings/cost depending on average cost for 4 WS and 4 HS for 5 weeks)	NA
Have summer school at less sites	30,000	0	100%	Go digital	NA
Computer/printer equipment and service	50,000	125,000	10%		NA
Accelerated Reader Subscription	64,213	Maintain			
Software Subscriptions	0	50,000			
District office supplies	70,000	25,000	10%	Use Tech-eliminate paper	NA
Independent Study for all students out for 3 days or more	10,000	Maintain			#1
Increase ADA percentage by .5% (2016-17 final ADA was 96.4%)	1,423,563	Maintain		Increase average daily attendance by .5%	#3
Increase enrollment (net +50 students - over 2017-18 for 2018-19)	1,380,993	435,000			
Increase lease revenue - through possible building exchange transaction?	0	200,000			
LCFF on-going funding improvement - January and May 2018 Gov. Budget	0	0			
Use of one-time revenue/current reserves	0	1,000,000			
Raise fees for facility usage by community groups	15,000	Maintain	10%	for profit entities	NA
Increase E-waste rebates by including community E-waste	5,000	Maintain			NA
May Revise Improvement	2,000,000	0			NA
Commodity recycling-Cardboard	5,000	Maintain			NA
Total	7,266,761	4,685,000			

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Dr. Debra Rinder, Executive Director, Special Education

SUBJECT: Special Education Cluster Reorganization Proposal

In July 2011, Glendale Unified School District (GUSD) reconfigured how self-contained special education services were provided to students. Instead of individual schools housing self-contained classrooms, a cluster model was developed. The model identified four elementary schools who would service students in grades K-3 and four elementary schools who would service students in grades 4-6.

Currently, special education clusters are at eight elementary schools. Four schools serve students in self-contained classrooms in grades TK-3, and four schools serve students in grades 4-6 (see chart below 2017-2018 school year).

Proposed Cluster Reorganization Plan 2018-2019									
Status	School	2017-2018	# of Rms	2018-2019	# of Rms	2019-2020	# of Rms	2020-2021	# of Rms
Extend	Columbus	TK-3	3	TK-4	3	TK-5	3	TK-5	3
Extend	Glenoaks	TK-3	2	TK-4	3	TK-5	3	TK-6	3
Extend	Lincoln	TK-3	2	TK-4	3	K-5	3	K-6	3
Extend	Marshall	TK-3	3	TK-4	3	TK-5	3	TK-5	3
Extend	Fremont	4-6	2	TK-K, 5-6	3	TK-1, 6	3	TK-2	3
Extend	Mann	4-5	2	TK-K, 5	3	TK-1	3	TK-2	3
Reduce/Preschool	La Crescenta	4-6	2	5-6, PS	2	6 or PS	2	PS/PS	2
Reduce/Close	Jefferson	4-6	2	5 or 5-6	1	close	0	-	0

This current model causes the most at-risk students, who do not usually do well with transition, to change their elementary school after third grade. This creates stress for the child and parents who have established friendships and a trusting relationship with other parents, teachers and administration.

In November 2017, parents and elementary principals requested that GUSD review the current elementary special education cluster model. After multiple meetings with cluster principals and consultation with parents, staff settled on a proposal for 2018-2021 to best meet the needs of the students, parents and the schools.

Recommendations

It is the recommendation that the Jefferson cluster be eliminated. This will provide the school additional classrooms to alleviate some over-crowding conditions.

Staff also recommends that the cluster at La Crescenta Elementary be phased out and replaced with a preschool program due to increase in the number of preschool students with special needs entering GUSD.

The other six cluster schools will phase in new grade levels until they fully represent the grade span at the hosting school, either TK/K-5 or TK/K-6. (See chart for details of this proposed reorganization plan).

Transition Plan

This proposed transition plan allows students currently in a self-contained classroom to matriculate with their classmates at their current site through promotion at the end of 5th or 6th grade. New TK/K clusters will begin at Fremont and Mann Elementary Schools. Ultimately, this plan creates six elementary schools who will serve special needs population TK-6 in self-contained classrooms with the least amount of transitions for students and parents.

This recommendation will be brought back for approval at the May 1, 2018, Board of Education meeting with permission of the Board.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning
Melanie Doody, Teacher Specialist, Teaching and Learning

SUBJECT: **Proposed Secondary Mathematics Textbook Adoption**

Overview

This report will update the Board of Education on the selection process and recommendation for math textbooks for grades 6 – 8 and next steps for Integrated I, II, and III. The pilot process ended on March 16, 2018. Pilot teachers voted and the secondary principals made their recommendation. In addition, the Teaching and Learning (T&L) team has offered a rationale to adopt one curriculum for 6-8 and one curriculum for Integrated I - III.

Results of Secondary Math Textbook Pilot

GUSD secondary math teachers piloted two textbooks for adoption for Math 6 – Integrated III courses. Piloting occurred in all secondary classrooms in Math 6 through Integrated I. Math 6 textbooks were also piloted in seven elementary classrooms, including schools that feed to all four middle school sites. A team of 11 high school teachers from across the District piloted lessons from the Integrated II and III books from both publishers.

The first pilot cycle ran from the first day of school in August to the Thanksgiving break (August 16 to November 17, 2017) using the College Preparatory Mathematics (CPM) materials in Grade 6 through Integrated III. Pilot teachers were provided four days of training on the CPM materials prior to the pilot.

The second pilot cycle ran from Thanksgiving to Spring Break (November 27, 2017 to March 16, 2018) using Pearson enVision 2.0 for Math 6 through Math 8 and Houghton Mifflin Harcourt (HMH) for Integrated I - III. Pilot teachers were provided two days of training on these materials.

The Math Curriculum Study Committee (CSC) determined the protocol for voting on the materials for the different grade spans in January 2018. The Gr. 6-8 vote was based on the number of sections where the pilot materials were in use at the school in those grades. This method was used to provide a fair representation for the 6th grade teachers who were split between elementary and middle school sites. For the Integrated materials, each middle school had a total of one vote. Each Integrated I high school pilot teacher had one vote. The Integrated II pilot committee teachers (the team that piloted a few lessons in upper level math from each publisher) had a combined total of one vote per site, as did the Integrated III pilot teachers.

The breakdown of votes per site was as follows:

Math 6 - 8		Integrated I-III	
Site	# Votes	Site	# Votes
Roosevelt MS	25	Clark Magnet	3
Rosemont MS	37	Crescenta Valley HS	8
Toll MS	37	Daily HS	3
Wilson MS	34	Glendale HS	11
Balboa ES	3	Hoover HS	8
Jefferson ES	1	Roosevelt MS	1
La Crescenta ES	2	Rosemont MS	1
Lincoln ES	2	Toll MS	1
Monte Vista ES	3	Wilson MS	1
Muir ES	3		
Valley View ES	1		

The CSC had originally thought they would have one vote per school and a small group of pilot teachers would provide feedback to the CSC on March 12. Because of the changes in the voting, CSC decided to cancel the March 12 release day, as not every pilot teacher (109 total) in the District could participate. Department chairs agreed to facilitate discussions within their departments prior to votes being cast at the March CSC meeting, prior to Spring Break.

In lieu of the March 12 feedback meeting, the Teaching & Learning department scheduled two after-school dates and invited teachers to discuss the merits of the materials with teachers from other sites. Although the conversations were productive, they were not well attended—only 8-12 teachers for each session.

On March 1, Secondary Math Teacher Specialist, Melanie Doody, sent the following information to all department chairs and 6th grade elementary pilot teachers:

- EdReports reviews of all the pilot materials
- Results of pre- and post- tests
- Results from the teacher survey
- Anecdotal comments received from pilot teachers
- Anecdotal comments received from non-pilot teachers
- Anecdotal comments received from parents
- Copies of the parent surveys from the textbook displays at the Board and Crescenta Valley High School (CVHS)
- Summary of comments made by students for each of the curriculum

Department chairs were asked to share this information with departments, discuss and debrief, then bring their department votes to the March CSC meeting.

Union President, Taline Arsenian, heard a few teachers who were upset by the cancellation of the March 12 date, and both Ms. Arsenian and T&L staff heard of inconsistencies in the distribution of the data, information, and the voting process. After a joint meeting of T&L and Ms. Arsenian, it was decided that the vote would be delayed and a Pilot Teacher Forum would be held on the afternoon of March 26, the District Professional Development day.

All pilot teachers, as well as all 6th grade elementary teachers and 6-12 math teachers, were emailed directly about the Forum. Some teachers expressed concern and frustration that the vote would be delayed and felt the meeting would be unnecessary. T&L and Ms. Arsenian worked together to explain the importance of the meeting. The Forum was orderly and teachers had the opportunity to address the audience for three minutes. Teachers openly shared the pros and cons of each program.

A Summary of the Arguments For and Against Each Program

The CPM curriculum promotes a non-traditional approach to math instruction that values student engagement in collaborative learning settings. The teacher facilitates learning activities that require students to discuss, write about, and make sense of mathematical concepts using the eight Standards for Mathematical Practice. Both Pearson's enVision 2.0 and the HMH programs are more traditional math programs that involve direct instruction from the teacher and provides examples and practice problems in a workbook format.

Teachers in favor of the CPM program expressed that their students were deeply engaged in discussing mathematical concepts during the lessons and showed visible engagement with the Standards for Mathematical Practice, including making sense of problems and persevering in solving them, and constructing viable arguments and critiquing the

reasoning of others. Proponents of CPM noted the varying levels of depth of knowledge (DOK) questions and better alignment with the shifts demanded by the California State Standards.

Teachers opposed to the CPM program expressed that the dependence on students working in groups was a challenge. Some students do well in groups, but not all. Students who have gaps in their mathematical skills or limited English proficiency have a hard time contributing to the group learning process. The group work poses different classroom management challenges than a traditional direct instruction approach. Teachers also expressed that they found it difficult to check for understanding of individual students using the group format. They found that there were not enough practice problems for students to do independently. They also found it difficult to provide remediation or clarify key concepts during the lessons.

Teachers in favor of enVision or HMH preferred the traditional direct instruction format because it provided more flexibility for the teacher to direct the lesson. They preferred the more robust online resources and exam building resources that included modified tests and quizzes for students with special needs. There are more options for independent work problems in the books as well.

Teachers opposed to enVision or HMH expressed concerns about alignment with the California State Standards. There were concerns that the materials lacked problems at varying depth of knowledge levels. The majority of practice problems involved lower DOK levels with only a couple challenge problems at higher thinking levels. They expressed concerns about continuing with a traditional style of program that had not yielded positive gains in mathematical achievement for most GUSD students in the past.

Ballots were provided to department chairs and 6th grade elementary pilot teachers. T&L collected the ballots on Wednesday, March 28. Ballots were counted by T&L and results were sent to department chairs and pilot teachers.

The results of the teacher vote are as follows:

Grade 6 - 8		Integrated I - III	
Curriculum	# Teacher Votes	Curriculum	# Teacher Votes
Pearson enVision	95	HMH	19
CPM	49	CPM	18

The process, data, and teacher vote breakdown was shared with the secondary principals on March 29, 2018. After lengthy discussions and debate on which programs better meet

the needs of both students and teachers, the principals voted on their recommendation on the secondary math adoptions.

The results of the Middle and High School Principals recommendations are as follows:

Grade 6 - 8			Integrated I - III	
Curriculum	#Secondary Principals	# Elem Principals	Curriculum	# Principal Votes
Pearson enVision	1	8	HMH	1
CPM	2	2	CPM	4

Rationale for Single Adoption

The question has been raised as to whether or not the District would consider letting sites choose between the two curriculum options and having a dual adoption of two programs. Staff has serious concerns about the proposal of a dual adoption and strongly recommends a single adoption at each level.

- We are a Unified School District, so materials should be common across the District.
 - Need reciprocity for students who move within District
 - Need reciprocity for teachers who move within District
- Collaboration and Professional Development
 - Next steps will include District-wide collaboration and development of common assessments—a dual adoption doubles the work and limits ability to share strategies and assessments across school sites
 - Providing professional development to two different groups of teachers is an added expense as the District looks for solutions for solvency
- Extra Cost
 - Dual adoption will reduce bulk order discounts
 - Schools share materials when populations shift—a dual adoption limits the ability to shift materials across schools resulting in a need to purchase more books
 - Professional development costs for two programs and a need to retrain teachers if they move to a different school
- Data
 - Difficult to identify trends and adjust

- If one school's data improves more than another, is the book the reason?
Do we then abandon the other?
- Inconsistent education for students if they transfer between schools.
- Creates a different program at different sites—parents could request transfer/permit based on math program.
- It is important to honor the work of the CSC and the process used to select textbooks.
- Teachers are skilled professionals who teach the State Standards. The book is a tool that they will adapt to meet the needs of their students.
- Recent single adoption precedents: K-5 Math, Spanish, AP Government, Health, all with single adoption despite dissent from some teachers. Dual adoption sets a precedent for future adoptions.

Recommendation

Based on the results of the teacher vote, District staff is recommending a single adoption of enVision 2.0 for Grades 6-8.

Next Steps

At the direction of the Board, approval of enVision 2.0 for Math Grades 6-8 will be brought back as an action item at the May 1, 2018 Board of Education meeting.

As the dialog surrounding the materials for Integrated Math I-III is ongoing, District staff will provide the Board of Education with a recommendation for adoption at a future Board meeting.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
Dr. Kelly King, Assistant Superintendent, Educational Services

PREPARED BY: Frank Schlueter, Director, Educational Technology & Information Services

SUBJECT: **Review of Request for Proposal Results for Document Management**

Overview

The purpose of the document management project is to save the District money by centralizing print management while ensuring teachers and staff have the tools they need. Additionally, the project provides much-needed support to the school sites for supply replacement planning. GUSD contracted with Procure America to form a team to evaluate the current requirements, develop a sourcing strategy, and issue RFPs (Request for Proposal) to interested vendors. The team, consisting of Frank Schlueter, Director of Educational Technology and Information Services (ETIS); Gilda Keshishyan, Purchasing Agent, Procurement and Contracts; and Romer Ganiron, Assistant Director, ETIS; along with Procure America’s Document Management Team including Hannah Recla, Mel Walker, Lisa Kitamura, and Ethan Davis, completed a District-wide Assessment (January – June 2017) and an RFP (August 2017 – March 2018).

Financial Impact

	Current Annual Spend	RFP Results Expected Annual Costs
Copiers and Duplicators (hardware/service/supplies)	\$571,100	\$389,230
Printer Supplies	\$341,900	\$111,400
Totals	\$913,000	\$500,630
Expected Annual Savings at Full Implementation		\$412,370

RFP Objectives

The objectives of the RFP were:

1. To replace Copiers/Multifunction Devices (MFD) that are coming off their contracts and are at end-of-life
2. To consolidate printer supply purchases and to reduce the amount of time District ETIS personnel spend addressing printer hardware issues
3. To obtain pricing for usage tracking software to allow administrators a more efficient way of managing/monitoring copy/print budgets and to provide the District an efficient way to pay for copy/print services

RFP PA #1 of 3: Copier/MFD Hardware and Service and RFP PA #3 of 3: Usage Tracking Software

These two components are interdependent because of how the usage tracking software interacts with the copiers. Responses are as noted in the tables below.

#1 of 3: Copier/MFD Hardware and Service

Scoring Criteria	
Pricing	65% (25% Cost + 40% Terms and Conditions)
Equipment Configuration	25%
Vendor's ability to meet the needs of GUSD as determined by GUSD	10%

Weighted Scores and Ranks	Total Score	Rank
Sharp Business Systems (Sharp)	665	1
CBE Office Solutions (Sharp)	648	2
Business Complete Solutions (Toshiba)	643	3
SoCal Office Technologies (Xerox)	628	4
Kyocera Document Solutions (Kyocera)	615	5
Ricoh USA Inc. (Ricoh)	577	6
BMC Inc. (Sharp)	563	7
Canon Solutions America (Canon)	542	8
Total Possible	688	

#3 of 3: Usage Tracking Software

Scoring Criteria	
Pricing	40% (20% Cost + 20% Terms and Conditions)
Software Capability vs. RFP Requirements	20%
Vendor's Implementation Plan	20%
Vendor's ability to meet the needs of GUSD as determined by GUSD	20%

Weighted Scores and Ranks	Total Score	Rank
Sharp Business Systems (PaperCut MF)	513	1
SoCal Office Technologies (PaperCut)	508	2
CBE Office Solutions (Print Audit 6)	485	3
Image IV Systems (PaperCut MF)	384	4
Kyocera Document Solutions (PaperCut)	383	5
Ricoh USA Inc. (Streamline NX)	368	6
Canon Solutions America (uniflow)	355	7
Total Possible	638	

Award Recommendation Summary

Sharp Business Systems is the top-ranking vendor for RFP #1 and #3, and the recommendation is to award those two components to Sharp Business Systems. The full cost of the Usage Tracking Software will be deferred until a sufficient portion of the fleet has been replaced for the District to achieve the best value from that tool.

In addition to offering competitive pricing, Sharp Business Systems offered terms and equipment that meet the District's requirements. Sharp Business Systems also agreed to back up the guarantees they are making by providing a performance bond to the District equaling 25% of the total hardware and service costs for a period of 60 months.

Benefit Summary:

The hardware, service, and software represented by these RFPs will have significant benefits for the end users, site administrators, and District administrators. The benefits include:

- End User Level

- Improved Copier/MFD performance
- Reduced response times for Print repair issues
- Enhanced usage tracking tools
- Site Administrator Level
 - Reduced costs
 - Equity of capability in terms of device functionality
 - A more efficient method of managing and/or monitoring copy and print usage at the sites
- District Administrator Level
 - District-wide visibility into copy/print usage and costs at the user level

Financial Summary

Full implementation is expected to take 4 to 5 years.

The District has approximately 250 copiers and duplicators.

- 150 are over 5 years old
- 90 are over 8 years old
- 38 are leased

The Project Team recommends either purchasing the new copiers outright or leasing them with the 60-month \$1 buyout option. Either way, the District will have performance guarantees from Sharp Business Systems for 60 months from the install date for each copier. With the \$1 buyout lease option, the District will own the copier at the end of the lease term, and the school may decide to extend the life cycle of the copier by up to 3 additional years if the copier is running well.

Replacement of copiers and duplicators will be done over time at the discretion of the principals or department administrators. In some cases, it will be less expensive in the short term to keep a current copier than to replace it. However, when the projected cost of the new copier is less than the current copier or the current copier is not meeting the needs of teachers and staff, replacement will be highly encouraged. The Project Team will centrally manage the process by proactively working with the schools and departments to create a replacement plan for each device, sharing cost information, and coordinating the replacement of each device.

Cost Comparison at Full Implementation		
Component	Current Annual Cost	New Annual Cost
RFP #1 of 3 Copier/MFD Hardware and Service: Sharp Business Systems	\$571,100	\$369,418
RFP #3 of 3 Usage Tracking Software: Sharp Business Systems	n/a	\$19,812
Total Average Annual Cost	\$571,100	\$389,230
Annual Savings	\$181,870	
Total 60 Month Savings	\$909,350	

RFP PA #2 of 3: Printer/MFP Service + Supplies

Scoring Criteria	
Pricing	90% (35% Cost + 55% Terms and Conditions)
Vendor's ability to meet the needs of GUSD as determined by GUSD	10%

Weighted Scores and Ranks	Total Score	Rank
Image IV	456	1
Sharp Business Systems	449	2
SoCal Office Technologies	409	3
CBE Office Solutions	383	4
Kyocera Document Solutions	372	5
Kyocera Document Solutions w/Refresh	364	6
Ricoh USA Inc.	328	7
Canon Solutions America	293	8
Ricoh USA Inc. w/Refresh	281	9
Total Possible	472	

Award Recommendation Summary

Image IV is the top-ranking vendor for RFP #2, and the recommendation is to award this component to Image IV.

In addition to offering competitive pricing, Image IV offered terms and equipment that meet the District’s requirements. Image IV also agreed to back up the guarantees they are making by providing a performance bond to the District equaling 25% of the total service and supply costs for a period of 60 months.

Benefit Summary:

The service and supplies represented by this RFP will have significant benefits for the end users, site administrators, and District administrators. The benefits include:

- End User Level
 - Reduced response times for printer repair issues
- Site Administrator Level
 - Reduced costs
 - Streamlines processes
 - Ongoing visibility into printing costs
- District Administrator Level
 - District-wide visibility into print usage and costs

Financial Summary

The new contract is expected to be fully implemented directly following Board approval.

Cost Comparison at Full Implementation		
Component	Current Annual Cost for supplies only	New Annual Cost for service and supplies
RFP #2 of 3 Printer/MFP Service + Supplies: Image IV	\$341,908	\$111,400
Annual Savings	\$230,508	
Total 60 Month Savings	\$1,152,540	

Procure America Agreement

The revenue share to Procure America is 100 percent of the actual realized savings for 12 months, measured by the difference between the baseline costs and the new costs.

The contract for printer service and supplies would include all printers upon execution. Payment obligations to Procure America for the printer contract would be met after 12 months.

The contract for copier hardware, service and supplies would apply to copiers as they are purchased or leased. Each purchase order issued by the District to replace a copier would initiate a new contract in accordance with Procure America's recommendations will have its own 12-month term for the revenue share until all copiers have been replaced.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs
Dr. René M. Valdés, Director, Student Support Services

SUBJECT: Local Control Accountability Plan Update No. 13

Previous reports were delivered to the Board of Education regarding LCAP goals related to English Learner Progress and Suspension/Expulsion rates. This report will provide additional information asked at those previous meetings focusing on the following:

1. Improving proficiency levels for all English Learners (EL)
(as related to LCAP Goal 1: Increasing Student Achievement)
2. Improving student engagement by reducing suspension and expulsion rates
(as related to LCAP Goal 3-1: Create a positive environment and opportunities for students to connect with their school community)

Improving Proficiency Levels for all English Learners (EL)

(as related to LCAP Goal 1: Increasing Student Achievement)

In response to information requested by the Board of Education during the February 20, 2018, Board meeting regarding English Learner Progress, the following graphs and tables are provided to address data requested, specifically:

- Interventions
- iReady progress
- Reclassified Fluent English Proficient (RFEP) monitoring systems

English Learner (EL) Interventions

Each school site in the Glendale Unified School District develops, implements and evaluates an intervention plan, based on student needs. These plans directly support the District's LCAP priorities and goals. School intervention plans indicate specific services and actions aimed at increasing academic achievement for all students, particularly

English Learners. School intervention plans use Categorical funding sources such as Title I, Title III – English Learners, and Elementary Intervention.

The most commonly utilized interventions for 2017-18 include:

- Tutoring, within the school day and after school
- Push In/Pull Out Interventions
- Extended-day Interventions
- Hiring of personnel (*retired teachers, substitute teachers, intervention teachers*)
- English Learner Resources
- Homework Labs
- Assistive Technology and software programs
- Professional Development (*teachers and educational assistants*)
- English Language Development Instructional materials

iReady Student Progress Data

iReady assessment data monitors progress for individual students towards grade level targets in student performance levels in ELA and Math. For 2017-18, student growth percentages from the Fall to Winter assessments indicate that overall, English Learner students demonstrated accelerated rates of growth when compared to students district-wide in ELA and Math.

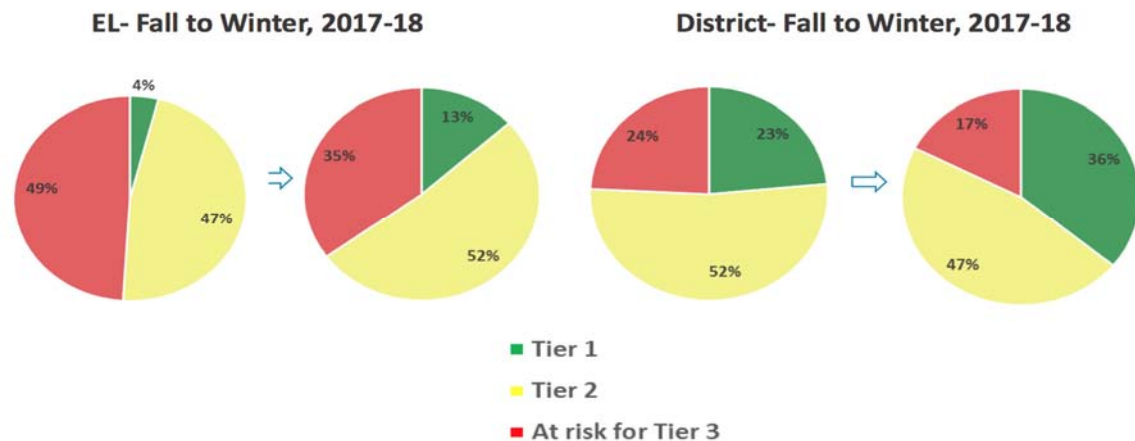
	Reading		Math	
	English Learners	District	English Learner	District
2015-16	60%	62%	57%	53%
2016-17	83%	63%	67%	59%
2017-18	87%	73%	65%	63%

Student growth percentages by grade level also demonstrated accelerated growth for ELs when compared to overall District percentages in grades 2, 3, 4, 5 and 6 for Math and in grades 1 through 6 for Reading.

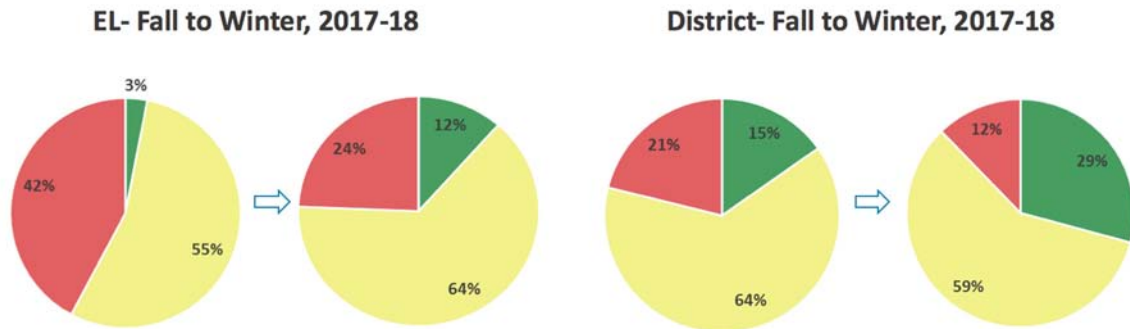
Reading		
2017-18	EL Median % of Target Achieved	District Median % of Target Achieved
Grade 1	78%	76%
Grade 2	85%	69%
Grade 3	72%	63%
Grade 4	100%	84%
Grade 5	89%	68%
Grade 6	157%	93%
Grade 7	108%	54%
Grade 8	154%	69%

Math		
2017-18	EL Median % of Target Achieved	District Median % of Target Achieved
Grade 1	60%	63%
Grade 2	63%	59%
Grade 3	56%	52%
Grade 4	64%	55%
Grade 5	65%	50%
Grade 6	115%	96%
Grade 7	73%	73%
Grade 8	82%	82%

English Language Arts



Math



The percentage of English Learners and overall students district-wide two or more years below grade level decreased in both Math and ELA comparing Fall 2017 to Winter 2018 as measured by iReady assessments.

Reclassified Fluent English Proficient Monitoring

The Every Student Succeeds Act of 2015 requires that the progress of reclassified students be monitored. GUSD monitors the progress of students twice a year for four years after reclassification to ensure academic supports are provided as needed. Teacher Specialists monitor report card grades, progress in ELA, Math and teacher observations. At each monitoring period, teachers and teacher specialist meet to review student progress. A catch-up plan is developed for those reclassified students not making adequate progress.

Next Steps

District and site level staff are committed to:

- Development of English Learner Task Force
- Development and implementation of a 2018-19 professional development plan focusing on the English Language Development (ELD) framework and standards, instructional strategies, and best practices
- 2 –Day Summer Institute focused on integrating English Learners into core content courses
- Site accountability for implementing Catch Up Intervention Plans
- Progress Tracking Summary - academic progress and attendance

Improving Student Engagement by Reducing Suspension and Expulsion Rates

(as related to LCAP Goal 3-1: Create a positive environment and opportunities for students to connect with their school community)

This section is in response to questions raised by the Board of Education during the March 3, 2018, Board meeting regarding suspension and expulsion data. Each graph or table presented below address the data that was requested; specifically:

- PBIS correlational data
- Suspension rates by school
- Total suspensions by grade level
- 3-year supervised (in-house) suspension totals
- Longitudinal suspension and expulsion data

Glendale Unified School District 3-Year Elementary Schools' Suspension Data

School	*PBIS	# of Stu Suspended 2014-2015	**Rate	# of Stu Suspended 2015-2016	**Rate	# of Stu Suspended 2016-2017	**Rate
Balboa	Cohort 2	6	0.7%	11	1.3%	5	0.6%
Cerritos	Cohort 4	12	2.4%	2	0.4%	13	3.0%
Columbus	Cohort 2	6	0.9%	0	0	8	1.2%
Dunsmore	Cohort 3	4	0.9%	9	1.9%	7	1.4%
Edison	Cohort 4	13	1.5%	0	0	2	0.2%
Franklin	Cohort 1	5	0.8%	4	0.6%	9	1.4%
Fremont	Cohort 5	12	1.7%	1	0.1%	1	0.2%
Glenoaks	Cohort 1	2	0.3%	3	0.5%	4	0.7%
Jefferson	Cohort 1	4	0.6%	5	0.7%	13	1.9%
Keppel	Cohort 3	5	0.5%	2	0.2%	1	0.1%
La Crescenta	Cohort 4	1	0.2%	2	0.4%	0	0
Lincoln	Cohort 4	1	0.2%	3	0.6%	2	0.4%
Mann	Cohort 1	20	2.7%	26	3.7%	17	2.4%
Marshall	Cohort 2	7	1.2%	1	0.2%	6	1.1%
Monte Vista	Cohort 4	0	0	2	0.3%	1	0.1%
Mountain Ave	Cohort 3	4	0.7%	0	0	4	0.7%
Muir	Cohort 2	7	0.8%	4	0.4%	11	1.2%
Valley View	Cohort 3	0	0	1	0.2%	0	0
Verdugo Woodlands	Cohort 4	2	0.2%	4	0.5%	2	0.2%
R.D. White	Cohort 4	4	0.4%	1	0.1%	4	0.4%

*PBIS Cohort Year represents the year training started: Cohort 1: 2014; Cohort 2: 2015; Cohort 3: 2016; Cohort 4: 2017; Cohort 5: 2018

**Suspension Rate Formula: Number of students suspended divided by cumulative enrollment

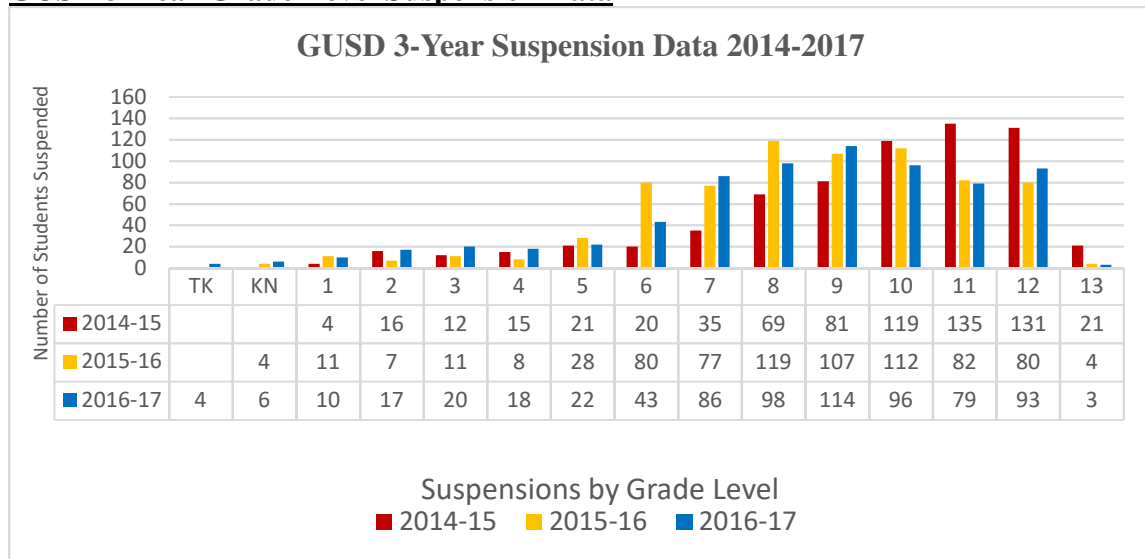
Glendale Unified School District 3-Year Secondary Schools' Suspension Data

School	*PBIS	# of Stu Suspended 2014-2015	**Rate	# of Stu Suspended 2015-2016	**Rate	# of Stu Suspended 2016-2017	**Rate
Clark Magnet	Cohort 5	40	3.5%	44	4.0%	29	2.6%
Crescenta Valley	Cohort 5	79	2.5%	64	3.3%	89	2.4%
Glendale	Cohort 3	134	4.6%	140	5.4%	160	6.6%
Hoover	Cohort 3	169	8.9%	94	5.4%	78	4.5%
Roosevelt	Cohort 1	39	4.6%	36	4.5%	55	6.8%
Toll	Cohort 3	36	2.9%	52	4.0%	67	5.2%
Rosemont	Cohort 2	20	1.5%	26	2.0%	34	2.6%
Wilson	Cohort 3	53	4.3%	111	9.0%	56	4.5%

*PBIS Cohort Year represents the year training started: Cohort 1: 2014; Cohort 2: 2015; Cohort 3: 2016; Cohort 4: 2017; Cohort 5: 2018

**Suspension Rate Formula: Number of students suspended divided by cumulative enrollment

GUSD 3-Year Grade Level Suspension Data



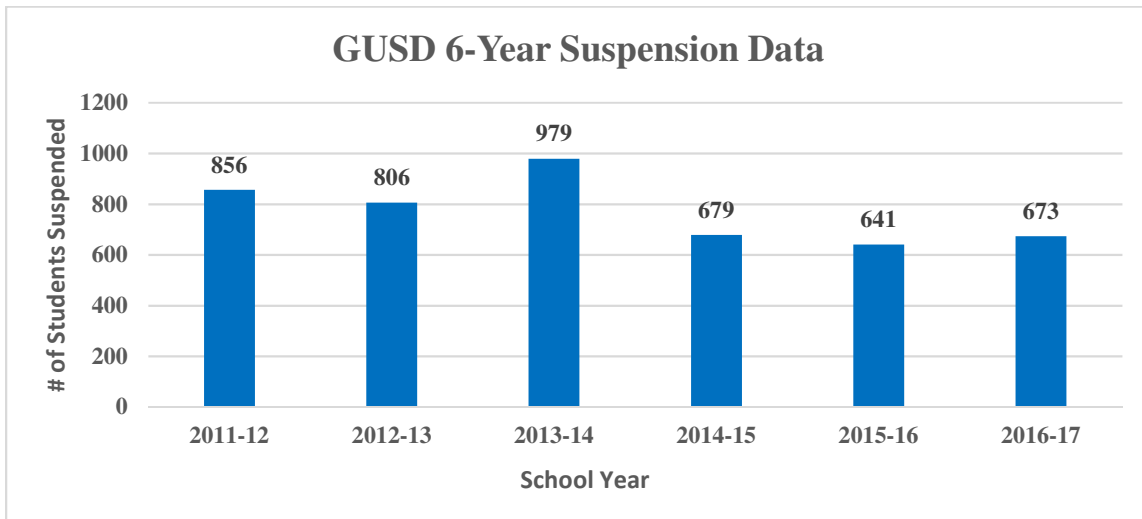
This data represents suspension by grade level. The data indicates that the majority of the District's suspensions increase during the middle school years and peaks in the 10th grade. Data includes both supervised suspension (in-house) and suspension from school.

GUSD 3-Year Supervised (In-House) Suspension Data

*Only schools that utilized in-house suspensions are represented.

*Schools	2014-15	2015-16	2016-17
Balboa	3	0	0
Cerritos	13	6	9
Columbus	0	0	2
Dunsmore	0	1	2
Edison	14	11	1
Franklin	0	0	1
Jefferson	0	2	3
Marshall	0	1	1
Muir	0	0	4
La Crescenta	1	1	0
Lincoln	0	1	0
Valley View	0	1	0
Verdugo			
Woodlands	4	1	0
Roosevelt	37	44	36
Toll	0	6	7
Wilson	28	81	40
Clark Magnet	1	8	5
Crescenta Valley	26	22	13
Glendale High	73	38	24
Hoover High	116	3	0
Total	315	225	147

GUSD 6-Year Suspension Data



Data represented above represents unduplicated student suspensions, which reflects the new Dashboard formula. Suspension data for earlier years is not available through the California Department of Education, primarily because that data was not being collected prior to 2011.

GUSD 7-Year Expulsion Data

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
10	6	6	1	2	3	1

The data clearly demonstrates that GUSD has dramatically decreased the amount of expulsions over the last 7-year period.

Next Steps

- Continue PBIS training with a focus on fidelity of implementation
- Expand on “Other Means of Correction”
- Roll out and expand Restorative Practices

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

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

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

1. Superintendent's Facility Advisory Committee (SFAC)
2. Items on this Agenda
 - Approval of Amendment No. 2 to Independent Consultant Agreement No. 404 with tBP Architecture for Dunsmore Portables Project
 - Approval of Budget Augmentation for the La Crescenta Elementary School Overcrowding Relief Grant (ORG) Project
 - Approval of Amendment No. 2 to Independent Consultant Agreement No. 324 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Lincoln Elementary School
 - Approval of Amendment No. 2 to Independent Consultant Agreement No. 326 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at La Crescenta Elementary School
 - Approval of Amendment No. 2 to Independent Consultant Agreement No. 328 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Muir Elementary School
 - Final Expenditure Reports and Project Closeout of Various Measure S Projects
 - Approval of Notice of Completion with Chalmers Construction Services, Inc. for Bid No. 159-17/18 for Site Improvements at Franklin Elementary School

GLENDAL UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 8

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services
Stephen Dickinson, Chief Business and Financial Officer
Kristine Nam, Communications Director

SUBJECT: **Proposed New or Revised Board Policies Relating to Students, Instruction, and Business and Noninstructional Operations**

This report will provide the Board of Education with information on the need to create new or revise existing Board Policies (BP) 5022 (Student and Family Privacy Rights); BP 5145.6 (Parental Notifications); BP 6171 (Title I Programs); BP 1312.3 (Uniform Complaint Procedures); BP 1325 (Advertising and Promotion); and BP 3470 (Debt Issuance and Management) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 5022 – Student and Family Privacy Rights

CSBA Update March 2018
Last GUSD Update September 2015

Staff is recommending to update Board Policy (BP) 5022, based upon California School Boards Association (CSBA) recommended language, to add options formerly in the administrative regulation regarding the disclosure of students' personal information for marketing purposes. The revised policy also reflects state law, which prohibits the collection of social security numbers or the last four digits of social security numbers for such purposes and a new law, AB 699, which prohibits the collection of information regarding the citizenship or immigration status of students or their families.

BP 5145.6 – Parental Notifications

CSBA Update March 2018
Last GUSD Update N/A

Staff is recommending the Board adopt a new policy, based upon CSBA recommendations, to reflect federal law applicable to districts participating in certain federal programs which requires that parental notifications be presented in an understandable and uniform format and, to the extent practicable, in a language that

parents/guardians can understand. The proposed policy reflects state law requiring that parental notifications be written in the primary language, in addition to English, whenever 15 percent or more of the students enrolled in a school speak a single primary language other than English.

BP 6171 – Title I Programs

CSBA Update March 2018
Last GUSD Update June 2010

Staff is recommending to update BP 6171, using CSBA suggested language, to address (1) the requirement to use federal Title I funds to supplement, not supplant, funds available from state and local sources; (2) use of the District's local control and accountability plan to fulfill requirements for the Title I local educational agency plan; and (3) methods for demonstrating the comparability of services between Title I and non-Title I schools.

BP 1312.3 – Uniform Complaint Procedures

CSBA Update March 2018
Last GUSD Update February 2018

Staff is recommending to update BP 1312.3, using CSBA suggested language, to list all state and federal programs subject to the uniform complaint procedures (UCP) specified in the Federal Program Monitoring instrument. The revisions reflect a new law, AB 699, which includes immigration status as a prohibited basis for discrimination, and reflect another new law, AB 365, which authorizes the use of UCP for alleged noncompliance with certain educational rights of children of military families. The BP is also revised to clarify that, although complaints of employment discrimination are not subject to UCP, the District has an obligation to investigate such complaints using other District procedures.

BP 1325 – Advertising and Promotion

CSBA Update December 2017
Last GUSD Update November 2017

Staff is recommending an update to Board Policy 1325 - Advertising and Promotion to remove the restriction for materials that are "religious, political, or controversial in nature" and add a disclaimer to all flyers distributed from outside organizations that states:

This program is not sponsored by the School District. Participation is voluntary and at the discretion of the parent(s)/guardian(s). Approval to distribute flyers is a community service and does not imply endorsement.

Also, the policy is amended to allow for-profit organizations to distribute materials to bring policy in alignment with CSBA.

BP 3470 - Debt Issuance and Management

CSBA Update: December 2016

Last GUSD Update: N/A

Staff recommends adoption of the new BP 3470 to comply with Education Code and federal and state laws.

The proposed new or revised Board Policies are being presented for first reading. Should the consensus of the Board be to move forward, the policies will be presented at the May 1, 2018 Board meeting for approval. Further, upon approval of the policies, updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

Additionally, should the update to BP 1325 be approved by the Board, future flyers will be approved for distribution even if they are religious or political in nature (this does not include flyers that advocate for a specific candidate or campaign as this would violate the Fair Political Practices Act). All flyers distributed on behalf of outside organizations will contain the above disclaimer. The disclaimer will be added automatically in Peachjar.

Copies of the proposed new or revised Board Policies are attached to this memo.

Students

Student and Family Privacy Rights

- A. The Board of Education respects the rights of District students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information.
- B. ~~The Superintendent or designee shall develop regulations to ensure compliance with law when the district requests, retains, discloses or otherwise uses the personal information of its students and their families.~~

The regulations shall, at a minimum, address the following:

- ~~1. Whether the district may collect the personal information of students for marketing or sale.~~
- ~~2. How the district will administer surveys that may request information about the personal beliefs and practices of students and their families.~~
- ~~3. The rights of parents/guardians to inspect:
 - ~~a. Survey instruments requesting information about their personal beliefs and practices or those of their children.~~
 - ~~b. Instructional materials used as part of their children's educational curriculum.~~~~
- ~~4. Whether the district may administer any nonemergency invasive physical examination or screening.~~
- ~~5. Notifications that the district will provide to students and parents/guardians with respect to their privacy rights.~~

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

- 1. College or other postsecondary education recruitment or military recruitment.
- 2. Book clubs, magazines, and programs providing access to low-cost literary products.

Students

Student and Family Privacy Rights

3. Curriculum and instructional materials used by elementary and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

- C. ~~The Superintendent or designee shall consult with parents/guardians regarding the development of the procedures.~~

The Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including his/her name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose. The District shall not use surveys to collect social security numbers or the last four digits of social security numbers, or information or documents regarding citizenship or immigration status, of students or their families. (Education Code 234.7, 49076.7)

- D. The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)

1. Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose.
2. Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families.
3. The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:

Students

Student and Family Privacy Rights

- a. Survey instruments requesting information about their personal beliefs and practices or those of their children.
 - b. Instructional materials used as part of their children's educational curriculum.
4. Any nonemergency physical examinations or screenings that the school may administer.

The Superintendent or designee shall notify parents/guardians of the adoption or continued use of the District's policy pertaining to the rights specified in items #1-4 above. (20 USC 1232h)

Legal Reference: Education Code, Sections 234.7; 49076.7; 49450-49458; 49602; 51101; 51513; 51514; 51938
United States Code, Title 20, Sections 1232g; ~~232h~~ 1232h

Policy Adopted: 09/15/2015

Policy Amended: --/--/2018

DRAFT

Glendale Unified School District
Board Policy

BP 5145.6
Page 1 of 2

Students

Parental Notifications

The Board of Education desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians and students all notifications required by law and any other notifications he/she believes will promote parental understanding and involvement.

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the District for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless his/her parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a District school during the school year, his/her parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Whenever 15 percent or more of the students enrolled in a District school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the District's printed notifications for any reason, he/she shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Students

Parental Notifications

Legal Reference: Education Code Section 221.5; 231.5; 234.7; 262.3; 310, 313; 313.2; 440; 8483; 17288; 17611.5-176.12; 32221.5; 32255-32255.6; 32390; 33479.3; 35160.5; 35178.4; 35182.5; 35183; 35186; 35211; 35256; 35258; 35291; 37616; 39831.5; 44050; 44808.5; 46010.1; 46014; 46600-46611; 48000; 48070.5; 48204; 48205; 48206.3; 48207-48208; 48213; 48216; 48260.5; 48262; 48263; 48301; 48350-48361; 48354; 48357; 48412; 48432.3; 48432.5; 48850-48859; 48900.1; 48904; 48904.3; 48906; 48911; 48911.1; 48912; 48915.1; 48916; 48918; 48292; 48980; 48980.3; 48981; 48982; 48983; 48984; 48985; 48987; 49013; 49063; 49067; 49068; 49069; 49070; 49073; 49073.6; 49076; 49077; 49403; 49423; 49451; 49452.5; 49452.7; 49452.8; 49456; 49471-49472; 49475; 49480; 49510-49520; 49557.5; 51225.1; 51225.2; 51225.3; 51229; 51229; 51513; 51938; 52164; 52164.1; 52164.3; 54444.2; 56301; 56321; 56321.5-56321.6; 56329; 56341.1; 56341.5; 56343.5; 56521.1; 58501; 60615; 60641; 69432.9
Civil Code Section 1798.29
Health and Safety Code Sections 1596.857; 104420; 104855; 116277; 120365-120375; 120440; 124100-124105
Penal Code Sections 626.81; 627.5
Code of Regulations, Title 5 Sections 852; 863; 3052; 4622; 4631; 4702; 4917; 11303; 11511.5; 11523; 18066; 18094-18095; 18114; 18118-18119
Code of Regulations, Title 17 Sections: 2951; 6040
United States Code, Title 20 Sections 1232g; 1232h; 1415; 6311; 6312; 6318; 7908
United States, Code Title 42 Sections 1758; 11431-11435
Code of Federal Regulations, Title 7 Sections 245.5; 245.6a
Code of Federal Regulations, Title 34 Sections 99.7; 99.30; 99.34; 99.37; 104.32; 104.36; 104.8; 106.9; 200.48; 300.300; 300.322; 300.502; 300.503; 300.504; 300.508; 300.530
Code of Federal Regulations, Title 40 Sections 763.84; 763.93

Policy Adopted: --/--/2018

Instruction

Title I Programs

~~In order to improve the academic achievement of students from economically disadvantaged families, the Glendale Unified School District shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.~~

~~The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)~~

~~The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.~~

Local Educational Agency Plan

~~The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)~~

~~The plan shall address the components, specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low achieving students meet challenging academic standards.~~

~~The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.~~

The Board of Education desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the District shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how the District will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the District's local control and accountability plan (LCAP), the LCAP Federal Addendum, or another

Instruction

Title I Programs

document. School-level strategies shall be aligned with the District's plan and be tailored to the specific needs of the students at the school.

In addition, the District and each school receiving Title I funds shall develop a written parent/guardian and family engagement policy in accordance with 20 USC 6318.

Comparability of Services

~~State and local funds used in~~ In schools receiving Title I funds, ~~state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all District schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)~~

To demonstrate comparability of services among District schools, ~~the District shall:~~

- ~~1. The Board shall a~~Adopt and implement a Districtwide salary schedule.
 - ~~2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non Title I schools.~~
 - ~~3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non Title I schools.~~
 - ~~4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.~~
 - ~~5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.~~
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
 - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I District schools within that grade span.
 - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I District

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Title I Programs

schools.

3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the Districtwide average.
4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools.

In determining comparability, the District shall not include staff salary differentials for years of employment. The District also may exclude unpredictable changes in student enrollment of personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to ~~disabled~~ students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

~~At the beginning of each school year, the~~ The Superintendent or designee shall annually measure assess comparability in accordance with the above criteria and maintain records documenting the District's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Participation of Private School Students

The District shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students. (20 USC 6320, 7881)

Program Evaluation

~~The Board shall use the state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)-~~ The Board shall regularly monitor the progress of economically disadvantaged

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Title I Programs

and low-achieving students in Title I schools. During the annual evaluation of the District's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

Legal Reference: Education Code Section ~~§11500-11506~~ 11503; 52060-52077; 54420-54425; 64001
United States Code, Title 20, § Sections 6301; 6311-6322; 6312; 6313; 6314; 6315; 6318, 6320; 6321; 6333-6335; 6391-6399; 7881 8851-8857
~~ESEA, Title I, Part A; §1118~~
Code of Federal Regulations, Title 34, Sections 200.1-200.73

Policy Adopted: 12/6/1994

Policy Revised: 12/19/1995; 3/20/2001; 10/15/2002; 7/25/2006; 7/15/2008; 6/22/2010;
--/--/2018

Community Relations

Uniform Complaint Procedures

The Board of Education recognizes that the District has a the primary responsibility ~~for ensuring to ensure~~ compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board shall adopt the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The District's uniform complaint procedure (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging District violation of applicable state or federal law or regulations governing adult education, after school education and safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, migrant education, career technical and technical education and training programs; career technical; technical training, child care and development programs, child nutrition programs, compensatory education, Every Student Succeeds Act/No Child Left Behind (Titles I-VII), special education programs, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code 64000(a), including agricultural vocational education, American Indian Education Centers and early childhood education program assessments bilingual education programs, career technical education, English learner programs, regional occupational centers and programs, school-based coordinated categorical programs, state preschool, Economic Impact Aid, Miller-Unruh Basic Reading Act, compensatory education programs, programs providing assistance to disadvantaged, neglected or delinquent students who are at risk of dropping out of school, capital expenses funding, California Peer Assistance and Review programs for teachers, professional development programs, Innovative Program Strategies programs, programs established under the federal Class Size Reduction Initiative, programs for tobacco use prevention education, School Safety Plan, school safety and violence prevention programs, and Safe and Drug Free Schools and Communities programs (5 CCR 4610).
2. Any complaints alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or

Community Relations

Uniform Complaint Procedures

- other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, ~~or~~ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in the Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or on the basis of ~~person's~~ his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)
3. Any complaint alleging District noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code 222)
 4. Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
 5. Any complaint alleging District noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code 52075)
 6. Any complaint, by or on behalf of any student who is a foster youth, alleging District noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the District's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
 7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the District after his/her second year of high school, alleging District noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements. (Education Code 51225.1, 51225.2)
 - ~~8. Any complaint, by or on behalf of a former juvenile court school student who transfers~~

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Uniform Complaint Procedures

~~into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board imposed graduation requirements. (Education Code 51225.1, 51225.2)~~

- ~~9.~~ 8. Any complaint alleging District noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code 51228.3)
- ~~10.~~ 9. Any complaint alleging District noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code 51210, 51223)
- ~~11.~~ 10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
- ~~12.~~ 11. Any other complaint as specified in a District policy.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, Mmediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the ~~results are~~ use of ADR is consistent with state and federal laws and regulations.

The District shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. ~~As appropriate for~~ For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep ~~confidential~~ the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the District shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if

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Uniform Complaint Procedures

appropriate, resolve the UCP-related allegation(s) through the District's UCP.

The Superintendent or designee shall provide training to District staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulations.

The Superintendent or designee shall maintain all records of all UCP complaints and the investigation of those complaints. ~~All such records shall be destroyed~~ in accordance with applicable state law and District policy.

Non-UCP Complaints

The following complaints shall not be subject to the District's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. ~~Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.~~
4. 3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.

~~In addition, the District's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any~~ Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in

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Uniform Complaint Procedures

accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures.
(Education Code 35186)

Legal References: Education Code Sections 200-262.4; 222; 8200-8498; 8500-8538; 18100-18203; 32280-32289; 33380-33384; 35186; 44500-44508; 48853-48853.5; 48985; 49010-49013; 49060-49079; 49069.5; 49490-49590; 49701; 51210; 51223; 51225.1-51225.2; 51226-51226.1; 51228.1-51228.3; 52060-52077, 52075; 52160-52178; 52300-~~53490~~ -52462; 52500-52616.24; 54400-54425; 54440-54445; 54460-54529; 56000-~~56867~~ 56865; 59000-59300; 64000-64001
Government Code Sections 11135; 12900-12996
Health and Safety Code Section 104420
Penal Code 422.55; 422.6
Code of Regulations, Title 2, Section 11023
Code of Regulations, Title 5, Sections 3080; 4600-4687; 4900-4965
United States Code, Title 20 Sections 1221; 1232g; 1681-1688; 6301-~~6577~~ -6576; 6801-7014; 7101-7184; 7201-7283g; 7301-7372; 12101-12213
United States Code, Title 29 Section 794
United States Code Title 42 Sections 2000d-2000e-17; 2000h-2-2000h-6; 6101-6107
Code of Federal Regulations, Title 28 Section 35.107
Code of Federal Regulations, Title 34 Sections 99.1-99.67; 100.3; 104.7; 106.8; 106.9; 110.25

Policy Adopted: 11/17/1992

Policy Amended: 12/17/2002; 11/03/2010; 03/11/2014; 04/15/2014; 05/06/2014; 04/05/2016; 10/18/2016; 08/15/2017; 02/06/2018; --/--/2018

(Formerly BP 1312)

Community Relations

Advertising and Promotion

The Governing Board establishes this policy to ensure effective and consistent implementation of its directions related to advertisements and promotions by non-school groups in school-sponsored print and online publications, websites, and social media, and on school facilities. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/ Expression.

Limited Public Forum

Glendale Unified School District desires to promote positive relationships between District schools and the community in order to enhance community support and involvement in the schools. Therefore, the Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians. ~~Events or programs sponsored by a profit-making organization on behalf of a nonprofit organization may be acceptable for distribution depending upon the material itself.~~
2. Distribution of promotional materials of a commercial nature to students or parent/guardians.
- ~~2.~~ 3. Paid advertisements on school property, including, but not limited to, advertisements on billboards and scoreboards.
- ~~3.~~ 4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including websites and social media.
4. 5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product.

Prior to the distribution, posting, or publishing of any non-school group's promotional materials or advertisement, the Superintendent or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity. ~~As necessary, the Superintendent or designee shall require~~ The District will add a disclaimer on any non-school group's promotional materials to be distributed, posted, or published, stating that

Community Relations

Advertising and Promotion

the distribution, posting, or publishing of the materials does not imply District endorsement of the group's activities, products, or services.

Criteria for Approval

The Superintendent or designee shall not accept for distribution any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous.
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools.
3. ~~Are religious, political, or controversial in nature.~~
4. 3. Discriminate against, attack, or denigrate any group on account of any unlawful consideration.
5. 4. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, non-nutritious foods and beverages, and movies or products unsuitable for children.
6. 5. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy.
7. 6. Distribute unsolicited merchandise for which an ensuing payment is requested.

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the District, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

The use of District or school names, logos, or images is limited to specific written approval by the Superintendent or designee.

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Advertising and Promotion

Legal References: California Constitution Article 1, Section 2
Education Code Sections: 7050-7058, 35160, 35160.1, 35172, 38130-38138
Business and Professions Code Section 25664
U.S. Constitution Amendment 1
Court Cases:
Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044
Diloreto v. Downey Unified School District, (1999) 196 F.3d 958
Yeo v. Town of Lexington, (1997) U.S. First Circuit court of Appeals, No. 96-1623
Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F. Supp. 856
Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350
Lehman v. Shaker Heights, (1974) 418 U.S. 298

Policy Adopted: 10/01/1959

Policy Amended: 09/01/1966; 09/20/1983; 08/06/1985; 05/03/1994; 08/18/1998; 12/17/2002; 07/08/2014; 11/28/2017; --/--/2018

(Formerly BP 1430)

Business and Noninstructional Operations

Debt Issuance And Management

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the District shall be consistent with law and this policy.

The District shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the District, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the District's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the District's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the District issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the District shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

Goals

The District's debt issuance activities and procedures shall be aligned with the District's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the District shall ensure that it:

1. Maintains accountability for the fiscal health of the District, including prudent management and transparency of the District's financing programs.
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements.

Business and Noninstructional Operations

Debt Issuance And Management

3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues.
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt.
5. Monitors the District's statutory debt limit in relation to assessed valuation within the District and the tax burden needed to meet long-term debt service requirements.
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the District's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws.
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the District at the time the new debt is issued.
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future.
9. Preserves the availability of the District's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt.
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws.

Authorized Purposes for the Issuance of Debt

The District may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping District facilities
2. To refund existing debt
3. To provide for cash flow needs

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items

Business and Noninstructional Operations

Debt Issuance And Management

normally funded in the District's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The District may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the District, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt

- a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the District to meet its cash flow requirements (Government Code 53850-53858)
- b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
- c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the District (Government Code 53859-53859.08)

2. Long-Term Debt

- a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)
- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

3. Lease financing, including certificates of participation (COPs)

- a. Lease financing to fund the highest priority capital equipment purchases when pay-

Business and Noninstructional Operations

Debt Issuance And Management

as-you-go financing is not feasible (Education Code 17450-17453.1)

- b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)
4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs
5. Temporary borrowing from other sources such as the County Treasurer

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the District in any fiscal year in which the District has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the District's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of District property and facilities as identified in the District's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the District's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The District may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance

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Debt Issuance And Management

companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The District shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The District shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the District shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the District to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the District shall also consider credit issues, market factors, and tax law when sizing the District's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the District shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any District-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the District. Potential methods of sale include:

Business and Noninstructional Operations

Debt Issuance And Management

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the District to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the District than either a negotiated or competitive sale

Investment of Proceeds

The District shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the District. Where applicable, the District's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

With regard to general obligation bonds, the District shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the District to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

The District may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the District shall consider the maximization of the District's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the

Business and Noninstructional Operations

Debt Issuance And Management

District in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the District and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

The District shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the District shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The District shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any District personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the District completes, as applicable, all performance and financial audits that may be required for any debt issued by the District, including disclosure requirements applicable to a particular transaction.

Records/Reports

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the District has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the District's disclosure filings are updated as needed.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring

Business and Noninstructional Operations

Debt Issuance And Management

of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the District, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the District's bonds, market update and refunding opportunities, new development for California bond financings, and the District's compliance with post-issuance requirements.

Legal Reference: Education Code Sections 5300-5441; 15100-15262; 15264-15276; 15278-15288; 15300-15425; 17150; 17400-17429; 17450-17453.1; 17456; 17596; 42130-42134
Elections Code 1000
Government Code Sections 8855; 53311-53368.3; 53410-53411; 53506-53509.5; 53550-53569; 53580-53595.55; 53850-53858; 53859-53859.08
California Constitution Article 13A; Section 1; Article 16; Section 18
United States Code, Title 15, 78o-4; Title 26, 54E
Code of Federal Regulations Title 17, 240.10b-5; 240.15c2-12; Title 26, 1.6001-1

Policy Adopted: --/--/2018

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GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 9

TO: Board of Education
FROM: Winfred B. Roberson, Jr., Superintendent
PREPARED IN: Superintendent's Office
SUBJECT: Resolution – School Safety

California is home to 6.2 million public school students, 12 percent of the nation's total. We have a duty not only to educate these students, but also to protect and nurture them. Academic achievement, which is our primary charge, occurs at the highest levels when students feel safe, cared for and supported.

Recent events have only reinforced our obligations as the stewards of California schools. We must be vigilant where security is concerned, diligent in our attention to positive school culture and unrelenting in our advocacy for policies that increase student safety.

To that end, the California School Boards Association is requesting that school districts consider passing a resolution on the issue of school safety – in all its various forms – that includes a call for the U.S. Congress to pass legislation that will reduce the threat of gun violence on school campuses.

There is no perfect solution to the question of school security, but there are guiding principles – the safety of our students being first and foremost.

The attached resolution is presented for the Board to consider for possible adoption. If it is the desire of the Board, this resolution can be brought back for Action, with any modifications, at the May 1, 2018 Board meeting.

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GLENDALE UNIFIED SCHOOL DISTRICT

Resolution No. __

SCHOOL SAFETY

WHEREAS, our public schools are charged not only with supporting student achievement, but also providing a foundation for mental and physical health, personal growth and civic engagement; and

WHEREAS, student safety is a prerequisite for consistently high levels of academic and social development; and

WHEREAS, violence and harassment can not only alienate students from their peers and their environment, thereby impeding learning, but also cause injuries and fatalities; and

WHEREAS, in its May 2017 study, Indicators of School Crime and Safety: 2016, the National Center for Education Statistics found that 21 percent of students aged 12 to 18 said they were bullied at school; and

WHEREAS, in the same study, 16 percent of high school students reported carrying a weapon at any point during the previous 30 days and 4 percent reported carrying a weapon on campus during the previous 30 days; and

WHEREAS, the study also noted that 4 percent of students had access to a loaded gun without adult permission, either at school or away from school, during the school year; and

WHEREAS, the horrific prospect of school shootings made an indelible impression on the national consciousness with the Columbine massacre of 1999; and

WHEREAS, more than 150,000 Americans have experienced a shooting on campus since the Columbine tragedy and hundreds of lives have been lost as result; and

WHEREAS, gun violence on school campuses, while relatively rare, represents a particularly egregious and unacceptable threat to the lives of students, teachers and staff across the country; and

WHEREAS, gun violence in schools occurs in America with a frequency and a severity that is unparalleled anywhere in the world; and

WHEREAS, exposure to trauma can adversely affect a child's health for the rest of their life; and

WHEREAS, Glendale Unified School District supports the right of students and staff to attend schools that are safe and free from violence and harassment, especially life-threatening forms of violence; and

WHEREAS, all students, regardless of background, deserve access to services that support and enhance their physical, mental and emotional health; and

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WHEREAS, safe schools provide an environment where teaching and learning can flourish; disruptions are minimized; violence, bullying and fear are absent; students are not discriminated against; expectations for behavior are clearly communicated and standards of behavior are maintained; and consequences for infractions are consistently and fairly applied; and

WHEREAS, the most effective approach to creating safe school environments is a comprehensive, coordinated effort including schoolwide, districtwide and communitywide strategies supplemented with legislation, resources and support at the state and federal legislation level;

NOW, THEREFORE BE IT RESOLVED that the governing board of the Glendale Unified School District has completed and holds regular drills as prescribed in both school site and district emergency plans and that said plans involve all school district personnel, law enforcement, fire and medical rescue personnel, emergency management personnel and others essential to preventing, mitigating or resolving any potential crisis.

BE IT FURTHER RESOLVED that the Glendale Unified School District reviews school site discipline rules and procedures to ensure they are appropriately enforced and that student handbooks explaining codes of conduct, unacceptable behavior and disciplinary consequences are given to all students, parents and caregivers.

BE IT FURTHER RESOLVED that the Glendale Unified School District will continue to work with a broad spectrum of local community stakeholders, local law enforcement, mental health professionals, parents, students, teachers and staff to take any threats of violence seriously and to develop, implement and monitor policies and programs that foster and support a positive school climate, free from harassment and violence.

BE IT FURTHER RESOLVED that the Glendale Unified School District urges the state of California and the United States Congress to invest in wraparound services to prevent bullying, harassment, discrimination and violence in our schools and to provide funding for programs and staff such as counselors, nurses and psychologists, that support students' mental, physical and emotional health.

BE IT FURTHER RESOLVED that the Glendale Unified School District asks the United States Congress to pass specific legislation that reduces the risk and severity of gun violence on school campuses and repeals the prohibition against data collection and research on gun violence by the U.S. Center for Disease Control (CDC).

BE IT FURTHER RESOLVED that the Glendale Unified School District urges the state of California and the United States Congress to implement commonsense measures that prioritize student safety and environments where all students have the opportunity to learn, grow and thrive.

APPROVED and ADOPTED this ____ day of _____, 2018.

