

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

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

June 19, 2018  
Meeting No. 32  
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 32  
Administration Center  
And  
Yerevanyan Hwy 7  
Goris, Syunik Region  
Republic of Armenia**

**June 19, 2018**

*“Preparing our students for their future.”*

	<b>Please Note Times</b>
<b>4:30 P.M. -</b>	<b>Opening, Presentations, Acknowledgements &amp; Recognitions, Public Communications, Information, Action, Consent Calendar, Reports</b>
	<b>Closed Session</b>

In accordance with the Americans with Disabilities Act (ADA) the District will provide accommodations, with reasonable advanced notice, for any individual with a disability needing to participate in the Board Meeting and/or access the information herein. Please contact the Glendale Unified School District Public Information Office to request such 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 – 4:30 P.M.**

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance**
- 3. Certification of Compliance**

To accommodate the requirement of Government Code Section 54954.2 in accordance with the Brown Act revisions; the agenda for the meeting was posted on 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**

**B. PRESENTATIONS**

- 1. *New Doctoral Degrees in GUSD*** – Congratulations to the following staff for completing the doctoral program and receiving their degrees: Aida Babayan, Elwing S. Gonzalez, Michelle Tehrani Hartounian, Winfred B. Roberson, Jr., Cecily Skye Roberts, and Ian Sayer.

**B. PRESENTATIONS - continued**

2. *Angela Vasquez, California School Board Association Public Affairs and Community Engagement Representative (PACER)* – Presenting information to the Board on current CSBA initiatives.
3. *Glendale Council PTA* – Neda Farid-Farhoumand, PTA Council President, will present to the Board the yearly report of activities by the organization.

**C. ACKNOWLEDGEMENTS AND RECOGNITIONS**

a. *Wilson Middle School Student Earns Top Music Honors* – Sonya Siegel-Chanen an 8<sup>th</sup> grade student at Wilson Middle School earns a Gold Award for her Solo Performance at the California Music Educators Association’s State Solo and Ensemble Festival.

b. *Student Member, Board of Education* – Amira Chowdhury, graduate of Hoover High School has served with distinction as the student representative to the Board of Education during the 2017-2018 school year.

**D. 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.

**E. 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. Proposed Services Agreement between Glendale Unified School District and Playworks for Elementary Playground Supervision**

**16**

This report will provide the Board of Education with information on the proposed agreement with Playworks to provide training and ongoing coaching support for all yard duty leaders and assistants for the 2018-19 school year.

**3. Proposed Secondary Mathematics Dual Textbook Adoption for Integrated Math I-III**

**22**

This report will provide the Board of Education with information on a dual adoption of College Preparatory Mathematics (CPM) and Houghton Mifflin Harcourt (HMH) as the Integrated Math I-III curriculum materials, to be supplemented by additional resources, for Integrated Math I, II and III.

**E. INFORMATION - continued**

**4. Proposed Supplementary Textbooks for Use in High Schools in the Area of Mathematics 28**

The proposed supplementary textbooks are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the Mathematics Curriculum Study Committee. 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 textbooks to the Board of Education.

**5. Proposed Revised Board Policies Relating to Students, Student-Progress, Students-Welfare; and Business and Noninstructional Operations 29**

This report will provide the Board of Education with information on the need to revise existing Board Policies (BP) 5111 (Admission); BP 5111.1 (District Residency); BP 5125 (Student Records); BP 5131.2 (Bullying); BP 5145.9 (Hate-Motivated Behavior); and BP 3516 (Emergencies and Disaster Preparedness Plan) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**6. Proposed Adoption of Transitional Science Materials for Grades K-8 53**

This report will provide the Board of Education with information on the process followed and recommendations for interim transitional science curriculum materials for Grades K-8 (Mystery Science and STEMscopes). Current science textbooks are not aligned to the new California Next Generation Science Standards; therefore, interim materials are needed until publishers develop instructional materials that do align.

**7. Board of Education Priorities 56**

As part of the overall planning process, the Board of Education establishes priorities that identify major focus areas for the District. This report is being presented for the Board of Education to determine its long-term priorities for the District.

**8. Board of Education School Site Assignments for 2018-2019 58**

Each year, members of the Board of Education are assigned to various schools.

**9. Back to School and Open House Schedules for 2018– 2019 59**

This report informs the Board of Education of the Back to School and Open House schedules for all the schools in the District for the 2018-2019 school year.

**10. Update on Measure S and Facility Program 61**

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.

**F. ACTION**

**1. Adoption of District Budget for 2018-19 62**

The Superintendent recommends that the Board of Education adopt the 2018-19 District Budget as presented. Staff will make a presentation, which will provide members of the Board of Education information regarding the District's 2018-19 Budget.

**2. Approval of 2017-2020 Local Control Accountability Plan (LCAP) Annual Update 86**

The Superintendent recommends that the Board of Education approve the proposed 2017-2020 Local Control Accountability Plan (LCAP) Annual Update.

**F. ACTION - continued**

- 3. Approval of Secondary Mathematics Dual Textbook Adoption for Integrated Math I-III 91**

The Superintendent recommends that the Board of Education approve a school-by-school dual adoption of College Preparatory Mathematics (CPM) and Houghton Mifflin Harcourt (HMH) as the Integrated Math I-III curriculum materials, to be supplemented by additional resources.
- 4. Approval of Amendment No. 1 to Project Authorization No. 22 with tBP Architecture for Installation of Portable Buildings at Cloud Pre-School 97**

The Superintendent recommends that the Board of Education approve Amendment No. 1 to Project Authorization No. 22 with tBP Architecture for the installation of portable buildings at Cloud Pre-School in the amount of \$18,580.00.
- 5. Approval of Change Order No. 2 to Bid No. 113-15/16 with Chalmers Construction Services, Inc. for the Jefferson Elementary School Overcrowding Relief Grant 2-Story Building 101**

The Superintendent recommends that the Board of Education approve Change Order No. 2 to Bid No. 113-15/16 with Chalmers Construction Services, Inc. for the Jefferson Elementary School Overcrowding Relief Grant 2-Story building at in the amount of \$221,384.48.
- 6. Approval of Change Order No. 1 to Bid No. 158-17/18 with Pinguelo Construction for Window Replacement, Phase III at R.D. White Elementary School and Notice of Completion 103**

The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 158-17/18 with Pinguelo Construction for window replacement at R.D. White Elementary School in the amount of \$3,788.25 and a Notice of Completion.
- 7. Approval of Amendment No. 2 to Independent Consultant Agreement No. 271 with MTGL, Inc. for Verdugo Woodlands Elementary School Overcrowding Relief Grant Building's Specialty Inspection Services 106**

The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 271 with MTGL, Inc. for Verdugo Woodlands Elementary School Overcrowding Relief Grant Building's Specialty Inspection Services in the amount of \$27,946.05.
- 8. Award of Bid No. 174-17/18 for Renovation of Bleachers at Crescenta Valley High School North Gym 120**

The Superintendent recommends that the Board of Education award Bid No. 174-17/18 for the renovation of bleachers at Crescenta Valley High School North Gym to Corvus Industries, Ltd., dba FaciliServ in the amount of \$12,213.00.
- 9. Award of Bid No. 175-17/18 for Renovation of Bleachers at Glendale High School South Gym 121**

The Superintendent recommends that the Board of Education award Bid No. 175-17/18 for the renovation of bleachers at Glendale High School South Gym to Corvus Industries Ltd., dba FaciliServ in the amount of \$36,413.00.
- 10. Resolution No. 34 – Temporary Inter-Fund Cash Borrowing – Child Development Fund 122**

The Superintendent recommends that the Board of Education adopt Resolution No. 34 to allow Temporary Inter-fund Cash Borrowing.

**F. ACTION - continued**

- 11. Approval for Amendment with Aequitas for Q Maintenance and Support 124**
- The Superintendent recommends that the Board of Education approve an amended maintenance and support renewal agreement for the District's Q Student Information System with Aequitas for the 2018-19 school year to include the component Q Pulse for an additional amount of \$73,361.66.
- 12. Approval of Contract with Panorama Education for Social-Emotional Learning Survey for Students 147**
- The Superintendent recommends that the Board of Education approve a contract with Panorama Education in the amount of \$52,850 to provide research-based social-emotional learning survey to students.
- 13. Approval of Adoption of Transitional Science Materials for Grades K-8 149**
- The Superintendent recommends that the Board of Education approve the adoption of interim transitional science curriculum materials (Mystery Science for Grades K-5 and STEMscopes for Grades 6-8). Current science textbooks are not aligned to the new California Next Generation Science Standards; therefore, interim materials are needed until publishers develop instructional materials that do align.
- 14. Approval of Agency Contracts for Special Education Services for the 2018-2019 School Year 152**
- The Superintendent recommends that the Board of Education approve the contracts between Glendale Unified School District and various agencies to provide special education services for students not to exceed \$4,730,000.
- 15. Resolution No. 35 – Annual Agreement for Contract No. CSPP-8196 with the California Department of Education, Child Development Division, for the State Preschool Programs 2018-2019 154**
- The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for the State Preschool Programs with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$1,961,588.
- 16. Resolution No. 36 – Annual Agreement for Contract No. CCTR-8089 with the California Department of Education, Child Development Division, for the General Child Care and Development Programs 2018-2019 156**
- The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for General Child Care and Development Programs with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$2,162,717.
- 17. Approval of Agreement Between Glendale Unified School District and Beach Cities Learning 158**
- The Superintendent recommends that the Board of Education approve an agreement with Beach Cities Learning for the 2018-2019 school year in the amount of \$225,000 and \$75 per hour for additional therapy.
- 18. Approval of Memorandum of Understanding with Foothill SELPA and Hathaway-Sycamores Child and Family Services 163**
- The Superintendent recommends that the Board of Education (Administrative Unit for the Foothill SELPA) approve a Memorandum of Understanding between Foothill SELPA and Hathaway-Sycamores Child and Family Services agency for the 2018-2019 school year in the amount of \$328,050 for educational services and an amount up to \$122,232 for therapeutic services.

**F. ACTION - continued**

- 19. Approval of Services Agreement with ARDA Campaigns 171**
- The Superintendent recommends that the Board of Education approve the services agreement with ARDA Campaigns for District-wide mailer for community outreach.
- 20. Contract Approval - Assistant Superintendent, Educational Services 178**
- The Superintendent recommends that the Board of Education approve the employment contract for Dr. Kelly King, Assistant Superintendent, Educational Services.
- 21. Amendment to the Contract with Maxim Healthcare Services, Inc. DBA Maxim Staffing Solutions 182**
- The Superintendent recommends that the Board of Education approve an amendment to the contract between Glendale Unified School District and Maxim Healthcare Services, Inc. DBA Maxim Staffing Solutions for providing contracted nursing staff to meet the needs of students.
- 22. Resolution No. 37 – Board Policy 9250 – Compensation, Reimbursement, and Other Benefits 183**
- The Superintendent recommends that the Board of Education adopt Resolution No. 37 in relation to the provisions of Board Policy 9250 – Compensation, Reimbursement, and Other Benefits.

**G. 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 185**
- The Superintendent recommends that the Board of Education approve the Minutes, as listed.
- a. Regular Meeting No. 30 June 4, 2018
  - b. Special Meeting No. 31 June 8, 2018
- 2. Certificated Personnel Report No. 20 206**
- The certificated report recommends approval of the following:
- An extension of maternity leave of absence, a parental leave of absence, extension of health leaves of absence, extension of family & medical leaves of absence, a home responsibility leave of absence, a military leave of absence, additional assignments, a change of management position, elections hourly/daily, additional compensation, transportation authorization - management positions, transportation authorizations, authorizations, revision to previous personnel reports, personal services agreements and conference/workshop/meeting authorizations.
- 3. Classified Personnel Report No. 19 252**
- The classified report recommends approval of the following:
- Medical leave of absence; extension of medical leave of absence; maternity leave of absence; extension of maternity leave of absence; family & medical leave of absence; extension of family & medical leave of absence; election from eligibility list; termination - exhaustion of benefits; additional assignment temporary - at established rate of pay; change of assignment; revisions to previous board reports; election of classified hourly substitute; election of classified/non classified hourly substitute; personal services agreements; and transportation authorizations.

**G. CONSENT CALENDAR - continued**

- 4. Warrants 295**
- The Superintendent recommends that the Board of Education approve Warrants totaling \$20,382,177.97 for May 1, 2018 through June 13, 2018.
- 5. Purchase Orders 301**
- The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,177,292.45 for the period of May 21, 2018 through June 1, 2018.
- 6. Appropriation Transfer and Budget Revision Report 314**
- 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. Appropriation Transfers at Year-End 321**
- The Superintendent recommends that the Board of Education authorize the Los Angeles County Office of Education (LACOE) to make appropriation transfers between major objects of expenditures at the close of the fiscal year 2017-18.
- 8. Contract for Mandated Cost Claim Services for Fiscal Year 2018-19 with Axiom Analytix 323**
- The Superintendent recommends that the Board of Education approve a contract with Axiom Analytix for claims processing services to be performed during fiscal year 2018-19 for a projected amount of \$15,000.
- 9. Agreements with Various Law Firms to Provide Legal Services for the District for 2018-19 School Year 328**
- The Superintendent recommends that the Board of Education approve agreements with various law firms to provide legal services for the District for 2018-19 school year.
- 10. Approval of Agreement with Hacienda La Puente Unified School District for the Sale of Eleven (11) Portable Buildings at Verdugo Woodlands Elementary School 329**
- The Superintendent recommends that the Board of Education approve the agreement with the Hacienda La Puente Unified School District for the sale of eleven (11) portable buildings at Verdugo Woodlands Elementary School at a cost of \$11.00.
- 11. Approval of Agreement for the Sale of Eight (8) Portable Buildings at La Crescenta Elementary School 334**
- The Superintendent recommends that the Board of Education approve the agreement with Long Beach Unified School District for the sale of six (6) portable buildings at La Crescenta Elementary School at a cost of \$6.00; and the agreement with Val Verde Unified School District for the sale of two (2) portable buildings at La Crescenta Elementary at a cost of \$2.00.
- 12. Agreement with York Risk Services Group, Inc. to Provide Third Party Claims Administration 343**
- The Superintendent recommends that the Board of Education approve an agreement with York Risk Services Group, Inc. to provide third party claims administration on workers' compensation claims that were previously serviced through the SLIM JPA from July 1, 2018 through June 30, 2019 for \$48,000.



**G. CONSENT CALENDAR - continued**

- 13. Approval of Course of Study Outlines for Use in High Schools in the Areas of Career Technical Education, Visual and Performing Arts, and World Languages and Culture 368**
- The Superintendent recommends that the Board of Education approve course of study outlines (Life Management & Career Development; Construction 1-2; Construction 3-4; Construction 5-6; Technical Cabinet Making & Carpentry 7-8; Technical Cabinet Making & Carpentry 9-10; Honors Studio Art 3-4; and Japanese Language & Culture 5-6) for use in high schools in the areas of Career Technical Education, Visual and Performing Arts, and World Languages and Cultures.
- 14. Approval of Basic and Supplementary Textbooks for Use in Elementary, Middle and High Schools in the Areas of Career Technical Education, Social Science, Mathematics, English, and Foreign Language 424**
- The Superintendent recommends that the Board of Education approve basic and supplementary textbooks for use in elementary, middle and high schools in the areas of Career Technical Education, Social Science, Mathematics, English and Foreign Language.
- 15. Approval of New or Revised Board Policies Relating to Students, Students-Welfare; Community Relations; and Philosophy, Goals, Objectives and Comprehensive Plans 429**
- The Superintendent recommends that the Board of Education approve new or revised Board Policies (BP) 5113.1 (Chronic Absence and Truancy); BP 5145.13 (Response to Immigration Enforcement); BP 5144 (Discipline); BP 5145.3 (Nondiscrimination/Harassment); BP 1330 (Public Activities Involving Staff, Students or School Facilities-Use of School Facilities); and BP 0410 (Nondiscrimination in District Programs and Activities) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 16. Adoption of Los Angeles County Plan for Expelled Pupils 448**
- The Superintendent recommends that the Board of Education adopt the Los Angeles County Plan for Expelled Pupils (triennial update).
- 17. Approval of Waiver Requests 484**
- The Superintendent recommends that the Board of Education approve waiver requests from the Collective Bargaining Agreement based on proposals submitted by various District school sites and approved by the District Review committee commencing in the 2018-2019 school year.
- 18. California Desired Results Systems of Accountability 486**
- The Superintendent recommends that the Board of Education adopt the action plans developed by the Early Education and Extended Learning Programs Department to comply with the California Department of Education, Early Education and Support Division, Desired Results System of Accountability as detailed in the Program Self-Evaluation Process Report.
- 19. Annual Application for Funds Under the Consolidated Application and Reporting System (CARS) for Categorical Aid Programs 2018-2019 (Spring and Winter Collection) 491**
- The Superintendent recommends that the Board of Education approve the submission of the annual Consolidated Application and Reporting System (CARS) for 2018-2019, which is required to receive funds for categorical programs.

**G. CONSENT CALENDAR - continued**

- 20. Approval of Single Plans for Student Achievement (SPSAs) 498**
- The Superintendent recommends that the Board of Education approve the 2018-2019 Single Plans for Student Achievement (SPSAs) for schools participating in one or more state/federal programs.
- 21. Approval of the Waiver and the Single Plan for Student Achievement (SPSA) for Keppel Elementary School to Continue Operating as a Title I Schoolwide Program in 2018-2019 School Year 499**
- The Superintendent recommends that the Board of Education approve the waiver and the Single Plan for Student Achievement (SPSA) for Keppel Elementary School to continue operating as a Title I Schoolwide Program in 2018-2019.
- 22. Approval of Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment Program 501**
- The Superintendent recommends that the Board of Education approve the Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment Program to provide a two-week Summer Academy for identified refugee students in the amount of \$30,000.
- 23. Approval of Live Streaming Services from Studio Spectrum for 2018-2019 517**
- The Superintendent recommends that the Board of Education approve the live streaming proposal from Studio Spectrum for the 2018-19 school year for a total amount of \$11,250.
- 24. Approval of Amendment to the Contract with Sunbelt Staffing 519**
- The Superintendent recommends that the Board of Education approve the amendment to the contract between Glendale Unified School District and Sunbelt Staffing in the amount of \$15,000 for providing contracted school psychologists to meet the needs of students during the 2017-18 school year.
- 25. Approval of Agency Contracts for Special Education Services for the 2018-19 School Year 520**
- The Superintendent recommends that the Board of Education approve the contracts between Glendale Unified School District and various agencies to provide special education services for students not to exceed \$143,000.
- 26. Approval of Special Education Master Contracts 521**
- The Superintendent recommends that the Board of Education approve contracts between Glendale Unified School District and state-certified non-public schools (NPS) and non-public agencies (NPA) that provide services to students in special education programs, as specified on each student's Individualized Education Plan (IEP).
- 27. Approval of Memorandum of Understanding with Didi Hirsch Mental Health Services for Counseling Services 523**
- The Superintendent recommends that the Board of Education approve a Memorandum of Understanding with Didi Hirsch Mental Health Services to provide counseling services to GUSD students.
- 28. Approval of Agreement with the University of Southern California for School Counseling Interns 533**
- The Superintendent recommends that the Board of Education approve an agreement between Glendale Unified School District and the University of Southern California School of Social Work to provide interns for social and emotional support to GUSD students and their families of the 2018-2021 school years.

**G. CONSENT CALENDAR - continued**

**29. Approval of Agreement with the University of California, Los Angeles, for Social Work Interns 541**

The Superintendent recommends that the Board of Education approve an agreement between Glendale Unified School District and the University of California, Los Angeles (UCLA) for students in the UCLA Department of Social Welfare to gain practical field work learning experiences in GUSD schools.

**30. Approval of Memorandum of Understanding with Hathaway-Sycamores for Providing Educational Support Services 548**

The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and Hathaway-Sycamores Child and Family Services agency for the 2018-2019 school year for the delivery of Educational Support Services (ESS).

**31. Approval of Consultant Agreement with Trusted Messenger Marketing (TMM) 554**

The Superintendent recommends that the Board of Education approve the consulting agreement with Trusted Messenger Marketing (TMM) for social media and online management in the amount of \$28,000 for the 2018-2019 school year.

**32. Acceptance of Gifts 572**

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

**H. REPORTS AND CORRESPONDENCE**

**1. Board**

**2. Superintendent**

**I. CLOSED SESSION**

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

**2. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.**

**3. Conference with 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.

**4. Conference with Legal Counsel - Anticipated Litigation – Initiation of litigation pursuant to section 54956.9(c): One potential case**

Unified Agenda

June 19, 2018

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**J. RETURN TO REGULAR MEETING**

**K. ADJOURNMENT**

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 1

TO: Board of Education

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

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

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

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The resignations and retirements of the following employees have been accepted by the 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. Amiri, Melina Effective 3/08/18  
Education Assistant I  
Jefferson Elementary School
2. Ballout, Fatme Effective 6/06/18  
Education Assistant I  
Franklin Elementary School
3. Castellanos, Cesar Effective 6/01/18  
Education Assistant II  
Edison Elementary School
4. Hovakimian, Melineh Effective 3/09/18  
Education Assistant I  
Roosevelt Middle School
5. Jacobson, Karen Effective 6/08/18  
Education Assistant I  
Lincoln Elementary School
6. Larsen, Cristina Effective 6/29/18  
Early Education Teacher  
Dunsmore Elementary (EEELP)

Resignations (Cont.):

- |     |  |                   |
|-----|--|-------------------|
| 7.  | Mkrtchyan, Lilit<br>Education Assistant I<br>Cerritos Elementary School                    | Effective 6/7/18  |
| 8.  | Nersisyan, Lilit<br>Education Assistant I<br>Columbus Elementary School                    | Effective 3/16/18 |
| 9.  | Scaletta, Linda<br>Assistant Director, Nutrition Services<br>Nutrition Services Department | Effective 6/08/18 |
| 10. | Seiler, David<br>Special Education Teacher<br>Crescenta Valley High School                 | Effective 6/07/18 |

Retirements:

- |    |   |  |
|----|---|--|
| 1. | Ashman, Donald<br>Latin/World History Teacher<br>Hoover High School         | Effective 6/08/18<br>35 years of service           |
| 2. | Bretz, Christa<br>ELD Teacher<br>Glendale High School                       | Effective 6/08/18<br>41 years of service           |
| 3. | Ghazarian, Wanik<br>Custodian I<br>Facility & Support Operations Department | Effective 8/01/18<br>11 years, 9 months of service |
| 4. | Lewsadder, Gregory<br>Plumber<br>Facility & Support Operations Department   | Effective 7/05/18<br>19 years, 6 months of service |
| 5. | Marachelian, Astrid<br>Math Teacher<br>Hoover High School                   | Effective 6/08/18<br>21 years of service           |

Retirements: - Continued

- |    |   |   |
|----|---|---|
| 6. | Noya, Nancy<br>Assistant Physically Handicapped<br>College View School        | Effective 12/22/18<br>16 years, 5 months of service |
| 7. | Przybyla, Stephen<br>Applied Tech./English Teacher<br>Roosevelt Middle School | Effective 6/08/18<br>32 years, 3 months of service  |
| 8. | Sanzo, Judy<br>College Career Prep Teacher<br>Clark Magnet High School        | Effective 6/08/18<br>26 years, 8 months of service  |
| 9. | Snodgress, Steven<br>Social Science Teacher<br>Glendale High School           | Effective 8/01/18<br>24 years, 5 months of service  |

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 2

TO: Board of Education

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

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

PREPARED BY: Dr. Mary Mason, Executive Director, Elementary Education

SUBJECT: **Proposed Services Agreement between Glendale Unified School District and Playworks for Elementary Playground Supervision**

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With the newly negotiated elimination of yard duty supervision for elementary teachers, the Department of Human Resources and Educational Services have been working to hire the necessary personnel for supervision and develop a plan to provide professional development to support the new staff.

Playworks, a leading organization in Southern California and in the nation, is known for their expertise in using play as a tool to promote healthy behaviors and increase social and emotional learning, at recess and throughout the school day, with both children and adults.

Playworks staff facilitate the ability for students to achieve the following:

- Feel physically and emotionally safe, focus on learning, and apply simple conflict resolution techniques to disagreements.
- Learn skills such as how to establish positive relationships, demonstrate empathy and respect, and make responsible decisions.

The Glendale Unified School District (GUSD) is proposing to implement Playworks' Services to provide training and coaching to all new recess and yard supervision staff members. The goal over the next year is to build skill levels and abilities to a point where each recess staff member is proficient and confident in maintaining a safe, engaging and positive recess climate. This service will create new capacity and systems for safe and healthy play across all elementary school sites, which research shows ultimately creates a positive school culture.



To support this plan, Playworks has proposed to provide the following support:

- **School-Site Skill Building:** By using Playworks Pro, a staff training program, a trainer will design and deliver no less than five professional development sessions with school site recess teams and leads.
- **School-Site Implementation Coaching:** Each elementary school site will have a dedicated Playworks Instructional Coach on-site two times per month to work directly with school leaders and staff. They will support implementation of the new skills and techniques introduced via Playworks Pro. Two Instructional Coaches will be supported by a Playworks District Services Manager that will also be responsible for ongoing communication at the District level providing ongoing updates of progress.
- **District Partnership:** Playworks executive leaders will work with the District to create a plan and strategy for long-term success building capacity for GUSD personnel to maintain the program on its own.

The Playworks proposal includes:

- A) **Playworks Instructional Coach** - Provides a focus on coaching for school-level teams. The Instructional Coach is a year-long investment to sustain strong team practices and stronger school culture.

**Team Coaching: Embed Proven Outcomes**

Teams coached to use research-based Great Recess Framework (GRF) to self-assess and manage strong recess outcomes. Playworks' techniques are proven to result in less bullying, increased feelings of safety at school, more vigorous physical activity, and students more ready to learn. This would also assist in closing the gaps in staff skills in critical areas like group management, game facilitation, positive recess systems, conflict resolution and mediation.

**Playful School Culture: Team Approach to Non-Academic Time**

A multidisciplinary approach, to include teachers, behavioral specialists, and other school staff, to focus on recess and play will be built. School and team goals and action plans for using recess and play to enhance school climate will be established.

**B) Playworks Pro - Staff Training Program and Online Learning Resources.**

**Staff Training Programs:** Designed for playground supervisors, educators, and youth workers who support playground activities, Playworks Pro leverages the power of play to accelerate kids' learning and wellness. High-energy workshops with coaching and support services is delivered by professional trainers to achieve District and school goals for creating and sustaining safe and healthy play at recess. All of the programs are taught by professional trainers and have been carefully designed to impart tangible tools. The objective is for staff to become more successful in helping youth play well together, share, resolve conflicts, and develop leadership.

**C) Online Learning Resources - A series of curated on-demand mini video modules that help harness the power of play with low barrier, easily implemented, on-demand, actionable content that supports sustained outcomes.**

- Manage Groups
- Facilitate Games
- Resolve Conflicts
- Build a Better Recess

The total price quoted by Playworks is \$11,250.00 per school. Staff has not made a determination to proceed with this contract, but is presenting this information to the Board of Education as a possible avenue of support for yard duty supervision at all elementary schools for the 2018-19 school year.



**PLAYWORKS**  
for every kid.



## Playworks is a universal intervention.

Playworks teaches schools how to create a **positive recess experience for every kid**. By shifting behavior on the playground, schools can expect to see more positive student engagement, more fun play opportunities and reduced bullying behavior so students can **return to the classroom ready to learn**.

Schools that use Positive Behavior Interventions and Supports (PBIS) frameworks have attributed dramatic decreases in disciplinary referrals to Playworks programs.

See how Playworks professional development program impacted a school's student behavior in the Gresham-Barlow School District. The SWIS data (below) compares two school years – before Playworks and after Playworks was implemented:

### Research on Playworks

At Playworks schools, kids:

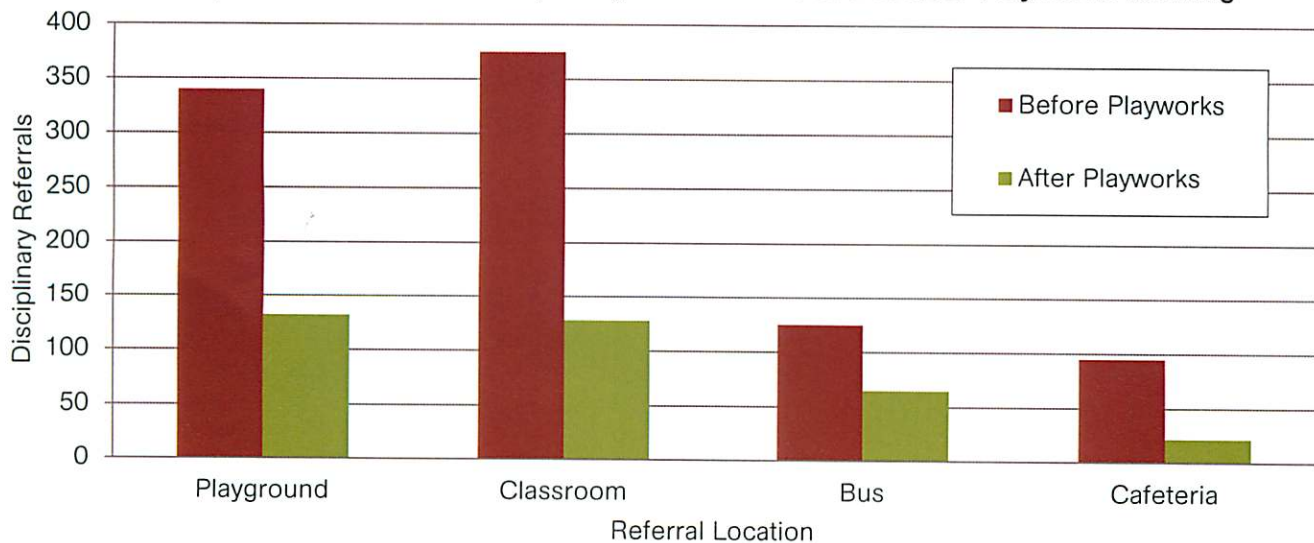
- Feel safer and practice positive behavior
- Experience less bullying behavior
- Are ready to learn

Playworks schools have:

- Fewer disciplinary incidents
- Fewer injuries
- Improved transitions from the playground to the classroom

Findings are from a study conducted by Stanford University and Mathematica Policy Research (2013) and a training evaluation conducted by a third party evaluator (2013).