Nayiri Nahabedian, Board President
Glendale Unified School District

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I, Jennifer Freemon, clerk of the Governing Board of the Glendale Unified School District do hereby certify that the foregoing Resolution was adopted by the Governing Board of the Glendale Unified School District at a meeting held on the 17th day of April 2018 and that it was so adopted by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Date: _____

Jennifer Freemon, Board Clerk
Glendale Unified School District

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GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 10

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

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

The proposed course of study outlines (Exploratory Family Consumer Sciences; Intro to Culinary; Life Management 1-2; Video Game Design and Programming 3-4; Studio Art 1-2; and Forensic Science 1-2) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Career Technical Education, Visual and Performing Arts, and Science Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

MIDDLE SCHOOLS

Department: Career Technical Education

Course Title: Exploratory Family Consumer Sciences

Grade Level(s): 6, 7, 8

School(s)
Course Offered: Wilson, Rosemont, Toll, Roosevelt

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended

Textbook: Preparing for Life and Career, Louise A. Liddell (Author), Yvonne S. Gentzler (Author) ISBN 978-1-60525-625-2, Goodheart-Willcox; 7th Edition

Course Overview: Exploratory Family & Consumer Sciences course is an exploratory to the study of the discipline of Consumer and Family Sciences and equips students with essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas such as consumer education, individual and family health, fashion and interior design, food and nutrition. This course provides rigorous, standards-driven instruction and assessment, along with project-based learning, which integrates academic and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement.

Department: **Career Technical Education**

Course Title: Intro to Culinary (Formerly Foods 7/8)

Grade Level(s): 7, 8

School(s)

Course Offered: Wilson, Rosemont, Toll, Roosevelt

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: Exploratory Family Consumer Sciences

Recommended

Textbook: Food, Nutrition, & Wellness (1st Edition) McGraw-Hill Education
ISBN-13: 978-0078806636

Course Overview: Intro to Culinary is an exploratory course for students interested in the Food Service and Hospitality Pathway. Students explore the world of nutrition, food science and culinary arts. They learn basic cooking skills, food/kitchen safety, table manners/etiquette, as well as creating healthy meals for their growing bodies, learning about nutrients, food groups and implementing the US dietary guidelines. Other valuable skills include time management, team management, reflecting on their cooking labs, proper table setting, following directions, critical thinking skills and problem solving skills.

Department: Career Technical Education

Course Title: Life Management 1-2

Grade Level(s): 8

School(s)

Course Offered: Wilson, Rosemont, Toll, Roosevelt

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 10

Recommended

Prerequisite: Exploratory Family & Consumer Sciences

Recommended

Textbook: Preparing for Life and Career, Louise A. Liddell (Author), Yvonne S. Gentzler (Author) ISBN 978-1-60525-625-2, Goodheart-Willcox; 7th edition

Course Overview: Life Management course is an introduction to the study of the discipline of Family Consumer Sciences and equips students with essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas and/or for entering one of the industry-related career pathway programs. It provides students with the opportunity to gain life management skills through

leadership and career development activities and through instruction in the seven content areas of child development and guidance; consumer education; family and human development; fashion, textiles and apparel; food and nutrition; housing and furnishings; and individual and family health. This course provides rigorous, standards-driven instruction and assessment, along with project-based learning, which integrates academic and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement. At the end of this class, students will have the option to complete one or all of the certificates from the following options: CPR Certification, First Aid Certification, Babysitter Certification, Food Handlers Permit.

Department: Career Technical Education

Course Title: Video Game Design and Programming 3-4

Grade Level(s): 6-8

School(s)

Course Offered: Roosevelt Middle School

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

N/A

Course Credits: 10

Recommended
Prerequisite:

Video Game Design and Programming 1-2

Recommended
Textbook:

Video Game Design Foundations Bundle - Michael Ploor - ISBN 978-1-61960-284-7
Unity Games by Tutorials Second Edition: - Ray Wenderlich - ISBN 978-1- 942878-35-3

Course Overview: Video Game Design and Programming 3-4 is the concentration course in the Arts, Media and Entertainment industry sector, Game Design and Integration Pathway. All students will be given the

opportunity to expand their knowledge and skills by creating more complex and intricate video games. We will discuss the formal elements of game mechanics and dynamics, decision making in flow theory, play testing, peer review, and pitching and selling their game. The students will be working in groups and will be collaborating during the entire design and creation process. They will be creating their games much greater attention to detail and using complex materials, models, lighting, and textures. Students will be using C# programming, and the course will emphasize debugging, development of problem solving skills, reading and understanding pre-written code, requirements analysis, and how fundamental data structures and algorithms functions are used and implemented. All students will be collaborating during the entire course and using the Unity cloud collaboration feature to accomplish this.

HIGH SCHOOLS

Department:	Career Technical Education / Visual & Performing Arts
Course Title:	Studio Art 1-2
Grade Level(s):	9-12
School(s) Course Offered:	Hoover High School
UC/CSU Approved (Y/N, Subject):	Y, Fine Art” f”
Course Credits:	10
Recommended Prerequisite:	This course is a recommended prerequisite for Advanced Studio Art 3-4; AP Studio Arts; Advanced Studio Art 5-6; Digital Arts 1-2, Animation 1-2; and other Art classes
Recommended Textbook:	<u>The Visual Experience</u> ISBN: 978-08719-2627-2 <u>History of Art for Young People</u> ISBN: 0-8109-4150-3

Course Overview: Studio Art 1-2 is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. Students will develop fundamental skills in the areas of drawing, painting, sculpture and design. This course will prepare them for more advanced study in the areas of drawing and painting, illustration, animation, digital and mixed media arts. This class is project based and hands on. Students show what they have learned by making successful artworks, and learning the process of academic language, and evaluation utilizing the Elements and Principle of Art Making, i.e. What makes a successful work of Art?

Department: Career Technical Education / Science

Course Title: Forensic Science 1-2

Grade Level(s): 10, 11, 12

**School(s)
Course Offered:** Hoover High School

**UC/CSU Approved
(Y/N, Subject):** Pending, Laboratory Science “d”

Course Credits: 10

**Required
Prerequisite:** Biology

**Recommended
Prerequisite:** MS Intro to Forensics, Chemistry

**Recommended
Textbook:** Forensic Science Fundamentals and Investigations by Anthony J. Bertino, (2012) Publisher: Southwestern Cengage Learning

Course Overview: In this course students study biology and earth science by engaging in investigations of how scientific evidence is used to solve crimes. Students take on the roles of public safety professionals to identify, collect, preserve, test, and analyze physical evidence. Each unit of this course asks how physical evidence can be used to solve a type

of crime, and students explain and explore the scientific principles at work. Students learn not only how and why evidence can be used to solve crime, but also how bio geological processes affect the preservation and viability of physical evidence. Professional report writing is emphasized in this course, reflecting the high frequency and importance of writing reports in public safety careers. Throughout this course, students will collect and analyze evidence from simulated crime scenes. The course culminates with students using physical evidence to solve a simulated homicide and delivering expert testimony in a simulated murder trial.

This course content will cover a wide range of topics pertaining to forensic science from the careers available, to the procedures needed when approaching a crime scene, to observational skills, analyzing the various types of evidence, firearms, ballistics, fingerprints, fibers, DNA, etc. Students will have a firm understanding of the importance of science in helping solve crimes of all sorts: murder, burglary, counterfeiting, etc. and they will have the opportunity to practice and develop their skills through the use of labs, forensic technology, reading and processing case studies, writing lab reports, working through project based lessons and assessments. Students will be grappling with real world problems as they use the skills they develop in forensic science to better understand and solve many of these inquiries. All lessons and assessments connect directly to the Next Generation Science Standards.

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Exploratory Family Consumer Sciences

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

Grade Level(s): 6, 7, 8

School(s)
Course Offered: Wilson, Rosemont, Toll, Roosevelt

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: Preparing for Life and Career, Louise A. Liddell (Author), Yvonne S. Gentzler (Author) ISBN 978-1-60525-625-2, Goodheart-Willcox; 7th edition

Course Overview: Exploratory Family & Consumer Sciences course is an exploratory to the study of the discipline of Consumer and Family Sciences and equips students with essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas such as consumer education, individual and family health, fashion and interior design, food and nutrition. This course provides rigorous, standards-driven instruction and assessment, along with project-based learning, which integrates academic and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement.

Course Content

Unit 1: Individual & Family Health

(5 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS- A10.5, A10.17, A10.18

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. Students gain an understanding of their self-concept and values. Students will develop and write both long and short term goals in relation to future decisions relating to high school, college, career and personal relationships. Students will incorporate and practice the five step decision-making process in this unit's contents. This unit will investigate various types of families and recognize the differences in family structures. It examines how families contribute to society. How culture and socio-economics influences affect the family will be explored. Family changes, such as children, ageing, illness, or death are classified and discussed. Various strategies for coping with conflicts and crises in families will be listed, defined, and demonstrated.
- B. Students will create a tool; pamphlet or ring and index cards with methods and strategies for dealing with conflict or crisis in the family. They will use this tool to make recommendations to scenarios presented by the teacher. They will evaluate the effectiveness of their tool according to how well they think their recommendations would help the family cope in crisis.

Unit 2: Food & Nutrition

(5 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: HTR- A10.5, A10.6, A10.7

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. During labs students will demonstrate kitchen safety procedures and sanitation techniques as well as be able to identify health and hygiene requirements for food handling. Students will be able to identify and use methods that prevent food-borne illness. The types of food-borne illness, their symptoms and common sources of contamination will be explained. Cross-contamination, the temperature Danger Zone and the correct way to thaw food will also be explored. Students will also be able to identify proper refrigeration storage to avoid cross-contamination. Principles of nutrition and their relationship to good health are the heart of this unit. Basic food preparation, meal management, and kitchen and food safety are presented and taught. Food purchasing skills, including unit pricing and reading food packaging are included. The major nutrients and their functions to good health are explored. Commonly

accepted food customs and table setting are demonstrated and taught. Students will learn how to follow simple recipes and use proper measuring techniques. They will identify proper food storage methods.

- B. Students will complete food and kitchen safety training and pass a safety test. Students will work in groups to prepare and serve a meal using correct food preparation, nutrition, food safety and etiquette for the class. They will prepare detailed lab write-ups showing nutritional values, specific cooking techniques and appropriate ways the food will be served to students. Students will identify the sources and functions of the six major nutrients and apply appropriate food preparation techniques. They will actively participate in the preparation of food from scratch and apply appropriate food preparation techniques to preserve nutrients.

Unit 3: **Fashion & Interior Design**

(5 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: FID- A10.5, A10.6, A10.7, A10.8, A10.9

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students will explore how clothing meets social, physical and psychological needs. The elements and principles of design and color will be presented and defined. Historical and cultural influences on clothing are explored. Principles of wardrobe planning and maintenance of clothing will be demonstrated and taught. Factors that influence a person's apparel budget are analyzed. In the area interior design, student will understand how selections in housing and furnishing meet social, physical and psychological needs will be defined. Factors that influence housing decisions will be evaluated. Students will compare and contrast styles of housing and furnishing and identify current trends. Floor plans will be analyzed for appropriate use of space and arrangement of furnishings. Students will learn how to draw to-scale floor plans and elevations.
- B. Students will research a decade of the 20th century and present to the class fashion of the era. They will explain why and how fashion changed during that era. Students will practice basic hand-stitching and basic repairs. Students will be given a teacher generated scenario of a room to design. They will make a scale drawing of the floor plan for the room using an architectural scale, and arrange the furnishings, showing traffic patterns and the function of the room. They will provide samples or pictures of the furnishings, textiles, colors, and accessories for the room. They will explain the placement of all the furnishing according to the elements and principles of design. They will define their color scheme. They will keep a record of the expenses for the design of the interior space. They will present this project to the class.

Unit 4: **Consumer Education**

(5 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS- A10.10, A10.11, A10.12

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students will learn the process of making consumer decisions and purchases. How money helps us achieve our goals is described. Basic financial management and services will be defined and students will be able to demonstrate how to manage basic financial services, such a checking and online accounts, credit, and loans. Consumer rights and responsibilities will be explained. The role of government and purpose of taxes will be introduced. Consumer math skills will be reinforced. Students will compare and contrast consumer choices for value.
- B. Given a teacher generated scenario, students will create a budget. They will be given guidelines for income, bills, needs, wants, goals, and lifestyle. The budget can be analyzed and evaluated for meeting the needs of the scenario and for other possible outcomes and solutions.

Additional Recommended Materials -

Applying Life Skills, Joan Kelly-Plate & Eddy Eubanks (Authors), The McGraw-Hill
Clothing Fashion, Fabrics & Construction, Jeanette Weber (Author), The McGraw-Hill
The 7 Habits of Highly Effective Teens, Sean Covey (Author), Simon & Schuster

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Intro to Culinary (Formerly Foods 7/8)

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

Grade Level(s): 7, 8

School(s)
Course Offered: Wilson, Rosemont, Toll, Roosevelt

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

Course Credits: 5

Recommended
Prerequisite: Exploratory Family Consumer Sciences

Recommended
Textbook: Food, Nutrition, & Wellness (1st Edition) McGraw-Hill Education ISBN-13: 978-0078806636

Course Overview: Intro to Culinary is an exploratory course for students interested in the Food Service and Hospitality Pathway. Students explore the world of nutrition, food science and culinary arts. They learn basic cooking skills, food/kitchen safety, table manners/etiquette, as well as creating healthy meals for their growing bodies, learning about nutrients, food groups and implementing the US dietary guidelines. Other valuable skills include time management, team management, reflecting on their cooking labs, proper table setting, following directions, critical thinking skills and problem solving skills.

Course Content

Unit 1: Wellness

(2 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

Standard A.4.1, A.5.1, A.5.2, A.5.3, A.5.4, A.10.2

CCSS LS 1.A, LS 1.B, SEP 2

- A. Students will explore the major influences on their food choices and how to make healthy food choices. They will know how the tongue and digestion work. Students will understand the four aspects of wellness (social, emotional, mental and physical) and identify ways to lead a healthy lifestyle by managing stress in a positive manner.
- B. Students will create wellness goals for the semester focusing on improving their physical, social, emotional and mental health.

Unit 2: Food & Kitchen Safety

(2 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

Standard A.4.1, A.5.1, A.5.2, A.5.3, A.5.4, A.10.2

CCSS LS 1.A, LS 1.B, SEP 2

- A. Students will be able to identify and use methods that prevent food-borne illness. The types of food-borne illness, their symptoms and common sources of contamination will be explained. Cross-contamination, the temperature Danger Zone and the correct way to thaw food will also be explored. Students will also be able to identify proper refrigeration storage to avoid cross-contamination. Students will identify common kitchen hazards and accidents. They will know how to prevent cuts, falls, burns, shocks and poisoning.
- B. Students will complete food and kitchen safety training and pass a safety test with an 80% and above.

Unit 3: Skills for Cooking

(8 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

Standard A.4.1, A.5.1, A.5.2, A.5.3, A.5.4, A.10.2

CCSS LS 1.A, LS 1.B, SEP 2

- A. During labs students will demonstrate kitchen safety procedures and sanitation techniques as well as be able to identify health and hygiene requirements for food handling. Basic food preparation skills (measuring, cutting, combining, preparing, cooking) are taught through lecture and labs. Commonly accepted food customs and table setting are demonstrated and taught. Students will learn how to follow simple recipes and use proper measuring techniques.
- B. Students will work in groups to prepare and serve a meal using correct food preparation, nutrition, food safety and etiquette for the class. They will reflect and evaluate their cooking after each cooking lab. Specific cooking techniques and appropriate ways the food will be served to students are also taught. Students will identify the sources and functions of the six major nutrients and apply appropriate food preparation techniques. They will actively participate in the preparation of food from scratch and apply appropriate food preparation techniques to preserve nutrients.

Unit 4: **Nutrition and Health**

(8 weeks)

STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

Standard A.4.1, A.5.1, A.5.2, A.5.3, A.5.4, A.10.2

CCSS LS 1.A, LS 1.B, SEP 2

- A. Students will gain an understanding of the role nutrients play in the body as well as in the food they eat. The first part of this unit will cover the functions and sources of major nutrients, as well as their relationship to good health. Students will understand what nutrients are in the foods they prepare as well as evaluating and drawing conclusions for their own nutritional needs using www.choosemyplate.gov website. Students investigate and report on the role of the nutrients in the body including toxicity, deficiency, sources and functions. In the second part, student will learn about their daily nutrition needs through USDA (choosemyplate.gov), consideration of age, gender and physical activity and comparisons with the average needs for each food group.
- B. Students will learn how to apply multiple nutritional theories to a real world problem by altering a recipe to make it healthier.

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

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Life Management 1-2

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

Grade Level(s): 8

School(s)
Course Offered: Wilson, Rosemont, Toll, Roosevelt

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

Course Credits: 10

Recommended
Prerequisite: Exploratory Family & Consumer Sciences

Recommended
Textbook: Preparing for Life and Career, Louise A. Liddell (Author), Yvonne S. Gentzler (Author) ISBN 978-1-60525-625-2, Goodheart-Willcox; 7th edition

Course Overview: Life Management course is an introduction to the study of the discipline of Family Consumer Sciences and equips students with essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas and/or for entering one of the industry-related career pathway programs. It provides students with the opportunity to gain life management skills through leadership and career development activities and through instruction in the seven content areas of child development and guidance; consumer education; family and human development; fashion, textiles and apparel; food and nutrition; housing and furnishings; and individual and family health. This course provides rigorous,

standards-driven instruction and assessment, along with project-based learning, which integrates academic and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement. At the end of this class, students will have the option to complete one or all of the certificates from the following options: CPR Certification, First Aid Certification, Babysitter Certification, Food Handlers Permit.

First Semester-Course Content

Unit 1: Introduction to Careers

(2 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 7.0, 9.0

CTE Pathway Standards: ECDFS-A3.0, FID-A3.0, HTR-A3.0

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students are introduced to FCS careers and pathways/programs. Career Technical Education is defined. Career pathways within the FCS Industry Sectors are explored. The relationship between the application transferable life skills and successful career goals is analyzed. Opportunities available from participation in Career Technical Students Organizations, such as Skills USA or FCCLA are explained and encouraged. Students will understand that managing one's life and understanding career roles help create a link to successful living.
- B. In this unit, the student will be able to identify career possibilities according to their interests and educational goals. They will evaluate information gathered and synthesize judgments and criteria to determine if a certain career is suitable for their interests and personality. Students will create a PowerPoint to be presented to the class on a specific career on which the student has researched information on the skills, education and interests appropriate to this specific career.

Unit 2: Child Development & Guidance

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS - A10.6, A10.7, A10.8, A10.9, A10.15, A10.17

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. Students will evaluate the reasons for learning about children and be able to recognize how development during early childhood impacts individuals as adults. They will be able to identify factors in personal life that have impact on a child's growth and development.

- B. Students will create a game that is age appropriate for one of the stages of child development.

Unit 3: **Family & Human Development**

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS - A10.13, A10.15

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. This unit will investigate various types of families and recognize the differences in family structures. It examines how families contribute to society. How culture and socio-economics influences affect the family will be explored. Family changes, such as children, ageing, illness, or death are classified and discussed. Various strategies for coping with conflicts and crises in families will be listed, defined, and demonstrated.
- B. Students will create a tool; pamphlet or ring and index cards with methods and strategies for dealing with conflict or crisis in the family. They will use this tool to make recommendations to scenarios presented by the teacher. They will evaluate the effectiveness of their tool according to how well they think their recommendations would help the family cope in crisis.

Unit 4: **Food & Nutrition**

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: HTR- A10.5, A10.6, A10.7

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. During labs students will demonstrate kitchen safety procedures and sanitation techniques as well as be able to identify health and hygiene requirements for food handling. Students will be able to identify and use methods that prevent food-borne illness. The types of food-borne illness, their symptoms and common sources of contamination will be explained. Cross-contamination, the temperature Danger Zone and the correct way to thaw food will also be explored. Students will also be able to identify proper refrigeration storage to avoid cross-contamination. Principles of nutrition and their relationship to good health are the heart of this unit. Basic food preparation, meal management, and kitchen and food safety are presented and taught. Food purchasing skills, including unit pricing and reading food packaging are included. The major nutrients and their functions to good health are explored. Commonly accepted food customs and table setting are demonstrated and taught. Students will learn how to follow simple recipes and use proper measuring techniques. They will identify proper food storage methods.

- B. Students will complete food and kitchen safety training comparable to that required for the ServSafe Food Handlers Certificate after several cooking/baking labs. Students will work in groups to prepare and serve a meal using correct food preparation, nutrition, food safety and etiquette for the class. They will prepare detailed lab write-ups showing nutritional values, specific cooking techniques and appropriate ways the food will be served to students. Students will identify the sources and functions of the six major nutrients and apply appropriate food preparation techniques. They will actively participate in the preparation of food from scratch and apply appropriate food preparation techniques to preserve nutrients.

Second Semester-Course Content

Unit 5: Individual & Family Health

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS- A10.5, A10.17, A10.18

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. Students gain an understanding of their self-concept and values. Students will develop and write both long and short term goals in relation to future decisions relating to high school, college, career and personal relationships. Students will incorporate and practice the five step decision-making process in this unit's contents.
- B. Students will explore the current Dietary Guidelines/ChooseMyPlate.gov. They will log their food intake and analyze their eating habits and summarize their findings.

Unit 6: Consumer Education

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS- A10.10, A10.11, A10.12

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students will learn the process of making consumer decisions and purchases. How money helps us achieve our goals is described. Basic financial management and services will be defined and students will be able to demonstrate how to manage basic financial services, such a checking and online accounts, credit, and loans. Consumer rights and responsibilities will be explained. The role of government and purpose of taxes will be introduced. Consumer math skills will be reinforced. Students will compare and contrast consumer choices for value.
- B. Given a teacher generated scenario, students will create a budget. They will be given

guidelines for income, bills, needs, wants, goals, and lifestyle. The budget can be analyzed and evaluated for meeting the needs of the scenario and for other possible outcomes and solutions.

Unit 7: **Fashion & Interior Design**

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: FID- A10.5, A10.6, A10.7, A10.8, A10.9

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students will explore how clothing meets social, physical and psychological needs. The elements and principles of design and color will be presented and defined. Historical and cultural influences on clothing are explored. Principles of wardrobe planning and maintenance of clothing will be demonstrated and taught. Factors that influence a person's apparel budget are analyzed. In the area interior design, student will understand how selections in housing and furnishing meet social, physical and psychological needs will be defined. Factors that influence housing decisions will be evaluated. Students will compare and contrast styles of housing and furnishing and identify current trends. Floor plans will be analyzed for appropriate use of space and arrangement of furnishings. Students will learn how to draw to-scale floor plans and elevations.
- B. Students will research a decade of the 20th century and present to the class fashion of the era. They will explain why and how fashion changed during that era. Students will make a sample showing various stitching and basic repairs. They will this to construct a basic sewing project. Students will be given a teacher generated scenario of a room to design. They will make a scale drawing of the floor plan for the room using an architectural scale, and arrange the furnishings, showing traffic patterns and the function of the room. They will provide samples or pictures of the furnishings, textiles, colors, and accessories for the room. They will explain the placement of all the furnishing according to the elements and principles of design. They will define their color scheme. They will keep a record of the expenses for the design of the interior space. They will present this project to the class.

Unit 8: **Leadership & Employability Skills**

(2 weeks)

STANDARDS

CCTE Anchor Standards: 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0

CTE Pathway Standards: ECDFS- A2.0, A3.0 FID- A2.0, A3.0 HTR- A2.0, A3.0

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. Students will take the Myers-Briggs Type Indicator and reveal their personality type and how it relates to future decisions regarding relationships and career choices.
- B. Students will develop and write short and long-term goals based upon their personal interests and the results of the Myer-Briggs Type Indicator. Using this information, students will demonstrate the decision making process for each goal, helping them to condense their focus on one long-term goal. Students will write a reflective essay evaluating how this process is a helpful tool which can be used in future life decisions. Students will have the option to complete one or all of the certificates from the following options: CPR Certification, First Aid Certification, Babysitter Certification, Food Handlers Permit.

Additional Recommended Materials -

Applying Life Skills, Joan Kelly-Plate & Eddy Eubanks (Authors), The McGraw-Hill
Clothing Fashion, Fabrics & Construction, Jeanette Weber (Author), The McGraw-Hill
The 7 Habits of Highly Effective Teens, Sean Covey (Author), Simon & Schuster

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Video Game Design and Programming 3-4

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

Grade Level(s): 6 - 8

School(s)

Course Offered: Roosevelt Middle school

UC/CSU Approved

(Y/N, Subject): not applicable

Course Credits: 10

Recommended

Prerequisite: Video Game Design and Programming 1-2

Recommended

Textbook: Video Game Design Foundations Bundle - Michael Ploor - ISBN 978-1-61960-284-7
Unity Games by Tutorials Second Edition: - Ray Wenderlich - ISBN 978-1- 942878-35-3

Course Overview: Video Game Design and Programming 3-4 is the concentration course in the Arts, Media and Entertainment industry sector, Game Design and Integration Pathway. All students will be given the opportunity to expand their knowledge and skills by creating more complex and intricate video games. We will discuss the formal elements of game mechanics and dynamics, decision making in flow theory, play testing, peer review, and pitching and selling their game. The students will be working in groups and will be collaborating during the entire design and creation process. They will be creating their games much greater attention to detail and using complex materials, models, lighting, and

textures. Students will be using C# programming, and the course will emphasize debugging, development of problem solving skills, reading and understanding pre-written code, requirements analysis, and how fundamental data structures and algorithms functions are used and implemented. All students will be collaborating during the entire course and using the Unity cloud collaboration feature to accomplish this.

First Semester-Course Content

Students will work in teams to go through the entire game design and creation cycle. They will create storyboards, thumbnail sketches, and a full -scale drawing for their virtual world. They will then build and also acquire 3d models and assets, textures, skylights, materials, and animations for their games. They will create and adjust the many different types of lighting, skyboxes, and textures to get their level to achieve the look they want.

They will then create and apply physics to their model to react with their “virtual world level” and with the different models in their game. Students will then use a variety of scripts and programming to make their game play and perform according to their script.

Unit 1: Introduction to 3D and 2D Video Game Design

(3 weeks)

STANDARDS

Career Technical Education Anchor Standards 1.0, 2.0

Career Technical Education Game Design Standards D1.1, D2.1, D2.2, D3.1, D3.2, D3.3

Common Core ELA Standards LS 11-12.1 RSIT 11-12.3 WH 11-12.8

- A. This unit introduces students to working in groups and creating of visual documents. They will be working on design creation, group brainstorming, thumbnails, scripts, and full scale drawings. They will be put in groups of four and assign each member tasks, and responsibilities to create a script for their video game and then draw thumbnails and a full scale blueprint drawing for their video game environment
- B. Student Assignments
 1. The students will be assigned to groups and discuss what make a successful video game and why. They will list some of their favorite games and what made them want to play them. They will assign tasks to each team member trying to emphasize the individual skills they bring to the team
 2. They will work with their team to write a script for their game that will state how the game will play and perform. They will then create 10 thumbnail characters and storyboards for their game.

3. They will choose one thumbnail image as a group and then create a full scale Blueprint drawing for their video game environment world
4. Upon their completion of all tasks, they will present their project to the class.

Unit 2: **Unity Interface**

(2 weeks)

STANDARDS

Career Technical Education Anchor Standards 2.0, 3.0

CTE Game Design Standards D 3.1, D 3.2, D 3.4

Common Core Standards: ELA LS 11-12.3 3 RSIT 11-12.4 WH 11-12.6

- A. Students will refresh their memory of how the Unity interface works and how they can arrange the different windows to suit their purposes. The commands options, and GUI will be explored and covered in much greater detail. They will then customize their interface window to show the scenes, toolbars, hierarchy, project, control panel, and assets windows too more effectively create and program their game
- B. Student Assignments
 1. Students will create some minor projects going through the basic commands of Unity to refresh their memory and to get ready to start building the main class projects.
 2. Students will work to the main commands, menu's and hierarchies and make sure they are familiar with what they do and how and when to use them

Unit 3: **Building their Game Levels**

(5 weeks)

STANDARDS

Career Technical Education Anchor Standards

Career Technical Education Game Design Standards D 2.1, D 4.2, D 4.7, D 5.8, D 6.3

Common Core ELA Standards LS 11-12.4 RSIT 11-12.4 WH 11-12.7

- A. Students will study level design theory and its rules and principles. In their groups they will discuss what enemies to encounter, which items to collect, what puzzles to complete, what is the end goal, what are we trying to achieve other than going from point A to point B, Having a "roadmap" of sorts that lists all of these things will go a long way toward helping you achieve your design.

B. Student Assignments

1. Students will complete a flow chart showing exactly how their game will play as someone plays it and goes through the different options within the game
2. Students will decide if this level will be easy or hard to complete, where in the overall game does this level take place, where in the timeline of the story, does this level take place (daytime or nighttime) and what are the weather conditions, and is it bright sunshine or overcast and snowing? Having a "roadmap" of sorts that lists all of these things will go a long way toward helping you achieve your design.
3. Using the full-scale blueprint drawing they created earlier, they will now model and create their own virtual world using the Unity terrain commands. They will be creating mountains, hills, grass, water areas, and then adding trees, and other assets to make up their world
4. Students will create a Third Person character that will then be able to walk through and explore their world to make sure it play is the way they want to and contains all of the assets and terrain that they want to have in their game

Unit 4: 3D and 2D Modeling and Character Creation

(5 weeks)

STANDARDS

Career Technical Education Anchor Standards

Career Technical Education Game Design Standards D 4.1, D 4.2, D 4.3, D 4.4, D 4.6

Common Core Standards: ELA LS 11-12.5 RSIT 11-12.4 WH 11-12.6

- A. This unit introduces students to the differences of working in 3D World Space (Maya) versus Object Space (Zbrush). Animation and Rigging, using Autodesk Maya and Zbrush. They will be working with the models vertices, edges, and faces to shape, bend, and create the characters and objects that they want to include in their own video game

B. Student Assignments

1. 3D modeling is the process of developing a mathematical representation of any surface of an object in three dimensions via specialized software. Students will be using Autodesk Maya, and Zbrush to accomplish this. Students will study the difference between World Space and Object Space, and how they differ depending on what software they use, and how all computer models are made up of vertices and polygons.
2. Students will use their thumbnail sketches to build the 3D models and characters for their games. They will learn how to control and manipulate

those objects by scaling, moving, and bending their sides and vertices. Students will keep their polygon count as low as possible to not slow their game down when they are building and exporting their models

Unit 5: **Exporting 3D models**

(5 weeks)

STANDARDS

Career Technical Education Anchor Standards

Career Technical Education CTE Game Design Standards D4.1, D4.5, D5.2, D 6.5, D6.8

Common Core Standards: ELA LS 11-12.5 RSIT 11-12.6 WH 11-12.5

- A. Characters and assets into Unity and building their world Students will export and bring in all of the 3D, 2D, and other assets into their Unity video game. This will include all nodes with position, rotation and scale

B. Student Assignments:

1. Students will export all of their models using the Maya to Unity export function, or exporting it as an FBX file and then imported get in to their unity game
2. Students will export all nodes with position, rotation and scale, pivot points and names, meshes with vertex colors, normal, materials with texture and diffuse color, animations, and blend shapes.
3. They will then use different sets of lighting, skies, cameras, and blends to build their world. Students will experiment to see how the different colors blend wonderfully into each other, and how light bounces off the different objects in the world. How to use a blend of sunlight and shade with a little bit of color from some flowers and mountains, log cabins, fallen leaves, surrounding forests, sunsets/rises, distant mountains, freshly fallen snow, etc., to create the world that they visualized in their design process

Second Semester-Course Content

Unit 6: **Game Programming**

(14 weeks)

STANDARDS

Career Technical Education Anchor Standards

Career Technical Education Game Design Standards D 3.1, D 3.2, D 3.4, D 3.5

Common Core Standards: ELA LS 11-12.2 RSIT 11-12.3 WH 11-12.4

- A. There are two components to programming a video game. First there is the Flowchart that lays out the decision making of the game and shows the various logical paths the user can take, and then second there is creating the code to make those things happen depending on which keys the player selects. So

basically they are writing the systems that determine how the player interacts with the game world.

B. Student Assignments

1. Students will meet in their groups and go over how their game will play. They will use the scripts they wrote earlier to create flow charts that show the steps of how their game will play
2. They will then use Unity visual basic is C# scripting to create if and then statements, conditional statements, public and private variables, functions and classes, graphical user interface (GUI), for their video games
3. Students will discuss and implement Collision Detection and Game Physics, ray casting, types of collision geometry, lighting, shading, and texture mapping, advanced mapping, shadows, particle effects, and vertex and pixel shadier.
4. Students will begin to use C-sharp programming to create the many different scripts that will be placed on individual objects to make their game play as they have diagramed
5. Students were constantly play their game to make sure to find any errors that will show up in the console panel, so that they can be corrected early on in the programming process

Unit 7: **Publishing, Testing and Peer Review**

(3 weeks)

STANDARDS

Career Technical Education Anchor Standards

CTE Game Design Standards D 9.1, D 9.2, D 9.3, D 9.4, D 9.5, D 10.1, D 10.4

Common Core Standards: ELA LS 11-12.1 RSIT 11-12.5 WH 11-12.2

A: Students will work with their team in Unity Collaborate to begin to build, test and publish their game. They will collaborate on all aspects of the game (environment, levels, scenes, lighting, characters, animation, GUI's, and game physics and scripts) as they complete and test their game. They will then build and publish their game and further test and collaborate for final production. They will then build and distribute their game for other students to play and provide feedback. They will make a class presentation of their game discussing the major points of their game and what they think are its strong points

B. Student Assignments

1. Students will use the Unity build and run teachers to publish their game on both the Mac and PC format. They will make sure it plays correctly
2. Students will then compress the game making sure to follow the different procedures required to do so for a Mac and also for a PC.

3. Students will then publish this game on Google classroom for their classmates to then download and play and include an attachment for them to provide comments about their game
4. Students will then make a presentation of their game discussing how it was conceived, designed, models created, and the flow of how the gameplay is decided by their group

Unit 8: **Reworking, Publishing and Marketing**

(3 weeks)

STANDARDS

Career Technical Education Anchor Standards

Career Technical Education Game Design Standards D 10.1, D 10.2, D 10.3, D 10.4, D 10.5, D 10.6

Common Core Standards: ELA LS 11-12.7 RSIT 11-12.7 WH 11-12.8

- A. Students will take the feedback that they have received from their peers, meet in their groups, and then form a flowchart of what changes they have decided to make to address those comments. They will then assign the tasks to different team members with a timeframe to make these changes to have their final game build and publication done within the assigned time frame. Students will make a final presentation of their game to the class with emphasis on trying to sell it to them. They will discuss strategies for marketing their game to other companies and what they think their game will add to their current video game products. Students will discuss why their game fixed within different company's market niches and market concentration, but was still add something unique to their video game inventory
- B. Student Assignments
 1. They will then assign the tasks to different team members with a timeframe to make these changes to have their final game build and publication done within the assigned time frame.
 2. They will discuss strategies for marketing their game to other companies and what they think their game will add to their current video game products. Students will discuss why their game fixed within different company's market niches and market concentration, but was still add something unique to their video game inventory
 3. They will discuss strategies for marketing their game to other companies and what they think their game will add to their current video game products
 4. Students will make a final presentation of their game to the class with emphasis on trying to sell it to them

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Visual and Performing Arts

Course Title: Studio Art 1-2

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

Grade Level(s): 9-12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Y, Fine Art "f"

Course Credits: 10

Recommended

Prerequisite: This course is a recommended prerequisite for Advanced Studio Art 3-4; AP Studio Arts; Advanced Studio Art 5-6; Digital Arts 1-2, Animation 1-2; and other Art classes

Recommended

Textbook: The Visual Experience ISBN: 978-08719-2627-2
History of Art for Young People ISBN: 0-8109-4150-3

Course Overview: Studio Art 1-2 is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. Students will develop fundamental skills in the areas of drawing, painting, sculpture and design. This course will prepare them for more advanced study in the areas of drawing and painting, illustration, animation, digital and mixed media arts. This class is project based and hands on. Students show what they have learned by making successful artworks, and learning the process of academic language, and evaluation utilizing the Elements and Principle of Art Making, i.e. What makes a successful work of Art?

First Semester-Course Content

Unit 1: Drawing Fundamentals / Understanding Line - Observational/Conceptual (4 weeks)

Elements and Principles: Line/Shape/Space (flat)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 4.3

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

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

- A. Drawing is a critical skill that is applicable to all visual art areas. Observational drawing can be used to understand natural and abstracted artificial forms to be used later in original content. Drawing is also a powerful tool used in the conceptualization of ideas, sequences, etc. Drawing is the foundation and for understanding and communication of the inspiration and planning phases in the arts. This unit focuses on establishing drawing proficiency for illustrating concepts that are applicable to a variety of art and design fields.

- B. Students will create drawings from careful observation of a large variety of objects. Emphasis will be placed on the diversity of line, how line transforms to communicate shape, and how shapes occupy both negative and positive space. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Drawing Fundamentals / Understanding Form- Observational/ Conceptual (4 weeks)

Elements and Principles: Form/ Value/ Space (dimensional)/ Texture

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 2.4; 2.5; 4.3

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

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

- A. This unit provides students with the necessary framework and skill set for understanding three-dimensional representation in 2D space. Students will explore art historical and contemporary drawing methods and masters for achieving the illusion of 3D forms.

- B. Students will observe and study the effects of light and shadow and overlapping of objects to create the illusion of 3-dimensions. Students will explore monochromatic materials to create a series of realistic renderings utilizing traditional modeling

techniques. Students will explain the effects of manipulating value to create the illusion of 3D form. Students will participate in collaborative critique and rubric-based assessments to reflect upon their designs.

Unit 3: **Intro to Color Theory/ Understanding Color**

(4 weeks)

Elements and Principles: Color/ Value/ Texture

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 2.1; 2.2; 2.4; 2.5; 3.3; 5.1; 5.4

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

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

- A. This unit establishes the framework needed for students to begin an understanding of the color wheel, color theory, and color vocabulary through use of primary, secondary, and tertiary color drawing media, and collage. Students will explore the impact of color and how color choices, i.e. color compliments, influence the art aesthetic, and the intended message of the work. Students will study artists throughout the ages that have utilized color theory to manipulate space, emotional responses and color as symbolism.

- C. Utilizing color pencil, students will practice several skill building assignments including creation of a color wheel guide where they will experiment with pure hues, tints, and shades, and color layering. Students will then create several complimentary color art works out of collage materials, and other mixed media utilizing the color wheel to inform color selection. Students will participate in a written self-evaluation, and rubric-based assessments to reflect upon their designs.

Unit 4: **Perspective Drawing/ Understanding Space**

(4-5 weeks)

Elements and Principles: Space/ Perspective

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.2; 2.4; 3.3; 4.5; 5.1

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

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

- A. The unit provides students with the necessary framework and skill set for understanding three-dimensional representation in 2D space. Students will explore historical methods for achieving the illusion of space and study both Renaissance and contemporary masters to acquire how a variety of art forms employ such tools.

- B. Students will use traditional perspective drawing techniques to create a realistic rendering of a proposed structure within an established environment. Students will

explain and articulate the concept, purpose, and significance of the structure within an actual environment. Students will apply traditional drawing skills to a variety of media and participate in a written self-evaluation, collaborative critique and rubric-based assessments to reflect upon their designs.

Second Semester-Course Content

Unit 5: **Graphic Design/ Understanding Art As Communication** (4 weeks)

Elements and Principles: Line/ Shape/ Form/ Color/ Value/ Space/Emphasis

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.2; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

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

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

- A. Students will become familiarized with the basics of graphic design and how the elements of art and principles of design can be used to create meaning. Students will learn about common techniques used in fine art, print, and digital media, as well as proper techniques on how to effectively communicate ideas using images and text. Students will study the master works of Pop Artists, and commercial product design. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.
- B. Students will study the fine artists who have utilized packaging, labeling, commercial and graphic design to create dynamic art works. Students will apply the elements and principles of design to observe a still life object and produce a sculptural drawing/ painting which illustrates the connection between fine art and commercial design. Students will manipulate imagery and text to create visually engaging artwork. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation verbal critique with peer input.

Unit 6: **Allegory in Painting/ Landscapes, Cityscapes, Waterscapes, Desert** (4-5 weeks)

Elements and Principles: Color/ Value/ Contrast/ Space/ Texture/ Movement/ Unity

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.3; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

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

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

- A. Students will review their knowledge of color wheel, color vocabulary and color theory; and demonstrate the acquired skill of accurate color mixing of hues, tints, tones, and shades, by mixing the primary, secondary, tertiary, black and white colors. Students will explore color symbolism, and observe how color choices can express emotion, and influence the feeling of the art work. Students will experiment with a variety of painting tools to practice their understanding of how texture, color theory, and space can generate movement, and the illusion of depth. Students will develop an understanding of how artists throughout the ages have manipulated color in landscape paintings to achieve the desired effects. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.

- B. After learning how to mix colors by painting a color wheel using the primary colors and black and white, students will apply this knowledge in a series of landscape paintings, both monochromatic and full spectrum. Inspired by master works both past and present, students will manipulate imagery both real and imagined, and create visually engaging artwork which reflects their understanding of the applied elements and principles, and atmospheric perspective. Students will work from onsite observations, as well as gathered inspirational images. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 7: **Self-Portraits/ Realism to Abstraction**

(4-5 weeks)

Elements and Principles: Emphasis, Texture, Contrast, Pattern

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.3; 2.5; 3.3; 4.1; 4.2; 4.5; 5.1

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

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

- A. Students will study periods, media, and styles of self-portraits through history. Through visual media and lecture, students will analyze how artists have effectively applied the elements and principles of design to present themselves through self-portrait study. Students will discuss the varying medium choices, how those materials communicate feeling, tone, and emotion. Students will create their own self-portrait study. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.

- B. Students will be guided through a series of instructions on how to correctly measure and set up the proportions of the face. Students will use mirrors to observe their reflections, and record line, value, texture, etc....to create their own image. After a realistic interpretation has been drafted, students will have the option of morphing or juxtaposing/ abstracting the parts of the face. Using mixed media, students will create a self-portrait study. Students will work from onsite observations, as well as photographic inspirational images. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 8: **Non-objective Focus/ 2D Meets 3D**

(4-5 weeks)

Elements and Principles: Color, Space, Form, Rhythm, Texture, Movement, Pattern, Unity, Balance

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 2.1; 2.3; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

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

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

- A. Students will observe images and study the history of abstraction and the artists who shaped this vast movement. Lecture will focus on the contrast/ compare analysis of abstraction vs. traditional realist genres. Students will observe and analyze formal and expressionist forms of abstract work, and the artists (both historic and contemporary) who were, and are at the forefront of these movements. Utilizing mixed materials, students will create an abstracted art work which bridges both 2D and 3D abstracted art forms. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.
- B. Inspired by the works of Frank Stella, Elizabeth Murray, Vasily Kandinsky, contemporary artist Crystal Wagner, and others, students will create either a freestanding, or wall projected, mixed material abstract sculpture. Students will problem solve the importance of choice in effectively applying the elements and principals of design to define, and create a successful abstract art work. After creating a 2D plan, students will select a variety of medium and transform their 2D plan, into a 3D sculptural form. Wall sculptures will be displayed as if they are interconnected and will have the appearance of a gigantic, 3D wall mural. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.

Unit 9: **Careers as Creatives**

(3 weeks)

Elements and Principles: Skills Applied in the Workforce

STANDARDS

Visual and Performing Arts

Standards 1.3; 2.2; 2.3; 3.1; 3.3; 3.4; 4.2; 4.5; 5.1; 5.4

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

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

- A. Students will receive an overview of the different schooling and career options in the arts. Students will learn about what skills are needed and what the day to day activities of a person in a particular art field may entail. For those students who plan to continue in the VME pathway, this knowledge will be used to begin the creation of a portfolio, which can be digitized, and utilized throughout the students' career in VME pathway. Students will also learn about pricing associated with original and mass-produced art work, and how to determine market values. Artists' websites will be accessed and analyzed for user-friendly effectiveness. Students will also learn about display, photography and documentation of art work. Presentations from local creatives and art schools will be included throughout the course.

- B. Students will enjoy a series of guest lectures/ presentations from creatives in the Los Angeles area. Students will collect business cards from these creatives, and from other local businesses and people, and use these as design inspiration. Students will then design their own personal logo, and business card. Project-based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Science

Course Title: Forensic Science 1-2

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

Grade Level(s): 10, 11, 12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Pending, Laboratory Science "d"

Course Credits: 10

Required

Prerequisite: Biology

Recommended

Prerequisite: MS Intro to Forensics, Chemistry

Recommended

Textbook: Forensic Science Fundamentals and Investigations by Anthony J. Bertino, (2012) publisher: Southwestern Cengage Learning

Course Overview: In this course students study biology and earth science by engaging in investigations of how scientific evidence is used to solve crimes. Students take on the roles of public safety professionals to identify, collect, preserve, test, and analyze physical evidence. Each unit of this course asks how physical evidence can be used to solve a type of crime, and students explain

and explore the scientific principles at work. Students learn not only how and why evidence can be used to solve crime, but also how bio geological processes affect the preservation and viability of physical evidence. Professional report writing is emphasized in this course, reflecting the high frequency and importance of writing reports in public safety careers. Throughout this course, students will collect and analyze evidence from simulated crime scenes. The course culminates with students using physical evidence to solve a simulated homicide and delivering expert testimony in a simulated murder trial.

This course content will cover a wide range of topics pertaining to forensic science. From the careers available, to the procedures needed when approaching a crime scene, to observational skills, analyzing the various types of evidence, firearms, ballistics, fingerprints, fibers, DNA, etc. Students will have a firm understanding of the importance of science in helping solve crimes of all sorts: murder, burglary, counterfeiting, etc. and they will have the opportunity to practice and develop their skills through the use of labs, forensic technology, reading and processing case studies, writing lab reports, working through project based lessons and assessments. Students will be grappling with real world problems as they use the skills they develop in forensic science to better understand and solve many of these inquiries. All lessons and assessments connect directly to the Next Generation Science Standards.

First Semester-Course Content

Unit 1: Observation, Investigation & Evidence Collection

(2 weeks)

STANDARDS

New Generation Science Standards: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-5, HS-PS2-5, HS-PS3-4, HS-LS1-3, HS-ESS2-5, SEP.SIUVM.S, DCI.ETS1.A.A

CTE Public Service: PS.A.2.7, PS.B.3.7, PS.B.B4.1, CTE.PS.A.6.10, CTE.PS.C.C1.1, HSMT.B.7.1

CCSS: ELA.9-10.R.CAGT.2.5, RST.9-10.1, RST.9-10.3, RST.11-12.3, HSN.Q.A.1

- A. Students will be able define forensic science, define observation, and describe what changes occur in the brain while observing. They will also describe examples of factors influencing eyewitness accounts of events as well as compare the reliability of eyewitness testimony to what actually happened. They will also

relate observation skills to their use in forensic science. Students will also practice and improve their own observation skills. Students will summarize Locard's Principle of exchange as well as identify at least four examples of trace evidence. They will be able to distinguish between direct and circumstantial evidence. They will summarize the seven steps of crime scene investigation and explain the importance of securing a crime scene. They will also demonstrate proper technique in collecting and packaging trace evidence. Students will also explain what it means to map a crime scene and describe how evidence from a crime scene is analyzed.

- B. Simulated crime scenes will be set up before students come to class. Students will process the crime scene collecting evidence, processing and logging each item, and making observations that could determine what happened at the scene.

Unit 2: **Scientific Methodology**

(2 weeks)

STANDARDS

NGSS: SEP.AQDP.AK.E, SEP.AQDP.AK.A, SEP.SIUVM.S, SEP.SKORLNE.M, CC.P.D

CTE Public Service: CTE.PS.C.9.6, PS.C.9.13, CTE.PS.C.C1.1, CTE.PS.C.C1.6, CTE.PS.KPAS.5.4,

CCSS: ELA.9-10.LS.2.3a, ELA.9-10.R.CAGT.2.5, RST.11-12.8, WHST.11-12.2, SL.7.1

- A. Students will be learn to use the scientific method in the crime scene investigation process. They will be able to make prediction and observe outcomes to identify logical outcomes. They will also create a theory that leads to hypothesis that they will use to provide confirmation of the evidence collected at a crime scene.
- B. Students are given a crime case, with evidence and investigation information, they must analyze these items and discover what needs to be used to support a claim. Students will work in groups predict and to come to consensus what the evidence and investigation shows. They will make their claims of the logical outcome and give their reasoning.

Unit 3: **Safety**

(1 week)

STANDARDS

NGSS: Appendix D

CTE Public Service: CTE.PS.6.0, CTE.PS.C.C1.1, CTE.PS.C.C1.6

- A. Students will learn the proper use of lab equipment as well as the proper safety procedures to follow in case of an emergency. They will also be able identify and label all safety apparatus including emergency response instructions. Students will learn about CPR and first aid as well as first responder actions and responsibilities. Students will understand Material Safety Data Sheets and be able to identify where it can be found as well as the importance of the information related to various emergency scenarios.
- B. Students will be given various scenarios regarding safety and emergency situations. They will have a specific amount of time to complete the various scenarios.

Unit 4: **Death and Incident Processing**

(4 weeks)

STANDARDS

NGSS: HS-LS1- 1, HS-LS1-2, SEP.AID.AK.A, HS-LS2-1,

CTE Public Service: CTE.PS.A.6.10, CTE.PS.C.C1.1, CTE.PS.KPAS.5.1, CTE.PS.KPAS.10.1,

CTE.PS.C.C1.6

CCSS: ELA.9-10.W.2.6b, SL.9-10.2,

- A. Students will learn the protocol to processing a crime scene. They will also know the responsibilities of each member of a task force in charge of processing a crime scene. They will understand how to set up a command post and how to follow the chain of command established. Students will also learn how to process evidence and the importance of documentation and chain of custody in regards to maintaining the integrity of the evidence processed. Students will also describe various parts of a hair. They will also be able to describe variations in the structure of the medulla, cortex, and cuticle. They will be able to distinguish between a human and nonhuman animal hair. Students will be able to explain how hair can be used in a forensic investigation.

- B. Students will be divided into groups of 3-4. Students will be working with knowledge gained in this unit about calculating time of death. Each group will be given a set of at least 5 different scenarios involving death. In each scenario a different amount of time will have passed since death. Groups will match up each scenario with the most accurate method of estimating time of death.

Unit 5: **Microscopy and Trace Evidence**

(4 weeks)

STANDARDS

NGSS: HS-LS1-1, HS-LS4-2, SEP.PCOI.PK.P

CTE Public Service: CTE.PS.C.9.6, CTE.PS.C.C1.1, CTE.PS.C.C1.6

CCSS: RST-11.12.8, WHST.9-12.5, RI.4.1

- A. Students will learn about the different types of trace evidence and how to analyze that evidence including how to link it to a crime scene. Students will learn about soils, types of plants and pollens, spores and how to process and analyze them. They will move on to hair and different fibers and how they collect and process those.
- B. Students will work with hair and other trace evidence. Using a microscope students will analyze the different hair and fibers samples and other small but measurable evidence that was collected at a crime scene. The task is to try to match the hair evidence that was collected at the crime scene with hair that was collected from four suspects.

Unit 6: **Fingerprints**

(4 weeks)

STANDARDS

NGSS: HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-LS1-1, HS-LS1-2, HS-LS3-1, HS-LS3-3, HS-LS4-1, HS-LS4-2, SEP.SIUVM.S, SEP.PCOI.PK.P

CTE Public Service: CTE.PS.C.C1.1, CTE.PS.C.C1.6

CCSS: RST-11.12.1, RST-11.12.8, WHST.9-12.5

- A. Students will be outline the history of fingerprinting. They will also be able to describe the characteristics of fingerprints as well as compare and contrast the basic types of fingerprints. They will also be able to describe the latest identification techniques. Students will also describe how criminals attempt to alter their fingerprint and how law enforcement process those types of prints. Students will be able to transfer their understanding of dactylography so that on

their own, they will be able to cite evidence of how to identify and analyze the three general fingerprint patterns, and assess the minutiae found in fingerprints in order to prove a positive match.

- B. Students will analyze a crime scene in which fingerprints were left behind. They will compare different fingerprints, including their own to determine which prints are matched and which are not using control samples and the samples taken from the crime scene.

Second Semester-Course Content

Unit 7: DNA Evidence, Blood and Blood spatter

(4 weeks)

STANDARDS

NGSS: HS-LS1-1, HS-LS1-2, HS-ETS1-1, HS-ETS1-2, HS-LS3-1, HS-LS3-2, HS-LS3-3, DCI.PS1.B.W, DCI.LS3.B.D, SEP.SIUVM.S, SEP.SIUVM.N, SEP.PCOI.PK.P

CACS: S.9-12.LS.5.a

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1, CTE.PS.C.C9.1, CTE.PS.C.C1.6

CCSS: M.7.MG.3.3, M.7.MG.3.2, ELA.9-10.R.CAGT.2.5, M.5.MG.2.1, ELA.9-10.R.CAGT.2.3

- A. Students will describe the forensic significance of the different types of blood cells. They will also summarize the history of the use of blood and blood-spatter analysis in forensics. Students will also describe the proper procedure for handling blood evidence. They will also outline the procedure used to determine blood type and describe how to screen for the presence of human blood. They will also be able to calculate the probability of a person having a specific blood type using data from population studies.
- B. 1) Students are presented with a scenario where blood was the only evidence left at the scene of a crime. Working with a lab partner, students will determine who the culprit is by narrowing down a field of possible suspects. Students will test the blood evidence against blood samples from the possible suspects. Students will carry out a blood typing test to narrow down the field followed by gel electrophoresis to make a determination as to who the actual criminal was. 2) Students will discover how Blood Evidence can be used for Crime Solving in a scenario where a car was broken into in the school parking lot, and although no fingerprints or hair was found, the burglar cut himself on the broken glass and left

behind blood evidence. Prior to completing this activity. 3) The DNA matches the crime to a person who is an identical twin. Students will need to look at the structure of DNA and determine why DNA is not the best evidence to use when identical twins are suspects in a crime.

Unit 8: **Drug identification and toxicology**

(3 weeks)

STANDARDS

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-5, HS-PS1-6, HS-LS1-2, HS-LS1-3, DCI.PS1.B.W, SEP.AQDP.AK.E, SEP.CEDS.CK.C

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: RST.9-10.3, ELA.9-10.R.CAGT.2.5, RST.9-10.3

- A. Students will start with learning a brief history of drug identification and toxicology including what exactly toxicology entails. Students will then learn about different types of drugs with an emphasis on controlled substances. This will include characteristics of the drug, identification of the drug, and signs and symptoms the drug may give to the victim. Finally, students will learn how different drugs affect the human body, the physiological effects and why people may be more sensitive.
- B. Students will work in pairs to create a table which details information about common street drugs including the name and category. Each pair will create a pocket-sized quick reference guide that law enforcement could use to assess an individual and determine what drug they are most likely under the influence of and present them to a law enforcement officer.

Unit 9: **Forensic Entomology**

(4 weeks)

STANDARDS

NGSS: HS-LS1-1, HS-LS1-2, SEP.PCOI.PK.P, SEP.CEDS.CK.C

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: ELA.9-10.R.CAGT.2.5

- A. Students will describe several examples of the ways that forensic entomology is used to help solve crimes. They will compare and contrast the four stages of

blowfly metamorphosis, and describe the significance of blowflies in forensic entomology. They will also describe the function of each of the following organs on blowflies and explain the significance of each structure of forensic entomology: spiracles, mouth hooks, and crop. Students will also describe the different environmental factors on insect development. They will also describe the five stages of decomposition. Students will also explain how forensic entomologist interpret forensic evidence and environmental conditions to estimate postmortem interval.

- B. Students will have to figure out the most likely order of arrival of different flies and beetles to a simulated decomposing body at various stages and match them up.

Unit 10: **Handwriting analysis, forgery and counterfeiting**

(3 weeks)

STANDARDS

NGSS: HS-ETS1-1, HS ETS1-3. CCLS, RST.11-12.4, RST.11-12.7, RST.11-12.8, RST.11-12.9, WHST.11-12.5

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: ELA.9-10.R.CAGT.2.5

- A. This unit is designed to address the fundamental aspects of document examination as it applies to forensic science. Students will explore handwriting analysis as well as some guidelines for collecting known writings for comparison to a questioned document. Students will also discuss some of the class and individual characteristics of printers, photocopiers, inks. Students will use document examination techniques to uncover alterations, erasures, obliterations, and variations in pen inks. Students will familiarize themselves with US currency security features and identify counterfeit currency. Students will be able to explain how a sample of handwriting evidence is compared with an exemplar using both qualitative and quantitative characteristics. They will also be able to describe some of the limitations of handwriting analysis. Students will also be able to identify a historical case of document fraud and explain how the fraudulent document was created. Students will also be able to describe recent developments in technology for use in handwriting analysis. They will also list and describe several ways in which businesses prevent check forgery. Students will also be able to describe features of new paper currency that protect against counterfeiting. They will also

compare and contrast older paper currencies with new currencies, including those on plastic stock.

- B. Students will be given different documents to analyze the characteristics of handwriting. They will need to determine which are the originals and which have been forged.

Unit 11: **Physical Evidence and Tool Marks**

(3 weeks)

STANDARDS

NGSS: HS-LS1- 1, HS-LS1-2, HS-LS2-7, HS-PS4-1

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: ELA.9-10.R.CAGT.2.5

- A. Forensic science utilizes all levels of scientific inquiry, specifically chemistry and physics, to analyze physical evidence with the ultimate goal of recreating the events of the crime for a jury in a court of law. Students will also identify and compare various types of physical evidence and compare their values to forensic investigation. Students will address the fundamental aspects of crime scene investigation and the identification and comparison of physical evidence. Students will be able to define physical evidence and describe how it is collected and packaged as well as identify and compare various types of physical evidence and compare their values to forensic investigation. Understand the importance of following the principals of scientific method and the need for collecting control samples at every crime scene. Students will be able to describe how forensic investigators analyze evidence made from tool marks as well as providing well supported arguments on what is considered class evidence. They will also compare and contrast soda glass, lead glass, and heat-resistant glass. They will be able to distinguish between radial and concentric fractures and identify how they are formed.
- B. Students will examine the impressions left on a lock and chain link fence to determine what type of object was used to break into the school. Physical evidence must be collected in a specific and strategic manner, as well as systematically documented, in order to ensure that no tampering or contamination occurs. Physical evidence can link specific persons or objects to a crime scene, or may contain class characteristics linking a type of object to a crime scene. Physical

evidence collected from crime scenes (i.e. fingerprints and DNA) are shared on national databases. This dramatically enhances the role of forensic science in criminal investigation.

Unit 12: **Firearms and ballistics**

(2 weeks)

STANDARDS

NGSS: HS-ETS1- 2, HS-PS1- 2, HS-LS1- 3, HS-LS1- 1, HS-LS1 6,HSL2-3

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1,

CCSS: ELA.9-10.R.CAGT.2.5, RST.9-10.3

- A. Students will be able to compare and contrast the different types of firearms, including handguns, rifles, and shotguns. They will be able to put in order the sequence of events that result in a firearm discharge and estimate the trajectory of a projectile. Students will also analyze the composition and formation of gunshot residue and its reliability as a source of evidence. They will also compare and contrast entrance and exit wounds, including size, shape, gunshot residue, and the presence of burns. Students will be able to distinguish among the various forms of firearm evidence, including rifling, markings on cartridges, marks on projectiles, and gunshot residue. They will also process/ or analyze a crime scene for firearm ballistics evidence.

- B. Students will learn background information on different types of firearms, and how a ballistics expert might use that knowledge to assist in crime scene investigations. Students will obtain metric data, analyze bullet caliber, and use tools to analyze a “bullet hole”.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

INFORMATION REPORT NO. 11

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: Board of Education Annual Organization Meeting

On Tuesday, May 1, 2018, the annual organization meeting takes place. The meeting includes elections, signature authorizations, re adoption of policies, and selection of Board representatives to the Los Angeles County School Trustees Association and to the County Committee on School District Organization. Board Policies 9121, 9123, and 9140 are attached for your reference.

The selection of officers pursuant to BP 9100 is as follows:

1. The selection of officers may be determined by a rotation of seats.
2. The seats of the Board of Education are:
 - Seat 1 – President
 - Seat 2 – Vice President
 - Seat 3 – Clerk
 - Seat 4 - Board Member
 - Seat 5 – Board Member
3. In non-election years and in years when there are no newly elected members, the outgoing president may rotate to Seat 5 and other members may rotate forward.
4. Non-Rotation: If the Board chooses not to rotate officers, nominations from all officers and seats 4 and 5 will be taken and voted upon in accordance with Robert's Rules of Order.

Duties of Members - President

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

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

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

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

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

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

Duties of Members - President

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

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

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

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

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

Formerly BP 9310, 9320

Duties of Members - Clerk

In the absence of the President and Vice President, the Clerk shall serve as President. The Clerk shall sign papers, documents, minutes, oaths, and contracts as required by law or as authorized by action of the Board of Education.

When acting as President, the Clerk shall have the same rights as other Members of the Board of Education in voting, introducing resolutions and discussing questions. The Clerk, when acting as President, shall also perform other duties as directed by law, State Department of Education regulations and the Board.

Legal Reference: Education Code Sections 35037, 35039, 35040, 35250

Policy Adopted: 12/4/56
Policy Amended: 1/18/77; 3/19/85; 6/24/03

Formerly BP 9330

Board Representatives to Other Agencies or Organizations

The Board of Education may appoint any of its members to serve as its representatives on district committees or advisory committees of other public agencies or organizations. Due to open law requirements, a majority of the Board shall not be appointed to serve on the same committee.

When making such appointments, the Board shall clearly specify, on a case-by-case basis, what authority and responsibilities are involved. Board representatives shall not grant district support or endorsement for any activity without prior Board approval.

If a committee discusses a topic on which the Board has taken a position, the Board member may express that position as a representative of the Board. When contributing individual ideas or opinions on other topics, he/she shall make it clear that he/she is speaking as an individual, not on behalf of the Board.

County Committee on School District Organization

The Board of Education may, at its annual organizational meeting, appoint one of its members as its voting representative to elect the County Committee on School District Organization. The Secretary shall notify the County Superintendent of Schools of the name of the representative selected by the Board.

Other Committees

The Board of Education may appoint any of its members to serve on committees, or as representatives to other public agencies or organizations when the Board deems such appointments desirable, contingent upon acceptance of the appointment of the member.

Legal Reference: Education Code Sections 4000-4014, 35020-35046

Policy Adopted: 03/19/1985

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

Formerly BP 9160

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 1

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Resolution No. 20 - Remembering the Armenian Genocide and Reaffirming a Better World**

The Superintendent recommends that the Board of Education adopt Resolution No. 20 - Remembering the Armenian Genocide and Reaffirming a Better World

As we recall the Armenian Genocide, the Holocaust, and other horrors from the past, the Glendale Unified School District reaffirms its commitment to the teaching of tolerance, understanding, the resolution of problems, and the strength of diversity in our schools and community. These qualities will help instill in today's young generation the optimism and hope for a better world and a stronger America.

Since the 2013/2014 school year, Glendale Unified School District has calendared April 24 as a "student free" day to ensure that a large sector of our students has the opportunity to engage in activities to recognize the Armenian Genocide. We are proud to support the continuation of observing April 24 as "Armenian Genocide Remembrance Day."

**GLENDALE UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 20**

**REMEMBERING THE ARMENIAN GENOCIDE
AND REAFFIRMING A BETTER WORLD**

WHEREAS: History contains innumerable examples of people who have contributed actions so positive and of such significance that they changed the course of the world forever; and

WHEREAS: History chronicles events when humankind created unspeakable horrors and acts of degradation. Catastrophic occurrences, which include religious, territorial, and political world wars; the Holocaust; and the Armenian Genocide, are among the acts of man's inhumanity to man, which have placed upon human history some of its darkest hours; and

WHEREAS: At a time when many people in our community recall the horrors of the Armenian Genocide, the Holocaust, and other tragic events, it is important for all of us to be reminded of the consequences of evil and what happens when others fail to prevent it from happening. As Edmund Burke noted more than two centuries ago, "For evil to flourish, it is only necessary for good men to do nothing."

WHEREAS: We recognize the devotion of those who survived and carried on to teach the world about these atrocities with the hope they will never occur again.

WHEREAS: In a city and country with a population so rich and diverse in heritage, it is appropriate to recognize events throughout world history that remind us of the triumphs of humankind. The Americans who through our 200 plus years have sacrificed their lives that all Americans today live in freedom are an excellent example.

NOW, THEREFORE, BE IT RESOLVED that in the spirit of remembrance, the Glendale Unified School District reaffirms its commitment to the teaching of tolerance, understanding, the peaceful resolution of problems, and the strength of diversity in our schools and in our community so that these qualities may help instill in today's young generation the optimism and hope for a better world and strengthen our great nation.

APPROVED and ADOPTED this 17th day of April 2018.

**Nayiri Nahabedian, Board President
Glendale Unified School District**

I, Jennifer Freemon, clerk of the Governing Board of the Glendale Unified School District do hereby certify that the foregoing Resolution was adopted by the Governing Board of the Glendale Unified School District at a meeting held on the 17th day of April 2018 and that it was so adopted by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Date: April 17, 2018

Jennifer Freemon, Board Clerk
Glendale Unified School District

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 2

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Dr. Cynthia M. Foley, Assistant Superintendent,
Human Resources

SUBJECT: **Approval of Tentative Agreement of the 2017-2020 Successor Agreement with Glendale Teachers Association and AB1200 Disclosure of Costs Associated with Adjustments to Employee Compensation in Accordance with Board of Education Policy or Collective Bargaining Agreement Between Glendale Unified School District and Glendale Teachers Association**

The Superintendent recommends that the Board of Education approve the Tentative Agreement of the 2017-2020 Successor Agreement between Glendale Unified School District and the Glendale Teachers Association and the associated AB1200 Disclosure of Costs

On March 9, 2018, representatives from the Glendale Unified School District and the Glendale Teachers Association reached a mutual Tentative Agreement of the 2017-2020 Successor Agreement. This Agreement was ratified by GTA membership on April 5, 2018. Key terms of the Agreement are attached and summarized as follows:

- Article 7 – Hours of Employment – Article 7 was signed off by both parties.
- Article 11 – Class Size/Support Services Ratios - Class size average for grades TK-3 shall be 26 to 1 for the 2018-2019 school year. In addition, both parties agree to make a decision to extend or not extend this ratio for the 2019-2020 school year no later than February 28, 2019.
- Article 13 – Wages - A 1.5% salary increase retroactive to July 1, 2016 for the 2016-2017 school year.
- Article 13 – Wages - A 1.5% salary increase retroactive to July 1, 2017 for the 2017-2018 school year. Packaged with a agreement to attend Interest Based Bargaining training and an agreement to collaboratively research and attempt to negotiate “fair share” language for future negotiations.
- Article 23 – Duration and Termination - Agreement to mutually reopen Wages, Health and Welfare Benefits, the 2020-2021 student attendance calendar, and one other article specified by each party no later than September 1, 2018 and shall commence negotiations on these items no later than October 1, 2018.

- TK-12, Counselor and EEELP Attendance Calendars for 2018-2019 and 2019-2020.

The following Articles and agreements were signed by both parties on these dates and are attached for the Board's information:

- Appendix F Special Salary Schedule February 15, 2018
- Article 10 Leaves of Absence/Parental Leave November 16, 2017
- Article 11 Class Size/Support Services Ratio December 7, 2017

- Side Letter Elimination of Mandatory Yard Duty December 7, 2017
- MOU Collaboration Time Committee November 16, 2017
- Side Letter Pharmaceutical Carve Out May 24, 2017
- Side Letter EEELP Work Year March 28, 2017

The financial disclosure associated with this agreement has been posted per AB1200/AB2756 regulations and is also attached for Board approval.

ARTICLE 7 – HOURS OF EMPLOYMENT

GTA to GUSD
March 9, 2018

ARTICLE 7 – HOURS OF EMPLOYMENT

Section 1. Definition

- a. "Emergency" -- for the purposes of interpreting this Article, an "emergency" shall be defined as an unforeseen circumstance that requires immediate action. For purposes of the "class coverage" provisions of Section 6 of this Article, the term "emergency" includes situations where the District is unable to obtain a substitute despite its good faith reasonable efforts to do so as, e.g., when no willing qualified substitute is available, or when there is insufficient notice of the need to contact a substitute, or when a substitute agrees to serve but fails to show on time. It also includes situations where the regular teacher's absence is known to be so brief that it would be unreasonable to hire a substitute who would be paid for at least a half day.
- b. "Non-emergency" -- refers to situations such as when a teacher is released from his/her normal assignment in order to attend to school business such as field trips, athletic events, meetings or luncheons.
- c. "Hourly rate of pay" -- a teacher's hourly rate of pay shall be determined by dividing his/her daily rate of pay by five.
- d. "Daily rate of pay" -- a teacher's daily rate of pay shall be based upon the employee's annual salary divided by the number of assigned work days in the contract year as determined by Appendix "O" - Work Year.

Section 2. Basic Hours Obligations

a. General On-Site Obligation

(1) Teachers

- (a) All full-time employees, excluding employees assigned to the Early Education and Extended Learning Programs and the College View School, shall be present at their assigned school or work location at least fifteen (15) minutes before the time prescribed for the opening of school. Except as provided in Section 3 of this Article, and except as provided below in Section 2 a (2), the on-site work day shall be seven hours (7) and fifteen (15) minutes, including but not limited to: a minimum of thirty (30) minutes of duty-free lunch, excluding passing periods; recess or snacks, ~~with no more than one yard duty assignment per day for elementary teachers~~; breaks between periods; supervision periods; preparation/conference periods; and at least

ARTICLE 7 – HOURS OF EMPLOYMENT

ten (10) minutes following the close of the final student instructional period.

~~Effective July 1, 1994~~, Lunch periods in elementary schools shall be not less than forty (40) minutes and the student day shall be adjusted accordingly.

~~(b) The length of the on-site work day may be extended at the secondary level to accommodate the increase in instructional time required by the incentive provisions of SB 813, provided such an increase in on-site work day shall not exceed the increased instructional minutes.~~

(b) (e) Minor additional adjustments in instructional minutes may be made in order to meet reasonable operational needs (e.g., minimizing the number of different bell schedules at a school).

~~(e) (d) Upon request by any employee, a school's site leadership body and the requesting employee shall review a school's yard duty/supervision schedule and make recommendations, if any, to reduce the frequency of duty, equalize among employees or otherwise adjust the yard duty/supervision schedule.~~

(2) Speech/Language/Hearing Specialists, Orientation/Mobility, Nurses, Teachers-Work Experience, Counselors

(a) The normal professional workday for all Speech/Language/Hearing Specialists, Orientation/Mobility, Nurses and Teachers-Work Experience shall be seven (7) hours and thirty (30) minutes, except for counselors, whose normal professional work day shall be eight (8) hours. These hours shall include, but not, be limited to: lunch; recess; and breaks.

The minimum on-site work day for counselors shall be eight (8) hours exclusive of lunch break. They are also required to cover extended day activities relating to (i) the college/career day event, and (ii) on an as-needed basis, pre-registration/program distribution activities, in addition to the duties of Article 7, Section 3.

(b) The normal work day shall begin between the hours of 7:00 a.m. and 9:00 a.m., and employees shall be present at their assigned school or work location fifteen (15) minutes before the time prescribed for the opening of school or their assigned duty time.

(c) The beginning and ending of an employee's normal work day is subject to change at individual schools or special occasions, as scheduled by the immediate site supervisor.

ARTICLE 7 – HOURS OF EMPLOYMENT

b. Local School Variations

- (1) At the elementary level each individual school faculty shall annually by a majority vote, decide the beginning and ending time of the employees' basic on-site work day, provided that such standard times shall meet all constraints set forth in Section 2 a above.

It is expected that most teachers will on most work days observe the standard on-site work day. However, teachers may work a different seven (7) hour, fifteen (15) minute on-site work day providing that they arrive no later than fifteen (15) minutes before their first instructional period (or on-site preparation/conference time), and depart no earlier than ten (10) minutes following the close of their last instructional period (or preparation/conference time). Such teachers shall record actual arrival and departure times on the sign-in roster (see Section 2 d below).

- (2) At secondary schools which are on a six-period day, the standards of Section 2 (a) above are applicable, except that by consensus the teachers' reporting time may be ten (10) minutes before the time prescribed for the opening of school, as part of an approved local plan to reorganize the standard on-site work day.

The District may adopt staggered starting times at secondary schools in order to accommodate a seven or eight period instructional schedule. In making assignments for these staggered starting times, the District shall first solicit volunteers. The District shall give reasonable consideration to the preferences of teachers. If the staggered schedule assignment creates a significant personal or economic hardship to a teacher, then the District shall not assign that teacher to a staggered starting schedule. Notwithstanding the above, no teacher shall be assigned non-consecutive instructional (including preparation) periods, without the consent of both the teacher and the Association. In the event that the additional periods result in an appreciable number of students enrolling in more than six periods, then the District shall increase the staffing allocation accordingly, pursuant to Article 11 - Class Size.

- c. Employees assigned to 40 percent or less time are subject to the provisions of this Article with the exception that such employees shall arrive at least fifteen (15) minutes before their first class and shall remain at least fifteen (15) minutes after their last class. Employees with a 60 or 80 percent assignment shall arrive at least ten (10) minutes before their first class or preparation/conference period, teach their assignment plus complete an assigned preparation/conference period, and remain at least ten minutes after their last class or preparation/conference period.

d. Sign-In, Sign-Out

Except as provided in Section 2 b, each employee shall personally initial on a District sign-in roster located in the office of the assigned school or work location each day, indicating that he/she is available for the start of the assigned

ARTICLE 7 – HOURS OF EMPLOYMENT

school day by initialing in the appropriate space for the day, and has completed the assigned day by initialing in the appropriate space at the conclusion of the required day.

e. Early Education and Extended Learning Programs Teachers

Work Year and Work Schedules: Consistent with other employees, Early Education and Extended Learning Programs employees will work a positive work year with the number of days either ~~184~~ **186** or 225. **Members who work twelve (12) months shall turn in a 225 day positive work year calendar to their supervisor no later than forty-five (45) calendar days prior to the last day of the TK – 12 grade school year for approval. Supervisors shall not look at requests until 45 days prior to the last day of the TK – 12 grade school year to make schedules based on the needs of the program. Members who did not receive their first request for non-work days shall receive priority the following school year over those who received their first request priority in the current school year. Denial of non-work days shall not be made in an arbitrary or capricious manner.** The annual schedule of work days for each employee, and also of daily work schedules and locations, will be assigned prior to the beginning of the work year, after offering employees the opportunity to request their individual preferences and taking under consideration such preferences along with the operational needs of the program.

The schedule of non-work days for any employee may also be changed from time to time at the employee's request, subject to school needs. Changes to such schedules and locations also may be made by the District from time to time, either on a temporary or ongoing basis, in order to adjust to events such as enrollment changes, promotions, resignations, and absences. In the event that such changes are deemed necessary, the District shall explain the reasons to the affected employees when advising them of the changes.

Schedule changes may also be requested during the work year by an employee to the Program Director, in order to accommodate the employee's continuing education needs; such changes typically involve voluntarily exchanging work schedules with another employee for a period of time. The Director shall give good faith consideration to such requests, and shall explain the reasons if the request is denied.

If an employee objects to any of the above scheduling decisions, and requests reasons in writing, the responsible Supervisor shall provide a written explanation. In addition, the employee shall, upon request, have the right (1) to meet with the Program Director to review the decision, and (2) to obtain final review of the decision by the Assistant Superintendent, Educational Services.

Employees assigned to the Early Education and Extended Learning Programs shall work the following hours:

ARTICLE 7 – HOURS OF EMPLOYMENT

- (1) Pre-School - Regular full-time employees shall work eight hours including pupil (duty) free time. Less than full-time employees shall work the hours specified in the employee's contract.
- (2) School Age - A regular full-time employee working a divided assignment during the regular school year, as determined by the individual school site schedule, shall work seven (7) hours and thirty (30) minutes, including pupil (duty) free time. During the days when school is not in regular session and the Center is open, employees shall work eight (8) hours including pupil (duty) free time. Less than full-time employees shall work the hours specified in the employee's contract.
- (3) Regular full-time employees shall receive two fifteen (15) minute duty-free breaks, a thirty (30) minute duty-free meal period, and a thirty (30) minute duty-free preparation time during the work day except in an emergency situation.
- (4) There shall be at least two adults on Early Education and Extended Learning Programs sites at the opening hour and the closing hour, except in an emergency situation.
- (5) The District shall provide substitutes whenever appropriate (based upon student attendance and required State ratios) for absent Early Education and Extended Learning Program employees. The Program Director shall assign a Supervisor to receive all reports of absence, and to handle all arrangements for substitutes. To request a substitute **under 24 hours**, the absent teacher shall **contact EEELP's designated on-call phone number or if absence is beyond 24 hours contact the designated online substitute assignment program (currently www.aesonline.com)**. ~~To request a substitute, the absent teacher shall contact the assigned supervisor.~~
- (6) **Early Education and Extended Learning (EEELP) Faculty Meetings**

All Early Education and Extended Learning Program members may be required to attend no more than five (5) general purpose Faculty/Department meetings called by the program administrator. In addition, all Extended Learning Program members may be required to attend no more than one (1) special purpose meeting called by either a District or program administrator for the purpose of fulfilling a state required training or licensing requirement or emergency. All meetings called under this section will last no longer than 90 minutes, and they will be held in a central location in order to allow all Extended Learning Program teachers to attend. The District will make a reasonable effort to utilize written memoranda in lieu of meetings (ie email), to avoid unnecessarily lengthy meetings, and to provide at least three days advance notice specifying the purpose(s) for each meeting. Meetings held in excess of the above-described parameters shall be entirely voluntary. At the beginning of the school year, the program administrator shall

ARTICLE 7 – HOURS OF EMPLOYMENT

announce the usual day, starting time, and estimated ending time for all meetings, after consultation with the faculty. Unit members working half time or less will be required to attend no more than three (3) general purpose Faculty/Department meetings, and no more than one (1) special purpose faculty meetings.

f. College View Employees

~~Regular full-time employees assigned to College View shall work seven (7) hours and fifteen (15) minutes, including lunch and breaks. The starting time shall be determined by the Coordinator III, Special Education, supervising College View, to meet the needs of the varied starting schedules of the classes.~~

fg. Exceptions for Emergencies

It is understood that a site administrator may at his/her own discretion in an emergency situation (as defined in Section 1 a above), release any individual unit member from his/her normal site obligation. Such emergency releases shall not exceed two (2) hours or two periods of the required work day, and shall not be deducted from personal necessity time. Employees who are released under provisions of this section shall have an obligation to make up the time without compensation, by filling in for another employee under similar conditions at the request of the site administrator. Such make up for emergency release will be in addition to that which may be required under the provisions of Section 6 of this Article.

gh. Exception for Smog Alert Days

On days when the Southern California Air Quality Maintenance District (AQMD) notifies the District Administration of a smog alert within zone 7 or zone 8 of the Glendale Unified School District, unit members may leave their work assignment ten (10) minutes after dismissal of their last regular student assignment. This exception of the normal working hours will be in effect only on days when the individual school principal or his/her designee has been notified by the District office of the official AQMD designated smog alert in the appropriate zone.

hi. Special Schedule

On days when the outside temperature exceeds ninety-five degrees at noon at the District Administration Center, the District office shall so notify the schools. Unit members may then depart the site ten (10) minutes after dismissal of their last regular student assignment or on-site preparation time. However, such early release shall not apply to those who have assigned after-school supervision responsibilities, or if there is a scheduled faculty meeting in an air-conditioned facility.

Section 3. Additional Hours

ARTICLE 7 – HOURS OF EMPLOYMENT

In addition to the required hours specified in Section 2 of this Article, employees are expected to continue to perform other reasonable duties. Such duties include but are not limited to planning, and selecting and preparing materials for classroom instruction; reviewing and evaluating work of pupils; conferring with pupils, parents, staff and administrators; providing and supervising any necessary weekly make-up period; keep records of student progress and other pupil records; supervising pupils and activities; and attending District, faculty, departmental and grade level meetings. (See Section 4, below.) Supervising and providing leadership of pupil organizations and clubs may be assigned with the employee's consent. In the event of unusual school needs, the site administrator may reasonably assign additional duties. Participation in and attendance at Back-to-School-Night (fall) and Open House activities (spring) are required. On such workdays the employees may leave the campus not less than 10 minutes following the close of the final student instructional period, and return prior to commencement of the evening's events. **EEELP Back-to-School-Night and Open House shall take place during unit members' regular contractual hours.** In cases where employees have multiple assignments, the specific assignments for the employees will be determined by the immediate supervisor.

Section 4. Faculty Meetings

All unit members may be required to attend no more than ten on-site general purpose faculty meetings called by the site administrator. In addition, all unit members may be required to attend no more than five special purpose District or on-site meetings called by either a District or site administrator, or by other staff members with approval of the site administrator. The District will make a reasonable effort to utilize written memoranda in lieu of meetings when appropriate, to avoid unnecessarily lengthy meetings, and to provide at least three days advance notice specifying purpose(s) for the meeting. Meetings in excess of the above described meetings shall either be called only in emergencies (as defined in Section 1 a above) or shall be entirely voluntary. At the beginning of the school year, the site administrator shall announce the usual day, starting time, and estimated ending time for faculty meetings, after consultation with the faculty. Unit members working half time or less will be required to attend no more than five general purpose faculty meetings, and no more than three special purpose faculty meetings.

Section 5. Preparation Periods

- a. Regular full-time secondary teachers shall be provided duty-free preparation/conference time equivalent to 1/5 of their regular assigned classroom instruction time, measured either on a daily or on a bi-weekly basis depending on the school schedule. Any plan that involves a preparation period on a non-daily basis shall comply with the above preparation period obligations, shall have been developed in compliance with Article 19, Section 2, and approved by the faculty pursuant to Article 19, Section 1. However, the Article 19 requirements do not apply to non-daily preparation schedules (which comply with the above 1/5 requirement) in the case of (i) newly opened school sites and other newly created school programs (for example, school within a school) so long as the schedule is described in the position application materials, or (ii) schedules for standardized testing or final exams.

Attendance at faculty meetings during preparation/conference time shall be voluntary.

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Regarding secondary librarians, the site administrator or designee shall meet with the librarian in a reasonable effort, by scheduling, to provide a non-instructional daily period for preparation work which need not be at the same time each day.

- b. Regular full-time elementary classroom teachers shall be provided duty-free preparation/conference time totaling not less than twenty-five minutes per day, subject only to required meetings (as provided in Section 4 above), **and supervision schedules.**
- c. An employee may leave the work site during the preparation/conference period on school-related business only, and must notify the office prior to leaving.
- d. Regular full-time secondary teachers shall normally be assigned no more than three (3) different course preparations per semester. Each different course title or number shall constitute a separate preparation. An exception shall be made when multiple courses are assigned within the same class. If it appears that due to exceptional circumstances it may be necessary for an administrator to assign more than three different course preparations per semester within the normal five-period teaching day, prior to making the final decision, the administrator shall meet with the teacher, explain the circumstances, and consider in good faith any alternatives suggested by the teacher.
- e. Duty-free preparation/conference time for all regular full-time classroom teachers in grades 4, 5, and 6 of one hundred twenty (120) minutes per week (within the student instruction day) shall be implemented, effective no later than Monday of the second full week of the school year. For full-time classroom teachers of grades 1 - 3, the interval between the student dismissal time (or starting time) for grades 1 - 3 and grades 4 - 6 shall be designated as duty-free preparation/conference time. This time shall be at least twenty (20) consecutive minutes, unless an individual school develops a plan which provides for non-consecutive time. In that case, the school plan is subject to approval by the vote of the faculty. (This approval procedure shall be superseded by future site-based management processes, when applicable.) Attendance at faculty meetings during these preparation/conference times shall be voluntary.
- f. Preparation/conference time is reduced on special schedule days. See Section 9, below.
- g. In secondary schools, when special events of extended duration (e.g., assemblies or disaster drills of a protracted nature) are planned during the normal instructional time, teachers whose preparation time is thereby lost or reduced shall be compensated at their regular hourly rates for the time in question; however, if the bell schedule for that day is revised so as to equalize the loss of instructional and planning time among the various periods and teachers, there shall be no additional compensation. Also, neither the additional compensation nor the equalized schedules shall be applicable to unplanned interruptions or emergencies, or to planned interruptions of brief duration (e.g., fire drills).
- h. **The District shall provide A maximum of nine (9) days of substitute time per year, (pro-rated for less than full-time or full year)** shall be allocated to each elementary ~~Special Day Class (SDC)~~ **Specialized Academic Instruction (SAI)**

ARTICLE 7 – HOURS OF EMPLOYMENT

teacher as determined by the teacher and school principal, ~~for the purpose of reviewing Individual Education Plans (IEP) with parents as needed for the duties described in the paragraph below, with the understanding that some employees may not be able to justify the full nine-day allotment due to their relatively low student loads and/or their relatively non-complex IEP duties. This allotment is inclusive of the two days previously allotted by the Special Education Department. Unused released time does not carry over to future semesters.~~

Such release time shall be used for duties relating to assessments, reports, plans, meetings, and any other additional duties associated with IEP's assigned to the employee. ~~to the reports, plans, meetings and related duties associated with IEP's assigned to the employee.~~ Employees on such release time shall remain on site, actively performing such duties. The release time shall be allotted on a full-day basis, to provide a full-day substitute for the employee, but the resulting release time and substitute services may be used cooperatively among the special education team at the site.

Any request for such release time shall be submitted to the site administrator and the Director of Special Education at least one week before the proposed usage. Any release time requested and granted may be scheduled by the District to meet school or program needs, including substitute availability concerns.

- i. If an employee misses his or her assigned preparation period due to absence, attendance at staff development, or any other reason other than those described in paragraphs f and g above or Section 6 below, there shall be no additional or rescheduled preparation time or additional compensation granted relating to the missed preparation period.
- j. A maximum of nine (9) ~~two (2)~~ pupil-free days shall be allocated to each elementary Resource Specialist Program (RSP)/Specialized Academic Instruction SAI Core teacher as determined by the teacher and school principal, ~~for the purpose of reviewing Individual Education Plans (IEP) with parents completing duties related to assessments, reports, plans, meetings and any other additional duties associated with IEP's assigned to the employee.~~ as needed for the duties described in the paragraph below, with the understanding that some employees may not be able to justify the full nine-day allotment due to their relatively low student loads and/or their relatively non-complex IEP duties. This allotment is inclusive of the two days previously allotted by the Special Education Department. Unused released time does not carry over to future semesters.

Such release time shall be used for duties relating to assessments, reports, plans, meetings, and any other additional duties associated with IEP's assigned to the employee. Employees on such release time shall remain on site, actively performing such duties. The release time shall be allotted on a full-day basis, to provide a full-day substitute for the employee, but the resulting release time and substitute services may be used cooperatively among the special education team at the site.

ARTICLE 7 – HOURS OF EMPLOYMENT

Any request for such release time shall be submitted to the site administrator and the Director of Special Education at least one week before the proposed usage. Any release time requested and granted may be scheduled by the District to meet school or program needs, including substitute availability concerns.

- k. Parent conferences at elementary schools shall be conducted upon request by the teacher and/or parent during the designated daily conference/preparation period, or before or after the instructional day or on-site work day at a mutually agreeable time.
- l. Uninterrupted preparation time of thirty (30) minutes per day shall be provided for counselors and nurses, at a time when students are in class.
- m. Office time of two (2) one-half days per week shall be provided for Speech/Language/Hearing specialists, such time to be scheduled by the immediate supervisor. The time is to be used for testing, office duties and duties to comply with PL 94-142.
- n. ~~Effective with the 2000-2001 school year,~~ Secondary Special Education teachers in addition to the assigned preparation period specified in Section 5 a, the District shall provide up to five (5) full days per semester of released time from regular class duties, for each full-time secondary Special Education employee (pro-rated for less than full-time or full year), as needed for the duties described in the paragraph below, with the understanding that some employees may not be able to justify the full five-day allotment due to their relatively low student loads and/or their relatively non-complex IEP duties. This allotment is inclusive of the two days previously allotted by the Special Education Department. Unused released time does not carry over to future semesters.

Such released time shall be used for duties relating to the reports, plans, meetings and related duties associated with IEP's assigned to the employee. Employees on such released time shall remain on site, actively performing such duties. The released time shall be allotted on a full-day basis, to provide a full-day substitute for the employee, but the resulting released time and substitute services may be used cooperatively among the special education team at the site.

Any request for such released time shall be submitted to the site administrator and the Director of Special Education at least one week before the proposed usage. Any released time requested and granted may be scheduled by the District to meet school or program needs, including substitute availability concerns.

Section 6. Class Coverage

- a. If a teacher at either the elementary or secondary level is directed by a site administrator to cover another teacher's assignment in the absence of the regularly assigned teacher, the following shall apply:
 - (1) In an emergency situation (as defined in Section 1 a above) a teacher shall cover up to two periods (hours-elementary) per year without pay. For assigned emergency coverage in excess of these two periods (hours-

ARTICLE 7 – HOURS OF EMPLOYMENT

elementary), the teacher shall be compensated at his/her regular hourly rate of pay.

- (2) In a non-emergency situation (as defined in Section 1 b above) the site administrator may request a teacher to volunteer to cover another teacher's class assignment. The first such assignments shall be without pay; thereafter, such assignments shall be compensated at the teacher's regular hourly rate.
- b. **Temporary Class Combinations:** If, despite its good faith efforts, the District is unable to provide either a substitute teacher or class coverage, and it therefore becomes necessary for one or more teachers to combine classes for at least one hour or class period or major portion thereof, the affected teacher(s) shall be compensated at his/her regular hourly rate of pay, pro-rated if more than one teacher is assisting in the temporary class combination. If the same situation re-occurs within any school year, temporary class combinations are to be distributed equitably among available faculty members at the appropriate grade level/subject.
 - c. While there is no contractual obligation to use non-bargaining unit staff for the above class coverage, site administrators will, upon request, advise a unit member (or the GTA on behalf of a unit member) as to what steps were taken to secure coverage of a particular assignment by non-unit members prior to assigning the unit member.

Section 7. Relief Breaks

On all days including days when students are restricted to the building due to adverse weather conditions, all elementary teachers shall be provided a relief break, ~~morning and afternoon~~, on an equitable basis. While it is the responsibility of the site administrator to assure that such breaks are provided, individual faculties are encouraged to work cooperatively to develop plans for providing these breaks.

Except as otherwise provided in this paragraph, secondary teachers and other unit members assigned to secondary sites shall be entitled to one duty-free fifteen (15) minute relief period each day. When supervision of students is needed during this relief period, unit members may volunteer for such assignment or the assignment may be made on an equitable basis. The site administrator may increase, reduce, or eliminate this relief period in case of emergency or unusual school needs.

Section 8. Extra Instructional Period

The normal classroom assignment for middle and senior high school employees, within the minimum hours of employment and specific in this Article, shall consist of five instructional periods and one preparation/conference period. When a need is deemed to exist by the middle or senior high site administrator for an employee to have six instructional periods and one preparation period, and such need is approved by the District, the employee may be given the opportunity to volunteer for the additional assignment. Such employees shall be paid at their hourly rate of pay, as defined in Section 1 c above.

- a. **Exceptions:**

ARTICLE 7 – HOURS OF EMPLOYMENT

- (1) When the District deems a need to exist within the District for an employee to serve in an extra-curricular function, as specified in Appendix "F" of this Agreement, that begins during the normal student instructional day, the employee may utilize his/her preparation/conference period for the duration of that specific assignment, provided said preparation/conference period is the final period of his/her regular assignment.
- (2) When a secondary site administrator deems it advisable and practicable, and by two-thirds majority agreement of all members of a department to absorb students from one period of a department chairperson's schedule into their normal assigned class load, the chairperson shall be provided an additional daily non-instructional period replacing one regular class assignment.

Section 9. Minimum Days, Modified Days, and Non-Student Attendance Days

- a. Minimum student attendance days will be scheduled at each school on those days when employees are required to return to school for Back-to-School or Open House. On such workdays the employees may leave the campus not less than 10 minutes following the close of the final student instructional period, and return prior to commencement of the evening's events.
- b. When the normal daily schedule is modified at the secondary school level, preparation time shall be modified accordingly. On District-wide minimum instructional days, employees' additional preparation time shall begin no later than 1:30 p.m.
- c. At least one-half of the non-student attendance day on the final day for the first semester at the secondary schools level shall be used for preparation and conferencing; up to one-half of that day may be used for voluntary in-service programs. Working hours on days of non-student attendance days shall be the same as on regular work days.
- d. On minimum days, the student contact time for Kindergarten teachers shall be no greater than that of teachers of grades 1 - 6. ~~(See also e below).~~
- e. Where facilities permit, on days scheduled for Back-to-School Night and Open House, AM and PM **special education preschool kindergarten** classes may be taught simultaneously during all or part of the AM session in order to leave sufficient time for preparation.
- f. Each school will be provided the opportunity to schedule one additional non-student staff development day during the school year. This staff development day is part of the District's participation in the State's School-Based Program Coordination Act, as established in Assembly Bill 777.
- g. The first two (2) days of the teacher work year at traditional schools shall be comprised of an Institute Day (non-student) and District Staff Development Day (non-student). In the event of the need for flexibility, District Staff Development activities will not exceed two (2) one-half days, with the remaining two (2) one-

ARTICLE 7 – HOURS OF EMPLOYMENT

half days designated as Institute Day. School-directed activities and meetings on Institute Days shall not exceed one-half of the work day (435 minutes, minus the lunch time, divided by 2 = approximately 200 minutes). The other half shall be used for preparation time.

- h. Kindergarten teachers will continue parent conferences for the first reporting period. Conferences will be held with all parents ~~over a five (5) day period~~ as established by the individual school between the ~~50th~~ 40th and the 70th school day of the year. During this ~~five (5) day~~ period, Kindergarten teachers will have the normal cooperative teaching requirement suspended.
- i. Teachers of combination K-1 classes will continue parent conferences with all Kindergarten parents for the first reporting period. Time will be allocated for individual teachers during the instruction day, on an as-needed basis, with parent conferences to be scheduled for twenty (20) minutes each. The conferences will be held ~~over a five (5) day period~~ as established by the individual school between the ~~50th~~ 40th and the 70th school day of the year. The method for providing the necessary conference time will be determined by the school principal and the District, but shall not require class coverage by other regularly assigned teachers in the school.
- j. ~~When required to work and when EELP administration have given pre-approval, extended work hours beyond their contractual day are added for non-Head Teacher Early Education and Extended Learning Program employees under this section, the additional time shall be paid at the extra regular teacher hourly rate of pay. When the additional hours worked create an instance where the affected employee(s) work beyond their contractual hours in a day, all time in excess of their contractual hours shall be paid at the extra hourly rate of pay. EELP Head Teachers and other EELP employees who receive a stipend for additional responsibilities and/or extended hours of work will be exempt from this provision if they are doing duties related to the reason they receive their stipend. Head Teachers required to work hours beyond their contractual day must follow the late pickup procedures and provide supervision of students and notification to Program Supervisor, as per department guidelines. Head Teachers must notify the Program Supervisor at 6:00 p.m. and remain in the supervisory role until the Program Supervisor or the parent/guardian arrives. The additional time shall be paid at the extra regular teacher hourly rate of pay. Only one EELP employee may work extended hours beyond their contractual day per site per incident unless approved by the Program Supervisor.~~

Section 10. Continuing Education

The District and Association strongly reaffirm their commitment to continuing teacher education, particularly through in-service training and staff development programs. The parties believe that all employees need to update their skills by such efforts, and agree that the extent of such participation may be a subject for the performance evaluation process.

ARTICLE 7 – HOURS OF EMPLOYMENT

As to required District workshops not covered by Section 4 of this Article, the parties believe that schedule options should be provided by the District, when practical. Such options may include released time during the work day, and either salary credit or pay at the current day-to-day substitute rate for non-work days or times outside the regular assigned hours of employment.

Section 11. Work Year Calendar

- a. ~~The 2015-2016 traditional school year calendar provided to GTA on December 2013 and the certificated employee work years based thereon shall become Appendix "O" to the agreement and shall be implemented for school year 2015-2016.~~

The work year for employees in the Early Education and Extended Learning Programs shall be as provided in Appendix "G" and "H" of this Agreement.

~~The work year for employees at College View School shall be as provided in Appendix " " of this Agreement.~~

The parties agree to continuously have 3-2-year calendars posted which will necessitate the creation of one new calendar a year to be negotiated no later than February of every year. A third year calendar will also be posted for review as a draft.

In respect to the impact of the Early Start Calendar, the District will maintain the current classroom temperature parameters that are being used from August through June. If issues arise, it is the intent of the District and the Association to meet to resolve said issues.

- b. The Spring Recess in all schools (K-12) following the Traditional academic calendar shall fall at the end of the third quarter of the secondary school calendar.
- c. If the District determines a special need exists at an individual secondary school during July and August, additional counseling hours may be established by the District and assigned by mutual consent between the counselor and the site administrator.
- d. The work year for counselors shall be ~~as~~ provided in ~~an~~ Appendix "S" - Work Year, of this Agreement. A counselor and the site administrator, by mutual consent, may agree (i) to exchange up to five (5) work days as designated in ~~the Counselors Work Year Calendar~~ Appendix "S" with an equal number of non-designated work days during the same fiscal year, and/or (ii) to add additional days of service. For days in addition to the regular work year the pay rate is \$250 per day.
- e. The District will observe the requirements of its energy policies in consideration of the well-being of students and staff starting school during warm summer weather conditions.

Section 12. Itinerant Teachers

ARTICLE 7 – HOURS OF EMPLOYMENT

A reasonable amount of travel time between sites shall be scheduled for those teachers whose assignment requires them to be at more than one site, taking into account road distance between the sites, road/traffic conditions, and parking difficulties. The administrator(s) shall consult with the affected teacher(s) prior to determining such travel schedule.

Section 13. Teacher Specialists

- a. ~~Effective July 1, 2001, t~~ The minimum on-site obligation for Teacher Specialists shall be eight (8) hours a day, inclusive of lunch and breaks. On-site duties regularly assigned beyond those limitations (e.g., to remain on site every day beyond minimum on-site hours to perform after-school supervision) shall be subject to additional compensation, unless disclosed in advance as part of the funded design and plan for the position.
- b. Generally, an employee whose full-time position is that of Teacher Specialist shall not be assigned to classroom teaching responsibility on an ongoing or long-term substitute basis, unless the position has been budgeted and/or described in advance (prior to the classroom assignment) as including such regular classroom teaching responsibilities. All Teacher Specialists may, however, be assigned to substitute in the classroom, on the same basis as other teachers, for purposes of Class Coverage under Section 6 above.
- c. Each school site and/or program will be required to make a commitment for the school year for the work of the teacher specialist based on budgetary requirements or restrictions and the needs of the program. Such commitments shall be made by March 15th of the prior school year, subject to later revision if necessary. The work year option for a teacher specialist could include any of the following:
 - Option 1 the current teacher work year of ~~184~~ 186 days
 - Option 2 a work year of 205 days
 - Option 3 a work year of 225 days

The site administrator shall consult with and give consideration to the views of the teacher specialist prior to selecting the option. The basic assignment shall be Option 1, unless the site administrator determines for a given year to assign Option 2 or 3. Such annual assignments shall be subject to reconsideration and revision from year to year; no teacher specialist shall be deemed to have gained a right to continuity in any of the above work year options. Such decisions are not considered reassignments within the meaning of Article 9. By selecting a given option, the school sites or departments would be committed to that option for that year, unless there is a later mutual agreement to change that commitment. For purposes of calculating annual salary, all such days in excess of 186 shall be paid at the employee's daily rate. These additional days would be reported as part of the annual work year for STRS purposes. No further additional days shall be anticipated but if deemed necessary, shall be paid at the employee's daily rate to cover the duties assigned to the teacher specialist.

Section 14. ~~Kindergarten Teachers~~

ARTICLE 7 – HOURS OF EMPLOYMENT

~~Extended Day Kindergarten will be held at all elementary schools.~~
~~Kindergarten 270 daily instructional minutes~~
~~Minimum Day 220 daily instructional minutes~~
~~Banking Day 220 daily instructional minutes~~

Section 14. Kindergarten Teachers

When assigning Kindergarten teachers for part of the work day, first consideration shall be given to assigning them to assist their "partnered" Kindergarten teacher; before assigning such an employee to assist at another grade level, the administrator shall confer with the employee concerning the reasons for such an assignment.

Section 15. Online Courses

Unless otherwise noted in this Section, all Articles of the CBA apply to online course teachers.

a. Training

Training and technology for teaching online courses shall be offered to all teachers annually on a voluntary basis. Any cost for training and technology will be at District expense.

b. Online Course Assignment

- (1) Notices of online course offerings will be distributed to all teachers at the site where the course is being offered within ten (10) days of the determination of the course offering.
- (2) The criteria for considering all online assignments shall be in accordance with Article 9, Section 2 (a).
- (3) No unit member may be involuntarily transferred to an online program.

c. Number of Courses

No teacher at a comprehensive (brick and mortar) school shall teach more than three (3) online courses each semester/trimester unless there is an insufficient number of qualified teachers who express interest.

- (1) At a comprehensive (brick and mortar) elementary school, every attempt will be made to keep elementary online classes to one grade level.
- (2) Every online course shall have a different title or number than its non-online equivalent course.

d. Hours of Employment

Article 7, Section 2. A.(1)(a), shall apply to all teachers who teach an online course.

e. Intellectual Property

- (1) A GUSD teacher shall be paid at the teacher's regular curriculum development and writing rate of pay or be given sufficient release time for online course curriculum design development preapproved in writing by the Assistant Superintendent, Educational Services.
- (2) Online course curriculum developed by a GUSD teacher on their own time without compensation or District release time shall remain the intellectual property of said teacher.

f. Other Provisions

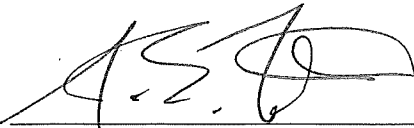
- (1) If GUSD wishes to open a "Virtual School" both GTA and GUSD agree to come back to the table to negotiate any negotiable effects related to the creation and operation of a "Virtual School".
- (2) All online teachers will be GTA unit members. All online teachers will be subject to the General On-Site Obligation set forth in Article 7 in the Collective Bargaining Agreement.
- (3) This agreement only covers online courses located on all GUSD campuses and property.

Section 16. Preparation of Elementary Report Cards


~~Elementary teachers during the first trimester report card preparatory day will be allowed to work at home during the time usually allocated for preparation of report cards. Elementary teachers would be permitted to work at home with the stipulation that they meet their responsibilities for any assignments that may require their presence at school, that they remain "on call" during work hours, and that they return report cards (or appropriate reports) to administrators by the end of the work day (no later than 3:00 pm).~~

Section 16. Yard Duty Stipend

~~The District shall allocate \$495,000 toward a one-time stipend for all certificated TK-6th teachers, SPED and Teacher Specialists in elementary school sites who are on the scheduled supervision rotation and have performed regular supervision. A list of qualified personnel shall be mutually agreed upon by GTA and the District by April 30, 2018 for the 2017-2018 school year and by April 30, 2019 for the 2018-2019 school year. The annual stipend amount shall be calculated by the number of certificated personnel on the agreed upon list, divided into the burdened gross amount of \$495,000.~~



Steven Field, GTA



Cynthia McCarty-Foley, GUSD

3.9.18

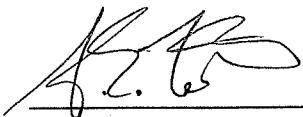
3/9/18

GUSD to GTA
March 9, 2018

MEMORANDUM OF UNDERSTANDING
BETWEEN
GLENDALE TEACHERS ASSOCIATION
AND
GLENDALE UNIFIED SCHOOL DISTRICT

**Article 11 Class Size/Support Services Ratios
March 9, 2018**


- In order to avoid the loss of class size reduction funds, class size average for grades TK-3rd shall be 26 to 1 by school site for the 2018-2019 school year.
- In order to provide for timely staffing for the 2019-2020 school year, GTA and GUSD agree to make a decision to extend or not to extend class size average for TK-3rd (26 to 1) no later than February 28, 2019.



 Steven Field
 GTA Bargaining Chair

3.9.18

 Date



 Cynthia M. Foley, Ed.D.
 Glendale Unified School District


3/9/18

 Date

ARTICLE 13 – WAGES

Wage Proposal:

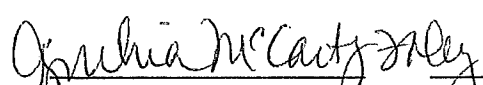
- 1. A 1.5% salary increase applicable to salary schedules reflected in Appendices A, B, D, G, H, I, J, K, and M shall be implemented for all GTA unit members retroactive to July 1, 2016, for the 2016-2017 school year. The salary increase shall be applicable to salary schedules reflected in Appendices E, F, N effective July 1, 2016.
- 2. A 1.5% salary increase applicable to salary schedules reflected in Appendices A, B, D, G, H, I, J, K, and M shall be implemented for all GTA unit members retroactive to July 1, 2017, for the 2017-2018 school year. The salary increase shall be applicable to salary schedules reflected in Appendices E, F, N effective July 1, 2017.
- 3. Packaged with:
 - o Class Size/Support Services Ratios 26:1 MOU (attached)
 - o The Glendale Teachers Association (GTA) and the Glendale Unified School District (GUSD) agree to attend Interest-Based Bargaining (IBB) training, with the intent to use learned techniques for future negotiations.
 - o The Glendale Teachers Association (GTA) and the Glendale Unified School District (GUSD) agree to collaboratively research and attempt to negotiate “fair share” language for future negotiations.



 Steven Field
 GTA Bargaining Chair

3.9.18

 Date



 Cynthia McCarty-Foley
 GUSD

3/9/18

 Date

ARTICLE 23 – DURATION AND TERMINATION

1. This Agreement shall be the successor Agreement of the parties for the period July 1, 2017 through June 30, 2020.
2. Negotiations for the 2017-2018 school year have been completed.
3. The parties shall exchange initial proposals for reopener negotiations for the 2018-2019 school year on wages, health and welfare benefits, calendar, and one other article specified by each party no later than September 1, 2018, and shall commence reopener negotiations on these items no later than October 1, 2018.
4. During the term of this Agreement, either the District or the Association may reopen negotiations for the 2019-2020 school year on wages, health and welfare benefits, calendar, and one other article specified by each party. Written notice to reopen must be provided to the other party.
5. Initial proposals for a successor Agreement commencing July 1, 2020 shall be exchanged by the parties no later than September 1, 2019. The parties shall commence negotiations for a successor Agreement no later than October 1, 2019.

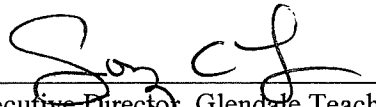
Glendale Unified School District

Glendale Teachers Association

Dr. Cynthia McCarty-Foley
Stephen Dickinson
Suzanne Risse
Hagop Eulmessekian
Zepure Hacopian

Steven Field
Lenore Piskel
Angelina Thomas
Sarah Morrison
Vahe Tcharkoutian
Sonya Lowe

By 
Assistant Superintendent, Human Resources

By 
Executive Director, Glendale Teachers Assoc.

Date: 3/9/18

Date: 3/9/2018

Adopted by the Board of Education on

Ratified by the Association on

Date: _____

Date: _____

By _____
President, Board of Education

By _____
President, Glendale Teachers Association

Approved by [Signature] 11/16/17

ELEMENTARY ATTENDANCE CALENDAR 2018-2019 - OPTION 2-DRAFT

July, 2018

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August, 2018

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October, 2018

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November, 2018

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December, 2018

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January, 2019

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February, 2019

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March, 2019

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April, 2019

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June, 2019

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<ul style="list-style-type: none"> State Holiday X Minimum Day 	<ul style="list-style-type: none"> Student Holiday, All Teachers on Duty △ District Staff Dev. Day Students Not in Attendance 	<ul style="list-style-type: none"> Students Not in Attendance 	TOTAL DAYS OF INSTRUCTION 180
<ul style="list-style-type: none"> District Staff Development Day - Aug. 20 Teacher Institute Day - Aug. 21 First Trimester Begins/School Opens - Aug. 22 Labor Day - Sept. 3 District Staff Development Day - Oct. 26 Election Day - Nov. 6 Veteran's Day - Nov. 12 	<ul style="list-style-type: none"> End of First Trimester - Nov. 15 Student Holiday-Teachers on Duty - Nov. 16 Thanksgiving Recess - Nov. 19-23 Winter Recess - Dec. 24-Jan. 6 Dr. Martin Luther King, Jr. Day - Jan. 21 Lincoln Day - Feb. 11 Washington Day - Feb. 18 	<ul style="list-style-type: none"> End of Second Trimester - March 1 Spring Recess - March 18-22 District Staff Development Day - March 25 Armenian Genocide Remembrance Day - April 24 Memorial Day - May 27 End of Third Trimester - June 11 Student Holiday, All Teachers on Duty - June 12 	

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SECONDARY ATTENDANCE CALENDAR 2018-2019 - OPTION 2-DRAFT

July, 2018

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August, 2018

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September, 2018

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October, 2018

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November, 2018

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December, 2018

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January, 2019

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February, 2019

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March, 2019

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April, 2019

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May, 2019

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June, 2019

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11X	12*	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

<input type="radio"/> State Holiday	<input checked="" type="checkbox"/> Minimum Day	<input type="checkbox"/> District Staff Dev. Day.	<input checked="" type="checkbox"/> Students Not in Attendance	<input type="checkbox"/> Students Not in Attendance
<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> Student Holiday, All Teachers on Duty, End 1st Sem. -Dec.21	<input type="checkbox"/> Student Holiday, All Teachers on Duty, End 1st Sem. -Dec.21	<input type="checkbox"/> Student Holiday, All Teachers on Duty, End 1st Sem. -Dec.21
<input type="checkbox"/> Veteran's Day - Nov. 12	<input type="checkbox"/> Veteran's Day - Nov. 12	<input type="checkbox"/> Thanksgiving Recess - Nov. 19-23	<input type="checkbox"/> Thanksgiving Recess - March 18-22	<input type="checkbox"/> Third Quarter Ends - March 15
<input type="checkbox"/> District Staff Development Day - Aug. 20	<input type="checkbox"/> District Staff Development Day - Aug. 20	<input type="checkbox"/> Teacher Institute Day - Aug. 21	<input type="checkbox"/> District Staff Development Day - March 25	<input type="checkbox"/> District Staff Development Day - March 25
<input type="checkbox"/> First Semester Begins/School Opens - Aug. 22	<input type="checkbox"/> First Semester Begins/School Opens - Aug. 22	<input type="checkbox"/> Labor Day - Sept. 3	<input type="checkbox"/> Armenian Genocide Remembrance Day - April 24	<input type="checkbox"/> Armenian Genocide Remembrance Day - April 24
<input type="checkbox"/> First Quarter Ends - Oct. 19	<input type="checkbox"/> First Quarter Ends - Oct. 19	<input type="checkbox"/> District Staff Development Day - Oct. 26	<input type="checkbox"/> Memorial Day - May 27	<input type="checkbox"/> Memorial Day - May 27
<input type="checkbox"/> Election Day - Nov. 6	<input type="checkbox"/> Election Day - Nov. 6	<input type="checkbox"/> District Staff Development Day - Oct. 26	<input type="checkbox"/> Second Semester Ends - June 11	<input type="checkbox"/> Second Semester Ends - June 11
			<input type="checkbox"/> Student Holiday, All Teachers on Duty - June 12	<input type="checkbox"/> Student Holiday, All Teachers on Duty - June 12

TOTAL DAYS OF INSTRUCTION 180

Upper M. Foley 2:04 PM
11/16/17

ELEMENTARY ATTENDANCE CALENDAR 2019-2020 - DRAFT

July, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August, 2019

S	M	T	W	T	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21	22	23	24
25	26	27	28	29	30	31

September, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October, 2019

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November, 2019

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15*
16	17	18	19	20	21	22X
23	24	25	26	27	28	29
30						

December, 2019

S	M	T	W	T	F	S
						7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January, 2020

S	M	T	W	T	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February, 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March, 2020

S	M	T	W	T	F	S
1	2	3	4	5	6X	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April, 2020

S	M	T	W	T	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May, 2020

S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June, 2020

S	M	T	W	T	F	S
						6
7	8	9	10X	11*	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

State Holiday	X Minimum Day	Student Holiday, All Teachers on Duty	District Staff Dev. Day	Students Not in Attendance	TOTAL DAYS OF INSTRUCTION 180
District Staff Development Day - Aug. 19 Teacher Institute Day - Aug. 20 First Trimester Begins/School Opens - Aug. 21 Labor Day - Sept. 2 District Staff Development Day - Oct. 25 Election Day - Nov. 5 Veteran's Day - Nov. 11		End of First Trimester - Nov. 14 Student Holiday, Teachers on Duty - Nov. 15 Thanksgiving Recess - Nov. 25-29 Winter Recess - Dec. 23 - Jan. 6 Dr. Martin Luther King, Jr. Day - Jan. 20 Lincoln Day - Feb. 10 Washington Day - Feb. 17	End of Second Trimester - March 6 Spring Recess - March 16-20 District Staff Development Day - March 23 Armenian Genocide Remembrance Day - April 24 Memorial Day - May 25 End of Third Trimester - June 10 Student Holiday, Teachers on Duty - June 11		

*Yunus M. Toky 7:04 PM
11/16/17*

SECONDARY ATTENDANCE CALENDAR 2019-2020 - DRAFT

July, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August, 2019

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21	22	23	24
25	26	27	28	29	30	31

September, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October, 2019

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18X	19
20	21	22	23	24	25	26
27	28	29	30	31		

42

November, 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December, 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20*	21
22	23	24	25	26	27	28
29	30	31				

January, 2020

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February, 2020

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March, 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13X	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April, 2020

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May, 2020

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June, 2020

S	M	T	W	T	F	S
7	8	9	10X	11*	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

55
101

<input type="radio"/> State Holiday	<input checked="" type="checkbox"/> Minimum Day	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> District Staff Dev. Day	<input type="checkbox"/> Students Not in Attendance	TOTAL DAYS OF INSTRUCTION 180
<input type="checkbox"/> District Staff Development Day - Aug. 19	<input type="checkbox"/> Teacher Institute Day - Aug. 20	<input type="checkbox"/> First Semester Begins/School Opens - Aug. 21	<input type="checkbox"/> Labor Day - Sept. 2	<input type="checkbox"/> First Quarter Ends - Oct. 18	<input type="checkbox"/> District Staff Development Day - Oct. 25
<input type="checkbox"/> Election Day - Nov. 5	<input type="checkbox"/> Veteran's Day - Nov. 11	<input type="checkbox"/> Thanksgiving Recess - Nov. 25-29	<input type="checkbox"/> Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	<input type="checkbox"/> Winter Recess - Dec. 23 - Jan. 6	<input type="checkbox"/> Dr. Martin Luther King, Jr. Day - Jan. 20
<input type="checkbox"/> Lincoln Day - Feb. 10	<input type="checkbox"/> Washington Day - Feb. 17	<input type="checkbox"/> Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	<input type="checkbox"/> Spring Recess - March 16-20	<input type="checkbox"/> District Staff Development Day - March 23	<input type="checkbox"/> Armenian Genocide Remembrance Day - April 24
<input type="checkbox"/> Memorial Day - May 25	<input type="checkbox"/> Second Semester Ends - June 10	<input type="checkbox"/> Student Holiday, Teachers on Duty - June 11	<input type="checkbox"/> Third Quarter Ends - March 13	<input type="checkbox"/> Spring Recess - March 16-20	

Agenda in...
10/17/17

GLENDALE UNIFIED SCHOOL DISTRICT
Glendale, California

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COUNSELOR ATTENDANCE CALENDAR 2018-2019 - DRAFT

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21*	22	23	24	25
26	27	28	29	30	31	

September 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21*	22
23	24	25	26	27	28	29
30	31					

January 2019

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2019

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11X	12*	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

TOTAL DAYS 201

State Holiday Minimum Day District Staff Dev. Day (2 of 3) Students Not in Attendance
 Student Holiday, All Teachers on Duty Students Not in Attendance

District Staff Development Day - Aug. 20
 Teacher Institute Day - Aug. 21
 First Semester Begins/School Opens - Aug. 22
 Labor Day - Sept. 3
 First Quarter Ends - Oct. 19
 District Staff Development Day - Oct. 26
 Veteran's Day - Nov. 12

Thanksgiving Recess - Nov. 19-23
 Student Holiday, Teachers on Duty, End 1st Sem. - Dec. 21
 Winter Recess - Dec. 24 - Jan. 6
 Dr. Martin Luther King, Jr. Day - Jan. 21
 Lincoln Day - Feb. 11
 Washington Day - Feb. 18
 Third Quarter Ends - March 15

Spring Recess - March 18-22
 District Staff Development Day - March 25
 Armenian Genocide Remembrance Day - April 24
 Memorial Day - May 27
 Second Semester Ends - June 11
 Student Holiday, All Teachers on Duty - June 12

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GLENDALE UNIFIED SCHOOL DISTRICT
Glendale, California

12.7.17
ETA

COUNSELOR ATTENDANCE CALENDAR 2019-2020 - DRAFT

July 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21	22	23	24
25	26	27	28	29	30	31

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18X	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20*	21
22	23	24	25	26	27	28
29	30	31				

January 2020

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13X	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10X	11*	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

<input type="radio"/> State Holiday	<input checked="" type="checkbox"/> Minimum Day	<input type="checkbox"/> Student Holiday, All Teachers on Duty	<input type="checkbox"/> District Staff Dev. Day (2 of 3) Students Not in Attendance	TOTAL DAYS 201
District Staff Development Day - Aug. 19	Teacher Institute Day - Aug. 20	First Semester Begins/School Opens - Aug. 21	Third Quarter Ends - March 13	
Labor Day - Sept. 2	First Quarter Ends - Oct. 18	District Staff Development Day - Oct. 25	Spring Recess - March 16-20	
Election Day - Nov. 5	District Staff Development Day - Oct. 25	Student Holiday, Teachers on Duty, End 1st Sem.-Dec. 20	District Staff Development Day - March 23	
		Winter Recess - Dec. 23 - Jan. 6	Armenian Genocide Remembrance Day - April 24	
		Dr. Martin Luther King, Jr. Day - Jan. 20	Memorial Day - May 25	
		Lincoln Day - Feb. 10	Second Semester Ends - June 10	
		Washington Day - Feb. 17	Student Holiday, Teachers on Duty - June 11	
		Veteran's Day - Nov. 11		
		Thanksgiving Recess - Nov. 25-29		

*Dr. King 3.8.18 67A
Cynthia McCarty July 3.9.18
5:02 PM*

EEELP ATTENDANCE CALENDAR 2018-2019 - DRAFT

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27X	28X	29
30	31					

January 2019

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2019

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

State Holiday Site to be determined *
 Student Holiday, All Teachers on Duty District Staff Dev. Day Students Not in Attendance
 Students Not in Attendance

TOTAL DAYS 246

Independence Day - July 4
 Labor Day - Sept. 3
 Veterans Day - Nov. 12
 Thanksgiving Recess - Nov. 22, 23
 Dr. Martin Luther King, Jr. Day - Jan. 21
 Lincoln Day - Feb. 11
 Washington Day - Feb. 18
 Memorial Day - May 27

GLENDALE UNIFIED SCHOOL DISTRICT

Glendale, California

EEELP ATTENDANCE CALENDAR 2019-2020 - DRAFT

*Dr. L. Garcia
Gabriela McCarty - May 3, 9, 18
5:02 PM*

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Legend:

- State Holiday
- △ District Staff Dev. Day
- * Teachers on Duty
- △ Students Not in Attendance
- Students Not in Attendance

Holidays:

- Independence Day - July 4
- Labor Day - Sept. 2
- Veterans Day - Nov. 11
- Thanksgiving Recess - Nov. 28, 29
- Winter Recess - Dec. 24 through Jan. 1
- Dr. Martin Luther King, Jr. Day - Jan. 20
- Lincoln Day - Feb. 10
- Washington Day - Feb. 17
- Memorial Day - May 25

TOTAL DAYS 246

Signed 1:23
2/15/16
Cynthia M. Fitzgerald: 2:22 PM
GTA HGVSD
AGB

GLENDALE UNIFIED SCHOOL DISTRICT
Glendale, California

APPENDIX "F"
2015– 2016

Effective January 1, 2016

SPECIAL SALARY SCHEDULE - TEACHERS

SPECIAL CLASSES (effective January 1, 2016)

(Additional Compensation)

Special Day Classes, Resource Specialists, Itinerant Specialists (Visually Impaired, Deaf/Hard of Hearing, Orientation and Mobility, Workability, Adapted P. E., Assistive Technology); College View School; Teacher Specialist, (Categorically Funded/Grant Funded, Special Education), TK – 6 combination class teachers, and TK – 6 FLAG teachers.

\$112.73 per month
for 11 months

BILINGUAL PAY DIFFERENTIAL FOR CLASSROOM TEACHERS

Teachers initially hired by the District on a temporary or regular contract basis for the 2004-05 or earlier years, and holding a Crosscultural Language and Academic Development (CLAD) certificate will receive a monthly stipend.

\$ 75.45 per month
for 11 months

Teachers initially hired by the District on a temporary or regular contract basis for the 2004-05 or earlier years and who are holding a Bilingual-Crosscultural and Academic Development Credential (BCLAD) and are assigned to a designated language assistant elementary classroom, will receive a monthly stipend. Those receiving this differential cannot also receive the CLAD differential.

\$152.73 per month
for 11 months

NOTE:

- a. A BCLAD language assistance teacher will continue to receive the appropriate bilingual stipend for up to one year following cancellation of the bilingual assignment, provided (1) the teacher was formally scheduled to teach a bilingual class prior to its cancellation, (2) the teacher remains in the school, or is involuntarily transferred to another school, and (3) the teacher remains available to teach a bilingual class upon the District's request.
- b. Stipends for the CLAD and BCLAD authorizations may apply to either elementary or secondary teachers.
- c. Class fees for District-sponsored CLAD or BCLAD authorization training will be reimbursed by the District, payable upon verification of class completion. Such reimbursement is only available to employees whose hire date permits them to qualify for the bilingual pay differentials.

Signed 1:23
12/15/18 J. M. Foley
JSL GTB

APPENDIX "F" – SPECIAL SALARY SCHEDULE – TEACHERS

GTA TO GUSD
October 18, 2017

- d. Fees for the required number of CLAD and BCLAD examinations (plus one in the event of one failure, i.e., if 3 exams are required, the District will pay for a fourth to cover one exam re-take) shall be reimbursed by the District. This applies only to employees whose hire date permits them to qualify for the bilingual pay differentials.

ELEMENTARY TEACHER/ASSISTANT TO THE PRINCIPAL (effective January 1, 2016)

Serving in a school with a full-time principal \$ 70.00 per month for 11 months
 Serving in a school with a half-time principal \$ 92.73 per month for 11 months

Assigned days worked, up to a maximum of three (3) days, prior to the beginning of the regular scheduled one hundred eighty-six (186) day work year will be compensated at the employees daily rate of pay.

HEAD TEACHER/EARLY EDUCATION AND EXTENDING LEARNING PROGRAMS \$437 per month

All such assignments are to be made ~~on an annual basis~~, after consideration of all applications based upon an application process open to all Early Education and Extended Learning Programs teachers.

WORKSHOP INSTRUCTORS (effective January 1, 2016)

Notwithstanding the above usual rate, Workshop Instructors shall be paid their regular daily/hourly rate of pay when providing instruction to employees, if those employees attending the workshop are being paid their regular daily/hourly rate of pay. \$33.00 per hour

HOME – HOSPITAL INSTRUCTION (effective January 1, 2016)

\$30.00 per hour

CATEGORICAL PROJECT INSTRUCTION (effective January 1, 2016)

\$30.00 per hour

CURRICULUM DEVELOPMENT AND WRITING (effective January 1, 2016)

1:23 2/15/16
Cynthia M. Fry

ACB
GTU

\$27.00 per hour

DISTRICT INITIATED SPECIAL PROJECTS

(effective January 1, 2016)

\$27.00 per hour

NATIONAL BOARD CERTIFICATION

(effective January 1, 2016)

\$2,986 per year

Employees who achieve, and maintain, National Board Certification shall be eligible for an annual stipend over and above their regular teacher salary. Those who accept such stipend shall provide 50 hours of additional service annually in training and assistance to other teachers as directed by the District's Professional Development Program office. However, such additional services shall not require additional workdays beyond the employee's regular work calendar except by mutual agreement between the employee and the District's Professional Development Program Management. (The previous \$7,000 bonus is to be replaced by the State bonus and this stipend.)

LEARNING LEADERS

(effective January 1, 2016)

Learning Leader to be paid annually for 50 hours of additional service outside the contractual day.

\$1,671 per year

Andrea M. Foley 11/16/17 2:30
GTA to GUSD
November 16, 2017

Article 10 – Leaves of Absence

Section 4 Pregnancy, Maternity Disability, Child Care, Adoption Leave

e. Parental Leave (effective January 1, 2017)

A permanent or probationary employee who has worked for the District for twelve (12) months (summer break is included in this time period) may request a leave of absence for reason of the birth of a child of the employee, or the placement of a child with the employee in connection with the adoption or foster care of the child by the employee as follows:

- (1) When an employee has exhausted all available sick leave under Section 2 of this Article, and continued to be absent from his or her duties on account of parental leave, and is eligible for parental leave pursuant to the California Family Rights Act (“CFRA,” Government Code 12945.2), the employee may receive up to 12 school weeks (60 work days) of paid leave, 50 percent (%) of base salary for each such day (Partial Pay).
- (2) If an employee seeks to take parental leave, as specified above, but has not exhausted all available sick leave, the employee may use sick leave provided under Section 2 of this Article for parental leave purposes. However, the 12-weeks (60 work days) of paid parental leave period shall only be available to employees who exhaust all sick leave before or during the 12-week period (60 days) and shall be reduced by any such period of sick leave taken during the 12-week period (60 days) of parental leave. Nothing in this section shall be interpreted to prohibit an employee who does not wish to exhaust his or her sick leave from requesting and receiving up to 12 school weeks (60 work days) of unpaid leave for child bonding purposes under CFRA, so long as the employee qualifies for such leave. An employee who elects not to exhaust his/her sick leave during the parental leave is ineligible for and cannot access the 50 percent (%) of base salary for each such day (Partial Pay).
- (3) The foregoing provisions are intended to comply with Education Code Section 44977.5. Should the Legislature revise the applicable statutory requirements, or should a state agency issue guidance on the applicable statutory requirements, to the extent that the revisions and/or guidance are in conflict with the foregoing provisions, the parties shall promptly meet and negotiate for the purpose of addressing those conflicts.

- (4) If an employee has exhausted the 12-week period (60 work days) of parental leave paid at the 50 percent (%) of base salary for each such day (Partial Pay), and seeks to continue leave for the purpose of caring for his/her natural or adopted child, the employee may request to receive an additional unpaid leave of absence if in accordance with Section 4d above – Child Care.
- (5) Employees seeking to take leave under this Section shall, if the need for such leave is foreseeable, notify the District that the employee intends to take such leave at least fifteen (15) days prior to the anticipated date on which the leave is to commence. If the need for leave is not foreseeable, the employee shall notify the District as soon as practicable.
- (6) If an employee is taking a parental leave longer than 20 days, the employee shall notify the District no later than ten (10) days prior to the ending date of the leave of his/her intent to return to service. If the need to extend the leave is not foreseeable, the employee shall notify the District as soon as practicable.
- (7) Employees are only entitled to 12-workweeks (60 work days) of parental leave in any 12-month period. This parental leave may be utilized anytime during the year following birth or placement of a child and may be split over two school years if it has not been exhausted in accordance with the CFRA limitations. The 50 percent (%) of base salary for each such day (Partial Pay) parental leave runs concurrent with the 12 weeks (60 work days) of baby bonding leave already provided under CFRA.
- (8) Where both parents are employees of the District, the District may limit the period of parental leave to 12 total workweeks (60 work days) between the two parents.

2156
12/7/17

GTA to GUSD
December 7, 2017

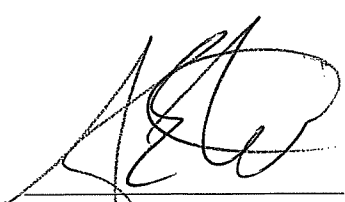
GLENDALE TEACHERS ASSOCIATION

AND

GLENDALE UNIFIED SCHOOL DISTRICT

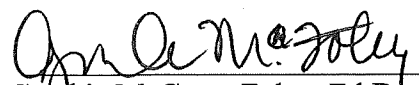
Article 11 Class Size/Support Services Ratios

The Glendale Unified School District and the Glendale Teachers Association agree that TK-3rd grade class size average shall be 26 to 1 by school site beginning July 1, 2017 for the 2017-2018 school year only.