Comparison of Annual Disciplinary Referrals Before & After Playworks Training



Learn more at [playworks.org/training](http://playworks.org/training)

# Bring Out The Best In Your Students, Through Play



PLAYWORKS



## Playworks Coach

Support play throughout your school community with a full-time Playworks coach. A Playworks coach facilitates positive play throughout the school day and after school. The coach mentors “Junior Coach” student leaders, teaches games to students and teachers, and runs after-school sports leagues.

Join 29 schools in Southern California.



## Playworks TeamUp

Collaborate with an on-site Playworks recess expert to empower your playground team. An on-site coordinator teaches, models, and empowers a sustainable recess program for one week each month. Your school designates a recess coach and recess team to support safe, healthy play at recess, during transitions, and through a Junior Coach program.

Join 48 schools in Southern California.



## Playworks Pro

Build capacity for positive play with Playworks professional development. Hands-on trainings and support empower school staff, paraprofessionals, and youth-serving organizations to create and maintain a great recess and play environment throughout the school year.

Join 80 schools and youth organizations in Southern California.

See our partners: [playworks.org/socal/schools](http://playworks.org/socal/schools)

Learn more: [playworks.org/services](http://playworks.org/services)

Playworks helps schools, districts, and youth programs create recess and play environments where all kids feel included, stay active, and build valuable social and emotional skills. Playworks aims for 3.5 million kids in 7,000 elementary schools across the country to experience safe, healthy play every day by 2020.

Every year, Playworks surveys our partner schools to learn about the impact of our programs and find ways to improve. Here are a few highlights from educators surveyed this year:

**98%** report an increase in the number of students who are physically active

**97%** agree that Playworks creates a safe and effective learning environment

**95%** agree that Playworks improves overall school climate

**19** hours: average teaching time recovered by teachers!



“Playworks has been highly successful at our school. The results: an immediate decrease in bullying and an increase in positive student interaction on the playground. Playworks has been a major part of improving our school. The staff is excellent and the impact on students is amazing!”

—Kery Jackson, Principal  
WOODCREST ELEMENTARY, LOS ANGELES

# By the numbers

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**43%** **DIFFERENCE** in students who are engaged in more vigorous physical activity



Accelerometer data showed that children in Playworks schools spent significantly more time in vigorous physical activity at recess (14% versus 10% of recess time, which is a 43% difference).<sup>ii</sup>



**43%** **DIFFERENCE** in bullying in Playworks schools

Teachers in Playworks schools reported significantly less bullying and exclusionary behavior during recess, a 43% difference in average rating scores.<sup>ii</sup>

**34%**

**FEWER MINUTES** transitioning from recess to learning activities

Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes).<sup>ii</sup>



**20%** **HIGHER AVERAGE** safety rating



Playworks teachers' average rating of students' feelings of safety at school was 20% higher than the average ratings reported by teachers in control schools.<sup>ii</sup>

<sup>i</sup> Results from our 2017 annual survey of administrators, teachers, and support staff at our partner schools. For more information, please contact [info@playworks.org](mailto:info@playworks.org), or visit [playworks.org/socal/annual-survey](http://playworks.org/socal/annual-survey).

<sup>ii</sup> Results from a randomized control trial evaluation of Playworks Coach service model conducted by Stanford University and Mathematica Policy Research. For more information, please contact [info@playworks.org](mailto:info@playworks.org), or visit [playworks.org/stanford-mathematica-study-2013](http://playworks.org/stanford-mathematica-study-2013).

Since 2009, Playworks has been bringing safe, healthy play to elementary schools in Southern California.



**Make play work at your school.  
Get in touch!**

Playworks Southern California  
460 E Carson Plaza Dr. Suite 106  
Carson, CA 90746  
310.822.4172

[playworks.org/schools](http://playworks.org/schools)

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. 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 Dual Textbook Adoption for Integrated Math I-III**

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**Background**

GUSD secondary math teachers piloted two textbooks for adoption for Integrated Mathematics courses. Piloting occurred in all middle school and high school Integrated Math I classrooms. A team of 11 high school teachers from across the District also piloted lessons from the Integrated Math II and III books from both publishers.

The final teacher vote was almost evenly divided between the two textbooks (19 votes for HMH, 18 votes for CPM). The Secondary Education Council, comprised of the middle and high school principals, were also not unanimous in their vote between the two textbooks (2 votes for HMH, 6 votes for CPM).

This adoption was brought to the Board of Education at the April 17, May 1, May 15, and June 4, 2018 Board meetings. At the June 4, 2018 Board of Education meeting, the Board expressed their desire to pursue a dual adoption of both textbooks and requested information regarding a dual adoption be brought back to them at the June 19, 2018 Board of Education meeting as well as for action.

**Dual Adoptions Models**

The three different options for a dual adoption are:

- Teacher-by-Teacher: Each teacher individually chooses one of the two adopted textbooks.
- Dual Adoption for Every Teacher: Every teacher is provided class sets of both adopted textbooks.
- School-by-School: Each school chooses which of the two textbooks to adopt.

**Dual Adoption, Teacher by Teacher:**

Pros:

- Provides teacher choice and ownership of the curriculum being implemented.
- Potentially provides both curricula at every school as options for students.

Concerns:

- Some students move classes after the school year has begun. Schedule changes come as a result of requests from parents, changes in enrollment in other courses, and/or moves due to disciplinary actions (i.e., in order to separate students). A teacher-by-teacher adoption would limit the options for student placement when these changes occur. It could result in a mid-year change to the curriculum a student is being taught if space in a classroom is not available for the period needed, thereby creating gaps in instruction.
- Students who move up from Integrated I to Integrated II, and then to Integrated III may have different curricula depending on the teachers they are assigned. These students would not benefit from the consistency having multiple-year, in-depth instruction of one curriculum for Integrated I, II, and III. Students may also have gaps in instruction as the two curricula have very different pacing within and across years.
- Schools with smaller numbers of math teachers may not have access to both curricula for students based on teacher choice.
- Students/parents might “teacher shop” and use curriculum as reason.
- Adds complication to master schedules, transcripts, and scheduling of students.
- Opportunities for teacher collaboration would be limited within a school’s math department to those peers who chose the same curriculum; singleton teachers who do not have peers teaching the same curriculum would then be forced to teach in isolation.
- Analysis of success or weaknesses in the math curriculum would be limited as State results are not disseminated teacher-by-teacher.
- School would need to provide different options for intervention during the school year as well as summer school courses using both curricula.
- Would need to contact teachers immediately, during their summer vacations, to make a decision regarding what curricula they want to use to place the order for materials.
- Counselors would need to change master schedule to place students in CPM or HMH based on teacher choice, parent requests, and counselor recommendations.
- Would need to order additional materials for every school to account for new teachers being hired (late decisions regarding choice of curricula) and teachers changing their minds regarding which curricula to teach. It is projected that there

is a need to purchase 80% for both curricula to address need to have stock on hand for teacher choice.

Cost Analysis:

School	Courses	CPM*	HMH	Total
All Middle and High Schools	Integrated I-III	\$556,186.72	\$805,921.24	<b>\$1,362,107.96</b>

*\*Cost for CPM is significantly less because GUSD has already purchased Integrated I Textbooks for the Pilot. The HMH books were consumables and need to be replaced with textbooks.*

**Dual Adoption for Every Teacher:**

Pros:

- All teachers would have access to both curricula.
- Potentially provides access to both curriculum for all students.

Concerns:

- a-g approvals for 2018-19 written based on one course or the other, not on a combination of curriculums. Deadline has passed to submit another course that blends the two curricula.
- All teachers would have to be fully trained in both programs, even if that program is not the curriculum they choose to use. Training could require up to ten days out of the classroom.
- Teachers would have to negotiate between two core programs for pacing their instruction.
- Neither program could be taught with fidelity given the limited number of school days.
- Pacing of the two programs is significantly different as standards are taught or re-visited at different points of the school year.
- Analysis of success or weaknesses in the math curriculum would be limited as it would be difficult to determine which program teachers are using and if results are due to successes or gaps in implementing one program over the other.
- This would be the most expensive option as both programs would need to be purchased for every teacher, whether or not they actually use both programs.

Cost Analysis:

School(s)	Courses	CPM*	HMH	Total
All Middle and High Schools	Integrated I-III	\$695,233.40	\$1,007,401.55	<b>\$1,702,634.95</b>

*\* Cost for CPM is significantly less because GUSD has already purchased Integrated I Textbooks for the Pilot. The HMH books were consumables and need to be replaced with textbooks.*



**Dual Adoption, School by School:**

Pros:

- Allows for fidelity of implementation.
- Clear majorities of teachers at individual school sites prefer one curriculum over the other.
- Allows for a comprehensive study of the best curriculum for GUSD. After three years of implementation, students starting Integrated I in 9th grade during the 2018-19 school year will take the CAASPP test in 11th Grade. Analysis of which schools showed more gains over the three years using CPM and HMH would provide definitive data on which program was more effective.
- Allows for the development of strong collaborative teams of teachers. Teachers at each school site would be able to collaborate on instructional planning, pacing, assessment and interventions with all other teachers at the school teaching the same course.
- Formative assessments could be developed, administered and analyzed across teachers within the math department team.
- Student progress could be analyzed for each curriculum using formative assessments across school sites and State assessments.
- Professional development could be focused on department teams.
- Materials could be purchased for each site, accounting for projected student enrollment across all Integrated I-III classes.

Concerns:

- Teachers may have to teach a program that was not their personal choice.
- Parents may request a special curriculum permit to transfer to a school using their preferred curriculum.
- Districtwide collaboration will be limited.

Cost Analysis:

School	Courses	CPM*	HMH	Total
Clark, Daily, Glendale, Roosevelt, Wilson	Integrated I-III	\$238,550.00		
Crescenta Valley, Hoover, Rosemont, Toll	Integrated I-III		\$567,509.87	
<b>Total</b>		\$238,550.00	\$567,509.87	<b>\$806,059.87</b>

*\* Cost for CPM is significantly less because GUSD has already purchased Integrated I Textbooks for the Pilot. The HMH books were consumables and need to be replaced with textbooks.*

Comparative Cost Analysis:

Option	CPM Total Cost	HMH Total Cost	Combined Total Cost
Teacher-by-Teacher	\$556,186.72	\$805,921.24	<b>\$1,362,107.96</b>
Dual Adoption for Every Teacher	\$695,233.40	\$1,007,401.55	<b>\$1,702,634.95</b>
School-by-School	\$238,550.00	\$567,509.87	<b>\$806,059.87</b>

Recommendations

After consideration of all factors, the Superintendent recommends the dual adoption of CPM and HMH, school by school, for Integrated Mathematics I – III, for a period of three school years, to be supplemented by additional resources.

The adoption would be for 2018-19, 2019-20, and 2020-21. In 2021-22, the Curriculum Review and Evaluation process will begin to examine the effectiveness of the dual adoption in accordance with Board Policy/Administrative Regulation 6141. In 2021-22 the Curriculum Study Committee and Secondary Education Council will conduct an “[analysis] of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population.” This analysis would result in:

- An extension of the dual adoption;
- A recommendation of a single adoption of either CPM or HMH; or
- Consideration of new curriculum that better meets the needs of students.

Next Steps

Discussions among teachers and the Math Curriculum Study Committee (CSC) members throughout the process make it clear that supplementary resources are needed to bolster the program with the strengths offered by the other program. Additional resources will be needed to help teachers integrate in direct instruction and practice. Upon Board approval of an adoption, the Teaching & Learning Department will work with a committee of Integrated Math I-III teachers to determine the best supplementary resources, including resources from the curriculum not adopted, as core materials.

The Teaching and Learning Department will work with the CSC and school sites to ensure that all Integrated I, II, and III teachers receive the necessary professional development and support to make the instructional shifts necessary to implement the new curriculum with fidelity.

The Teaching and Learning Department will schedule a series of parent meetings to be held at each high school to introduce the new curriculum to the parents/guardians and to provide parents/guardians with resources to assist their student(s) at home as needed.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 4

TO: Board of Education

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

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Proposed Supplementary Textbooks for Use in High Schools in the Area of Mathematics**

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The proposed supplementary textbooks are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the Mathematics Curriculum Study Committee. 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 textbooks to the Board of Education.

**HIGH SCHOOLS**

**Department: Mathematics**

AP Calculus AB/BC, Grades 9-12  
Barron's AP Calculus  
(Supplementary)  
by David Boc, Dennis Donovan, Shirley O. Hockett  
Published by Barron's Educational Series, Inc., 2017

AP Calculus AB/BC, Grades 9-12  
Calculus 3rd Ed. Student Hardbound Set with eBook  
(Supplementary)  
by CMP, unknown

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 5

TO: Board of Education

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

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

SUBJECT: **Proposed Revised Board Policies Relating to Students, Students-Progress, Students-Welfare; and Business and Noninstructional Operations**

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This report will provide the Board of Education with information on the need to create a new or revise existing Board Policies (BP) 5111 (Admission); BP 5111.1 (District Residency); BP 5125 (Student Records); BP 5131.2 (Bullying); BP 5145.9 (Hate-Motivated Behavior); and BP 3516 (Emergencies and Disaster Preparedness Plan) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 5111 – Admission**

CSBA Update May 2018  
Last GUSD Update May 2017

Staff is recommending that the policy be updated using CSBA suggested language to reflect state law prohibiting the collection of social security numbers or the last four digits of the social security numbers of students or their parents/guardians, unless otherwise required by law. The updated policy also reflects a new State law, AB 699, which prohibits districts from inquiring into students' citizenship or immigration status and the California Attorney General's model policy which provides that, under the limited circumstances when such information must be collected to comply with eligibility requirements for special state or federal programs, such information should be collected separately from the school enrollment process.

**BP 5111.1 – District Residency**

CSBA Update May 2018  
Last GUSD Update May 2017

Staff is recommending that the policy be updated using CSBA suggested language to reflect a new state law, AB 699, which prohibits districts from collecting information or documents regarding the citizenship or immigration status of students or their family members.

### **BP 5125 – Student Records**

CSBA Update	May 2018
Last GUSD Update	September 2015

Staff is recommending that the policy be updated using CSBA suggested language to reflect the California Attorney General's model policy, developed pursuant to AB 699, which (1) prohibits districts from collecting information regarding students' citizenship or immigration status; and (2) requires district staff to receive training in the gathering and handling of sensitive student information. The revised policy also reflects state law limiting the collection of students' social security numbers or the last four digits of the social security numbers, and a new State law, SB 31, which prohibits districts from assisting in the compilation of a list, registry, or database based on students' national origin, ethnicity, or religion.

### **BP 5131.2 – Bullying**

CSBA Update	May 2018
Last GUSD Update	September 2015

Staff is recommending that the policy be updated using CSBA suggested language to reflect AB 699, which requires districts to educate students about the negative impact of bullying based on actual or perceived immigration status or religious beliefs and customs. The revised policy also reflects the California Attorney General's model policy developed pursuant to AB 699, which requires staff training with specified components related to bullying prevention and response.

### **BP 5145.9 – Hate-Motivated Behavior**

CSBA Update	May 2018
Last GUSD Update	October 2017

Staff is recommending that the policy be updated using CSBA suggested language to define hate-motivated behavior and expand material related to collaboration, staff training, and enforcement of rules regarding student conduct. The updated policy also provides for the use of uniform complaint procedures when the behavior is determined to be based on unlawful discrimination.

### **BP 3516 – Emergencies and Disaster Preparedness Plan**

CSBA Update	May 2018
Last GUSD Update	November 2010

Staff is recommending that the BP 3516 be updated using CSBA recommended language to expand on the involvement of staff and community groups in plan development, consistent with U.S. Department of Education recommendation. The revised policy also adds training on staff responsibilities in an emergency or disaster, clarifies staff's legal obligation to serve as disaster service workers, and clarifies that only District employees, and not Board members, are considered disaster service workers.

The proposed revised BPs are being presented for first reading. Should the consensus of the Board be to move forward, the policies will be presented at the July 17, 2018 Board meeting for approval. Upon approval of the policies, updates to accompanying Administrative Regulations will be made as needed following current District procedures.

Copies of the proposed revised BPs are attached to this report.

Students

Admission

The Board of Education encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of children ~~entering~~ seeking enrollment to a District school at any grade level about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at District schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

All appropriate staff shall receive training on District admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

The District's enrollment application shall include information about the health care options and enrollment assistance available to families within the District. The District shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)

Verification of Admission Eligibility

Before enrolling any child in a District school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

The District shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student or his/her family members. (Education Code 234.7, 49076.7)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a District school shall not be denied on the basis of any such information of the student or his/her parents/guardians obtained by the District, or the student's or parent/guardian's refusal to provide such information to the District.

School registration information shall list all possible means of documenting a child's age for



## Students

### Admission

grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the District shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

~~The Superintendent or designee shall ensure that the enrollment of a homeless or foster child or a child of a military family is not delayed because of outstanding fees or fines owed to the child's last school or for his/her inability to produce previous academic, medical, or other records normally required for enrollment.~~

~~In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)~~

~~The Superintendent or designee shall not inquire into or request documentation of a student's citizenship or immigration status, and shall not deny a student enrollment in a district school on the basis of the citizenship or immigration status of the student or his/her parents/guardians. Any information obtained about a student's or parent/guardian's citizenship or immigration status shall not be shared without parent/guardian consent or a lawful judicial order, in accordance with laws pertaining to the confidentiality of student records.~~

~~When enrolling in any district school, including a school in their attendance area, children whose parents/guardians reside within district boundaries shall be subject to the timelines established by the Board for open enrollment. Children whose parents/guardians do not reside within the district or who are not otherwise eligible for enrollment in the district may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.~~

~~The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)~~

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or his/her inability to produce previous

Students

Admission

academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

Legal Reference: Education Code, Sections 234.7; 46300; 46600; 48000; 48002; 48010; 48011; 48050-48053; 48200; 48350-48361; 48645.5; 48850-48859; 48645.5; 49076; 49076.7; 49408; 49452.9; 49700-49704  
Health and Safety Code Sections 120325-120380; 121475-121520  
Code of Regulations, Title 5, Sections 200 and 201  
Code of Regulations, Title 17, Sections 6000-6075  
United States Code, Title 5, Section 552a  
United States Code, Title 42 Sections 11431-11435  
Court Decisions: Plyler v. Doe, 457 U.S. 202 (1982)

Policy Adopted: 06/04/1985

Policy Amended: 05/21/1996; 01/14/2003; 02/21/2012; 05/01/2017; --/--/2018

Formerly BP 5112

Students

District Residency

- A. The Board of Education desires to admit all students who reside within District boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.
- B. The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the District, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)
- C. The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)
- D. When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into ~~a student's citizenship or immigration status~~ the citizenship or immigration status of students or their family members.
- E. A student's enrollment may be denied when the submitted documentation is insufficient to establish District residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.
- F. Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets District residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

- 1. The Superintendent or designee may assign a trained District employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.
- 2. If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the

Students

District Residency

Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the District. (Education Code 48204.2)

3. The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)
4. Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

G. Appeal of Enrollment Denial

1. If the Superintendent or designee, upon investigation, determines that a student does not meet District residency requirements and denies the student's enrollment in the District, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)
2. The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the District's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.
3. The burden shall be on the parent/guardian to show why the District's determination to deny enrollment should be overruled. (Education Code 48204.2)
4. A student who is currently enrolled in the District shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the District shall not be permitted to attend any District school unless his/her appeal is successful.
5. In an appeal to the Superintendent of a determination that District residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the District's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

Students

District Residency

H. Enrollment Not Requiring District Residency

1. When approved by the Board and the appropriate agency, the District may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.
2. District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

Legal Reference: Education Code, Sections 220; 234.7; 35160.5; 35351; 46600-46611; 48050-48054; 48200-48208; 48204; 48204.1-~~48204.2~~ 48204.4; 48300-~~48316~~ 48317; 48350-48361;48645.5; 48852.7; 48853.5; 48980; 52317  
Family Code, Sections 6550-6552  
Government Code, Sections 6205-6210  
Code of Regulations, Title 5, Section 432  
United States Code, Title 8, Section 1229c  
United States Code, Title 42, Sections 11431-11435  
Court Decisions: Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47  
Plyer v. Doe, 457 U.S. 202 (1982)

Policy Adopted: 08/16/2016

Policy Amended: 05/01/2017; --/--/2018

Students - Progress

Student Records

- A. The Board of Education recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall ~~ensure that the district's~~ establish administrative regulations and school site procedures for maintaining the confidentiality of student records are consistent with state and federal law, governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.
- B. ~~The Superintendent or designee shall establish regulations governing the identification, description, maintenance and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect, and copy student records and shall protect the student and his/her family from invasion of privacy.~~
- C. ~~The Board of Education recognizes that where the requirements of the Federal Family Educational Rights and Privacy Act conflict with the California Education Code, the District shall comply with the requirements of the Education Code.~~
- D. The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the District level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding District policies and procedures for gathering and handling sensitive student information.

The District shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a District employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the

Students - Progress

Student Records

request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

~~E. The District administration shall adopt regulations providing for the following:~~

- ~~1. Informing parents annually of their rights.~~
- ~~2. Permitting parents to inspect and review student records, including a statement of the procedure to be followed by a parent or an eligible student who requests copies of the student's records or to inspect and review the student records, with an understanding that it may not deny access to student records; a schedule of fees for copies; and a listing of the types and locations of student records maintained by the school and the titles and addresses of school officials responsible for those records.~~
- ~~3. Not disclosing personally identifiable information from a student's records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; and a specification of the personally identifiable information to be designated as directory information.~~
- ~~4. Maintaining the record of disclosure of personally identifiable information from the student's records and permitting a parent to inspect that record.~~
- ~~5. Providing a parent with an opportunity to seek the correction of the student's record through a request to amend the records or a hearing and permitting the parent or an eligible student to place a statement in the student's records.~~
- ~~6. Guaranteeing access to student records to authorized persons within five days following the date of request.~~
- ~~7. Assuring security of student records.~~
- ~~8. Enumerating and describing the student records maintained by the District.~~
- ~~9. No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent or guardian or adult student.~~

Student Records from Social Media

Students - Progress

Student Records

The Superintendent or designee may gather and maintain information from the social media of any District student, provided that the District first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Legal Reference:      Education Code, Sections 234.7; 17604; 48201; 48853.5; 48902; 48904-48904.3; 48918; 48980; 48985; 49060-49064; 49070; 49075; 49079; 49091.14; 51747; 56041.4; 56050; 56055; 69432.9  
                                 Business and Professions Code Sections 22580-22582; 22584-22585; 22586-22587  
                                 Code of Civil Procedure, Section 1985.3  
                                 Family Code, Sections 3025; 6552  
                                 Government Code, Sections 6252-6260  
                                 Health and Safety Code, Section 120440  
                                 Penal Code, Section 245  
                                 Welfare and Institutions Code, Sections 681; 701; 16010  
                                 Code of Regulations, Title 5, Sections 430-438; 16020-16027  
                                 United States Code, Title 20, Sections 1232g; 1232h  
                                 United States Code, Title 26, Section 152  
                                 United States Code, Title 42, Section 11434a  
                                 Code of Federal Regulations, Title 16, Section 312  
                                 Code of Federal Regulations, Title 34, Sections 99.1-99.67; 300.501  
                                 ~~Family Educational Rights and Privacy Act of 1974, Public Law 93-380, Section 438 as amended 1975~~

Policy Adopted:      11/15/1977

Policy Amended:      06/04/1985; 05/21/1996; 03/04/2003; 09/15/2015; --/--/2018

Formerly BP 5170



Students

Bullying

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

A. ~~Cyberbullying and Bullying~~

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or any technologies including, but not limited to, using a telephone, computer, or any wireless communication device as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

~~Bullying is defined as any severe or pervasive physical or verbal act or conduct that includes sexual harassment, hate violence; intentional harassment, threats, or intimidation; or communication made in writing or by means of an electronic act directed against school district personnel or pupils, committed by a pupil or group of pupils that has the effect or can reasonably be predicted to have the effect of one or more of the following:~~

- ~~1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.~~
- ~~2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.~~
- ~~3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.~~
- ~~4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school~~

## Students

### Bullying

~~Note: In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).~~

#### ~~B. Definitions~~

~~An "electronic act" means the transmission of a communication including, but not necessarily limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer.~~

~~"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.~~

~~"Sexting" includes acts which may constitute sexual or gender-based harassment. Such behavior includes the sending of sexually explicit text, video or photographs from, to or between, electronic devices.~~

Strategies for addressing bullying in District schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable District and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

#### CA. Bullying Prevention

~~Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.~~

## Students

### Bullying

~~As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.~~

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

As appropriate, the District shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, ~~social skills~~, character/values education, respect for cultural and individual differences, ~~self-worth~~ esteem development, ~~resiliency~~, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the District and its employees to prevent discrimination, harassment, intimidation, and bullying of District students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences.
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
3. Identify the signs of bullying or harassing behavior.
4. Take immediate corrective action when bullying is observed.

Students

Bullying

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

~~School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.~~

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

DB. Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. ~~He/She shall notify the parents/guardians of victims and perpetrators~~ and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

EC. Reporting and Filing of Complaints and Investigation

~~Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3-Uniform Complaint Procedures.~~

## Students

### Bullying

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student, shall, within one business day, report his/her observation to the principal or a District compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify a District compliance officer identified in AR 1312.3 – Uniform Complaint Procedures. ~~In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.~~

~~When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.~~

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages ~~sent to them~~ that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. ~~If the~~ When a student is using uses a social networking site or service that has terms of use that prohibit posting of harmful material to bully or harass another student, the Superintendent or designee ~~also~~ may file a complaint with the ~~Internet~~ networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a District compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

#### D. Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures

Students

Bullying

specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

~~F-E.~~ Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, educational performance, physical or mental health or safety the targeted student, shall be subject to discipline.

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations. ~~In accordance with Education Code sections 32261 and 48900, any student in grades 4-12 inclusive, who participates in an act of bullying, while on school grounds, during or while traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus, is subject to the District's rules and policies that govern student discipline.~~

~~Consequences for acts of bullying may include suspension from school or expulsion from the school district. The District has the authority to monitor students' use of the District's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law.~~

~~The District has the authority to discipline a student for off-campus conduct when an act of bullying causes, or is foreseeably likely to cause, a substantial disruption to school activities or to the school attendance, educational performance, physical or mental health or safety the targeted student.~~

~~G.~~ Enforcement of Standards

~~Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, the matter shall be referred to a supervisor or administrator for further investigation. Students who violate District or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion, or transfer to~~

Students

Bullying

~~alternative programs in accordance with Board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.~~

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Legal Reference: Education Code, Sections 200-262.4; 32282; 32283.5; 35181; 35291-35291.5; 48900-48925; 48985; 52060-52077  
Penal Code, Sections 422.55; 647; 647.7; 653.2  
Code of Regulations, Title 50, Sections 4600-4687  
United States Code, Title 47, Section 254  
Code of Federal Regulations, Title 28, Section 35.107  
Code of Federal Regulations, Title 34, Sections 104.7; 106.8; 110.25  
Court Decisions:  
Wynar v. Douglas County School District, (2013) 728 F.3d 1062  
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094  
Lavine v. Blaine School District, (2002) 279 F.3d 719

Policy Adopted: 09/15/2015

Policy Amended: --/--/2018

Previously included in BP 5131 Conduct

Students - Welfare

Hate-Motivated Behavior

~~In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.~~

~~The District prohibits discriminatory behavior, statements or slurs that degrade an individual on the basis of his/her actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression. Use of slurs is incompatible with the mission of the District to provide a safe, educational environment for students. Slurs are not always acknowledged as being painful and oppressive. Using any derogatory term attacks a person's self-esteem. Further, use of these terms by students or adults teaches that these verbal attacks of others are acceptable. The District accepts that the responsibility as educators includes creating a learning environment that respects diversity and educating students about the harm that discriminatory behavior, statements, or slurs causes.~~

The Board of Education is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

~~The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. Such collaborative efforts shall focus on ensuring an efficient use of District and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.~~

~~The District shall provide students with age-appropriate instruction to help promote an that includes the development of social-emotional learning, promotes the understanding of and respect for human rights, diversity, and tolerance acceptance in a multicultural society and to provides strategies to manage conflicts constructively.~~

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



## Students - Welfare

### Hate-Motivated Behavior

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

The Superintendent or designee shall ~~ensure that~~ provide staff ~~receive~~ with training on recognizing and preventing hate-motivated behavior and ~~on strategies to help respond appropriately to such behavior~~ on effectively enforcing rules for appropriate student conduct.

### Grievance Procedures Complaint Process

~~Any student or parent/guardian who believes he/she the student is a victim of hate-motivated behavior shall immediately contact the Principal or designee is strongly encouraged to report the incident to a teacher, the principal, or other staff member. Upon receiving such a complaint, the Principal or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to appropriate consequence or discipline in accordance with law, Board policy, and administrative regulation, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.~~

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

~~Staff Any staff member who receive notice is notified of that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident or personally observe such behavior shall notify immediately contact the Principal, Superintendent or designee, and/or law enforcement, as appropriate. or the compliance officer responsible for conducting the District's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.~~

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

Students - Welfare

Hate-Motivated Behavior

Legal Reference: Education Code, Sections 200-262.4; 32282; 48900.3; 48900.4  
Penal Code, Sections 422.55; 422.6  
Code of Regulations, Title 5 Sections 4600-46874670; 4900-4965  
Code of Regulations, Title 28 Section 35.107  
Code of Regulations, Title 34, Sections 100.3; 104.7; 106.8; 110.25

Policy Adopted: 01/14/2003

Policy Amended: 10/17/2017; --/--/2018

Business and Noninstructional Operations

Emergencies and Disaster Preparedness Plan

The ~~Governing~~ Board of Education recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The District shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on District students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which ~~details~~ contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. provisions for handling emergencies and disasters and which ~~Such~~ procedures shall be included incorporated into the district's comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve District staff at all levels, including administrators, District police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

~~The Superintendent or designee shall also develop and maintain emergency plans for each school site. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.~~

The Superintendent or designee shall ~~use~~ comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Command Management System when updating district and site-level emergency and disaster preparedness plans.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

Business and Noninstructional Operations

Emergencies and Disaster Preparedness Plan

~~School~~ District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Legal Reference: Education Code: 32001, 32040, 32280-32289, 32290, 39834, 46390-46392, 49505  
Civil Code Section 1714.5  
Government Code Sections: 3100-3109; and 8607  
California Constitution, Article 20, Section 3  
Code of Regulations, Title 5, Sections: 550 and 560  
Code of Regulations, Title 19, Sections: 2400-2450  
United States Code, Title 42, Sections: 12101-12213

Policy Adopted: 06/26/1959

Policy Amended: 02/05/1963; 07/20/1976; 07/22/1980; 08/19/1983; 12/06/1994; 02/04/2003; 04/01/2003, 11/03/2010; --/--/2018

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 6

TO: Board of Education

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

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

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

SUBJECT: **Proposed Adoption of Transitional Science Materials for Grades K-8**

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This report will provide the Board of Education with information on the need to adopt interim transitional Science materials for Grades K-8 until new instructional materials are developed to align to the California Next Generation Science Standards (CA NGSS). Current science textbooks are not aligned with CA NGSS.

**Overview: Grades K-5**

With the completion of the California Science Framework, California is moving closer to full implementation of the California Next Generation Science Standards (CA NGSS). Publishers are still developing instructional materials aligned with the new standards, so transitional materials are needed in the interim.

Current science textbooks are not aligned with CA NGSS. The grade level at which much of the content is covered has shifted. Additionally, the current textbooks do not address two of the three dimensions of CA NGSS or the instructional shifts required for full implementation.

On April 12, 2018, the Elementary Curriculum Review Committee (CRC) evaluated supplemental materials. The rubric focused on two areas critical to successful implementation: *NGSS Shifts* and *Features of Quality Design*. The CRC overwhelmingly determined that Mystery Science would be an effective transitional resource until such time that GUSD undergoes a full science adoption.

Mystery Science provides open-and-go lessons that inspire kids to love science, foster their natural curiosity about the world, and inspire them to develop a scientific understanding of it. The Teaching and Learning Department obtained a free trial for all K-5 teachers in GUSD beginning in March through June 30, 2018. The feedback from teachers has been

positive. Teachers using the program regularly have indicated that students are engaged and excited with Mystery Science's inquiry approach to elementary science.

**Recommended Adoption:**

The CRC unanimously voted to recommend GUSD purchase Mystery Science as a transitional, on-line resource for K-5 teachers. The CRC also recommends that the science materials and supplies needed to effectively implement Mystery Science be funded as part of the adoption of the program to ensure all students have equitable access to high-quality science education.

On April 26, 2018, the CRC recommendation was presented to the Elementary Education Council, represented by elementary principals, who approved the recommendation.

**Fiscal Impact:**

There are two components to the cost of any science program: the curriculum and the materials.

**Total Cost of Online Curriculum Access: \$29,960**

- 2018-2019: \$499 per elementary school (if purchased before June 30)
- 2019-2020: \$999 per elementary school

**Total Cost of Materials – \$110,500**

Materials used with Mystery Science are purchased independent of the program. Purchasing the supplies in bulk provides a significant cost savings. Many of the reusable items will remain in use once a full program adoption takes place.

- Re-usable Materials - \$40,500 (tax included)
- Consumable - \$35,000/year (tax included)

The total cost to implement Mystery Science, for two-years, including both Curriculum Access and Materials, is \$140,460.

**Overview: Grades 6-8**

California is in the midst of reviewing instructional materials for science in grades 6-8. In November 2018, the State Board of Education will release a list of state recommended instructional materials at which point GUSD will begin the adoption process culminating with new instructional materials for the 2020-2021 school year.

**Recommended Adoption:**

Because current materials are not aligned with the California Next Generation Science Standards (CA NGSS), GUSD needed to provide science teachers a transitional curricular resource for the 2017-2018 school year. After review with the science teachers, STEMscopes was selected.

In April 2018, all users of STEMscopes were given a survey on the effectiveness of the program. The results of the survey were as follows:

- Usefulness as a transitional material – 2.4 out of 4
- Alignment to standards – 87%
- Continue use in 2018-2019 – 70%

The science teachers are aware of the limitations and challenges of the program and are researching additional materials to supplement; however, without STEMscopes, GUSD science teachers will not have the resources needed to implement the new science courses. The majority of the teachers that responded indicated that the lack of additional programs currently available for transitional use necessitates the continued use of STEMscopes for the next two school years (2018-2019 and 2019-2020).

The Science CSC and principals approved and recommended the program for the entirety of the transition. The cost for the STEMscopes program will be \$6.00 per student in Grades 6–8. With approximately 6,300 students currently enrolled in Grades 6–8, the approximate total cost for STEMscopes for the 2018-19 school year is \$37,800.

**Action Requested:**

With the Board’s consent, staff will seek approval for both of these curricular resources at the June 19, 2018 Board meeting as an action item. The action is needed to take advantage of a pricing discount for Mystery Science and ensure that the materials are ordered and received by school sites before the start of the 18-19 school year. Mystery Science is currently offering a discount that significantly reduces the cost of the program:

Year 1: A savings of 67%

Year 2: A savings of 33%

Purchasing before June 30, 2018, provides the opportunity to purchase the two years of access for the price of one.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 7

TO: Board of Education  
FROM: Dr. Winfred B. Roberson, Jr., Superintendent  
SUBJECT: **Board Priorities**

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Tonight, the Board of Trustees and superintendent will engage in discussion about long-term GUSD priorities.

**Background:**

The Board of Education sets long-term vision/priority(s) for the school district and the superintendent carries it out. The Board’s vision describes “**What**” they want the district to look like over time. The superintendent and staff then determines “**How**” to advance towards the vision/priority(s).

On May 22 and June 4, 2018, members of the Board of Trustees shared their individual priorities and together began identifying the common interests that will support the vision of “*Preparing our students for their future.*”

For reference: The California School Boards Association (CSBA) admonishes best practices for governance bodies to establish district priorities. CSBA’s best practices are supported by research from Sean Covey, Chris McChesney, Jim Huling and Michael Fullan who indicate that an organization should only have 1-3 priorities, if they truly wish to accomplish them.

**For June 19 Discussion:**

On June 19, the Board is being asked to narrow their common interest to 1-3 long-term priorities for the superintendent to develop strategies to accomplish over the next 1-5 years. Below is a list of priorities for consideration, as identified by the Board of Trustees:

Student Achievement (*Freemon, Sahakian, Nahabedian, Krikorian*)

- Evaluate, plan, and support all of our GUSD specialized programs—FLAG, Magnet, and CTE—to ensure the long-term success and sustainability.
- Offer and support high-quality student programs so that our students are prepared to compete in a global society.
- *Successful implementation and support of integrated mathematics with class size reduction in this subject area.*



Financial Literacy and Empowerment (*Sahakian, Freemon, Gharpetian, Nahabedian*)

- Ensure that financial literacy is a part of the learning experience for each student to further the development of knowledge, skills, and attitudes needed for responsible citizenship.
- *Seek partnerships to expand the Scholarshare program (or explore student savings accounts).*

Student Wellness and Safety (*Sahakian, Freemon, Gharpetian, Gharpetian, Krikorian*)

- Continue to plan for and support student wellness in the areas of safety, mental and physical health, and access to social/emotional supports.
- Continue to expand the development and effectiveness of PBIS and Restorative Practices districtwide.
- Implement facility improvements to maintain a healthy, safe, and secure environment for staff and students to maximize student learning

Solvency/Financial Responsibility (*Krikorian*)

- Develop and implement a financial plan that addresses ongoing deficit spending in order to maintain District fiscal integrity and stability of instruction and programs.

Increase Engagement (*Gharpetian*)

- Continue to seek the involvement and participation of the entire community in the learning process-

~~Safe/Secured Facilities: Combined with Student Wellness~~

- ~~• Implement facility improvements to maintain a healthy, safe and secure environment for staff and students to maximize student learning.~~

Other topics mentioned: Summer school, communications, and class size reduction.

**Next Steps:**

The Board of Trustees and superintendent will continue their identification of 1-3 long-term priorities at the July 17 meeting. The Board will vote on its priorities at the August 14, 2018 Board meeting.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2019

INFORMATION REPORT NO. 8

TO: Board of Education

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

PREPARED IN: Office of the Superintendent

SUBJECT: **Board of Education School Site Assignments for 2018-2019**

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Each year, members of the Board of Education are assigned to various schools. The following is a list of the school visitation assignments for 2018-2019.

<u>Board Member</u>	<u>School Sites</u>	<u>Board Member</u>	<u>School Sites</u>
<b>Greg Krikorian</b> →	Hoover High Roosevelt Middle Balboa Elementary Jefferson Elementary Lincoln Elementary Mann Elementary Cloud Pre-School	<b>Nayiri Nahabedian</b> →	Clark Magnet High Wilson Middle School Edison Elementary Glenoaks Elementary Mountain Avenue Elementary Monte Vista Elementary
<b>Dr. Armina Gharpetian</b> →	Glendale High Rosemont Middle Fremont Elementary College View/FACTS Dunsmore Elementary Marshall Elementary	<b>Jennifer Freemon</b> →	Crescenta Valley High Cerritos Elementary/Cerritos EEELP Columbus Elementary La Crescenta Elementary Muir Elementary R.D. White Elementary
<b>Shant Sahakian</b> →	Daily High Verdugo Academy Toll Middle School Franklin Elementary Keppel Elementary Valley View Elementary Verdugo Woodlands ES	<u>Board of Education</u>  Greg Krikorian, President Jennifer Freemon, Vice President Dr. Armina Gharpetian, Clerk Shant Sahakian, Member Nayiri Nahabedian, Member	

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 9

TO: Board of Education

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

PREPARED IN: Public Information/Administrative Services Office

SUBJECT: **Back to School and Open House Schedules for 2018– 2019**

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This report informs the Board of Education of the Back to School and Open House schedules for all the schools in the District for the 2018-2019 school year. Due to specific needs, there is a possibility that a change in dates may be necessary. The Board of Education and the public will be informed of any changes.

<u>School</u>	<u>Back to School Night</u>	<u>Open House</u>
<b><u>HIGH SCHOOLS</u></b>		
Clark Magnet High	Thursday, August 30	Saturday, January 26
Crescenta Valley High	Thursday, August 30	Thursday, March 7
Daily High/ Verdugo Academy	Thursday, September 6	Thursday, March 28
Glendale High	Thursday, August 30	Thursday, April 4
Hoover High	Thursday, September 6	Thursday, February 28
<b><u>MIDDLE SCHOOLS</u></b>		
Roosevelt	Thursday, September 13	Thursday, May 2
Rosemont	Thursday, September 6	Thursday, March 14
Toll	Thursday, September 13	Thursday, March 7
Wilson	Thursday, September 6	Thursday, March 7
<b><u>ELEMENTARY SCHOOLS</u></b>		
Balboa	Friday, August 24	Thursday, May 16
Cerritos	Wednesday, August 29	Thursday, March 14
Columbus	Thursday, August 30	Thursday, March 14
Dunsmore	Thursday, August 23	Thursday, May 9
Edison	Wednesday, August 29	Thursday, March 14
Franklin	Thursday, August 30	Thursday, April 25
Fremont	Wednesday, August 29	Thursday, May 23
Glenoaks	Thursday, August 23	Thursday, April 18

<b><u>School</u></b>	<b><u>Back to School Night</u></b>	<b><u>Open House</u></b>
Jefferson	Thursday, August 30	Thursday, May 2
Keppel	Thursday, August 30	Thursday, May 23
La Crescenta	Thursday, September 13	Thursday, April 11
Lincoln	Wednesday, August 29	Thursday, May 23
Mann	Tuesday, August 28	Thursday, May 16
Marshall	Wednesday, August 29	Wednesday, May 15
Monte Vista	Thursday, August 23	Thursday, May 23
Mountain Avenue	Wednesday, August 29	Thursday, May 23
Muir	Tuesday, August 28	Thursday, May 16
Valley View	Thursday, September 13	Thursday, May 9
Verdugo Woodlands	Wednesday, August 29	Thursday, May 2
R.D. White	Thursday, September 13	Thursday, May 9
College View	Thursday, August 20	Thursday, March 28
Cloud Pre-School EEELP	Thursday, September 20	Thursday, April 25
Cloud Pre-School Special Education	Thursday, September 20	Thursday, April 25

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

INFORMATION REPORT NO. 10

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

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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. 1 to Project Authorization No. 22 with tBP Architecture for Installation of Portable Buildings at Cloud Pre-School
  - Approval of Change Order No. 2 to Bid No. 113-15/16 with Chalmers Construction Services, Inc. for the Overcrowding Relief Grant 2-Story Building at Jefferson Elementary School
  - Approval of Change Order No. 1 to Bid No. 158-17/18 with Pinguelo Construction for Window Replacement at R.D. White Elementary School, Phase III and Notice of Completion
  - Approval of Amendment No. 2 to Independent Consultant Agreement No. 271 with MTGL, Inc. for Verdugo Woodlands Elementary School Overcrowding Relief Grant Building's Specialty Inspection Services
  - Award of Bid No. 174-17/18 for Renovation of Bleachers at Crescenta Valley High School North Gym
  - Award of Bid No. 175-17/18 for Renovation of Bleachers at Glendale High School South Gym
  - Approval of Agreement with Hacienda La Puente Unified School District for the Sale of Eleven (11) Portable Buildings at Verdugo Woodlands Elementary School
  - Approval of Agreements for the Sale of Eight (8) Portable Buildings at La Crescenta Elementary School

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 1

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

**SUBJECT: Adoption of District Budget for 2018-19**

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The Superintendent recommends that the Board of Education adopt the District's 2018-19 Budget as presented.

The 2018-19 Budget provides an initial expenditure plan for District's instructional and operational programs. The Budget will be revised, as needed, to address changes in priorities. It will also be adjusted to reflect the final State Budget and any additional funding or expenditure changes imposed by the State or Federal governments. Until then, the 2018-19 Adopted Budget is based on the Governor's May Revised Budget Proposal.

**2018-19 Primary Budget Components**

- The net impact of COLA, gap funding and ADA changes, results in projected net revenue increases of \$16 million in 2018-19 and \$7.5 million in 2019-20.
- The District's net increase of LCFF from 2017-18 to 2018-19 is \$531 per Average Daily Attendance (ADA).
- The 2017-18 CalSTRS employer rate is 14.43%, 2018-19 is 16.28%, 2019-20 is 18.13%, and 2020-21 is 19.10%.
- The District's estimated unduplicated pupil percentage for supplemental and concentration funding has increased from 54.75% in 2017-18 to 55.16% in 2018-19.
- Lottery revenue is estimated to be \$140 per ADA for unrestricted purposes and \$41 for restricted purposes.
- One Time Discretionary Funding is projected at \$344 per ADA. This equates to approximately \$8.7 million for Glendale Unified School District. The funds are unrestricted and the use of the dollars is discretionary. Consistent with prior year proposals, the funds provided will offset outstanding mandate reimbursement claims.

Adjustments to the 2018-19 budgets that will be utilizing new revenues are listed in the Attachment F.

There will be some additional changes as the District moves through the implementation of LCAP and the budget.

**2018-19 General Fund Revenue Components**

The District receives funding for its general operations from various sources. A breakdown of the major funding sources is illustrated below:

Description	Unrestricted	Restricted	Combined
Local Control Funding Formula	\$ 235,751,710	\$ -	\$ 235,751,710
Federal Revenues	200,000	12,663,443	12,863,443
Other State Revenues	13,447,189	18,034,586	31,481,775
Other Local Revenues	4,842,427	7,867,030	12,709,457
<b>TOTAL</b>	<b>\$ 254,241,326</b>	<b>\$ 38,565,059</b>	<b>\$ 292,806,385</b>

**2018-19 Operating Expenditure Components**

The General Fund is used for the majority of the functions within the District. As illustrated below, the largest part of the expenditures are salaries and benefits that comprise approximately 90.20% of the District's unrestricted budget, and approximately 86.26% of the total General Fund budget.

Description	Unrestricted	Restricted	Combined
Certificated Salaries	\$ 105,017,459	\$ 23,493,628	\$ 128,511,087
Classified Salaries	25,189,526	17,069,633	42,259,159
Benefits	59,252,730	17,832,922	77,085,652
Books and Supplies	3,867,111	4,061,696	7,928,807
Other Operating Expenditures	17,292,210	13,550,636	30,842,846
Capital Outlay	89,841	61,717	151,558
Other Outgo	(665,910)	1,230,910	565,000
<b>TOTAL</b>	<b>\$ 210,042,967</b>	<b>\$ 77,301,142</b>	<b>\$ 287,344,109</b>

**Unrestricted General Fund 2018-19 Adopted Budget Projected Fund Balance**

Projected Beginning Balance 07/01/18		\$35,417,831
2018-19 Revenues	\$254,241,326	
2018-19 Other Financing Sources/Uses	(\$40,609,856)	
2018-19 Expenditures	<u>(\$210,042,967)</u>	
Surplus/(Deficit)		<u>\$3,588,503</u>
2018-19 Adopted Ending Fund Balance		\$39,006,334
Components of Fund Balance:		
Revolving Cash Reserve	\$70,000	
Stores	\$77,474	
Economic Uncertainties 3% Reserve	\$8,676,536	
Reserve for 2017-18 CSEA 1.5% Salary Increase, 2018-19 FASO Wall Construction, 2017-18 One-Time Discretionary Funding	\$2,726,820	
Reserve for Future LACOE System Charges	\$840,000	
Reserve for MAA/Regular Carry Over/Board Election	\$3,519,170	
Subtotal of Components		<u>\$15,910,000</u>
Projected General Reserve 06/30/19		\$23,096,334

In addition to the Budget Adoption Financial Report, districts are required to furnish a narrative for each fund, a cash flow analysis, criteria and standards review, and a report of Average Daily Attendance (ADA). The financial information and certification form included with this report indicates that **the District will be able to meet its financial obligations for 2018-19, 2019-20, and 2020-21**. However, it is anticipated that **the structural deficit will be approximately \$16 million in 2020-21**, if no action is taken by the District and there are no further reductions in State funding or increases in on-going expenditures.

The 2017-18 Adjusted Unrestricted General Fund Ending Balance is projected to be approximately \$18 million. This reflects a net adjustment to the ending balance, resulting from the net change between income and expense.

It is important to note that the 2017-18 Ending Fund Balance will shift again at year end closing. The Ending Fund Balance will increase to reflect carry over funds from categorical programs and school site budgets. Supplemental carry over funds will be provided to the school sites to be used. However, General Fund site carry over will be swept as a solvency saving.



**Multi-Year Budget Assumptions Components**

- The District's multi-year enrollment is projected to increase 139 students in 2018-19 and continue to increase 88 students in 2019-20.
- The District's projected net increase of LCFE per ADA in 2019-20 is \$262, and the projected net increase per ADA in 2020-21 is \$236.
- The unduplicated pupil count is 55.16% for 2018-19, and 55.59% for 2019-20.
- The Adopted Budget reflects categorical COLA's at 1.56% for 2017-18, 2.71% for 2018-19 and 2.57% for 2019-20.
- The workers compensation rate is budgeted at 2.232% for 2018-19 and 2019-20.
- Health and Welfare 2018-19 (only) inflation reduced from 9% to 8.6% for \$2.8 million. However, Health and Welfare inflation is estimated at 9% for the future years.

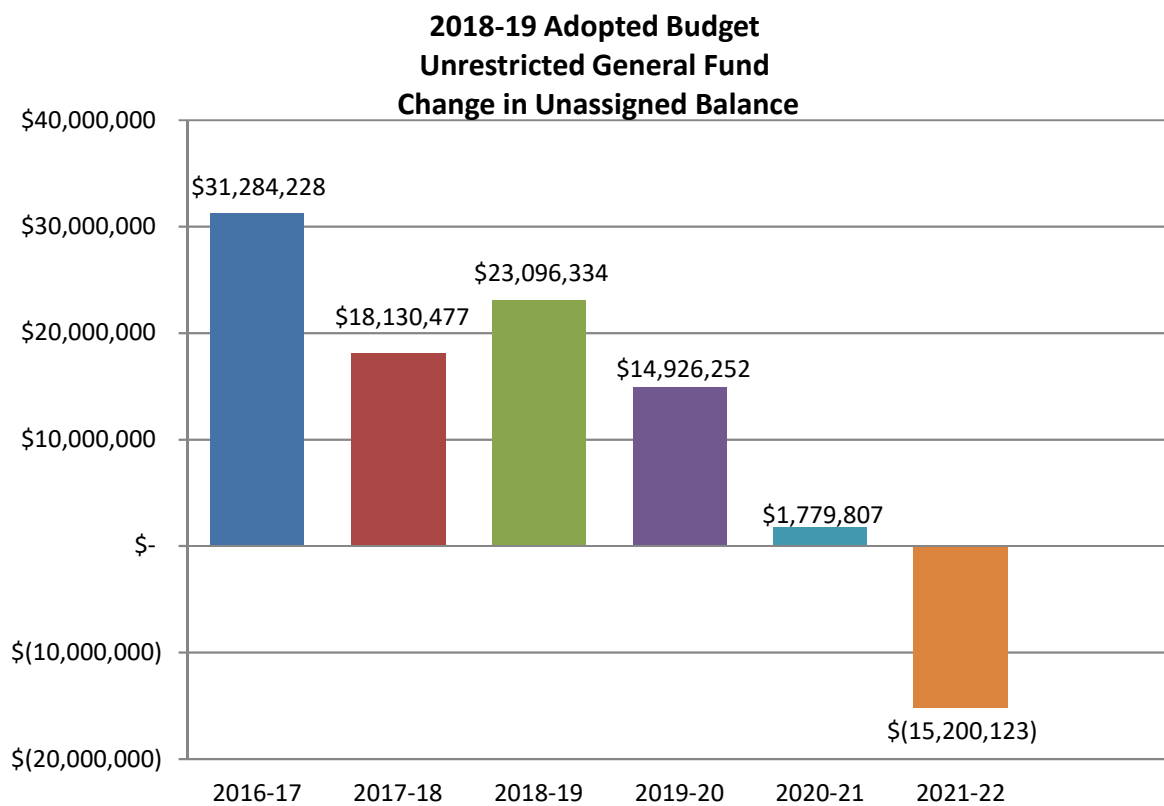
**Solvency Savings Plan**

In the 2017-18 June Budget Adoption, there were revenue assumptions and expenditure reductions for solvency savings projected at \$7.6 million for 2017-18. A Board approved fiscal stabilization plan will be submitted to Los Angeles County Office of Education (LACOE) with the 2018-19 Adopted Budget. In the fiscal stabilization plan, the Board of Education will identify the specific areas to reduce, up to the \$3.6 million of ongoing expenditures and increased revenues.

Attachment I shows the updated estimated savings and expenditure reductions as of May 2018. A continuous analysis of the Solvency Savings Plan will be done to monitor the actual savings and to modify, change, or increase savings as needed.

**Cautions and Challenges**

- Projecting the budget forward, the Adjusted Ending Balance in the Unrestricted General Fund is estimated to be a negative \$15.2 million for 2021-22. This is taking into account a budget reduction of \$7.5 million in 2017-18 and, an additional \$3.6 million 2018-19. Even if the future funds materialize, the District needs to have a plan to reduce expenses to end the deficit spending pattern.





## **OTHER FUNDS NARRATIVE**

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

The California Department of Education has required a special revenue fund for use by the Administrative Unit (AU) of a Special Education Local Area Plan (SELPA) to account for Special Education inter-district pass-through revenues outside the General Fund.

### **Child Development Fund (12.0)**

General Child Care and Development Programs, and State Preschool Programs. This fund operates on an independent basis and does not encroach on the Unrestricted General Fund. The May Revision proposes to increase full-day preschool slots by 2,959 and provides a COLA of 2.71% for both child care and preschool. The Child Development Fund (12.0) began the fiscal year 2017-18 with a balance of \$190,635.

### **Nutrition Service Fund (13.0)**

The source of revenue for this fund is based solely on meal sales. The revenue is received on a per meal basis from the State and Federal programs as well as student payments. The State funding for this program was reduced in 2007-08, 2008-09, 2009-10, and remains relatively flat for 2012-13 to 2018-19. Starting January 1, 2018 the lunch prices increased by \$0.15 to comply with the USDA paid lunch equity requirement. This budget includes indirect cost charges of approximately \$290,000 that will be transferred to the Unrestricted General Fund for services performed by several administrative staff. This fund operates on an independent basis and does not directly encroach on the Unrestricted General Fund.

### **Deferred Maintenance Fund (14.0)**

The Deferred Maintenance Program is considered a part of the 2008-09 through 2013-14 flexibility options provided in the State Budget Act. The State revenue for this fund was reduced from \$1,291,090 to \$967,000 in 2008-09 ongoing. In 2013-14 this funding was eliminated and is now part of the LCFF.

All projects previously listed as Deferred Maintenance will be charged to the Capital Projects Fund 40.1, and the Measure S Bond Fund 21.1.

### **Building Fund (21.1)**

This is the Measure S Bond Fund and is utilized to track expenditures related to the bond projects. The first issuance of the bond series in the amount of \$54 million occurred in August 2011. Another \$70 million was issued in August 2014, \$6.5 million of the proceeds from the sale of the bonds was utilized in 2014-15 to pay off the remaining balance of Certificates of Participation (COPs). Another \$70 million General Obligation Bonds Series C was issued in August 2016. Funds for capital projects are also transferred to the fund from the Developer

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 1

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Fee Fund (25.0), Capital Projects Fund (40.1), and the State Building Fund (35.0). In 2015-16, \$35.6 million funds were transferred to this fund from State Building Fund (35.0), \$7.7 million for Fremont, \$6.8 million for Jefferson, \$4.7 million for La Crescenta, \$2.2 million for Lincoln, \$3.7 million for Muir, \$5.9 million for Glendale, and \$4.6 million for Hoover ORG Projects. In 2017-18, \$1.7 million was transferred to this fund from Developer Fee Fund (25.0) for the Dunsmore ORG Project.

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

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

CREBs Fund (21.2) was established to account for \$5.38 million in the second series of CREBs issued in October 2012. Due to the nature of tax-exempt bonds, the proceeds are held with a banking entity serving as the “Custodian” and the funds are disbursed to the “District” upon a reimbursement request. Deutsche Bank National Trust Company serves as the “Custodian” for Glendale Unified School District.

These bonds will mature in 11 years and are expected to be repaid using redevelopment agency proceeds. The annual payment is estimated at \$320,000 with a Net Effective Rate of 1.24%. This payment will be made from the Capital Projects Fund (40.1). Glendale High School, Roosevelt Middle School, Marshall Elementary, Fremont Elementary, Balboa Elementary, and Franklin Elementary solar projects were financed with this second series of CREBs.

Another series of CREBs was issued in October 2016 for \$10.7 million. These bonds will mature in 17 years and are expected to be repaid using redevelopment agency proceeds. The annual payment is estimated at \$357,000 with a Net Effective Rate of 3.43%. This payment will be made from the Capital Projects Fund (40.1). Cerritos Elementary, Toll Middle School, Mann Elementary, Muir Elementary, R.D. White Elementary, Jefferson Elementary, Wilson Middle School, Glendale High School, and Hoover High School solar projects will be financed with this series of CREBs.

**Developer Fee Fund (25.0)**

Developer Fee income is designated for the rental or purchase of modular classrooms, the purchase of property, and for other classroom facility needs, as approved by the Board of Education. In December 2009, the District utilized this Fund to purchase three properties that are contiguous to the District Administration building. In 2012-13 \$4.3 million was transferred to the Measure S Project Fund (21.1) for the Keppel Project, and in 2013-14 \$4.0 million was transferred to the Measure S Project Fund (21.1) for general support. In 2015-16, \$1 million was transferred to Measure S Project Fund (21.1) for Muir ORG Project and \$0.65 million to Capital Project and Improvement Fund (40.1) for Cloud Preschool capital projects. In 2016-17, \$1.25 million was transferred to the Measure S Project Fund (21.1) for R.D.White, \$1.0 million for Glendale, and \$0.7 million for Dunsmore ORG Projects. In 2017-18 \$1.7 million was transferred to Measure S Project Fund (21.1) for Dunsmore ORG Project.