Steven Field
GTA Bargaining Chair

12.7.17
Date



Cynthia McCarty-Foley, Ed.D.
Glendale Unified School District

12/7/17
Date

GLENDALE TEACHERS ASSOCIATION

AND

GLENDALE UNIFIED SCHOOL DISTRICT

SIDE LETTER OF AGREEMENT

**Elimination of Mandatory Yard Duty for Elementary Teachers
December 7, 2017**

The Glendale Teachers Association (Association) and the Glendale Unified School District (District) agree on the elimination of mandatory yard duty for all (Grade 1-6) elementary school site teachers, upon the completion of any and all negotiated elements of this change in language. Transition to implementation will begin in January 2018 with full implementation in effect August 2018. The District may establish a pilot program at elementary schools, to be determined by the District, for the period of January 2018 to June 2018. Elementary schools not selected for the pilot program shall continue to cover mandatory yard duty for the 2017-2018 school year.

During August through December 2017, all certificated TK-6th teachers, SPED and Teacher Specialists (unit members) in elementary school sites who are on the scheduled supervision rotation and have performed regular supervision shall receive a proportional amount "Burdened Gross Amount" (\$295,000/2).

During January through June 2018, unit members who continue to do yard duty shall be compensated as follows: a new "Burdened Gross Amount" will be determined by multiplying (\$295,000/2) by the ratio of "unit members doing yard duty during January through June 2018"/"unit members doing yard duty during August through December 2017" and then proportionally distributed among the unit members doing yard duty during January through June 2018.

Lists of qualified personnel (August through December 2017 and January through June 2018) shall be mutually agreed upon by GTA and the District by April 30, 2018 for the 2017-2018 school year.

Elementary teachers shall be relieved of supervision duty as a regular assignment. If necessary, the site administrator may ask for volunteers to provide the necessary student supervision and those volunteers shall be paid at the teacher hourly rate

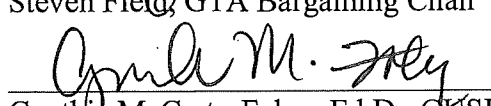
It is so agreed:

12-7-17
Date

12/7/17
Date



Steven Field, GTA Bargaining Chair



Cynthia McCarty-Foley, Ed.D., GUSD

2:10 PM
11/16/17

**GLENDALE TEACHERS ASSOCIATION
AND
GLENDALE UNIFIED SCHOOL DISTRICT**

**SIDE LETTER OF AGREEMENT
COLLABORATION TIME COMMITTEE**

October 18, 2017

The Glendale Teachers Association (GTA) and the Glendale Unified School District (District) agree on the establishment of a Collaboration Time Committee dedicated to finding collaboration time for teachers to focus on the four Essential Questions:

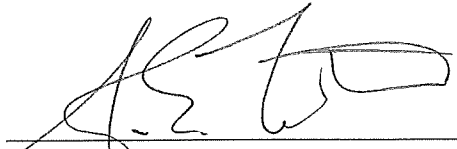
Four Essential Questions:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

The Committee will meet during the instructional day or after school, when appropriate (as needed). The Committee will be composed of equal numbers of administrators, selected by the District, and unit members, selected by GTA. The Committee's findings and recommendations shall be brought to the bargaining table no later than the end of the second semester, May 2018.

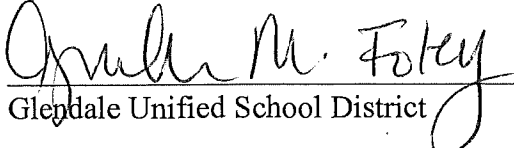
It is so agreed:

11/16/17
Date



Glendale Teachers Association

11/16/17
Date



Glendale Unified School District

Given
11/16/17
S.S.
10/18

GLENDALE TEACHERS ASSOCIATION

AND

GLENDALE UNIFIED SCHOOL DISTRICT

SIDE LETTER OF AGREEMENT


PHARMACEUTICAL CARVE OUT FROM BLUE SHIELD

May 24, 2017

The Glendale Teachers Association and the Glendale Unified School District agree with the Employee Benefits Committee's recommendation to carve out the pharmaceutical component from Blue Shield for the 2017-2018 medical benefits plan year beginning on October 1, 2017. The company to be used for this pharmaceutical carve out shall be MedImpact.

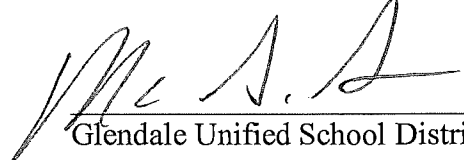
It is so agreed:

5/24/17
Date



Glendale Teachers Association

5/24/17
Date



Glendale Unified School District

10:20 am

**GLENDALE TEACHERS ASSOCIATION
AND
GLENDALE UNIFIED SCHOOL DISTRICT**

SIDE LETTER OF AGREEMENT

2017-2018 EEELP WORK YEAR AND WORK SCHEDULE

The Glendale Teachers Association and the Glendale Unified School District agree on the following procedure for the Early Education and Extended Learning Programs employees work year and work schedules for the 2017-2018 school year:

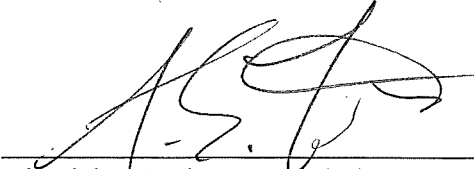
Members who work twelve (12) months shall turn in a 225 day positive work year calendar to their supervisor no later than forty-five (45) calendar days prior to the last day of the TK – 12 grade school year for approval. Supervisors shall not look at requests until 45 days prior to the last day of the TK – 12 grade school year to make schedules based on the needs of the program.

Members who do not receive their first request for non-work days for the 2017-2018 school year shall receive priority during the 2018-2019 school year over those who received their first request priority in 2017-2018. Denial of non-work days shall not be made in an arbitrary or capricious manner. The annual schedule of work days for each employee, and also of daily work schedules and locations, will be assigned prior to the beginning of the work year, after offering employees the opportunity to request their individual preferences and taking under consideration such preferences along with the operational needs of the program.

This agreement shall remain in effect until a successor to Article 7 is reached between the Glendale Teachers Association and the Glendale Unified School District.

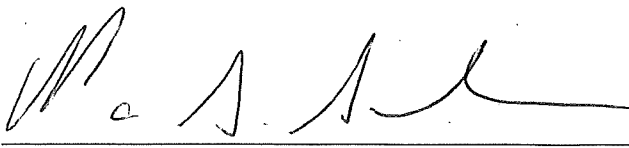
It is so agreed:

3/28/2017
Date



Glendale Teachers Association

3/28/17
Date



Glendale Unified School District

**Los Angeles County Office of Education
Business Advisory Services**

**PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5**

Name of School District:	Glendale USD
Name of Bargaining Unit:	Glendale Teachers Association
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2016 and ending: June 30, 2018
(date) (date)

The Governing Board will act upon this agreement on: April 17, 2018
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Annual Cost Prior to Proposed Settlement 2nd Interim	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Year 1 Increase/(Decrease) 2017-18	Year 2 Increase/(Decrease) 2018-19	Year 3 Increase/(Decrease) 2019-20
1. Salary Schedule Including Step and Column	\$ 104,702,470	\$ 4,735,169		
		4.52%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 4,115,625	\$ 186,129		
		4.52%	0.00%	0.00%
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 21,357,728	\$ 965,903		
		4.52%	0.00%	0.00%
4. Health/Welfare Plans	\$ 21,452,543	\$ -		
		0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 151,628,366	\$ 5,887,201	\$ -	\$ -
		3.88%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	1,269.20			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 119,468	\$ 4,639	\$ -	\$ -
		3.88%	0.00%	0.00%

Glendale USD
Glendale Teachers Association

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

The 2016-17 settlement provides an ongoing 1.5% general salary increase retroactive from July 1, 2016. The 2017-18 settlement provides an additional ongoing 1.5% general salary increase effective July 1, 2017. Page 1, Section A, Line 5 reflects the 2016-17 retro payment adjustments, "plus" the ongoing 2017-18 general increase.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

None were added.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

None.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No
If yes, please describe the cap amount.

Employees currently pay a portion of their health plan cost based on a defined formula.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details)

Glendale USD
Glendale Teachers Association

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

F. Source of Funding for Proposed Agreement:

1. Current Year

Both the 2016-17 and 2017-18 settlements result in a draw down of the ending balance amount. New LCFE funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the increasing deficit spending pattern present in the District. An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details) Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Both the 2016-17 and 2017-18 settlements result in a draw down of the ending balance amount. New LCFE funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the increasing deficit spending pattern present in the District. An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details) Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Both the 2016-17 and 2017-18 settlements result in a draw down of the ending balance amount. New LCFE funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the increasing deficit spending pattern present in the District. An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details) Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: **Unrestricted General Fund**
 Glendale Teachers Association

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 222,354,970		\$ -	\$ 222,354,970
Federal Revenue	8100-8299	\$ 200,000		\$ -	\$ 200,000
Other State Revenue	8300-8599	\$ 8,323,696		\$ -	\$ 8,323,696
Other Local Revenue	8600-8799	\$ 4,741,859		\$ -	\$ 4,741,859
TOTAL REVENUES		\$ 235,620,525		\$ -	\$ 235,620,525
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 101,712,967	\$ 4,023,903		\$ 105,736,870
Classified Salaries	2000-2999	\$ 24,313,730			\$ 24,313,730
Employee Benefits	3000-3999	\$ 53,540,262	\$ 789,771		\$ 54,330,033
Books and Supplies	4000-4999	\$ 6,036,062		\$ -	\$ 6,036,062
Services and Other Operating Expenditures	5000-5999	\$ 17,546,914		\$ -	\$ 17,546,914
Capital Outlay	6000-6999	\$ 138,489		\$ -	\$ 138,489
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 409,569		\$ -	\$ 409,569
Transfers of Indirect Costs	7300-7399	\$ (1,239,692)		\$ -	\$ (1,239,692)
TOTAL EXPENDITURES		\$ 202,458,301	\$ 4,813,674	\$ -	\$ 207,271,975
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 1,015,000	\$ -	\$ -	\$ 1,015,000
Contributions	8980-8999	\$ (39,021,663)	\$ (743,119)	\$ -	\$ (39,764,782)
OPERATING SURPLUS (DEFICIT)*		\$ (6,874,439)	\$ (5,556,793)	\$ -	\$ (12,431,232)
BEGINNING FUND BALANCE					
	9791	\$ 47,212,609			\$ 47,212,609
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 40,338,170	\$ (5,556,793)	\$ -	\$ 34,781,377
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 600,551	\$ -	\$ -	\$ 600,551
Restricted	9740				
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 5,742,703	\$ -	\$ -	\$ 5,742,703
Reserve for Economic Uncertainties	9789	\$ 8,603,136	\$ 174,273	\$ -	\$ 8,777,409
Unassigned/Unappropriated Amount	9790	\$ 25,391,780	\$ (5,731,066)	\$ -	\$ 19,660,714

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Restricted General Fund Glendale Teachers Association			
Object Code		Column 1 Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 16,949,933		\$ -	\$ 16,949,933
Other State Revenue	8300-8599	\$ 18,069,471		\$ -	\$ 18,069,471
Other Local Revenue	8600-8799	\$ 9,144,370		\$ -	\$ 9,144,370
TOTAL REVENUES		\$ 44,163,774		\$ -	\$ 44,163,774
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 24,956,989	\$ 829,037	\$ -	\$ 25,786,026
Classified Salaries	2000-2999	\$ 17,106,624		\$ -	\$ 17,106,624
Employee Benefits	3000-3999	\$ 17,380,340	\$ 166,389	\$ -	\$ 17,546,729
Books and Supplies	4000-4999	\$ 6,373,069		\$ -	\$ 6,373,069
Services and Other Operating Expenditures	5000-5999	\$ 15,061,542		\$ -	\$ 15,061,542
Capital Outlay	6000-6999	\$ 191,867		\$ -	\$ 191,867
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 530,000		\$ -	\$ 530,000
Transfers of Indirect Costs	7300-7399	\$ 838,692		\$ -	\$ 838,692
TOTAL EXPENDITURES		\$ 82,439,123	\$ 995,426	\$ -	\$ 83,434,549
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 858,773	\$ -	\$ -	\$ 858,773
Contributions	8980-8999	\$ 39,021,663	\$ 743,119	\$ -	\$ 39,764,782
OPERATING SURPLUS (DEFICIT)*		\$ (112,459)	\$ (252,307)	\$ -	\$ (364,766)
BEGINNING FUND BALANCE					
	9791	\$ 10,642,315			\$ 10,642,315
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 10,529,856	\$ (252,307)	\$ -	\$ 10,277,549
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 308,404	\$ -	\$ -	\$ 308,404
Restricted	9740	\$ 10,221,452	\$ (252,307)	\$ -	\$ 9,969,145
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund
Glendale Teachers Association**

Bargaining Unit:

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 222,354,970		\$ -	\$ 222,354,970
Federal Revenue	8100-8299	\$ 17,149,933		\$ -	\$ 17,149,933
Other State Revenue	8300-8599	\$ 26,393,167		\$ -	\$ 26,393,167
Other Local Revenue	8600-8799	\$ 13,886,229		\$ -	\$ 13,886,229
TOTAL REVENUES		\$ 279,784,299		\$ -	\$ 279,784,299
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 126,669,956	\$ 4,852,940	\$ -	\$ 131,522,896
Classified Salaries	2000-2999	\$ 41,420,354	\$ -	\$ -	\$ 41,420,354
Employee Benefits	3000-3999	\$ 70,920,602	\$ 956,160	\$ -	\$ 71,876,762
Books and Supplies	4000-4999	\$ 12,409,131		\$ -	\$ 12,409,131
Services and Other Operating Expenditures	5000-5999	\$ 32,608,456		\$ -	\$ 32,608,456
Capital Outlay	6000-6999	\$ 330,356		\$ -	\$ 330,356
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 939,569		\$ -	\$ 939,569
Transfers of Indirect Costs	7300-7399	\$ (401,000)		\$ -	\$ (401,000)
TOTAL EXPENDITURES		\$ 284,897,424	\$ 5,809,100	\$ -	\$ 290,706,524
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 1,873,773	\$ -	\$ -	\$ 1,873,773
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (6,986,898)	\$ (5,809,100)	\$ -	\$ (12,795,998)
BEGINNING FUND BALANCE					
	9791	\$ 57,854,924			\$ 57,854,924
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 50,868,026	\$ (5,809,100)	\$ -	\$ 45,058,926
COMPONENTS OF ENDING FUND					
Nonspendable	9711-9719	\$ 908,955	\$ -	\$ -	\$ 908,955
Restricted	9740	\$ 10,221,452	\$ (252,307)	\$ -	\$ 9,969,145
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 5,742,703	\$ -	\$ -	\$ 5,742,703
Reserve for Economic Uncertainties	9789	\$ 8,603,136	\$ 174,273	\$ -	\$ 8,777,409
Unassigned/Unappropriated Amount	9790	\$ 25,391,780	\$ (5,731,066)	\$ -	\$ 19,660,714

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 12 - Child Development Fund**

Bargaining Unit:

Glendale Teachers Association

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ 782,000		\$ -	\$ 782,000
Other State Revenue	8300-8599	\$ 2,701,000		\$ -	\$ 2,701,000
Other Local Revenue	8600-8799	\$ 115,115		\$ -	\$ 115,115
TOTAL REVENUES		\$ 3,598,115		\$ -	\$ 3,598,115
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 1,674,759	\$ 65,287	\$ -	\$ 1,740,046
Classified Salaries	2000-2999	\$ 1,154,441		\$ -	\$ 1,154,441
Employee Benefits	3000-3999	\$ 1,224,900	\$ 12,814	\$ -	\$ 1,237,714
Books and Supplies	4000-4999	\$ 153,305		\$ -	\$ 153,305
Services and Other Operating Expenditures	5000-5999	\$ 131,483		\$ -	\$ 131,483
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 111,000		\$ -	\$ 111,000
TOTAL EXPENDITURES		\$ 4,449,888	\$ 78,101	\$ -	\$ 4,527,989
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ 858,773	\$ -	\$ -	\$ 858,773
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 7,000	\$ (78,101)	\$ -	\$ (71,101)
BEGINNING FUND BALANCE					
	9791	\$ 190,634			\$ 190,634
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 197,634	\$ (78,101)	\$ -	\$ 119,533
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 158,624	\$ (78,101)	\$ -	\$ 80,523
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 39,010	\$ -	\$ -	\$ 39,010
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 13/61 - Cafeteria Fund**

Bargaining Unit:

Glendale Teachers Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ -		\$ -	\$ -
Federal Revenue 8100-8299	\$ 6,500,000		\$ -	\$ 6,500,000
Other State Revenue 8300-8599	\$ 520,000		\$ -	\$ 520,000
Other Local Revenue 8600-8799	\$ 2,018,365		\$ -	\$ 2,018,365
TOTAL REVENUES	\$ 9,038,365		\$ -	\$ 9,038,365
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ 3,318,483		\$ -	\$ 3,318,483
Employee Benefits 3000-3999	\$ 1,654,629		\$ -	\$ 1,654,629
Books and Supplies 4000-4999	\$ 3,951,660		\$ -	\$ 3,951,660
Services and Other Operating Expenditures 5000-5999	\$ 286,650		\$ -	\$ 286,650
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ 290,000		\$ -	\$ 290,000
TOTAL EXPENDITURES	\$ 9,501,422	\$ -	\$ -	\$ 9,501,422
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (463,057)	\$ -	\$ -	\$ (463,057)
BEGINNING FUND BALANCE 9791	\$ 4,350,555			\$ 4,350,555
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 3,887,498	\$ -	\$ -	\$ 3,887,498
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ 91,107	\$ -	\$ -	\$ 91,107
Restricted 9740	\$ 365,672	\$ -	\$ -	\$ 365,672
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ 3,430,719		\$ -	\$ 3,430,719
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positiveLos Angeles County Office of Education
Business Advisory Services
Revised 7/11/17

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGETEnter Fund: **Building Fund --- Fund 21**Bargaining Unit: **Glendale Teachers Association**

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ -		\$ -	\$ -
Other Local Revenues 8600-8799	\$ 1,039,524		\$ -	\$ 1,039,524
TOTAL REVENUES	\$ 1,039,524		\$ -	\$ 1,039,524
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ 1,168,259		\$ -	\$ 1,168,259
Employee Benefits 3000-3999	\$ 535,425		\$ -	\$ 535,425
Books and Supplies 4000-4999	\$ 189,422		\$ -	\$ 189,422
Services and Other Operating Expenditures 5000-5999	\$ -		\$ -	\$ -
Capital Outlay 6000-6999	\$ 64,208,488		\$ -	\$ 64,208,488
Other Outgo (excluding Indirect Costs) 7100-7299	\$ -		\$ -	\$ -
7400-7499				
Transfers of Indirect Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ 66,101,594	\$ -	\$ -	\$ 66,101,594
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 1,700,000	\$ -	\$ -	\$ 1,700,000
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (63,362,070)	\$ -	\$ -	\$ (63,362,070)
BEGINNING FUND BALANCE				
9791	\$ 80,859,460			\$ 80,859,460
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 17,497,390	\$ -	\$ -	\$ 17,497,390
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 11,713,749		\$ -	\$ 11,713,749
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,783,641	\$ -	\$ -	\$ 5,783,641
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Funds 25 and 40**
 Bargaining Unit: **Glendale Teachers Association**

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of 2nd Interim) 2017-18	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 2,270,529		\$ -	\$ 2,270,529
Other Local Revenue	8600-8799	\$ 2,110,452		\$ -	\$ 2,110,452
TOTAL REVENUES		\$ 4,380,981		\$ -	\$ 4,380,981
EXPENDITURES					
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ 114,559		\$ -	\$ 114,559
Employee Benefits	3000-3999	\$ 55,375		\$ -	\$ 55,375
Books and Supplies	4000-4999	\$ 930,055		\$ -	\$ 930,055
Services and Other Operating Expenditures	5000-5999	\$ 1,173,408		\$ -	\$ 1,173,408
Capital Outlay	6000-6999	\$ 16,379,108		\$ -	\$ 16,379,108
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 1,209,874		\$ -	\$ 1,209,874
Transfers of Indirect Costs	7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES		\$ 19,862,379	\$ -	\$ -	\$ 19,862,379
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ 1,015,000	\$ -	\$ -	\$ 1,015,000
Transfers Out and Other Uses	7600-7699	\$ 1,700,000	\$ -	\$ -	\$ 1,700,000
OPERATING SURPLUS (DEFICIT)*		\$ (16,166,398)	\$ -	\$ -	\$ (16,166,398)
BEGINNING FUND BALANCE					
	9791	\$ 32,896,820			\$ 32,896,820
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 16,730,422	\$ -	\$ -	\$ 16,730,422
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,246,853	\$ -	\$ -	\$ 2,246,853
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 14,483,569		\$ -	\$ 14,483,569
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Glendale USD
 Glendale Teachers Association

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

None.

Glendale USD

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Unrestricted General Fund MYP**

Bargaining Unit:

Glendale Teachers Association

Object Code	2017-18	2018-19	2019-20
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 222,354,970	\$ 234,777,881	\$ 241,173,942
Federal Revenue 8100-8299	\$ 200,000	\$ 200,000	\$ 200,000
Other State Revenue 8300-8599	\$ 8,323,696	\$ 12,367,992	\$ 5,132,536
Other Local Revenue 8600-8799	\$ 4,741,859	\$ 4,748,427	\$ 4,748,427
TOTAL REVENUES	\$ 235,620,525	\$ 252,094,300	\$ 251,254,905
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 105,736,870	\$ 104,071,155	\$ 105,074,466
Classified Salaries 2000-2999	\$ 24,313,730	\$ 24,692,154	\$ 25,992,154
Employee Benefits 3000-3999	\$ 54,330,033	\$ 59,175,403	\$ 65,652,153
Books and Supplies 4000-4999	\$ 6,036,062	\$ 4,644,463	\$ 4,236,769
Services and Other Operating Expenditures 5000-5999	\$ 17,546,914	\$ 15,617,923	\$ 15,877,704
Capital Outlay 6000-6999	\$ 138,489	\$ 81,592	\$ 81,592
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 409,569	\$ 409,569	\$ 409,569
Transfers of Indirect Costs 7300-7399	\$ (1,239,692)	\$ (1,088,410)	\$ (1,088,402)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 207,271,975	\$ 207,603,849	\$ 216,236,005
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,015,000	\$ 1,015,000	\$ 1,015,000
Contributions 8980-8999	\$ (39,764,782)	\$ (39,448,304)	\$ (39,394,815)
OPERATING SURPLUS (DEFICIT)*	\$ (12,431,232)	\$ 4,027,147	\$ (5,390,915)
BEGINNING FUND BALANCE			
9791	\$ 47,212,609	\$ 34,781,377	\$ 38,808,524
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 34,781,377	\$ 38,808,524	\$ 33,417,609
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 600,551	\$ 147,474	\$ 147,474
Restricted 9740			
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,742,703	\$ 4,519,807	\$ 5,274,020
Reserve for Economic Uncertainties 9789	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360
Unassigned/Unappropriated Amount 9790	\$ 19,660,714	\$ 25,556,837	\$ 19,152,755

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positiveLos Angeles County Office of Education
Business Advisory Services

Glendale USD

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Restricted General Fund MYP**

Bargaining Unit:

Glendale Teachers Association

Object Code	2017-18	2018-19	2019-20
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ 16,949,933	\$ 13,011,101	\$ 13,023,781
Other State Revenue 8300-8599	\$ 18,069,471	\$ 17,574,871	\$ 17,615,680
Other Local Revenue 8600-8799	\$ 9,144,370	\$ 7,312,143	\$ 7,312,143
TOTAL REVENUES	\$ 44,163,774	\$ 37,898,115	\$ 37,951,604
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 25,786,026	\$ 24,211,097	\$ 24,210,976
Classified Salaries 2000-2999	\$ 17,106,624	\$ 17,185,959	\$ 17,185,904
Employee Benefits 3000-3999	\$ 17,546,729	\$ 17,187,109	\$ 17,187,038
Books and Supplies 4000-4999	\$ 6,373,069	\$ 3,464,803	\$ 3,464,764
Services and Other Operating Expenditures 5000-5999	\$ 15,061,542	\$ 13,329,807	\$ 13,329,771
Capital Outlay 6000-6999	\$ 191,867	\$ 73,868	\$ 73,868
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 530,000	\$ 530,000	\$ 530,000
Transfers of Indirect Costs 7300-7399	\$ 838,692	\$ 687,410	\$ 687,402
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 83,434,549	\$ 76,670,053	\$ 76,669,723
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 858,773	\$ 857,964	\$ 857,950
Contributions 8980-8999	\$ 39,764,782	\$ 39,448,304	\$ 39,394,815
OPERATING SURPLUS (DEFICIT)*	\$ (364,766)	\$ (181,598)	\$ (181,254)
BEGINNING FUND BALANCE			
9791	\$ 10,642,315	\$ 10,277,549	\$ 10,095,951
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 10,277,549	\$ 10,095,951	\$ 9,914,697
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 308,404	\$ -	\$ -
Restricted 9740	\$ 9,969,145	\$ 10,095,951	\$ 9,914,697
Committed 9750-9760			
Assigned 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Glendale USD

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Combined General Fund MYP**

Bargaining Unit:

Glendale Teachers Association

Object Code	2017-18	2018-19	2019-20
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 222,354,970	\$ 234,777,881	\$ 241,173,942
Federal Revenue 8100-8299	\$ 17,149,933	\$ 13,211,101	\$ 13,223,781
Other State Revenue 8300-8599	\$ 26,393,167	\$ 29,942,863	\$ 22,748,216
Other Local Revenue 8600-8799	\$ 13,886,229	\$ 12,060,570	\$ 12,060,570
TOTAL REVENUES	\$ 279,784,299	\$ 289,992,415	\$ 289,206,509
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 131,522,896	\$ 128,282,252	\$ 129,285,442
Classified Salaries 2000-2999	\$ 41,420,354	\$ 41,878,113	\$ 43,178,058
Employee Benefits 3000-3999	\$ 71,876,762	\$ 76,362,512	\$ 82,839,191
Books and Supplies 4000-4999	\$ 12,409,131	\$ 8,109,266	\$ 7,701,533
Services and Other Operating Expenditures 5000-5999	\$ 32,608,456	\$ 28,947,730	\$ 29,207,475
Capital Outlay 6000-6999	\$ 330,356	\$ 155,460	\$ 155,460
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 939,569	\$ 939,569	\$ 939,569
Transfers of Indirect Costs 7300-7399	\$ (401,000)	\$ (401,000)	\$ (401,000)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 290,706,524	\$ 284,273,902	\$ 292,905,728
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,873,773	\$ 1,872,964	\$ 1,872,950
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (12,795,998)	\$ 3,845,549	\$ (5,572,169)
BEGINNING FUND BALANCE			
9791	\$ 57,854,924	\$ 45,058,926	\$ 48,904,475
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 45,058,926	\$ 48,904,475	\$ 43,332,306
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 908,955	\$ 147,474	\$ 147,474
Restricted 9740	\$ 9,969,145	\$ 10,095,951	\$ 9,914,697
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 5,742,703	\$ 4,519,807	\$ 5,274,020
Reserve for Economic Uncertainties 9789	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360
Unassigned/Unappropriated Amount 9790	\$ 19,660,714	\$ 25,556,837	\$ 19,152,755

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Glendale USD
Glendale Teachers Association

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2017-18	2018-19	2019-20
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 292,580,297	\$ 286,146,866	\$ 294,778,678
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 292,580,297	\$ 286,146,866	\$ 294,778,678
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 8,777,409	\$ 8,584,406	\$ 8,843,360
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 19,660,714	\$ 25,556,837	\$ 19,152,755
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 28,438,123	\$ 34,141,243	\$ 27,996,115
f.	Reserve for Economic Uncertainties Percentage	9.72%	11.93%	9.50%

3. Do unrestricted reserves meet the state minimum reserve amount?

2017-18	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2018-19	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2019-20	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

The projections reflect an approved 2018-19 solvency plan and released 7.25 million 2018-19 state discretionary reserve.

Glendale USD
Glendale Teachers Association

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 5,887,201
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (5,809,100)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ (78,101)
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (5,887,201)

Variance \$ 0

Variance Explanation:

The 2016-17 settlement provides an ongoing 1.5% general salary increase retroactive from July 1, 2016. The 2017-18 settlement provides an additional ongoing 1.5% general salary increase effective July 1, 2017. Page 1, Section A, Line 5 reflects the 2016-17 retro payment adjustments, "plus" the ongoing 2017-18 general increase.

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ (6,986,898)	(2.4%)	Continued deficit spending pattern.
Current FY Surplus/(Deficit) after settlement(s)?	\$ (12,795,998)	(4.4%)	Continued deficit spending pattern.
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 3,845,549	1.3%	Continued deficit spending pattern.
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (5,572,169)	(1.9%)	Continued deficit spending pattern.

Deficit Reduction Plan (as necessary):

The Board of Education is aware of the deficit spending pattern and will be proactive in finding ways to reduce these deficits.

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	Projection reflects 2018-19 approved Solvency Plan.
1st Subsequent FY Restricted, Page 5b	\$ -	Projection reflects 2018-19 approved Solvency Plan.
2nd Subsequent FY Unrestricted, Page 5a	\$ -	Projection reflects 2018-19 approved Solvency Plan.
2nd Subsequent FY Restricted, Page 5b	\$ -	Projection reflects 2018-19 approved Solvency Plan.

Glendale Teachers Association

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2017-18	2018-19	2019-20
a. LCFF Funding per ADA	8,537.53	8,732.79	9,211.65	9,434.47
b. Amount Change from Prior Year Funding per ADA		195.26	478.86	222.82
c. Percentage Change from Prior Year Funding per ADA		2.29%	5.48%	2.42%
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)		5,887,201.14	-	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)		3.88%	0.00%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)		Exceeds	-	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Glendale Unified School District, hereby certify that the District can meet the costs incurred under the GTA Collective Bargaining Agreement during the term of the agreement from July 1, 2016 to June 30, 2018.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	5,887,201
\$	(5,887,201)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	635,000
\$	123,929
\$	511,071

Budget Revisions

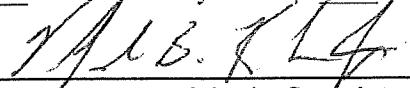
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify




 District Superintendent
 (Signature)

4/12/18

 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)

4/12/2018

 Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Glendale USD
Glendale Teachers Association

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

The 2016-17 settlement provides an ongoing 1.5% general salary increase retroactive from July 1, 2016.

The 2017-18 settlement provides an additional ongoing 1.5% general salary increase effective July 1, 2017.

Page 1, Section A, Line 5 reflects the 2016-17 retro payment adjustments, "plus" the ongoing 2017-18 general increase.

Concerns regarding affordability of agreement in subsequent years (if any):

Both the 2016-17 and 2017-18 GTA settlements result in a draw down of the ending balance amount.

New LCFF funding has been released in 2016-17, 2017-18 and 2018-19 to help reduce (but not eliminate) the ongoing deficit spending pattern present in the District.

An approved solvency plan for 2018-19 will help offset some of the settlement impacts. (see attached for details)

Additionally, the reserve for the \$7.25 million one time 2018-19 Other State Discretionary Revenue was released to help offset the ongoing deficit spending pattern.

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Glendale Unified School District

District Name

District Superintendent
(Signature)

Date

Craig Larimer, Financial Analyst

Contact Person

818-241-3111 ext. 1349

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on April 17, 2018 took action to approve the proposed agreement with the Glendale Teachers Association Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

GLENDALE UNIFIED SCHOOL DISTRICT

Projected End-Of-Year 2017-18

4/11/2018

Per Education Code Section 42127(a)(2)(B), the following reserve exceeding minimum Reserve for Economic Uncertainties

Components Based on the June 2018 Proposed Budget	MYP			2020-21
	2017-18	2018-19	2019-20	
(A) 3% Mandated Reserve for Economic Uncertainties (REU)	8,777,409	8,584,406	8,843,360	9,054,856
(B) Assigned Amounts (from below F1 + F2 + F3 + F4 + F5)	5,742,703	4,519,807	5,274,020	10,380,767
(C) Unassigned/Unappropriated Balance (CDE MYP lines D.3.e1 + D.3.e2) C = A + F6	28,438,123	34,141,243	27,996,115	18,067,941
(D) Total of Assigned + Unassigned/Unappropriated Balance (B + C)	34,180,826	38,661,050	33,270,135	28,448,708
(E) Reserve Exceeding Minimum Reserve for Economic Uncertainties (REU) E = D - A (same as line F Sub-total below)	25,403,417	30,076,644	24,426,775	19,393,852
(F) Reasons for reserves in excess of minimum REU:				
1 Reserve for Future LACOE Charges	1,400,000	1,400,000	1,400,000	1,400,000
2 Reserve LCFF Net Income Growth less STRS/PERS/SPED Increases	0	0	1,977,109	7,083,856
3 Reserve for Regular Carry-Over & MAA	1,896,911	1,896,911	1,896,911	1,896,911
4 Other Reserve	0	0	0	0
5 Reserve for One-Time 2017-18 Discretionary Funding	2,445,792	1,222,896	0	0
6 Reserve for One-Time 2018-19 Discretionary Funding	0	0	0	0
7 Unassigned Balance for Oper. Solvency, CSEA Settlement, GSMA Settlement	19,660,714	25,556,837	19,152,755	9,013,085
Sub-total Reserve Exceeding Minimum REU (same as line E above)	25,403,417	30,076,644	24,426,775	19,393,852

Possible Budget Reductions 2017-18 and 2018-19

Review use of outside services and retired certificated staff	Estimated Reduction 2017-2018	Estimated Reduction 2018-2019	Reduction %	Comments	LCAP
Identify areas for Special Education reductions	50,000	50,000			#1
Approve conferences based on purpose and alignment to LCAP	0	240,000	2%	Aides, Reduce number of students identified - cost to GF \$56,063,642	#1, #3
Reduce sub days for Professional Development	50,000	Maintain	20%	Limit out of state conferences to those necessary for LCAP or Grants	#1, #4
Professional Development (Secondary Ed. Serv.) - 5 Teacher Specialists/Learning Leaders/6th period Savings (most savings already in the Multi-Year-Plan)	100,000	20,000	10%	Common release days PD outside of school day/PBIS days	#1, #4
Teacher Allocation/Reallocations. (retirement savings already included in budget)	100,000	Maintain			
FLAG in 17-18 reduction	0	1,000,000			
3 Positions Added - Foster/Homeless, Social Worker and Armenian FLAG	175,000	0			
Various Principal/Additional Assignment Savings	(375,000)	Maintain			
H&W rates lower than budgeted - MedImpact Pharm carve-out	15,500	10,000			
H&W rates higher/lower than budgeted - Information in May 2018	1,595,502	0			
Examine cost of 3rd party contracts	250,000	50,000	1%	Ready, PBIS LACOE Contract	#1, #4
Reduce cost of Transportation (SPED and Clark)	0	450,000	10%	Charge on sliding scale or get a community sponsors for Clark; Develop a minimum distance	#3
Reduce cost of FASO vehicle fleet	0	20,000			
Increase communication with parents by means other than paper	10,000	Maintain			#6
Reduce overtime for classified management position	15,000	10,000	25%	Reduce number of false alarms	#7
Review administrative staffing level	0	400,000			
Review classified staffing level	200,000	600,000	5%		#7
Reduction of costs for Meals/snacks at meetings	20,000	Maintain	20%	Possible Utility savings for one week or closure in July (GWP, Edison, GAS) (total monthly cost/4)	NA
Close Elementary and Middle school total for one week in the summer	7,000	0	100%	Possible Utility savings for having summer school at one site (GWP, Edison, GAS) calculated based on average cost for 4 WS and 4 HS for 5 weeks (There could be additional savings/cost depending on average cost for 4 WS and 4 HS for 5 weeks)	NA
Have summer school at less sites	30,000	0	100%	Go digital	NA
Computer/printer equipment and service	50,000	125,000	10%		NA
Accelerated Reader Subscription	64,213	Maintain			
Software Subscriptions	0	50,000			
District office supplies	70,000	25,000	10%	Use Tech-eliminate paper	NA
Independent Study for all students out for 3 days or more	10,000	Maintain			#1
Increase ADA percentage by .5% (2016-17 final ADA was 96.4%)	1,423,563	Maintain		Increase average daily attendance by .5%	#3
Increase enrollment (net +50 students - over 2017-18 for 2018-19)	1,380,993	435,000			
Increase lease revenue - through possible building exchange transaction?	0	200,000			
LCFF on-going funding improvement - January and May 2018 Gov. Budget	0	0			
Use of one-time revenue/current reserves	0	1,000,000			
Raise fees for facility usage by community groups	15,000	Maintain	10%	for profit entities	NA
Increase E-waste rebates by including community E-waste	5,000	Maintain			NA
May Revise Improvement	2,000,000	0			NA
Commodity recycling-Cardboard	5,000	Maintain			NA
Total	7,266,761	4,685,000			

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 3

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

SUBJECT: **Approval of Amendment No. 2 to Independent Consultant Agreement No. 404 with tBP Architecture for Dunsmore Portables Project**

The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 404 with tBP Architecture for the Dunsmore Portables Project in the amount of \$24,800.

On April 11, 2017, the Board approved Independent Consultant Agreement (ICA) No. 404 with tBP Architecture for \$41,700.00, which was listed in the Purchase Orders report, to provide Architectural Services and Topographic Survey Services for the Dunsmore Elementary School Portables project.

On December 12, 2017, the Board approved Amendment No. 1 to ICA No. 404 in the amount of \$16,300. This amendment accounted for the re-design of the building foundations from concrete to wood, as well as the addition of an extra fire hydrant to the design. This Amendment increased the contract total to \$58,000.

Amendment No. 2 in the amount of \$24,800 accounts for the cost of architectural services required for Phase 2 of the project, which includes the installation of two (2) additional portable buildings. This Amendment increases the contract total to \$82,800.

This project is funded by Developer Fees – Dunsmore Portables Project. The Superintendent's Facility Advisory Committee voted to support this recommendation.

**INDEPENDENT CONSULTANT AGREEMENT FOR PROFESSIONAL SERVICES
Measure S – Architectural Services and Topographic Survey**

Professional Service Number: **404**
Amendment No. 1 – December 13, 2017
Amendment No. 2 – April 18, 2018

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the **17th** day of **February, 2017** by and between the Glendale Unified School District, ("District") and **tBP/Architecture** ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide **Architectural Services and Topographic Survey** Services as further described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services").
2. **Term.** Consultant shall commence providing services under this Agreement on **February 24, 2017** and will diligently perform as required and complete performance by **October 31, 2018.**
3. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u> X </u>	Signed Agreement
<u> X </u>	Designation of Subconsultants List
<u> X </u>	Workers' Compensation Certification
<u> X </u>	Fingerprinting/Criminal Background/Tuberculosis Clearance Certifications
<u> X </u>	Insurance Certificates and Endorsements
_____	W-9 Form
_____	_____

4. **Compensation.** District agrees to pay the Consultant for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) **Eighty-Two Thousand Eight Hundred Dollars (\$82,800.00)** ~~Fifty-Eight Thousand Forty-One Thousand, Seven Hundred Dollars (\$58,000.00) (\$41,700.00)~~ which includes reimbursable cost listed in item 5.1. District shall pay Consultant according to the following terms and conditions:

4.1. Payment for the Work shall be made for all undisputed amounts based upon time and materials for not-to-exceed (NTE) fees referenced in Exhibit "A".

5. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:

5.1. Not Applicable

6. **Independent Contractor.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant 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 employees of the District and/or to which District's employees are normally entitled, including, but not

limited to, State Unemployment Compensation or Worker's Compensation. Consultant 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 Consultant's employees. In the performance of the work herein contemplated, Consultant 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. **Materials.** Consultant 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, except as follows:

7.1. Not applicable.

8. **Performance of Services.**

8.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school Districts.

Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.

8.2. **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's performance of Services.

8.3. **District Approval.** The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.

8.4. **New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.

9. **Originality of Services.** Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.

10. **Copyright/Trademark/Patent.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's

name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. **Audit.** Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

12. **Termination.**

12.1. **Without Cause By District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

12.2. **Without Cause by Consultant.** Consultant may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

12.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

12.3.1. material violation of this Agreement by the Consultant; or

12.3.2. any act by Consultant exposing the District to liability to others for personal injury or property damage; or

12.3.3. Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant'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 Consultant. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Consultant 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.

13. **Indemnification.** To the furthest extent permitted by California law, Consultant shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, consultants, 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 consultants’ 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 Consultant, its officials, officers, employees, subcontractors, consultants, 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 Consultant 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 Consultant proposes to defend the indemnified parties.

14. **Insurance.**

14.1. The Consultant 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 \$ 1,000,000
Automobile Liability Insurance - Any Auto Each Occurrence General Aggregate	\$ 1,000,000 \$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer’s Liability	\$ 1,000,000

14.1.1. **Commercial General Liability and Automobile Liability Insurance.** Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect the Consultant, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

14.1.2. **Workers’ Compensation and Employers’ Liability Insurance.** 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 Consultant 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.

14.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Consultant's profession.

14.2. **Proof of Carriage of Insurance.** The Consultant 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:

14.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

14.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

14.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, consultants, 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 Consultant'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.

14.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

14.3. **Acceptability of Insurers.** 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. **Assignment.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.

16. **Compliance with Laws.** Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant's receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.

17. **Certificates/Permits/Licenses.** Consultant and all Consultant'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.
18. **Employment with Public Agency.** Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
19. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Consultant 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 Consultant agrees to require like compliance by all of its subcontractor(s).
20. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
21. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
22. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
 - 22.1. Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
 - 22.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
23. **Limitation of District Liability.** Other than as provided in this Agreement, 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 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.
24. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant 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.
25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return

receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
349 West Magnolia Avenue
Glendale, California 91204
[FAX] (818) 507-4911
ATTN: Tony Barrios

Consultant:

tBP/Architecture
4611 Teller Ave
Newport Beach, CA 92660-2104
[FAX] (949) 732-3895
ATTN: (949) 673-0300

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

26. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

27. 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. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. Attorney Fees/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 attorney's fees.

33. Captions and Interpretations. 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.

34. Calculation of Time. For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

35. 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.

36. 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.

37. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

Dated: _____, 2018

Dated: _____, 2018

Glendale Unified School District

tBP/Architecture

By: _____

By: _____

Print Name: Stephen Dickinson

Print Name:

Print Title: Chief Business and Financial Officer

Print Title: _____

Information regarding Consultant:

DESIGNATED SUBCONSULTANTS LIST

1. Contractor must list the name, location and Contractor License Number/Department of Industrial Relations (DIR) Registration Number of each subcontractor who will be employed, and the scope of Work that each will perform. Contractor must clearly identify the name and location of each subcontractor who will perform work or labor or render service to the Contractor in or about the construction of the Work in an amount in excess of one-half of one percent (1/2 of 1%) of Contractor's Contract Price.
2. Contractor need not list entities that are only vendors or suppliers of materials. **If no Subcontractor**, please enter "None" in the first section below, then complete and sign the certification portion below.
3. If further space is required for the list of proposed subcontractors, additional sheets showing the required information, as indicated below, shall be attached hereto and made a part of this Contract.

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____ License/DIR #s: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____ License/DIR #s: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____ License/DIR #s: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____ License/DIR #s: _____

Subcontractor Name: _____ **Location:** _____

Scope of Work: _____ License/DIR #s: _____

I certify and declare under penalty of perjury under the laws of the State of California that all the foregoing information is complete, true, and correct.

Date: _____

Proper Name of Bidder/Contractor: _____

Signature: _____

Print Name: _____

Title: _____

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

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

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.

- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

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

Date: _____

Name of Consultant: _____

Signature: _____

Print Name and Title: _____

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

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

One of the three boxes below **must** be checked, with the corresponding certification provided, and this form attached to the Independent Consultant Agreement for Professional Services (“Agreement”):

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

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

- Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Consultant's employees and District pupils at all times; and/or

- Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Consultant's employees and its subcontractors' employees is

Name: _____

Title: _____

Consultant’s responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

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

Date: _____

Name of Consultant/Company: _____

Representative’s Name and Title: _____

Signature: _____

TUBERCULOSIS CLEARANCE CERTIFICATION

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

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

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

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

- The Contractor has complied with the Tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor’s employees and all of its subcontractors’ employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active Tuberculosis, as that term is defined in Education Code Section 451221.1. A complete and accurate list of Contractor’s employees and of all of its subcontractor’ employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

- Contractor’s Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Consultant/Company: _____

Signature: _____

Print Name and Title: _____

EXHIBIT "A"
DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

Consultant's entire Proposal is **not** made part of this Agreement.

Consultant may provide the following general Services:

DUNSMORE ELEMENTARY SCHOOL – SIX (6) 24' X 40' PORTABLE CLASSROOM BUILDINGS AND ONE (1) ACCESSIBLE RESTROOM PORTABLE BUILDING.

SCOPE OF SERVICES: **FIXED FEE OF \$41,700.00**

1. Provide consulting Civil and Electrical engineers.
2. Provide two meetings during Design Phase.
3. Preparation of documents for Local Fire Department and DSA approval.
4. Provide a topographic survey.
5. Site visit to verify existing conditions.
6. Provide up to two meetings during Construction Phase.
7. Scope of services listed above is based on the assumption that the existing campus parking and path of travel are DSA compliant.
8. Interior modifications and wall additions of the relocatables are excluded.

SCOPE OF SERVICES – NEW FIRE HYDRANT: **FIXED FEE OF \$7,500.00**

1. Provide consulting Civil engineer.
2. Provide one meeting during Design Phase.
3. Preparation of documents for Local Fire Department and GWP approval.
4. Provide one meeting during Construction Administration Phase.
5. Structural, Mechanical, Electrical and Plumbing engineering services are excluded.

SCOPE OF SERVICES – PORTABLE FOUNDATION REVISION: **FIXED FEE OF \$8,800.00**

1. Provide consulting Civil engineer.
2. Prepare and issue CCD and DSA for review and approval.
3. Structural, Mechanical, Electrical and Plumbing engineering services are excluded.

PHASE 2 – ADDITIONAL PORTABLE CLASSROOM BUILDINGS

SCOPE OF SERVICES: **FIXED FEE OF \$24,800.00**

1. Our Proposal includes services provided by consulting Civil and Electrical engineers.
2. Provide one meeting during Design Phase.
3. Preparation of documents for Local Fire Department and DSA approval.
4. Site visit to verify existing conditions.
5. Provide up to two meetings during Construction Phase.
6. Scope of services listed above is based on the assumption that the existing campus parking and path of travel are DSA compliant.
7. Interior modifications and wall additions of the portables are excluded.
8. Topographic survey is excluded.

Total Not-To-Exceed Amount ~~\$ 41,700.00~~ ~~\$58,000.00~~ **\$82,800.00**

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 4

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

SUBJECT: **Approval of Budget Augmentation for the La Crescenta Elementary School Overcrowding Relief Grant (ORG) Project**

The Superintendent recommends that the Board of Education approve a Budget Adjustment for the La Crescenta Elementary School Overcrowding Relief Grant (ORG) project to increase the budget by \$1,500,000.00.

On September 28, 2011, when the State Allocation Board decided to approve an additional funding cycle for the Overcrowding Relief Grant (ORG) program, the District made a decision to pursue \$58,000,000. As a result, plans and budget were created to maximize the number of state monies made available to the District. The ORG grant matching portions were used as a baseline for creating budgets for all ten (10) ORG projects. This created a disparity in budgets as shown in similar project budgets of the same magnitude.

The current budget of \$12,914,427 for the La Crescenta ORG project is inadequate to cover the added costs needed to complete the project. This budget was allocated only considering the cost of constructing the building. The additional funds being requested are to cover the expense of furniture, additional site work, extended delays in the project due to weather, cost escalation and additional inspection requirements.

Staff is recommending a budget augmentation of \$1,500,000 to the La Crescenta ORG Project. This would increase the overall budget to \$14,414,427. This budget increase will be funded with Measure S – Program Contingency funds that have been retained for this purpose.

The Superintendent's Facility Advisory Committee voted to support this recommendation.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 5

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

SUBJECT: **Approval of Amendment No. 2 to Independent Consultant Agreement No. 324 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Lincoln Elementary School**

The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 324 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) building's DSA Inspection Services at Lincoln Elementary School in the amount of \$5,100.00.

On March 15, 2016, the Board of Education approved Independent Consultant Agreement No. 324 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Lincoln Elementary School in the amount of \$204,000.

On August 15, 2017, the Board approved Amendment No. 1 to this Agreement in the amount of \$27,400. This Amendment accounted for additional inspection time required to complete all of the site work, as well as an increase in wages. This Amendment increased the total agreement to \$231,400.

Amendment No. 2 in the amount of \$5,100 accounts for additional time needed to complete punch list items and to close out the project. This Amendment increases the total agreement to \$236,500.

This project is funded by Measure S and State ORG funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

**INDEPENDENT CONSULTANT AGREEMENT FOR PROFESSIONAL SERVICES
DSA Project Inspection Services @ Lincoln Elementary School**

Professional Service Number: 324

Amendment No. 1 – August 16, 2017 (Approved by the BOE on August 15, 2017)

Amendment No. 2 – April 18, 2018 (Approved by the BOE on April 17, 2018)

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the **16th** day of **March, 2016** by and between the Glendale Unified School District, ("District") and Sandy Pringle Associates Inspection Consultant, Inc. ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide DSA Project Inspection services to the **Lincoln ORG Project, including the Interim Housing**, as further described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services").
2. **Term.** Consultant shall commence providing services under this Agreement on **June 1, 2016** and will diligently perform as required and complete performance by **May 31, 2018** ~~October 31, 2017~~.
3. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u> X </u>	Signed Agreement
<u> X </u>	Workers' Compensation Certification
<u> X </u>	Fingerprinting/Criminal Background Investigation Certification
<u> X </u>	Tuberculosis Clearance Certification
<u> X </u>	Insurance Certificates and Endorsements
<u> </u>	W-9 Form
<u> </u>	_____

4. **Compensation.** District agrees to pay the Consultant for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) **Two Hundred Thirty Six Thousand, Five Hundred Dollars (\$236,500.00)** ~~Two Hundred Thirty One Thousand Four Hundred Two Hundred Four Thousand Dollars (\$204,000.00)~~ ~~(\$231,400.00)~~ which includes reimbursable cost listed in item 5.1. District shall pay Consultant according to the following terms and conditions:

4.1. Payment for the Work shall be made for all undisputed amounts based upon time and materials for not-to-exceed (NTE) fees referenced in Exhibit "A".

5. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:

5.1. Not Applicable

6. **Independent Contractor.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant 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 employees of

the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant 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 Consultant's employees. In the performance of the work herein contemplated, Consultant 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. **Materials.** Consultant 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, except as follows:

7.1. Not applicable.

8. **Performance of Services.**

8.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school Districts.

Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.

8.2. **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's performance of Services.

8.3. **District Approval.** The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.

8.4. **New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.

9. **Originality of Services.** Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.

10. **Copyright/Trademark/Patent.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. **Audit.** Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

12. **Termination.**

12.1. **Without Cause By District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

12.2. **Without Cause by Consultant.** Consultant may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

12.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

12.3.1. material violation of this Agreement by the Consultant; or

12.3.2. any act by Consultant exposing the District to liability to others for personal injury or property damage; or

12.3.3. Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant'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 Consultant. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Consultant 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.

13. **Indemnification.** To the furthest extent permitted by California law, Consultant shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, consultants, 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 consultants’ 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 Consultant, its officials, officers, employees, subcontractors, consultants, 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 Consultant 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 Consultant proposes to defend the indemnified parties.

14. Insurance.

14.1. The Consultant 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 \$ 1,000,000
Automobile Liability Insurance - Any Auto Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer’s Liability	\$ 1,000,000

14.1.1. **Commercial General Liability and Automobile Liability Insurance.** Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect the Consultant, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

14.1.2. **Workers’ Compensation and Employers’ Liability Insurance.** 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 Consultant 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.

14.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Consultant’s profession.

14.2. **Proof of Carriage of Insurance.** The Consultant 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:

14.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

14.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

14.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, consultants, 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 Consultant'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.

14.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

14.3. **Acceptability of Insurers.** 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. **Assignment.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.

16. **Compliance with Laws.** Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant's receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.

17. **Certificates/Permits/Licenses.** Consultant and all Consultant'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.

18. **Employment with Public Agency.** Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

19. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Consultant 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 Consultant agrees to require like compliance by all of its subcontractor(s).
20. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
21. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
22. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
- 22.1. Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
 - 22.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
23. **Limitation of District Liability.** Other than as provided in this Agreement, 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 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.
24. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant 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.
25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, acknowledged email, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
349 West Magnolia Avenue
Glendale, California 91204
[FAX] (818) 507-4911
ATTN: Tony Barrios

Consultant:

**Sandy Pringle Associates Inspection
Consultants, Inc.**
1108 Sartori Avenue, Suite 300
Torrance, California 90501
[FAX] (310) 787-8833
ATTN: Sandy Pringle

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

26. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

27. 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. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. Attorney Fees/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 attorney's fees.

33. Captions and Interpretations. 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.

34. Calculation of Time. For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

35. 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.

36. 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.

37. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

Dated: _____, 2018

Dated: _____, 2018

Glendale Unified School District

Sandy Pringle Associates Inspection Consultants, Inc.

By: _____

By: _____

Print Name: Stephen Dickinson

Print Name: Sandy Pringle

Print Title: Chief Business and Financial Officer

Print Title: President

Information regarding Consultant:

License No.: _____

_____:

DIR Registration: _____

Employer Identification and/or Social Security Number

Address:

Telephone:

Facsimile:

E-Mail:

Type of Business Entity:

____ Individual

____ Sole Proprietorship

____ Partnership

____ Limited Partnership

____ Corporation, State: _____

____ Limited Liability Company

____ Other: _____

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

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

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

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.

- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

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

Date: _____

Name of Consultant: _____

Signature: _____

Print Name and Title: _____

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

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

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

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

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

- Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Consultant's employees and District pupils at all times; and/or

- Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Consultant's employees and its subcontractors' employees is

Name: _____

Title: _____

Consultant's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

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

Date: _____

Name of Consultant or Company: _____

Representative's Name and Title: _____

Signature: _____

Services cannot be rendered until all documentation is submitted and final approval is received.

TUBERCULOSIS CLEARANCE CERTIFICATION

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

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

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

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

- The Contractor has complied with the Tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active Tuberculosis, as that term is defined in Education Code Section 451221.1. A complete and accurate list of Contractor's employees and of all of its subcontractor' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor: _____

Signature: _____

Print Name and Title: _____

EXHIBIT "A"
DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

Consultant's entire Proposal is **not** made part of this Agreement.

Consultant may provide the following general Services:

ARTICLE 1

CONSULTANT'S SERVICES AND RESPONSIBILITIES

The Consultant agrees to further the interests of the **OWNER** by furnishing the Consultant's and its Associates' skill and judgment in cooperation with, and in reliance upon, the services of the **OWNER's** Staff. The Consultant agrees to provide the **OWNER** with Certified **Project Inspector** Consulting Services in connection with **OWNER's** construction, modernization and/or rehabilitation projects, District-wide for whatever Projects designated by the District.

1.1 **SCOPE OF CONSULTANT'S SERVICES**

Basic--Services. The Consultant will act as an independent contractor performing the following tasks on a continuous basis as required by the **OWNER** and as defined in the ICA.

1.2 **FEE STRUCTURE:** Refer to Article 3.

1.3 **Consultant Responsibilities** Consultant and its Associates shall provide and perform, per DSA Regulations and California Title 24, **PROJECT INSPECTOR** services for Construction Projects under this agreement.

1.4 **COMMUNICATIONS:** All communications shall be copied to the **OWNER** and/or its authorized representative. Only the **OWNER** and/or its authorized representative, as designated, will have the authority to establish priorities and request the Consultant's additional services.

ARTICLE 2

TERMS AND CONDITIONS OF WORK

2.1 **RESPONSIBILITIES / QUALIFICATIONS / STATUS OF CONSULTANT**

2.1.1 **The Consultant and its Associates** shall be subject to the approval of the *OWNER*, and **Design Professional**, and to meet the requirements of and obtain the approval of the **Regulatory Agency**.

2.1.2 **Consultant and its Associates** must meet the qualifications for on-site **Project Inspector** as provided in the State Building Code Part 1, Title 24 Section 4 Article 5.

2.1.3 **The Consultant represents** and maintains that the Consultant and its Associates are skilled in the professional calling necessary to perform all services, duties and obligations required by this agreement to fully and adequately complete the Project. The Consultant and its Associates shall perform the services and duties in conformance to and consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. The Consultant further represents and warrants to the **OWNER** that it has all licenses, permits, qualifications, insurance policies, and approvals of whatever nature are legally required to practice its profession. The Consultant and its Associates further warrant that all such licenses and approvals will remain in effect during the term of this Agreement.

2.1.4 **Designation of Inspector.** Consultant designates _____ (or another District approved, DSA Project Inspector) as the Inspector who will provide and perform **PROJECT INSPECTOR** Services during construction of the Project(s). Consultant shall provide all necessary **Project Inspector(s)** and Assistant(s) to the **Project Inspector** as required by the **Regulatory Agency** or indicated by the condition or status of Project construction and to comply with applicable laws or regulations. Billing per Article 3.

- 2.1.5 **The OWNER retains the** Consultant on an Independent Contractor basis and the Consultant is not an employee of the **OWNER**. Personnel performing the Services under this Agreement on behalf of the Consultant shall at all times be reportable and responsible to **the Consultant, the Regulatory Agency, the Design Professional** and the **OWNER**.
- 2.1.6 **Inspector Fees.** The Consultant shall pay all amounts due such personnel in connection with their performance for services and as required by law. The Consultant, as applicable, shall be responsible for all reports and obligations respecting such personnel, including but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance
- 2.2 **CONSULTANT STAFF:**
- a. **The Consultant** has been selected to perform the work herein because of the skills and expertise of key individuals.
- b. **The designated Inspector,** _____ (or another approved Inspector), and any other additional Certified Inspectors as may be subsequently approved by the **OWNER** and the **Regulatory Agency** in the required classification with the individual approved Inspectors shall remain so long as his/her performance continues to be required by and acceptable to the **OWNER**. Additionally, the Consultant must furnish the names, for approval by the **OWNER**, of all key people in Consultant's firm that will be associated with the Project.
- c. **Consultant will be responsible** to provide appropriate and approved temporary Inspection Personnel in the event of a temporary vacancy by the assigned **Project Inspector**. Any such Temporary Personnel will be approved in advance, whenever possible, by the **OWNER**, the **Regulatory Agency** and the **Design Professional**.
- d. **All Consultant Personnel provided** under this Agreement shall be subject to approval by the **OWNER** and the **Regulatory Agency**. Any changes in personnel from the individual(s) initially provided by Consultant shall require **OWNER's** and **Regulatory Agency's** approval.
- e. **Changes in Inspection Personnel,** directed or requested by either the **OWNER** or **Consultant** shall require 10 days written notice to the other party. Replacement Inspection Personnel shall meet all the approval requirements of this Agreement.
- f. **If the assigned individual(s)** fail to perform to the satisfaction of the **OWNER** or the **Regulatory Agency**, then, upon written notice, the Consultant will have ten (10) working days to remove that person from the Project and replace with one acceptable to the same.
- g. **If the assigned individual is removed for cause at the owners request the removal and replacement shall be as immediate as reasonably possible.**
- 2.3 **OWNER's RIGHTS:** The **OWNER** reserves the right to employ other Consultants in connection with the Project, or to perform work related to the Project with the **OWNER's** own forces. The Consultant shall notify the **OWNER** if any such independent action will in any way compromise the Consultant's responsibilities under this Agreement.
- 2.3.1 **RESPONSIBILITIES OF OWNER:** The **OWNER** shall provide the Consultant with documented project information in its possession, which is reasonably necessary for the Consultant's performance of the work described herein. The **OWNER** shall designate a representative as the Consultant's primary contact for all project information; the representative shall be responsible for examining all documents submitted by the Consultant and shall render decisions and additional information in a prompt and effective manner as required to support the project.
- 2.4 **TERMINATION; SUSPENSION**
- 2.4.1 **Per the provisions of the ICA except that notices may be given and received through confirmed email.**
- 2.4.3 **Design Professional / Regulatory Agency Approval.** If either the **Design Professional** or the **Regulatory Agency** shall not approve the specified Associate to provide **Project Inspector** Services for Project construction, this Agreement shall be

deemed terminated without further rights or obligations of the **OWNER** or Consultant hereunder. Unless the **OWNER** shall have directed Consultant's performance prior to the Project Architect and the **Regulatory Agency** approval of the **Project Inspector**, no part of the Contract Price shall be due Consultant if Consultant is not approved to provide **Project Inspector** Services by the Project Architect or the Department of General Services.

2.4.4 **OWNER Suspension.** The **OWNER** may direct suspension of Project construction and suspension of Consultant's services hereunder, given ten (10) days notice. If the **OWNER** so suspends the work, the Consultant reserves the right to place the assigned Inspectors on other sites and does not guarantee the return of any previously assigned personnel, perhaps thereby necessitating the submittal and subsequent approval of different Project Inspection personnel.

2.8 **TIME SCHEDULE**

2.8.1 **Time is of the essence** in this Agreement.

- a. **The Consultant shall begin** its services a minimum of one week in advance of project commencement or when the Notice to Proceed is issued to the Contractor from **OWNER** or its' Representative, whichever is first, and will continue until satisfactory completion and closeout of the project(s) or termination of Consultant's services or as otherwise directed by the owner.
- b. **The Consultant shall diligently** complete all appropriate tasks in cooperation with the **OWNER**, all Contractors, the Architect/Engineer, and Construction Manager, if any, in a timely manner. Additional billable time required to be expended by the **Project Inspector** shall be approved in advance by the party so designated to approve any additional expenditures.

ARTICLE 3

COMPENSATION AND PAYMENT (Monthly)

3.1 **DESCRIPTION:** The Consultant shall be paid a monthly fee as set forth below. The amount to be paid to the Consultant, as prescribed herein, shall be the total compensation for services in the performance of the work described in this agreement, except as described below. Reimbursables shall be billed as agreed to in advance.

3.2 **FEE DATA:** Total compensation due and to be paid for Basic Services under this Agreement shall not exceed the amounts set forth in Article 3. Regular Time fees are based on full time services Monday through Saturday, or as required, as prescribed by **209 BUILDING STANDARDS ADMINISTRATIVE CODE** (Part 1, Title 24, C.C.R. Section 4-211). The compensation for a project requiring a Class 1 Inspector shall be ~~\$12,000~~ **\$13,700** per month per Project Inspector. A Class 2 Inspector shall be ~~\$10,800~~ **\$12,500** per month per Project Inspector. A Class 3 Inspector shall be ~~\$9,700~~ **\$11,400** per month per Project Inspector.

<i>INSPECTOR CERTIFICATION</i>	APPROVED	MONTHLY	HOURLY
Project Inspector, Class 1	<i>DSA</i>	\$12,000 \$13,700	\$72 \$82
Project Inspector, Class 2	<i>DSA</i>	\$10,800 \$12,500	\$63 \$73
Project Inspector, Class 3	<i>DSA</i>	\$9,700 \$11,400	\$55 \$65

Fees for inspection services will be determined by the following formula. Total Number of Days Worked (inclusive of all duties as required per IR A-8) divided by Total Number of Normal Construction Days multiplied by the Monthly Compensation Rate.

$$\frac{\text{Total Number of Days Worked}}{\text{Total Number of Normal Construction Days}} \times \text{Monthly Compensation}$$

'Total Number of Days Worked' is defined as the cumulative number of days inspector provided more than 6 hrs inspection services in any one day.

'Total Number of Normal Construction Days' is defined as the cumulative number of business work days in any month minus any of the following recognized holidays: New Year's Day, Memorial Day, July 4th, Labor Day, Thanksgiving Day, day after Thanksgiving, and Christmas Day.

'Monthly Compensation' is defined as the appropriate compensation rate for the class of inspector as dictated by the DSA approved plans. Any change from the above must be by the GUSD Administrator, Facilities or Project Manager prior to performing service.

3.2.1 **OVERTIME:** Shall be deemed acceptable when the inspector works on any holidays listed in 3.2 above, works more than 10 hours in one day, or hours on a Sunday to accommodate the contractor's schedule. The compensated rate of pay will be 1½ times the hourly rate shown on the compensation schedule listed above. Alternatively, subject to the approval of the GUSD Project Manager, the inspector can schedule time off so that inspector's absence will not cause a significant detrimental impact on the project.