**State Building Fund (35.0)**

This fund was established to account for revenue and expenditure associated with the renovations, modernization, and new construction projects partially funded from the State bond funds. In 2009-10 and 2010-11, the State Allocation Board approved the disbursement of funds for Glendale High School project and Crescenta Valley High School appeal, Columbus Elementary School Project, Hoover High School Project, and Roosevelt Middle School Project. These funds were transferred to Capital Projects Fund (40.1). In 2012-13 \$4.3 million was received and transferred to the Measure S Project Fund (21.1) for the Keppel ORG Project. In 2015-16, \$35.6 million was transferred to Measure S Project Fund (21.1) for Fremont, Jefferson, La Crescenta, Lincoln, Muir Elementary Schools, and Glendale and Hoover High Schools. In 2016-17, \$145,179 was transferred from this fund to Measure S Project Fund (21.1).

**Capital Projects Fund (40.1)**

In 2009-10 and 2010-11, funds were received from the State Allocation Board and deposited into Fund 35 and then transferred to Fund 40.1. In 2009-10, 2010-11, and 2011-12 this fund was utilized to assist with the construction payments for the Roosevelt Middle School, Glendale High School, and other projects. This is the fund that was utilized for Measure S construction projects in 2011-12, as a bridge until G.O. bond funds became available. In 2012-13 \$4.4 million was transferred to the Measure S Project Fund (21.1) for the Hoover Project, and in 2013-14 \$11.5 million was transferred to the Measure S Project Fund (21.1) for general support. The \$8.8 million fund balance increase in 2014-15 was due to receipt of tax increment funding for San Fernando Corridor and City of Glendale's Central Redevelopment projects, and PDC/Palmer Property Swap net proceeds. In 2015-16, \$0.65 million was transferred from Developer Fee Fund (25.0) for Cloud Preschool capital projects, and \$1.25 million was transferred from Unrestricted General Fund. An estimated \$1.0 million will be transferred from Unrestricted General Fund for Redevelopment Project Areas. Proposition 39 funds are being spent on energy efficiency projects in the District.

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

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

**Debt Service Fund (56.0)**

The only revenue source in this fund is interest income. This fund was to be utilized to repay the Certificates of Participation (COPs), the annual payment was approximately \$1.3 million. Given Measure S paid off this loan, this reserve can now be utilized by the District for major "one-time" expenditures, i.e. new textbook adoptions. In 2015-16 and 2016-17 school years, a solvency transfer totaling \$2.9 million was utilized to continue funding the Common Core State Standards with curriculum development.

**Self Insured Health Insurance (67.0)**

The only revenues are the premiums for the dental and vision insurance plans that are offered to employees and interest earnings. The payroll system allocates the expense for the coverage to the various programs in all the funds. Then an offsetting transfer is made to the revenue account in self-insured fund. In 2012-13, the District transferred from the ASCIP JPA to ASCIG JPA for dental insurance. Due to GUSD leaving the ASCIP JPA the District received an equity distribution from ASCIP of \$1.18 million. The cost of the claims and transfers to the third party administrator are the only expense in this fund. Additionally, for the 2017-18 school year, the District “carved out” the pharmaceutical services from the incumbent healthcare provider and is now self-funded, based on the decision and recommendation of the District’s Benefits Committee. Pharmaceutical services are administered by MedImpact. Expenses and revenues of this program are allocated the same way as the vision and dental insurance plans. The initial budget to fund this expense is \$5.3 million.

**Workers Compensation Fund (67.1)**

This fund was established solely for the purpose of accounting for expenditures related to the workers compensation program. The ASCIP rate for “dollar one” coverage in 2017-18 is 2.399% of salaries.

The expenditures will include the payment to ASCIP for 2017-18 coverage, expenditures related to claims that occurred prior to 2005-06, consultant expenses for claims management, and other related expenses.

**Early Retirement Benefits Fund (67.2)**

This fund was established to set aside funds for the GASB 45 liability. In 2014-15 the calculated rate was 1.684%. However, to effectively transfer reserves from Early Retirement Benefits Fund (67.2) to the Unrestricted General Fund the rate was lowered, resulting in a transfer of \$1.6 million in 2013-14 and \$2.4 million in 2014-15 of the fund reserves. The rates were decreased to 0.909% and 0.094%, respectively. In 2015-16 the rate was 1.344% with no decrease. In 2016-17 the rate was 1.298% with no decrease. In 2017-18, the rate has remained the same at 1.298%.

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

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

**2017-18 Estimated Actuals Revenue/2018-19 Adopted Budget Comparison**

Funds	2017-18 Estimated Actuals	2018-19 Adopted Budget	Variance
Restricted and Unrestricted General Fund - 01.0	\$ 278,560,313.00	\$ 292,806,385.00	\$ 14,246,072.00
Special Education Pass-Through Fund - 10.0	5,310,882.00	4,910,882.00	(400,000.00)
Child Development Fund - 12.0	3,729,567.00	4,064,115.00	334,548.00
Nutrition Services Fund - 13.0	9,143,365.00	9,360,800.00	217,435.00
Deferred Maintenance Fund - 14.0	71,000.00	71,000.00	0.00
Measure S Building Fund - 21.1	939,524.00	900,000.00	(39,524.00)
Clean Renewable Energy Bond Fund - 21.2	140,000.00	0.00	(140,000.00)
Developer Fee Fund - 25.0	1,140,000.00	1,140,000.00	0.00
Capital Projects Funds - County Schools Facilities Fund - 35.0	10.00	10.00	0.00
Capital Projects Fund - 40.1	3,382,871.00	1,499,098.00	(1,883,773.00)
Capital Projects Nutrition Services Fund - 40.2	20,000.00	20,000.00	0.00
Bond Interest and Redemption Fund (County Administered) - 51.0	17,870,185.00	17,870,185.00	0.00
Debt Service Fund - 56.0	185,000.00	185,000.00	0.00
Health and Welfare Fund - 67.0	8,977,000.00	8,977,000.00	0.00
Workers Compensation Fund - 67.1	4,500,667.00	4,345,824.00	(154,843.00)
Early Retirement Benefits Fund - 67.2	2,282,237.00	2,356,369.00	74,132.00
Mc Lennan and Other Scholarships Trust Fund - 73.0	4,100.00	4,100.00	0.00
<b>Total</b>	<b>\$ 336,256,721.00</b>	<b>\$ 348,510,768.00</b>	<b>\$ 12,254,047.00</b>

**Conclusion**

The projection supports that the District **will be able to meet its financial obligations for the current and two subsequent years only with a significant expenditure reduction plan of at least \$11.1 million.** There is also need for a solvency savings plan for 2019-20. It is important to remember that the Governor’s May Revision provides NO funding to address the growing obligation for CalSTRS and CalPERS unfunded liability. It provides NO funding for Home-to-School Transportation Programs and NO funding to equalized Assembly Bill (AB) 602 base funding rates for Special Education. The Administration is concerned that if the “solvency savings” and future funding do not materialize, the District will not be able to maintain a minimum reserve of three percent in 2020-21, and additional reductions would be required.

There are concerns with the state politics surrounding whether to fund LCFF beyond the Governor’s proposal and/or fund other priorities such as:

- CTE
- Special Education
- Early Education
- One-time discretionary funding and/or one-time grant programs



**Multi-year Projections – Final Considerations:**

- CalSTRS and CalPERS contributions are still increasing
- Health and welfare contributions are increasing
- Contributions to restricted programs continue to increase
- Flat enrollment will continue to make it difficult to balance the budget
- Expectations are for COLA only years after 2018-19
- Federal funds for various state-administered programs could be cut given the new direction of the president
- Governor Brown has managed the State's finances as if a recession is just around the corner – and so should we:
  - Maintain or build our reserves
  - Develop realistic MYPs
  - Adjust expenditure in line with realistic revenue assumptions

**Reference Materials**

The following supplemental materials are provided for reference:

- Multi-Year Budget Assumptions – Attachment A
- Tentative Board of Education Priorities for 2017-18 – Attachment B
- Tentative Principles for Guiding Budgetary Decisions – Attachment C
- Staffing Ratios – Attachment D
- CBEDS/CALPADS Based Enrollment History – Attachment E
- Proposed Budget Adjustment Impact on Unrestricted General Fund Balance – Attachment F
- Long-Range Financial Projection – Attachment G
- Reserve exceeding minimum Reserve for Economic Uncertainties – Attachment H
- Solvency Plan – Budget Savings – Attachment I
- Fund Fiscal Projections – Attachment J (Provided under separate cover)
- District Budget and Certification – Attachment K (Provided under separate cover)

**2017-18 Estimated Actuals and 2018-19 Proposed Budget  
Multi-Year Budget Assumptions**

Attachment A

Category	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Local Control Funding Formula</b>						
- Projected Net District LCFF Revenue Increase	\$9,959,236					
Adopted Budget 2017-18 (June 2017)		\$6,779,517	\$8,816,639	\$7,077,877	\$9,294,995	\$0
State Budget Adoption		\$6,868,268	\$8,309,799	\$6,933,394	\$10,051,466	\$0
First Interim		\$7,410,833	\$7,719,429	\$6,750,439	\$10,282,226	\$0
Second Interim		\$7,619,304	\$12,422,911	\$6,396,061	\$7,701,368	\$7,769,786
Proposed Budget 2018-19		\$5,284,357	\$15,907,706	\$7,464,670	\$6,426,577	\$9,083,723
- Revenue Net Percentage Increase	5.27%	2.47%	6.08%	2.82%	2.48%	3.41%
- Projected Increase In Funding Per ADA	\$405	\$211	\$531	\$262	\$236	\$333
- Total LCFF Funding Per ADA	\$8,531	\$8,742	\$9,273	\$9,535	\$9,771	\$10,104
<b>- Factors Utilized In Revenue Calculations</b>						
Unduplicated Percentage	54.69%					
Adopted Budget 2017-18 (June 2017)		54.78%	54.20%	54.14%	53.94%	53.94%
State Budget Adoption		54.78%	54.20%	54.14%	53.94%	53.94%
First Interim		54.26%	54.20%	54.14%	53.94%	53.94%
Second Interim		54.26%	54.20%	54.14%	53.94%	53.80%
Proposed Budget 2018-19		54.75%	55.16%	55.59%	55.40%	55.27%
Cost of Living Adjustment (COLA)	0.00%					
Adopted Budget 2017-18 (June 2017)		1.56%	2.15%	2.35%	2.57%	0.00%
State Budget Adoption		1.56%	2.15%	2.35%	2.57%	0.00%
First Interim		1.56%	2.15%	2.35%	2.57%	0.00%
Second Interim		1.56%	2.51%	2.41%	2.80%	3.17%
Proposed Budget 2018-19		1.56%	3.00%	2.57%	2.67%	3.42%
Gap Funding	56.08%					
Adopted Budget 2017-18 (June 2017)		43.97%	71.53%	73.51%	100.00%	100.00%
State Budget Adoption		43.19%	66.12%	64.92%	100.00%	100.00%
First Interim		43.19%	66.12%	64.92%	100.00%	100.00%
Second Interim		44.97%	100.00%	100.00%	100.00%	100.00%
Proposed Budget 2018-19		45.17%	100.00%	100.00%	100.00%	100.00%
Revenue ADA (Funded)	25,152					
Adopted Budget 2017-18 (June 2017)		25,386	25,487	25,563	25,676	25,676
State Budget Adoption		25,386	25,487	25,563	25,676	25,676
First Interim		25,462	25,487	25,563	25,676	25,676
Second Interim		25,462	25,487	25,563	25,676	25,676
Proposed Budget 2018-19		25,150	25,424	25,509	25,550	25,606
Enrollment	26,075					
Adopted Budget 2017-18 (June 2017)		26,163	26,268	26,346	26,462	26,462
State Budget Adoption		26,163	26,268	26,346	26,462	26,462
First Interim		26,242	26,268	26,346	26,462	26,462
Second Interim		26,163	26,268	26,346	26,462	26,462
Proposed Budget 2018-19		26,071	26,210	26,298	26,340	26,398
Unduplicated Count - Enrollment	14,117					
Adopted Budget 2017-18 (June 2017)		14,217	14,217	14,217	14,217	14,217
State Budget Adoption		14,217	14,217	14,217	14,217	14,217
First Interim		14,217	14,217	14,217	14,217	14,217
Second Interim		14,217	14,217	14,217	14,217	14,217
Proposed Budget 2018-19		14,560	14,560	14,560	14,560	14,560
<b>EMPLOYEE BENEFITS</b>						
- STRS Rates	12.580%	14.430%	16.280%	18.130%	19.100%	19.100%
- PERS Rates	13.888%	15.531%	18.062%	20.800%	23.500%	24.600%
- Workers Compensation	2.743%	2.399%	2.232%	2.232%	2.232%	2.232%
- Retiree Benefits	1.298%	1.298%	1.298%	1.298%	1.298%	1.298%
Utilizing Fund #67.1 Balance	---	---	---	---	---	---
- Health & Welfare Insurance Increase (District-wide)	\$1,788,668	\$1,548,460	\$2,775,767	\$3,082,948	\$3,082,948	\$3,082,948
<b>"SOLVENCY" TRANSFERS</b>						
- Early Retirement Benefit Fund #67.2	\$0	\$0	\$0	\$0	\$0	\$0
- Debt Service Fund #56.0 (for CCSS Program)	\$1,481,351	\$0	\$0	\$0	\$0	\$0

## Principles for Guiding Future Budgetary Decisions

- Maintain competitive salaries and benefits that will enable the District to attract and retain an excellent teaching and support service staff.
- Maintain a balance between current and future-year income and expenditures so as to ensure the long-term financial integrity of the District.
- Recognize that the highest financial priority is directly related to improving student achievement.
- Instructional and support service programs shall be aligned with the Glendale Schools 2015 Strategic Plan and Board of Education identified priorities.
- Recognize that some programs and services may need to be reduced or eliminated. Regularly evaluate all programs and services for cost effectiveness.
- Align resource distribution with accountability for student achievement; the greater the degree of accountability the more direct control the school site should have over the distribution of funding.
- Work to reduce/eliminate the financial impact (encroachment) that various categorical and incentive programs have on the General Fund.
- Recognize that an adequate infrastructure is needed in order to provide a high level of programs and services.
- Ensure that the District is in compliance with state and federal mandates.

2018-19 BUDGET ALLOCATIONS AND STAFFING FORMULAS

ATTACHMENT D  
6/19/2018

Description	Elementary Schools	Middle Schools	High Schools
<b>Teacher Staffing Ratios (students to teachers)</b>			
Grades TK - K	26.0 : 1 *	n/a	n/a
Grades 1 - 3	26.0 : 1 *	n/a	n/a
Grades 4 - 6	31.9 : 1	n/a	n/a
Grades 7-8 = Ratio and 1 FTE cut per 1000 pupils	n/a	33.3 : 1	n/a
Grades 9-12 = Ratio and 1 FTE cut per 1000 pupils	n/a	n/a	34.3 : 1
* Ratios have been or may be reduced with categorical or other funding.			
<b>Counselor Staffing Ratio (students to counselors)</b>	n/a	500:1	500:1
<b>Elementary Music Teachers</b>	5.2	n/a	n/a
<b>Library Technicians (not including supplemental program)</b>	n/a	0.75 FTE per school	n/a
<b>School Site Administrative Support</b>			
School Site Principals, Elementary, MS & HS	1 Per School	1 Per School	1 Per School
Asst. Principals, Elementary	700 : 0.5, 800:1	n/a	n/a
Assistant Principals - MS	n/a	750 : 1	n/a
Associate & Assistant Principals -HS	n/a	n/a	700 : 1
<b>School Site Clerical Support (students to clerical support)</b>			
Administrative Secretary (1 per principal)	1	1	1
Elementary Clerks (1 FTE Minimum)	600:1	n/a	n/a
Secondary Clerks = Ratio and 1 FTE cut per school	n/a	300:1	300:1
Plus ASB Support	n/a	1 FTE per school	1 FTE per school
Plus Counseling Support	n/a	1 FTE per school	1 to 2 FTE per school
<b>Clerical Substitutes</b>	HR Administered Central Account	\$795 per Unrest. Clerk FTE	\$795 per Unrest. Clerk FTE
<b>Custodial Staff (students to custodial support)</b>			
Custodial Supervisor	n/a	n/a	1
Lead Custodian	n/a	1	1
Custodian II	1	1	n/a
Custodian I	520:1	390:1	390:1
	+0.5 FTE per campus	+0.5 FTE per campus	+1 for large campus
		+1.5 for gym and locker rooms	+2.5 for gyms, locker rooms and swimming pool
<b>Custodial Overtime</b>	\$ 1 per student	\$ 1 per student	\$ 1 per student
<b>Custodial Supplies</b>	\$10 per student	\$10 per student	\$10 per student
<b>Pool Supplies (Central FASO Account)</b>	n/a	n/a	\$27,000 per year
<b>Instructional Material Support</b>	\$31.50 per student	\$47.00 per student	\$49.00 per student
<b>Summer School Supplies</b>	n/a	\$3 per summer student	\$3 per summer student
<b>Secondary Security Allocations</b>	n/a	\$24.00 per student	\$24.00 per student
		\$2,000 for summer school	\$8,300 for summer school
		\$300 for graduation	\$300 for graduation
		\$6,615 Supplemental	\$13,230 Supplemental
Nurses - In 2013-14 8.75 FTE. In 2014-15 increased by 1.5 FTE to 10.25 FTE District-wide.			
Elementary Yard Duty Aides - 1 yard duty leader per school, plus aides according to need.			
Elementary Intervention - \$100,000 proportionally split among ES sites based on ELA/Math FBB, BBASIC, BASIC counts			
Teacher Substitutes - Human Resources Administered Account (for personal necessity or illness).			
Psychologists - No Formula			

GLENDALE UNIFIED SCHOOL DISTRICT  
CALPADS BASED ENROLLMENT HISTORY

ATTACHMENT E

GRADE TK	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22			
	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment		
K	1,511	1,534	1,631	1,749	1,764	1,798	1,773	1,916	1,922	1,916	1,922	1,922	1,916	1,922	1,922	1,916	1,922	1,916	1,922	1,916	1,922	1,916	1,922	1,916	1,922	1,916	1,922	1,916	1,922	1,916	1,922	
1	1,574	1,658	1,648	1,774	1,869	1,837	1,900	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874	1,867	1,874		
2	1,681	1,622	1,735	1,671	1,811	1,899	1,857	1,891	1,881	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884	1,884		
3	1,728	1,765	1,658	1,754	1,723	1,830	1,936	1,883	1,937	1,898	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917		
Gr TK-3 Total	6,494	6,579	6,672	6,948	7,167	7,642	7,642	7,935	7,767	7,953	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	8,084	
4	1,793	1,768	1,791	1,682	1,782	1,892	1,852	1,980	1,980	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	1,977	
5	1,978	1,876	1,795	1,850	1,720	1,813	1,769	1,913	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	1,969	
6	2,013	2,075	1,958	1,877	1,943	1,855	1,762	1,941	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	
Gr 4-6 Total	5,784	5,719	5,544	5,409	5,445	5,327	5,516	5,698	5,780	5,830	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	5,774	
TOTAL ELEMENTARY	12,278	12,298	12,216	12,357	12,612	13,158	13,158	13,465	13,715	13,783	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	
7	2,126	2,064	2,123	2,022	1,896	1,920	1,920	1,846	1,820	1,921	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	
8	2,117	2,209	2,085	2,136	2,063	1,935	1,935	1,811	1,869	1,855	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	1,929	
Gr 7-8 Total	4,243	4,273	4,208	4,158	3,959	3,842	3,727	3,657	3,689	3,776	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	
TOTAL K-3	16,521	16,571	16,424	16,515	16,571	16,623	16,885	17,122	17,404	17,559	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716	17,716
9	2,245	2,213	2,282	2,167	2,168	2,090	1,991	1,987	1,886	1,933	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	1,878	
10	2,444	2,318	2,246	2,317	2,180	2,187	2,101	1,953	1,984	1,876	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	1,930	
11	2,306	2,391	2,218	2,168	2,202	2,096	2,097	1,976	1,883	1,892	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	
12	2,261	2,156	2,269	2,123	2,082	2,117	2,019	2,021	1,897	1,842	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	1,830	
Gr 9-12 Total	9,256	9,078	9,015	8,775	8,632	8,490	8,208	7,937	7,650	7,543	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	7,460	
Continuation Programs	434	403	426	401	358	301	335	305	305	301	273	273	273	273	273	273	273	273	273	273	273	273	273	273	273	273	273	273	273	273	273	
TOTAL SECONDARY	13,933	13,754	13,649	13,334	12,949	12,687	12,236	11,929	11,644	11,620	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	
Elem and Sec. Subtotal	26,211	26,052	25,865	25,691	25,561	25,468	25,394	25,394	25,359	25,403	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	25,449	
Special Education	843	692	794	702	689	726	690	788	760	672	622	622	622	622	622	622	622	622	622	622	622	622	622	622	622	622	622	622	622	622	622	
DISTRICT TOTAL	27,054	26,744	26,659	26,393	26,250	26,194	26,084	26,182	26,119	26,075	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	26,071	
Increase/Decrease	-366	-310	-85	-266	-143	-56	98	-63	-44	-44	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	-4	
Percent	-1.33%	-1.15%	-0.32%	-1.00%	-0.54%	-0.21%	0.38%	-0.24%	-0.17%	-0.17%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%	-0.02%		
2018-19 Standard Progression	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	333	
2018-19 Hist. Trend Projections	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885		
2019-20 Hist. Trend Projections	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	1,886	
2020-21 Hist. Trend Projections	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	1,906	
2021-22 Hist. Trend Projections	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	

**Budget Adjustment Impact on Unrestricted General Fund Ending Balance  
2017-18 Estimated Actuals and 2018-19 Proposed Budget  
GOVERNOR'S 2018-19 MAY REVISE PROPOSALS ARE REFLECTED**

Major Changes	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Adopted Budget 2017-18 Ending Balance	\$ 44,287,391	\$ 37,427,333	\$ 31,163,960	\$ 23,414,341	\$ 16,604,943	\$ 3,355,110
Adjustment For Actual 2016-17 Ending Balance	\$ 2,925,219	\$ 2,925,219	\$ 2,925,219	\$ 2,925,219	\$ 2,925,219	\$ 2,925,219
<b>Revised 2017-18 Ending Balance Reflecting Actuals Adjustment</b>	<b>\$ 47,212,610</b>	<b>\$ 40,352,552</b>	<b>\$ 34,089,179</b>	<b>\$ 26,339,560</b>	<b>\$ 19,530,162</b>	<b>\$ 6,280,329</b>
<b>Initial July Adjustments (After Governor Signed State Budget)</b>						
Revised LCFF Funding Variables		\$ (105,148)	\$ (611,988)	\$ (756,471)	\$ -	\$ -
2017-18 One-Time State Discretionary Funding At \$146 per ADA		\$ 3,668,688				
<b>First Interim Adjustments</b>						
Revised LCFF Funding Variables		\$ 542,565	\$ (47,805)	\$ (230,760)	\$ -	\$ -
Computer Laptop Purchases (Funded by State Discretionary Funding above)		\$ (1,222,896)	\$ (1,222,896)	\$ (1,222,896)		
Appropriate Carry-Over		\$ (3,152,967)				
Additional Mandated Block Grant Income		\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Public Surplus Auctions Income		\$ 3,996				
Misc. Income		\$ 409				
<b>Second Interim Adjustments</b>						
Revised LCFF Funding Variables		\$ 208,471	\$ 4,911,953	\$ 4,557,575	\$ 1,976,717	\$ 9,746,503
2018-19 One-Time State Discretionary Funding At \$344 per ADA			\$ 8,740,000			
Misc. Income		\$ 2,500				
<b>End of Year Adjustments (DRAFT)</b>						
<b>SCENARIO OF A 1.50% SALARY INCREASE RETRO 2016-17 (Ongoing)</b>						
Certificated Cost of a 1.50% Salary Increase		\$ (3,686,100)	\$ (1,843,050)	\$ (1,843,050)	\$ (1,843,050)	\$ (1,843,050)
Classified Cost of a 1.50% Salary Increase		\$ (1,303,923)	\$ (651,962)	\$ (651,962)	\$ (651,962)	\$ (651,962)
Management Cost of a 1.50% Salary Increase		\$ (587,007)	\$ (293,504)	\$ (293,504)	\$ (293,504)	\$ (293,504)
<b>SCENARIO OF SALARY INCREASE For 2017-18 (Ongoing)</b>						
Certificated Cost of a 1.50% Salary Increase (1.523% compounded)		\$ (1,870,696)	\$ (1,870,696)	\$ (1,870,696)	\$ (1,870,696)	\$ (1,870,696)
Classified Cost of a TBD % Salary Increase (not settled yet)		\$ -	\$ -	\$ -	\$ -	\$ -
Management Cost of a 1.50% Salary Increase (1.523% compounded)		\$ (297,906)	\$ (297,906)	\$ (297,906)	\$ (297,906)	\$ (297,906)
Approved 2018-19 Solvency Plan (On-Going Items)		\$ -	\$ 3,550,000	\$ 3,675,000	\$ 3,675,000	\$ 3,675,000
Expenditure Transfers To Educator Effectiveness Grant		\$ 1,000,000	\$ -	\$ -	\$ -	\$ -
MAA Income Received		\$ 622,259	\$ -	\$ -	\$ -	\$ -
Interest Income Adjustment		\$ 294,000	\$ 294,000	\$ 294,000	\$ 294,000	\$ 294,000
Workers Compensation Adjustment		\$ -	\$ 265,000	\$ 265,000	\$ 265,000	\$ 265,000
LCFF Funding Variables		\$ (2,510,966)	\$ 973,829	\$ 2,042,438	\$ 767,647	\$ 2,581,584
2017-18 Projected Actual Savings		\$ 4,000,000	\$ -	\$ -	\$ -	\$ -
Title II Federal CSR Income Adjustments		\$ 400,000	\$ (430,000)	\$ (430,000)	\$ (430,000)	\$ (430,000)
Yard Duty Aids		\$ -	\$ (300,000)	\$ (300,000)	\$ (300,000)	\$ (300,000)
Panorama Contract and CMHS SRO		\$ -	\$ (203,000)	\$ (203,000)	\$ (203,000)	\$ (203,000)
2018-19 Health and Welfare Projected Savings		\$ -	\$ 300,000	\$ -	\$ -	\$ -
Teaching and Learning Adjustments		\$ (500,000)	\$ (500,000)	\$ (500,000)	\$ (500,000)	\$ (500,000)
Move Certain LEA Billing Prog. Expenses To General Fund (solvency multi-year balance draw ended)		\$ -	\$ (495,000)	\$ (495,000)	\$ (495,000)	\$ (495,000)
FASO Wall		\$ (200,000)				
RPM 3% Contribution Increase		\$ -	\$ (175,100)	\$ (175,100)	\$ (175,100)	\$ (175,100)
MYP Variable Adjustments		\$ -	\$ -	\$ 329,276	\$ 280,776	\$ 513,663
LACOE Charges		\$ (280,000)	\$ (280,000)	\$ (280,000)	\$ (280,000)	\$ (280,000)
Current Year Impact	\$ -	\$ (4,934,721)	\$ 9,851,876	\$ 1,652,945	\$ (41,077)	\$ 9,775,533
Cumulative Impact to Ending Balance	\$ -	\$ (4,934,721)	\$ 4,917,155	\$ 6,570,101	\$ 6,529,024	\$ 16,304,557
<b>Adjusted Ending Balance Projection</b>	<b>\$ 47,212,610</b>	<b>\$ 35,417,831</b>	<b>\$ 39,006,334</b>	<b>\$ 32,909,661</b>	<b>\$ 26,059,185</b>	<b>\$ 22,584,886</b>
<b>Designated and Restricted Portion:</b>						
Revolving Cash	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000
Stores	\$ 77,474	\$ 77,474	\$ 77,474	\$ 77,474	\$ 77,474	\$ 77,474
Prepaid Expenditures	\$ 888,655	\$ 453,078	\$ -	\$ -	\$ -	\$ -
3% Mandated Reserve for Economic Uncertainties	\$ 8,442,375	\$ 8,749,878	\$ 8,676,536	\$ 8,931,139	\$ 9,147,665	\$ 9,320,422
Reserve For Future LACOE System Charges	\$ 1,400,000	\$ 1,120,000	\$ 840,000	\$ 560,000	\$ 280,000	\$ -
Reserve LCFF Net Income Growth less STRS/PERS/Special Education Increases	\$ -	\$ -	\$ -	\$ 2,869,740	\$ 8,577,221	\$ 21,538,133
Reserve for Carry-Overs, MAA, Board Elections	\$ 5,049,878	\$ 3,519,170	\$ 3,519,170	\$ 3,519,170	\$ 3,519,170	\$ 3,519,170
Reserve For 2017-18 CSEA 1.5% Salary Increase	\$ -	\$ 651,962	\$ 1,303,924	\$ 1,955,886	\$ 2,607,848	\$ 3,259,810
Reserve for One-Time 2017-18 Discretionary Funding	\$ -	\$ 2,445,792	\$ 1,222,896	\$ -	\$ -	\$ -
Reserve for 2018-19 FASO Wall Costs	\$ -	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -
Release The Reserve for One-Time 2018-19 Discretionary Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance in Excess of Assigned And 3% Reserve</b>	<b>\$ 31,284,228</b>	<b>\$ 18,130,477</b>	<b>\$ 23,096,334</b>	<b>\$ 14,926,252</b>	<b>\$ 1,779,807</b>	<b>\$ (15,200,123)</b>

**GENERAL FUND**  
**Unrestricted Program Only**  
**REVENUES, EXPENDITURES AND CHANGES**  
**IN FUND BALANCE**

Long Range Financial Projection (V1)

Description	Account Codes	Base Year 2018/19	Proj. 1 2019/20	Proj. 2 2020/21	Proj. 3 2021/22
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	235,751,710	243,216,380	249,642,957	258,726,680
2) Federal Revenues	8100-8299	200,000	200,000	200,000	200,000
3) Other State Revenues	8300-8599	13,447,189	4,719,464	4,725,385	4,733,472
4) Other Local Revenues	8600-8799	4,842,427	4,842,427	4,842,427	4,842,427
5) TOTAL REVENUES		254,241,326	252,978,271	259,410,769	268,502,579
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	105,017,459	105,735,625	106,280,973	107,011,774
2) Classified Salaries	2000-2999	25,189,526	26,489,526	27,789,526	29,089,526
3) Employee Benefits	3000-3999	59,252,730	65,460,964	70,566,958	74,013,292
4) Books and Supplies	4000-4999	3,867,111	3,880,095	3,886,292	3,894,850
5) Services, Other Operatin Expense	5000-5999	17,292,210	17,539,621	17,799,402	18,072,172
6) Capital Outlay	6000-6999	89,841	89,841	89,841	89,841
7) Other Outgo	7100-7299	436,000	436,000	436,000	436,000
8) Direct Support/Indirect Cost	7300-7399	(1,101,910)	(1,101,603)	(1,101,608)	(1,101,610)
9) TOTAL EXPENDITURES		210,042,967	218,530,069	225,747,384	231,505,845
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
		44,198,359	34,448,202	33,663,385	36,996,734
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	1,015,000	1,015,000	1,015,000	1,015,000
2) Other Sources					
Other Uses	7630-7699	0	0	0	0
3) Contributions to Restrict Programs					
	8980-8999	(39,594,856)	(39,529,875)	(39,498,861)	(39,456,033)
4) TOTAL, OTHER SOURCES/USES		(40,609,856)	(40,544,875)	(40,513,861)	(40,471,033)

**GENERAL FUND**  
**Unrestricted Program Only**  
**REVENUES, EXPENDITURES AND CHANGES**  
**IN FUND BALANCE**

Long Range Financial Projection (V1)

Description	Account Codes	Base Year 2018/19	Proj. 1 2019/20	Proj. 2 2020/21	Proj. 3 2021/22
<b>E. NET INCREASE (DECREASE)</b>					
<b>IN FUND BALANCE</b>					
What If? Sources		0	0	0	0
What If? Uses		0	0	0	0
Total (What If + C + D4)		3,588,503	(6,096,673)	(6,850,476)	(3,474,299)
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Balance		35,417,831	39,006,334	32,909,661	26,059,185
a) Adjustments		0	0	0	0
b) Net Beginning Balance		35,417,831	39,006,334	32,909,661	26,059,185
2) Ending Balance (E + F1b)		39,006,334	32,909,661	26,059,185	22,584,886
<b>COMPONENTS OF ENDING FUND BALANCE</b>					
a) Reserved Amounts					
Revolving Cash	9711	70,000	70,000	70,000	70,000
Stores	9712	77,474	77,474	77,474	77,474
Other, Prepay, Etc.	9719	0	0	0	0
General Reserve	9730	0	0	0	0
Legally Restricted Balances	9740	0	0	0	0
b) Designated Amounts					
For Economic Uncertainties	9770	8,676,536	8,931,139	9,147,665	9,320,422
Other Designated	9780	7,085,990	8,904,796	14,984,239	28,317,113
	97yy	0	0	0	0
c) FREE Balance	9790	23,096,334	14,926,252	1,779,807	0
d) (DEFICIT) Balance	9790	0	0	0	(15,200,123)



**GENERAL FUND  
Restricted Program Only**

**REVENUES, EXPENDITURES AND CHANGES  
IN FUND BALANCE**

Long Range Financial Projection (V1)

Description	Account Codes	Base Year 2018/19	Proj. 1 2019/20	Proj. 2 2020/21	Proj. 3 2021/22
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	0	0	0	0
2) Federal Revenues	8100-8299	12,663,443	12,679,038	12,686,481	12,696,759
3) Other State Revenues	8300-8599	18,034,586	18,083,972	18,107,543	18,140,093
4) Other Local Revenues	8600-8799	7,867,030	7,867,030	7,867,030	7,867,030
5) TOTAL REVENUES		38,565,059	38,630,040	38,661,054	38,703,882
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	23,493,628	23,492,328	23,492,399	23,492,423
2) Classified Salaries	2000-2999	17,069,633	17,070,152	17,070,190	17,070,203
3) Employee Benefits	3000-3999	17,832,922	17,833,609	17,833,657	17,833,672
4) Books and Supplies	4000-4999	4,061,696	4,061,830	4,061,864	4,061,875
5) Services, Other Operatin Expense	5000-5999	13,550,636	13,550,281	13,550,304	13,550,312
6) Capital Outlay	6000-6999	61,717	61,717	61,717	61,717
7) Other Outgo	7100-7299	530,000	530,327	530,326	530,326
8) Direct Support/Indirect Cost	7300-7399	700,910	700,603	700,608	700,610
9) TOTAL EXPENDITURES		77,301,142	77,300,847	77,301,065	77,301,138
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
		(38,736,083)	(38,670,807)	(38,640,011)	(38,597,256)
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	858,773	858,723	858,734	858,738
2) Other Sources					
Other Uses	7630-7699	0	0	0	0
3) Contributions to Restrict Programs					
	8980-8999	39,594,856	39,529,875	39,498,861	39,456,033
4) TOTAL, OTHER SOURCES/USES		38,736,083	38,671,152	38,640,127	38,597,295

**GENERAL FUND**  
**Unrestricted And Restricted**  
**REVENUES, EXPENDITURES AND CHANGES**  
**IN FUND BALANCE**

Long Range Financial Projection (V1)

Description	Account Codes	Base Year 2018/19	Proj. 1 2019/20	Proj. 2 2020/21	Proj. 3 2021/22
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	235,751,710	243,216,380	249,642,957	258,726,680
2) Federal Revenues	8100-8299	12,863,443	12,879,038	12,886,481	12,896,759
3) Other State Revenues	8300-8599	31,481,775	22,803,436	22,832,928	22,873,565
4) Other Local Revenues	8600-8799	12,709,457	12,709,457	12,709,457	12,709,457
5) TOTAL REVENUES		292,806,385	291,608,311	298,071,823	307,206,461
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	128,511,087	129,227,953	129,773,372	130,504,197
2) Classified Salaries	2000-2999	42,259,159	43,559,678	44,859,716	46,159,729
3) Employee Benefits	3000-3999	77,085,652	83,294,573	88,400,615	91,846,964
4) Books and Supplies	4000-4999	7,928,807	7,941,925	7,948,156	7,956,725
5) Services, Other Operatin Expense	5000-5999	30,842,846	31,089,902	31,349,706	31,622,484
6) Capital Outlay	6000-6999	151,558	151,558	151,558	151,558
7) Other Outgo	7100-7299	966,000	966,327	966,326	966,326
8) Direct Support/Indirect Cost	7300-7399	(401,000)	(401,000)	(401,000)	(401,000)
9) TOTAL EXPENDITURES		287,344,109	295,830,916	303,048,449	308,806,983
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
		5,462,276	(4,222,605)	(4,976,626)	(1,600,522)
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	1,873,773	1,873,723	1,873,734	1,873,738
2) Other Sources					
Other Uses	7630-7699	0	0	0	0
3) Contributions to Restrict Programs					
	8980-8999	0	0	0	0
4) TOTAL, OTHER SOURCES/USES		(1,873,773)	(1,873,723)	(1,873,734)	(1,873,738)

**GENERAL FUND**  
**Unrestricted And Restricted**  
**REVENUES, EXPENDITURES AND CHANGES**  
**IN FUND BALANCE**

Long Range Financial Projection (V1)

Description	Account Codes	Base Year 2018/19	Proj. 1 2019/20	Proj. 2 2020/21	Proj. 3 2021/22
<b>E. NET INCREASE (DECREASE)</b>					
<b>IN FUND BALANCE</b>					
What If? Sources		0	0	0	0
What If? Uses		0	0	0	0
Total (What If + C + D4)		3,588,503	(6,096,328)	(6,850,360)	(3,474,260)
<b>F. FUND BALANCE, RESERVES</b>					
<b>1) Beginning Balance</b>					
a) Adjustments		0	0	0	0
b) Net Beginning Balance		44,752,641	48,341,144	42,244,816	35,394,456
<b>2) Ending Balance (E + F1b)</b>					
		48,341,144	42,244,816	35,394,456	31,920,196
<b>COMPONENTS OF ENDING FUND BALANCE</b>					
<b>a) Reserved Amounts</b>					
Revolving Cash	9711	70,000	70,000	70,000	70,000
Stores	9712	77,474	77,474	77,474	77,474
Other, Prepay, Etc.	9719	0	0	0	0
General Reserve	9730	0	0	0	0
Legally Restricted Balances	9740	9,334,810	9,335,155	9,335,271	9,335,310
<b>b) Designated Amounts</b>					
<b>For Economic</b>					
Uncertainties	9770	8,676,536	8,931,139	9,147,665	9,320,422
Other Designated	9780	7,085,990	8,904,796	14,984,239	28,317,113
	97yy	0	0	0	0
<b>c) FREE Balance</b>					
	9790	23,096,334	14,926,252	1,779,807	0
<b>d) (DEFICIT) Balance</b>					
	9790	0	0	0	(15,200,123)

GLENDALE UNIFIED SCHOOL DISTRICT

ATTACHMENT H

2017-18 Estimated Actuals & 2018-19 Proposed Budget

Per Education Code Section 42127(a)(2)(B), the following reserve exceeding minimum Reserve for Economic Uncertainties was presented at a public hearing on June 4, 2018 and to be Adopted on June 19, 2018.

Components Based on the June 2018-19 Proposed Budget	2017-18	MYP		
		2018-19	2019-20	2020-21
(A) 3% Mandated Reserve for Economic Uncertainties (REU)	8,749,878	8,676,536	8,931,139	9,147,665
(B) Assigned Amounts (from below F1 + F2 + F3 + F4 + F5+F6+F7)	7,936,924	7,085,990	8,904,796	14,984,239
(C) Unassigned/Unappropriated Balance (CDE MYP lines D.3.e1 + D.3.e2) C = A + F8	26,880,354	31,772,869	23,857,390	10,927,471
(D) Total of Assigned + Unassigned/Unappropriated Balance (B + C)	34,817,278	38,858,859	32,762,186	25,911,710
(E) Reserve Exceeding Minimum Reserve for Economic Uncertainties (REU) E = D - A (same as line F Sub-total below)	26,067,400	30,182,323	23,831,047	16,764,045
(F) Reasons for reserves in excess of minimum REU:				
1 Reserve for Future LACOE Charges	1,120,000	840,000	560,000	280,000
2 Reserve LCFF Net Income Growth less STRS/PERS/SPED Increases	0	0	2,869,740	8,577,221
3 Reserve for Regular Carry-Over & MAA	3,519,170	3,519,170	3,519,170	3,519,170
4 Reserve for 2017-18 CSEA 1.5% Salary Increase	651,962	1,303,924	1,955,886	2,607,848
5 Reserve for One-Time 2017-18 Discretionary Funding	2,445,792	1,222,896	0	0
6 Reserve for 2018-19 FASO Wall Costs	200,000	200,000	0	0
7 Reserve for One-Time 2018-19 Discretionary Funding Is Released	0	0	0	0
8 Unassigned Balance for Operational Solvency	18,130,476	23,096,333	14,926,251	1,779,806
Sub-total Reserve Exceeding Minimum REU (same as line E above)	26,067,400	30,182,323	23,831,047	16,764,045

# Glendale USD

## Possible Budget Increases/Reductions 2018-19

Revenue Increases	Estimated
Increase enrollment of net +50 students – over 2017-18	\$ 435,000
Increase lease revenue – through possible building exchange transaction?	200,000
<b>Expenditure Reductions</b>	
Software subscriptions	50,000
District office supplies	25,000
Review use of outside services	50,000
Examine Cost of 3rd party contracts	50,000
Reduce cost of Clark Magnet transportation (and/or increase fee)	200,000
Reduce cost of SPED transportation	250,000
Reduce cost of FASO vehicle fleet	20,000
Review administrative staffing level	400,000
Review Classified Staffing level	600,000
Identify areas for SPED reductions	240,000
Reduce sub days for professional development	20,000
Review certificated staffing level	1,000,000
Various Principal additional assignment savings	10,000
<b>Total</b>	<b>\$ 3,550,000</b>

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 2

TO: Board of Education

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

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

PREPARED BY: Dr. Mary A. Mason, Executive Director, Elementary Education  
Mr. Felix Melendez, Executive Director, Secondary Education  
Dr. Lena Richter, Director, Categorical Programs

SUBJECT: **Approval of 2017-2020 Local Control Accountability Plan  
(LCAP) Annual Update**

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The Superintendent recommends that the Board of Education approve the 2017-2020 Local Control Accountability Plan (LCAP) Annual Update.

The LCAP is a community-based, comprehensive, data-driven planning process used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices. The Board is mandated to adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060 and any local priorities adopted by the Board. The LCAP is to be updated on or before July 1 of each year and must cover the next fiscal year and subsequent two fiscal years.

The Board is mandated to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing must be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Administrative Regulation 3100 - Budget. The public hearing regarding LCAP was held on June 4, 2018.

**Process to Gather Input**

In September 2017, an email was sent to all previous LCAP committee members asking for their interest in continuing on the 2017-2018 LCAP Stakeholder Committee. Additional members were invited to join the committee that was comprised mostly of parents, teachers, administrators/staff, counselors, classified employees, Board members, students and community members.

LCAP Stakeholder Committee Meetings were held on:

- September 27, 2017
- October 25, 2017
- November 29, 2017
- January 24, 2018
- February 28, 2018
- March 28, 2018
- May 2, 2018

During these meetings, priorities, goals, actions and services were reviewed, discussed and modified based on guiding questions. Discussions were used to assist with the development of the updated 2017-2020 LCAP.

The District English Language Advisory Committee (DELAC), made up of parent representatives from all schools, provided input on how to best meet the needs of English learners over the course of five meetings:

- September 11, 2017
- November 13, 2017
- January 22, 2018
- May 11, 2018
- May 21, 2018

Parent Advisory Meetings were held to gather input directly from parents across the District. These meetings were held on:

- October 18, 2017 (Board Room)
- December 6, 2017 (Monte Vista Elementary)
- January 17, 2018 (Wilson Middle School)
- February 11, 2018 (Cerritos Elementary)
- April 4, 2018 (Roosevelt Middle School)
- May 9, 2018 (R.D. White Elementary)

Principal meetings provided an opportunity to share information with site leaders, get feedback on ideas for moving forward, and provide principals information to take back to their instructional leadership teams, parents and teachers.

GUSD Culture Surveys were administered to gather input from certificated and classified staff (1,523 responses), parents (3,465 responses) and students, grades 4-12 (11,394 responses). The survey included questions on school culture, safety, academics and connectedness to school. Results are posted on the GUSD website for reference.

GUSD Leadership Team (consisting of the superintendent, assistant superintendents, directors, and coordinators) meetings were held to develop priorities, goals and annual measurable outcomes for the 2017-2020 LCAP. Each department lead was responsible for overseeing one to two specific goals and created individual department dashboards to monitor progress throughout the year.

GUSD Superintendent's Group (consisting of the superintendent, assistant superintendents, executive directors and communication director) meetings included Board Priority 2: Implementation of the LCAP as a standing agenda item, and were held weekly with the inclusion of the fiscal department, as the LCAP related to the budget and solvency plan. Regular Board study sessions were held throughout the year to discuss the solvency plan, organizational restructuring plan and the proposed LCAP priorities and goals: Maximize Student Achievement, Create a Culture of Learning, and Increase Engagement.

Board of Education meetings included LCAP updates on all seven GUSD priorities, attendance, and career technical education presentations to keep Board members and the public informed and gather input on efforts throughout the year.

LCAP presentations during the May 2, 2018 LCAP Stakeholder Meeting and the May 9, 2018 Parent Advisory Meeting at R.D. White outlined the local control funding formula, state priorities, GUSD Board priorities, dashboard indicators/metrics, and the proposed LCAP priorities and goals for the 2017-2020 LCAP.

Input and questions were solicited from participants during these meetings. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

### **LCAP Annual Update**

GUSD priorities are aligned with the eight state priorities. Important to note are the three years of data (2015-2018) and targets for 2019-2020, which will be available in June/July 2018, proposed actions and budget alignment.

The annual update is a required component of the LCAP. The annual update is a collaborative effort using input from all stakeholder groups. Four questions were answered for each action and used to guide the development of the 2017-2020 proposed LCAP:

1. Describe the overall implementation of the actions/services to achieve the articulated goal.
2. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



3. Explain material differences between Budgeted Expenditures and Estimated Actual Expenses.
4. Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of the analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

### **Recommendations of Priorities, Goals, Outcomes, Actions/Services for the 2017-2020 LCAP**

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the LCAP Parent Advisory/Stakeholder committee, DELAC members, principals, counselors, teacher specialists, students, staff, Board of Education and the Superintendent’s Cabinet.

The Superintendent has determined that the 2017-2020 LCAP will serve as the GUSD Strategic Plan, “Roadmap to Success” as is reflected and supported by GUSD Board Priority 2: “Promote and implement the Board–adopted Local Control Accountability Plan.”

For the 2018-2019 LCAP year, the primary goal is to stay the course with the exception of increased and enhanced serves related to student safety. School sites and District departments will continue to maintain committed to rigorous, relevant goals, actions, and services. Additional data will be shared at the public hearing to provide a thorough review of greatest needs and greatest areas of growth.

#### Panorama – A Student Survey Tool to Support Social-Emotional Development

Social-Emotional Learning (SEL) and is a critical need for all students, but defining what areas area to focus and apply resources is a challenge. Staff recommends to replace the current student client survey with a research-based social-emotional learning survey provided by Panorama.

Panorama partners with over 450 school districts nationwide, and over 50 in California, including La Canada, Long Beach, Bellflower, Santa Ana, and Val Verde. This tool was developed with Dr. Hunter Gehlbach, Dr. Angela Duckworth, and the Harvard Graduate School of Education and monitors SEL across two areas for students:

#### Student Skills & Competencies

Grit, Growth Mindset, Emotional Regulation, Self-Management, and Social Awareness

Student Supports & Environments

Sense of Belonging, Teacher-Student Relationships, School Safety, Student Engagement, Valuing of School

A team of GUSD teachers and staff would participate in a Survey Design Workshop to choose the 4-5 areas of focus for the survey, and an elementary and secondary version would be created using student-friendly language. Students, grades 3-12, would take the survey in September and February. September results would help school teams to target supports and interventions based on the actual perceptions of the students enrolled. The February survey would provide "post-test" results to monitor progress towards goals and help inform the LCAP planning process for the District and the school. The contract, including the licensing fee and professional development, is \$52,850.

In conclusion, the LCAP is an internal document that will be used to complete the annual update 2017-2020 on the official template by the end of June 2018. The LCAP will be posted on the GUSD website for public review.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. 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: **Approval of Secondary Mathematics Dual Textbook Adoption  
for Integrated Math I-III**

---

The Superintendent recommends that the Board of Education approve a school-by-school dual adoption of College Preparatory Mathematics (CPM) and Houghton Mifflin Harcourt (HMH) as the Integrated Math I-III curriculum materials, to be supplemented by additional resources.

**Background**

GUSD secondary math teachers piloted two textbooks for adoption for Integrated Mathematics courses. Piloting occurred in all middle school and high school Integrated Math I classrooms. A team of 11 high school teachers from across the District also piloted lessons from the Integrated Math II and III books from both publishers.

The final teacher vote was almost evenly divided between the two textbooks (19 votes for HMH, 18 votes for CPM). The Secondary Education Council, comprised of the middle and high school principals, were also not unanimous in their vote between the two textbooks (2 votes for HMH, 6 votes for CPM).

This adoption was brought to the Board of Education at the April 17, May 1, May 15, and June 4, 2018 Board meetings. At the June 4, 2018 Board of Education meeting, the Board expressed their desire to pursue a dual adoption of both textbooks and requested information regarding a dual adoption be brought back to them at the June 19, 2018 Board of Education meeting as well as for action.

**Dual Adoptions Models**

The three different options for a dual adoption are:

- Teacher-by-Teacher: Each teacher individually chooses one of the two adopted textbooks.
- Dual Adoption for Every Teacher: Every teacher is provided class sets of both adopted textbooks.
- School-by-School: Each school chooses which of the two textbooks to adopt.

**Dual Adoption, Teacher by Teacher:**

Pros:

- Provides teacher choice and ownership of the curriculum being implemented.
- Potentially provides both curricula at every school as options for students.

Concerns:

- Some students move classes after the school year has begun. Schedule changes come as a result of requests from parents, changes in enrollment in other courses, and/or moves due to disciplinary actions (i.e., in order to separate students). A teacher-by-teacher adoption would limit the options for student placement when these changes occur. It could result in a mid-year change to the curriculum a student is being taught if space in a classroom is not available for the period needed, thereby creating gaps in instruction.
- Students who move up from Integrated I to Integrated II, and then to Integrated III may have different curricula depending on the teachers they are assigned. These students would not benefit from the consistency having multiple-year, in-depth instruction of one curriculum for Integrated I, II, and III. Students may also have gaps in instruction as the two curricula have very different pacing within and across years.
- Schools with smaller numbers of math teachers may not have access to both curricula for students based on teacher choice.
- Students/parents might “teacher shop” and use curriculum as reason.
- Adds complication to master schedules, transcripts, and scheduling of students.
- Opportunities for teacher collaboration would be limited within a school’s math department to those peers who chose the same curriculum; singleton teachers who do not have peers teaching the same curriculum would then be forced to teach in isolation.
- Analysis of success or weaknesses in the math curriculum would be limited as State results are not disseminated teacher-by-teacher.
- School would need to provide different options for intervention during the school year as well as summer school courses using both curricula.

- Would need to contact teachers immediately, during their summer vacations, to make a decision regarding what curricula they want to use to place the order for materials.
- Counselors would need to change master schedule to place students in CPM or HMH based on teacher choice, parent requests, and counselor recommendations.
- Would need to order additional materials for every school to account for new teachers being hired (late decisions regarding choice of curricula) and teachers changing their minds regarding which curricula to teach. It is projected that there is a need to purchase 80% for both curricula to address need to have stock on hand for teacher choice.

Cost Analysis:

School	Courses	CPM*	HMH	Total
All Middle and High Schools	Integrated I-III	\$556,186.72	\$805,921.24	<b>\$1,362,107.96</b>

*\*Cost for CPM is significantly less because GUSD has already purchased Integrated I Textbooks for the Pilot. The HMH books were consumables and need to be replaced with textbooks.*

**Dual Adoption for Every Teacher:**

Pros:

- All teachers would have access to both curricula.
- Potentially provides access to both curriculum for all students.

Concerns:

- a-g approvals for 2018-19 written based on one course or the other, not on a combination of curriculums. Deadline has passed to submit another course that blends the two curricula.
- All teachers would have to be fully trained in both programs, even if that program is not the curriculum they choose to use. Training could require up to ten days out of the classroom.
- Teachers would have to negotiate between two core programs for pacing their instruction.
- Neither program could be taught with fidelity given the limited number of school days.
- Pacing of the two programs is significantly different as standards are taught or re-visited at different points of the school year.

- Analysis of success or weaknesses in the math curriculum would be limited as it would be difficult to determine which program teachers are using and if results are due to successes or gaps in implementing one program over the other.
- This would be the most expensive option as both programs would need to be purchased for every teacher, whether or not they actually use both programs.

Cost Analysis:

School(s)	Courses	CPM*	HMH	Total
All Middle and High Schools	Integrated I-III	\$695,233.40	\$1,007,401.55	<b>\$1,702,634.95</b>

*\* Cost for CPM is significantly less because GUSD has already purchased Integrated I Textbooks for the Pilot. The HMH books were consumables and need to be replaced with textbooks.*

**Dual Adoption, School by School:**

Pros:

- Allows for fidelity of implementation.
- Clear majorities of teachers at individual school sites prefer one curriculum over the other.
- Allows for a comprehensive study of the best curriculum for GUSD. After three years of implementation, students starting Integrated I in 9th grade during the 2018-19 school year will take the CAASPP test in 11th Grade. Analysis of which schools showed more gains over the three years using CPM and HMH would provide definitive data on which program was more effective.
- Allows for the development of strong collaborative teams of teachers. Teachers at each school site would be able to collaborate on instructional planning, pacing, assessment and interventions with all other teachers at the school teaching the same course.
- Formative assessments could be developed, administered and analyzed across teachers within the math department team.
- Student progress could be analyzed for each curriculum using formative assessments across school sites and State assessments.
- Professional development could be focused on department teams.
- Materials could be purchased for each site, accounting for projected student enrollment across all Integrated I-III classes.

Concerns:

- Teachers may have to teach a program that was not their personal choice.
- Parents may request a special curriculum permit to transfer to a school using their preferred curriculum.
- Districtwide collaboration will be limited.

Cost Analysis:

School	Courses	CPM*	HMH	Total
Clark, Daily, Glendale, Roosevelt, Wilson	Integrated I-III	\$238,550.00		
Crescenta Valley, Hoover, Rosemont, Toll	Integrated I-III		\$567,509.87	
<b>Total</b>		<b>\$238,550.00</b>	<b>\$567,509.87</b>	<b>\$806,059.87</b>

*\* Cost for CPM is significantly less because GUSD has already purchased Integrated I Textbooks for the Pilot. The HMH books were consumables and need to be replaced with textbooks.*

Comparative Cost Analysis:

Option	CPM Total Cost	HMH Total Cost	Combined Total Cost
Teacher-by-Teacher	\$556,186.72	\$805,921.24	<b>\$1,362,107.96</b>
Dual Adoption for Every Teacher	\$695,233.40	\$1,007,401.55	<b>\$1,702,634.95</b>
School-by-School	\$238,550.00	\$567,509.87	<b>\$806,059.87</b>

**Recommendations**

After consideration of all factors, the Superintendent recommends the dual adoption of CPM and HMH, school by school, for Integrated Mathematics I – III, for a period of three school years, to be supplemented by additional resources.

The adoption would be for 2018-19, 2019-20, and 2020-21. In 2021-22, the Curriculum Review and Evaluation process will begin to examine the effectiveness of the dual adoption

in accordance with Board Policy/Administrative Regulation 6141. In 2021-22 the Curriculum Study Committee and Secondary Education Council will conduct an “[analysis] of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population.” This analysis would result in:

- An extension of the dual adoption;
- A recommendation of a single adoption of either CPM or HMH; or
- Consideration of new curriculum that better meets the needs of students.

### **Next Steps**

Discussions among teachers and the Math Curriculum Study Committee (CSC) members throughout the process make it clear that supplementary resources are needed to bolster the program with the strengths offered by the other program. Additional resources will be needed to help teachers integrate in direct instruction and practice. Upon Board approval of an adoption, the Teaching & Learning Department will work with a committee of Integrated Math I-III teachers to determine the best supplementary resources, including resources from the curriculum not adopted, as core materials.

The Teaching and Learning Department will work with the CSC and school sites to ensure that all Integrated I, II, and III teachers receive the necessary professional development and support to make the instructional shifts necessary to implement the new curriculum with fidelity.

The Teaching and Learning Department will schedule a series of parent meetings to be held at each high school to introduce the new curriculum to the parents/guardians and to provide parents/guardians with resources to assist their student(s) at home as needed.



GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION ITEM NO. 4

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Amendment No. 1 to Project Authorization No. 22 with tBP Architecture for Installation of Portable Buildings at Cloud Pre-School**

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The Superintendent recommends that the Board of Education approve Amendment No. 1 to Project Authorization No. 22 with tBP Architecture for the installation of portable buildings at Cloud Pre-School in the amount of \$18,580.00.

On March 15, 2016, the Board of Education approved Project Authorization No. 22 with tBP Architecture for design and engineering services for the installation of portable buildings at Cloud Pre-School in the amount of \$82,950.00.

Following this approval, staff worked with the Architect to finalize the project and meet all of the requirements set forth by the Division of the State Architect (DSA). Amendment No. 1 in the amount of \$18,580 accounts for additional architectural services for the removal of a shade structure; regrading in preparation for the turf area; the addition of a shade structure; the addition of restrooms; and the installation of a new fire hydrant as required by DSA. This Amendment increases the total agreement to \$101,530.00, which is included in the previously approved project budget.

This project is funded by Developer Fee funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.

## PROJECT AUTHORIZATION

Project Authorization Number: **tBP Architecture – Cloud Pre-School Portables-022**

Date: **March 16, 2016**

**Amendment No. 1: June 20, 2018 (Approved by the Board on June 19, 2018)**

This Project Authorization is issued pursuant to the Architectural Services Agreement dated April 18, 2011 by and between GLENDALE UNIFIED SCHOOL DISTRICT (DISTRICT) AND **tBP Architecture** (ARCHITECT) and, when fully executed, is considered as an integral part of said Agreement subject to all the provisions and conditions thereof.

The DISTRICT does hereby authorize the ARCHITECT to provide professional services on the following project:

1. PROJECT NAME AND LOCATION

**Cloud Pre-School, 4444 Cloud Avenue, La Crescenta, CA 91214**

2. PROJECT DESCRIPTION/SCOPE

Relocate three (3) existing Portables from Toll Middle School to Cloud Pre-School. One of the Portables will be modernized to include a reception area, a conference room, a restroom and (5) offices. The other two (2) Portables will be modernized to include Classrooms, a speech therapist room and restrooms. Construct a chain link fence enclosure with access gate to provide secured access.