ARTICLE 4

SCOPE OF DSA INSPECTOR'S SERVICES:

The PROJECT INSPECTOR's services shall include, but not be limited to the following tasks as described in the DSA IR 8A:

- A. **Provide inspection** services to ensure compliance with code, plans, specifications and quality assurance required of an educational facility. Issue Deviation or Correction Notices, as necessary, and notify the **Design Professional**, the **OWNER**, and/or Construction Manager as the **OWNER's** Representative, in writing, if observed work does not conform to contract document.
- B. **Inspect and verify that** Contractor's As-Built record documents are updated monthly prior to processing of Contractor's monthly payment request.
- C. **Maintain liaison with the Design Professional**, the Construction Manager, if any, the Testing Lab, the **OWNER** and other regulatory agencies and governing bodies as necessary to maintain project continuity.
- D. **Submit or make available** on a timely basis, a semi-monthly report to the Architect, with copies to DSA, the owner and Construction Manager, if any, generally including the following information:
 - 1. Activities performed by the Contractors, and areas where work is performed.
 - 2. Manpower assigned to each Contractor and Subcontractor.
 - 3. Weather conditions.
 - 4. Observed equipment and materials delivered to the site.
 - 5. Construction equipment and vehicles utilized.
 - 6. Nature and location of the work being performed (starting and completion dates for various portions of the work).
 - 7. Verbal instruction to the Inspector.
 - 8. Inspection by representative of regulatory agency.
 - 9. Note observed occurrences or conditions that might affect Contract Sum or Contract Time.
 - 10. List visitors to the site, titles, and reason for visit.
 - 11. Record any work or material in place that does not correspond with the drawings or specifications, as well as resulting action taken.

12. List any other problems or abnormal occurrences that arise during each day, including notations of any particular lack of activity on the part of the Contractor. Note corrective actions taken.
- E. **PROJECT INSPECTOR shall comply** with all federal, state, county and local governmental requirements, as applicable.
 - F. **Review and monitor Contractor's** construction methods and procedures during all construction activities, including earthwork, concrete placement, masonry erection, welding procedures, all finishes, electrical, mechanical, fire alarm, etc. The Consultant or their Associates shall not issue instructions or directions regarding methods or means of job performance to the Contractor or in any way assume responsibility for the work performed.
 - G. **When possible, attend meetings** as requested in contract documents and requested by **OWNER**, i.e., billing meetings, specification review meetings, coordination meetings, weekly progress meetings, pre-roofing meetings, etc.
 - H. **Assist the Construction Manager and OWNER** in scheduling all required tests, and testing laboratory visitations required by the Contract documents. Observe and record dates and times of all test procedures.
 - I. **Inspect, verify and document** Contractor's delivered equipment and materials to insure that they meet submittal and specification requirements. Such inspection **must** begin within 1 working day of Contractor's written notification to the Inspector of delivery of equipment or materials to the job site. The Contractor is responsible for providing identifying paperwork and documentation for all delivered materials and equipment supplied to the job.
 - J. **Submit, upon request** by the Architect and/or the Construction Manager, in a timely manner, an Inspector's Report reviewing a Contractor's Request for Information (RFI), whenever any corrective change is perceived necessary in field construction that will result in a variance from the drawings or specifications as originally issued.
 - K. **Review the Contractor's Payment** Requests at billing meetings.
 - L. **When the Contractor's work** or a designated portion thereof is substantially complete, prepare for the **OWNER** a list of incomplete or unsatisfactory items via a "punch list" and submit to the Architect and the Construction Manager.
 - M. **Assist the OWNER in the review** of Contractor's Submittals, upon request.
 - N. **Upon completion of project**, deliver hard copies of all inspection records and project correspondence to the **OWNER**.
 - O. **Prior to commencement of work, PROJECT INSPECTOR** will cooperate with the **OWNER** and Construction Manager to develop an inspection plan for the construction on and of the Schools.

OTHER REQUIREMENTS:

Facilities and Equipment:

- P. **The OWNER will provide:**
 - 1. An on-site separate, secure, uniquely lockable office (Note that although the following requirements are frequently in the District's contract with the Contractor, the Inspection Team does not contract with the Contractor. We request the District to enforce its Contract provisions with the Contractor.)
- Q. **The Consultant will provide:**
 - 1. A functional computer system and printer.
 - 2. All required code and reference data.
 - 3. A telephone and telephone answering machine.
 - 4. Reasonable office supplies.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 6

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

SUBJECT: **Approval of Amendment No. 2 to Independent Consultant Agreement No. 326 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at La Crescenta Elementary School**

The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 326 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) building's DSA Inspection Services at La Crescenta Elementary School in the amount of \$109,600.00.

On March 15, 2016, the Board of Education approved Independent Consultant Agreement No. 326 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at La Crescenta Elementary School in the amount of \$204,000.

On August 15, 2017, the Board approved Amendment No. 1 to this Agreement in the amount of \$109,600. This Amendment accounted for additional inspection time required to complete all of the site work, as well as an increase in wages. This Amendment increased the total agreement to \$313,600.

Amendment No. 2 in the amount of \$109,600 accounts for additional time needed to complete punch list items and to close out the project. This Amendment increases the total agreement to \$423,200.

This project is funded by Measure S and State ORG funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

**INDEPENDENT CONSULTANT AGREEMENT FOR PROFESSIONAL SERVICES
DSA Project Inspection Services @ La Crescenta Elementary School**

Professional Service Number: 326

Amendment No. 1 – August 16, 2017 (Approved by the BOE August 15, 2017)

Amendment No. 2 - April 18, 2018 (Approved by the BOE April 17, 2018)

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the **16th** day of **March, 2016** by and between the Glendale Unified School District, ("District") and Sandy Pringle Associates Inspection Consultant, Inc. ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide DSA Project Inspection services to the **La Crescenta ORG Project, including Interim Housing**, as further described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services").
- 2- **Term.** Consultant shall commence providing services under this Agreement on **June 1, 2016** and will diligently perform as required and complete performance by **December 31, 2018**
~~June 30, 2018 October 31, 2017.~~
3. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u> X </u>	Signed Agreement
<u> X </u>	Workers' Compensation Certification
<u> X </u>	Fingerprinting/Criminal Background Investigation Certification
<u> X </u>	Tuberculosis Clearance Certification
<u> X </u>	Insurance Certificates and Endorsements
<u> </u>	W-9 Form
<u> </u>	_____

4. **Compensation.** District agrees to pay the Consultant for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) **Four Hundred Twenty Three Thousand, Two Hundred Dollars (\$423,200.00)** ~~Three Hundred Thirteen Thousand, Six Hundred Dollars (\$313,600.00) Two Hundred Four Thousand Dollars (\$204,000.00)~~ which includes reimbursable cost listed in item 5.1. District shall pay Consultant according to the following terms and conditions:

4.1. Payment for the Work shall be made for all undisputed amounts based upon time and materials for not-to-exceed (NTE) fees referenced in Exhibit "A".

5. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:

5.1. Not Applicable

6. **Independent Contractor.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant 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 employees of the District and/or to which District's employees are normally entitled, including, but not

limited to, State Unemployment Compensation or Worker's Compensation. Consultant 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 Consultant's employees. In the performance of the work herein contemplated, Consultant 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. **Materials.** Consultant 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, except as follows:

7.1. Not applicable.

8. **Performance of Services.**

8.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school Districts.

Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.

8.2. **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's performance of Services.

8.3. **District Approval.** The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.

8.4. **New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.

9. **Originality of Services.** Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.

10. **Copyright/Trademark/Patent.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. **Audit.** Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

12. **Termination.**

12.1. **Without Cause By District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

12.2. **Without Cause by Consultant.** Consultant may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

12.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

12.3.1. material violation of this Agreement by the Consultant; or

12.3.2. any act by Consultant exposing the District to liability to others for personal injury or property damage; or

12.3.3. Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant'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 Consultant. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Consultant 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.

13. **Indemnification.** To the furthest extent permitted by California law, Consultant shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, consultants, 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 consultants' 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 Consultant, its officials, officers, employees, subcontractors, consultants, 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 Consultant 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 Consultant proposes to defend the indemnified parties.

14. Insurance.

14.1. The Consultant 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 \$ 1,000,000
Automobile Liability Insurance - Any Auto Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$ 1,000,000

14.1.1. **Commercial General Liability and Automobile Liability Insurance.** Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect the Consultant, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

14.1.2. **Workers' Compensation and Employers' Liability Insurance.** 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 Consultant 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.

14.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Consultant's profession.

14.2. **Proof of Carriage of Insurance.** The Consultant 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:

14.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

14.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

14.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, consultants, 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 Consultant'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.

14.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

14.3. **Acceptability of Insurers.** 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. **Assignment.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.

16. **Compliance with Laws.** Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant's receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.

17. **Certificates/Permits/Licenses.** Consultant and all Consultant'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.

18. **Employment with Public Agency.** Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

19. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the

work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Consultant 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 Consultant agrees to require like compliance by all of its subcontractor(s).

- 20. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
- 21. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
- 22. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
 - 22.1. Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
 - 22.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
- 23. **Limitation of District Liability.** Other than as provided in this Agreement, 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 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.
- 24. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant 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.
- 25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, acknowledged email, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
349 West Magnolia Avenue
Glendale, California 91204
[FAX] (818) 507-4911
ATTN: Tony Barrios

Consultant:

Sandy Pringle Associates Inspection Consultants, Inc.
1108 Sartori Avenue, Suite 300
Torrance, California 90501
[FAX] (310) 787-8833
ATTN: Sandy Pringle

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

- 26. Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
- 27. 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. 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.
- 28. 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.
- 29. 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.
- 30. 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.
- 31. 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.
- 32. Attorney Fees/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 attorney's fees.
- 33. Captions and Interpretations.** 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.
- 34. Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
- 35. 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.
- 36. 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.
- 37. Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

Dated: _____, 2018

Dated: _____, 2018

Glendale Unified School District

Sandy Pringle Associates Inspection Consultants, Inc.

By: _____

By: _____

Print Name: Stephen Dickinson

Print Name: Sandy Pringle

Print Title: Chief Business and Financial Officer

Print Title: President

Information regarding Consultant:

License No.: _____

Employer Identification and/or

DIR Registration: _____

Social Security Number

Address:

Telephone:

Facsimile:

E-Mail:

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: _____
- Limited Liability Company
- Other: _____

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

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

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

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.

- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

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

Date: _____

Name of Consultant: _____

Signature: _____

Print Name and Title: _____

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

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

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

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

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

- Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Consultant's employees and District pupils at all times; and/or

- Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Consultant's employees and its subcontractors' employees is

Name: _____

Title: _____

Consultant’s responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

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

Date: _____

Name of Consultant or Company: _____

Representative’s Name and Title: _____

Signature: _____

Services cannot be rendered until all documentation is submitted and final approval is received.

TUBERCULOSIS CLEARANCE CERTIFICATION

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

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

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

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

- The Contractor has complied with the Tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active Tuberculosis, as that term is defined in Education Code Section 451221.1. A complete and accurate list of Contractor's employees and of all of its subcontractor' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor: _____

Signature: _____

Print Name and Title: _____

EXHIBIT "A"
DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

Consultant's entire Proposal is **not** made part of this Agreement.

Consultant may provide the following general Services:

ARTICLE 1

CONSULTANT'S SERVICES AND RESPONSIBILITIES

The Consultant agrees to further the interests of the **OWNER** by furnishing the Consultant's and its Associates' skill and judgment in cooperation with, and in reliance upon, the services of the **OWNER's** Staff. The Consultant agrees to provide the **OWNER** with Certified **Project Inspector** Consulting Services in connection with **OWNER's** construction, modernization and/or rehabilitation projects, District-wide for whatever Projects designated by the District.

1.1 **SCOPE OF CONSULTANT'S SERVICES**

Basic--Services. The Consultant will act as an independent contractor performing the following tasks on a continuous basis as required by the **OWNER** and as defined in the ICA.

1.2 **FEE STRUCTURE:** Refer to Article 3.

1.3 **Consultant Responsibilities** Consultant and its Associates shall provide and perform, per DSA Regulations and California Title 24, **PROJECT INSPECTOR** services for Construction Projects under this agreement.

1.4 **COMMUNICATIONS:** All communications shall be copied to the **OWNER** and/or its authorized representative. Only the **OWNER** and/or its authorized representative, as designated, will have the authority to establish priorities and request the Consultant's additional services.

ARTICLE 2

TERMS AND CONDITIONS OF WORK

2.1 **RESPONSIBILITIES / QUALIFICATIONS / STATUS OF CONSULTANT**

2.1.1 **The Consultant and its Associates** shall be subject to the approval of the *OWNER*, and **Design Professional**, and to meet the requirements of and obtain the approval of the **Regulatory Agency**.

2.1.2 **Consultant and its Associates** must meet the qualifications for on-site **Project Inspector** as provided in the State Building Code Part 1, Title 24 Section 4 Article 5.

2.1.3 **The Consultant represents** and maintains that the Consultant and its Associates are skilled in the professional calling necessary to perform all services, duties and obligations required by this agreement to fully and adequately complete the Project. The Consultant and its Associates shall perform the services and duties in conformance to and consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. The Consultant further represents and warrants to the **OWNER** that it has all licenses, permits, qualifications, insurance policies, and approvals of whatever nature are legally required to practice its profession. The Consultant and its Associates further warrant that all such licenses and approvals will remain in effect during the term of this Agreement.

2.1.4 **Designation of Inspector.** Consultant designates _____ (or another District approved, DSA Project Inspector) as the Inspector who will provide and perform **PROJECT INSPECTOR** Services during construction of the Project(s). Consultant shall provide all necessary **Project Inspector(s)** and Assistant(s) to the **Project Inspector** as required by the **Regulatory Agency** or indicated by the condition or status of Project construction and to comply with applicable laws or regulations. Billing per Article 3.

- 2.1.5 **The OWNER retains the** Consultant on an Independent Contractor basis and the Consultant is not an employee of the **OWNER**. Personnel performing the Services under this Agreement on behalf of the Consultant shall at all times be reportable and responsible to **the Consultant, the Regulatory Agency, the Design Professional** and the **OWNER**.
- 2.1.6 **Inspector Fees.** The Consultant shall pay all amounts due such personnel in connection with their performance for services and as required by law. The Consultant, as applicable, shall be responsible for all reports and obligations respecting such personnel, including but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance
- 2.2 **CONSULTANT STAFF:**
- a. **The Consultant** has been selected to perform the work herein because of the skills and expertise of key individuals.
- b. **The designated Inspector,** _____ (or another approved Inspector), and any other additional Certified Inspectors as may be subsequently approved by the **OWNER** and the **Regulatory Agency** in the required classification with the individual approved Inspectors shall remain so long as his/her performance continues to be required by and acceptable to the **OWNER**. Additionally, the Consultant must furnish the names, for approval by the **OWNER**, of all key people in Consultant's firm that will be associated with the Project.
- c. **Consultant will be responsible** to provide appropriate and approved temporary Inspection Personnel in the event of a temporary vacancy by the assigned **Project Inspector**. Any such Temporary Personnel will be approved in advance, whenever possible, by the **OWNER**, the **Regulatory Agency** and the **Design Professional**.
- d. **All Consultant Personnel provided** under this Agreement shall be subject to approval by the **OWNER** and the **Regulatory Agency**. Any changes in personnel from the individual(s) initially provided by Consultant shall require **OWNER's** and **Regulatory Agency's** approval.
- e. **Changes in Inspection Personnel**, directed or requested by either the **OWNER** or **Consultant** shall require 10 days written notice to the other party. Replacement Inspection Personnel shall meet all the approval requirements of this Agreement.
- f. **If the assigned individual(s)** fail to perform to the satisfaction of the **OWNER** or the **Regulatory Agency**, then, upon written notice, the Consultant will have ten (10) working days to remove that person from the Project and replace with one acceptable to the same.
- g. **If the assigned individual is removed for cause at the owners request the removal and replacement shall be as immediate as reasonably possible.**
- 2.3 **OWNER's RIGHTS:** The **OWNER** reserves the right to employ other Consultants in connection with the Project, or to perform work related to the Project with the **OWNER's** own forces. The Consultant shall notify the **OWNER** if any such independent action will in any way compromise the Consultant's responsibilities under this Agreement.
- 2.3.1 **RESPONSIBILITIES OF OWNER:** The **OWNER** shall provide the Consultant with documented project information in its possession, which is reasonably necessary for the Consultant's performance of the work described herein. The **OWNER** shall designate a representative as the Consultant's primary contact for all project information; the representative shall be responsible for examining all documents submitted by the Consultant and shall render decisions and additional information in a prompt and effective manner as required to support the project.
- 2.4 **TERMINATION; SUSPENSION**
- 2.4.1 **Per the provisions of the ICA except that notices may be given and received through confirmed email.**
- 2.4.3 **Design Professional / Regulatory Agency Approval.** If either the **Design Professional** or the **Regulatory Agency** shall not approve the specified Associate to provide **Project Inspector** Services for Project construction, this Agreement shall be

deemed terminated without further rights or obligations of the **OWNER** or Consultant hereunder. Unless the **OWNER** shall have directed Consultant's performance prior to the Project Architect and the **Regulatory Agency** approval of the **Project Inspector**, no part of the Contract Price shall be due Consultant if Consultant is not approved to provide **Project Inspector** Services by the Project Architect or the Department of General Services.

2.4.4 **OWNER Suspension.** The **OWNER** may direct suspension of Project construction and suspension of Consultant's services hereunder, given ten (10) days notice. If the **OWNER** so suspends the work, the Consultant reserves the right to place the assigned Inspectors on other sites and does not guarantee the return of any previously assigned personnel, perhaps thereby necessitating the submittal and subsequent approval of different Project Inspection personnel.

2.8 **TIME SCHEDULE**

2.8.1 **Time is of the essence** in this Agreement.

- a. **The Consultant shall begin** its services a minimum of one week in advance of project commencement or when the Notice to Proceed is issued to the Contractor from **OWNER** or its' Representative, whichever is first, and will continue until satisfactory completion and closeout of the project(s) or termination of Consultant's services or as otherwise directed by the owner.
- b. **The Consultant shall diligently** complete all appropriate tasks in cooperation with the **OWNER**, all Contractors, the Architect/Engineer, and Construction Manager, if any, in a timely manner. Additional billable time required to be expended by the **Project Inspector** shall be approved in advance by the party so designated to approve any additional expenditures.

ARTICLE 3

COMPENSATION AND PAYMENT (Monthly)

3.1 **DESCRIPTION:** The Consultant shall be paid a monthly fee as set forth below. The amount to be paid to the Consultant, as prescribed herein, shall be the total compensation for services in the performance of the work described in this agreement, except as described below. Reimbursables shall be billed as agreed to in advance.

3.2 **FEE DATA:** Total compensation due and to be paid for Basic Services under this Agreement shall not exceed the amounts set forth in Article 3. Regular Time fees are based on full time services Monday through Saturday, or as required, as prescribed by **209 BUILDING STANDARDS ADMINISTRATIVE CODE** (Part 1, Title 24, C.C.R. Section 4-211). The compensation for a project requiring a Class 1 Inspector shall be ~~\$12,000~~ **\$13,700** per month per Project Inspector. A Class 2 Inspector shall be ~~\$10,800~~ **\$12,500** per month per Project Inspector. A Class 3 Inspector shall be ~~\$9,700~~ **\$11,400** per month per Project Inspector.

<i>INSPECTOR CERTIFICATION</i>	APPROVED	MONTHLY	HOURLY
Project Inspector, Class 1	<i>DSA</i>	\$12,000 \$13,700	\$72 \$82
Project Inspector, Class 2	<i>DSA</i>	\$10,800 \$12,500	\$63 \$73
Project Inspector, Class 3	<i>DSA</i>	\$9,700 \$11,400	\$55 \$65

Fees for inspection services will be determined by the following formula. Total Number of Days Worked (inclusive of all duties as required per IR A-8) divided by Total Number of Normal Construction Days multiplied by the Monthly Compensation Rate.

$$\frac{\text{Total Number of Days Worked}}{\text{Total Number of Normal Construction Days}} \times \text{Monthly Compensation}$$

'Total Number of Days Worked' is defined as the cumulative number of days inspector provided more than 6 hrs inspection services in any one day.

'Total Number of Normal Construction Days' is defined as the cumulative number of business work days in any month minus any of the following recognized holidays: New Year's Day, Memorial Day, July 4th, Labor Day, Thanksgiving Day, day after Thanksgiving, and Christmas Day.

'Monthly Compensation' is defined as the appropriate compensation rate for the class of inspector as dictated by the DSA approved plans. Any change from the above must be by the GUSD Administrator, Facilities or Project Manager prior to performing service.

3.2.1 **OVERTIME:** Shall be deemed acceptable when the inspector works on any holidays listed in 3.2 above, works more than 10 hours in one day, or hours on a Sunday to accommodate the contractor's schedule. The compensated rate of pay will be 1½ times the hourly rate shown on the compensation schedule listed above. Alternatively, subject to the approval of the GUSD Project Manager, the inspector can schedule time off so that inspector's absence will not cause a significant detrimental impact on the project.

ARTICLE 4

SCOPE OF DSA INSPECTOR'S SERVICES:

The PROJECT INSPECTOR's services shall include, but not be limited to the following tasks as described in the DSA IR 8A:

- A. **Provide inspection** services to ensure compliance with code, plans, specifications and quality assurance required of an educational facility. Issue Deviation or Correction Notices, as necessary, and notify the **Design Professional**, the **OWNER**, and/or Construction Manager as the **OWNER's** Representative, in writing, if observed work does not conform to contract document.
- B. **Inspect and verify that** Contractor's As-Built record documents are updated monthly prior to processing of Contractor's monthly payment request.
- C. **Maintain liaison with the Design Professional**, the Construction Manager, if any, the Testing Lab, the **OWNER** and other regulatory agencies and governing bodies as necessary to maintain project continuity.
- D. **Submit or make available** on a timely basis, a semi-monthly report to the Architect, with copies to DSA, the owner and Construction Manager, if any, generally including the following information:
 - 1. Activities performed by the Contractors, and areas where work is performed.
 - 2. Manpower assigned to each Contractor and Subcontractor.
 - 3. Weather conditions.
 - 4. Observed equipment and materials delivered to the site.
 - 5. Construction equipment and vehicles utilized.
 - 6. Nature and location of the work being performed (starting and completion dates for various portions of the work).
 - 7. Verbal instruction to the Inspector.
 - 8. Inspection by representative of regulatory agency.
 - 9. Note observed occurrences or conditions that might affect Contract Sum or Contract Time.
 - 10. List visitors to the site, titles, and reason for visit.
 - 11. Record any work or material in place that does not correspond with the drawings or specifications, as well as resulting action taken.

12. List any other problems or abnormal occurrences that arise during each day, including notations of any particular lack of activity on the part of the Contractor. Note corrective actions taken.
- E. **PROJECT INSPECTOR shall comply** with all federal, state, county and local governmental requirements, as applicable.
 - F. **Review and monitor Contractor's** construction methods and procedures during all construction activities, including earthwork, concrete placement, masonry erection, welding procedures, all finishes, electrical, mechanical, fire alarm, etc. The Consultant or their Associates shall not issue instructions or directions regarding methods or means of job performance to the Contractor or in any way assume responsibility for the work performed.
 - G. **When possible, attend meetings** as requested in contract documents and requested by **OWNER**, i.e., billing meetings, specification review meetings, coordination meetings, weekly progress meetings, pre-roofing meetings, etc.
 - H. **Assist the Construction Manager and OWNER** in scheduling all required tests, and testing laboratory visitations required by the Contract documents. Observe and record dates and times of all test procedures.
 - I. **Inspect, verify and document** Contractor's delivered equipment and materials to insure that they meet submittal and specification requirements. Such inspection **must** begin within 1 working day of Contractor's written notification to the Inspector of delivery of equipment or materials to the job site. The Contractor is responsible for providing identifying paperwork and documentation for all delivered materials and equipment supplied to the job.
 - J. **Submit, upon request** by the Architect and/or the Construction Manager, in a timely manner, an Inspector's Report reviewing a Contractor's Request for Information (RFI), whenever any corrective change is perceived necessary in field construction that will result in a variance from the drawings or specifications as originally issued.
 - K. **Review the Contractor's Payment** Requests at billing meetings.
 - L. **When the Contractor's work** or a designated portion thereof is substantially complete, prepare for the **OWNER** a list of incomplete or unsatisfactory items via a "punch list" and submit to the Architect and the Construction Manager.
 - M. **Assist the OWNER in the review** of Contractor's Submittals, upon request.
 - N. **Upon completion of project**, deliver hard copies of all inspection records and project correspondence to the **OWNER**.
 - O. **Prior to commencement of work, PROJECT INSPECTOR** will cooperate with the **OWNER** and Construction Manager to develop an inspection plan for the construction on and of the Schools.

OTHER REQUIREMENTS:

Facilities and Equipment:

- P. **The OWNER will provide:**
 - 1. An on-site separate, secure, uniquely lockable office (Note that although the following requirements are frequently in the District's contract with the Contractor, the Inspection Team does not contract with the Contractor. We request the District to enforce its Contract provisions with the Contractor.)
- Q. **The Consultant will provide:**
 - 1. A functional computer system and printer.
 - 2. All required code and reference data.
 - 3. A telephone and telephone answering machine.
 - 4. Reasonable office supplies.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 7

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

SUBJECT: **Approval of Amendment No. 2 to Independent Consultant Agreement No. 328 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Muir Elementary School**

The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 328 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) building's DSA Inspection Services at Muir Elementary School in the amount of \$17,521.00.

On March 15, 2016, the Board of Education approved Independent Consultant Agreement No. 328 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Muir Elementary School in the amount of \$204,000.

On August 15, 2017, the Board approved Amendment No. 1 to this Agreement in the amount of \$13,700. This Amendment accounted for additional inspection time required to complete all of the site work, as well as an increase in wages. This Amendment increased the total agreement to \$217,700.

Amendment No. 2 in the amount of \$17,521 accounts for additional time needed to complete punch list items and to close out the project. This Amendment increases the total agreement to \$235,221.

This project is funded by Measure S and State ORG funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

**INDEPENDENT CONSULTANT AGREEMENT FOR PROFESSIONAL SERVICES
DSA Project Inspection Services @ John Muir Elementary School**

Professional Service Number: 328

Amendment No. 1 – August 16, 2017 (Approved by the BOE August 15, 2017)

Amendment No. 2 – April 18, 2018 (Approved by the BOE April 17, 2018)

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the **16th** day of **March 2016** by and between the Glendale Unified School District, ("District") and Sandy Pringle Associates Inspection Consultant, Inc. ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide DSA Project Inspection services to the **Muir ORG Project, including Interim Housing**, as further described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services").
2. **Term.** Consultant shall commence providing services under this Agreement on **June 1, 2016** and will diligently perform as required and complete performance by **May 31, 2018** ~~October 31, 2017~~.
3. **Submittal of Documents.** The Consultant shall not commence the Services under this Agreement until the Consultant has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u> X </u>	Signed Agreement
<u> X </u>	Workers' Compensation Certification
<u> X </u>	Fingerprinting/Criminal Background Investigation Certification
<u> X </u>	Tuberculosis Clearance Certification
<u> X </u>	Insurance Certificates and Endorsements
<u> </u>	W-9 Form
<u> </u>	

4. **Compensation.** District agrees to pay the Consultant for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Two Hundred Thirty Five Thousand, Two Hundred Twenty-One Dollars (\$235,221.00) ~~Two Hundred Seventeen Thousand, Seven Hundred Dollars (\$217,700.00)~~ ~~Two Hundred Four Thousand (\$204,000.00)~~ which includes reimbursable cost listed in item 5.1. District shall pay Consultant according to the following terms and conditions:

4.1. Payment for the Work shall be made for all undisputed amounts based upon time and materials for not-to-exceed (NTE) fees referenced in Exhibit "A".

5. **Expenses.** District shall not be liable to Consultant for any costs or expenses paid or incurred by Consultant in performing services for District, except as follows:

5.1. Not Applicable

6. **Independent Contractor.** Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant 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 employees of

the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant 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 Consultant's employees. In the performance of the work herein contemplated, Consultant 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. **Materials.** Consultant 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, except as follows:

7.1. Not applicable.

8. **Performance of Services.**

8.1. **Standard of Care.** Consultant represents that Consultant has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Consultant's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school Districts.

Consultant shall carefully study and compare all documents, findings, and other instructions and shall at once report to District, in writing, any error, inconsistency, or omission that Consultant or its employees may discover. Consultant shall have responsibility for discovery of errors, inconsistencies, or omissions.

8.2. **Meetings.** Consultant and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementations of services, and any other issues deemed relevant to the operation of Consultant's performance of Services.

8.3. **District Approval.** The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection and supervision to secure the satisfactory completion thereof.

8.4. **New Project Approval.** Consultant and District recognize that Consultant's Services may include working on various projects for District. Consultant shall obtain the approval of District prior to the commencement of a new project.

9. **Originality of Services.** Except as to standard generic details, Consultant agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Consultant and shall not be copied in whole or in part from any other source, except that submitted to Consultant by District as a basis for such services.

10. **Copyright/Trademark/Patent.** Consultant understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Consultant consents to use of Consultant's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. **Audit.** Consultant shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Consultant transacted under this Agreement. Consultant shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Consultant shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Consultant and shall conduct audit(s) during Consultant's normal business hours, unless Consultant otherwise consents.

12. **Termination.**

12.1. **Without Cause By District.** District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant or no later than three days after the day of mailing, whichever is sooner.

12.2. **Without Cause by Consultant.** Consultant may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Consultant for services satisfactorily rendered to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District. Consultant acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

12.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

12.3.1. material violation of this Agreement by the Consultant; or

12.3.2. any act by Consultant exposing the District to liability to others for personal injury or property damage; or

12.3.3. Consultant is adjudged a bankrupt, Consultant makes a general assignment for the benefit of creditors or a receiver is appointed on account of Consultant'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 Consultant. If the expense, fees, and/or costs to the District exceed the cost of providing the service pursuant to this Agreement, the Consultant 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.

13. **Indemnification.** To the furthest extent permitted by California law, Consultant shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, consultants, 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 consultants’ 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 Consultant, its officials, officers, employees, subcontractors, consultants, 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 Consultant 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 Consultant proposes to defend the indemnified parties.

14. Insurance.

14.1. The Consultant 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 \$ 1,000,000
Automobile Liability Insurance - Any Auto Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer’s Liability	\$ 1,000,000

14.1.1. **Commercial General Liability and Automobile Liability Insurance.** Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect the Consultant, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

14.1.2. **Workers’ Compensation and Employers’ Liability Insurance.** 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 Consultant 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.

14.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Consultant’s profession.

14.2. **Proof of Carriage of Insurance.** The Consultant 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:

14.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

14.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

14.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, consultants, 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 Consultant'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.

14.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

14.3. **Acceptability of Insurers.** 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. **Assignment.** The obligations of the Consultant pursuant to this Agreement shall not be assigned by the Consultant.

16. **Compliance with Laws.** Consultant shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Consultant shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Consultant observes that any of the Work required by this Contract is at variance with any such laws, ordinance, rules or regulations, Consultant shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Consultant's receipt of a written termination notice from the District. If Consultant performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Consultant shall bear all costs arising therefrom.

17. **Certificates/Permits/Licenses.** Consultant and all Consultant'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.

18. **Employment with Public Agency.** Consultant, if an employee of another public agency, agrees that Consultant will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

19. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Consultant 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 Consultant agrees to require like compliance by all of its subcontractor(s).
20. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Consultant's performing of any portion of the Services.
21. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
22. **District's Evaluation of Consultant and Consultant's Employees and/or Subcontractors.** The District may evaluate the Consultant in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
- 22.1. Requesting that District employee(s) evaluate the Consultant and the Consultant's employees and subcontractors and each of their performance.
 - 22.2. Announced and unannounced observance of Consultant, Consultant's employee(s), and/or subcontractor(s).
23. **Limitation of District Liability.** Other than as provided in this Agreement, 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 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.
24. **Confidentiality.** The Consultant and all Consultant's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Consultant 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.
25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, acknowledged email, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Glendale Unified School District
349 West Magnolia Avenue
Glendale, California 91204
[FAX] (818) 507-4911
ATTN: Tony Barrios

Consultant:

**Sandy Pringle Associates Inspection
Consultants, Inc.**
1108 Sartori Avenue, Suite 300
Torrance, California 90501
[FAX] (310) 787-8833
ATTN: Sandy Pringle

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

26. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

27. 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. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. Attorney Fees/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 attorney's fees.

33. Captions and Interpretations. 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.

34. Calculation of Time. For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

35. 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.

36. 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.

37. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

Dated: _____, 2018

Dated: _____, 2018

Glendale Unified School District

Sandy Pringle Associates Inspection Consultants, Inc.

By: _____

By: _____

Print Name: Stephen Dickinson

Print Name: Sandy Pringle

Print Title: Chief Business and Financial Officer

Print Title: President

Information regarding Consultant:

License No.: _____

_____:

DIR Registration: _____

Employer Identification and/or Social Security Number

Address:

Telephone:

Facsimile:

E-Mail:

Type of Business Entity:

____ Individual

____ Sole Proprietorship

____ Partnership

____ Limited Partnership

____ Corporation, State: _____

____ Limited Liability Company

____ Other: _____

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

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

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

- By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.

- By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

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

Date: _____

Name of Consultant: _____

Signature: _____

Print Name and Title: _____

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

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

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

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

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

- Pursuant to Education Code section 45125.2, Consultant has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Consultant's employees and District pupils at all times; and/or

- Pursuant to Education Code section 45125.2, Consultant certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Consultant who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Consultant's employees and its subcontractors' employees is

Name: _____

Title: _____

Consultant's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Consultant.

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

Date: _____

Name of Consultant or Company: _____

Representative's Name and Title: _____

Signature: _____

Services cannot be rendered until all documentation is submitted and final approval is received.

TUBERCULOSIS CLEARANCE CERTIFICATION

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

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

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

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

- The Contractor has complied with the Tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active Tuberculosis, as that term is defined in Education Code Section 451221.1. A complete and accurate list of Contractor's employees and of all of its subcontractor' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

- Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor: _____

Signature: _____

Print Name and Title: _____

EXHIBIT "A"
DESCRIPTION OF SERVICES TO BE PERFORMED BY CONSULTANT

Consultant's entire Proposal is **not** made part of this Agreement.

Consultant may provide the following general Services:

ARTICLE 1

CONSULTANT'S SERVICES AND RESPONSIBILITIES

The Consultant agrees to further the interests of the **OWNER** by furnishing the Consultant's and its Associates' skill and judgment in cooperation with, and in reliance upon, the services of the **OWNER's** Staff. The Consultant agrees to provide the **OWNER** with Certified **Project Inspector** Consulting Services in connection with **OWNER's** construction, modernization and/or rehabilitation projects, District-wide for whatever Projects designated by the District.

1.1 **SCOPE OF CONSULTANT'S SERVICES**

Basic--Services. The Consultant will act as an independent contractor performing the following tasks on a continuous basis as required by the **OWNER** and as defined in the ICA.

1.2 **FEE STRUCTURE:** Refer to Article 3.

1.3 **Consultant Responsibilities** Consultant and its Associates shall provide and perform, per DSA Regulations and California Title 24, **PROJECT INSPECTOR** services for Construction Projects under this agreement.

1.4 **COMMUNICATIONS:** All communications shall be copied to the **OWNER** and/or its authorized representative. Only the **OWNER** and/or its authorized representative, as designated, will have the authority to establish priorities and request the Consultant's additional services.

ARTICLE 2

TERMS AND CONDITIONS OF WORK

2.1 **RESPONSIBILITIES / QUALIFICATIONS / STATUS OF CONSULTANT**

2.1.1 **The Consultant and its Associates** shall be subject to the approval of the *OWNER*, and **Design Professional**, and to meet the requirements of and obtain the approval of the **Regulatory Agency**.

2.1.2 **Consultant and its Associates** must meet the qualifications for on-site **Project Inspector** as provided in the State Building Code Part 1, Title 24 Section 4 Article 5.

2.1.3 **The Consultant represents** and maintains that the Consultant and its Associates are skilled in the professional calling necessary to perform all services, duties and obligations required by this agreement to fully and adequately complete the Project. The Consultant and its Associates shall perform the services and duties in conformance to and consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. The Consultant further represents and warrants to the **OWNER** that it has all licenses, permits, qualifications, insurance policies, and approvals of whatever nature are legally required to practice its profession. The Consultant and its Associates further warrant that all such licenses and approvals will remain in effect during the term of this Agreement.

2.1.4 **Designation of Inspector.** Consultant designates _____ (or another District approved, DSA Project Inspector) as the Inspector who will provide and perform **PROJECT INSPECTOR** Services during construction of the Project(s). Consultant shall provide all necessary **Project Inspector(s)** and Assistant(s) to the **Project Inspector** as required by the **Regulatory Agency** or indicated by the condition or status of Project construction and to comply with applicable laws or regulations. Billing per Article 3.

- 2.1.5 **The OWNER retains the** Consultant on an Independent Contractor basis and the Consultant is not an employee of the **OWNER**. Personnel performing the Services under this Agreement on behalf of the Consultant shall at all times be reportable and responsible to **the Consultant, the Regulatory Agency, the Design Professional** and the **OWNER**.
- 2.1.6 **Inspector Fees.** The Consultant shall pay all amounts due such personnel in connection with their performance for services and as required by law. The Consultant, as applicable, shall be responsible for all reports and obligations respecting such personnel, including but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance
- 2.2 **CONSULTANT STAFF:**
- a. **The Consultant** has been selected to perform the work herein because of the skills and expertise of key individuals.
- b. **The designated Inspector,** _____ (or another approved Inspector), and any other additional Certified Inspectors as may be subsequently approved by the **OWNER** and the **Regulatory Agency** in the required classification with the individual approved Inspectors shall remain so long as his/her performance continues to be required by and acceptable to the **OWNER**. Additionally, the Consultant must furnish the names, for approval by the **OWNER**, of all key people in Consultant's firm that will be associated with the Project.
- c. **Consultant will be responsible** to provide appropriate and approved temporary Inspection Personnel in the event of a temporary vacancy by the assigned **Project Inspector**. Any such Temporary Personnel will be approved in advance, whenever possible, by the **OWNER**, the **Regulatory Agency** and the **Design Professional**.
- d. **All Consultant Personnel provided** under this Agreement shall be subject to approval by the **OWNER** and the **Regulatory Agency**. Any changes in personnel from the individual(s) initially provided by Consultant shall require **OWNER's** and **Regulatory Agency's** approval.
- e. **Changes in Inspection Personnel**, directed or requested by either the **OWNER** or **Consultant** shall require 10 days written notice to the other party. Replacement Inspection Personnel shall meet all the approval requirements of this Agreement.
- f. **If the assigned individual(s)** fail to perform to the satisfaction of the **OWNER** or the **Regulatory Agency**, then, upon written notice, the Consultant will have ten (10) working days to remove that person from the Project and replace with one acceptable to the same.
- g. **If the assigned individual is removed for cause at the owners request the removal and replacement shall be as immediate as reasonably possible.**
- 2.3 **OWNER's RIGHTS:** The **OWNER** reserves the right to employ other Consultants in connection with the Project, or to perform work related to the Project with the **OWNER's** own forces. The Consultant shall notify the **OWNER** if any such independent action will in any way compromise the Consultant's responsibilities under this Agreement.
- 2.3.1 **RESPONSIBILITIES OF OWNER:** The **OWNER** shall provide the Consultant with documented project information in its possession, which is reasonably necessary for the Consultant's performance of the work described herein. The **OWNER** shall designate a representative as the Consultant's primary contact for all project information; the representative shall be responsible for examining all documents submitted by the Consultant and shall render decisions and additional information in a prompt and effective manner as required to support the project.
- 2.4 **TERMINATION; SUSPENSION**
- 2.4.1 **Per the provisions of the ICA except that notices may be given and received through confirmed email.**
- 2.4.3 **Design Professional / Regulatory Agency Approval.** If either the **Design Professional** or the **Regulatory Agency** shall not approve the specified Associate to provide **Project Inspector** Services for Project construction, this Agreement shall be

deemed terminated without further rights or obligations of the **OWNER** or Consultant hereunder. Unless the **OWNER** shall have directed Consultant's performance prior to the Project Architect and the **Regulatory Agency** approval of the **Project Inspector**, no part of the Contract Price shall be due Consultant if Consultant is not approved to provide **Project Inspector** Services by the Project Architect or the Department of General Services.

2.4.4 **OWNER Suspension.** The **OWNER** may direct suspension of Project construction and suspension of Consultant's services hereunder, given ten (10) days notice. If the **OWNER** so suspends the work, the Consultant reserves the right to place the assigned Inspectors on other sites and does not guarantee the return of any previously assigned personnel, perhaps thereby necessitating the submittal and subsequent approval of different Project Inspection personnel.

2.8 **TIME SCHEDULE**

2.8.1 **Time is of the essence** in this Agreement.

- a. **The Consultant shall begin** its services a minimum of one week in advance of project commencement or when the Notice to Proceed is issued to the Contractor from **OWNER** or its' Representative, whichever is first, and will continue until satisfactory completion and closeout of the project(s) or termination of Consultant's services or as otherwise directed by the owner.
- b. **The Consultant shall diligently** complete all appropriate tasks in cooperation with the **OWNER**, all Contractors, the Architect/Engineer, and Construction Manager, if any, in a timely manner. Additional billable time required to be expended by the **Project Inspector** shall be approved in advance by the party so designated to approve any additional expenditures.

ARTICLE 3

COMPENSATION AND PAYMENT (Monthly)

3.1 **DESCRIPTION:** The Consultant shall be paid a monthly fee as set forth below. The amount to be paid to the Consultant, as prescribed herein, shall be the total compensation for services in the performance of the work described in this agreement, except as described below. Reimbursables shall be billed as agreed to in advance.

3.2 **FEE DATA:** Total compensation due and to be paid for Basic Services under this Agreement shall not exceed the amounts set forth in Article 3. Regular Time fees are based on full time services Monday through Saturday, or as required, as prescribed by **209 BUILDING STANDARDS ADMINISTRATIVE CODE** (Part 1, Title 24, C.C.R. Section 4-211). The compensation for a project requiring a Class 1 Inspector shall be ~~\$12,000~~ **\$13,700** per month per Project Inspector. A Class 2 Inspector shall be ~~\$10,800~~ **\$12,500** per month per Project Inspector. A Class 3 Inspector shall be ~~\$9,700~~ **\$11,400** per month per Project Inspector.

<i>INSPECTOR CERTIFICATION</i>	APPROVED	MONTHLY	HOURLY
Project Inspector, Class 1	<i>DSA</i>	\$12,000 \$13,700	\$72 \$82
Project Inspector, Class 2	<i>DSA</i>	\$10,800 \$12,500	\$63 \$73
Project Inspector, Class 3	<i>DSA</i>	\$9,700 \$11,400	\$55 \$65

Fees for inspection services will be determined by the following formula. Total Number of Days Worked (inclusive of all duties as required per IR A-8) divided by Total Number of Normal Construction Days multiplied by the Monthly Compensation Rate.

$$\frac{\text{Total Number of Days Worked}}{\text{Total Number of Normal Construction Days}} \times \text{Monthly Compensation}$$

'Total Number of Days Worked' is defined as the cumulative number of days inspector provided more than 6 hrs inspection services in any one day.

'Total Number of Normal Construction Days' is defined as the cumulative number of business work days in any month minus any of the following recognized holidays: New Year's Day, Memorial Day, July 4th, Labor Day, Thanksgiving Day, day after Thanksgiving, and Christmas Day.

'Monthly Compensation' is defined as the appropriate compensation rate for the class of inspector as dictated by the DSA approved plans. Any change from the above must be by the GUSD Administrator, Facilities or Project Manager prior to performing service.

3.2.1 **OVERTIME:** Shall be deemed acceptable when the inspector works on any holidays listed in 3.2 above, works more than 10 hours in one day, or hours on a Sunday to accommodate the contractor's schedule. The compensated rate of pay will be 1½ times the hourly rate shown on the compensation schedule listed above. Alternatively, subject to the approval of the GUSD Project Manager, the inspector can schedule time off so that inspector's absence will not cause a significant detrimental impact on the project.

ARTICLE 4

SCOPE OF DSA INSPECTOR'S SERVICES:

The PROJECT INSPECTOR's services shall include, but not be limited to the following tasks as described in the DSA IR 8A:

- A. **Provide inspection** services to ensure compliance with code, plans, specifications and quality assurance required of an educational facility. Issue Deviation or Correction Notices, as necessary, and notify the **Design Professional**, the **OWNER**, and/or Construction Manager as the **OWNER's** Representative, in writing, if observed work does not conform to contract document.
- B. **Inspect and verify that** Contractor's As-Built record documents are updated monthly prior to processing of Contractor's monthly payment request.
- C. **Maintain liaison with the Design Professional**, the Construction Manager, if any, the Testing Lab, the **OWNER** and other regulatory agencies and governing bodies as necessary to maintain project continuity.
- D. **Submit or make available** on a timely basis, a semi-monthly report to the Architect, with copies to DSA, the owner and Construction Manager, if any, generally including the following information:
 - 1. Activities performed by the Contractors, and areas where work is performed.
 - 2. Manpower assigned to each Contractor and Subcontractor.
 - 3. Weather conditions.
 - 4. Observed equipment and materials delivered to the site.
 - 5. Construction equipment and vehicles utilized.
 - 6. Nature and location of the work being performed (starting and completion dates for various portions of the work).
 - 7. Verbal instruction to the Inspector.
 - 8. Inspection by representative of regulatory agency.
 - 9. Note observed occurrences or conditions that might affect Contract Sum or Contract Time.
 - 10. List visitors to the site, titles, and reason for visit.
 - 11. Record any work or material in place that does not correspond with the drawings or specifications, as well as resulting action taken.

12. List any other problems or abnormal occurrences that arise during each day, including notations of any particular lack of activity on the part of the Contractor. Note corrective actions taken.
- E. **PROJECT INSPECTOR shall comply** with all federal, state, county and local governmental requirements, as applicable.
 - F. **Review and monitor Contractor's** construction methods and procedures during all construction activities, including earthwork, concrete placement, masonry erection, welding procedures, all finishes, electrical, mechanical, fire alarm, etc. The Consultant or their Associates shall not issue instructions or directions regarding methods or means of job performance to the Contractor or in any way assume responsibility for the work performed.
 - G. **When possible, attend meetings** as requested in contract documents and requested by **OWNER**, i.e., billing meetings, specification review meetings, coordination meetings, weekly progress meetings, pre-roofing meetings, etc.
 - H. **Assist the Construction Manager and OWNER** in scheduling all required tests, and testing laboratory visitations required by the Contract documents. Observe and record dates and times of all test procedures.
 - I. **Inspect, verify and document** Contractor's delivered equipment and materials to insure that they meet submittal and specification requirements. Such inspection **must** begin within 1 working day of Contractor's written notification to the Inspector of delivery of equipment or materials to the job site. The Contractor is responsible for providing identifying paperwork and documentation for all delivered materials and equipment supplied to the job.
 - J. **Submit, upon request** by the Architect and/or the Construction Manager, in a timely manner, an Inspector's Report reviewing a Contractor's Request for Information (RFI), whenever any corrective change is perceived necessary in field construction that will result in a variance from the drawings or specifications as originally issued.
 - K. **Review the Contractor's Payment** Requests at billing meetings.
 - L. **When the Contractor's work** or a designated portion thereof is substantially complete, prepare for the **OWNER** a list of incomplete or unsatisfactory items via a "punch list" and submit to the Architect and the Construction Manager.
 - M. **Assist the OWNER in the review** of Contractor's Submittals, upon request.
 - N. **Upon completion of project**, deliver hard copies of all inspection records and project correspondence to the **OWNER**.
 - O. **Prior to commencement of work, PROJECT INSPECTOR** will cooperate with the **OWNER** and Construction Manager to develop an inspection plan for the construction on and of the Schools.

OTHER REQUIREMENTS:

Facilities and Equipment:

- P. **The OWNER will provide:**
 - 1. An on-site separate, secure, uniquely lockable office (Note that although the following requirements are frequently in the District's contract with the Contractor, the Inspection Team does not contract with the Contractor. We request the District to enforce its Contract provisions with the Contractor.)
- Q. **The Consultant will provide:**
 - 1. A functional computer system and printer.
 - 2. All required code and reference data.
 - 3. A telephone and telephone answering machine.
 - 4. Reasonable office supplies.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 8

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Dr. Chris Coulter, Director, Teaching and Learning
Shawna Metcalf, Teacher Specialist, Teaching and Learning

SUBJECT: **Approval of High School Health Textbook Adoption**

The Superintendent recommends that the Board of Education approve the adoption of *Comprehensive Health* for the high school core Health textbook.

In January 2016, California adopted AB 329 -California Healthy Youth Act (CHYA), a new law covering comprehensive sexual health education and HIV education prevention education in public schools. The CHYA requires school districts to provide students with integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education, at least once in high school. Successful implementation of this law requires current, up-to-date curricular resources. The current Health curriculum used in the Glendale Unified School District is out of date (2004), was adopted before the standards and AB 329, is out of compliance, and needs to be replaced.

In August 2017, the Teaching and Learning Department reached out to five (5) leading publishers to begin the curriculum review and adoption process. Two publishers submitted materials for review:

- *Comprehensive Health*, 2nd Edition, by Sanderson, Catherine A, and Mark Zelman – Published by The Goodheart-Willcox Company, 2018
- *Human Sexuality*, by Pruitt, B. E., et al. – Published by Pearson, 2017

After a cursory glance, only *Comprehensive Health* meets both the requirements of AB 329 – California Healthy Youth Act and the California State Standards for Health. In September 2017, the Teaching and Learning Department reached out to publishers again, in person, to ensure all curricular options were available for review. At this point, it was determined that *Comprehensive Health* was the only potential viable curricular option. Beginning November 27, 2017, the curricular options were available for display at the GUSD Administration Building and the Crescenta Valley High School lobby to ensure all stakeholders had the ability to provide feedback. In addition to proposed curricula, AB

329 information sheets were available. These materials were on display until January 31, 2018. On December 11, 2017, there was a Health book fair from 3 p.m. to 7 p.m. in the Board Room.

In October 2017, the Teaching and Learning Department identified an evaluation rubric through the California Department of Education in order to ensure instructional materials align with AB 329 criteria, in addition to alignment with California State Standards: Health Education. In December 2017, the evaluation rubric and the curriculum were sent to each high school Health Department Chair along with detailed instructions for review and a deadline of January 2018. In addition to Health Curriculum Study Committee (CSC) reviewing the instructional materials, Glendale High School teacher, Kimberly Sinclair, was also asked to review the materials. Kimberly has a Master's Degree in Public Health and spent the last year on the California Health Curriculum Framework and Evaluation Criteria Committee. She has an immense wealth of knowledge regarding state requirements and expectations for Health education and was an invaluable asset to the process.

The review of *Comprehensive Health* for AB 329 – CHYA compliance focused on the following questions.

- Does the curriculum provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy?
- Does the curriculum provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family?

The review found that all instruction and materials align with and support the purposes of AB 329, and do not conflict with them; however, some topics will need to be supplemented in order to be fully compliant. Glendale Unified School District is currently using the fully-aligned Positive Prevention Plus (PPP) curricular supplement in Health classes that will mitigate the areas in which *Comprehensive Health* is lacking depth. The following areas need to be supplemented (information regarding how the material will be supplemented is in parentheses):

1. Youth with Disabilities – There is no modification in the instructional materials for visually impaired students (Special Education Department)
2. Sexual Orientation – Language use can be interpreted as heteronormative. (PPP & inclusivity training)

3. Gender – Information on *cis*-gender and intersex identities, as well as the gender identity crisis, are lacking (PPP)
4. Transmission of HIV – Risk behaviors and level of risk are not explicit (PPP)
5. Transmission of STIs – Limited information on how STIs are NOT transmitted (PPP)
6. Methods of Protection, HIV and STIs – Fails to mention that individuals with HIV still need to use protection or “superinfection,” minimal information on survival rates and life-span (PPP)
7. Treatment of HIV and STIs – Minimal information on anti-retroviral drugs (PPP)
8. Social Views About HIV and AIDS – additional information on life-expectancy as it relates to proper and effective treatments is needed, as well as information regarding HIV testing (PPP)
9. Resources and Rights to Sexual and Reproductive Health Care Access – lacking information on California specific pupil legal rights to access local resources for sexual and reproductive health care and how to access said services (PPP and District-provided local resources)
10. FDA Approved Contraceptive Methods – does not discuss the impacts of smoking on the effectiveness of certain contraceptive methods, does not include effectiveness rates for most contraceptive methods (PPP)
11. Legally Available Pregnancy Outcomes – lacking information about California specific abortion laws (PPP)
12. Rights to Obtain Confidential Services – completely lacking (PPP)
13. Resources and Rights for LGBTQ pupils – completely lacking (PPP)

Additionally, the review concluded that the curricular program fully aligns with the California State Health Standards as seen below:

- Nutrition and Physical Activity (Unit 2 & Unit 3)
- Growth, Development, and Sexual Health (Unit 5 & Unit 8)
- Injury Prevention and Safety (Background Lessons)
- Alcohol, Tobacco, and Other Drugs (Unit 4)
- Mental, Emotional, and Social Health (Unit 6)
- Personal and Community Health (Unit 5 & Unit 7)
- Overarching Concepts: (throughout)
 - Essential Health Concepts
 - Analyzing Health Influences
 - Accessing Valid Health Information
 - Interpersonal Communication
 - Decision Making
 - Goal Setting

- Practicing Health-Enhancing Behaviors
- Health Promotion

On January 30, 2018, the Health Curriculum Study Committee engaged in a conversation with the goal of making a recommendation to the Secondary Education Council regarding textbook adoption. On February 5, 2018, the Health Curriculum Study Committee voted 4-0 to recommend the following program to the Secondary Education Council for adoption:

Comprehensive Health, 2nd Edition, by Sanderson, Catherine A, and Mark Zelman –
Published by The Goodheart-Willcox Company, 2018

The Secondary Education Council met on February 28, 2018 and agreed with the CSC recommendation.

Cost of Instructional Materials

The instructional materials will cost approximately \$190,900.00. These funds have been allocated from the District's unrestricted textbook program account.

Training

All Health teachers received AB 329 – CHYA training in May 2017. Additional training on the new curriculum will take place in May 2018 during a single release day. This training will include teacher support materials, navigation of the Online Learning Suite, assessments, and all other relevant curricular topics.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 9

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: **Approval of Instructional Minutes for Transitional Kindergarten and Kindergarten**

The Superintendent recommends that the Board of Education approve the annual instructional minutes for Transitional Kindergarten and Kindergarten.

In accordance with Education Code 37202, "the governing board of a school district shall maintain all of the elementary day schools established by it for an equal length of time during the school year and all of the day high schools established by it for an equal length of time during the school year."

Instructional minutes for Grades 1-12 were approved by the Board of Education at the March 6, 2018 Board meeting. Staff asked for additional time to work with the Glendale Teachers Association before presenting proposed minutes for Transitional Kindergarten (TK) and Kindergarten.

The Superintendent is recommending the approval of the following total instructional minutes:

Transitional Kindergarten (TK) = 40,500 minutes
Kindergarten = 42,300 minutes

Pursuant to *EC 37202*, TK programs operated by a district must be of equal length to any kindergarten programs operated by the same school site and/or district, unless there is an approved State Board of Education waiver on file. Upon approval by the Board of Education, staff will submit a waiver request to the State Board of Education for the slightly shorter instructional day for Transitional Kindergarten. The rationale for the request is to respect the developmental needs of the younger TK students, all of whom are four years of age when they start TK. The Kindergarten students are all 5-6 years old and are ready for a longer school day.

Glendale Unified School District
Action Report No. 9
April 17, 2018
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These minutes would be phased-in over a two-year period. Schools that are in the first year of a two-year District Review Committee (DRC) agreement will adhere to these new instructional minutes beginning with the 2019-2020 school year. All other schools will comply with the new instructional minutes beginning in 2018-2019.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

ACTION REPORT NO. 10

TO: Board of Education

FROM: Winfred B. Roberson Jr., Superintendent

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

PREPARED BY: Dr. Debra Rinder, Executive Director, Special Education

SUBJECT: **Approval of Services Agreement Between Glendale Unified School District and Rockstar Recruiting - DBA StaffRehab**

The Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and Rockstar Recruiting - DBA StaffRehab in the amount of \$60,000 for providing contracted school psychologists to meet the needs of students.

Rockstar Recruiting - DBA StaffRehab is an agency that provides school psychologists to meet the needs of students. It is estimated that \$60,000 will be needed to pay for services for the remainder of 2017-2018 school year starting April 18, 2018. Special Education resources will be used to pay for these services.

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

SERVICES AGREEMENT

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 20th day of March, 2018 by and between the Glendale Unified School District, (“District”) and Rockstar Recruiting-DBA StaffRehab a corporation, whose place of business is Newport Beach, CA [City], herein referring to as (“Contractor”), (together, “Parties”).

WITNESSETH: The parties do hereby contract and agree as follows:

1. *Services Description.* CONTRACTOR will perform the services described in the “Scope of Work” attached hereto as Addendum A and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on April 18, 2018 and will diligently perform as required and complete performance by June 30, 2018
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

- X Signed Agreement
- X Workers' Compensation Certification
- X Fingerprinting/Criminal Background Investigation Certification
- X Insurance Certificates and Endorsements
- X W-9 Form
- X Non-collusion Declaration
- X Tuberculosis Clearance

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Sixty thousand dollars (\$ 60,000.00) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

Note: Accounts Payable will not process payment until the services have been completed. 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, except as follows:
 - 4.1. **N/A**

5. **Independent Contractor.** Contractor, in the performance of this Agreement, 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 employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's 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.
6. **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, except as follows:
7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
8. **Termination.**
 - 8.1. **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.
 - 8.2. **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.
 - 8.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 8.3.1. material violation of this Agreement by the Contractor; or
 - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 8.3.3. 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.

9. **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.

10. **Insurance.**

10.1. 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 \$ 1,000,000
Automobile Liability Insurance - Any Auto Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
Professional Liability	\$ 1,000,000
Workers Compensation	Statutory Limits
Employer’s Liability	\$ 1,000,000

10.1.1. **Commercial General Liability and Automobile Liability Insurance.**
 Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

10.1.2. **Workers' Compensation and Employers' Liability Insurance.** 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.

10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.

10.2. **Proof of Carriage of Insurance.** The 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:

10.2.1. 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."

10.2.2. 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.

10.2.3. 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.

10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

10.3. **Acceptability of Insurers.** 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.

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

12. **Compliance with Laws, Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **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.
14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **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).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
 - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
 - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, 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 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.

20. **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 does not apply to information that: 1) is or becomes generally known or in the public domain through no act or omission of the other party; 2) was lawfully in Insight's or Client's possession without restriction as to use or disclosure before its receipt from the other party; 3) is received from, or was made available to, a third party without any obligation of confidentiality; 4) was independently developed; 5) is otherwise permitted to be disclosed under this Agreement; 6) is disclosed with the prior written consent of the disclosing party; or 7) is required to be disclosed in any civil or criminal legal proceeding, regulatory proceeding or any similar process, however, the party required to make the disclosure under the law shall give prompt notice of this to the other party prior to such disclosure so that the other party may seek an appropriate protective order or give its consent to such disclosure.

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

District:

Glendale Unified School District
223 N. Jackson Street
Glendale, California 91206
ATTN: Arik Panossian

Contractor:

StaffRehab
5000 Birch St., Suite 3000 W
Newport Beach, CA 92660
ATTN: Sara Palmer

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

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. . In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
23. **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.
24. **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.
25. **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.
26. **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.
27. **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.
28. **Attorney Fees/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 attorney’s fees.
29. **Captions and Interpretations.** 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.

30. **Calculation of Time.** For the purposes of this Agreement, “days” refers to calendar days unless otherwise specified.
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.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, 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.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. 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.
41. **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 Party’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 other Party’s premises. The operation of vehicles by either Party’s personnel on the other Party’s property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party’s property and involving either Party’s personnel shall be reported promptly to the appropriate Party’s personnel. 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 other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. 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. They 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.

42. **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.

SIGNATURE PAGE

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

Company Name Rockstar Recruiting-DBA StaffRehab

By: _____ Founder & CEO
Signature _____ Title:
Sara Palmer _____ Dated: _____, 20 18
Print Name _____

By: _____ Director of Talent
Signature _____ Title:
Lindsay Joseph _____ Dated: _____, 20 18
Print Name _____

*If the Contractor is a corporation, signatures of two specific corporate officers are required as further set forth. The first corporate officer signature must be one of the following: 1) Chairman of the Board; 2) the President; 3) any Vice President. The second corporate officer signature must be one of the following: 1) Secretary;) 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.: _____

27-0834975 _____ :

Address: 5000 Birch St., Suite 3000 W

Employer Identification and/or Social Security Number

Newport Beach, CA 92660

Telephone: (888)835-0894 Ext. 123

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.

Facsimile: (949)258-5296

E-Mail: spalmer@staffrehab.com

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: _____
- Limited Liability Company
- Other: _____

Glendale Unified School District

By: _____ Date: _____

Print Name: Dr. Kelly King

Print Title: Assistant Superintendent, Educational Services

ATTACHMENT A

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

Contractor's entire Proposal is **not** made part of this Agreement.

Contractor may provide the following General Services:

Consultant, as needed, to provide student support, individual psychological assessments & IEP services to Special Education students.

Rate: \$88/hour

EXHIBIT "A"

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

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

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

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

Date: _____

Name of Contractor: Rockstar Recruiting - DBA StaffRehab

Signature: _____

Print Name and Title: _____

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

EXHIBIT "B"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

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

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

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

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: _____

Title: _____

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

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

Date: _____

Name of Contractor or Company: Rockstar Recruiting - DBA StaffRehab

Representative's Name and Title: _____

Signature: _____

EXHIBIT "C"

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

The undersigned declares:

I am the _____ of Rockstar Recruiting-DBA StaffRehab, the party making the foregoing bid.

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

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

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

Signature

Print Name

EXHIBIT "D"

TUBERCULOSIS CLEARANCE

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

I am a representative of the Rockstar Recruiting-DBA StaffRehab ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

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

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

The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor: _____

Signature: _____

Print Name and Title: _____

Services cannot be rendered until all documentation is submitted and final approval is received.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 1

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Minutes**

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

- a) Regular Meeting No. 25, April 3, 2018

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

BOARD OF EDUCATION MEETING NO. 25
UNADOPTED MINUTES
REGULAR MEETING, April 3, 2018

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Nayiri Nahabedian, president of the Board of Education, at 5 p.m. on Tuesday, April 3, 2018, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Jennifer Freemon, Shant Sahakian, and Nayiri Nahabedian. Dr. Armina Gharpetian and Gregory Krikorian were not present for roll call: Dr. Gharpetian arrived at 5:15 p.m. and Mr. Krikorian arrived at 5:16 p.m.

The following administrators were present: Mr. Winfred Roberson, Mr. Stephen Dickinson, Dr. Cynthia Foley, Dr. Kelly King, Dr. Mary Mason, Mr. Felix Melendez, and Dr. Deb Rinder.

PUBLIC COMMUNICATIONS

No one addressed the Board at this time.

CLOSED SESSION

The Board recessed to Closed Session at 5:02 p.m. to discuss the following:

1. Instructing designated representative, Mr. Winfred Roberson, Superintendent of Schools, regarding collective bargaining matters pursuant to Government Code §54957.6.
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. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.
4. Conference with Real Property Negotiators pursuant to Government Code 54956.8
Property: Approximately 40,000 square feet of real property, referred to as a portion of the district office site, located at 223 N. Jackson Street, Glendale, CA, 91206 (Property)
Negotiating parties: Glendale Unified School District (Proposed Exchangor), Superintendent Winfred Roberson; Constance Schwindt, Atkinson, Andelson, Loya, Rudd & Romo; and property consultant Sam S. Manoukian, RE/MAX; and one of more representatives from Carmel partners which may acquire the Property through an exchange agreement pursuant to applicable California law (Proposed Exchange).
Under Negotiation: Instructions to negotiators will concern price and terms of payment as related to the possible exchange of the identified Property.