Scope of Services:

- Includes services provided by the civil, electrical and plumbing engineering consultants.
- Create the digital background based on available as-built drawings to be used for agency submittal.
- Provide up to three (3) site and floor plan options for District review.
- Provide up to two (2) meetings during Design Phase.
- Preparation of documents for Local Fire Authority and DSA submittal and processing and obtaining approval from the agencies.
- Provide up to two (2) meetings during Construction Phase.
- District to provide as-built drawings and DSA approved PC with permanent foundation details and application number for the existing compliant Portables currently located at Toll.
- Prepare construction documents to include civil drawings depicting site removal plan, site horizontal and vertical control, site paving, grading, drainage and wet utility plans.
- New electrical service to accommodate the existing and new construction. Coordinate the new electrical service with the local serving power company. Power will be extended from the new electrical service to the panel boards in the modular buildings that are supplied by the modular manufacturer.
- Extension of the existing campus signal systems to serve the new modular buildings. Signal systems shall include extension of fire alarm, voice/data and paging.
- Fire Alarm will be designed for the new modular buildings in accordance with DSA/SFM requirements.
- Coordination of rough in for signal systems with the modular building manufacturer.
- Electrical technical specifications for the designed system.
- Extend existing site sanitary sewer and domestic cold water to the Portables.
- Fixture load calculation to determine adequacy of the existing utilities.

- Structural calculations for both the existing two (2) Portables and the original scope of three (3) new Portables.
- Field verification of the existing path of travel and existing restrooms for accessibility compliance.
- Field verification of the existing Fire Alarm System for code compliance.
- DSA submittal and approval.
- Additional site grading and storm drain improvements.
- Structural testing of the existing Portables for DSA certification.

**Cloud Preschool – Add New Fire Hydrant, Shade Structure and Restrooms**

**Scope of Services:**

1. **Includes services provided by a consulting Civil, Structural, Mechanical, Plumbing, and Electrical engineer.**
2. **Provide one meeting during Design Phase.**
3. **Preparation of documents for DSA and LA County Fire approvals.**
4. **Provide one meeting during Construction Administration Phase.**

3. ARCHITECT'S SERVICES

The ARCHITECT shall provide those services specified to be performed by the ARCHITECT. The following phases of services are authorized:

- |   |                             |
|---|-----------------------------|
| <input checked="" type="checkbox"/> Schematic Design            |                             |
| <input checked="" type="checkbox"/> Design Development          | _____ Other (Specify Below) |
| <input checked="" type="checkbox"/> Construction Documents      | _____                       |
| <input checked="" type="checkbox"/> DSA & OPSC Approval         | _____                       |
| <input checked="" type="checkbox"/> Bidding Phase               | _____                       |
| <input checked="" type="checkbox"/> Construction Administration |                             |
| <input checked="" type="checkbox"/> Close-out                   |                             |

4a. ARCHITECT'S COMPENSATION In conformance with the Master Agreement Attachment "A" – Basic Architect Fee Schedule (Modernization). **Total compensation will be a fixed fee of \$101,530 ~~\$82,950~~, and include a credit of (\$1,659) will be applied for Schematic Design Phase and a credit of (\$43,786) for work previously billed.**

Compensation shall be in conformance with the Master Agreement Attachment "A" - Architect Fee Schedule (New Construction), excluding Schematic Design Phase services.

5. PROJECT CONSTRUCTION BUDGET

**N/A**

6. PROJECT COMPLETION SCHEDULE

- A) Design Development and Construction Documents Phase - 12/16/2015 to 02/29/2016.
- B) DSA Approval to Phase - 03/1/2016 to 08/31/2016.
- C) Bidding Phase - 09/01/2016 to 10/31/2016.
- D) Construction Administration and Closeout Phases - 11/1/2016 to 6/3/2017.

7. OTHER PROVISIONS  
**None.**

8. The design development and construction document services covered by this AGREEMENT shall be completed and submitted to the Division of the State ARCHITECT for review and approval on or before See Project Completion Schedule. This Project Authorization No. **tBP Architecture – Cloud Pre-School Portables Project-022 Amendment No. 1** is hereby approved, the DISTRICT and the ARCHITECT having executed said Project Authorization on \_\_\_\_\_, 2018.

DISTRICT:

ARCHITECT:

\_\_\_\_\_  
Stephen Dickinson  
Chief Business and Financial Officer  
Glendale Unified School District

\_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

GLENDALE UNIFIED SCHOOL DISTRICT  
 June 19, 2018  
 ACTION REPORT NO. 5

**TO:** Board of Education  
**FROM:** Dr. Winfred B. Roberson, Jr., Superintendent  
**SUBMITTED BY:** Stephen Dickinson, Chief Business and Financial Officer  
**SUBJECT:** **Approval of Change Order No. 2 to Bid No. 113-15/16 with Chalmers Construction Services, Inc. for the Jefferson Elementary School Overcrowding Relief Grant 2-Story Building**

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The Superintendent recommends that the Board of Education approve Change Order No. 2 to Bid No. 113-15/16 with Chalmers Construction Services, Inc. for the Jefferson Elementary School Overcrowding Relief Grant 2-Story Building in the amount of \$221,384.48.

On December 1, 2015, the Board approved the award of Bid No. 113-15/16 to Chalmers Construction Services, Inc. (La Crescenta) for the Jefferson Elementary School Overcrowding Relief Grant (ORG) 2-story building in the amount of \$5,820,000.00. On September 5, 2017, the Board approved Change Order No. 1 in the amount of \$156,853.38, which accounted for various unforeseen conditions and required extra scope.

Change Order No. 2 in the amount of \$221,384.48 accounts for various unforeseen items including demolition, concrete work, and installation of piping and conduit. This change order represents a cumulative increase of 6.50% of the original contract, which is included in the previously allocated 10% project contingency and changes the contract total to \$6,198,237.86. Below is a list of the Proposed Change Orders (PCO's) that are accounted for in Change Order No. 2:

PCO Number	Responsibility Code	Change Amount
7, 21, 57	1	\$9,714.48
27, 41, 44, 59	3	\$71,761.57
8, 28, 40	4	\$13,772.85
11, 12, 15, 22, 23, 24, 25, 33, 35, 39, 46, 48, 49, 50, 51, 53, 54	7	\$126,135.58
	<b>Total:</b>	<b>\$221,384.48</b>

Responsibility Codes are defined as follows:

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

This project is funded by Measure S and State ORG funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.



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

**Project Name:** Jefferson ORG 90010  
**DSA No:** 03-114361

**District PO No:** 905374  
**District Contract No:**

**CHANGE ORDER (CO)**

**To:** Chalmers Construction  
 2600 Foothill Blvd., #304, La Crescenta CA 91214

**CO No. 2**  
**Date:** May 16, 2018

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

<u>Item</u>	<u>Responsibility Code</u>	<u>Days</u>	<u>Change Amount</u>
PCO 7, 21, 57	1- Differing Conditions	0	\$ 9,714.48
PCO 27, 41, 44, 59	3- Design Omission	0	\$ 71,761.57
PCO 8, 28, 40	4- Value Enhancement	0	\$ 13,772.85
PCO 11, 12, 15, 22	7- Required Extra Scope	0	\$ 126,135.58
23, 24, 25, 33, 35, 39, 46, 48, 49, 50, 51, 53, 54			

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

The Original Contract Sum and Calendar Days .....	\$	5,820,000.00	487
Net Change by Previously Authorized Requests and Changes .....	\$	156,853.38	600
The Contract Sum and Days prior to this Change Order were.....	\$	5,976,853.38	600
The Contract Sum and Days will be increased/(decreased) by .....	\$	221,384.48	0
The New Contract Sum and Days including this Change Order.....	\$	6,198,237.86	600
The Date of Contract Completion as of this Change Order is therefore .....		1/22/2018	
Cumulative Percentage of Original Contract .....	%		6.5%

Authorized	Signature	Date
Owner		
Contractor	<i>Ara Bayla</i>	05/21/18
Architect		05-21-2018
Project Manager	<i>[Signature]</i>	5-21-18
Inspector of Record	<i>R. Nader</i>	5-22-18

**Responsibility Code**

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

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 6

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Change Order No. 1 to Bid No. 158-17/18 with Pinguelo Construction for Window Replacement, Phase III at R.D. White Elementary School and Notice of Completion**

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The Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 158-17/18 with Pinguelo Construction for window replacement at R.D. White Elementary School in the amount of \$3,788.25 and a Notice of Completion.

On November 7, 2017, the Board of Education approved the award of Bid No. 158-17/18 to Pinguelo Construction (Fairfield) for window replacement at R.D. White Elementary School in the amount of \$295,000.00.

Change Order No. 1 in the amount of \$3,788.25 accounts for various items, including additional work requested by the District, unforeseen work, and a settlement with the contractor. This Change Order represents an increase of 1.28% of the original contract and is included in the previously allocated 10% project contingency. This increases the original contract total to \$298,788.25. Below is a list of the Proposed Change Orders (PCO's) that are accounted for in Change Order No. 1:

PCO Number	Responsibility Code	Change Amount
1	3	\$3,501.75
3	4	\$525.26
4	1	\$583.63
5	5	(\$822.39)
	<b>Total:</b>	<b>\$3,788.25</b>

Responsibility Codes are defined as follows:

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

This project was completed in a satisfactory manner as of May 30, 2018 for a total cost of \$298,788.25. This project is funded by Measure S – Summer Projects 2017 funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.



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

**Project Name:** RD White Windows  
**DSA No:** N/A

**District PO No:** 0001014928  
**District Contract No:** Bid No. 158-17/18

**CHANGE ORDER (CO)**

**To:** Pinguelo Construction

**CO No.** 1  
**Date:** June 20, 2018

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

<u>Item</u>	<u>Responsibility Code</u>	<u>Days</u>	<u>Change Amount</u>
PCO No. 1	3	2	\$ 3,501.75
PCO No. 3	4	1	\$ 525.26
PCO No. 4	1	2	\$ 583.63
PCO No. 5	5	0	(\$ 822.39)

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

The Original Contract Sum and Calendar Days .....	\$	295,000.00	60 days
Net Change by Previously Authorized Requests and Changes .....	\$	0.00	0 days
The Contract Sum and Days prior to this Change Order were.....	\$	295,000.00	60 days
The Contract Sum and Days will be increased/(decreased) by .....	\$	3,788.25	5 days
The New Contract Sum and Days including this Change Order.....	\$	298,788.25	65 days
The Date of Contract Completion as of this Change Order is therefore .....		May 4, 2018	65 days
Cumulative Percentage of Original Contract .....	%		1.2841%

Authorized	Signature	Date
Owner		
Contractor		6/20/18
Architect		
Project Manager		
Inspector of Record		

**Responsibility Code**

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

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



Recording Requested by  
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

### **NOTICE OF COMPLETION**

**PROPERTY:** R.D. White Elementary School  
**ADDRESS:** 744 East Doran Street  
Glendale, California 91206

**OWNER:** Glendale Unified School District  
223 N. Jackson Street  
Glendale, California 91206

**IMPROVEMENT:** Windows Replacement at R.D. White – Bid No. 158-17/18

**DATE of COMPLETION:** May 30, 2018  
**CONTRACTOR:** Pinguelo Construction  
**CONTRACT DATE:** November 13, 2017  
**BOARD APPROVAL:** November 7, 2017  
**PURCHASE ORDER No.:** 0001014928

### **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 June 20, 2018 at Glendale, California

Stephen Dickinson  
**Glendale Unified School District**  
Chief Financial Officer

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 7

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Amendment No. 2 to Independent Consultant Agreement No. 271 with MTGL, Inc. for Verdugo Woodlands Elementary School Overcrowding Relief Grant Building's Specialty Inspection Services**

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The Superintendent recommends that the Board of Education approve Amendment No. 2 to Independent Consultant Agreement No. 271 with MTGL, Inc. for Verdugo Woodlands Elementary School Overcrowding Relief Grant Building's Specialty Inspection Services in the amount of \$27,946.05.

On May 19, 2015, the Board of Education approved Independent Consultant Agreement No. 271 with MTGL, Inc. (Anaheim) for the Verdugo Woodlands Elementary School ORG building's specialty inspection services in the amount of \$179,281.00. These contracts are issued on a time and materials basis, and are billed hourly on an agreed upon amount. These contract amounts are typically kept low in an effort to minimize consultants overcharging.

On November 28, 2017, the Board approved Amendment No. 1 in the amount of \$100,477.50, which accounted for additional inspection time required for the project. Amendment No. 2 in the amount of \$27,946.05 accounts for additional cost of testing, specialty inspections, and reporting activities required by the Division of the State Architecture. This Amendment increases the total agreement to \$307,704.55 and represents an additional increase of 15.59% of the original agreement.

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  
Measure S – Structural Tests and Special Inspections Services**

Professional Service Number: **271**

**Amendment No. 2: June 20, 2018**

This Independent Consultant Agreement for Professional Services ("Agreement") is made and entered into as of the **20th** day of **May, 2015** by and between the Glendale Unified School District, ("District") and MTGL, Inc. ("Consultant"), (together, "Parties").

NOW, THEREFORE, the Parties agree as follows:

1. **Services.** The Consultant shall provide Structural Tests and Special Inspection 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 **June 1, 2015** and will diligently perform as required and complete performance by **June 30, 2018** ~~October 18, 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>	Designation of Subcontractors 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) **Three Hundred Seven Thousand, Seven Hundred Four Dollars and Fifty-Five cents** ~~Two Hundred Seventy Nine Thousand, Seven Hundred Fifty-Eight Dollars and Fifty Cents~~ **(307,704.55)** ~~(\$279,758.50)~~ 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
<b>Commercial General Liability Insurance</b> , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
<b>Automobile Liability Insurance - Any Auto</b> Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
<b>Professional Liability</b>	\$ 1,000,000
<b>Workers Compensation</b>	Statutory Limits
<b>Employer’s Liability</b>	\$ 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: Stephen Dickinson

**Consultant:**

**MTGL, Inc.**  
Address: \_\_\_\_\_  
[FAX] \_\_\_\_\_  
ATTN: \_\_\_\_\_

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**

**Consultant: MTGL, Inc.**

By: \_\_\_\_\_

By: \_\_\_\_\_

Print Name: Stephen Dickinson

Print Name:

Print Title: Chief Business and Financial Officer

Print Title: \_\_\_\_\_

---

**Information regarding Consultant:**

\_\_\_\_\_  
Employer Identification and/or  
Social Security Number

**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.**

**DESIGNATED SUBCONTRACTORS 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: \_\_\_\_\_

**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:

**Verdugo Woodlands Elementary School - ORG**

Provide all required Structural Tests and Special Inspections as listed on form DSA-103, which includes, but limited to the DSA-103, that as conditions may expand the required menu as related to the various construction categories (soil, concrete, masonry, steel, and wood) and subcategories.

The testing lab shall adhere to the responsibilities as required in the capacity Structural Testing Laboratories to the California Code of Regulations (CCR), the Title 24, the California Administrative Code, Sections 4-333, and 4-335, California Building Code, Chapters 17A, and 18A and the California Department of General Services, Division of State Architect (DSA) Interpretation of Regulations document IR 17-4 thru IR 17-7.

▪ Site Preparation & Grading	\$ 48,870.00
▪ Special Inspections	\$103,752.00
▪ Lab Testing	\$ 9,444.00
▪ Other:	\$ 17,215.00
➢ Nuclear Gauge	
➢ Sample Pick-up	
➢ NDE Equipment	
➢ Project Management	
➢ Geotechnical / Materials Engineer – Box, DSA Reports	
➢ Final Report	

Additional work to complete this project due to DSA requirements to have  
An inspector on site while metal studs are being welded in new projects. \$100,477.50

**Additional work required to complete the project due additional  
project scope and time extensions. \$27,946.05**

**Total Not-To-Exceed Amount ~~\$279,758.50~~ **\$307,704.55****

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 8

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Gilda Keshishyan, Purchasing Agent, Procurement & Contract Services

SUBJECT: **Award of Bid No. 174-17/18 for Renovation of Bleachers at Crescenta Valley High School North Gym**

---

The Superintendent recommends that the Board of Education award Bid No. 174-17/18 for the renovation of the bleachers at Crescenta Valley High School North Gym to Corvus Industries Ltd., dba FaciliServ in the amount of \$12,213.00.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for renovation of bleachers at Crescenta Valley High School North Gym. A bid conference and job walk was conducted and three (3) contractors participated. The District received and opened one (1) bid on June 6, 2018, as outlined below:

<b>Contractor</b>	<b>Amount</b>	<b>Installation of Covers</b>
Corvus Industries, Ltd., dba FaciliServ	\$4,003.00	\$8,210.00

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to Award the bid to Corvus Industries Ltd., dba FaciliServ (Woodstock, IL) as the lowest responsive and responsible bidder in the amount of \$12,213.00. The project is anticipated to be completed by August 10, 2018. Bid details are available for review in the Procurement & Contract Services Department.

This project is funded by Measure S – District-Wide Deferred Maintenance Project funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.



GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 9

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Gilda Keshishyan, Purchasing Agent, Procurement & Contract Services

SUBJECT: **Award of Bid No. 175-17/18 for Renovation of Bleachers at Glendale High School South Gym**

---

The Superintendent recommends that the Board of Education award Bid No. 175-17/18 for the renovation of the bleachers at Glendale High School South Gym to Corvus Industries Ltd., dba FaciliServ in the amount of \$36,413.00.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for renovation of bleachers at Glendale High School South Gym. A bid conference and job walk was conducted and three (3) contractors participated. The District received and opened one (1) bid on June 6, 2018, as outlined below:

<b>Contractor</b>	<b>Amount</b>	<b>Installation of Covers</b>
Corvus Industries, Ltd., dba FaciliServ	\$31,143.00	\$5,270.00

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to Award the bid to Corvus Industries Ltd., dba FaciliServ (Woodstock, IL) as the lowest responsive and responsible bidder in the amount of \$36,413.00. The project is anticipated to be completed by August 10, 2018. Bid details are available for review in the Procurement & Contract Services Department.

This project is funded by Measure S – District-Wide Deferred Maintenance Project funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 10

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: **Resolution No. 34 - Temporary Inter-Fund Cash Borrowing –  
Child Development Fund**

---

The Superintendent recommends that the Board of Education adopt Resolution No. 34 to allow Temporary Inter-fund Cash Borrowing.

The Administration is concerned that the Child Development Fund revenue from the State will be delayed. This could result in insufficient funds being available for payroll. It is anticipated that the cash flow for this fund will be restored. If a loan is made, it will be repaid at that time.

To accommodate an inter-fund loan a resolution is required, per Bulletin 4817 from Los Angeles County Office of Education (LACOE), to allow for temporary borrowing of cash between District funds in 2018-19. When cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, a temporary transfer of cash between District funds is permitted by Education Code Section 42603.

**CASH BORROWING RESOLUTION NO. 34**  
**Temporary Inter-fund Cash Borrowing**

GLENDALE UNIFIED SCHOOL DISTRICT

WHEREAS, sufficient cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, and;

WHEREAS, temporary transfer of cash between district funds is permitted by Education Code Section 42603, and;

WHEREAS, the following restrictions apply to this authorization:

1. Maximum amount of authorized borrowing: \$1,000,000.
2. For fiscal year: 2018-19.
3. Amount shall not exceed 75 percent of any moneys held in any fund.
4. Funds borrowed shall not be available for appropriation or considered income to the borrowing fund.
5. Borrowing shall occur only when the fund receiving the money will earn sufficient income during the current fiscal year.
6. The amounts borrowed shall be **repaid** either in the same fiscal year or in the following fiscal year if the borrowing takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED, that the governing board of the GLENDALE UNIFIED SCHOOL DISTRICT hereby authorize the borrowing of cash between all of the district funds.

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**Certification of the Clerk of the Governing Board**

The agenda with this item for action was posted as required by law.

The resolution was adopted by the Governing Board on June 19, 2018.

Signature: \_\_\_\_\_  
Dr. Amina Gharpetian, Clerk of the Governing Board

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 11

TO: Board of Education

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

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

PREPARED BY: Frank Schlueter, Director, Educational Technology & Information Services  
Dr. Stepan Mekhitarian, Coordinator III, Assessment & Accountability

SUBJECT: **Approval for Amendment with Aequitas for Q Maintenance and Support**

---

The Superintendent recommends that the Board of Education approve an amended maintenance and support renewal agreement for the District's Q Student Information System with Aequitas for the 2018-19 school year to include the component Q Pulse for an additional amount of \$73,361.66.

At its meeting on June 4, 2018, the Board of Education approved the annual maintenance and support renewal for the District's Q Student Information System with Aequitas for the 2018-19 school year in the total amount of \$87,272.67. It is recommended to amend the agreement to add the feature Q Pulse for data-driven analysis and decision-making.

The Assessment and Accountability department is collaborating with Educational Technology and Information Services (ETIS) to develop a dynamic dashboard to serve three purposes:

- To provide schools with formative, timely, and actionable data throughout the year and foster data-driven decision-making and support.
- To tightly align school goals and District office efforts to both the California (CA) State Dashboard and the Local Control and Accountability Plan (LCAP).
- To provide greater access to commonly requested data points.

The goal is to have the dynamic dashboard mirror the format of the CA State Dashboard for ease of use. However, unlike the CA State Dashboard, it will offer real-time data pulled from Aequitas' Q Student Information System (SIS) and will allow schools to identify

areas of strength and growth throughout the year as well as specific intervention areas. Schools will be able to get details about every data point to identify students who need support and will be able to set up the dashboard to get additional data points that they find helpful.

#### Data-Driven Decision-Making Process

All District data points will align to the LCAP and will be shared with District personnel to ensure seamless support. By employing the Plan-Do-Study-Act cycle, schools will establish goals and metrics to target their greatest areas of growth and to evaluate the effectiveness of their initiatives. At the end of each semester, schools will have an opportunity to share their initiatives with other schools in a District-wide celebration of LCAP goal achievements. School and District personnel will evaluate the impact of best practices and will nominate schools for awards to recognize efforts to target areas of growth. This continuous improvement cycle will dramatically impact District's LCAP progress through data-driven decision-making.

#### Next Steps

The dynamic dashboard, which is the cornerstone of this program, will be integrated into the District's current Q SIS but requires an additional subscription called Q Pulse. The annual subscription for Q Pulse is \$52,034.00. However, for 2018-19, GUSD will instead be billed a prorated amount of \$43,361.66 from September 2018 to June 2019. The building and implementation process for Q Pulse will be a collaborative effort between Aequitas and Glendale Unified School District over the course of several weeks during the summer and is estimated at a cost of \$30,000.

Adding the Q Pulse feature to the already approved Aequitas agreement for 2018-2019 will increase the agreement by \$73,361.66.



Q License Agreement  
No. 09-0020

Glendale Unified School District  
223 N Jackson Street  
Glendale, CA 91206

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**This Agreement (including all attached Exhibits) (“Agreement”) is made this 1st day of July, 2018 (“Effective Date”) between Aequitas Solutions, Inc., with offices at address 7365 Carnelian Street, Suite 208, Rancho Cucamonga, CA 91730 (“Aequitas”) and Glendale Unified School District with offices at 223 N Jackson Street Glendale, CA 91206 (“Client”). Aequitas and Client are each a “Party,” and collectively shall be referred to as “Parties.”**

WHEREAS, Aequitas is developing an enterprise student information and management solution and owns certain software useful to schools and school districts for the purpose of **managing student related data (the “Q Software Suite”); and**

WHEREAS, the Client desires to acquire a license from Aequitas to the Q Software Suite and Aequitas desires to grant Client such a license for such uses pursuant to the terms and conditions hereof; and

WHEREAS, the Client wishes to have Aequitas provide maintenance and support services for the Q Software Suite;

NOW, THEREFORE, in consideration of the agreements and covenants set forth herein, and for other good and valuable consideration set forth herein, the sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

## 1. Definitions

- 1.1 **“Additional Services” shall mean professional fee-based consulting, training, and custom development services performed by Aequitas on behalf of Client.**
- 1.2 **“AMS Fee” shall mean the fee for Q Software Suite AMS as set out on Exhibit “B”.**
- 1.3 **“Deliverables” shall mean software, documentation, goods, components, programs, practices, or methods that constitute the Q Licensed Software.**
- 1.4 **“Documentation” shall mean all standard written user information, whether in electronic, printed or other format, delivered to Client by Aequitas with respect to the Q Licensed Software, now or in the future, including but not limited to instructions, on-line help messages, manuals, and other publications of Aequitas or its licensors that contain, describe, explain, or otherwise relate to the Q Licensed Software.**
- 1.5 **“Licensed Use” shall mean any use of the Q Licensed Software by the Client for any non-life threatening function for any Client-owned building, site, program, or location.**
- 1.6 **“Q Licensed Software Upgrades” shall mean all future updates, changes, modifications or enhancements to the Q Licensed Software listed in Exhibit “A”. All future Q Licensed Software Upgrades are included in the Q Software Suite AMS Fee.**
- 1.7 **“Q Licensed Software” shall mean the Q Software Suite, including software, database, electronically readable product, whether in Source, machine readable, or object code, user manuals, training material, all Software Modifications, all Q Licensed Software Upgrades, all Technical Information and Documentation provided to Client or created by or for Client pursuant to this Agreement now or in the future,**



regardless of the language, medium or format in which any of the foregoing may be stored, recorded, or delivered, and all of which is or has been developed by, owned by, a work product of and/or copyrighted by Aequitas.

- 1.8 **“Q Software Suite AMS Fee” shall mean the prorata portion of the AMS Fee attributed to the Q Software Suite AMS and the Licensed Use in accordance with the provisions of this Agreement, all as specified on Exhibit “B.”**
- 1.9 **“Q Software Suite AMS” shall mean annual maintenance and support of Q Licensed Software. Q Software Suite AMS is included in the AMS Fee, in accordance with Exhibit “B.”**
- 1.10 **“Q Software Suite” shall have the meaning set forth in the third recital.**
- 1.11 **“Services” shall mean Q Software Suite AMS and Additional Services.**
- 1.12 **“Source Code Modification” shall mean changes, enhancements, or additions to Source Code by or on behalf of the Client for internal use.**
- 1.13 **“Source Code” shall mean the Q Licensed Software in original un-compiled programmatic format.**
- 1.14 **“Technical Information” shall mean all technical information, know how, schematics, databases, charts, tables, graphs, spreadsheets, algorithms, methods, and other proprietary information relating to the structure, functionality, and uses of the Q Software Suite, regardless of medium of expression (whether now known or hereafter developed), other than computer programs and Documentation that may be supplied to Client under this Agreement.**
- 1.15 **“Trade Secret” shall mean the documentation, program structure, logic, data structures, design, processes, procedures, formulae, and algorithms contained in the ordered set of instructions which together constitute the Q Licensed Software that may be disclosed by either the Software or the Documentation that constitute a trade secret under applicable law. Trade Secret does not include information that is publicly known through no fault of Client or Client's employees, contractors, or agents, nor does it include information which is lawfully received by Client from a third party not bound in a confidential relationship to Aequitas.**

## 2. License Grant.

- 2.1. Grant and Conditions. Upon the Effective Date of this Agreement, Aequitas hereby grants to Client a non-exclusive, non-transferable, non-sub-licensable, revocable license to use the Q Licensed Software, as such is developed by Aequitas, for Client's internal business purposes only and otherwise subject to the terms and conditions of this Agreement. This license is revocable by Aequitas if Client fails to comply with the terms and conditions of this Agreement, including without limitation, Client's failure to pay the initial annual AMS Fee in full in a timely fashion. Upon Client's payment in full of the first annual AMS Fee, this limited license shall become paid-up, permanent, and perpetual, subject to the restrictions on use and other terms set forth in this Agreement.
- 2.2. Proprietary Software. Client acknowledges and agrees that the Q Licensed Software is comprised of commercially valuable, proprietary, confidential products of Aequitas, the design and development of which reflect a considerable effort on the part of skilled development professionals and the investment of considerable time and money, Client shall use best efforts to keep the Q Licensed Software confidential and to prevent any

misuse, unauthorized use, or unauthorized disclosure of the Q Licensed Software by any party, as more particularly set forth in Article 13 below. Title to all complete or partial copies of Q Licensed Software, together with all applicable proprietary rights, including copyrights, patents, and trade secrets, therein are and shall remain the property of Aequitas and/or its licensor(s).

2.3. Restrictions on Licensed Use. Client shall:

2.3.1. not disclose the Q Licensed Software to, or allow it to be used by, or for the benefit of, or taken into possession by any unauthorized third party or end user;

2.3.2. unless Aequitas unable to provide Q Software Suite AMS as defined by this **Agreement, not alter, decompile, reverse engineer, “unlock,” adapt, translate,** disassemble or attempt to ascertain or discover any source code or underlying ideas or algorithms of the Q Licensed Software, merge the Q Licensed Software with any other work or create derivative works based on the Q Licensed Software or otherwise modify the Q Licensed Software in whole or in part;

2.3.3. not sell, lease, distribute, license or sublicense the Q Licensed Software to any third party;

2.3.4. not remove any copyright or proprietary rights notice or legend placed upon the Q Licensed Software;

2.3.5. not otherwise act in a manner which would impair the proprietary rights inherent or appurtenant to the Q Licensed Software;

2.3.6. be solely responsible for and utilize customary industry practices for saving, backing-up, securing and storing any and all data inputted into and used in conjunction with the Q Licensed Software; and

2.3.7. be solely responsible for the accuracy and proper input of any and all data inputted into or used in conjunction with the Q Licensed Software.

2.4. Copies. Client may make copies of the Q Licensed Software for internal purposes only. Client will repeat any and all proprietary notices, legends, and markings on any copy of the Q Licensed Software.

2.5. Cooperation. If Client becomes aware of any illegal or unauthorized use or reproduction (including piracy or modification) of the Q Licensed Software or any portion thereof, Client shall immediately inform Aequitas. Client shall reasonably cooperate with Aequitas to investigate such acts.

2.6. Source Code. Client agrees that Source Code is provided as part of this Agreement for **the purposes of insuring the Client’s ability to run, manage, and maintain Q Licensed Software in the case of Aequitas’ failure to remain able to provide Q Software Suite AMS** as defined by this Agreement. Client agrees to follow any and all naming conventions, directives, or instructions provided by Aequitas for Source Code Modification. Client shall be solely responsible for supporting and maintaining the Q Software Suite to the extent of Source Code Modifications made by Client.

2.7. Software Upgrades. Client agrees that Q Licensed Software is protected by trade secret and/or copyright law and are proprietary to Aequitas and/or its licensor(s). The placement of a copyright notice on any portion of Q Licensed Software does not mean that such portion has been published and will not derogate any claim of trade secret protection for the same.

3. Limited Warranties.

3.1. Functionality. For as long as a current Q Software Suite AMS agreement is in effect, Aequitas warrants that the Q Licensed Software will substantially conform to the current Aequitas user manuals and the functional descriptions of the Q Licensed Software in

**Aequitas' written proposal to Client (if applicable).** In the event of conflict between the aforementioned documents, the then-current Aequitas user manuals shall control. If the Q Licensed Software does not perform as warranted, Aequitas will use commercially reasonable efforts, consistent with industry standards, to cure the defect **in accordance with Aequitas' then-current support process.** Should Aequitas be unable to cure the defect or provide a replacement product, Client shall be entitled to a refund of the Q Software Suite AMS Fee paid for the defective Q Licensed Software, as depreciated on a straight-line basis over a seven (7) year period commencing on the Effective Date of this Agreement.

- 3.2. Services. Aequitas warrants that no Services provided by Aequitas under this Agreement shall violate the rights of any third party.
- 3.3. Power & Authority. Aequitas warrants that it has full power and authority to enter into this Agreement and to perform hereunder.
- 3.4. DISCLAIMER. EXCEPT AS EXPRESSLY SET FORTH IN THIS ARTICLE 3 AND ARTICLE 8 BELOW OF THIS AGREEMENT, AEQUITAS EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE IN CONNECTION WITH THIS AGREEMENT AND THE Q LICENSED SOFTWARE AND SERVICES, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND DURABILITY; ANY WARRANTY WITH RESPECT TO INTELLECTUAL PROPERTY INFRINGEMENT; AND ANY WARRANTY ARISING FROM A COURSE OF DEALING OR USAGE OF **TRADE. THE Q LICENSED SOFTWARE AND SERVICES SHALL BE PROVIDED ON AN "AS IS" BASIS.** ANY CONFIDENTIAL INFORMATION PROVIDED **HEREUNDER IS PROVIDED "AS-IS"** AND WITHOUT WARRANTY, EXPRESS, IMPLIED, OR OTHERWISE, REGARDING ITS USE RESULTS, ACCURACY, OR PERFORMANCE. AEQUITAS DOES NOT WARRANT THAT THE Q **LICENSED SOFTWARE WILL MEET ALL OF CUSTOMER'S REQUIREMENTS OR THAT THE USE OF THE LICENSED SOFTWARE WILL BE UNINTERRUPTED (FOR WHATEVER REASON), BE FREE FROM PROGRAMMING OR OTHER ERRORS OR DEFECTS OR WILL BE SAFE FROM VIRUSES, WORMS OR SECURITY BREACHES; AND AEQUITAS DOES NOT AUTHORIZE ANYONE TO MAKE ANY WARRANTIES ON AEQUITAS' BEHALF..**

#### 4. AMS

- 4.1. Q Software Suite AMS. Terms and conditions specific to Q Software Suite AMS are set **forth in Exhibit "C". Aequitas may amend the Q Software Suite AMS Agreement and** Client shall be deemed to have accepted such amended Q Software Suite AMS Agreement if (a) Aequitas has provided Client with a copy of the amended terms at least 90 days prior to the end of the then-current term and (b) Client fails to provide notice of non-renewal at least 30 days prior to the end of the then-current term.
- 4.2. AMS Fee.
  - 4.2.1. **The AMS Fee and its method of calculation are set forth on Exhibit "B," and the** per-student rate used to calculate the AMS Fee may be modified in the sole discretion of Aequitas, provided any increase of the per-student rate used for calculating the AMS **Fee is not greater than 3% over the prior year's per-student rate.**
  - 4.2.2. The AMS Fee is non-refundable. Unless Aequitas agrees otherwise in writing or unless provided otherwise under this Agreement, Client shall not be entitled to a refund of any portion of any AMS Fee paid hereunder, and the AMS Fee shall be due **Aequitas according to the payment schedule set forth on Exhibit "B," unless the AMS** Agreements for the Q Software Suite is not renewed, in accordance with the terms of the AMS Agreement.

5. Additional Services.
- 5.1. Terms. Client and Aequitas agree that Additional Services that fall outside the scope of this Agreement may be requested in writing by Client. If Aequitas agrees to provide such Services, the Parties will acknowledge their agreement in a work order containing the terms under which Aequitas will provide those Additional Services. **Additional Services will then be billed according to rates and fees set forth in Exhibit “B,” unless mutually agreed in the work order or otherwise in writing executed by both Parties prior to the initiation of the Additional Services.**
- 5.2. Expenses. Expenses shall be billed in accordance with the then-current Aequitas **Business Travel Policy, based on Aequitas’ usual and customary practices, a copy of which will be supplied upon request.** Copies of receipts shall be provided on an exception basis at no charge.
- 5.3. Cancellation of Services. In the event Client cancels Additional Services less than two (2) weeks prior to the date on which such Additional Services are to commence, Client is liable to Aequitas for (i) all non-refundable expenses incurred by Aequitas on Client’s behalf; and (ii) daily fees associated with the canceled Additional Services if Aequitas is unable to re-assign its personnel.
6. Taxes. The fees set forth in this Agreement and/or Exhibits do not include any taxes, including, without limitation, sales, use or excise tax. All applicable taxes shall be paid by Aequitas to the proper authorities and shall be invoiced to Client and reimbursed by Client to Aequitas. In the event Client possesses a valid direct-pay permit, Client will forward such permit to Aequitas on the Effective Date of this Agreement. In such event, Client shall be responsible for remitting all applicable taxes to the proper authorities. If tax-exempt, Client shall provide Aequitas with Client’s tax-exempt certificate.
7. Mutual Indemnification. Each Party shall indemnify, defend and hold harmless the other Party, its officers, agents, volunteers, contractors, and employees from any and all liability, **loss, expense (including reasonable attorneys’ fees and other defense costs), or claim of** third parties for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage occurring by reason of any acts or **omissions on the part of the Party’s own officers, agents, contractors, or employees under** or in connection with any obligation delegated to such Party under this Agreement. This indemnity shall survive termination of this Agreement for one year.
8. Intellectual Property Warranty and Indemnification. Aequitas warrants, to the best of its knowledge, that neither the Q Licensed Software in the form delivered by Aequitas to Client, nor its authorized use under this Agreement will infringe any valid United States patent or copyright existing at the time of delivery, provided, however, that this warranty does not extend to any infringement arising out of the use of the Q Licensed Software in combination with systems, equipment, or computer programs not supplied by Aequitas, or any use of the Q Licensed Software outside of the United States, or any modification of the Q Licensed Software by Client. Aequitas will indemnify, defend, and hold Client, its officers, agents, and employees harmless from any valid third-party claim of infringement which constitutes a breach of the foregoing warranty, provided that Aequitas must be given prompt, written notice of the claim and allowed, at its option, to control the defense and settlement of any such claim, by the Client. If Client’s use of Deliverables is restricted or

may be restricted as the result of a claim of infringement, Aequitas shall have the right but not the obligation, at its option to: a) substitute another functionally equivalent Deliverable; b) modify the allegedly infringing Deliverable to avoid the infringement; c) procure for Client the right to continue to use the Deliverable free of the restrictions caused by the infringement; or d) take back the Deliverable, refund any Q Software Suite AMS Fee **associated with that Deliverable (or that Deliverable's pro rata portion of total Q Software Suite AMS Fees, as the case may be)** paid to Aequitas. Client will cooperate fully in the defense of any such claim. Client reserves the right to employ separate counsel and participate in the defense of any claim at its own expense. This indemnity shall survive termination of this Agreement for one year.

9. LIMITATION OF LIABILITY. IN NO EVENT SHALL AEQUITAS BE LIABLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY DAMAGES RESULTING FROM LOSS OF USE, LOSS OF DATA, INTERRUPTION OF BUSINESS ACTIVITIES, OR FAILURE TO REALIZE SAVINGS ARISING OUT OF OR IN CONNECTION WITH THE **CLIENT'S USE OF** THE Q LICENSED SOFTWARE OR THE PROVISION BY AEQUITAS OF SERVICES. **AEQUITAS' LIABILITY FOR DAMAGES AND EXPENSES ARISING OUT OF ANY OBLIGATION OF** AEQUITAS UNDER THIS AGREEMENT, WHETHER BASED ON A THEORY OF CONTRACT OR TORT, INCLUDING NEGLIGENCE AND STRICT LIABILITY, SHALL BE LIMITED TO THE FEES PAID BY CLIENT TO AEQUITAS UNDER THIS AGREEMENT. CLIENT ACKNOWLEDGES AND AGREES THAT AEQUITAS HAS ENTERED INTO THIS AGREEMENT AND ANY AMS SERVICES AGREEMENT(S), INCLUDING ANY PRICING TERMS IN ANY OF THEM, IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH HEREIN, AND THAT THE SAME FORM AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES. THE PARTIES AGREE THAT THE LIMITATIONS AND EXCLUSIONS OF LIABILITY AND DISCLAIMERS SPECIFIED IN THIS AGREEMENT WILL SURVIVE AND APPLY EVEN IF THE AGREEMENT IS FOUND TO HAVE FAILED OF ITS ESSENTIAL PURPOSE.

10. DISCLAIMER. THE RIGHTS AND REMEDIES SET FORTH IN THIS AGREEMENT ARE EXCLUSIVE AND IN LIEU OF ALL OTHER RIGHTS AND REMEDIES.

11. Termination.

11.1. Termination for Convenience. In the event of Client's termination of this Agreement for convenience, Client shall provide Aequitas with ninety (90) days' advance written notice of Client's intent to terminate this Agreement. Client shall pay Aequitas for products delivered, Services rendered, and expenses incurred prior to the effective date **of termination upon Aequitas' presentment of an invoice therefor.**

11.2. Termination for Cause. **In the event of Aequitas' failure to perform under this Agreement,** Client shall immediately notify Aequitas in writing of such failure and allow Aequitas a ninety (90) day period in which to cure such failure. If, at the end of the cure period, Aequitas has not cured such failure, Client will have the right to terminate this Agreement. Upon such termination, Client shall pay Aequitas for all products delivered, Services rendered, and expenses incurred prior to the effective date of **termination and not in dispute upon Aequitas' presentment of an invoice therefor.** Payment for products, Services, and expenses in dispute will be determined in accordance with the dispute resolution process described in Section 16.12. below.

11.3. Termination for Non-appropriation. If Client should fail to appropriate or otherwise obtain available funds sufficient to purchase, lease, operate or maintain the resources

or otherwise satisfy its obligations under this Agreement, or their equivalent, Client may unilaterally terminate this Agreement upon ninety (90) days written notice to Aequitas. Upon termination, Client shall remit payment for all products delivered, Services rendered, and all expenses incurred by Aequitas prior to the effective date of **termination upon Aequitas' presentment of an invoice therefor.**

11.4. Termination for Cause. In the event of **Client's failure to pay any sums due under this Agreement within 90 days of receipt of written notice from Aequitas of the Client's** delinquency in making such payment after proper invoicing, Aequitas may, but is not obligated to, terminate the Q Software Suite AMS Agreement. If Client materially breaches either Article 2, Article 12, or Article 13 of this Agreement, Aequitas shall provide Client with written notice of the breach and the obligation to cure the breach, if it is curable, within 30 days. Aequitas may, but is not obligated to, terminate this Agreement immediately upon written notice to Client if, at the end of the cure period, the Client has not cured such breach. Upon such termination, Client shall pay Aequitas for all products delivered, Services rendered, and expenses incurred prior to the **effective date of termination and not in dispute upon Aequitas' presentment of an** invoice therefor. Payment for products, Services, and expenses in dispute will be determined in accordance with the dispute resolution process set forth below in Section 16.12. below.

11.5. Obligations upon Termination of This Agreement. Should this Agreement be terminated for cause pursuant to Section 11.4 as a result of an uncured breach of Articles 2 or 13, Client shall **either destroy or return to Aequitas, in Aequitas' sole** discretion, all copies of the Q Licensed Software.

12. No Assignment. No Party may assign its rights and responsibilities under this Agreement without the other Party's prior written permission which will not unreasonably be withheld.

13. Confidentiality. Both Parties recognize that their respective employees and agents, in the course of performance of this Agreement, may be exposed to confidential information and that disclosure of such information could violate the rights of the disclosing Party or other parties, whether private individuals or entities. Each Party agrees that it will not disclose any confidential information of the other Party, including but not limited to Trade Secrets; that it will use the same degree of care to maintain the confidentiality of confidential information of the other Party as it does for its own confidential information, and in no event less than a commercially reasonable degree of care; and that it will take commercially reasonable action to prevent such disclosure by its employees or agents. The confidentiality covenants contained herein shall survive the termination or cancellation of this Agreement for a period of two (2) years, except with respect to Trade Secrets. For Trade Secrets, the confidentiality covenants shall apply so long as the subject matter remains a trade secret. In the event of Freedom of Information Act or similar public record requests or an order of court or other tribunal of competent jurisdiction, confidential information shall be disclosed only to the extent disclosure is required by law or order of the court or tribunal: provided, however, that the receiving Party shall give prompt notice of the service of process or other documentation that underlies such requirement to the disclosing Party and use the receiving **Party's best efforts to assist the disclosing Party if the disclosing Party wishes to obtain a** protective order or otherwise protect the confidentiality of such confidential information. The disclosing Party reserves the right to obtain a protective order or otherwise protect the confidentiality of its confidential information.

## 14. Protection of Student Education Records

- 14.1. Private Data. **Private data and information (“Private Data”)** includes paper and electronic student education record information supplied by Client, as well as any data provided by Client students to the Aequitas, which is protected by federal and state law, including, but not limited to, 20 U.S.C. Section 1232(g) and Education Code Sections 49060, et seq. Aequitas acknowledges that the Agreement may allow Aequitas access to Private Data. Both Aequitas and Client certify that they will abide by state and federal laws concerning confidential student education records.
- 14.2. General Terms.
- 14.2.1. Aequitas does not provide a platform by which pupils can create content; therefore, Aequitas does not provide a means by which pupils may retain possession and control of such content.
- 14.2.2. Aequitas will not use any Private Data for any purpose other than those required or specifically permitted by the Agreement.
- 14.2.3. **Solely at the Client’s discretion, Q** may be configured to allow any authorized user to permit parents, legal guardians, and eligible pupils to review personally identifiable information contained in Private Data, and to correct erroneous information, in accordance with procedures established by the Client.
- 14.2.4. Aequitas agrees to work with Client to ensure compliance with FERPA and the Parties will ensure compliance by providing parents, legal guardians or eligible students with the ability to inspect and review pupil records and to correct any inaccuracies therein as described in statement 1.1.3 above.
- 14.2.5. Aequitas prohibits using personally identifiable information in pupil records to engage in targeted advertising.
- 14.2.6. If Aequitas is involved in a merger, acquisition, or sale of all or a portion of our assets, including in the case of a bankruptcy, Client will be notified of any change in ownership. In such as case, a successor entity will adhere to the terms of this Agreement with regard to Private Data.
- 14.2.7. **Aequitas will provide thirty (30) days written notice and obtain Client’s written consent** which will not be unreasonably withheld prior to making significant changes impacting the collection, use, disclosure or retention of Private Data.
- 14.3. Ownership of Private Data. Private Data obtained by Aequitas from Client continue to be the property of and under the control of the Client.
- 14.4. Prohibition On Unauthorized Use Or Disclosure Of Private Data. Aequitas agrees to hold Private Data in strict confidence. Aequitas shall not use or disclose Private Data received from, or on behalf of, Client except as permitted or required by the Agreement, as required by law, or as otherwise authorized in writing by Client. Aequitas agrees that it will protect the Private Data it receives from, or on behalf of, Client according to commercially reasonable standards and no less rigorously than it protects its own confidential information.
- 14.5. Return Or Destruction Of Private Data. At any time upon request or automatically upon termination, cancellation, expiration or other conclusion of the Agreement, Aequitas shall return all Private Data to Client, or if return is not feasible as determined by Client in a written notice to Aequitas, destroy any and all Private Data.
- 14.6. Client Remedies. If Client reasonably determines in good faith that Aequitas has materially breached any of its obligations under this Article, Client, in its sole discretion, shall have the right to provide Aequitas with a thirty (30) day period to cure the breach,

or terminate the Agreement immediately if cure is not possible. Client shall provide written notice to Aequitas describing the violation and the action it intends to take.

14.7. Maintenance Of The Security Of Electronic Information. Aequitas is committed to maintaining the security and confidentiality of Private Data. To that end, Aequitas implements and adheres to the following policies:

14.7.1. Aequitas shall develop, implement, maintain and use commercially reasonable administrative, contractual, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted Private Data received from, or on behalf of, Client or its students, to protect it from unauthorized access, release or use. These measures will be extended by contract to all subcontractors used by Aequitas.

14.7.2. Limiting employee access to student data based on roles and responsibilities

14.7.3. Conducting background checks on employees who have access to Private Data

14.7.4. Conducting privacy training that includes FERPA for employees with access to Private Data;

14.8. Reporting Of Unauthorized Disclosures Or Misuse Of Private Data. Aequitas, within one day of discovery or as soon as practicable, shall report to Client any use or disclosure of Private Data not authorized by the Agreement or in writing by Client. **Aequitas' report** shall identify: (i) the date and nature of the unauthorized use or disclosure; (ii) the Private Data used or disclosed; (iii) general description of what occurred including who made the unauthorized use or received the unauthorized disclosure; (iv) what Aequitas has done or shall do to mitigate any effect of the unauthorized use or disclosure; and (v) what corrective action Aequitas has taken or shall take to prevent future similar unauthorized use or disclosure; (vi) who at Aequitas the Client can contact. Aequitas shall provide such other information, including a written report, requested by Client. Aequitas will keep the Client fully informed until the incident is resolved.

14.9. Indemnity. Aequitas shall indemnify, defend and hold Client harmless from all claims, liabilities, damages or judgments arising out of the gross negligence of Aequitas, involving a third party, including **Client's costs and attorneys' fees, which arise as a result of Aequitas' failure to meet any of its obligations under this Article. No Indemnity** is provided by Aequitas to Client for any gross negligence of Client, its employees, officials, board members, or consultants.

15. Payment Terms.

15.1. Aequitas will invoice Client for the AMS Fee annually based on the then-current per-**student rate according to the payment schedule set forth in Exhibit "B" for Q Software Suite AMS.**

15.2. Aequitas will invoice Client fees for Additional Services, plus expenses (prices do not **include travel expenses incurred in accordance with Aequitas' current Business Travel Policy), if and as provided/incurred, according to Exhibit "B".**

15.3. Payment is due within thirty calendar (30) days of the invoice date.

15.4. Payment is considered late if not received by Aequitas within thirty (30) days of the invoice date unless prior arrangements have been made. All late invoices will be subject to a minimum fifty dollar (\$50.00) late fee. A finance charge of one and one half percent (1 ½%) per month (18% annually) will be charged on all unpaid balances.

16. General Provisions.

16.1. Entire Agreement. This Agreement represents the entire agreement of Client and



Aequitas with respect to the subject matter hereof, and supersedes any prior agreements, understandings, and representations, whether written, oral, expressed, implied, or statutory. Client hereby acknowledges that in entering into this Agreement it did not rely on any information not explicitly set forth in this Agreement.

- 16.2. Notice. Unless otherwise provided, notices provided under this Agreement must be in writing and delivered by (a) certified mail, return receipt requested, (b) hand-delivered, (c) facsimile with receipt of a "Transmission Confirmed" acknowledgment, (d) e-mail, or (e) delivery by a reputable overnight carrier service (in the case of delivery by facsimile or e-mail, the notice must be followed by a copy of the notice being delivered by a means provided in (a), (b) or (e)). The notice will be deemed given on the day the notice is first received. Notices must be delivered to the addresses first set forth above in the opening paragraph of this Agreement or at such other addresses as may be later designated by notice.
- 16.3. Relationship of the Parties. The Parties intend at all times to be independent contractors. Neither Party is an employee, joint venturer, agent or partner of the other, nor is either Party authorized to assume or create any obligations or liabilities, express or implied, on behalf of or in the name of the other. The employees, methods, facilities and equipment of each Party shall at all times be under the exclusive direction and control of that Party.
- 16.4. Survival. **Client's obligations shall survive the termination of this Agreement and** remain in effect for so long as Aequitas is entitled to protection of its rights in the Q Licensed Software. Any provision of this Agreement, which by its nature or terms extends beyond the termination or expiration of this Agreement, shall remain in effect for the period expressly prescribed in this Agreement or, if there is no such prescription, until fulfilled, and shall apply to respective authorized successors and assigns. These provisions include, but are not limited to Articles 2, 3, 7-10, 13, and 14.
- 16.5. Headings. Headings of articles and sections have been inserted for convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of the Agreement.
- 16.6. Counterparts. This Agreement may be executed in one or more counterparts, including by facsimile, all of which shall be considered one and the same agreement, and shall become effective when one or more counterparts have been signed by each Party hereto and delivered to the other Party hereto.
- 16.7. Governing Law. The validity, interpretation and performance of this Agreement shall be construed and enforced in accordance with the laws of the State of California.
- 16.8. Force Majeure. Neither party shall be liable for delays in performing its obligations under this Agreement to the extent that the delay is caused by force majeure. Either party shall have the right to terminate this Agreement if force majeure suspends performance of scheduled tasks by one or more parties for a period of one hundred-twenty (120) or more days from the scheduled date of the task. This paragraph shall not relieve Client of its responsibility to pay for Services and goods provided to Client and expenses incurred on behalf of Client prior to the effective date of termination.
- 16.9. Waiver. No waiver by either Party of any default under or breach of this Agreement shall be deemed a waiver of any subsequent default or breach of the same or other provisions of this Agreement.
- 16.10. Severability of Provisions. In the event that any provision of this Agreement or the application thereof to any person or circumstance is held to be invalid, void or unenforceable, such provision or the application thereof shall be deemed stricken and not part of this Agreement so that the remaining portions of this Agreement can be given effect without the invalid void or unenforceable provision or application and to this end,

the provisions of this Agreement are severable.

16.11. Dispute Resolution.

16.11.1. In the event of a dispute between the parties arising under or relating to this Agreement (a “Dispute”), **that is not resolved amicably within 10 business days or** such shorter or longer period as the Parties may mutually agree, the Dispute shall be resolved by mandatory and binding arbitration administered by the American Arbitration Association (“AAA”) **under the AAA’s then prevailing Commercial Arbitration Rules** and only the Commercial Arbitration Rules, including if applicable, the portion of those Commercial Arbitration Rules relating to Large Complex Commercial Disputes. Notwithstanding the foregoing, to the extent any provision of this subsection modifies, adds to, or is inconsistent with, any provision of the Commercial Arbitration Rules, the provisions of this subsection shall control.

16.11.2. The arbitration shall be held in the County of Riverside, State of California. The arbitration shall be heard by a panel of three neutral arbitrators with five years of experience as an arbitrator and familiarity with computer law. The panel will be selected pursuant to the provisions of Commercial Arbitration Rule R-11.

16.11.3. Discovery of all documents and information (including electronically stored information) reasonably necessary for a full understanding and presentation of the Dispute shall be permitted, subject to the right of either party to seek and obtain from the panel limitations on or expansions of the scope of such discovery. Notwithstanding the foregoing, discovery by written interrogatories is not favored and will only be permitted by agreement of the Parties or order of the panel on a showing of good cause. Any dispute regarding discovery, or the relevance or scope thereof, shall be determined by the panel, which determination shall be conclusive. At the request of a Party, the panel shall have the discretion to order examination by deposition of witnesses to the extent the panel deems such additional discovery relevant and appropriate. All objections made in any depositions are reserved for the arbitration hearing except for objections based on privilege or the disclosure of proprietary or confidential information.

16.11.4. The arbitrators shall not award any prohibited damages set forth under Article 9 or damages in excess of those agreed to by the Parties in this Agreement. The decision of the arbitrators shall be final and binding upon the Parties, and judgment upon any award in such arbitration may be entered and enforced in any court of competent jurisdiction. The costs of the arbitration, including the administrative fees and expenses of the arbitration and the expenses and fees of the arbitrators, **shall be split equally between the Parties. Each Party shall pay its own attorneys’** fees and expenses, except that if a prevailing party in the arbitration is required to initiate proceedings or otherwise incur costs to enforce the award or any judgment issued with respect thereto, that Party shall be entitled to recover its costs and **attorneys’ fees associated with such action.**

16.11.5. Notwithstanding anything to the contrary in the foregoing, either Party may, without waiving any remedy under this Agreement or its right to arbitrate any Dispute, seek immediate equitable relief, including a preliminary injunction or **temporary restraining order pending the panel’s determination of the merits of the** Dispute, or other relief in aid of arbitration, including an injunction to compel arbitration. Nothing in this subsection is intended or should be construed to limit the powers of the panel to order preliminary or interim measures or relief.

16.11.6. Each Party agrees that the wrongful disclosure of confidential information or the violation of any of the obligations set forth in Articles 2 , 12, and 13 may cause irreparable injury that is inadequately compensable in monetary damages.

Accordingly, either Party may seek injunctive relief in any court of competent jurisdiction for the breach or threatened breach of this Agreement, in addition to any other remedies in law or equity to which that Party may be entitled. Furthermore, the Parties agree to waive any requirement that a Party seeking injunctive relief post bond as a condition for obtaining any such injunctive relief.

16.11.7. EACH PARTY KNOWINGLY, VOLUNTARILY AND INTENTIONALLY, WAIVES (TO THE EXTENT PERMITTED BY APPLICABLE LAW) ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY OF ANY DISPUTE ARISING UNDER OR RELATING TO THIS AGREEMENT.

16.12. Insurance. Aequitas warrants that it will at all times maintain commercially reasonable levels of general liability and workers compensation insurance of no less than \$1,000,000.

16.13. Modification. This Agreement may not be modified in any way, except by a written instrument signed by each Party.

16.14. Construction. Any of the terms defined herein may, unless the context otherwise requires, be used in the singular or the plural, depending on the reference. References herein to any Article, Section, or Exhibit shall be to an Article, Section, or Exhibit, as the case may be, hereof unless otherwise specifically provided. The use herein of the word "include" or "including", when following any general statement, term or matter, shall not be construed to limit such statement, term or matter to the specific items or matters set forth immediately following such word or to similar items or matters, whether or not non-limiting language (such as "without limitation" or "but not limited to" or words of similar import) is used with reference thereto, but rather shall be deemed to refer to all other items or matters that fall within the broadest possible scope of such general statement, term, or matter. The word "or" shall not be exclusive. There shall be no presumption of interpreting this Agreement or any provision hereof against the draftsperson of this Agreement or any such provision.

16.15. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective authorized successors and assigns.

IN WITNESS WHEREOF, the undersigned certify and warrant that they understand the legal significance of, and have the legal authority to bind the organizations they represent to, the terms in this Agreement.

Glendale Unified School District

Aequitas Solutions, Inc.

By: \_\_\_\_\_

By:  \_\_\_\_\_

Name: \_\_\_\_\_

Name: John W. Uhler

Title: \_\_\_\_\_

Title: CEO

Date: \_\_\_\_\_

Date: 06/04/18

Exhibits Attached

- **Exhibit "A"** - Q Licensed Software \_\_\_\_\_X\_\_\_\_\_
- **Exhibit "B"** - Service Fees & Payment Schedule \_\_\_\_\_X\_\_\_\_\_
- **Exhibit "C"** - Q Software Suite AMS Agreement \_\_\_\_\_X\_\_\_\_\_
- **Exhibit "D"** - Current Support Policies \_\_\_\_\_X\_\_\_\_\_

**Exhibit “A” - Q Licensed Software\***

Product	(L)icense / (S)ubscription	License Date
Q	L	7/1/12
Q Source Code for licensed products only	L	7/1/12
Q Food Service Online Applications		
Q Food Service POS		
Q Service Tracker		
Q Student Body Accounting	L	7/1/12
Q Communications		
Q District Pulse	S	9/1/18
Q Assessment		
Q Learning Management		
Q SIF Agent		
Q Special Education	L	7/1/12
Q Online Pre-Enrollment	L	7/1/12
Q Online Re-Enrollment	L	7/1/12
Q Web API		

\* Additional modules may be added to this list as they become available

**Exhibit “B” - Current Services Fees & Payment Schedule**

Current District ADA: 26,071

Due Date	Description	Payment Amount	Notes
7/1	Q Annual Maintenance Fee calculated on the basis of \$3.35 per student	\$87,272.67	
7/1/18	Q District Pulse subscription fee calculated on the basis of \$2.00 per student / year. Prorated Sept 2018 - June 2019	\$43,361.66	
Billed Monthly	District Pulse Implementation Services	\$30,000.00	
Billed Monthly	Implementation Services		Requires a work order signed by both Parties. Billed as incurred.
Billed Monthly	Consulting Services	\$1,500/day	Requires a work order signed by both Parties. Billed as incurred.
Billed Monthly	Hourly Service Rate	\$187.50/hr	Requires a work order signed by both Parties. Billed as incurred.