MINUTES: April 3, 2018 – Regular Board Meeting

CLOSED SESSION (Continued)

5. Conference with Legal Counsel – Anticipated Litigation – Initiation of litigation pursuant to section 54956.9(c): One potential case.
6. Public Employee Performance Evaluation – Government Code §54957
Title: Superintendent of Schools
7. Conference with Legal Counsel – Case Settlement pursuant to Government Code §54946.9 (d)(1) – United States Court of Appeals for the Ninth Circuit Case Nos. 17-56450 and 17-56915

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 6:50 p.m.

REPORTING OUT OF CLOSED SESSION

None.

PLEDGE OF ALLEGIANCE

Sophia Wilkins, a 6th grade student from La Crescenta Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

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

APPROVAL OF AGENDA ORDER

A motion was made by Mrs. Freemon and seconded by Mr. Sahakian to approve the agenda, as presented. AYES—Freemon, Gharpetian, Krikorian, Sahakian, and Nahabedian.

ACKNOWLEDGEMENTS

1. *2018 Scholastic Bowl Essay Winners* – The Board of Education recognized the following members from Crescenta Valley High School for winning the District's 2018 High School Scholastic Bowl Essay Competition: Titash Biswas, Kiran Hamkins, Armen Karabekyan, Saya Linney, and Andrew Panosian.

ACKNOWLEDGEMENTS

2. *2018 Scholastic Bowl Champions* – The Board of Education recognized the following students from Glendale High School for winning the District's 2018 High School Scholastic Bowl: Christopher Balaian, Michael Khachatrian, Kira Lazzarini, Brandon Mata, and Richard Mirzoian. The annual competition, now in its 28th year, engages teams from Clark Magnet, Crescenta Valley, Glendale, and Hoover High Schools. The Glendale High School Team answered the most questions from the five content areas: Science, Mathematics, Art, Social Science, and Literature/Language Arts.
3. *CVHS Theatre Arts* – The Board of Education recognized the Theatre Arts program at Crescenta Valley High School for their production of "Oliver" presented in February.

STUDENT BOARD MEMBER REPORT

Student Board Member Amira Chowdhury reported on the activities at various schools. She congratulated Glendale High for the Scholastic Bowl win. The high school students did an amazing job in organizing the student walkout on March 14. They demonstrated what it means to be a true social agent for change. This year, GUSD offered free SATs on March 10 and the scores came back on March 23. The seniors are receiving college acceptance letters; they are looking into the financial assistance processes. In the next few weeks, students will be taking the CAASPP test. New for this year are high school seniors taking the science test. Colleges use these test results for entrance scores. The GUSD will be hosting its 17th annual Armenian Genocide Commemoration event on April 18 at Glendale High. Glendale High is hosting a blood drive on April 27. All of the high school seniors are preparing for prom, grad night, and graduation. By the end of April, all of the high schools will be hosting some sort of spirit rally or spring sports rally. Last Friday, Hoover High hosted the district's Special Olympics games. This is another example of how GUSD embraces every student. AP testing starts the second week of May.

COMMUNICATIONS FROM THE PUBLIC

1. Tony Passarella, resident, spoke about school safety. He felt the GUSD March was a complete joke. It was disrespectful and fruitless. At Hoover, in his estimation, only 8 to 10% of the student body was present in the field on March 14. It infuriated him. The students honored the 17 victims of the Parkland shooting by calling out their name. They went on to chant about NRA and gun control. What is sad is that teachers and school administrators went along with it. The leader, the one who was front and center on the movement, David Hogg, is disrespectful to his parents and a power hungry kid. Hogg was given a script to follow; he is the shepherd. The people who went along are the sheep. It is laughable to him that smart people fall for this. Failure alert--NRA membership spiked as well as gun sales. He read news headlines of schools' tragedies, attacks, and violence. In response to these incidents, do parents want more cameras, metal detectors, body scanners, or a 15-foot high wall with a dome. Is that the answer?

PUBLIC COMMUNICATIONS (Continued)

2. Matthew Stroup, Clark Magnet teacher, thanked the Board for supporting their cinema program. He showed a “teaser” of their short film, *A House Divided*, which his students will present at the film festival on May 20, 6 p.m. at Glendale High. This film project is part of the VCTC Career Pathway grant. Students on the project spoke as well and thanked the Board for their commitment to the arts, for allowing them to live their dreams, and to make something they are proud of. They thanked their teacher, Matt Stroup, for his dedication to the program. His dedication allowed actors to donate their time for this film.
3. Arpa Stepanian and Sarkus Babachanian, members of the Glendale Bar Association, spoke about Law Day. The Glendale Bar Association has been celebrating Law Day at Glendale High, CVHS, and Clark Magnet for several years. This year, they are adding Daily High. It is an opportunity for judges and lawyers to speak to the students. They would like the district’s continued participation in their program. Law Day participants speak to 11th and 12th grade classes. They answer a wide variety of questions, including how to become a lawyer and basic constitutional rights. Last year, they were in 60 class periods. The 35 participants, who include judges, always report they have a great time speaking to the students. They thanked the Board and the school site administrators for organizing this event and for the district’s support.
4. Mitsuko Roberts, resident, spoke about the Cherry Blossom Festival, which will be held at Brand Park on Sunday, April 15, from 10 a.m. to 3 p.m., highlighting the Japanese culture. The event includes performances, tea ceremony, martial arts demonstrations, and Taiko by our Verdugo Woodland students. Friends of Shoseian put this festival together. This is the first Sakura (cherry blossom) Festival held in Glendale. She announced the dates for her Okanoue Library featuring Japanese literature for children: April 15, April 28, May 20, and June 3. The library is open from 10 a.m. to noon at her residence near Verdugo Woodlands Elementary School.
5. Xiao Zhuang, spoke about the Chinese dual immersion program. Last year, a group of parents in La Crescenta discussed adding Chinese dual immersion program. She spoke to Dr. Nancy Hong who explained why we are not adding Mandarin to our dual immersion program. Over the years, a lot more Chinese families have moved to Glendale. They did a survey to evaluate the community interest in offering Chinese in Glendale. She received 110 responses from parents; 79% said they are interested in a Chinese dual immersion program. In the year 2020, there will be 37 kids starting kindergarten; in 2021; 16 kids; and in 2022, 8 kids. She feels we have enough native speakers to start a program. Additionally, 71.8% of those taking the survey said they speak Mandarin.
6. Louis Eales, resident of Burbank, spoke in support of having a Chinese dual immersion program and the benefits of learning another language. Years ago, he and his wife lived in Singapore, working abroad, where 90% of the people spoke Chinese. Knowing another language is very beneficial for job opportunities.

PUBLIC COMMUNICATIONS (Continued)

7. Wendy De Leon, Burbank resident, said she hopes to raise her child in understanding other cultures and languages to better prepare her for the workforce of tomorrow. She finds GUSD attractive because of the dual immersion programs. She is extremely interested in having her daughter learn Mandarin, the number one world language. She commends Glendale USD for offering seven languages and giving parents options and paving the way. She was surprised that there is no Mandarin taught nearby. She is here today to start a dialog with the Board. She wants to know what they need to do to add Mandarin to our dual immersion program.
8. Carol Matarazzo, La Crescenta resident, and mother of two children who are half-Chinese and half Caucasian, said the benefits growing up bilingual are abundant. She grew up learning Mandarin and English at the same time. She is interested in enrolling her children in a Mandarin dual immersion program. She knows that there are parents who drive to east Pasadena to attend a Mandarin program. She grew up in a traditional Chinese household where she was told education is critical to one's future success. She believes in this. She will commit to enrolling her children in a Mandarin program if offered here. She is also committed to helping other kids as well. She wants to convey to the Board her interest in this program.
9. Sherry Lin, Burbank resident since 2010, presented the demographics of Chinese families living in the following areas: Burbank, Glendale, La Crescenta, La Canada, Tujunga, Sunland, and Montrose. Being a realtor, she was able to obtain this information and did a comparison from 10 years ago, 5 years ago, and current year. There has been a considerable increase in the number of Chinese families moving into the area. She believes that parents who live in these areas will commit to enrolling their children in a Mandarin dual immersion program.

INFORMATION

1. Acknowledgements of Service
2. Student/Parent/Staff Survey Results
3. Property Exchange Update
4. Monthly Budget Update
5. Instructional Minutes for Transitional Kindergarten and Kindergarten
6. Proposed High School Health Textbook Adoption
7. Proposed New or Revised Board Policies Relating to Philosophy-Goals-Objectives and Comprehensive Plans; Students-Welfare; Students; and Community Relations

MINUTES: April 3, 2018 – Regular Board Meeting

INFORMATION REPORT

8. Proposed Basic and Supplementary Textbooks for Use in Middle and High Schools in the Areas of English and Foreign Language
9. Proposed Course of Study Outlines for Use in High Schools in the Areas of Career Technical Education (CTE) and Visual and Performing Arts (VAPA)
10. EEELP Attendance Calendars for 2018-2019 and 2019-2020

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

ACTION REPORTS

1. Award of RFP No. P-71-17/18 for Workstations, Software, and Services for Clark Magnet High School

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

2. Award of Bid No. 160-17/18 for Locker Replacement at Toll, Roosevelt, and Wilson Middle Schools

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

3. Award of Bid No. 161-17/18 for HVAC Replacement at Hoover High School

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

4. Award of Bid No. 162-17/18 for Window Replacement at Franklin Elementary School

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

5. Rejection of Bid No. 163-17/18 for Replacing and Modernizing the Elevator Controls in the 5000 Bldg. at Crescenta Valley High School

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

MINUTES: April 3, 2018 – Regular Board Meeting

ACTION REPORTS (Continued)

6. Award of Bid No. 164-17/18 for Painting at Various School Sites

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

7. Award of Bid No. 165-17/18 for Asphalt Project at Five School Sites

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

8. Award of Bid No. 166-17/18 for HVAC Replacement at Crescenta Valley and Glendale High Schools

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

9. Award of Bid No. 167-17/18 for Chiller Replacement at Muir Elementary School

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

10. Award of Bid No. 168-17/18 for Roof Repairs at Various School Sites

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

11. Award of Bid No. 169-17/18 for Installation of Playground Equipment & Softile Matting at Verdugo Woodlands Elementary School

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

12. Resolution No. 18 – Giving Notice of Intention to Grant a “No-Build” easement to Carmel Partners Realty Investors, LLC

It was moved by Mr. Krikorian and seconded by Mrs. Freemon to approve Action Report No. 12, as recommended. Roll call vote was taken: AYES—Freemon, Krikorian, and Nahabedian. NAYS: Gharpetian and Sahakian. Motion failed. (Note: This resolution required a 2/3 vote to pass).

MINUTES: April 3, 2018 – Regular Board Meeting

ACTION REPORTS (Continued)

13. Resolution No. 19 – Giving Notice of Intention to Grant a “Tieback” easement to Carmel Partners Realty Investors, LLC

It was moved by Mrs. Freemon and seconded by Mr. Krikorian to approve Action Report No. 13, as recommended. Roll call vote was taken: AYES— Freemon, Krikorian, and Nahabedian. NAYS: Gharpetian and Sahakian. Motion failed. (Note: This resolution required a 2/3 vote to pass).

14. EEELP Attendance Calendars for 2018-2019 and 2019-2020

It was moved by Mr. Sahakian and seconded by Dr. Gharpetian to approve Action Report No. 14, as recommended. Motion approved by the following vote: AYES— Freemon, Gharpetian, Krikorian, Sahakian, and Nahabedian.

15. Approval of Services Agreement Between GUSD and Soliant Health, Inc.

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

16. Approval of Services Agreement Between Glendale Unified School District and CompHealth Medical Staffing

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

17. Special Education Settlement Agreement – Case Nos. 17-56459 and 17-56915.

It was moved by Dr. Gharpetian and seconded by Mr. Krikorian to approve Action Report No. 17, as recommended. Motion approved by the following vote: AYES— Freemon, Gharpetian, Krikorian, Sahakian, and Nahabedian.

CONSENT CALENDAR

1. Minutes
 - a) Regular Meeting No. 22, March 6, 2018
 - b) Special Meeting No. 23, March 9, 2018
 - c) Special Meeting No. 24, March 26, 2018
2. Certificated Personnel Report No. 15
3. Classified Personnel Report No. 14
4. Warrants totaling \$13,686,852.49 for February 1, 2018 through March 23, 2018.

MINUTES: April 3, 2018 – Regular Board Meeting

CONSENT CALENDAR (Continued)

5. Purchase Orders totaling \$2,824,880.48 for the period of February 20, 2018 through March 16, 2018
6. Appropriation Transfer and Budget Revision Report
7. Approval of Nutrition Services Membership in the San Gabriel Purchasing Cooperative
8. Approval of Extension of Contract for Fire Extinguisher Inspection
9. Consideration of Damage Claim
10. Authorization to Dispose of Surplus Property
11. Consolidated Programs Single Plan for Student Achievement (SPSAs) Addendum
12. Renewal with Follett for Destiny Maintenance and Support
13. Approval of Adjustment to Early Education and Extended Learning Programs Self-Supporting Program Fees for 2018-2019
14. Approval of Services Agreement Between Glendale Unified School District and Royal Health
15. Approval of Revisions to Board Policies Relating to Personnel and Students – Welfare
16. Acceptance of DonorsChoose Award
17. Clinical Affiliation Agreement with California State University, Fullerton
18. Educational Affiliation Agreement with California State University, Long Beach
19. Board of Education Meeting Schedule 2018-2019
20. Amendment to Reclassification of Student Records 2015
21. Acceptance of Gifts

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

REPORTS FROM THE BOARD

Mr. Krikorian said the city council is having its mayor rotation today. He congratulated Mayor Vartan Gharpetian for a job well done. On April 14, the high school Armenian clubs are having a leadership day at Woodbury University. On April 18, everyone is invited to the 17th Annual Armenian Genocide Commemoration at Glendale High. Dr. Gharpetian is coordinating the program this year with our students.

Dr. Gharpetian spoke about the “I Love my Neighborhood Poster Contest.” The finalists and grand prize winner have been selected. Winners will be announced on April 25, 2018, 5 p.m. at the Civic Auditorium. During spring break, she and her family visited Japan. She shared some highlights of their trip including participating in a tea ceremony wearing kimonos. She visited Koishikawa middle/high school where the 10th graders had a speech contest in English. It was a wonderful experience for them. She thanked everyone involved in the Special Olympics at Hoover. She also attended the AGBU Generation Next Open House at YMCA. She is excited to continue the partnership with this organization. She attended both community safety meetings. All of our high school Armenian clubs are working together to present the district’s Armenian Genocide Commemoration program. It is a free event. She welcomed everyone to attend; it is a great way to learn about the Armenian Genocide and see what our students are doing to share their message.

Mrs. Freemon thanked Mr. Barrios for his leadership with the SFAC. She wished him well in his new position. The Special Olympics was a wonderful event. We have, in GUSD, a civility policy as it relates to how we interact with each other. She read the following passage from the board policy: *“Members of the district staff will address colleagues, students, parents, and members of the public with respect and expect the same in return. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our pupils and staff. In the interest of presenting positive role models to the pupils in the district, the Glendale Unified School District expects civil and positive communications.”* We have had some public comments in recent weeks that have flown in the face of that. We do expect civil discourse presented in a calm and civil way. She is wondering if there is a way for us to make sure to keep our conversations focused on issues and not allow attacks on individuals. The public has every right to discuss issues and question actions. They want to hear what they have to say, but in a respectful manner.

Mr. Sahakian attended many of the same events as Dr. Gharpetian, and concurs with comments made by Mrs. Freemon on civility. He added, in a situation where there is no win, we did a good job in balancing the needs of those who wanted to take action and of those who did not. He and Dr. Gharpetian were at Glendale High, and it was a respectful, somber dedication to the victims in Parkland. The irony is that those that take advantage to say whatever they want to say on their mind should also understand that students have the same rights. We saw that during the walkout.

MINUTES: April 3, 2018 – Regular Board Meeting

REPORTS FROM THE BOARD (Continued)

Ms. Nahabedian said everyone handled the March 14 walkout in a thoughtful manner. We were available to our students. She appreciated the leadership. Everyone had a choice to express himself or herself. She attended the CVHS community safety meeting. She kept tuning in to more adults on campuses, more mental health, more social/emotional services as to what our students need. The relationship that kids have with adults matters a great deal. Our students need more positive, caring adult role models on campuses so we can keep our kids safe. She spoke about her attendance at the Glendale Civic Leaders Roundtable meeting, the State of the City luncheon, and the AGBU Generation Next Mentorship program Open House.

REPORT FROM THE SUPERINTENDENT

Mr. Roberson thanked staff for the coordination and organization of the student walkout. It was a collaborative effort. On March 17, 2018, he spoke to juniors on community involvement at the CASPS leadership workshop. On March 26, we held a very successful professional development workshop on Professional Learning Communities. Active shooting training followed the workshop by our police department. The community safety meetings resulted in a 26-page report, which will be on the website. Daily High School, in collaboration with the students at Wilson Middle School, drew a beautiful mural. The arts are alive and well in GUSD. Tomorrow, he will be addressing the Glendale Realtors Association.

RETURN TO CLOSED SESSION

Board President Nahabedian announced the Board would return to closed session where no action will be taken. The Board recessed to closed session at 9:50 p.m. to continue the discussion on closed session items listed on the agenda.

RETURN TO REGULAR MEETING

The Board reconvened at 10:30 p.m.

ADJOURNMENT

There being no further business, President Nahabedian adjourned the meeting at 10:30 p.m.

Nayiri Nahabedian
President, Board of Education

Jennifer Freemon
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, April 3, 2018
Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent
Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CERTIFICATED PERSONNEL REPORT NO. 16

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources/Director of Classified Personnel

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 16

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.	Sim, Soo Hyun Teacher, Regular FLAG – Korean Keppel Elementary	4/06/18 through 6/01/18
<u>Extension of Maternity Leave of Absence</u>		
1.	Duir, Amy Teacher, RSP Special Education Wilson Middle School	1/27/18 through 4/08/18
<u>Child Care Leave of Absence</u>		
1.	Valdez, Cynthia Teacher, Regular 2 nd Grade Edison Elementary	8/20/18 through 6/12/19
<u>Parental Leave of Absence</u>		
1.	Duir, Amy Teacher, RSP Special Education Wilson Middle School	5/03/18 through 6/07/18

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Parental Leave of Absence</u>		
1.	Scott, Jaclyn Principal Mountain Avenue ES	2/21/18 through 4/15/18
<u>Health Leave of Absence</u>		
1.	Dall, Mary P. Teacher, Regular History Wilson Middle School	3/28/18 through 6/08/18
2.	Grafius, Jennifer Teacher, Early Education EELP	4/02/18 through 5/25/18
<u>Extension of Health Leave of Absence</u>		
1.	Sparks, Ashley Teacher, Regular Jewel City Daily High School	12/11/17 through 5/29/18
<u>Extension of Family & Medical Leave of Absence</u>		
1.	Scott, Jaclyn Principal Mountain Avenue ES	2/21/18 through 4/15/18
<u>Additional Assignment</u>		
1.	Goss, Audrey R. Mitropoulos, Daphane N. Teachers, as needed, to work on Integrated Math Adaptation Special Education	9/01/17 through 11/15/17 \$27.00 per hour Not to exceed 23 hours each Special Education – SAI Core 01.0 65000.0 57707 11200 1130 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
2.	Lombardi, John Valdez, Iris	Teachers, as needed, to plan/prep and instruction of an after-school robotics class with tournament Balboa Elementary
		12/04/17 through 3/28/18 \$27.00 per hour for planning \$30.00 per hour for teaching Not to exceed 27 hours total for planning Not to exceed 15 hours total for teaching 01.0 30100.0 11100 10000 1130 2000000

Release – Temporary Employees

- Pursuant to California Education Code 44954, the following temporary employees are to be released from service having completed their contractual assignment. Pending District determination of staffing needs for the 2018-19 school year, some or all of these employees may be rehired.

2018 ce – 150	Glendale High School	6/07/18
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Election Hourly/Daily

1.	Batista, Ileana Bergman, Anya Collaso, Margarita Gureghian, Sarine Hagopian, Ashken Labinger, Kimberly Luna, Mariana Marquez, Jenniffer Matevosian, Arpine Navarro, Nancy Ortega, Claudia Reuter, Andrea Salazar, Vittorio Tiscareno, Araceli Turdjian, Lusine Varela, Miriam William, Caitlin Wisinski, Robyn	Teachers, as needed, to provide after school intervention classes for Language Arts and Math Edison Elementary	4/03/18 through 5/31/18 \$30.00 per hour Not to exceed \$7,290.00 total Title I 01.0 30100.0 11100 10000 1130 2500000
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		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>			
2.	Allen, Maurice T. White, Cathy L.	Home/Hospital Teacher, as needed, for Special Education students	4/02/18 through 6/06/18 \$30.00 per hour Home/Hospital Instruction 01.0 00000.0 19006 10000 1130 0000600
3.	Dunham, Gail Gharibian, Lilia	Teachers, as needed, to provide Reading/Math Intervention for Lit for Success Wilson Middle School	2/26/18 through 6/01/18 \$30.00 per hour with students \$27.00 per hour without students Not to exceed 32 hours total Supplemental 01.0 01000 11100 10000 1130 0800000

Additional Compensation

1.	Baldwin, Amanda Minassian, Zovig Turner, Katherine	Teachers, as needed, to participate in Grade Level Growth Sessions and Collaboration Teams to support implementation of the California State Standards Educational Services	1/01/18 through 6/30/18 Hourly rate of pay Not to exceed 12 hours for each participant 01.0 62640 00000 21011 1130 0000618
2.	Agazaryan, Marine Aghajanyan, Gohar Akesbi, Sofia Alarcon, Jamie Arakelian, Talin Arenson, Paula Arjoyan, Anita Arora, Rita Asadourian, Mirna Augustine, Natalie Austin, Annette Avetyan, Zhenik Ayvazian, Pateel Babakhanian, Anna	Teachers, Substitute Teachers, as needed, to participate in Grade-Level Growth Sessions and Collaboration Teams to support implementation of the California State Standards Educational Services	1/01/18 through 6/30/18 Hourly rate of pay Not to exceed 6 hours for each participant 01.0 62640 00000 21011 1130 0000618

Position

Additional Compensation (Cont.)

2. Baik, Alisa
- Baird, Lynnette
- Balabanyan, Nvart
- Barnett, Kathy
- Blessinger, Michelle
- Boras, Angela
- Bottomley, Denise
- Briggs, Jessica
- Brownstein, Gina
- Capdevila Gutierrez, Maria
- Cassell, Rebecca
- Castillo, Liliana
- Chobanyan, Hasmik
- Chan, Cynthia
- Chui, Peggy
- Cruz, Sylvia
- Dashdemirians, Christine
- De la Paz, Catherine
- Elzanaty, Mohammed
- Engen, Christina
- Epstein, Jennifer
- Erlewine, Naomi
- Escobar, Marylou
- Fink, Sandra
- Fishback, Cassandra
- Flamenco, Maria Lorena
- Gang, Mark
- Gargiulo, Jill
- Garibyan, Monika
- Garrubba, Jennifer
- Gerigorian, Ani
- Ghim, Yong
- Goldsbury, Janet
- Goulas, Evangeline
- Grigoryan, Ani
- Hambarsumian, Melineh
- Hande, Marilyn
- Hartel, Antonella
- Herington, Christina

Position

Additional Compensation (Cont.)

2. Hernandez, Erika
- Hernandez, Sebastian
- Hickman, Beverly
- Hong, Sunny
- Hunt, Chelsie
- Incandela, Romina
- Inglish, Mary
- Iskandaryan, Armine
- Jahshan, Nabila
- Jenks, James
- Kadzhikyan, Lusine
- Kamiya, Randall
- Keoroghlian, Melina
- Khachikian, Talin
- Kianian, Hilda
- Kim, Eun
- Kim, Hye Na
- Kim, Yoojin
- Kurchian, Hermine
- Lee, Allison
- Lee, Jessica
- Lee, Sojin
- Leining, Carol
- Li, Katie
- Majarian, Nvard
- Makhmuryan, Anahit
- Malakyan, Tagui
- Manaka, Patricia
- Marcheque, Chester
- Margaryan, Asmik
- Markarian, Saakanoush
- Markosyan, Karmen
- Matossian, Vivian
- Matthewsian, Ani
- Mazza, Cristina
- Minasyan, Nina
- Mirzayan, Tamar
- Mohamadi, Donna
- Moreno, Heidi

Position

Additional Compensation (Cont.)

2. Morgan, Jessica
- Naka, Kimberli
- Narvaez-Rivera, Laura
- Neskovska, Elizabeth
- Oh, Jennifer
- O'Rourke, Roxanne
- Ortiz, Rafael
- Park, Jenny
- Park, Yoon Young
- Petitti, Danielle
- Petriella, Libera
- Pieprzyca, Gyzela
- Pino, Daniela
- Pinsker, Jason
- Piper, Morgen
- Pogroszewski, Denise
- Pozo Jones, Nancy
- Prichard, Jamie
- Quinn, Tanja
- Ramirez, Christine
- Raznick, Robin
- Roberts, Stella
- Roses, Lauren
- Rossi, Elizabeth
- Sahakian, Anita
- Sano, Louise Dorothy
- Santiago, Karla
- Sardella, Simona
- Satchyan, Adrineh
- Schwarzmann, Dana
- Shahverdian, Estine
- Shakhramanyan, Narine
- Shakra, Nadia
- Sharp, Gerald
- Shin, Ah Reum
- Sim, Soo Hyun
- Simonian, Hasmig
- Simonyan, Mery
- Sirota, Michelle

Position

Additional Compensation (Cont.)

2. Skywalker, Molly
- Slatus, David
- Solsona-Puig, Jordi
- Spencer, Carolyn
- Stephan, Melissa
- Stewart, Allison
- Suh, Christopher
- Tanabe, Saki
- Tandy, Linda
- Tarverdians, Christina
- Tatevosian, Mary
- Teoh, Lilian
- Tevosyan, Zhanna
- Thingvold, Claire
- Timmons, Christina
- Tiu, Jonathan
- Torabyan, Hermine
- Traber, Alli
- Trinidad, Ryan
- Tyler-Mims, Valarie
- Urban, Wendy
- Valdez, Iris
- Venier, Daniel
- Ventresca, Dianne
- Villegas, Elvia
- Vroman, Melissa
- Weaver, Elizabeth
- Williams, Teresa
- Wolf, Sandra
- Yapundjian, Narine
- Yarijanyan, Ashken
- Yegiyants, Anna
- Youn, Darae
- Zakharian, Lianna
- Zargaryan, Victoria
- Zazueta, Nahara
- Zhenik, Avetyan

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Additional Compensation (Cont.)</u>			
3.	Ambartsumyan, Narine Araradian, Marral Arias, Linett Balabanyan, Nvart Bergman, Anya Birtle, Kent Black, Tracey Burt, Christina Cassley, Lori Castillo, Liliana Chia, Janet Choi, Unis Cortes, Theresa Doctorian, Nora Dziok, Nancy Faieta, April Galvez-Grado, Sylvia Gardner, Cindi Gerigorian, Ani Giorgi, Olivia Hambarsumian, Melineh Hamilton, Ashley Hartonian, Narine Hickman, Beverly Hilario, Monica Hong, Sunny Huleis, Rana Hunt, Chelsie Iskandaryan, Armine Kingsbury, Jennifer Kralik, Catherine Kramer, Deborah Labinger, Kimberly Lapostol, Diane Lopez, Rebecca Manalo, Michelle Maynard, Wendy Mirzayan, Tamar Moreno, Heidi	Teachers and Teacher Specialists to participate in elementary PLC training Educational Services	6/08/18 Daily substitute rate of pay (\$165.00) Not to exceed 1 day 01.0 62640 00000 21011 1160 0000618

Position

Additional Compensation (Cont.)

3. Nagao, Karen
- Nakano, Elizabeth
- Nazarian, Viehanoosh
- Odell, Heather
- Ortega, Claudia
- Ortiz, Rafael
- Quinonez, Yvonne
- Ramirez, Christine
- Ricasa, Christine
- Rios, Wendy
- Rivera, Iris
- Rivera, Renee
- Romeo, Jennifer
- Roses, Lauren
- Rubalcava, Veronica
- Sarkisian, Adrineh
- Sarkisyan, Mery
- Sasse, Collin
- Seaton, Kori
- Sharp, Gerald
- Silva, Francesca
- Simonian, Hasmig
- Singh, Claudia
- Sivaborvorn, Sandra
- Smith, Pamela
- Stanley, Christopher
- Stewart, Jessica
- Stokes, Diane
- Stubbs, Kelly
- Switzer, Ann
- Tahk, Jae
- Tam, Ana
- Tanabe, Saki
- Taylor, Aya
- Thomas, Angelina
- Vales, Heather
- Wells, Jana
- Yapundjian, Narine
- Yegiyants, Anna

Effective Dates
 And Salary Rate

Position

Additional Compensation (Cont.)

3. Yeung, Patricia

Transportation Authorization

- | | | |
|--|---|---|
| <ol style="list-style-type: none"> 1. Allen, Maurice T.
White, Cathy L. | <p>Home/Hospital Teacher,
as needed, for Special
Education students</p> | <p>4/02/18 through 6/06/18
54.50 cents per mile
Mileage Reimbursement
Special Education -
Home/Hospital Instruction
01.0 00000.0 19006 10000 5210
0000600</p> |
|--|---|---|

Revision to Previous Personnel Report

1. Revision to Board Report No. 9, November 28, 2017

Page 13, Item 14

- | | | |
|----------------------|---|---|
| <p>Various names</p> | <p>Teachers, as needed,
workshops of theory
and research that
provide support for
our diverse sub-group
(Hispanic, ELLs,
Newcomers, Gifted,
SPED, etc.)
Edison Elementary</p> | <p>11/28/17 through 5/31/18
\$27.00 per hour
Not to exceed 220 hours total
Not to exceed \$5,940.00 total
Title I – Alternative Support
01.0 30100.0 11100 10000 1130
2500865</p> |
|----------------------|---|---|

Add the following name:
 Calva-Despard, Michelle

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
2.	Revision to Board Report No. 11, February 3, 2017	
	<u>Page 13, Item 21</u>	
	Various names	Teachers, as needed, to provide Reading/Math Intervention for Lit for Success Wilson Middle School
		10/02/17 through 6/02/18 \$30.00 per hour Not to exceed 39.5 hours total Title I – Alternative Support Plan 01.0 30100.0 11100 10000 1130 080865
	Change to read:	\$30.00 per hour with students \$27.00 per hour for planning
3.	Revision to Board Report No. 7, October 17, 2017	
	<u>Page 8, Item 1</u>	
	Loaiza, Peter (Boys/Girls Basketball) Wolcott, Kenneth (Girls Volleyball) Galdamez, Henry (Boys Soccer) Elzanaty, Mohammed (Girls Soccer)	Teachers, as needed, for after school activities Roosevelt Middle School
		10/04/17 through 6/06/18 \$30.00 per hour Not to exceed \$3,750.00 total Supplemental 01.0 01000.0 11100 10000 1130 0500000
	Increase the total amount to read:	Not to exceed \$4,230.00 total
<u>Personal Services Agreement</u>		
1.	Atneyel, Sharareh	Consultant, as needed, to provide individual counseling & psychological services for GUSD students including assessment reports and meeting attendance Special Education
		4/09/18 through 6/30/18 \$75.00 per hour Not to exceed \$30,000.00 Special Education 01.0 65120.0 50011 21000 5811 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement (Cont.)</u>		
2.	Bursch, Bradley M., MD Physician to oversee the Nursing Care Medical Billing Program	5/01/18 through 6/30/18 \$300.00 per hour Not to exceed \$1,000.00 Special Education Medi-Cal 01.0 56401.0 57700 11100 5811 0000600
3.	Garibian, Lara Consultant, as needed, to provide 45-50 minute therapy sessions for at-risk students identified through SST or counselor recommendation Glendale High School	4/18/18 through 6/30/18 \$80.00 per hour Not to exceed \$2,000.00 Title I – Alternative Support 01.0 30100.0 11100 10000 5811 0200865
4.	Hastings, Mark Consultant, as needed, to provide 45-50 minute therapy sessions for at-risk students identified through SST or counselor recommendation Glendale High School	4/18/18 through 6/30/18 \$80.00 per hour Not to exceed \$3,000.00 Title I – Alternative Support 01.0 30100.0 11100 10000 5811 0200865
5.	Hogan, Shawna Consultant, as needed, to provide individual counseling, IEP and assessments to Special Education students	3/20/18 through 6/30/18 \$60.00 per hour Not to exceed \$20,000.00 Special Education 01.0 65120.0 50011 21000 5811 0000600
6.	Rocillo, James Judge needed for the Music Festival Educational Services	3/10/18 Not to exceed \$200.00 Administration Donation 01.0 94230.0 11100 10000 5811 0000819

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CLASSIFIED PERSONNEL REPORT NO. 15

CONSENT CALENDAR NO. 3

TO: Board of Education
FROM: Winfred B. Roberson, Jr., Superintendent
PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources
SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 15

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

	<u>Location</u>	<u>Months/Hours, and Salary Rating</u>
<u>Medical Leave of Absence</u>		
1. <u>Education Assistant II</u> Warner, Isabelle	Hoover	03/08/18 through 04/25/18
<u>Election from Eligibility List</u>		
1. <u>Administrative Secretary</u> Antanesian, Narineh	Keppel	04/09/18; 10.5/8; 21-1 01.0 00000.0 00000 27004 2410 3100000
Toumanian, Juliet	Teaching & Learning	04/16/18; 12/8; 21-1 01.0 07405.0 00000 21000 2410 0000618
2. <u>Education Assistant Intensive Support</u> Aguayo, Margarita	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Election from Eligibility List - Continued

2. Education Assistant Intensive Support - Continued

Asatryan, Nelli	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Baldo, Lizabeth	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Bedroussian, Patricia	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Boules, Suzan	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
DeSimone, Lorianne	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Lopez, Vania	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Mkrtumyan, Kristine	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Nahat, Maha	Special Education	04/09/18; 9.25/6; 20-2 01.0 65000.0 57707 11200 2110 0000600
Rabanes, Alexa	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Shmavonyan, Anahit	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election from Eligibility List - Continued</u>		
2. <u>Education Assistant Intensive Support - Continued</u>		
Shamirzaeian, Araz	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Trinidad, Teresita	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Valencia, Sulay	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Yontrarak, Sudarat	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
Zakaria, Arpa	Special Education	04/09/18; 9.25/6; 20-1 01.0 65000.0 57707 11200 2110 0000600
3. <u>Education Assistant I</u>		
Atkinson, Collina	Dunsmore	03/27/18; 9.25/3.5; 6-2 01.0 91100.0 85000 10000 2110 0000671
De La Resma, Patrick	Columbus ASES	03/27/18; 9.25/3.5; 6-2 01.0 91100.0 85000 10000 2110 0000671

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Behavior Intervention Assistant</u>		
Halcomb, Olynn	Jefferson	04/18/18 through 04/19/18 Not to exceed 4 hours Special Education S&C-BIA-General Fund 01.0 04000.0 11100 10000 2130 0000600
2. <u>Education Assistant Intensive Support</u>		
Aguayo, Margarita	Fremont	04/09/18 through 06/07/18
Asatryan, Nelli		Not to exceed 1 hour/day; 5 days/week, each
Baldo, Lizabeth		Special Education-S&C-EAIS-General Fund
Bedroussian, Patricia		01.0 05000.0 11100 10000 2130 0000600
Boules, Suzan		
Desimone, Lorianne		
Lopez, Vania		
Mkrtumyan, Kristine		
Nahat, Maha		
Rabanes, Alexa		
Shamirzaeian, Araz		
Shmavonyan, Anahit		
Trinidad, Teresita		
Valencia, Sulay		
Yontrarak, Sudarat		
Zakaria, Arpa		
3. <u>Speech-Language Pathology Assistant</u>		
Youssefian, Leana	Administration	03/26/18 Not to exceed 6 hours total Professional Development Program 01.0 00000.0 11405 10000 2130 0008616

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Additional Compensation

1. The following Psychological Services Provider qualifies to receive the Doctoral Degree stipend of \$200.00 per month effective 07/01/17:

HARTOUNIAN, MICHELLE TEHRANI

Special Education Department

Change of Assignment

1. Change of Location

- a. Custodian I

Richmond, Walton

Valley View/
 La Crescenta
 From Verdugo
 Woodlands

04/10/18 (Night)

01.0 00000.0 00000 81006 2211 4100000

01.0 00000.0 00000 81006 2211 3200000

2. Increase in Months/Hours

- a. Clerk II

Salas, Cristina

Wilson
 From 10/7

02/05/18; 11/8

01.0 00000.0 00000 27004 2410 0800000

01.0 30100.0 00000 27000 2410 0800000

01.0 01000.0 00000 27000 2410 0800000

3. Increase in Months

- b. Clerk III

Davidian-Zarneh,
 Armine

Wilson
 From 11.5/8

07/01/18; 12/8

01.0 00000.0 00000 27004 2410 0800000

Effective Dates,
 Months/Hours, and
Salary Rating

Change of Assignment - Continued

4. Involuntary Decrease in Months

a. Job Developer Coach

Kovach, Stephanie	SELPA From 12/8	07/01/18; 11/8 01.0 94399.0 57700 11100 2110 0000668
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Schleifstein, Natalie	SELPA From 12/8	07/01/18; 11/8 01.0 94399.0 57700 11100 2110 0000668
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5. Provisional Assignment

a. Buyer

Amirkhani, Hermik	Procurement & Contract Services From Typist Clerk III, 16-18	04/01/18 through 04/30/18 8 hours a day 32-1 01.0 00000.0 00000 72006 2410 0000685
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b. Cafeteria Worker II

Amigon, Marisela	Dunsmore From Cafeteria Worker I, 1-5	04/09/18 through 04/30/18 6.5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0100000
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Kazarian, Vardanoush	Dunsmore From Cafeteria Worker I, 1-8	03/30/18 through 04/06/18 6.5 hours a day 4-8 13.0 53100.0 00000 37000 2212 0100000
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Effective Dates,
 Months/Hours, and
Salary Rating

Change of Assignment - Continued Location

5. Provisional Assignment - Continued

c. Equipment Operator

Maravilla, Jose	FASO	04/09/18 through 05/23/18
	From Groundswoker	8 hours a day
	17-8	19-8
		01.0 00000.0 00000 81004 2211 0000640

d. Groundswoker

Callum, Vernon	FASO	04/09/18 through 05/23/18 (Day)
	From Floor	8 hours a day
	Crew, 14-8	17-8
		01.0 00000.0 00000 81004 2211 0000640

Revision to Previous Board Reports

1. Revision to Personnel Report #14, April 3, 2018

Page 4, Item 2

Election from Eligibility List

Assistant Physically Handicapped

Namwong, Yoksi	Special Education	04/02/18; 9.25/6; 11-1
		01.0 65000.0 57707 11200 2110 0000600

Telimyan, Knarik	Special Education	04/02/18; 9.25/6; 11-1
		01.0 65000.0 57707 11200 2110 0000600

Change assignment to read: 9.25/5

Effective Dates,
Months/Hours, and
Salary Rating

Location

Revision to Previous Board Reports - Continued

2. Revision to Personnel Report # 14, April 3, 2018

Page 16, Item 1

Personal Services Agreement

Lee, Hee Eun

Consultant,
as needed
to provide
lessons in
art of Korean
rice cake
making to
FLAG
Korean
classes at
Monte Vista
Elementary
School

03/06/18 through 05/30/18
Not to exceed \$376.00 total
Monte Vista Flag Korean Donation
01.0 94374.0 11100 10000 5811 0000611

Change amount to read:

Not to exceed \$984.00 total

Effective Dates,
Months/Hours, and
Salary Rating

Location

Revision to Previous Board Reports - Continued

3. Revision to Personnel Report # 12, February 20, 2018

Page 5

Provisional Assignment

Lead Custodian

De La Resma, Joel

Wilson
From Custodian I
11-8

02/12/18 through 03/16/18
8 hours a day
20-5
01.0 00000.0 00000 81006 2241 0800000

Change date to read:

02/12/18 through 03/28/18

4. Revision to Personnel Report # 3, September 5, 2017

Page 16, Item 1

Election of Classified/Non-Classified/Hourly Substitutes through 6/30/18

Noon Duty Aide

Abgaryan, Sona
Dilanchian, Goharic
Ghougassian, Maryam
Karabedian, Ellin
Madero, Dawna
Yermian, Katrin
Zuzow-Der Bothossian, Barbara

Columbus
08/16/17 through 06/06/18
\$10.75 per hour
Not to exceed \$15,000.00 total
Supplemental
01.0 01000.0 11100 10000 2930 2300000

Add names to read:

Barsegyan, Artemis
Lam, Ashley

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Revision to Previous Board Reports - Continued

5. Revision to Personnel Report # 1, July 18, 2017

Page 23, Item I

Election of Classified/Non-Classified/Hourly Substitutes through 6/30/18

Noon Duty Aide

Brinton, Cody	Fremont	08/16/17 through 06/06/18
Cabrera, William		\$10.75 per hour
Ghazarian, Nazeek		Educational Services
Nguyen, Dora		01.0 00000.0 19021 10000 2930 2800000
Safarian, Diana		

Add name to read:

Daza, Christine

Election of Classified Hourly Substitutes (Custodian I) through 06/30/18

Johnson, Matasha	07/01/17 through 06/30/18
Guzman, Mark Anthony	01.0 00000.0 00000 81006 2211 0000640
Escobar, Byron	

Election of Classified/Non-Classified/Hourly Substitutes through 6/30/18

1. Noon Duty Aides

Barcena, Laura	Monte Vista	03/01/18 through 06/06/18
		\$11.00 per hour
		01.0 00000.0 19021 10000 2930 3700000

2. Student Assistant I

Ewoldsen, Wesley	SELPA	04/03/18 through 06/30/18
		\$11.00
		Not to exceed 100 hours
		01.0 65200.0 57700 11100 2180 0000668

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
1.	Binkley, Greta	Consultant, as needed to provide workshop for Foothill SELPA Parent Conference 04/28/18 Not to exceed \$400.00 total Foothill SELPA Private School 01.0 33110.0 57700 11100 5811 0000668
2.	Danielson, Elizabeth	Consultant, as needed to conduct a three-day seminar for Learning Focused Mentoring Consulting and Coaching for Professional Excellence 05/01/18 through 06/30/18 Not to exceed \$9,000.00 total 01.0 62640.0 00000 21011 5811 0000618
3.	Zierhut, Joan	Consultant, as needed to provide Visual Art lessons and supplies to students in grades K-5 at Mark Keppel Elementary School 05/01/18 through 05/31/18 Not to exceed \$2,500.00 total 01.0 95100.0 11100 10000 5811 3100000

Effective Dates,
 Months/Hours, and
Salary Rating

Location
Transportation Authorization – 2017-18

- It is recommended that the individuals be authorized to receive transportation expenses at the rate of 54.50¢ per mile, effective July 1, 2017, through June 30, 2018:

Education Assistant Intensive Support

Aguayo, Margarita	Special Education	04/09/18 through 06/30/18: 54.50¢
Asatryan, Nelli		Special Education-Support Services
Baldo, Lizabeth		01.0 65000.0 50011 21000 5210 0000600
Bedroussian, Patricia		
Boules, Suzan		
Desimone, Lorianne		
Lopez, Vania		
Mkrtumyan, Kristine		
Nahat, Maha		
Rabanes, Alexa		
Shamirzaeian, Araz		
Shmavonyan, Anahit		
Trinidad, Teresita		
Valencia, Sulay		
Yontrarak, Sudarat		
Zakaria, Arpa		

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 4

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

The Superintendent recommends that “A” Form (Payroll Warrants) issued April 2, 2018 – April 10, 2018 as shown below totaling \$9,043,228.92, and “B” Form (Other than Payroll Warrants) issued March 1 - 31, 2018, totaling \$15,997,303.09, be approved. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, and 25.0 Capital Facilities Fund.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
C1I-C	56203 - 5620426	Certificated	\$ 6,969,347.73
092-C		Certificated	(996.95)
C5I-C	56270 - 5627140	Certificated	497,988.30
C5I-N	56271 - 5627147	Classified	10,337.73
094-C		Certificated	(947.63)
094-N		Classified	(8,020.40)
E4R-N	56302 - 5631034	Classified	1,288,010.28
C3I-N	56409 - 5641105	Classified	285,190.42
095-C	56366 - 5636681	Certificated	237.44
095-N	56366 - 5636682	Classified	206.55
096-N	56471 - 5647165	Classified	1,875.45
TOTAL			\$ 9,043,228.92

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 MARCH 1 THRU MARCH 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
1.0 GENERAL FUND			
3932	OTHER DISTRICT PAID BENEFITS	6	\$ 2,359.59
4110	TEXTBOOKS	3	2,454.78
4210	BOOKS & OTHER REFERENCE MATERIAL	8	4,662.52
4220	LIBRARY BOOKS	2	88.05
4310	INST. MATERIALS & SUPPLIES	942	156,913.11
4312	INST. PERIODICALS & MAGAZINES	2	846.05
4350	OFFICE & OTHER SUPPLIES	365	53,560.76
4351	PRINTING & REPRODUCTION	10	60,045.81
4353	EDIBLE SUPPLIES	147	22,584.46
4360	TIRES, FUEL AND OIL	8	11,078.12
4370	CUSTODIAL/OPERATION SUPPLIES	86	19,390.69
4371	GROUNDS SUPPLIES	6	6,635.89
4372	POOL SUPPLIES	7	2,746.11
4380	MAINTENANCE SUPPLIES	17	5,796.37
4381	REPAIR SUPPLY & MATERIALS	141	63,260.42
4420	NON-CAP EQUIP -UNTAGGED	199	110,097.04
4430	NON-CAP EQUIP - TAGGED	46	119,779.07
5100	SUBAGREEMENT FOR SERVICES	6	25,479.66
5210	MILEAGE & CAR ALLOWANCES	72	7,353.29
5220	TRAVEL AND CONFERENCES	87	24,634.27
5230	RECRUITMENT EXPENSES	1	250.00
5310	DUES AND MEMEBERSHIPS	4	433.97
5510	NATURAL GAS SERVICES	7	32,672.89
5520	ELECTRICITY SERVICES	41	253,814.17
5530	WATER	42	40,621.44
5561	TRASH DISPOSAL	3	16,814.81
5562	SEWER CHARGES	42	13,178.20
5610	RENTALS, LEASES AND REPAIRS	46	109,643.18
5630	REPAIRS	60	47,715.64
5804	NON-PUBLIC SCHOOL	70	444,960.29
5811	PERSONAL SERVICES	76	101,029.27
5812	NON-PSA SERVICE AGREEMENT	44	573,306.60
5813	UNIFORM SERVICES	2	2,669.04
5815	OPERATING SERVICES	129	225,169.84
5816	NON-PUBLIC SCHOOL SERVICES	83	383,079.08
5821	LEGAL FEES	23	72,455.33
5823	SPEC ED LEGAL SETTLEMENTS	5	4,949.80
5825	AUDIT FEES	2	29,794.01
5830	ADVERTISEMENT	3	1,091.22
5833	ACCREDITATION	2	1,760.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	9	41,329.88

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 MARCH 1 THRU MARCH 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5853	CONTRACTUAL SERVICES	2	3,428.36
5861	FINGERPRINTS FOR EMPLOYEES	1	196.00
5862	PHYSICALS FOR EMPLOYEES	5	1,440.11
5911	POSTAGE/UPS/FEDEX	13	41,033.82
5912	TELEPHONE	8	16,448.55
5914	DATA LINE	1	32.49
5916	OTHER PHONES	5	6,801.03
6250	BUILDING CONSTRUCTION/IMPROV	10	8,117.62
6280	BUILDING INSPECTIONS	1	750.00
6490	CAPITALIZED EQUIPMENT	5	11,157.36
7142	TUITION, EXS COST, COE	1	109,782.27
8290	LEASES AND RENTALS	1	916.59
8689	ALL OTHER FEES AND CONTRACTS	1	430.00
9320	STORES	4	12,977.57
9530	FRINGE BENEFITS SUBS - H&W	5	2,748,202.86
9543	DIRECT DEPOSIT PAYABLE	4	9,316.54
9551	SALES TAX PAYABLE	1	46.81
9552	USE TAX PAYABLE	64	4,755.68
		----- 2,986	----- 6,072,338.38
	10.0 SELPA PASS THROUGH FUND		
7211	TFR OF PMNTS-THRGH REV TO DIST	3	125,111.00
		----- 3	----- 125,111.00
	12.0 CHILD DEVELOPMENT FUND		
4310	INST. MATERIALS & SUPPLIES	9	674.74
4350	OFFICE & OTHER SUPPLIES	9	1,221.20
4353	EDIBLE SUPPLIES	25	4,013.16
4420	NON-CAP EQUIP -UNTAGGED	6	2,299.97
5630	REPAIRS	1	197.31
5815	OPERATING SERVICES	3	8,227.00
5911	POSTAGE/UPS/FEDEX	6	97.46
5916	OTHER PHONES	1	29.31
6250	BUILDING CONSTRUCTION/IMPROV	2	969.63
9552	USE TAX PAYABLE	2	8.96
		----- 64	----- 17,738.74

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 MARCH 1 THRU MARCH 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
13.0 CAFETERIA FUND			
4350	OFFICE & OTHER SUPPLIES	17	1,263.37
4351	PRINTING & REPRODUCTION	2	2,246.74
4360	TIRES, FUEL AND OIL	4	1,223.16
4380	MAINTENANCE SUPPLIES	13	1,823.08
4381	REPAIR SUPPLY & MATERIALS	1	147.00
4395	NON-FOOD SUPPLIES	4	30,718.85
4420	NON-CAP EQUIP -UNTAGGED	13	1,311.69
4710	FOOD	88	287,489.56
5563	PEST CONTROL	2	176.05
5610	RENTALS, LEASES AND REPAIRS	4	7,623.18
5630	REPAIRS	1	400.00
5815	OPERATING SERVICES	12	3,113.39
5817	MONEY PICK-UPS	1	1,881.00
5916	OTHER PHONES	1	303.99
8634	FOOD SERVICE SALES	2	104.70
		----- 165	----- 339,825.76
21.1 MEASURE S PROJECTS FUND			
4350	OFFICE & OTHER SUPPLIES	3	100.21
4420	NON-CAP EQUIP -UNTAGGED	9	2,443.82
4430	NON-CAP EQUIP - TAGGED	2	26,028.20
5210	MILEAGE & CAR ALLOWANCES	1	348.47
5220	TRAVEL AND CONFERENCES	4	1,633.84
5590	OPERATIONS & OTH HOUSEKEEPING	2	11,877.40
5610	RENTALS, LEASES AND REPAIRS	3	486.57
5821	LEGAL FEES	1	5,628.61
5911	POSTAGE/UPS/FEDEX	3	101.75
6210	ARCHITECT FEES ON BUILDINGS	3	4,749.00
6228	FEES-OTHER AGENCIES	1	2,603.00
6231	DSA PLAN CHECK FEES	3	7,211.47
6250	BUILDING CONSTRUCTION/IMPROV	6	1,582,693.48
6251	CONSTRUCTION MANAGEMENT	6	100,070.00
6252	OTHER CONSTRUCTION	22	95,452.20
6275	CONST TSTNG ON BLDNGS & IMPROV	8	6,662.50
6280	BUILDING INSPECTIONS	2	16,324.00
6282	MOVING-STORAGE	1	1,422.00
6283	OTHER COST-FURNITURE & FIXTURE	2	719,566.10
6293	PRINTING & DISTRIBUTION	1	13.17

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 MARCH 1 THRU MARCH 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
6450	CMPTRS & OTHER CMPTR HARDWARE	1	2,713.08
6490	CAPITALIZED EQUIPMENT	2	43,480.82
9552	USE TAX PAYABLE	2	5.12
		-----	-----
		88	2,631,614.81
	21.2 CLEAN RENEWABLE ENERGY BONDS		
6250	BUILDING CONSTRUCTION/IMPROV	9	2,792,491.62
		-----	-----
		9	2,792,491.62
	25.0 CAPITAL FACILITIES FUND		
6150	SURVEYS FOR SITE PURCHASES	1	45.00
		-----	-----
		1	45.00
	40.1 SPEC RESERVE - CAPITAL PROJECTS		
4420	NON-CAP EQUIP -UNTAGGED	1	638.37
5520	ELECTRICITY SERVICES	2	406.68
5530	WATER	1	590.10
5562	SEWER CHARGES	2	229.44
5563	PEST CONTROL	1	185.00
5610	RENTALS, LEASES AND REPAIRS	4	11,108.00
5630	REPAIRS	6	1,427.07
5815	OPERATING SERVICES	2	1,130.02
6210	ARCHITECT FEES ON BUILDINGS	1	19,530.00
6224	FEES-HEALTH DEPARTMENT	1	1,038.00
6231	DSA PLAN CHECK FEES	1	96,750.00
6252	OTHER CONSTRUCTION	5	89,499.85
6293	PRINTING & DISTRIBUTION	2	346.37
7438	DEBT SERVICE - INTEREST	2	201,581.93
7439	OTHER DEBT SERVICE PAYMENTS	2	412,883.18
		-----	-----
		33	837,344.01
	67.0 SELF-INSURANCE FUND		
5872	DELTA ADMINISTRATIVE FEES	2	15,030.24
5873	VSP CLAIMS	7	25,504.69
5874	VSP ADMINISTRATIVE FEES	7	4,150.88
5875	DELTA PAYMENTS	1	232,240.00

GLENDALE UNIFIED SCHOOL DISTRICT
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM
 MARCH 1 THRU MARCH 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5877	MEDIMPACT CLAIMS	3	8,715.01
5878	MEDIMPACT PAYMENTS	3	772,560.55
		-----	-----
		23	1,058,201.37
	67.1 WORKERS' COMPENSATION FUND		
5815	OPERATING SERVICES	1	1,041,220.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	11,814.92
		-----	-----
		2	1,053,034.92
	67.2 EARLY RETIREMENT BENEFITS FUND		
5815	OPERATING SERVICES	1	153,440.86
		-----	-----
		1	153,440.86
	73.0 FOUNDATION TRUST FUND		
7699	ALL OTHER FINANCING USES	1	1,033.01
		-----	-----
		1	1,033.01
	76.0 WARRANT PASS-THROUGH FUND		
9517	VOLUNTARY DEDUCTIONS	17	568,245.61
9518	TAX SHELTER ANNUITY	1	343,894.00
9588	ROTH IRA-LACOE USED ONLY	1	2,944.00
		-----	-----
		19	915,083.61
	TOTALS	3,395	\$ 15,997,303.09

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 5

TO: Board of Education
FROM: Winfred B. Roberson, Jr., Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
SUBJECT: **PURCHASE ORDER LISTING**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,095,756.15 for the period of March 17, 2018 through March 30, 2018 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM MARCH 17, 2018 THROUGH MARCH 30, 2018.

Funding Source	Number of Purchase Orders	Amount
UNRESTRICTED RESOURCES	154	373,259.73
FEDERAL RESTRICTED RESOURCES	38	164,525.24
STATE RESTRICTED RESOURCES	31	43,425.20
LOCAL RESTRICTED RESOURCES	64	130,034.05
CHILD DEVELOPMENT FUND	9	3,121.22
FOOD SERVICES FUND	10	45,515.06
MEASURE S PROJECTS FUND	15	98,394.94
CLEAN RENEWABLE ENERGY BONDS	1	114.98
CAPITAL PROJECTS & IMPROVEMENT FUND	3	236,332.72
MC LENNAN DONATIONS	1	1,033.01
TOTAL	326	1,095,756.15

PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0001016060	OFFICE DEPOT	525.51
0001016061	COMMUSA	574.88
0001016062	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - EDUCATIONAL SERVICES	54.74
0001016063	AMERICAN EXPRESS CPS NEWEGG.COM - COMPUTER EQUIPMENT - EDUCATIONAL SERVICES	567.39
0001016064	OFFICE DEPOT	250.84
0001016066	O.H. LYNN PRINTING	37.23
0001016067	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL	143.97
0001016068	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	39.57
0001016070	AMAZON CAPITAL SERVICES, INC. OUTDOOR EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL	265.76
0001016071	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	82.69
0001016072	CRESTLINE	438.35
0001016073	CASTERS & INDUSTRIAL SUPPLIES	252.73
0001016074	DOLPHIN EVENT SERVICES	148.40
0001016075	O.H. LYNN PRINTING	194.91
0001016078	NELSON SOUND INC AUDIOVISUAL EQUIPMENT - FACILITY & SUPPORT OPERATIONS	4,039.46
0001016081	O.H. LYNN PRINTING	210.24
0001016082	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - TOLL MIDDLE SCHOOL	2,735.31
0001016087	OFFICE DEPOT	302.91
0001016089	OFFICE DEPOT COMPUTER EQUIPMENT - HOOVER HIGH SCHOOL	12,116.57
0001016091	OFFICE DEPOT COMPUTER EQUIPMENT - MONTE VISTA ELEM. SCHOOL	12,116.57
0001016092	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	56,644.96
0001016098	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	57,250.78
0001016099	OFFICE DEPOT COMPUTER EQUIPMENT - GLENOAKS ELEMENTARY SCHOOL	2,120.40
0001016100	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	3,634.97

UNRESTRICTED RESOURCES (CONTINUATION)		AMOUNT
PO NUMBER	VENDOR	
0001016101	CLEAN SWEEP SUPPLY CO INC	736.61
0001016105	CLEAN SWEEP SUPPLY CO INC	69.89
0001016106	OFFICE DEPOT COMPUTER EQUIPMENT - ROSEMONT MIDDLE SCHOOL	1,514.57
0001016108	NAESP PEAP ACA ORDERS	236.00
0001016110	CALIFORNIA MATHEMATICS LEAGUE	99.90
0001016111	LETTER PERFECT	159.98
0001016113	NIPPON SHOSEKI HANBAI, INC.	195.46
0001016114	MARK SCHMIDT BLANKET PURCHASE ORDER FOR MUSICAL INSTRUMENT REPAIRS - GLENDALE HIGH SCHOOL	1,500.00
0001016115	TEACHERS' CURRICULUM INST.	87.61
0001016125	COMMUSA	273.75
0001016126	COMMUSA	611.01
0001016127	COMMUSA	268.56
0001016128	COMMUSA COMMUNICATION EQUIPMENT - EDISON ELEMENTARY SCHOOL	11,776.73
0001016129	CDW GOVERNMENT	342.00
0001016130	PHIL AND SONS TREE SERVICE	999.00
0001016146	LAKESHORE	362.69
0001016150	OFFICE DEPOT	568.43
0001016151	OFFICE DEPOT	46.52
0001016152	SPORTIME	45.54
0001016153	SCHOOL HEALTH CORP.	213.42
0001016155	STEPHANIE CHOI	300.00
0001016156	A V PARTY RENTALS, INC GRADUATION RENTALS - GLENDALE HIGH SCHOOL	4,712.29
0001016160	SCHOOL SPECIALTY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL	2,000.00
0001016161	OFFICE DEPOT	560.00
0001016163	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MUIR ELEMENTARY SCHOOL	2,500.00
0001016164	CENTER FOR THE COLLABORATIVE CLASSROOM INSTRUCTIONAL SUPPLIES - CATEGORICAL PROGRAMS	2,600.00
0001016165	PAPER DIRECT, INC.	500.00
0001016166	O.H. LYNN PRINTING BLANKET PURCHASE ORDER FOR PRINTING SERVICES - CLARK MAGNET HIGH SCHOOL	1,300.00
0001016167	O.H. LYNN PRINTING	74.46
0001016179	KNORR SYSTEMS, INC	17.82
0001016182	NELSON SOUND INC GRADUATION SOUND EQUIPMENT RENTALS - GLENDALE HIGH SCHOOL	4,850.00
0001016189	DICK BLICK ART MATERIALS	818.17
0001016192	GREAT LAKES SPORTS	225.46

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016194	COMPLETE BUSINESS SYSTEMS DUPLICATING SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	4,457.99
0001016195	COMPLETE BUSINESS SYSTEMS DUPLICATING SUPPLIES - LA CRESCENTA ELEMENARY SCHOOL	1,520.06
0001016196	DICK BLICK ART MATERIALS	213.58
0001016199	OFFICE DEPOT OFFICE EQUIPMENT SUPPLIES - WILSON MIDDLE SCHOOL	1,885.09
0001016200	SAMY'S CAMERA	714.91
0001016201	BRAIN POP SOFTWARE - GLENOAKS ELEMENTARY SCHOOL	2,395.00
0001016202	CULVER-NEWLIN, INC OFFICE FURNITURE - RD WHITE ELEMENTARY SCHOOL	3,015.63
0001016204	MONOPRICE INC.	266.00
0001016206	JOURNEYED.COM INC	81.00
0001016207	CHARLES MUSIC	94.17
0001016208	SHI INTERNATIONAL CORP.	13.70
0001016209	OFFICE DEPOT	163.36
0001016210	CLEAN SWEEP SUPPLY CO INC	250.43
0001016211	CLEAN SWEEP SUPPLY CO INC	202.62
0001016220	PLS DIRECT	750.50
0001016225	SCHOOLMASTERS	109.11
0001016228	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - KEPPEL ELEMENTARY SCHOOL	1,367.66
0001016231	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - HOOVER HIGH SCHOOL	1,367.66
0001016233	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - MONTE VISTA ELEMENTARY SCHOOL	1,367.66
0001016235	PC & MAC EXCHANGE OFFICE EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	1,367.66
0001016237	SCHOOL SPECIALTY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	3,000.00
0001016238	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	1,000.00
0001016240	WIESER EDUCATIONAL, INC.	176.18
0001016241	O.H. LYNN PRINTING	131.40
0001016244	AARDVARK	599.40
0001016245	RYDIN DECAL	574.88
0001016249	SCHOOL HEALTH CORP.	74.55
0001016250	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - MUIR ELEMENTARY SCHOOL	1,426.78
0001016257	DECKER EQUIPMENT	133.25

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001016259	OFFICE DEPOT	18.60
0001016253	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA WAYFAIR.COM - OFFICE EQUIPMENT - BALBOA ELEMENTARY SCHOOL	655.91
0001016261	OFFICE DEPOT	837.62
0001016263	ALDANA, LINDSAY	150.00
0001016265	GRAINGER	38.87
0001016267	MAKERBOT INDUSTRIES LLC	117.20
0001016268	DISNEYLAND RESORT FIELD TRIP EXPENSES - ROSEMONT MIDDLE SCHOOL	7,000.00
0001016269	APPLE COMPUTER	300.00
0001016270	JONES SCHOOL SUPPLY	838.72
0001016271	LOS ANGELES COUNTY OFFICE OF EDUCATION RETURN OF ADA REVENUE FOR EXPELLED STUDENTS - BUSINESS SERVICES	109,782.27
0001016274	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - MUIR ELEMENTARY SCHOOL	1,609.65
0001016275	OFFICE DEPOT	985.17
0001016276	OFFICE DEPOT	130.23
0001016277	OFFICE DEPOT	67.56
0001016281	CLEAN SWEEP SUPPLY CO INC	488.98
0001016282	GALE SUPPLY COMPANY	308.86
0001016283	GALE SUPPLY COMPANY	281.64
0001016284	CHILD AND FAMILY POLICY INSTITUTE OF CA	375.00
0001016288	GRAINGER	57.25
0001016290	MAINTEX	190.60
0001016292	AMERICAN EXPRESS CPS EL POLLO LOCO - EDIBLE SUPPLIES - CLARK MAGNET HIGH SCHOOL	462.00
0001016293	LA COUNTY OFFICE OF ED/DCIS/STEM UNIT CONFERENCE EXPENSES - CATEGORICAL PROGRAMS	1,000.00
0001016294	NIPPON SHOSEKI HANBAI, INC.	46.88
0001016297	AMAZON CAPITAL SERVICES, INC. BOOKS - EDUCATIONAL SERVICES	47.24
0001016300	AMAZON CAPITAL SERVICES, INC. DUPLICATING SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	271.56
0001016309	OFFICE DEPOT	426.91
0001016310	PRINTING BY HARVEY	196.01
0001016311	U.S. POSTAL SERVICE	200.00
0001016312	PORTOS BAKERY	775.91
0001016313	LEGO EDUCATION INSTRUCTIONAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	1,139.94
0001016317	OFFICE DEPOT	193.60
0001016319	HOME DEPOT CREDIT SERVICES	163.85
0001016321	JOSTENS GRADUATION SUPPLIES - HOOVER HIGH SCHOOL	3,449.25
0001016327	MAINTEX	137.76
0001016328	GALE SUPPLY COMPANY	28.25

UNRESTRICTED RESOURCES (CONTINUATION)

PO NUMBER	VENDOR	AMOUNT
0001016329	CHAMPION CHEMICAL COMPANY	82.08
0001016330	CHAMPION CHEMICAL COMPANY	37.32
0001016331	GALE SUPPLY COMPANY	339.40
0001016332	SUPPLYWORKS	517.80
0001016334	SUPPLYWORKS	564.78
0001016335	WEST-LITE SUPPLY CO,INC	32.40
0001016336	TWO BIT CIRCUS FOUNDATION	200.00
0001016337	CLEAN SWEEP SUPPLY CO INC	363.85
0001016339	CHAMPION CHEMICAL COMPANY	214.05
0001016340	GRAINGER	699.91
0001016341	REGENCY LIGHTING	459.90
0001016342	CLEAN SWEEP SUPPLY CO INC	156.85
0001016344	GOLDEN STAR TECHNOLOGY INC.	447.00
0001016345	OFFICE DEPOT	650.40
0001016346	CLEAN SWEEP SUPPLY CO INC	48.47
0001016347	IVS COMPUTER TECHNOLOGY	185.69
0001016349	COMMUSA	795.00
0001016350	FULL COMPASS SYSTEMS	436.00
0001016359	OFFICE DEPOT	1,000.00
	BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	
0001016361	COPY CENTRAL	204.22
0001016364	S.O.S. SURVIVAL PRODUCTS	206.97
0001016365	WAXIE SANITARY SUPPLY	2,924.26
	CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	
0001016374	CLEAN SWEEP SUPPLY CO INC	2,105.69
	CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	
0001016375	PORTOS BAKERY	58.85
0001016376	ORIENTAL TRADING INC.	281.07
0001016378	PROJECTOR LAMPS LLC	158.00
0001016379	GOPHER	303.13
0001016380	GRAINGER	40.37
0001016381	CHAMPION CHEMICAL COMPANY	86.98
0001016382	GALE SUPPLY COMPANY	51.60
0001016383	WILLIAM V. MACGILL & CO.	16.08
0001016385	GOTHAM	2,200.00
	SERVICE CONTRACT FOR TRACK REPAIR AT GLENDALE AND HOOVER HIGH SCHOOLS - FACILITY & SUPPORT OPERATIONS	
0001016387	OFFICE DEPOT	583.08
	PRINTING EQUIPMENT - ROSEMONT MIDDLE SCHOOL	
	TOTAL	373,259.73
	FEDERAL RESTRICTED RESOURCES	
0001016059	AMERICAN EXPRESS CPS	357.31
	SENSAMART USA - SPECIAL EDUCATION TRAINING SUPPLIES ???? - GLENOAKS ELEMENTARY SCHOOL	
0001016080	AMAZON CAPITAL SERVICES, INC.	139.01
	AUDIOVISUAL EQUIPMENT - GLENDALE HIGH SCHOOL	

FEDERAL RESTRICTED RESOURCES (CONTINUATION)		AMOUNT
PO NUMBER	VENDOR	
0001016083	OFFICE DEPOT COMPUTER EQUIPMENT - EDISON ELEMENTARY SCHOOL	27,262.28
0001016084	OFFICE DEPOT COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL	9,087.43
0001016085	OFFICE DEPOT COMPUTER EQUIPMENT - MARSHALL ELEMENTARY SCHOOL	6,058.28
0001016090	OFFICE DEPOT COMPUTER EQUIPMENT - WHITE ELEMENTARY SCHOOL	12,116.57
0001016096	OFFICE DEPOT COMPUTER EQUIPMENT - MUIR ELEMENTARY SCHOOL	30,291.42
0001016097	OFFICE DEPOT COMPUTER EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	12,116.57
0001016103	OFFICE DEPOT COMPUTER EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL	1,514.57
0001016112	DEMCO	26.16
0001016123	CAMCOR, INC.	521.66
0001016124	CAMCOR, INC.	173.89
0001016133	OCCIDENTAL COLLEGE, L.A. STARS SERVICE AGREEMENT FOR SIX-HOUR PROFESSIONAL DEVELOPMENT PROGRAM - CATEGORICAL PROGRAMS	1,800.00
0001016138	FOLLETT SCHOOL SOLUTIONS, INC. BOOKS - MARSHALL ELEMENTARY SCHOOL	2,522.00
0001016143	LAKESHORE	187.22
0001016147	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	1,269.76
0001016162	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MUIR ELEMENTARY SCHOOL	10,000.00
0001016184	SADDLEBACK EDUCATIONAL, INC. BOOKS - TOLL MIDDLE SCHOOL	1,669.00
0001016185	FUN AND FUNCTION	420.58
0001016191	COMPLETE BUSINESS SYSTEMS OFFICE EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL	2,020.28
0001016197	OFFICE DEPOT COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL	6,058.28
0001016198	OFFICE DEPOT COMPUTER EQUIPMENT - KEPPEL ELEMENTARY SCHOOL	12,116.57
0001016205	RENAISSANCE LEARNING INC SUBSCRIPTION RENEWAL - MANN ELEMENTARY SCHOOL	4,862.25

FEDERAL RESTRICTED RESOURCES (CONTINUATION)		AMOUNT
PO NUMBER	VENDOR	
0001016227	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - KEPPEL ELEMENTARY SCHOOL	1,367.66
0001016229	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL	2,735.31
0001016230	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - EDISON ELEMENTARY SCHOOL	2,735.31
0001016232	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - MUIR ELEMENTARY SCHOOL	2,735.31
0001016234	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - RD WHITE ELEMENTARY SCHOOL	1,367.66
0001016236	PLS DIRECT	225.15
0001016239	TEACHERS COLLEGE PRESS	43.77
0001016251	CDW GOVERNMENT CLASSROOM EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL	1,438.83
0001016264	OFFICE DEPOT	946.14
0001016273	APPERSON INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	1,790.91
0001016278	OFFICE DEPOT	561.71
0001016279	OFFICE DEPOT DUPLICATING SUPPLIES - MARSHALL ELEMENTARY SCHOOL	3,151.82
0001016354	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - EDISON ELEMENTARY SCHOOL	985.11
0001016386	AMAZON CAPITAL SERVICES, INC. PRINTING EQUIPMENT - KEPPEL ELEMENTARY SCHOOL	217.91
0001016388	GOLDEN STAR TECHNOLOGY INC. COMPUTER SUPPLIES - GLENDALE HIGH SCHOOL	1,631.55
	TOTAL	164,525.24
STATE RESTRICTED RESOURCES		
0001016079	SKILLS USA CALIFORNIA REGION 3 ADMISSION FEE FOR STUDENTS AND TEACHERS - EDUCATIONAL SERVICES	4,800.00
0001016088	CAMCOR, INC.	86.94
0001016117	BADGE A MINIT	216.94
0001016132	CABE CONFERENCE EXPENSES - EDUCATIONAL SERVICES	10,500.00
0001016149	OFFICE DEPOT	36.18
0001016168	OCCIDENTAL COLLEGE-TOPS PROGRAM LABORATORY SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	2,100.00
0001016181	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - EEELP	253.38

STATE RESTRICTED RESOURCES (CONTINUATION)		AMOUNT
PO NUMBER	VENDOR	
0001016183	S & S WORLDWIDE	382.82
0001016186	S & S WORLDWIDE	125.60
0001016188	S & S WORLDWIDE	203.74
0001016190	JIST/EMC PUBLISHING	156.46
0001016215	ISLAND PACKERS VENTURA HARBOR FILED TRIP EXPENSES - CLARK MAGNET HIGH SCHOOL	2,150.00
0001016216	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	750.00
0001016218	B & H PHOTO VIDEO PHOTOGRAPHY EQUIPMENT - CLARK MAGNET HIGH SCHOOL	4,957.00
0001016242	SOUTHWEST MEDICAL	492.75
0001016246	FLINN SCIENTIFIC INC	167.14
0001016247	NASCO-MODESTO	271.05
0001016248	NASCO-MODESTO	88.29
0001016258	AMERICAN EXPRESS CPS POCKET NC COMPANY- CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	5,677.58
0001016266	COCHLEAR AMERICAS	442.48
0001016272	EXPLORER DIVING ADVENTURES FIELD TRIP EXPENSES - EDUCATIONAL SERVICES	1,800.00
0001016291	MAXI AIDS	15.11
0001016314	AMERICAN EXPRESS CPS TARGET.COM - OFFICE SUPPLIES - EEELP	21.58
0001016315	AMERICAN EXPRESS CPS CAESARS PALACE - CONFERENCE EXPENSES - EDUCATIONAL SERVICES	4,818.76
0001016316	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA WATERWAY BABIES.COM - INSTRUCTIONAL SUPPLIES - COLLEGE VIEW	190.20
0001016320	ULINE SHIPPING SUPPLY	127.00
0001016323	AMERICAN EXPRESS CPS SKILLSUSASTORE.ORG - INSTRUCTION SUPPLIES - CLARK MAGNET HIGH SCHOOL	354.78
0001016325	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MANN ELEMENTARY SCHOOL	243.00
0001016343	BIO-RAD LABORATORIES	470.00
0001016351	NEBRASKA SCIENTIFIC	928.55
0001016372	KNORR SYSTEMS, INC	597.87
	TOTAL	43,425.20
	LOCAL RESTRICTED RESOURCES	
0001010099	TFH (USA) LTD SPECIAL EDUCATION EQUIPMENT - COLLEGE VIEW	7,138.23
0001010121	DISCOUNT SCHOOL SUPPLY TRAINING SUPPLIES - SPECIAL EDUCATION	3,633.56
0001016057	OFFICE DEPOT COMPUTER EQUIPMENT - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,762.12

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016058	AMERICAN EXPRESS CPS US POST OFFICE - POSTAGE - CATEGORICAL PROGRAMS	100.00
0001016076	O.H. LYNN PRINTING	37.23
0001016077	INTERNATIONAL E-Z UP, INC PLAYGROUND EQUIPMENT - SPECIAL EDUCATION	1,974.37
0001016109	HANGSAFE HOOKS CLASSROOM EQUIPMENT - LINCOLN ELEMENTARY SCHOOL	5,427.37
0001016116	ASANO TAIKO U.S., INC. MUSICAL INSTRUMENTS - EDUCATIONAL SERVICES	1,001.92
0001016131	PILGRIM FENCE CO. FENCING SERVICES - FACILITY & SUPPORT OPERATIONS	8,895.25
0001016135	CAMCOR, INC.	130.41
0001016139	LAKESHORE	272.00
0001016140	LAKESHORE TRAINING SUPPLIES - SPECIAL EDUCATION	1,465.11
0001016141	LAKESHORE	379.67
0001016142	LAKESHORE	498.28
0001016145	LAKESHORE	384.67
0001016148	OFFICE DEPOT	59.78
0001016170	GMS ELEVATOR SERVICES, INC	620.00
0001016171	H & H WHOLESALE PARTS	169.77
0001016172	GMS AUTOGLASS	270.88
0001016173	AIRGAS USA, LLC	293.66
0001016174	BATTERY SYSTEMS, INC BATTERIES - FACILITY & SUPPORT OPERATIONS	2,698.44
0001016175	ROCKLER WOODWORKING & HARDWARE	20.45
0001016176	STAINLESSDRAINS.COM	459.90
0001016177	MARTIN'S AUTO DECORATORS	311.40
0001016178	CART MART INC	683.47
0001016180	THOMAS DENTON ENGRAVING	219.00
0001016187	S & S WORLDWIDE	217.30
0001016193	BARBARA SIMPSON CONSULTANT TO PROVIDE SUPPORT TO STUDENTS LEARNING BELOW GRADE LEVEL - VERDUGO WOODLANDS ELEMENTARY SCHOOL, BOARD APPROVED 2/6/2018	3,750.00
0001016203	LEGO EDUCATION	235.65
0001016213	KANKEE SPIKEBALL INC	627.30
0001016221	S & S WORLDWIDE	286.72
0001016224	AMERICAN REFRIGERATION SUPPLIES	84.89
0001016243	GOPHER	486.40
0001016252	AMERICAN EXPRESS CPS MORGAN OLSON CORP. - REPAIR PARTS - FACILITY & SUPPORT OPERATIONS	233.79
0001016254	AMAZON CAPITAL SERVICES, INC. TRAINING SUPPLIES - EEELP	77.12
0001016255	AMERICAN EXPRESS CPS SPORTSTOP.COM - PHYSICAL EDUCATION SUPPLIES - ROSEMONT MIDDLE SCHOOL	153.29

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016256	CULVER-NEWLIN, INC SCHOOL FURNITURE - MONTE VISTA ELEMENTARY SCHOOL	1,914.06
0001016280	KIM, JEANNIE CONSULTANT TO PROVIDE SOH GOH DRUM CLASSES - MARK KEPPEL ELEMENTARY SCHOOL, BOARD APPROVED 3/6/2018	3,185.00
0001016285	M & R BOILER SERVICE SERVICE CONTRACT FOR REPAIRS - FACILITY & SUPPORT OPERATIONS	2,020.00
0001016286	CALIFORNIA PAVING & GRADING CO., INC. SERVICE CONTRACT FOR A WALL REMOVAL AND ASPHALT PAVING SERVICES - FACILITY & SUPPORT OPERATIONS	34,500.00
0001016287	MERIDIAN IT INC COMPUTER EQUIPMENT - EDUCATIONAL SERVICES	2,595.00
0001016289	LEGO EDUCATION INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	1,235.85
0001016295	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EEELP/VERDUGO WOODLANDS ELEMENTARY SCHOOL	555.00
0001016296	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	251.10
0001016298	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EEELP/LA CRESCENTA ELEMENTARY SCHOOL	171.99
0001016299	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - EEELP/LA CRESCENTA ELEMENTARY SCHOOL	61.65
0001016318	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA THRIFTBOOKS.COM - BOOKS - EEELP	14.97
0001016326	CHAMPION CHEMICAL COMPANY	260.94
0001016333	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA NORTHERN TOOL & EQUIPMENT - OUTDOOR CANOPY - BALBOA ELEMENTARY SCHOOL	152.61
0001016353	AMAZON CAPITAL SERVICES, INC. CLASSROOM FURNITURE - DUNSMORE ELEMENTARY SCHOOL	64.61
0001016355	LAKESHORE	279.00
0001016358	LAKESHORE	164.00
0001016362	A-G SOD FARMS, INC	155.82
0001016363	CASTERS & INDUSTRIAL SUPPLIES	430.94
0001016366	SUNBELT RENTALS, INC	34.30
0001016367	J & J DOOR CLOSER SERVICE, INC	246.38
0001016368	CALIFORNIA SMOG & TEST ONLY	300.00
0001016369	LOWE'S MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,311.28
0001016370	CORTELCO, INC. MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,231.65

LOCAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001016371	SMARDAN SUPPLY CO	159.98
0001016373	KAROL'S GENERAL GARAGE & BODY SHOP	541.61
0001016377	S & S WORLDWIDE	53.84
0001016384	iBP/ARCHITECTURE	32,500.00
	PROFESSIONAL SERVICES - FACILITY & SUPPORT OPERATIONS	
0001016387	OFFICE DEPOT	583.07
	PRINTING EQUIPMENT - ROSEMONT MIDDLE SCHOOL	
	TOTAL	130,034.05
	CHILD DEVELOPMENT FUND	
0001016144	LAKESHORE	207.01
0001016212	CLEAN SWEEP SUPPLY CO INC	643.67
0001016260	OFFICE DEPOT	279.20
0001016307	AMAZON CAPITAL SERVICES, INC.	385.00
	BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EEELP	
0001016308	AMAZON CAPITAL SERVICES, INC.	173.01
	COMPUTER EQUIPMENT - EEELP	
0001016324	AMAZON CAPITAL SERVICES, INC.	350.00
	BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - EEELP	
0001016352	AMAZON CAPITAL SERVICES, INC.	142.33
	COMMUNICATION EQUIPMENT - MANN ELEMENTARY SCHOOL	
0001016356	LAKESHORE	427.00
0001016357	LAKESHORE	514.00
	TOTAL	3,121.22
	FOOD SERVICES FUND	
0001010115	AMAZON CAPITAL SERVICES, INC.	825.71
	FOOD SERVICES EQUIPMENT - FOOD SERVICES	
0001016119	ARROW RESTAURANT EQUIPMENT	18,987.30
	FOOD SERVICES EQUIPMENT - FOOD SERVICES	
0001016120	ACTION SALES	14,537.22
	CAFETERIA EQUIPMENT - FOOD SERVICES	
0001016121	KAMRAN & COMPANY, INC	6,664.75
	CAFETERIA EQUIPMENT - FOOD SERVICES	
0001016122	ARROW RESTAURANT EQUIPMENT	571.59
0001016134	ACTION SALES	3,220.00
	FOOD SERVICES EQUIPMENT - FOOD SERVICES	
0001016223	REFRIGERATION HARDWARE SUPPLY CORP.	260.45
0001016224	AMERICAN REFRIGERATION SUPPLIES	193.97
0001016262	ULINE SHIPPING SUPPLY	153.34
0001016360	OFFICE DEPOT	100.73
	TOTAL	45,515.06

PO NUMBER	MEASURE S PROJECTS FUND VENDOR	AMOUNT
0001016118	HOLLYWOOD SOUND SYSTEMS AUDIOVISUAL EQUIPMENT - GLENDALE HIGH SCHOOL	22,283.25
0001016136	ENCORP	280.00
0001016137	BLU CONSTRUCTION TURF INSTALLATION SERVICES - PLANNING, DEVELOPMENT & FACILITIES	37,658.00
0001016157	ANIXTER INC.	671.24
0001016158	MSI MOVER SERVICES, INC. MOVING AND STORAGE SERVICES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	2,980.00
0001016159	INTERMOUNTAIN LOCK & SECURITY SUPPLY	158.77
0001016217	PARAGON SYSTEMS INC DATA AND ELECTRICAL CABLING - VERDUGO WOODLANDS ELEMENTARY SCHOOL	8,982.00
0001016226	PC & MAC EXCHANGE CLASSROOM EQUIPMENT - FRANKLIN ELEMENTARY SCHOOL	1,367.66
0001016301	NELSON SOUND INC SOUND SYSTEM REPAIR - GLENDALE HIGH SCHOOL	4,111.20
0001016302	NJP SPORTS, INC SERVICE CONTRACT TO INSTALL WINDSCREEN - KEPPEL ELEMENTARY SCHOOL	4,950.00
0001016303	PARAGON SYSTEMS INC DATA CABLING - MUIR ELEMENTARY SCHOOL	3,705.00
0001016304	MSI MOVER SERVICES, INC.	953.95
0001016305	MSI MOVER SERVICES, INC. MOVING AND STORAGE SERVICES - BALBOA ELEMENTARY SCHOOL	7,417.00
0001016322	AMERICAN EXPRESS CPS KNOXBOX.COM - SCHOOL SAFETY EQUIPMENT - FREMONT ELEMENTARY SCHOOL	378.87
0001016348	PC & MAC EXCHANGE COMPUTER EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	2,498.00
	TOTAL	98,394.94

CLEAN RENEWABLE ENERGY BONDS

PO NUMBER	VENDOR	AMOUNT
0001016306	INDEPENDENT SHEET METAL	114.98
	TOTAL	----- 114.98
CAPITAL PROJECTS & IMPROVEMENT FUND		
0001016169	VIRGIL'S GLENDALE HARDWARE CENTER	46.36
0001016214	BANC OF AMERICA LEASING BANKS - BUSINESS SERVICES	236,101.36
0001016219	BRIGADE PEST MANAGEMENT INC	185.00
	TOTAL	----- 236,332.72
	MC LENNAN DONATIONS	
0001016222	HOOVER HIGH SCHOOL - A.S.B. SERVICES PROVIDED - FINANCIAL SERVICES	1,033.01
	TOTAL	----- 1,033.01

**LIST OF PO CHANGE ORDER
DURING THE PERIOD OF 3/17/2018 THROUGH 3/30/2018
CONSENT CALENDAR NO, 5 - April 17, 2018**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
3/21/2018	0001010420	Smart & Final	Increased PO for additional purchases	900	\$600.00	1500
3/28/2018	000101009	Culver Newlin	Increased PO for Shipping charges	744049.89	\$6,900.00	750949.89
3/27/2018	000905374	Chalmers Construction	BOE 9/5/27 for BID 113-15/16	\$5,529,000.00	\$149,010.71	\$5,678,010.71
3/19/2018	0001011129	Office Depot	Increased PO for additional purchases	\$6,000.00	\$1,500.00	\$7,500.00
3/21/2018	0001011132	Office Depot	Increased PO for additional purchases	\$7,000.00	\$2,000.00	\$9,000.00
4/4/2018	0001011132	Office Depot	Increased PO for additional purchases	\$9,000.00	\$3,000.00	\$12,000.00
4/4/2018	0001011132	Office Depot	Increased PO for additional purchases	\$9,000.00	\$3,000.00	\$12,000.00
3/19/2018	0001011492	Office Depot	Increased PO for additional purchases	\$1,600.00	\$900.00	\$2,500.00
3/19/2018	0001011494	Office Depot	Increased PO for additional purchases	\$1,000.00	\$1,000.00	\$2,000.00
4/5/2018	0001011494	Office Depot	Increased PO for additional purchases	\$2,000.00	\$1,500.00	\$3,500.00
3/19/2018	0001011559	Office Depot	Increased PO for additional purchases	\$20,000.00	\$5,000.00	\$25,000.00
3/16/2018	0001014634	SS+K Contractors	Decreased PO due to scope change	\$44,750.00	(\$1,144.00)	\$43,606.00
3/28/2018	0001006266	Sunpower Corp. Systems	Increased PO per Contract	\$4,855,715.00	\$1,600,000.00	\$6,455,715.00

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 6

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Craig Larimer, Financial Analyst

SUBJECT: Appropriation Transfer and Budget Revision Report

The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted, Restricted and Fund 13.0.

GLENDALE UNIFIED SCHOOL DISTRICT
 April 17, 2018
 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	\$3,215
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$3,215

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$16,726	\$862
5000 Contract Services	(\$10,226)	\$948
6000 Capital Outlay	(\$6,500)	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$1,810

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$1,405
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April 17, 2018
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Transfer provides funds for:
		\$0	\$0	\$0	\$16,726	(\$10,226)	(\$6,500)	\$0	\$0	\$0	
Cerritos	General Fund	0	0	0	2,390	(2,390)	0	0	0	\$0	Supplies
Rosemont	General Fund	0	0	0	0	0	0	0	0	\$0	Supplies
CVHS	Instructional	0	0	0	2,641	(2,641)	0	0	0	\$0	Supplies
District	SCD Cluster	0	0	0	1,000	(1,000)	0	0	0	\$0	Supplies
VARIOUS	Supplemental Program	0	0	0	6,500	0	(6,500)	0	0	\$0	Supplies
Muir	Custodial	0	0	0	0	0	0	0	0	\$0	Supplies
White	Instructional	0	0	0	337	(337)	0	0	0	\$0	Supplies
Monte Vista	State Lottery program	0	0	0	1,468	(1,468)	0	0	0	\$0	Supplies
Cerritos	General Fund	0	0	0	2,390	(2,390)	0	0	0	\$0	Supplies

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:
		\$0	\$0	\$0	\$862	\$948	\$0	\$0	\$1,405	\$3,215	
District	General Fund	0	0	0	0	0	0	0	93	\$93	Recycling
Educational Services	Elementary Honors Orchestra	0	0	0	862	0	0	0	0	\$862	Supplies
District	General Fund	0	0	0	0	0	0	0	236	\$236	Recycling
District	General Fund	0	0	0	0	0	0	0	26	\$26	Recycling
CVHS	Athletics	0	0	0	0	850	0	0	0	\$850	Stipend for Cheer coaches
FASO	Civic Center	0	0	0	0	98	0	0	0	\$98	Services
District	District	0	0	0	0	0	0	0	1,050	\$1,050	Reimbursement for purchase of equipment

Object Codes
 1000 Certificated Salaries
 2000 Classified Salaries
 3000 Employee Benefits
 4000 Books & Supplies

5000 Services & Other Operating Supplies
 6000 Capital Outlay
 7000 Other Outgo
 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 April 17, 2018
 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	(\$100,000)
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$57,955
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	(\$42,045)

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	(\$2,271)	\$0
2000 Classified Salaries	(\$687)	\$65
3000 Employee Benefits	(\$376)	\$18
4000 Instructional Supplies	(\$2,666)	(\$23,301)
5000 Contract Services	\$0	\$6,173
6000 Capital Outlay	\$6,000	(\$25,000)
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	(\$42,045)

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0
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GLENDALE UNIFIED SCHOOL DISTRICT
 April 17, 2018
 CONSENT CALENDAR NO. 6
 BUDGET TRANSFER AND ADJUSTMENT REPORT

NUTRITION SERVICES FUND (13.0)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$100,000
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
TOTAL REVENUES	\$0	\$100,000

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$0	\$75,000
5000 Contract Services	\$0	(\$138)
6000 Capital Outlay	\$0	\$25,000
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
TOTAL BUDGETED APPROPRIATIONS	\$0	\$99,862

NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$138
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GLENDALE UNIFIED SCHOOL DISTRICT
 April 17, 2018
 CONSENT CALENDAR NO. 6
 Nutrition Services (13.0)

BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
		0	0	0	0	0	0	0	0	0	
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Budget Transfers											

BUDGET ADJUSTMENTS

Dept./Site	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Revision appropriates funds for:
Nutrition Services	Nutritional Services program	0	0	0	0	(138)	0	0	138	0	Refund- Abatement
Nutrition Services	Lunch program Equip Assistance	0	0	0	75,000	0	25,000	0	0	100,000	To Allocate income (Lunch Equip. Gran
Total Budget Adjustments											

Total Budget Adjustments

\$0 \$0 \$0 \$75,000 (\$138) \$25,000 \$0 \$138 \$100,000

Object Codes

1000 Certificated Salaries
 2000 Classified Salaries
 3000 Employee Benefits

4000 Books & Supplies
 5000 Services & Other Operating Supplies
 6000 Capital Outlay

7000 Other Outgo
 8000 Income
 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

SUBJECT: **Final Expenditure Reports and Project Closeout of Various Measure S Projects**

The Superintendent recommends that the Board of Education approve the Final Expenditure Reports and Project Closeout of various Measure S projects.

The following four (4) projects were approved by the Board on various dates. All were completed in a satisfactory manner and provided the District a combined Measure S savings of \$3,778,696. The chart below shows the savings by individual project.

Project Number	Project Name	Approved Budget	Expensed	Project Savings
90005	GHS HVAC Control System	\$ 3,372,383	\$ 2,794,445	\$ 577,938
90021	New College View School	\$ 26,090,210	\$ 23,056,283	\$ 3,033,927
90080	Program Shifts	\$ 1,729,900	\$ 1,626,854	\$ 103,046
95008	GHS Emergency Power Loss	\$ 286,239	\$ 222,454	\$ 63,785
		\$ 31,478,732	\$ 27,700,036	
			Total Savings	\$ 3,778,696

Staff is recommending the approval of the final expenditure reports and the final closeout of these four (4) projects. All project savings will be returned to the Measure S – Program Reserve fund and will be made available for the Board to allocate to future projects.

The Superintendent’s Facility Advisory Committee voted to support this recommendation.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Tony Barrios, Executive Director: Planning, Development and Facilities

SUBJECT: **Approval of Notice of Completion with Chalmers Construction Services, Inc. for Bid No. 159-17/18 for Site Improvements at Franklin Elementary School**

The Superintendent recommends that the Board of Education approve a Notice of Completion with Chalmers Construction Services, Inc. for Bid No. 159-17/18 for site improvements at Franklin Elementary School.

On November 28, 2017, the Board of Education approved the award of Bid No. 159-17/18 to Chalmers Construction Services, Inc. (La Crescenta) for site improvements at Franklin Elementary School in the amount of \$119,500.

On February 20, 2018, the Board approved Change Order No. 1 in the amount of \$11,926.36 which accounted for various items, including additional asphalt work and the installation of additional gates. This project was completed in a satisfactory manner as of March 26, 2018 for a total cost of \$131,426.36.

This project is funded by Measure S – Franklin Expansion funds. The Superintendent’s Facility Advisory Committee supported moving forward with this recommendation.

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: Franklin Elementary School
ADDRESS: 1610 Lake Street
Glendale, California 91201

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

IMPROVEMENT: Franklin ES Site Improvement – Bid No. 159-17/18

DATE of COMPLETION: March 26, 2018
CONTRACTOR: Chalmers Construction Services, Inc.
CONTRACT DATE: December 1, 2017
BOARD APPROVAL: November 28, 2017
PURCHASE ORDER No.: **0001014951**

VERIFICATION

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

Executed on April 18, 2018 at Glendale, California

Stephen Dickinson
Glendale Unified School District
Chief Business & Financial Officer

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: **Approval of Closing the Associated Student Body (ASB) Account of the Early Education & Extended Learning Program**

The Superintendent recommends that the Board of Education approve the closure of the Associated Student Body (ASB) account of the Early Education & Extended Learning Program.

The Early Education & Extended Learning Program Associated Student Body (ASB) is an unorganized ASB, which is supervised and maintained by the department director. The Director has chosen to close their ASB account and shift the funds to the Early Education & Extended Learning Program account at the District level. This will eliminate the need for the site to maintain a checking account and related accounting records.

The balance of approximately \$15,133.80 will be transferred to the District donation account. Staff has worked with the auditors to ensure all proper accounting procedures are followed.

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GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: **Request for Allowance of Attendance Because of Material Loss of Average Daily Attendance (ADA) during the Bus Strike**

The Superintendent recommends that the Board of Education authorize the submission of Form J-13A to the Los Angeles County Office of Education and the California Department of Education requesting for allowance of attendance because of material loss of average daily attendance during the First Student bus strike from January 18, 2018, through January 26, 2018.

Education Code Section 46932 provides authority to the Superintendent of Public Instruction to grant approval of attendance and instructional time credit when attendance at a school is decreased due to fire, flood, major safety hazard, or any other extraordinary condition. School districts are therefore held harmless from loss in revenue that might otherwise result from the loss of average daily attendance.

The District suffered a material loss of attendance due to the First Student bus strike. The strike started January 18, 2018 and ended on January 31, 2018, and materially impacted attendance for two schools from January 18th through January 26th. Subsequently, the District suffered a material loss of attendance due to student transportation issues for these two schools.

The District is submitting Form J-13A's (attached) indicating the nature of the emergency and supported by an affidavit signed by the Board Members and affirmed by the Superintendent. The anticipated credit will be approximately 3.5 ADA. This will be offset by other adjustment for a net increase in funding for P2 ADA in 2017-18.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/f13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Glendale Unified School District		COUNTY CODE: 19	DISTRICT CODE: 64568	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Stephen Dickinson			FISCAL YEAR: 2017-2018	
ADDRESS: 223 N. Jackson Street			COUNTY NAME: Los Angeles	
CITY: Glendale		STATE: CA	ZIP CODE: 91206	
CONTACT NAME: Karineh Savarani	TITLE: Director Financial Services	PHONE: 818-241-3111 ext. 1292	E-MAIL: karinehsavarani@gusd.net	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input checked="" type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input checked="" type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
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PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

SECTION C: MATERIAL DECREASE

Not Applicable (Proceed to Section D)
 Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

Glendale Unified School District is contracted with First Student Inc. for the transportation of Clark Magnet High School and the entire District's Special Education students. On January 18, 2018 the First Student employees initiated a strike as members of the Teamsters Local 572 union. The District has done its best to provide alternative transportation services for students. However, it caused a material decrease in attendance for Clark Magnet High School and FACTS as listed below.

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
Clark Magnet High School		1,097.26	10/9/17 - 11/3/17	1/18/18	830	75.64%	267.26
Clark Magnet High School		1,097.26	10/9/17 - 11/3/17	1/19/18	959	87.40%	138.26
FACTS		55.00	10/9/17 - 11/3/17	1/18/18	37	67.27%	18.00
FACTS		55.00	10/9/17 - 11/3/17	1/19/18	36	65.45%	19.00
FACTS		55.00	10/9/17 - 11/3/17	1/22/18	41	74.55%	14.00
FACTS		55.00	10/9/17 - 11/3/17	1/23/18	46	83.64%	9.00
FACTS		55.00	10/9/17 - 11/3/17	1/24/18	48	87.27%	7.00
FACTS		55.00	10/9/17 - 11/3/17	1/25/18	48	87.27%	7.00
FACTS		55.00	10/9/17 - 11/3/17	1/26/18	49	89.09%	6.00
			-			0.00%	0.00
Total:		2,579.52			2,094		485.52

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
Total:		0.00			0.00		0.00

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Glendale Unified School District, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Nayiri Nahabedian, President

Gregory Krikorian, Vice President

Jennifer Freemon, Clerk

Dr. Armina Gharpetian, Member

Shant Sahakian, Member

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 17th day of April, 2018.

Witness: Winfred B. Roberson, Jr. Title: Secretary of Los Angeles County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: Lease Agreement with GEF Summer School, Inc. (GEFSS)

The Superintendent recommends that the Board of Education approve the lease agreement with GEF Summer School, Inc. (GEFSS).

The GEF Summer School, Inc. (GEFSS) program will be using the Glendale Unified School District facilities to hold summer school enrichment classes. The attached agreement between the District and GEFSS governing the operation of summer school educational programs and the rental and use of Glendale Unified School District facilities is a renewal of our previous lease agreement. The GEFSS Board approved this agreement on April 5, 2018.

Staff is recommending that the Board of Education approve the lease agreement with GEFSS.

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LEASE AGREEMENT FOR USE OF SCHOOL PROPERTY

BETWEEN THE

GLENDALE UNIFIED SCHOOL DISTRICT

AND GEF SUMMER SCHOOL, INC.#

GOVERNING THE OPERATION OF SUMMER SCHOOL EDUCATIONAL PROGRAMS

AND THE RENTAL AND USE OF GLENDALE UNIFIED SCHOOL DISTRICT FACILITIES

THIS AGREEMENT made and entered into on the 17th day of April 2018, by and between the GLENDALE UNIFIED SCHOOL DISTRICT, hereinafter referred to as "District", and GEF SUMMER SCHOOL, INC., a California nonprofit corporation, hereinafter referred to as "GEFSS".

WITNESSETH

WHEREAS, District is the owner of certain properties consisting of real property and school facilities located in Glendale, California ("Facilities") for the term set forth in Section 8 below;

WHEREAS, pursuant to sections 38130, et seq. of the California Education Code and Board policy of the District, provisions are made for use of buildings and grounds of public school districts for educational purposes in the public interest;

WHEREAS, GEFSS desires to conduct such educational programs in the public interest on a non-profit basis;

WHEREAS, the District has determined that such programs will not result in additional costs to the District; and

WHEREAS, District and GEFSS desire to enter into a mutually beneficial arrangement for GEFSS's use of the District facilities at the School Site to operate GEFSS's educational program.

NOW, THEREFORE, the District and Foundation agree as follows;

1. GRANT OF USE OF DISTRICT FACILITIES

- 1.1 The District does hereby agree to allow GEFSS the use of certain buildings, parking, restrooms, offices and grounds of the District, more particularly described in Schedule A attached hereto (the "Facilities").
- 1.2 Such Facilities are to be used by GEFSS for the purpose of conducting high school and middle school summer educational classes and other related uses ("Program"). All uses of the Facilities by GEFSS shall be consistent with the use of the Facilities by the District for school purposes and comply with all federal, state, and local regulations.
- 1.3 Understood in the above is that the District itself may conduct state-reimbursed programs on the Facilities. The District reserves the right to use said Facilities, or to allow the Facilities to be used by others at all times so long as such use by the District or others does not interfere with the use of the facilities by the GEFSS for the program. District may permit another person or entity to use the Facilities pursuant to the "Civic Center Act" (Education Code section 38130 et seq.) Access under the Civic Center Act will be coordinated with the GEFSS's use of the Facilities.

- 1.4 GEFSS recognizes that all or a portion of the Facilities may need to be closed from time to time in the interest of public safety, construction, or for repairs or routine maintenance. District shall give GEFSS at least seven days prior written notice of the need to close Facilities as far in advance as possible, in the event of any closure except in cases of emergency. GEFSS shall immediately notify District of any conditions necessitating a closure of the Facilities or any portion thereof. The District shall use its best efforts to coordinate the closing of the Facilities with GEFSS's use thereof.
- 1.5 GEFSS will have access to the Facilities Monday through Friday from 7:00 a.m. to 4:00 p.m. Modifications to this schedule of use may only be made with the prior written consent of the District.

2. TUITION AND FEES

GEFSS may collect tuition and other fees from all students who enroll in the Program offered by GEFSS, and the determination of such fees shall be in the sole discretion of GEFSS, to the end that such charges will be sufficient to cover all expenditures made by GEFSS in conducting the Program.

3. SCHEDULE OF CHARGES AND BILLING PROCEDURES

- 3.1 For and in consideration of the use of the Facilities, GEFSS agrees to pay the District fees in accordance with the schedule of charges attached hereto as Schedule B and hereby made a part of this Agreement ("Facility Fees").
- 3.2 The Facility Fees set forth in Schedule B represent sufficient fees to cover the costs to the District resulting from the use of the Facilities by GEFSS, including the use and maintenance of restrooms, utilities, textbooks, library facilities and support, technology support, and normal custodial/maintenance services and supplies. All custodians or maintenance employees, use of textbooks, technology support services, and library support services shall be provided to GEFSS by the District in exchange for the applicable Facility Fee indicated on Schedule B, if any. Any employees required for such District provided services shall be employed and supervised by the District.

As for security, if GEFSS classes are held on school site where existing security is being provided for remedial summer classes by the District, no fees will be charged for security coverage. Otherwise, GEFSS will be responsible for security coverage.

- 3.3 GEFSS agrees to reimburse the District for any damage to or theft of any equipment or other personal property that occurs as a direct result of the use of the Facilities by GEFSS pursuant to this Agreement.
- 3.4 At the end of the Term (as defined below) or upon earlier termination of this Agreement by either party, the District shall send GEFSS an invoice, itemizing the total charges for the use of the Facilities calculated according to the schedule of Facilities Fees set forth in Schedule B. GEFSS shall pay the invoice to the District within thirty (30) days of receipt.

4. RESPONSIBILITIES

- 4.1 GEFSS will be solely responsible for determining and administering the Program offered by it pursuant to this Agreement. GEFSS shall be responsible for the collection of all tuition, fees, and other costs. Additionally, all academic, administrative, and secretarial personnel shall be selected and employed by GEFSS and such employees will be subject to GEFSS's sole direction and control. When appropriate, and to the extent feasible, GEFSS, in hiring employees for its Program, will give preference to qualified administrators, teachers, and security personnel currently employed by the District. GEFSS shall be responsible for all costs of such personnel imposed by law and/or contract.

- 4.2 GEFSS appoints Susan Hunt as the Program Coordinator and further agree that the Program Coordinator will meet with the District to collaborate on the use of the Facilities and to work out a systematic and effective record-keeping system for the distribution of textbooks to students attending GEFSS summer classes. All such distributions must be approved in writing by the site principal.
- 4.3 During the Term of this Agreement, GEFSS shall maintain the Facilities in a good condition consistent with the condition existing at the time of delivery. GEFSS acknowledges and accepts the Facilities in an "AS IS" condition. GEFSS shall not be required to reimburse District for the cost of repairs to the Facilities unless such repair is required because of the negligence or willful misconduct of GEFSS or its employees, agents, or invitees in which event necessary repairs or replacements shall be charged to GEFSS.
- 4.4 GEFSS shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements for its employees, contractors and consultants described in Education Code section 45125.1, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health and Safety Code relevant to community care facility licensing (Health & Safety Code § 1500 et seq.). Upon District's request, GEFSS shall provide written verification of compliance with the aforementioned fingerprinting and criminal background investigation requirements to District prior to each individual's commencement of employment or participation in the Program and prior to permitting contact with any pupils.
- 4.5 GEFSS shall be responsible for supervision and control of the students enrolled in the Program and Facilities at all times when the Facilities are used by GEFSS.
- 4.5.1 GEFSS shall have a full-time employee whose responsibilities shall include management of GEFSS's use, supervision responsibilities at the Facilities, and maintenance to the extent necessary, which person shall be deemed to be solely a GEFSS employee at all times and whose salary and other expenses shall be borne by GEFSS.
- 4.5.2 GEFSS shall provide additional qualified supervisors, attendants and/or other necessary personnel as needed during GEFSS's use of the Facilities. The salaries and other expenses of such personnel shall be borne by Foundation.
- 4.5.3 GEFSS shall not install equipment on the Facilities without the prior written consent of District.
- 4.6 Prior to permitting any employee, consultant or contractor to have access to any District student under the terms of this Agreement, GEFSS shall require each such party to submit evidence of an examination within the past sixty (60) days to determine that he or she is free of active tuberculosis. Foundation agrees to adhere to the tuberculosis test requirements of Education Code Section 49406 for each such party.
- 4.7 GEFSS shall, at GEFSS's expense, comply with all requirements of all governmental authorities, in force either now or in the future, affecting the Facilities and the Program, and shall faithfully observe in GEFSS's use of the Facilities and operation of the Program all laws, regulations and ordinances of these authorities, in force either now or in the future including, without limitation, all applicable federal, state and local laws, regulations, and ordinances pertaining to air and water quality, hazardous material, waste disposal, air emission and other environmental matters (including the California Environmental Quality Act ("CEQA") and its implementing regulations in its use of the Facilities), all District policies, rules and regulations and all credentialing requirements for administrators and teachers.

5. CLASSES

- 5.1 GEFSS will conduct the summer school portion of its Program beginning June 11, 2018, and ending July 13, 2018. GEFSS will conduct the Program using the Facilities on the School Site.
- 5.2 If, when Program enrollment closes, the average number of students enrolled in all classes is fewer than twenty-five (25) students per class, GEFSS reserves the right to cancel classes with fewer than twenty-five (25) students until the average enrollment for all classes is at least twenty-five (25) students. Such determination is at the sole discretion of GEFSS.
- 5.3 All Program curriculum offered for public school credit during the Term of this Agreement must meet the approval of the District in order to allow for District recognition of credits earned by District students.

6. INSURANCE AND INDEMNIFICATION

- 6.1 GEFSS shall, at its expense, obtain and keep in force during the Term of this Agreement coverage for its employees, consultants, contractors and authorized agents for activities conducted in connection with this Agreement by maintaining in full force and effect insurance and/or self-insurance as follows:
 - 6.1.1 General Liability coverage with a limit of One Million Dollars (\$1,000,000) per occurrence and an aggregate of Three Million Dollars (\$3,000,000).
 - 6.1.2 Workers' Compensation coverage covering GEFSS full liability as required under State law.
 - 6.1.3 Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the parties, against other insurable risks relating to this Agreement. It should be expressly understood, however, that the coverage required under this Section shall not in any way limit the liability of GEFSS.
 - 6.1.4 GEFSS, upon the execution of this Agreement, shall furnish District with certificates evidencing compliance with these insurance requirements. Certificates shall further provide for thirty (30) days advance written notice to District of any cancellation of the above coverage.
- 6.2 GEFSS agrees to indemnify, defend, save, and hold harmless the District, its officers, employees, agents, and independent contractors from and against all manner of claim, demand, debt, lien, loss, damage or liability, cost or expense (including, but not be way of limitation, attorney fees and costs actually incurred whether or not litigation has commenced), judgments or obligations, actions or causes of action whatsoever, for or in connection with, injury or damage (including, but not limited to death) to any person or property arising out of, or in connection with GEFSS's performance of this Agreement and its use and occupancy of the Facilities during the Term, except such injury or damage arising out of the willful misconduct or negligent act or omissions of the District.
- 6.3 The District agrees to indemnify, defend, save, and hold harmless GEFSS its officers, employees, agents, and independent contractors from and against all manner of claim, demand. debt, lien, loss, damage or liability, cost or expense (including, but not be way of limitation, attorney fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions or causes of action whatsoever, for or in connection with injury or damage (including, but not limited to death) to any person or property arising out of, or in connection with the use of the Facilities by the District or District officers, employees, contractors, agents, or licensees, except where such claims or suits arise out of the willful misconduct or negligent acts or omissions of GEFSS.

7. RIGHT OF TERMINATION

- 7.1 The District and/or GEFSS may terminate the Agreement due to a material breach of the terms and conditions herein upon fourteen (14) days prior written notice. This notice shall state, with reasonable specificity, the basis of the termination and the actions reasonably necessary to effect a cure, and each party shall have the right to cure the breach. If substantial efforts were made towards curing the breach, one extension of an additional fourteen (14) days shall be granted for additional efforts to cure the breach.
- 7.2 Either party may terminate this Agreement by written notification thirty (30) days prior to the effective date of the termination. Neither party shall be required to provide just cause for termination in the written notification.

8. TERM OF AGREEMENT

This Agreement is effective beginning June 11, 2018, and ending July 13, 2018, along with the week immediately preceding the start of the Program and the week immediately succeeding the end of the Program ("Term").

9. MISCELLANEOUS

- 9.1 This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. Nothing in this Agreement shall be deemed to create an agency, employment, or partnership relationship between the parties. Neither party shall have the right to act for the other party or to bind or commit the other party in any way. Neither party shall have the right to supervise or direct functions of the other hereunder.
- 9.2 It is mutually agreed that the District has absolutely no authority of any kind concerning any matter, cause, or thing whatsoever in connection with the activities of GEFSS, that has not been specified in the Agreement.
- 9.3 Changes to the Agreement may be made by mutual written agreement of official representatives of the District and GEFSS.
- 9.4 All issues relating to this Agreement and the interpretation of this Agreement shall be governed exclusively by the laws of the State of California.
- 9.5 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.
- 9.6 This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.
- 9.7 This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 9.8 The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or the intention of the parties hereto.
- 9.9 Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.
- 9.10 The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

9.11 Neither party shall assign its rights, duties, or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. Subcontracts or subleases may be entered into by GEFSS only with the written authorization of the District. Members of the general public and invitees of GEFSS who enter or use the Facilities as participants or users of the Program are considered "GEFSS" for purposes of determining and applying the rights and obligations of the parties as contained in this Agreement.

10. NOTICE

All notices, demands, or other communications under this Agreement will be in writing. Notice will be sufficiently given for all purposes as follows:

- 10.1 Personal delivery: When personally delivered to the recipient, notice is effective on delivery.
- 10.2 Certified mail: When mailed certified mail, return receipt requested, notice is effective on receipt, if delivery is confirmed by a return receipt.
- 10.3 Overnight delivery: When delivered by an overnight delivery service, charges prepaid or charged to the sender's account: notice is effective on delivery, if delivery is continued by the delivery service.
- 10.4 Facsimile: When sent by fax to the last fax number of the recipient known to the party giving notice, notice is effective on receipt. Any notice given by fax will be deemed received on the next business day if it is received after 5:00 p.m. (recipient's time) or on a non-business day.
- 10.5 Addresses for purposes of giving notice are as follows:

DISTRICT: Glendale Unified School District
Stephen Dickinson, Chief Business and Financial Officer
223 No. Jackson Street
Glendale, CA 91206
FAX: 818-546-2101

GEFSS: GEF Summer School, Inc.
Kevin Cordova Brookey, President, GEF Summer School Inc.
249 N. Brand Blvd., #353
Glendale, CA 91203

Any correctly addressed notice that is refused, unclaimed, or undeliverable because of an act or omission of the party to be notified, will be deemed effective as of the first date the notice was refused, unclaimed, or deemed undeliverable by the postal authorities, messenger, or overnight delivery service. Either party may change its notice information by giving the other party notice of the change in any matter permitted by this Agreement.

11. CONFIDENTIALITY

GEFSS and all GEFSS's agents, consultants, contractors, personnel, and/or employees shall maintain the confidentiality of all confidential information received in the course of performing under the terms of this Agreement. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

11.1 During the term of this Agreement, GEFSS may receive from District, or may receive or create on behalf of District, certain confidential information ("CI"). Such information may be provided by District only upon written authorization of any parent(s) of any affected student(s), or any affected adult student, and any employee(s) if such information pertains to such employee(s). GEFSS represents that it has in place policies and procedures that will adequately safeguard any CI it receives or creates, and GEFSS specifically agrees, on behalf of itself, its agents, consultants, contractors, personnel, and/or employees to take reasonable actions to safeguard and protect the confidentiality of CI consistent with applicable law.

11.2 In order to be considered CI, information received from the District must be specifically labeled "Confidential Information." In no event will CI include (a) information which is generally available to the public, (b) information previously authorized to be disclosed for any reason by the District or any of its agents or representatives, (c) information required to be disclosed by any subpoena, court order or other legal process or (d) information obtained by the GEFSS from a source other than the District.

IN WITNESS THEREOF, the authorized representative of the parties have made and executed this Agreement the day and year first written above.

GEF SUMMER SCHOOL, INC.

By: _____ DATE: _____

GLENDALE UNIFIED SCHOOL DISTRICT

By: _____ DATE: _____
Stephen Dickinson, Chief Business & Financial Officer

SCHEDULE A

DISTRICT FACILITIES TO BE USED BY GEFSS

The District Facilities are depicted generally on the diagram attached hereto, and are described generally as follows: rooms, offices, storage room, sets of restrooms, ongoing use of parking lot.

SCHEDULE "B" 2018 FEE SCHEDULE

The GEFSS agrees to pay the District \$330 per classroom and \$2.50 per enrolled student who physically attends the Facilities in the Summer School Educational Programs operated by GEFSS.

This fee will be used towards the costs of utilities and the use of classrooms, textbooks, technology support services, copiers, Blackboard Connect, Phone System, and equipment rentals.

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GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: **Approval of New or Revised Board Policies Relating to Philosophy, Goals, Objectives and Comprehensive Plans; Students; Students-Welfare; and Community Relations**

The Superintendent recommends that the Board of Education approve new or revised Board Policies (BP) 0450 (Comprehensive Safety Plan); BP 5144.1 (Suspension and Expulsion/Due Process); BP 5142 (Safety); and BP 1340 (Access to District Records) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 0450 – Comprehensive Safety Plan

CSBA Update July 2016
Last GUSD Update September 2002

Board Policy (BP) BP 0450 is being updated to bring language current with California School Boards Association (CSBA) recommendation, state and federal laws, and Education Code.

BP 5144.1 – Suspension and Expulsion/Due Process

CSBA Update December 2017
Last GUSD Update March 2017

This BP is being updated to add homeless students as one of the numerically significant student subgroups for whom the District must monitor suspension/expulsion data, and to add Board review of disaggregated suspension/expulsion data for the purpose of identifying any disparities in the imposition of discipline. Upon approval of the policy, the administrative regulation will be updated to revise the grounds for suspension and expulsion to more directly reflect law, which separates out aiding or abetting a crime of physical violence from causing, attempting to cause, or threatening physical violence. The new regulation will also add the definition of cyber sexual bullying as a ground for suspension/expulsion and reflects a new State law (AB 667), which requires a student to

be informed, during the informal conference required prior to suspension, of the other means of correction that were attempted before suspension.

BP 5142 – Safety

CSBA Update	July 2006
Last GUSD Update	January 2003

The updates to BP 5142 reflect current CSBA language, state and federal laws, and Education Code.

BP 1340 – Access to District Records

CSBA Update	September 2003
Last GUSD Update	October 2013

BP 1340 is revised to reflect a new court decision (City of San Jose v. Superior Court), which held that using a personal account or device to send or receive communications regarding public business does not categorically exclude those records from disclosure in response to a request under the California Public Records Act and that public agencies are obliged to disclose applicable records that they can locate with reasonable effort. Revisions also brings the GUSD policy into alignment with the CSBA recommendations, Education Code, and other state and federal laws.

Upon approval of the policies, updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

Copies of the new or revised Board Policies are attached to this report.

Philosophy - Goals - Objectives and Comprehensive Plans

Comprehensive Safety Plan

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each District school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations (Education Code 32281, 32286). The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The school safety plans shall be reviewed and updated annually by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by District administrators in accordance with Education Code 32281. In developing such strategies, District administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Philosophy - Goals - Objectives and Comprehensive Plans

Comprehensive Safety Plan

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference: Education Code, Sections 200-262.4; 32260-32262; 32270; 32280-32289; 32290; 35147; 35183; 35291; 35291.5; 35294-35294.9; 35294.10-35294.15; 48900-48927; 48950; 49079; 67381
Penal Code, Sections 422.55; 626.8; 11164-11174.3
California Constitution, Article 1, Section 28(c)
Code of Regulations, Title 5 Sections 11987-11987.7; 11992-11993
United States Code, Title 20 Sections 7111-7122; 7912
United States Code, Title 42 Sections 12101-12213

Policy Adopted: 09/10/2002

Policy Amended: 04/17/2018

Students

Suspension and Expulsion/Due Process

The Board of Education desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of District students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any District school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the District's nondiscrimination policies.

A. Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students

Suspension and Expulsion/Due Process

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

B. On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

C. Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Selling or otherwise furnishing a firearm.
3. Brandishing a knife at another person.
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Students

Suspension and Expulsion/Due Process

6. Possessing an explosive as defined in 18 USC 921.

For all other violations listed in the accompanying administrative regulation under “Grounds for Suspension and Expulsion: Grades K-12” and “Additional Grounds for Suspension and Expulsion: Grades 4-12,” the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

- a) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

D. Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

E. Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the District is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

Students

Suspension and Expulsion/Due Process

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspension and expulsion by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the District is meeting its goals for improving school climate as specified in its local control and accountability plan.

Legal Reference: Education Code, Sections 212.5; 233; 1981-1981.5; 17292.5; 32261; 35145; 35146; 35291; 35291.5; 48645.5; 48660-48666; 48853.5; 48900-48927; 48950; 48980; 49073-49079; 52052; 52060-52077
Civil Code, Sections 47; 48.8
Code of Civil Procedure, Sections 1985-1997
Government Code, Sections 11455.20; 54950-54963
Health and Safety Code, Sections 11014.5; 11053-11058
Labor Code, Section 230.7
Penal Code, Sections 31; 240; 241.2; 242; 243.2; 243.4; 245; 245.6; 261; 266c; 286; 288; 288a; 289; 417.27; 422.55; 422.6; 422.7; 422.75; 626.2; 626.9; 626.10; 868.5
Welfare and Institutions Code, Section 729.6
United States Code, Title 18, Section 921
United States Code, Title 20, Sections 1415(K); 7961
United States Code, Title 42, Sections 11432-11435
Court Decisions:
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
Attorney General Opinions:
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Students

Suspension and Expulsion/Due Process

Policy Adopted: 8/1/1966

Policy Amended: 6/3/1968; 2/20/1979; 7/2/1985; 5/21/1996; 2/6/2001; 7/17/2001;
1/14/2003; 03/07/2017; 04/17/2018#

Formerly BP 5124

Students - Welfare

Safety

The Board of Education recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using District transportation to and from school.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

Legal Reference: Education Code, Sections 8482-8484.6; 12380-17317; 17365-17374; 32001; 32020; 32030-32034; 32040; 32225-32226; 32240-32245; 32250-32254; 32280-32289; 44807; 44808; 44808.5; 45450-45451; 48900; 49300-49307; 49330-49335; 49341; 51202
Government Code, Sections 810-996.6
Health and Safety Code, Sections 115725-115735; 115775-115800; 115810-115816
Penal Code, Section 245.6
Public Resources Code, Section 541.1
Vehicle Code, Sections 21100; 21212; 42200; 42201
Code of Regulations, Title 5, Sections 202; 570-576; 5531; 5552; 5570; 14103
Court Decisions:
Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Policy Adopted: 06/04/1985

Policy Amended: 05/21/1996; 01/14/2003; 04/17/2018

Formerly BP 5410

Community Relations

Access to District Records

The Board of Education recognizes the right of citizens to have access to public records of the District.

I. Access to District Records

- A. The Board intends the District to provide any person reasonable access to the public records of the schools and District during normal business hours and within the requirements of law.
- B. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.
- C. In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a District-provided device or account or through an employee's or Board member's personal device or account.
- D. In order to help maintain the security of District records, members of the public granted access shall examine records in the presence of a District staff member.

II. Direct Costs of Duplication

The District may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

Legal References: Education Code, Sections 35145; 35170; 35250; 41020; 42103; 44031; 44839; 49060-49070; 49091.10
Government Code, Sections 3547; 6250-6270 (California Public Records Act); 6275-6276.48; 53262; 54957.1; 54957.6; 81008
California Constitution Article 1, Section 3
Code of Regulations, Title 5, Sections 430-438

Community Relations

Access to District Records

Court Decisions:

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282

International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319

Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381

Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324

Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414

North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144

Attorney General Opinions:

71 Ops.Cal.Atty.Gen. 235 (1988)

64 Ops.Cal.Atty.Gen. 186 (1981)

Policy Adopted: 12/17/2002

Policy Amended: 09/23/2003; 10/15/2013; 04/17/2018

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Approval of Basic and Supplementary Textbooks for Use in Middle and High Schools in the Areas of English and Foreign Language**

The Superintendent recommends that the Board of Education approve the basic and supplementary textbooks for use in middle schools and high schools in the areas of English and Foreign Language.

The basic and supplementary textbooks are submitted for approval by the Board of Education. The books have been reviewed for content and evaluated by members of the English and Foreign Language Curriculum Study Committees. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Secondary Education Council has reviewed the information and made a recommendation of approval of the books to the Board of Education.

MIDDLE SCHOOLS

Department: English

English, Grade 7
Navigating Early by Clare Vanderpool (Supplementary)
Published by A Yearling Book, 2013

HIGH SCHOOLS

Department: Foreign Language

Armenian 1, Grades 9-12

Aybbenaran-A Textbook by S. Hayrapetian (Basic)
Published by DM, unknown

Armenian 1, Grade 9-12
Aybbenaran-A Workbook by S. Hayrapetian (Basic)
Published by DM, unknown

Armenian 2, Grades 9-12
Hayots Lezoo-B Textbook by S. Hayrapetian (Basic)
Published by DM, unknown

Armenian 2, Grades 9-12
Hayots Lezoo-B Workbook by S. Hayrapetian (Basic)
Published by DM, unknown

Armenian 3, Grades 9-12
Hayots Lezoo-C Textbook by Onik Hayrapetian (Basic)
Published by DM, unknown

Armenian 3, Grades 9-12
Hayots Lezoo-C Workbook by Onik Hayrapetian (Basic)
Published by DM, unknown

Armenian 4, Grades 9-12
Hayots Lezoo-D Textbook by Onik Hayrapetian (Basic)
Published by DM, unknown

Armenian 4, Grades 9-12
Hayots Lezoo-D Workbook by Onik Hayrapetian (Basic)
Published by DM, unknown

Armenian 5, Grades 9-12
Hayots Lezoo-E Textbook by Onik Hayrapetian (Basic)
Published by DM, unknown

Armenian 5/6-7/8, Grades 9-12
Grakanoutyan Christomatia-Literature by Nver Virabyan, Lusineh
Margaryan (Supplementary)
Published by Edit Print, 2009

Armenian 5/6-7/8, Grades 9-12
Hayots Lezoo-7th Grade Grammar by David Gyurdjinyan, Narineh Hekekyan (Supplementary)
Published by Edit Print, 2011

Armenian 5/6-7/8, Grades 9-12
Matenik-Literature by David Gyurdjinyan (Supplementary)
Published by Edit Print, 2010

Armenian 6, Grades 9-12
Hayots Lezoo-F Textbook by Onik Hayrapetian (Basic)
Published by DM, unknown

Armenian 7/8, Grades 9-12
Merlezoo-8th Grade Textbook by Saro Nazarian (Basic)
Published by The West Prelacy, 2006

Armenian 7/8, Grades 9-12
Merlezoo-8th Grade Workbook by Saro Nazarian (Basic)
Published by The West Prelacy, 2006

Spanish 5-6, Grades 11-12
Don Quijote de la Mancha by Miguel de Cervantes (Supplementary)
Published by Editorial Santillana, unknown

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

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

The Superintendent recommends that the Board of Education approve the course of study outlines (Healthcare Internship, Digital Arts 1-2, Digital Arts 3-4, and Digital Arts 5-6) for use in high schools in the areas of Career Technical Education and Visual and Performing Arts.

The course of study outlines are submitted for approval by the Board of Education. The course outlines have been reviewed for content and evaluated by members of the Career Technical Education and Visual and Performing Arts Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: Career Technical Education

Course Title: Healthcare Internship

Grade Level(s): 12

School(s)
Course Offered: Crescenta Valley High School

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

Course Credits: 10

Recommended
Prerequisite: Completion of Adv. Sports Medicine with a grade of C or better

Recommended
Textbook: [http://www.open.edu/openlearn/health-sports-
psychology/health/health-studies/health-everywhere-unravelling-
the-mystery-health/content-section-0?active-tab=content-tab](http://www.open.edu/openlearn/health-sports-psychology/health/health-studies/health-everywhere-unravelling-the-mystery-health/content-section-0?active-tab=content-tab)

Course Overview: Healthcare Internship is the capstone course for the Health Science and Medical Technology Industry sector, Patient care pathway. In this capstone course, students will deepen their understanding of the Health Science and Medical Technology—Patient Care Industry through application and study of actual cases, through critical examination of the ethics and procedures involved in a clinical setting, and through an internship at a local medical facility (preferably a laboratory facility). Students will meet at least 20% of the time in the classroom where they will complete major projects each quarter, including a Personal Career Plan portfolio that will help them choose their next steps in the Health Science and Medical Technology—Patient Care Industry.

Department: Career Technical Education / Visual & Performing Arts

Course Title: Digital Arts 1-2

Grade Level(s): 9, 10, 11, 12

School(s)
Course Offered: Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, “f” Fine Art credits

Course Credits: 10

Recommended
Prerequisite: This course is a recommended prerequisite for Arts and New Media 3-4; Cinematography 1-2; Animation 1-2; and other Art classes

Recommended
Textbook:

- The Visual Experience ISBN: 978-08719-2627-2
- Learning Digital Media ISBN: 9780134717197
- Animator's Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 1-2 is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course offers students a working understanding of art/design language while introducing them to digital art, design, and animation software. Students will develop fundamental skills in drawing, painting, sculpture and visual literacy that will prepare them for more advanced study in the areas of illustration, conceptual development, 3D computer graphics, animation and film. Emphasis is placed on traditional skills needed to produce viable content aligned with industry standards in animation, visual effects, game design, product design, graphic media, and film.

Department: Career Technical Education / Visual & Performing Arts

Course Title: Digital Arts 3-4

Grade Level(s): 9, 10, 11, 12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Yes, "f" Fine Art credits

Course Credits: 10

Recommended

Prerequisite: Digital Arts 1-2 or instructor approval

Recommended

Textbook:

- The Visual Experience ISBN: 978-08719-2627-2

- Learning Digital Media ISBN: 9780134717197
- Video: Digital Communication & Production ISBN: 978-1-63126-295-1
- Animators Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 3-4 is the concentration course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course offers students an expanded path of study in the principles and foundations of art and design. Emphasis is placed on working to translate written concepts/scripts into 2D/3D designs while promoting more advanced use of traditional and digital media skills. Students will interface with computer aided design software to transform concepts into digital paintings, storyboards, animations, and character/product design sheets. Students will work to develop proficiency in digital design principles while applying their knowledge of art making solutions to industry standard applications and materials.

Department: Career Technical Education / Visual & Performing Arts

Course Title: Digital Arts 5-6

Grade Level(s): 11, 12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Pending

Course Credits: 10

Recommended

Prerequisite: Digital Arts 3-4 or instructor approval

Recommended

- Textbook: The Visual Experience ISBN: 978-08719-2627-2
- Learning Digital Media ISBN: 9780134717197

- Video: Digital Communication & Production ISBN: 978-1-63126-295-1
- Animator's Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 5-6 serves as the capstone course for Arts, Media and Entertainment industry sector, Digital Arts pathway. Students will apply previously developed skill sets and technical knowledge to projects that align with specific industry pipelines and workflows. Students will collaborate on projects that utilize a variety of design and conceptual processes that integrate both traditional and digital media. Students will also get the opportunity to explore different production roles on projects that showcase industry-applicable skills and processes. Completion of the course will facilitate a foundational underpinning for advanced level work and yield a professional portfolio/reel that can be used for college applications, internships and the workplace.

Glendale Unified School District

High School

Date

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

Department: Career Technical Education

Course Title: Healthcare Internship

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

Grade Level(s): 12

School(s)
Course Offered: Crescenta Valley High School

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

Course Credits: 10

Recommended
Prerequisite: Completion of Adv Sports Medicine with a grade of C or better.

Recommended
Textbook: <http://www.open.edu/openlearn/health-sports-psychology/health/health-studies/health-everywhere-unravelling-the-mystery-health/content-section-0?active-tab=content-tab>

Course Overview: Healthcare Internship is the capstone course for the Health Science and Medical Technology Industry sector, Patient care pathway. In this capstone course, students will deepen their understanding of the Health Science and Medical Technology – Patient Care Industry through application and study of actual cases, through critical examination of the ethics and procedures involved in a clinical setting, and through an internship at a local medical facility (preferably a laboratory facility). Students will meet at least 20% of the time in the classroom where they will complete major projects each quarter, including a Personal Career Plan portfolio that will help them choose their next steps in the Health Science and Medical Technology – Patient Care Industry.

First Semester-Course Content

Unit 1: The Immune System

(5 Weeks)

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 5.1 10.1, 10.3, 11.1

Patient Care Pathway

Standard B10.1, B10.2, B10.3, B10.4, B10.5, B10.7, B11.1, B11.2, B11.3, B11.4

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students will demonstrate an understanding of how the human body fights or fails to fight infection of viruses and bacteria.
- B. **KEY ASSIGNMENT: Starve a Fever? Feed a Cold?**
Students research and write a paper on the differences between a cold and a flu. As part of their research, students will study the pathology of both illnesses (using cell and tissue structures to explain what is happening as the cold or flu makes the host ill and explain what constitutes a susceptible host. The paper will also include the following:
How the diseases spread from person to person (Know the chain of infection & ways to break the chain) How the body fights the diseases (Know the Immune Response steps) Myth or fact when it comes to home cures for the diseases – research common home remedies to discover their efficacy (research homeopathic medicine) Why the flu can be deadly (Know stages of Infectious Disease) Possible immunizations and treatments for the diseases and how they work(Know Immunity Types & Classification of Vaccinations)

Unit 2: Prevention of Injury and Disease

(5 Weeks)

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 5.1, 6.4, 6.8, 10.1, 10.3, 11.1

Patient Care Pathway

Standard B4.1, B4.3, B5.1, B5.2, B12.1, B12.2, B12.3, B12.4

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. Using their understanding of basic anatomy and physiology students will apply learned patient care protocols when discussing and evaluating specific injuries. Students will demonstrate transporting, transferring, and positioning patients who are injured. As they work, students will practice using prevention methods in order to assure no further injuries are incurred and/or no diseases are spread to or from the patient (Know Use of Standard Precautions & PPE).
- B. **KEY ASSIGNMENT: An Accident!**
The teacher assigns student groups several different types of injuries (e.g., broken leg, concussion, puncture wound, etc.) Each group will design a scenario where all of these injuries could happen, and determine criteria for triage application. Students write a

step-by-step description of the scene and what the protocols would be if a licensed health-care professional came across the scene. (Students will demonstrate an understanding of The Good Samaritan Law.) They would explain how the patients would be transported and how to keep them most comfortable. Once the groups have all the details down, they will role-play and act out their scenes, make corrections (if necessary), then turn in their descriptions.

Unit 3: **Communication and Cultural Differences**

(10 Weeks)

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 4.1, 5.1, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 10.1, 10.3, 11.1

Patient Care Pathway

Standard B4.1, B4.3, B5.1, B5.2, B6.1, B6.2, B6.4, B6.6, B13.1, B13.2, B13.3, B13.4, B13.5, B13.6

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students will research how cultural differences and belief systems may require alternative treatment, a different approach in communication. Students will recognize the factors affecting therapeutic communication: age and gender; economic barriers; education and life experience; bias and prejudice; verbal roadblocks; patients defense mechanism; cultural and religious diversity; Maslow's hierarchy of human needs . Students will also demonstrate an understanding of the rights of the patient.
- B. KEY ASSIGNMENT: Who Are My Neighbors?
Students research and create an infographic that shows the ethnic, religious, and socio-economic make-up of their school and community. Students will write a research report on the traditional attitudes of each demographic towards Western medicine and alternative treatments (acupuncture, chiropractic, nutrition, stress-relief, etc.). Next, students will create a survey to test the actual attitudes of peers and community members towards different types of treatment. Surveys will include questions about why people resist different types of treatments. Students will share their survey results and compare expected answers with actual answers. Students have a class discussion on how to know what each patient needs. Ultimately, students should demonstrate that observation, asking appropriate questions, and listening skills need to be developed in order to understand any patient.

Second Semester-Course Content

Unit 4: **Good Health Practice**

(10 Weeks)

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 4.1, 4.3, 4.4, 4.6, 5.1, 8.7, 10.1, 10.3, 11.1

Patient Care Pathway

Standard B4.1, B4.3, B5.1, B5.2, B6.1, B6.2, B6.4, B6.6, B9.1, B9.2, B9.4, B9.5, B9.6

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students apply what they've learned throughout the year to spreading information about how to stay as healthy as possible e.g. Weight Management; lifestyle choices. This information would go to public places and websites for easy access.
- B. **KEY ASSIGNMENT: Stay Healthy**
Students will compile information they've learned throughout the year to create a tool that promotes ways to prevent disease and/or injury. This information tool may be in the form of a pamphlet, game, app, video, or any innovative idea the students may come up with. The tool must be free, public, and easy to hand out/distribute (Optional: Students collaborate with their peers in foreign language classes, Digital Media Arts, and Performing Arts to create multicultural and multilingual approaches to spreading their messages.)

Unit 5: **Personal Career Plan**

(15 Weeks)

STANDARDS

Health Science and Medical Technology

Anchor Standard 2.5, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 5.1 10.1, 10.3, 11.1

Patient Care Pathway

Standard B1.1, B4.1, B4.3, B5.1, B5.2

CCSS LS 11-12.1, 11-12.4, 11-12.6, WHSST 11-12.2, 11-12.4, RRLST 11-12.1, LS1.B, PS1.A, PS1.B

- A. In this unit, students will explore careers in the Health Science and Medical Technology – Patient Care industry. They will ultimately create a portfolio that will contain their work, reflections on their own goals and skills, and a personal plan for reaching each necessary step for success in the career of their choice.
- B. **Key Assignment: Career Plan – Portfolio**
Students will create a portfolio that will contain at least all of the following: 1. Performance evaluation forms that supervisors have completed. 2. Reflection on what student learned through internship 3. Collection of best work from the year 4. Reflection on what student learned through the pathway 5. An evaluation of student's soft skills and a student-written reflection on the evaluation. 6. Thoughtful consideration of the lifestyle the student hopes to live. (Where to live, type of home, hours of work, kinds of entertainment and relaxation, etc.) 7. Research of possible career choice: Industry demands for that career Education required Salary and benefits Skills needed Dress/uniform 8. Personal plan for how student plans to reach career goal. Which school(s), if required How to pay for school, if required Grades needed to continue down the path Overcome obstacles

Additional Recommended Materials:

1. <http://opencourselibrary.org/>
2. <http://www.apta.org/EvidenceResearch/>
3. https://www.nlm.nih.gov/hsrinfo/evidence_based_practice.html#1043News: Evidence-based Practice/HTA
4. https://www.researchgate.net/publication/264386616_Implementation_of_a_Professional_Portfolio_A_Tool_to_Demonstrate_Professional_Development_for_Advanced_Practice

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Visual and Performing Arts

Course Title: Digital Arts 1-2

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

Grade Level(s): 9, 10, 11, 12

School(s)
Course Offered: Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, "f" Fine Art credits

Course Credits: 10

Recommended Prerequisite: This course is a recommended prerequisite for Arts and New Media 3-4; Cinematography 1-2; Animation 1-2; and other Art classes

Recommended Textbook:

- The Visual Experience ISBN: 978-08719-2627-2
- Learning Digital Media ISBN: 9780134717197
- Animator's Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 1-2 is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course offers students a working understanding of art/design language while introducing them to digital art, design, and animation software. Students will develop fundamental skills in drawing, painting, sculpture and visual literacy that will prepare them for more advanced study in the areas of illustration, conceptual development, 3D computer graphics, animation and film. Emphasis is placed on traditional skills needed to produce viable content aligned with industry standards in animation, visual effects, game design, product design, graphic media, and film.

First Semester-Course Content

Unit 1: Drawing Basics - Observational/Conceptual (4 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4 & 2.1

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

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

Common Core State Standards: LS 11-12.1

- A. Drawing is a critical skill that is applicable to all visual art areas. Observational drawing can be used to understand natural and artificial forms to be used later in original content. Drawing is also a powerful tool used in the conceptualization of ideas, sequences, etc. This unit focuses on establishing drawing proficiency for illustrating concepts that are applicable to a variety of art and design fields.
- B. Students will learn how to draw a variety of subjects from observation and learn how to represent them with accuracy. Students will also be required to use drawing 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 2: Elements/Principles of Art and Design (4 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

Common Core State Standards: LS 11-12.5

- A. The elements of art/principles of design are the foundation for thoughtfully producing and analyzing works of art. This unit equips students with tools needed to discuss and analyze works by established artists, as well as in their own work. Vocabulary associated with the use of value, line, texture, shape, balance, movement, repetition, contrast, etc. will be explored. Students will learn how the manipulation of these elements/principles in art can create meaning and support expression.
- B. Students will create a reference poster, booklet, or presentation that illustrates and explains how each element/principle is used visually. Students will use this reference guide to inform their work throughout the course. Rubrics will be used to determine student success in creatively depicting concepts and written critique will be used to assess successful use of the elements of art and principles of design.

Unit 3: Composition and Visual Communication

(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

Common Core State Standards: LS 11-12.4

- A. This unit establishes the framework needed for students to compose and communicate the meaning and/or function of products, environments, functional objects and characters in a three dimensional space or specific scenario while utilizing traditional and digital design tools. Compositional rules and visual vocabulary will allow students to determine artistic intent and facilitate the development of individual artistic style and voice. Students will be able to identify and design content for specific audiences while considering how historical and cultural elements affect message and meaning.
- B. Students will design and illustrate two dimensional drawings of original concepts in conjunction with written descriptions. Students will produce compositions demonstrating mastery of skills in the form of a poster, design sheet and/or advertisement. Students will learn to utilize a variety of communication methods and persuasive techniques while utilizing critique methods to reflect upon their processes.

Unit 4: Perspective Drawing

(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

Common Core State Standards: G-MG-1, LS 11-12.7

- A. The course provides students with the necessary framework and skill set for understanding three dimensional representation in 2D space. Students will explore historical methods for achieving the illusion of space, and how a variety of art forms employ such tools.
- B. Students will use traditional perspective drawing techniques to create a realistic rendering of a proposed structure within an established environment. Students will explain and articulate the concept, purpose, and significance of the structure within an actual environment. Students will apply traditional drawing skills to digital media and participate in collaborative critique and rubric-based assessments to reflect upon their designs.

Unit 5: **Intro to Light and Color Theory**

(4 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.4, 2.1 & 2.5

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

Standards A1.3, A2.9 & A2.9

Common Core State Standards: PS3.C, LS 11-12.7

- A. 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 design a color wheel, various color schemes, and original artwork to explore how variations in color can affect the meaning, mood, and interpretation in art. Students will produce original artwork and then create variations of them utilizing different color schemes and lighting iterations.

Second Semester-Course Content

Unit 6: **Graphic Design**

(4 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4 & 5.1

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

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

Common Core State Standards: LS 11-12.5, RLST 11-12.4

- A. Students will become familiarized with the basics of graphic design and how the elements of art and principles of design can be used to create meaning. Students will learn about common techniques used in print and digital media, as well as proper techniques on how to effectively communicate ideas using images and text. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.
- B. Students will develop an original concept for a product or organization and create a brand identity for it. Students will manipulate text and imagery to create persuasive and visually engaging artwork. A rubric will be used for assessing proficiency and students will participate in verbal critique with peer input.

Unit 7: **Illustration**

(3 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2 & 5.1

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

Standards A21., A2.3, A3.3, & A5.7

Common Core State Standards: LS 11-12.3, RSL 11-12.4

- A. Students will become familiar with both traditional and digital tools used for visually depicting original concepts and narrative subjects. Students will learn how to use written elements to create engaging visual representations. They will also become familiar with the similarities and differences between traditional drawing/painting tools and digital ones.
- B. Students will analyze existing texts as well as create original written narrative scenes featuring detailed and descriptive imagery. They will then simulate a freelance illustration experience and enlist other classmates to illustrate their written work. Students will analyze and critique the various ways individuals interpret text, design, and apply individual style to make illustrations.

Unit 8: **Traditional 3D Design**

(3 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.6, 2.1 & 4.2

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

Standards A1.7, A2.5, A4.6 & A8.4

Common Core State Standards: LS 11-12.3, G-MG-1

- A. Students will learn about various techniques for conceptualizing art in three dimensions. Students will learn how to create two dimensional designs that consider three dimensional space. They will then use a variety of physical materials to create tangible designs.
- B. Students will create an original design of a fictional or mythological animal. They will observe reference images of animals and combine anatomical elements to create original forms. Students will consider multiple angles and perspectives to visualize their design. They will then build a physical model that adheres to that design. Students will analyze and reflect upon the process of conceptualizing art in both two and three dimensional spaces through written and verbal critique.

Unit 9: **Digital 3D Design**

(6 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.6, 2.1 & 4.2

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

Standards A1.7, A2.5, A4.6 & A8.2, A8.4

Common Core State Standards: RSL 11-12.7, G-MG-1

- A. Students will build upon their experience working with physical, three dimensional materials and move to working in a virtual 3D space. Students will learn about the basics of 3D modeling through a variety of software packages. Students will compare techniques used for organic and inorganic modeling and how those models can be integrated into animation, design, and 3D printing processes.
- B. Students will model an interior space using basic forms through polygonal modeling. Students will then transition to organic modeling and digital sculpture to model a human head. Students will reference source imagery and anatomical reference to accurately reproduce their designs. Students will use industry-standard software and will be able to articulate the different processes and components used to create their designs.

Unit 10: **Character Design**

(4 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4, 5.4 & 5.1

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

Standards A1.2; A1. A2.6, A2.8, A2.9, A4.6 & A5.2

Common Core State Standards: LS 11-12.3, RSL 11-12.7

- A. Students will learn about the concept design process used to create original character content for film, television, and games. Students will explore the relationship between written character material and visual representation. Students will analyze engaging characters from a variety of sources to understand how to make an appealing and memorable design.
- B. Students will generate an original character concept, complete with backstory and visual design elements. Students will then produce a digitally painted model sheet that displays their character from a variety of angles as well as information about the character. Students will then adapt their character into a digital 3D model that will be digitally painted, and 3D printed into a physical object. By the end of the unit, students will have a presentation worthy character design showing the process from concept to physical object. Students will then reflect upon and critique the process, meaning, and industry application.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Visual and Performing Arts

Course Title: Digital Arts 3-4

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

Grade Level(s): 9, 10, 11, 12

School(s)
Course Offered: Hoover High School

UC/CSU Approved
(Y/N, Subject): Yes, "f" Fine Art credits

Course Credits: 10

Recommended
Prerequisite: Digital Arts 1-2 or instructor approval

Recommended
Textbook:

- The Visual Experience ISBN: 978-08719-2627-2
- Learning Digital Media ISBN: 9780134717197
- Video: Digital Communication & Production ISBN: 978-1-63126-295-1
- Animators Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 3-4 is the concentration course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. This course offers students an expanded path of study in the principles and foundations of art and design. Emphasis is placed on working to translate written concepts/scripts into 2D/3D designs while promoting more advanced use of traditional and digital media skills. Students will interface with computer aided design software to transform concepts into digital paintings, storyboards, animations, and character/product design sheets. Students will work to develop

proficiency in digital design principles while applying their knowledge of art making solutions to industry standard applications and materials.

First Semester-Course Content

Unit 1: Principles of Animation

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4 & 2.1

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

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

Common Core State Standards: RLST 11-12.4

- A. Students will become familiarized with the 12 principles of animation and analyze examples of their use. Students will also become familiarized with hand-drawn traditional animation techniques through a series of activities. Students will be able to connect animation concepts in this unit to filmmaking principles, elements of art, and emerging animation techniques.
- B. Students will work collaboratively to research the 12 principles and find examples online that illustrate successful use of the concepts. Students will then prepare a presentation and lead the class in explaining the concepts as well as analyze the effectiveness of their peers' examples. Students will then apply their understanding of animation principles to such activities as: stop motion, volumetric deformations, and timing/spacing exercises. Students will view and analyze their work among peers to critique technique.

Unit 2: Anatomy and Figure studies

(4 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

Common Core State Standards: LS 11-12.3, RLST 11-12.4

- A. Using observational drawing as a basis, students will analyze and reproduce natural forms found in human and animal anatomy. This will strengthen their observational and perceptual skills and help them access a greater range of movement and experience for animating figures in future lessons.
- B. Students will create a series of figure drawings in traditional media that highlight realistic, gestural representations of the human form. Students will then apply their drawings to more refined compositions featuring a variety of poses and subjects while employing the use of traditional and digital tools. Finally, students will analyze how the essence of motion can be captured within static images and will participate in individual reflection and group critique.

Unit 3: **Storyboarding**

(3 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

Common Core State Standards: LS 11-12.3

- A. Visual storytelling is critical to an engaging television, film, animation, and/or video game production. The skills needed to adapt written narratives to visual formats are applicable through storyboarding and pre visualization processes. Students will become familiar with filmmaking and compositional techniques using shots, angles, movements, transitions and text/audio integration to tell successful, sequential narratives.
- B. Students will create storyboards for both existing and original narratives. They will explore how storyboarding techniques can be applied to various industries including: film, television, advertising, games, etc. Students will then create an animatic or animated storyboard that utilizes camera movements and transitions, and incorporate multimedia elements to create an engaging narrative experience. Students will analyze their work by participating in individual reflection and group critique.

Unit 4: **Animation Production**

(8 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

Common Core State Standards: LS 11-12.3, RLST 11-12.4

- A. Students will utilize prior knowledge of animation concepts and visual storytelling to create an original narrative. Students will review the 12 animation principles as well as narrative and storytelling concepts from their introduction to cinematography to create a complete project that utilizes pre visualization and production techniques. Students will be introduced to new techniques and learn how to apply familiar concepts in new ways.
- B. Students will create a short animated narrative featuring a central character. They will design the character from multiple angles and animate that character in a variety of poses and situations to stress uniformity in design. Students will reference traditional animation as well as keyframe and timeline techniques, allowing them to manipulate their character in new ways. Students will also consider cinematic techniques and staging as they present their work. Students will screen their final films and critique them for clarity of concept and proper technique.

Second Semester-Course Content

Unit 5: **Introduction to 3D Modeling**

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.4, 2.1 & 2.5

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

Standards A1.3, A2.9 & A2.9

Common Core State Standards: LS 11-12.7, G-MG-1

- A. This course introduces students to industry standard 3D modeling software that is used across a dynamic range of industries and professional fields. Students are provided with a dynamic overview of the interface and features and how they are used in a digital design pipeline.
- B. Students will learn how to create a virtual 3D environment utilizing the full range of tools and features found inside the digital modeling pipeline. Students will reference physical objects, spatial relationships, and previous experience with physical sculpture to observing and accurately creating virtual models.

Unit 6: **3D Character Modeling**

(5 Weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4 & 5.1

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

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

Common Core State Standards: LS 11-12.7, G-MG-1, WS 11-12.4

- A. This unit introduces students to industry standard digital sculpting software. Students will analyze industry specific pipeline skills and how they relate to traditional polygonal modeling software. Students will address how digital sculpting shapes the production of assets and products in a variety of industries. This unit builds upon previous study in the areas of traditional sculpture, figure drawing, and concept design and prepares students to create elaborate and engaging 2D and 3D assets.
- B. Students will design and complete a fully realized 3D digital sculpture as well as accompanying presentation materials. Students will conceptualize and realize an original character through writing, preliminary sketches, digital painting, and finally digital sculpture. Students will use industry standard software to design a functional model that can be used in animation, design, and 3D printing capacities. Students will present their final models and critique them for clarity of concept and proper technique.

Unit 7: **Digital Production**

(10 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4, 5.4 & 5.1

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

Standards A1.2; A1. A2.6, A2.8, A2.9, A4.6 & A5.2

Common Core State Standards: LS 11-12.3, WS 11-12.4

- A. The final unit in this course serves as an opportunity to produce a preliminary portfolio series and cohesive body of work. Students will integrate elements of all previous units and skills to create a series of works based on a central theme and/or narrative. The process will require students to recall and apply elements of art concepts, observational drawing, sequential storytelling, digital painting, graphic design, and 3D design to a finalized collection of work which will be presented to instructors, peers, industry partners, and post-secondary institutions for analysis and feedback.

- B. Students will create a body of work based on a central character and story that utilizes all of their previously learned skills. Students will produce a narrative that integrates original character designs, environmental designs, and sequential elements. They will collaborate on the production of original content that utilizes the elements of art and principles of design, figurative art, digital painting, and digital and physical 3D models. Students will create a presentation ready portfolio experience that highlights the cumulative work they have engaged in. The work will display evidence of proficiency in both software and technical skill.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Visual and Performing Arts

Course Title: Digital Arts 5-6

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

Grade Level(s): 11, 12

School(s)
Course Offered: Hoover High School

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

Course Credits: 10

Recommended
Prerequisite: Digital Arts 3-4 or instructor approval

Recommended
Textbook:

- The Visual Experience ISBN: 978-08719-2627-2
- Learning Digital Media ISBN: 9780134717197
- Video: Digital Communication & Production ISBN: 978-1-63126-295-1
- Animator's Survival Kit ISBN: 086547897X or 978-0865478978

Course Overview: Digital Arts 5-6 serves as the capstone course for Arts, Media and Entertainment industry sector, Digital Arts pathway. Students will apply previously developed skill sets and technical knowledge to projects that align with specific industry pipelines and workflows. Students will collaborate on projects that utilize a variety of design and conceptual processes that integrate both traditional and digital media. Students will also get the opportunity to explore different production roles on projects that showcase industry-applicable skills and processes. Completion of the course will facilitate a foundational underpinning for advanced level work

and yield a professional portfolio/reel that can be used for college applications, internships and the workplace.

First Semester-Course Content

Unit 1: Industry Research Portfolio Development (2 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4 & 5.3

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

Standards A1.2; A1.3; A1.9; A2.2 & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4

- A. Students will research specific roles in careers and industries that relate to design, 3D modeling/animation, visual effects, etc. They will then identify employers, studios, and post-secondary programs that offer opportunities for such jobs. Students will focus on gaining an understanding about the requirements and skills needed for specific industry careers and will plan a path to meet those requirements.
- B. Students will do a research presentation on a specific career position in digital arts and present to the class pertinent information about the job and how to achieve it. After students have learned about careers from their peers' presentations, they will then develop a plan for building a portfolio/reel in an industry role of their choosing and organize necessary scheduling and skill building options.

Unit 2: Skill Review and Concept Development (3 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.4; 1.5; 5.3 & 5.4

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

Standards A1.3; A1.9; A4.3 & A8.7

Common Core State Standards: LS 11-12.3, LS 11-12.7, WS 11-12.4

- A. Once students have identified a specific industry role to work towards, they will then develop a conceptual narrative framework with which to organize and focus their skills. Productions in digital media and entertainment involve working collaboratively as well as displaying mastery of specific software and skills. To facilitate the organization and execution of summative work, students will consider and assume multiple roles needed to create a cohesive production.

- B. Students will create or adapt a narrative work into a design concept that includes character development, environmental design, storyboard and accompanying assets. Students will then assume a specific, practical creative role and collaborate with other students on a selected concept. Finally, as a team students will identify and review necessary skills and techniques needed to achieve their goal. Instructor will advise and review as students prepare for production.

Unit 3: **Collaborative Production 1**

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

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

Standards A1.2; A1.3; A1.9 & A4.6

Common Core State Standards: LS 11-12.3, LS 11-12.7, WS 11-12.4, RSL 11-12.7

- A. Students will have the opportunity to integrate all of the skills explored in the pathway thus far and generate presentation-ready works while building their portfolios. Students will work collaboratively to plan, write, and execute a conceptual project within the digital arts industries.
- B. Students will collaborate on a cohesive concept such as an animation, film production, product development, environmental proposal, industrial design, etc. They will complete a conceptual framework as well as a finished product. Students will produce preliminary designs, simulations, storyboards, etc. as they work towards a finished product. All stages of work will be critiqued by peers and assessed by the instructor for clarity of vision and professional execution.

Unit 4: **Collaborative Production 2**

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

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

Standards A1.2; A1.3; A1.9 & A4.6

Common Core State Standards: LS 11-12.3, LS 11-12.7, WS 11-12.4, RSL 11-12.7

- A. Students will have a second opportunity to integrate all of the skills explored in the pathway thus far and generate presentation-ready works while building their portfolios. Students will work collaboratively to plan, write, and execute a conceptual project within the digital arts industries while focusing on skills in need of development or ideas yet to be realized.

- B. Students will again collaborate on a cohesive concept such as an animation, film production, product development, environmental proposal, industrial design, etc. They will complete a conceptual framework as well as a finished product while making a point to explore different roles and develop alternate skills. Students will produce preliminary designs, simulations, storyboards, etc. as they work towards a finished product. All stages of work will be critiqued by peers and assessed by the instructor for clarity of vision and professional execution.

Second Semester-Course Content

Unit 5: Portfolio Development

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 3.1, 3.3, 3.4, 5.3 & 5.4

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

Standards A3.2, A3.3, & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4

- A. After reviewing their portfolio goals and gathering work from their two collaborative projects, students will begin to ready their portfolios for presentation. Students will continue to integrate all of the skills explored in the pathway while honing in on a concentration.
- B. Students will identify and analyze assets and pieces from their two previous collaborative projects to determine a focus that is aligned with a career or position previously researched or engaged in. Students will then work towards completing a supporting series of work to be used to fill out their portfolio/reel. Instructor and industry partners will provide guidance.

Unit 6: Community Service Project

(5 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

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

Standards A1.2; A1.3; A1.9; A4.3 & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4, S-ID.1

- A. The opportunity for creative industries to engage with society and perform civic duty are often overshadowed by more commonly associated entertainment opportunities. While still developing their portfolio, students will apply their design and conceptual skills to the creation of a community service project. They

will identify a concern or issue in their local community and create a body of work based on raising awareness of or positively affecting that issue.

- B. Students will explore their local community and identify an opportunity to make a positive impact through the use of digital art and design skills. Students will research, produce, and present an advertising or public service campaign, documentary short, branding opportunity, narrative work, instructional piece, etc. that has the potential to impact their community.

Unit 7: Industry Internship / Final Project

(10 weeks)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 5.3 & 5.4

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

Standards A1.2; A1.3; A1.9; A4.3 & A8.7

Common Core State Standards: LS 11-12.3, WS 11-12.4, WH 10.11

- A. By the end of the third year of the Digital Arts pathway, students will have had the opportunity to acquire a variety of skills that can be applied to multiple creative industries. They will be able to conceptualize ideas and create engaging visual designs. While many industries require the knowledge of specific software or trade skills, students in the program will have gained a breadth of skills and an understanding of the collaborative nature of digital arts and entertainment design.
- B. For the summative portion of the course, students will either engage in an industry-sponsored internship opportunity or produce a final, individually produced film or narrative digital work. Students will be required to plan, and execute a fully-realized narrative work or complete a successful internship in the field.

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Services

SUBJECT: **Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs**

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs.

The Los Angeles County Office of Education (LACOE) will provide Glendale Unified School District (GUSD) referred expelled students the mandated education placement. LACOE will continue to operate County Community Schools and Specialized Secondary Schools that serve students in grades 7-12. Both the County Community Schools and Specialized Secondary Schools will serve the following students:

- Expelled students and students who the GUSD determines are seriously at-risk and require a county-level alternative
- Students whose parents have requested and received district approval to attend a community school
- Probation Youth, Foster Youth and Homeless Youth, with or without documentation
- Students at International Polytechnic High School (iPoly)
- Students at Los Angeles County High School for the Arts (LACHSA)

Under the new Local Control Funding Formula, the district of residence receives funding for students referred to and served by the County Office. LACOE will invoice the district for any student(s) from the district who is enrolled in a LACOE community school or specialized secondary school for 2017-18 school year.

This arrangement will:

1. Provide the county operated school the funding necessary to operate a safe, credible school program.
2. Provide the District the program necessary to satisfy legal requirements associated with student expulsions.
3. Place district in control over their referral program.

Billing for fiscal year 2017-18 to GUSD for the first half will be based on P-1 data and the final billing in July 2018 based on P-2 data, with any annual certification adjustments, payments, or credits, processed at the next billing period.

Memorandum of Understanding
For LACOE Specialized High Schools 9-12 Grade Students and LACOE County
Community Schools 7-12 Grade Students for the 2017-2018 School Year
Between the Los Angeles County Office of Education
And
Glendale Unified School District

LACOE Specialized High Schools

The Los Angeles County Office of Education (LACOE) and Glendale Unified School District have enjoyed an excellent working relationship for decades. Currently, your district has students who are enrolled in one of two LACOE Specialized High Schools as per the attached list.

Under the Local Control Funding Formula, LACOE will not receive funding from the State of California for the above-described students who are enrolled in a Specialized High School. Those funds will be apportioned to the district of residence based on the attendance data submitted by LACOE to the CDE. Please note that the school district of residence (DOR) of any pupil enrolled in a specialized secondary school operated by a county superintendent of schools or county board of education shall not include the attendance of that pupil in any computation of average daily attendance for purposes of Education Code section 42238. Based on this background, the following agreement is established by the two agencies:

Beginning on July 1, 2017 and continuing through the remainder of the 2017-2018 school year, Glendale Unified School District will be billed using the District's funded portion of the base grant. The District will be billed for concentration and supplemental grants based on the number of students meeting the definition of "unduplicated pupil" pursuant to EC 2574(b)(2). Transportation and Targeted Instructional Improvement Grant (TIIG) funding will be excluded. The rates calculated will be multiplied by the grade level ADA data reported for the District for First, Second Principal, and Annual Apportionment periods for students from the District attending either of the following Specialized High Schools:

- a. International Polytechnic High School (IPoly)
- b. Los Angeles County High School for the Arts (LACHSA)

Your district may deny any payment transfers for students who do not obtain an approved Inter-District Transfer Form from the District to LACOE Specialized High Schools. Release from the District to another district or program, or requests for records honored by a school site are not recognized as a release for purpose of meeting Inter-District Transfer approval.

LACOE County Community Schools (CCS)

Currently, your district has either Probation, Foster Youth, Homeless Youth, non-mandatory expelled, or District-referred students enrolled in LACOE CCS Programs as per the attached list.

Beginning on July 1, 2017 and continuing through the remainder of the 2017-2018 school year, Glendale Unified School District will be billed using the District's funded portion of the base grant. The District will be billed for concentration and supplemental grants based on the number of students meeting the definition of unduplicated pupil count pursuant to EC 2574(b)(2). Transportation and Targeted Instructional Improvement Grant (TIIG) funding will be excluded. The rates calculated will be multiplied by the grade level ADA data reported for the District for

First, Second Principal, and Annual Apportionment periods for District students from the following groups, who are enrolled in LACOE CCS Programs:

- a. Students enrolled in grades 7 through 12 in county programs
- b. Non-mandatory expelled students, referred by the District Student Discipline and Expulsion Support Unit
- c. Foster Youth and Homeless Youth, with or without documentation
- d. Probation youth with Probation and/or District referral

This agreement shall remain in effect through the 2017-2018 school year with billing to the District in July based on P-2 data with any annual certification adjustments, payments, or credits processed at the next billing period. Final billing may include students who enrolled after the P-2 April submission.

With the exception of foster and homeless students, the District may deny any payment transfers for students who do not obtain an approved LACOE enrollment referral from the District to LACOE schools or programs. Release from the District to another district or program, or requests for records honored by a school site are not recognized as a release for purpose of meeting Inter-District Transfer approval. As it relates to LACOE CCS programs, be reminded that in accordance with EC 2576 and 42 USC 11431, LACOE is required to provide immediate enrollment for all foster and homeless students, with or without a district referral.

<hr/> <p>Signature</p>	<hr/> <p>Signature</p>
<hr/> <p>Mr. Stephen Dickinson Chief Business & Finance Officer</p>	<hr/> <p>Ms. Kristen Kenton Interim Assistant Director, Administrative Services</p>
<hr/> <p>District Representative (Name, Title) Glendale Unified School District</p>	<hr/> <p>LACOE Representative (Name, Title) Los Angeles County Office of Education</p>

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 16

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: Acceptance of DonorsChoose Awards

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

DonorsChoose is an organization that connects concerned individuals, called "Citizen Philanthropists," with classroom teachers, to provide funds or materials for class projects. Public school teachers create student project proposals and submit the one-page essay and list of resources needed. These concerned individuals fund the student projects of their choice, in whole or in part.

DonorsChoose purchases the student materials and ships items directly to the school, using a network of partnerships and vendors. Teachers are required to complete a feedback package, including documenting the project with photographs, which in turn are shared with the individual that funded the project.

The following projects were submitted and awarded by DonorsChoose:

Marshall Elementary School – Kori Seaton, Teacher

Project: Amazing Digital Authors!

This project was awarded five Acer Flagship Chromebooks and a charging station valued at \$2,050.35. The items will be used in Ms. Seaton's first grade classroom to offer these young students the opportunity to become digital storytellers, using Google multimedia, as an extension of their paper and pencil writing projects.

Marshall Elementary School – Alli Traber, Teacher

Project: The Future is Ours: Becoming Digital Authors!

This project was awarded six Acer Flagship Chromebooks and a charging station valued at \$2,305.48. The items will be used in Ms. Traber's kindergarten classroom to offer students the opportunity to explore a variety of digital tools to produce and publish

writing, and begin to use digital technology that will propel them into being multimedia authors.

Marshall Elementary School – Gerry Sharp, Teacher

Projects:

- Digital Authors Part I and Part II!
- Multimedia Authors!
- Digital Storytelling and Environmental Science!

These projects were awarded the items listed below valued at \$5,865.20. The items will provide Mr. Sharp's fourth grade students additional opportunities to author creative multimedia stories through slideshows. Students will be able to design, research, incorporate visuals, and record ideas for formal classroom presentations, and receive valued feedback from their classmates.

1. Four Acer Chromebooks
2. Six Acer Flagship Chromebooks
3. Six HP Chromebooks
4. Balt Mobile Locking Laptop Charging Station
5. Tripp Lite Charging Cart Storage Station
6. Two RAVPower Desktop Charging Stations

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 17

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

SUBJECT: **Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation**

The Superintendent recommends that the Board of Education approve the submission of the Quarterly Uniform Complaint Report Summary, as mandated under the Williams Court Case Settlement, to the Superintendent of the Los Angeles County Office of Education.

Recent legislation regarding the settlement of the Williams Lawsuit requires Local Educational Agencies to file Quarterly Uniform Complaint Report Summaries to the school district Governing Board and to the County Office of Education. The Quarterly Report documents information regarding complaints about instructional materials, facilities, teacher vacancies and mis-assignments.

The Quarterly Uniform Complaint Report Summary for the period of January 1, 2018 through March 31, 2018 is attached and will be sent to the Los Angeles County Office of Education (LACOE).



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2017-2018

District Name: _____

Date: _____

Person completing this form: _____

Title: _____

Quarter covered by this report (Check One Below):

- | | | |
|----------------------------------|--------------------------|------------------|
| <input type="checkbox"/> 1st QTR | July 1 to September 30 | Due 20-Oct 2017 |
| <input type="checkbox"/> 2nd QTR | October 1 to December 31 | Due 19- Jan 2018 |
| <input type="checkbox"/> 3rd QTR | January 1 to March 31 | Due 20-Apr 2018 |
| <input type="checkbox"/> 4th QTR | April 1 to June 30 | Due 20-Jul 2018 |

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL			

Print Name of District Superintendent _____

Signature of District Superintendent _____

Date _____

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Kirit Chauhan, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Chauhan_Kirit@lacoed.edu

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 18

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources

SUBJECT: **Student Teaching & Practicum Agreement – National University**

The Superintendent recommends that the Board of Education approve a Student Teaching and Practicum Agreement between Glendale Unified School District and National University and that the Assistant Superintendent, Human Resources, be authorized to execute the Agreement.

This Agreement will commence upon full execution and shall continue until terminated by either party. In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.



NATIONAL UNIVERSITY

STUDENT TEACHING AND PRACTICUM AGREEMENT

This agreement, effective on March 30, 2018, made by and between National University, a California non-profit public benefit corporation (the "University") and Glendale Unified School District a public entity (the "District"), with reference to the following facts:

ARTICLE 1 **RECITALS**

1.1 Section 35160 of the California Education Code provides that the governing board of any school district may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or pre-empted by, any law and which is not in conflict with the purposes for which school districts are established.

1.2 An agreement by a school district to provide student teaching or practicum experience to students enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing (the "Commission") is not inconsistent with the purposes for which schools districts are established.

1.3 The University is accredited by the Western Association of Schools and Colleges, and its education credential programs have been approved by the Commission.

1.4 The University desires that the District provide student teaching to students enrolled in the University's teacher training curricula and/or practicum experience to students enrolled in the University's student counseling and other credential curricula. The District agrees to provide such student teaching and/or practicum experience on the terms and conditions specified in this Agreement.

ARTICLES 2 **DEFINITIONS**

2.1 "Student" shall refer to a student enrolled in a program at the University which is approved by the commission and which leads to an education credential

2.2 "Master Teacher" shall refer to an employee of the District holding a valid, clear teaching credential issued by the Commission typically with three or more years teaching experience.

2.3 "Student Teaching" shall refer to the active participation by a Student in the duties and functions of classroom teaching under the direct supervision and instruction of one or more Master Teachers.

2.4 "Student Teaching Assignment" shall typically refer to a full day of Student Teaching, five days a week for 12 to 18 weeks, dependent upon program. Student Teaching Assignments shall satisfy all requirements of the Commission.

2.5 "Practicum Supervisor" shall refer to an employee of the District holding a valid Pupil Personnel Services or other credential issued by the Commission or equivalent certification recognized by the District typically with three or more years experience as a school counselor, school psychologist, school social worker, or other education specialist.

2.6 "Practicum" shall refer to the participation by a Student in the duties and functions of a school counselor, school psychologist, school social worker, or school attendance worker under the direct supervision and instruction of one or more Practicum Supervisors.

2.7 "Practicum Assignment" shall consist of between 90 and 600 hours of Practicum depending upon the specific program requirements.

2.8 "Quarter Unit" shall refer to the amount of academic credit earned by a Student through the successful completion as determined by the University of approximately 25 hours of Student Teaching or between 20 to 40 hours of Practicum.

2.9 School Site-employed supervisors must complete an orientation to the program's expectations to be knowledgeable regarding program curriculum and assessments, including the TPEs and the California Teaching Performance Assessment (CAL TPA). School Site employed supervisors are required to complete a minimum of 10 hours of initial orientation provided through National University on the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, program curriculum and assessments, including the TPEs and the CAL TPA.

2.10 School Site with Student Teachers must have a fully qualified administrator.

2.11 University may request use of video capture for candidate reflection and CAL TPA completion to reflect to the extent possible Student Teacher's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards for their program. School Site shall inform Credential Student Teachers of video recording policies in place for the CAL TPA task video capture requirement.

ARTICLE 3 **TERMS AND CONDITIONS**

3.1 Student Teaching or Practicum. The District shall provide University students with Student Teaching and/or Practicum in schools and classes of the District under the direct supervision and instruction of a Master Teacher or Practicum Supervisor. The University and the District from time to time shall agree as to the number of students assigned to the District for Student Teaching and/or Practicum.

3.2 District Determination. The District at their sole discretion may refuse to accept, or may terminate, any Student assigned to the District for Student Teaching or Practicum based upon its good faith determination that the Student is not performing to the standards of the District. Upon written notification by the District, the University shall promptly terminate the Student's assignment to the District.

3.3 University Determination. The University shall determine the number of units of

Student Teaching or Practicum each Student shall receive. Students shall be able to be eligible for more than one Student Teaching Assignment and/or Practicum Assignment at the District.

3.4 District Reimbursement. University shall reimburse the District for supervision of Student Teaching or Practicum at the completion of each semester or quarter, based on the number of units earned by the student teacher or by a predetermined amount. The university determines the rate, as set forth in Attachment A. The University will make such payment directly to the District. District acknowledges University Payment to Master Teachers depends on the length of supervision where long and/or short assignments are assessed on a pro-rated basis, as set forth in Attachment A. District shall submit an invoice based on generated report received from the University Honorarium Specialist. Stipend paid to Master Teachers is based on the amount set forth in Attachment A for supervision of University Student Teachers. The total stipend amount for supervision per student shall not exceed six hundred (\$600). Upon receipt of invoice correlating to the University's Honorarium Specialist report, University shall pay the District at earliest convenience following the date the District's invoice is received.

Attachment A:

Traditional Setting			Block Setting		
One Period	25%	\$300 x .25 = \$75	One Period	33%	\$300 x .33 = \$99 rounded to \$100
Two Periods	50%	\$300 x .50 = \$150	Two Periods	66%	\$300 x .66 = \$198 rounded to \$200
Three Periods	75%	\$300 x .75 = \$225	Three Periods	100%	3 periods = \$300
Four or More Periods	100%	4 periods or more = \$300	*****	*****	*****

3.6 Insurance. The District will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least \$1,000,000 for each occurrence. The District will provide the University with proof of such insurance upon execution of this Agreement. For purposes of this Agreement, each of the District and the University will provide workman's compensation insurance coverage for their own employees, and Students are not employees of either the District or the University.

University agrees to maintain at least \$1 million per occurrence and \$1 million in General Aggregate Liability Insurance coverage. University agrees to provide District with a Certificate of Insurance including an Endorsement/Additional Covered Party Amendatory Endorsement/Additional Insured naming Glendale Unified School District as an additional insured party in conjunction with this Student Teaching and Practicum Agreement.

University agrees that all Students are not employees of the District and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Workers' Compensation.

3.7 Termination of Assignment. In the event a Student Teaching Assignment or Practicum Assignment is terminated before it is completed, the District shall receive reimbursement of costs at the rate provided in Article 3.4 pro-rated to the nearest completed Quarter Unit.

3.8 Representations. The University represents that all Students assigned to the District for Student Teaching or Practicum are validly enrolled in a University credential program

approved by the Commission. The University makes no other representation, express or implied, about, or assumes any responsibility for, the Student's fitness or qualification to participate in the Student Teaching or Practicum. Nothing in this Agreement shall be construed as a delegation by the District to the University of any of the District's duties and responsibilities for operation or supervision of the schools or classes of the District.

3.9 Certificate of Clearance. In accordance with California Education Code Section 44320, each credential candidate prior to assignment to District must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that student's receive a Certificate prior to beginning their assignment in the district or hold a valid document issued by the CTC accounting for fingerprint clearance.

3.10 Tuberculosis Clearance. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at the candidate's sole expense an examination by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, prior to beginning the candidate's assignment in the District.

3.11 Video Assessment. District and University agree the use of video recording equipment on any District property, including but not limited to, District classrooms, is solely for the purpose of assessing student teachers as part of the credentialing process. The District shall provide University Site Support Providers with any or all applicable rules, regulations, and instructions relating to the assessment of student teachers. The University and District agree no video recording of any student teacher will occur without prior written notification of the name of the student teacher as well as date, time, and location of the video recording to the principal of the school where the video recording is to take place. Principal of the school within the District shall provide written approval of said recording; subject to the parent/guardian authorizations set forth in section 3.12 of this agreement.

3.12 Control, Supervision, Evaluation of Video Recording. The control, supervision, evaluation, and/or direction of all student teachers and any other University personnel in connection with the assessment of the student teachers, including, but not limited to, all classroom video recording of the student teachers, shall be at the University's sole discretion.

The University and District agree no video recording of any District student shall be permitted to occur without the express written approval and authorization from the students' parent/guardian.

ARTICLE 4 **GENERAL PROVISIONS**

4.1 Term. This Agreement shall commence as of the date hereof and shall continue until such time as either party gives the other party written notice of its intent to terminate the Agreement. The termination of the Agreement shall be effective upon the date specified in such written notice. Provided, however, all Students receiving Student Teaching or Practicum from the District as of the date of such notice shall be permitted to complete their Student Teaching Assignment or Practicum Assignment so long as said student is not the cause of the termination of the agreement.

4.2 Attorney's Fees. In the event any party hereto commences litigation for the

interpretation, specific performance, or damages for the breach of this Agreement, the prevailing party shall be entitled to a judgment or award against the other in an amount equal to reasonable attorney's fees and expenses incurred, together with all other appropriate legal or equitable relief.

4.3 Notices. All notices, demands, or other communications given under this Agreement shall be in writing and shall be deemed to have been duly given as of the second business day after mailing by United States mail, postage pre-paid addressed to the addresses on page four hereof, or to such other address or to such other person as any party hereto shall designate to the other for such purposes in the manner hereinabove set forth. Personal delivery of such notice, demand, or communication may also be made to the above-described addressees and shall be deemed given as of the date of such delivery.

4.4 Integration Clause. This Agreement contains the entire agreement between the parties relating to the transactions contemplated hereby and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless the same is in writing and signed by the party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.

4.5 General Provisions. This Agreement (i) shall be binding upon and inure to the benefit and be enforceable by the parties hereto and their respective legal representatives, successors, or assigns, (ii) may be executed in any number of counter-parts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (iii) shall be construed and enforced in accordance with the laws of the State of California, and (iv) has been executed at San Diego, California as of the last date set forth below.

4.6 Mutual Indemnification. University shall defend, indemnify and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University its officers, agents, or students.

District shall defend, indemnify and hold University, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents, or employees.

NATIONAL UNIVERSITY, a California non-profit public benefit corporation

Glendale Unified School District

By _____
Dave C. Lawrence
Vice Chancellor, Finance

By Cynthia M. Foley
Signature

Date _____
National University
School of Education
11255 N. Torrey Pines Road
La Jolla, CA 92037

By Cynthia M. Foley, Ed.D.
Name Typed or Printed

Title Assistant Superintendent, HR

Date 4/3/18

For contact/contract return:
Isabel Gonzalez
Credentials Contract Coordinator
National University
9980 Carroll Canyon Road
San Diego, CA 92131
(858) 642-8310
credcontracts@nu.edu

District Address/Telephone:

223 North Jackson Street
Street

Glendale, CA 91206
City State Zip

818-241-3111
Phone

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 19

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources

SUBJECT: **Internship Credential Program Agreement – National University**

The Superintendent recommends that the Board of Education approve a Internship Credential Program Agreement between Glendale Unified School District and National University and that the Assistant Superintendent, Human Resources, be authorized to execute the Agreement.

This Agreement will commence upon full execution and shall continue until terminated by either party. In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.



INTERNSHIP CREDENTIAL PROGRAM AGREEMENT

This Internship Credential Program Agreement (“**Agreement**”) is entered into effective March 30, 2018 (“**Effective Date**”) by and between Glendale Unified School District, a legal association of school districts who have partnered for the purpose of providing contractual services for students, or state-supported K-12 educational service unit, which is located in the State of California, County of Los Angeles (individually or collectively, “**District**”), Glendale Unified School District and National University (“**University**”), a California nonprofit, private university.

RECITALS

- A. **University** is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). **University** has met all of the preconditions prescribed by the California Commission on Teacher Credentialing (CTC) to offer the following internship credential programs (“**Programs**”): Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, and Pupil Personnel Services Internship Credential – School Counseling, Pupil Personnel Services Internship Credential – School Psychology;
- B. California Education Code Sections 44452 and 44321 authorize a public school district or county office of education in cooperation with an approved college or university to establish an internship program meeting the provisions of applicable California statutes and CTC regulations. **District** is a public school district (or state-supported K-12 educational service unit) or county office of education and **University** is an approved university within the meaning of Ed Code Section 44452; and
- C. **District** and **University** wish to partner to deliver services in support of the Programs that meet the regulations and standards of CTC. Attached as Exhibit “A” to this Agreement and incorporated herein by this reference is a list of the Programs that **District** and **University** will be supporting through this partnership.

Based on these recitals, **District** and **University** agree as follows:

1. Term. The term of this Agreement shall commence as of the Effective Date above and shall continue until such time as either party gives 30 days notice of its intent to terminate this Agreement. All Interns placed with **District** and who are in good standing with **District** and **University** as of the date of termination of this Agreement shall be permitted to complete their internship experience with **District**.
2. Placement of Interns. **University** students, certified as qualified and competent by **University** to provide intern services to **District**, may, at **District**'s discretion, be accepted and assigned to its schools for services as interns (“**Interns**”). **University** and **District** shall coordinate the process of selection and placement of Interns. **University** reserves the right to make the final determination on any Intern's acceptance into the Program, while **District** reserves the right to make the final determination on any Intern's employment. Neither **University** nor **District** shall discriminate in the selection or acceptance of, or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.
3. Program Requirements. Each Intern accepted into the Program must have met all of the following qualifying minimum criteria:
 - a. Recommendation to a Program by a **District** designee.
 - b. Interview and screening by **District** staff, including a background check, district administrator interview and paper screening, Department of Justice fingerprint clearance, and a baccalaureate degree from an accredited institution.
 - c. Interview and screening by **University** staff, including a personal interview, written self-evaluation regarding teaching and learning, and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
 - d. Interview with a **University** Support Provider/Supervisor and a lead faculty member for the Program.
 - e. Passage of the CBEST exam or proof of basic skills assessment and verification of subject matter competence by completion of an approved program or passage of the CSET.
 - f. All service preconditions required by the CCTC shall have been met.

4. Intern Employment Status. Interns shall be **District** employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of Interns.
5. Reservation of Right to Payment. Pursuant to Education Code Section 44462, **District** reserves the right to request an adjustment of any Intern's salary to cover supervision services pursuant to this Agreement.
6. Non-Displacement of Certificated Employees. Pursuant to CTC requirements, upon request **District** shall provide written certification to **University** that each Intern placed with **District** has not displaced a certificated **District** employee, which shall enable **University** to verify to CTC that all statutory and CTC requirements have been met.
7. Intern Advisory Committee. **District** and **University** will collaborate to develop an Intern Advisory Committee comprised of community members, institutional administrators, teachers, faculty members, and at least one Intern representative, which will serve to provide guidance and support for the Programs.
8. Teacher and Special Education Intern Support.
 - a. To support Education Credential Interns, **District** and **University** will each provide a qualified supervisor to assist each Intern in a Program. **District** supervisors are called "Site Support Providers". **University** supervisors are called "University Support Providers". **District** Site Support Providers will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by visiting the classroom to conduct real time observations with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction. A minimum of two hours of support / mentoring and supervision must be provided to an intern every five instructional days
 - b. **District** Site Support Providers will hold a valid Clear or Life Credential in the content area for which they are providing supervision, three years of successful teaching experience, hold a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or valid bilingual authorization issued pursuant to section 80015.1, and must have demonstrated exemplary teaching practices.
 - c. **District's** Site Support Provider and **University's** Support Provider will together meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.
 - d. **District's** Site Support Provider/Site Supervisors and **University's** Support Providers will meet without the Intern to discuss the Intern's progress, as needed.
 - e. Concurrent with an Intern's experience at **District**, **University** will hold Program orientation seminars for Interns and training seminars for **District** Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, **University** representatives will review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
 - f. **District** will include Interns in appropriate **District** support programs and regularly scheduled staff development activities.
 - g. **District** will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance is provided to Interns at a minimum of 2 hours a week while employed as the teacher of record..
 - h. **District** and **University** will share supervision and ongoing support requirements totaling a minimum of 144 hours per school year. Interns without English Language Authorization must receive 45 hours of focused English Language instruction support per school year; (b)(5)(B) requires the employer to identify and individual with EL authorization who will be immediately available to assist an intern teacher who does not yet hold EL authorization. **University** Support Providers will monitor the completion of employer-provided support via an Intern Support Verification Form to verify the clockwork hours provided by Site Support Providers and/or employer support personnel. Forms must be submitted as part of the intern's clinical practice course assignments. Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs.
 - i. Employers who hire/place or wish to backdate interns outside National University clinical practice start offerings are required to provide 100% of the state mandated support (4 hours per week of general support, and 1.25 hours of EL specific support if the intern does not hold EL authorization) until the next available start date at which point the University Support provider will provide University support services as noted in article (8.h.).
 - j. District-employed supervisors must complete an orientation to the program's expectations and be knowledgeable regarding program curriculum and assessments, including the TPEs and the CAL TPA. District employed supervisors are required to complete a minimum of 10 hours of initial orientation provided through National University on the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, program curriculum and assessments, including the TPEs and the CAL TPA.
 - k. District sites with interns must have a fully qualified administrator.
 - l. University may request use of video capture for candidate reflection and CAL TPA completion to reflect to the extent possible Intern's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards. School Site shall inform Special Education Credential Interns of video recording policies in place for the CAL TPA task video capture requirement.
9. Counseling, Psychology and Administrative Services Intern Support
 - a. To support Services Credential Interns, **District** and **University** will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services School Counseling, Pupil Personnel Services School Psychology, and Administrative Services

Programs. **District** supervisors are called "Site Support Providers/Site Supervisors". **University** supervisors are called "Support Providers/University Supervisors".

- b. Clinical Practice Supervisor shall refer to an employee of the District holding a valid Pupil Personnel Services or other credential issued by the Commission or equivalent certification recognized by the District typically with three or more years experience as a school counselor, school psychologist, school social worker, or other education specialist.
 - c. Clinical Practice Assignment shall typically refer to a full day of Clinical Practice consisting of five days a week for 12 to 18 weeks, dependent upon the program. Clinical Practice Assignment shall satisfy all requirements set by the commission.
 - d. Clinical Practice shall consist of between 600 hours and 1200 hours of Clinical Practice depending upon the specific program requirements.
 - e. Clinical practice shall refer to the participation by a Student in the duties and functions of a school counselor, school psychologist, school social worker, or school attendance worker under the direct supervision and instruction of one or more Clinical Practice Supervisors.
 - f. **District** and **University** shall independently determine the qualifications of their respective supervisors.
 - g. **District's** Site Support Provider/Site Supervisors and **University's** Support Provider/University Supervisors will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
 - h. **District's** Site Support Provider/Site Supervisors and **University's** Support Providers/University Supervisors will meet without the Intern to discuss the Intern's progress, as needed.
 - i. Concurrent with an Intern's experience at **District**, **University** will hold Program orientation seminars for Interns and training seminars for **District** Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, **University** representatives will review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
 - j. **District** will include Interns in appropriate **District** support programs and regularly scheduled staff development activities.
 - k. **District** will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at **District**.
 - l. **University** Support Providers will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress.
10. Academic Responsibility. **University** shall have exclusive control over all academic issues involving the Programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Interns; evaluation of Interns' prior experience and education; evaluation of Interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.
 11. Duration of Internship. Once a student has been accepted as an Intern by **District**, and if the student remains in good standing in the Program at **University** and within the **District's** policies and performance standards, the Intern will be permitted to finish his/her internship at **District**. However, an Intern who performs below acceptable **District** or **University** standards, after appropriate support and advice efforts have been exhausted, may be removed from the paid internship position by the **District** and/or removed from his/her Program by the **University**. All services provided by **University** and **District** pursuant to this Agreement shall terminate upon an Intern's removal from the **District** or termination of participation in a Program.
 12. Assessment. Assessment is a function of the Teacher Education Internship Seminar course (for the Teacher Education Internship Credential), Specialist Education Clinical Practice Seminar courses (for the Special Education Internship Credential), Intern Field Experience course (for the Preliminary Administrative Services Internship Credential) and Best Practices Internship Seminar for School Counseling and School Psychology (for the Pupil Personnel Services Internship Credential). Students in those classes will pre-assess their teaching or administrative skills, develop a plan for growth, and assess their growth at the close of the course. This pre-assessment, development and post-assessment will occur in collaboration with the **District** Site Support Provider/Site Supervisor and the **University** Support Provider/University Supervisor.
 13. Video Assessment. **District** and **University** agree the use of video recording equipment on any **District** property, including but not limited to, **District** classrooms, is solely for the purpose of assessing Interns as part of the credentialing process. The **District** shall provide **University** Site Support Providers and Interns with any or all applicable rules, regulations, and instructions relating to the assessment. The **University** and **District** agree no video recording of any student teacher will occur without prior written notification of the name of the student teacher as well as date, time, and location of the video recording to the principal of the school where the video recording is to take place. Principal of the school within the **District** shall provide written approval of said recording; subject to the parent/guardian authorizations set forth in Section 14. of this agreement.

14. Control, Supervision, Evaluation of Video Recording. The control, supervision, evaluation, and/or direction of all student teachers and any other University personnel in connection with the assessment of the student teachers, including, but not limited to, all classroom video recording of the student teachers, shall be at the University's sole discretion.

The University and District agree no video recording of any District student shall be permitted to occur without the express written approval and authorization from the students' parent/guardian.

15. Indemnity. The **District** shall defend, indemnify and hold the **University**, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the **District**, its officers, employees, or agents.

The **University** shall defend, indemnify and hold the **District**, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the **University**, its officers, employees, or agents.

16. Relationship of Parties. Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship between the parties.

17. Publicity. Neither **University** nor **District** shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

18. Records. It is understood and agreed that all employment records shall remain the property of **District**, and all student records, including Intern assessments, will remain the property of **University**.

19. Entire Agreement and Severability. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.

20. Assignment. Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.

21. Notices. All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.

22. Representations. Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.

23. General Provisions. The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law; and (d) has been executed at San Diego, California.

This Agreement is executed by and between:

University: National University

Contact: Isabel Gonzalez
Credentials Contract Coordinator
9980 Carroll Canyon Road
San Diego, CA 92131
Telephone (858) 642-8310
Facsimile (858) 642-8717
credcontracts@nu.edu

By: _____
Dave C. Lawrence
Vice Chancellor, Finance

Dated: _____

District: Glendale Unified School District

By: Cynthia M. Foley
Name: Cynthia M. Foley, Ed.D.
Title: Assistant Superintendent, HR
Address: 223 North Jackson Street
Glendale, CA 91206
Telephone: 818-241-3111
Dated: 4/2/18

EXHIBIT A

Internship Programs

District and University wish to partner to support the following Programs:

Teacher Education Internship Credential

Special Education Internship Credential

Preliminary Administrative Services Internship Credential

Pupil Personnel Services Internship Credential – School of Counseling

Pupil Personnel Services Internship Credential – School of Psychology

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 20

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources

SUBJECT: **MOU with CalStateTEACH Program**

The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and CalStateTEACH Program and that the Assistant Superintendent, Human Resources, be authorized to execute the Agreement.

This Agreement will commence on April 18, 2018 and shall continue until June 30, 2021. In accordance with the provisions of Sections 44225 and 44227 of the California Education Code, the Governing Board of any school district is authorized to enter into agreements with the California State Universities and Colleges, the University of California, or any other university or college approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience through practice teaching to students enrolled in teacher education curriculum of such institutions.



California State University's CalStateTEACH Program

**Memorandum of Understanding and Agreement to
Provide Student Teacher Placements to University Students**

This agreement is between the Glendale District ("District") and the California State University's CalStateTEACH Program ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Student Teaching Program through which University students enrolled in a credentialing program ("Student Teachers") will gain experience in the public school setting.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of years beginning April 18, 2018 and ending June 30, 2021 unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Student Teachers with supervised clinical experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Supervisor will provide the Student Teacher with at least two hours of face-to-face supervision per week for the duration of the student teaching. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the student teaching program.
3. The District may, in its sole discretion, refuse to accept as a participant in the Student Teaching Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
4. After the District accepts the assignment of a Student Teacher, the District may terminate the student teaching for "good cause." "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies,



procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section. District will immediately notify University, if District knows or suspects any professional or ethical or legal violations. University will cooperate with District in any investigation concerning the reported violation.

6. District shall, on any day when a Student Teacher is receiving training at its facilities, arrange for the Student Teacher to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care or other health care to any Student Teacher.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Student Teacher.
2. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that Student Teachers and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Student Teachers in state laws regarding child abuse reporting, sexual harassment and professional conduct.
6. University supervisors will conduct systematic and regular observations of Student Teachers' performances in the District's classrooms.
7. University will be responsible for ensuring that Student Teachers have appropriate insurance coverage.

STUDENT TEACHER RESPONSIBILITIES

1. Provide the District with the following documentation:
 - a. a copy of the letter from the University assigning the student to the District.
 - b. a background check fingerprint clearance report.
 - c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Student Teacher.
3. Comply with the District's policies and procedures, and applicable state and federal laws



and regulations while serving as a Student Teacher.

4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the student teaching program. The discussion, transmission, or narration in any form by Student Teachers of any individually identifiable pupil information, educational, medical or otherwise, which is obtained in the course of the student teaching program is forbidden except as a necessary part of the practical student teaching experience. Otherwise, Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the student teaching experience with University, its employees, agents or others.

STATUS OF DISTRICT AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only, and Student Teachers are not considered employees of the District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of University to provide notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE & WORKERS' COMPENSATION

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than \$1 million per loss and damage to property of others up to \$5,000 per incident), with extended reporting period of three (3) years, covering Student Teachers, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars (\$5,000,000) per occurrence and Twenty-Five Million Dollars (\$25,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on Student Teachers, any individuals characterized as employees of University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the



effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability. The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least \$1 million per claim per occurrence/ \$2 million aggregate.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Student Teacher or University employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the student teaching placement sites. University shall provide written notice to each Student Teacher regarding the lack of coverage of Workers' Compensation insurance by the District.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of



this Agreement shall be venued in the county in which the District is located.

3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this 17th date of April 2018.

School District Designee Cynthia M. Foley, Ed.D.

Regional Director, California State University's CalStateTEACH

GLENDALE UNIFIED SCHOOL DISTRICT

April 17, 2018

CONSENT CALENDAR NO. 21

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBJECT: **Acceptance of Gifts**

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

- a. Crescenta Valley High School Associated Student Body wishes to donate to the District \$850.00 to be used to pay stipends for cheer coaches at Crescenta Valley High School.
- b. Edison International wishes to donate to the District \$100.00 to be used to purchase instructional materials and supplies for use at Dunsmore Elementary School.
- c. Alliance Francaise De Pasadena wishes to donate to the District \$450.00 to be used to provide buses for field trips for students at Franklin Elementary School.
- d. Southern California School Nutrition Association wishes to donate to the District through the Nutrition Services Department \$137.96 to reimburse for January conference expense.
- e. Los Gringos Locos wishes to donate to the District through the Categorical Program Department a \$25.00 gift card to be used to support the Adelante Latinos event.
- f. The Apple Cart wishes to donate to the District through the Categorical Program Department a \$25.00 gift certificate to be used to support the Adelante Latinos event.
- g. The Arboretum wishes to donate to the District through the Categorical Program Department a \$25.00 coupon for \$25.00 off a one year Family Membership to be used to support the Adelante Latinos event.
- h. Warner Bros. Consumer Products wish to donate to the district through the Categorical Program Department a variety of products totaling \$987 in value to be used to support the Adelante Latinos event.
- i. Once Upon A Time wishes to donate to the District through the Categorical Program Department three \$25.00 gift cards to be used to support the Adelante Latinos event.

- j. Porto's Bakery and Café wish to donate to the District through the Categorical Program Department pastries with a value of \$227.00 to be used to support the Adelante Latinos event.
- k. Crescenta Valley High School Administrators wish to donate to the District through the Categorical Programs Department \$100.00 to be used to support the Adelante Latinos event.
- l. Anonymous donation to the District through the Categorical Programs Department of \$100.00 to be used to support the Adelante Latinos event.
- m. Gwendolyn Sexton Foundation wishes to donate to the District through the Categorical Programs Department \$1,000.00 to be used to support the Adelante Latinos event.
- n. Parker Anderson Learning Center wishes to donate to the District \$845.00 to be used to purchase instructional materials and supplies for use at Glenoaks Elementary School.
- o. Abraham Lincoln Elementary School Foundation wishes to donate to the District \$5,427.37 to be used toward backpack hooks outside of classrooms at Lincoln Elementary School.
- p. Parker-Anderson Learning Center-LA wishes to donate to the District \$360.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- q. Monte Vista Elementary PTA wishes to donate to the District \$1,246.35 to be used to purchase instructional materials and supplies for the computer lab at Monte Vista Elementary School.
- r. A. Torosyan and H. Torosyan wish to donate to the District \$50.00 to be used to purchase instructional materials and supplies for use in Mrs. Wammack's classroom at Monte Vista Elementary School.