- 1.1. All payments are due and payable according to the schedule set forth above.
- 1.2. The **AMS Fee is recalculated each year using the district’s current ADA or enrollment. The per-student rate for the AMS Fee will not increase more than 3% in any year, and Aequitas must provide Client with written notice of any changes in this rate at least 90 days prior to the end of the then-current term.**

**Exhibit “C” - Q Software Suite AMS Agreement**

**This Q Software Suite AMS Agreement (“Q AMS Agreement”) is made this 1st day of July, 2018, between Aequitas Solutions, Inc., with offices at address 7365 Carnelian Street, Suite 208, Rancho Cucamonga, CA 91730 (“Aequitas”) and Glendale Unified School District with offices at 223 N Jackson Street Glendale, CA 91206 (“Client”).**

WHEREAS, the Parties have entered into an Aequitas Solutions Q License Agreement dated 07/01/18 (“Main Aequitas Agreement”); and

WHEREAS, Aequitas desires to support and maintain the Q Software Suite; and

WHEREAS, Client desires to have Aequitas support and maintain the Q Software Suite; and

WHEREAS, the Client has acquired a license to the Q Software Suite from Aequitas under the Main Aequitas Agreement;

NOW, THEREFORE, in consideration of the agreements and covenants set forth herein, and for other good and valuable consideration set forth herein, the Parties hereby agree as follows:

1. Q AMS Agreement. This Q AMS Agreement is effective on payment of the current AMS Fee, **as set forth in Exhibit “B” to the Main Aequitas Agreement and shall remain in force for a one (1) year term or such other term as the Parties may specify in a written amendment to this Q AMS Agreement signed by both Parties.** This Q AMS Agreement will automatically renew for subsequent one (1) year periods upon the payment of the then-current AMS Fee, unless cancelled by either party in writing thirty (30) days prior to the end of the then-current term.
2. AMS Terms, Conditions, Limitations and Exclusions.
  - 2.1. For so long as the Main Aequitas Agreement and this Q AMS Agreement are in effect, Aequitas shall, in a professional, good and workmanlike manner, perform its obligations **in accordance with Aequitas’ support process, which may be modified by Aequitas** from time to time upon notice to Client, in order to conform the Q Licensed Software to the applicable warranty under the Main Aequitas Agreement. A copy of the current Aequitas **support process is set out in Exhibit “D” to the Main Aequitas Agreement.** Aequitas reserves the right to refrain from initiating or to suspend maintenance and support services if Client fails to pay undisputed AMS Fees within sixty (60) calendar days of the due date. Provided the Main Aequitas Agreement has not been terminated, Aequitas will reinstate maintenance and support services upon Client’s payment of the overdue AMS Fees, plus any applicable late fees or assessments, as set forth in the Main Aequitas Agreement.
  - 2.2. Aequitas shall provide Client with all future updates and releases for modules listed in **Exhibit “A” that Aequitas makes to the Q Licensed Software for no additional cost so** long as a current Q AMS Agreement is in effect. Client acknowledges and agrees that a new release of the Q Licensed Software is for implementation in the Q Licensed Software as the Q Licensed Software exists without Client customization or modification, and that Aequitas reserves the right to cease maintaining or supporting a prior release of the Q Licensed Software twelve (12) months after shipping a new release of the Q Licensed Software. Client acknowledges and agrees that fixes to software issues may occur in

only the latest release of the Q Licensed Software with the exception of major issues determined by agreement of the Parties that **Client's ability to continue to operate the Q Licensed Software is materially hindered.**

2.3. Q Software Suite AMS Fees do not include installation or implementation of the Q Licensed Software, onsite support (unless Aequitas cannot remotely correct a defect in Q Licensed Software), application design, Additional Services, support of an operating **system or hardware, or support outside of Aequitas' normal business hours.**

3. Client Responsibilities.

3.1. For the purposes of maintenance and support, Client shall provide, at no charge to Aequitas, full and free access to the Q Licensed Software; working space; adequate facilities within a reasonable distance from the equipment; and use of machines, attachments, features, or other equipment necessary to provide maintenance and support services set forth herein.

3.2. Aequitas utilizes industry-standard, secure commercial remote connectivity tools to provide remote maintenance and support services. Client shall maintain for the duration of the Main Aequitas Agreement and this Q AMS Agreement a high-speed Internet connection capable of connecting to Client's PC's and server(s). Aequitas, at its option, shall use the connection to assist with problem diagnosis and resolution.

3.3. Client acknowledges and agrees that if Client modifies Source Code, Client will assume sole responsibility for support and maintenance of such Source Code Modifications. If Aequitas is required to support any such Source Code Modifications or determines that an issue is caused by such a Source Code Modification, Client agrees to pay the hourly **service rate identified in Exhibit "B" for Additional Services.**

4. Definitions. All defined terms shall have the meaning as set forth herein, or if none, the meaning set forth for such terms in the Main Aequitas Agreement shall apply.

5. Conflict. Should any term of this Q AMS Agreement conflict with any term contained in the Main Aequitas Agreement, the Main Aequitas Agreement will control.

6. Main Agreement Terms. To the extent applicable to the provision of Q Software Suite AMS, the terms and conditions of Articles 2-3, 4.1, 5-7, 9-10, and 12-16 (excluding Section 16.14) of the Main Aequitas Agreement are incorporated herein by reference.

IN WITNESS WHEREOF, the undersigned certify and warrant that they understand the legal significance of, and have the legal authority to bind the organizations they represent to, the terms in this Q AMS Agreement.

Glendale Unified School District

Aequitas Solutions, Inc.

By: \_\_\_\_\_

By:  \_\_\_\_\_

Name: \_\_\_\_\_

Name: John W. Uhler

Title: \_\_\_\_\_

Title: CEO

Date: \_\_\_\_\_

Date: 06/04/18

## **Exhibit “D” - Support Services Description**

Definitions and capitalization in this section are intended for this Exhibit only and do not affect the rest of this document.

Aequitas Solutions, Inc. offers multiple support options to our clients. These options include:

- Standard Support (included with Annual Maintenance and Support Contracts)
- Extended Support (billable support)
- Consulting (billable consulting for services requested by client)
- Training (billable training sessions, remote or on-site, requested by client)

### Standard Support

Aequitas provides telephone and e-mail assistance to clients to help in general use, post-implementation configuration changes and other problems experienced during the course of normal system utilization. Our support is designed to work with qualified, pre-designated points of contact for the district. Normally, we do not provide end-user support as this service is most aptly provided by qualified internal district personnel that are acquainted with the internal district setup, configuration and policies.

Our highly trained and qualified support personnel will work with you and your staff to help insure that you are able to use your system to its fullest capabilities. Every person at Aequitas Solutions participates in providing support to our customers. This helps us to insure that our staff is qualified and knowledgeable and that we are able to always effectively support our customers.

Our normal support hours are 7 AM to 5 PM PST. Users are able to enter prioritized support tickets through our helpdesk website 24x7 where they can also track the status of and update any outstanding support requests. Additionally, there is a FAQ system where common issues, their resolutions, tips, tricks and how-to articles are posted so that users can perform self-service support anytime.

Our goal is to resolve all issues as quickly as possible. Because of workload and priority response times may vary, however, we make every attempt to adhere to the following schedule:



Event Priority	Response Time	Resolution Time
Low	24 hours if possible, otherwise within 48 hours	1 week following initial response
Normal	End of business if possible, otherwise within 24 hours	72 hours following initial response
High	Immediate	Depends on issue. Immediately if possible, otherwise within 24 hours.

Standard support is geared to handle basic use and configuration issues and to help customers in the case that the software is not working as designed (typically referred to as a bug). If a bug is encountered and our support team can duplicate it, our developers will then attempt to address that issue and release a fix as part of the support and maintenance contract. Depending on the issue, fixes may be released as part of the next service pack, individually or may include a work-around until such time as a fix can be made available.

#### Extended Support

Extended support is provided for those instances where the issue experienced is not caused by the system or is not a result of normally accepted use of the system. This might include situations where there are data issues, issues created by customization performed by the district, incorrect setup, user error or environmental issues. These issues are not considered part of the Standard Support provided under the AMS contract and are billable at the rates **specified in Exhibit “B” (minimum one hour and is then billed in 15 minute increments for any additional time required)**.

If an issue submitted through the helpdesk system is determined to be outside of the Standard Support offering the district will be notified immediately and a determination will be made on how to proceed with resolution. Aequitas Solutions does not initiate billable services without the prior authorization of our clients. Your account manager will work with the appropriate district contact to get all Extended Support approved and documented.

#### Consulting & Training

There are many times that districts want or need services that are outside the scope of support. Consulting services offered by Aequitas Solutions include server and system setup or modification, network and infrastructure consulting, installation, configuration, custom SQL programming or other system help. There are also occasions where training may be requested for help in implementing a new module, custom training or even refresher training. Any of

these services can be requested through your account manager and are the rates specified in **Exhibit “B” plus travel.**

#### Custom Development

Custom development is available to all supported clients. Custom development can include adding new functionality or modules to the system to perform specific tasks or extending existing functionality to accommodate specific needs. Custom development can be requested through your account manager and is typically billed on a pre-approved project rate for large projects or at the rates specified in Exhibit “B” for smaller projects.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 12

TO: Board of Education

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

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

SUBJECT: **Approval of Contract with Panorama Education for Social-Emotional Learning Survey for Students**

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The Superintendent recommends that the Board of Education approve a contract with Panorama Education in the amount of \$52,850 to provide research-based social-emotional learning survey to students.

Social-Emotional Learning (SEL) is a critical need for all students, but defining what SEL is and is not and what areas of need to focus resources is a challenge. Staff is proposing to replace the current student client survey with a research-based social-emotional learning survey provided by Panorama Education.

Panorama partners with over 450 school districts nationwide, and over 50 in California, including La Canada, Long Beach, Bellflower, Santa Ana, and Val Verde. This tool was developed with Dr. Hunter Gehlbach, Dr. Angela Duckworth, and the Harvard Graduate School of Education and monitors SEL across two areas for students:

**Student Skills & Competencies – Topics Include:**

Grit, Growth Mindset, Emotional Regulation, Self-Management, and Social Awareness

**Student Supports & Environments – Topics Include:**

Sense of Belonging, Teacher-Student Relationships, School Safety, Student Engagement, Valuing of School

A team of GUSD teachers and staff would participate in a Survey Design Workshop to choose the 4-5 areas of focus for the survey, and an elementary and secondary version will be created using student-friendly language. Students, Grades 3-12, would take the survey in September and February. September results would help school teams to target supports and interventions based on the actual perceptions of the students enrolled. The February survey would provide "post-test" results to monitor progress towards goals and help inform the LCAP planning process for the District and the school.

Panorama's user-friendly interface allows users to look at aggregate results at the District, school, and classroom levels. Users can also disaggregate results across custom demographics, including gender, grade level, ELL status, free-reduced lunch status and attendance. Glendale staff will have access to reports and visual displays of both current and longitudinal data. As Glendale completes multiple survey administrations, each subsequent report will be housed within the same reporting platform and highlight changes in results.

To help users contextualize their survey results, Panorama offers comparisons of school and District results to a national dataset. Within benchmarks, users have the ability to customize comparisons to include similar schools that share school setting, grade band, or free/reduced lunch status. Panorama's national benchmarks span more than 3,000 schools and 2 million students, families, teachers, and staff members across diverse geographic areas, school types, and achievement levels.

All users will have access to Playbook, Panorama's online professional development platform. Playbook includes instructional strategies and classroom resources aligned to topics like Grit, Growth Mindset and School Climate. They have partnered with leading non-profits (including Second Step, Character Lab, and Open Circle) to integrate these resources into the platform as a way to support action at school sites.

The proposed contact includes:

License Fee = \$39,000

Professional Development and Project Management Support = \$13,850

Total Cost = \$52,850

Educational Services will cover the cost associated with this contract.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 13

TO: Board of Education

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

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

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

SUBJECT: **Approval of Adoption of Transitional Science Materials for Grades K-8**

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The Superintendent recommends that the Board of Education approve the adoption of interim transitional science curriculum materials (Mystery Science for Grades K-5 and STEMscopes for Grades 6-8). Current science textbooks are not aligned to the new California Next Generation Science Standards; therefore, interim materials are needed until publishers develop instructional materials that do align.

**Overview: Grades K-5**

With the completion of the California Science Framework, California is moving closer to full implementation of the California Next Generation Science Standards (CA NGSS). Publishers are still developing instructional materials aligned with the new standards, so transitional materials are needed in the interim.

Current science textbooks are not aligned with CA NGSS. The grade level at which much of the content is covered has shifted. Additionally, the current textbooks do not address two of the three dimensions of CA NGSS or the instructional shifts required for full implementation.

On April 12, 2018, the Elementary Curriculum Review Committee (CRC) evaluated supplemental materials. The rubric focused on two areas critical to successful implementation: *NGSS Shifts* and *Features of Quality Design*. The CRC overwhelmingly determined that Mystery Science would be an effective transitional resource until such time that GUSD undergoes a full science adoption.

Mystery Science provides open-and-go lessons that inspire kids to love science, foster their natural curiosity about the world, and inspire them to develop a scientific understanding of it. The Teaching and Learning Department obtained a free trial for all K-5 teachers in GUSD beginning in March through June 30, 2018. The feedback from teachers has been positive. Teachers using the program regularly have indicated that students are engaged and excited with Mystery Science's inquiry approach to elementary science.

**Recommended Adoption:**

The CRC unanimously voted to recommend GUSD purchase Mystery Science as a transitional, on-line resource for K-5 teachers. The CRC also recommends that the science materials and supplies needed to effectively implement Mystery Science be funded as part of the adoption of the program to ensure all students have equitable access to high-quality science education.

On April 26, 2018, the CRC recommendation was presented to the Elementary Education Council, represented by elementary principals, who approved the recommendation.

**Fiscal Impact:**

There are two components to the cost of any science program: the curriculum and the materials.

**Total Cost of Online Curriculum Access: \$29,960**

- o 2018-2019: \$499 per elementary school (if purchased before June 30)
- o 2019-2020: \$999 per elementary school

**Total Cost of Materials – \$110,500**

Materials used with Mystery Science are purchased independent of the program. Purchasing the supplies in bulk provides a significant cost savings. Many of the reusable items will remain in use once a full program adoption takes place.

- o Re-usable Materials - \$40,500 (tax included)
- o Consumable - \$35,000/year (tax included)

The total cost to implement Mystery Science, for two-years, including both Curriculum Access and Materials, is \$140,460.

**Overview: Grades 6-8**

California is in the midst of reviewing instructional materials for science in grades 6-8. In November 2018, the State Board of Education will release a list of state recommended

instructional materials at which point GUSD will begin the adoption process culminating with new instructional materials for the 2020-2021 school year.

**Recommended Adoption:**

Because current materials are not aligned with the California Next Generation Science Standards (CA NGSS), GUSD needed to provide science teachers a transitional curricular resource for the 2017-2018 school year. After review with the science teachers, STEMscopes was selected.

In April 2018, all users of STEMscopes were given a survey on the effectiveness of the program. The results of the survey were as follows:

- Usefulness as a transitional material – 2.4 out of 4
- Alignment to standards – 87%
- Continue use in 2018-2019 – 70%

The science teachers are aware of the limitations and challenges of the program and are researching additional materials to supplement; however, without STEMscopes, GUSD science teachers will not have the resources needed to implement the new science courses. The majority of the teachers that responded indicated that the lack of additional programs currently available for transitional use necessitates the continued use of STEMscopes for the next two school years (2018-2019 and 2019-2020).

The Science CSC and principals approved and recommended the program for the entirety of the transition. The cost for the STEMscopes program will be \$6.00 per student in Grades 6–8. With approximately 6,300 students currently enrolled in Grades 6–8, the approximate total cost for STEMscopes for the 2018-19 school year is \$37,800.

**Action Requested:**

With the Board's consent, staff will seek approval for both of these curricular resources at the June 19, 2018 Board meeting as an action item. The action is needed to take advantage of a pricing discount for Mystery Science and ensure that the materials are ordered and received by school sites before the start of the 18-19 school year. Mystery Science is currently offering a discount that significantly reduces the cost of the program:

Year 1: A savings of 67%

Year 2: A savings of 33%

Purchasing before June 30, 2018, provides the opportunity to purchase the two years of access for the price of one.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 14

TO: Board of Education

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

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

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

SUBJECT: **Approval of Agency Contracts for Special Education Services for 2018-2019 School Year**

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The Superintendent recommends that the Board of Education approve the contracts between Glendale Unified School District and various agencies to provide special education services for students not to exceed \$4,730,000.

It is recommended that the following agencies be used to provide special education services as needed:

- Comphealth (for an amount up to \$150,000)
- Comprehensive Therapy (for an amount up to \$330,000)
- EBS Healthcare (for an amount up to \$150,000)
- Education Spectrum (for an amount up to \$100,000)
- EBS Healthcare (for an amount up to \$200,000)
- G & S Transit Management, Inc. DBA City Cab (for an amount up to \$150,000)
- Invo Health Care Associates, Inc. (for an amount up to \$350,000)
- JM Speech & Accent Reduction (for an amount up to \$160,000)
- Madison Healthcare (for an amount up to \$60,000)
- Maxim Healthcare Services, Inc. DBA Maxim Staffing Solutions (for an amount up to \$700,000)
- Mediscan, Inc. (for an amount up to \$150,000)
- Protocol Agency, Inc. (for an amount up to \$180,000)
- Rockstar Recruiting DBA StaffRehab (for an amount up to \$100,000)
- Royal Health (for an amount up to \$50,000)
- Soliant Health (for an amount up to \$150,000)
- Speech, Language & Educational Associates (for an amount up to \$1,500,000)
- Sunbelt Staffing (for an amount up to \$150,000)
- Therapy Travelers (for an amount up to \$100,000)



Glendale Unified School District  
Action Report No. 14  
June 19, 2018  
Page 2

These contracts are needed to provide special education services for the 2018-2019 school year. Special education resources will be used to pay for these services.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 15

TO: Board of Education

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

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

PREPARED BY: Dr. Rebeca Andrade, Director  
Early Education and Extended Learning Programs

SUBJECT: **Resolution No. 35 - Annual Agreement for Contract No. CSPP-8196 with the California Department of Education, Child Development Division, for the State Preschool Programs 2018-2019**

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The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for the State Preschool Programs with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$1,961,588.

The California Department of Education, Child Development Division, has submitted a contract to enter into a local agreement with the Glendale Unified School District for the purpose of providing child care and development services in the amount of \$1,961,588. The funding received will support the program CSPP (California State Preschool Program) from July 1, 2018 through June 30, 2019.

**RESOLUTION NO. 35**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2018-2019.**

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RESOLUTION

BE IT RESOLVED that the Governing Board of Glendale Unified School District authorizes entering into local agreement number **CSPP-8196** and that the person/s who is/are listed below is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Winfred B. Roberson, Jr.	Superintendent	_____
Dr. Kelly King	Assistant Superintendent Educational Services	_____
Stephen Dickinson	Chief Business & Financial Officer Business Services	_____

PASSED AND ADOPTED THIS 19<sup>th</sup> day of June 2018 by the Governing Board of the Glendale Unified School District of Los Angeles County, California.

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

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(Clerk's Signature)

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(Date)

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 16

TO: Board of Education

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

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

PREPARED BY: Dr. Rebeca Andrade, Director  
Early Education and Extended Learning Programs

SUBJECT: **Resolution No. 36 - Annual Agreement for Contract No. CCTR-8089 with the California Department of Education, Child Development Division, for the General Child Care and Development Programs 2018-2019**

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The Superintendent recommends that the Board of Education adopt a resolution to enter into a local agreement for General Child Care and Development Programs with the California Department of Education, Child Development Division, and accept funds for these services in the amount of \$2,162,717.

The California Department of Education, Child Development Division, has submitted a contract to enter into a local agreement with the Glendale Unified School District for the purpose of providing child care and development services in the amount of \$2,162,717. The funding received will support the program CCTR (formerly FCTR and GCTR) from July 1, 2018 through June 30, 2019.

**RESOLUTION NO. 36**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2018-2019.**

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RESOLUTION

BE IT RESOLVED that the Governing Board of Glendale Unified School District authorizes entering into local agreement number **CCTR-8089** and that the person/s who is/are listed below is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Winfred B. Roberson, Jr.	Superintendent	_____
Dr. Kelly King	Assistant Superintendent Educational Services	_____
Stephen Dickinson	Chief Business & Financial Officer Business Services	_____

PASSED AND ADOPTED THIS 19<sup>th</sup> day of June 2018 by the Governing Board of the Glendale Unified School District of Los Angeles County, California.

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

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(Clerk's Signature)

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(Date)

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 17

TO: Board of Education

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

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

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

SUBJECT: **Approval of Agreement Between Glendale Unified School District and Beach Cities Learning**

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The Superintendent recommends that the Board of Education approve an agreement with Beach Cities Learning for the 2018-2019 school year in the amount of \$225,000 and \$75 per hour for additional therapy.

The agreement provides support to one elementary school, one middle school and one high school special day class designed to meet the needs of students who exhibit behavioral and emotional challenges. The high school program is an addition for 2018-2019. It is necessary for the matriculation of students from the middle school program to high school.

The provision of special education services implemented by Beach Cities Learning is funded by state special education appropriations.

# **Agreement Between Glendale Unified School District (GUSD) and Beach Cities Learning (BCL)**

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This Agreement is entered into this 1<sup>st</sup> day of July, 2018 by and between the Glendale Unified School District (“GUSD”) and the Beach Cities Learning (“BCL” and with GUSD, the “Parties”) for the delivery of special education services and classroom support to the GUSD Elementary & Middle School Special Day Classes for students with behavioral and emotional challenges (each one, a “Class” and collectively, “Classes”).

## **RECITALS**

WHEREAS, the Glendale Unified School District is a Local Educational Agency located in Los Angeles County, California, duly organized and existing under and by virtue of the law of the State of California, including the California Education Code; and

WHEREAS, Beach Cities Learning is a special education program and therapeutic service provider located in Los Angeles, California; and

WHEREAS, GUSD seeks support for Elementary, Middle and High School Special Day Classes for students with behavioral and emotional challenges.

NOW, THEREFORE, in the consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

- A. Beach Cities Learning agrees to: expand existing special education services in GUSD by supporting Elementary, Middle and High School Special Day Classes and providing related therapeutic support and services for students with behavioral and emotional challenges.
- B. Services Provided by Beach Cities Consultants:
  - 1. 1500 hours of classroom support and services for the twelve months – July 1, 2018 through June 30, 2019 – to be utilized for Program Development (50 hours) and Program Management/Direct Student Services (1450 hours per classroom).
  - 2. Program development includes: Classroom / Program Development and Curriculum Modification; Behavioral Modification Program Set-Up; and Professional Development for GUSD staff (Curriculum Modification and Behavior modules).
  - 3. Program Management/Student Services includes: 250 hours consultation to the GUSD teacher (22.7 hours per month for eleven months); and 1200 hours of therapeutic support per classroom (109 hours per month for eleven months per classroom).
  - 4. Any additional hours of Related Services (RS) Counseling authorized by GUSD will be billed to GUSD at \$75.00 per hour.
  - 5. Behavior data will be collected and analyzed by the Program
  - 6. Curriculum developed for the program will be based on GUSD and California State Standards.

## **Agreement Between Glendale Unified School District (GUSD) and Beach Cities Learning (BCL)**

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7. BCL staff will implement only Non Crisis Intervention (NCI) techniques and use those techniques to de-escalate students in the classroom.
8. BCL will collaborate with general education staff and administrator.
9. Therapeutic staff assigned to the special day classroom will be responsible for drafting proposed clinical goals and objectives for the students enrolled in the class for review and consideration at the student's annual IEP meetings.
10. Staff will deal with emergency behaviors exhibited by students enrolled in the special day class in accordance with the California law, and the policies and procedures of GUSD.

### **C. Responsibility of Glendale Unified School District**

1. Designate a GUSD teacher for the Classes. Facilitate teacher participation in BCL professional development.
2. GUSD staff will collaborate with BCL on the GUSD curriculum requirements and provide GUSD curriculum materials.
3. GUSD will provide furniture, textbooks, supplies, internet, instructional resources, and computers for students enrolled in the classroom.
4. Should BCL staff require current NCI certification, GUSD will provide opportunities for training in NCI techniques by certified NCI trainers to be used in behavioral emergencies.
5. GUSD site Administrator will provide administrative and behavioral support in cases of a behavioral emergency related to students enrolled in the special day class.

### **D. SERVICE PROVIDERS AND ASSIGNMENT**

BCL assures the GUSD that criminal background including fingerprint checks have been conducted and completed on any person, assigned to provide services to any student enrolled in the special day classroom under this Agreement in accordance with applicable state and federal law before any person is allowed to have contact with or assigned to work with any student enrolled in the special day classroom under this Agreement. BCL will submit a photocopy of the criminal background or fingerprint check reports for each such provider or person to GUSD prior to allowing him or her to have contact with or assigning him or her to work with any student enrolled in the special day classroom. Staff must submit verification of tuberculosis (TB) test.

Any decision concerning the assignment of BCL staff to the special day classroom will be a collaborative decision made by GUSD and BCL. Staff assigned to the special day classroom will be supervised and evaluated by BCL.



## **Agreement Between Glendale Unified School District (GUSD) and Beach Cities Learning (BCL)**

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### **E. INDEPENDENT CONTRACTOR STATUS**

This Agreement is by and between two independent parties and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

BCL agrees, during the term of this agreement, to maintain at BCL's expense, all necessary insurance for its employees, including but not limited to workers compensation, employer's liability, disability, and unemployment insurance.

BCL shall provide GUSD with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, Professional Liability, and Worker's Compensation. Evidence of insurance covering vehicles will also be required if BCL services include use of vehicle(s) on GUSD site(s) or providing transportation to GUSD students. BCL general liability and professional liability and vehicle coverage shall, at a minimum provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. GUSD shall be named as an additional insured by endorsement, and maintain the coverage in effect at all times during the life of the Agreement.

### **F. FUNDING**

1. Glendale Unified School District agrees to pay the sum of \$225,000 to Beach Cities Learning for the staff and services provided from July 1, 2018 through June 30, 2019 to be utilized for Program Development (50 hours) and Program Management/Student Services (1450 hours).

Payment for Program Development hours will be made upon execution of this agreement and receipt of invoice from BCL. GUSD will pay ongoing invoices within forty-five (45) business days of receipt from Beach Cities Consultants.

GUSD will fund additional RS counseling as appropriate for any student during the student's enrollment in the classroom in accordance with the student's IEP. The rate for RS counseling will be \$75 per hour.

### **G. INDEMNIFICATION:**

BCL shall indemnify, defend, and hold harmless GUSD and GUSD's officers, agents, contractors, employees from any and all liability, loss, expense (including reasonable attorney's fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of GUSD's own officers, agents, contractors, or employees under or in connection with any obligation delegated to BCL under this Agreement.

GUSD shall indemnify, defend, and hold harmless BCL and BCL's officers, agents, contractors, employees from any and all liability, loss, expense (including reasonable

**Agreement Between Glendale Unified School District (GUSD)  
and Beach Cities Learning (BCL)**

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attorney's fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to, bodily injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of BCL's own officers, agents, contractors, or employees under or in connection with any obligation delegated to GUSD under this Agreement.

- H. BCL assures the Glendale Unified School District that all of their service providers, including volunteers and any other person assigned by BCL to work with students enrolled in the special day classroom under this Agreement are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.
- I. BCL assures the GUSD that it does not discriminate on the basis of race, religion, sex, national origin, sexual orientation, or disability in employment or operation of the program.
- J. Duration of this Agreement:

This agreement is effective and shall remain in full force and effect from July 1, 2018 through June 30, 2019.

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

**BEACH CITIES LEARNING CENTER:**

By: \_\_\_\_\_  
Signature  
\_\_\_\_\_ Title:  
Print Name Dated: \_\_\_\_\_, 2018

By: \_\_\_\_\_  
Signature  
\_\_\_\_\_ Title:  
Print Name Dated: \_\_\_\_\_, 2018

**GLENDALE UNIFIED SCHOOL DISTRICT:**

By:  
Print Name: Dr. Kelly King  
Print Title: Assistant Superintendent, Educational Services

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 18

TO: Board of Education

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

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

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

SUBJECT: **Approval of Memorandum of Understanding with Foothill SELPA and Hathaway-Sycamores Child and Family Services**

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The Superintendent recommends that the Board of Education (Administrative Unit for the Foothill SELPA) approve a Memorandum of Understanding between Foothill SELPA and Hathaway-Sycamores Child and Family Services agency for the 2018-2019 school year in the amount of \$328,050 for educational services and an amount up to \$122,232 for therapeutic services.

The Foothill SELPA and Hathaway-Sycamores Child and Family Services agency operates the Glendale West regionalized program at Glendale High School for students classified as emotionally disturbed (ED). The attached Memorandum and Understanding defines the roles and responsibilities of each party.

The Foothill SELPA Glendale West program is utilized by all three SELPA districts and cost to utilize these services are to be paid for through district-level funds according to use of services.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

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This Memorandum of Understanding (the "MOU") is entered into this 1st day of July, 2018 by and between the Foothill SELPA ("SELPA") and the Hathaway-Sycamores Child and Family Services ("Hathaway-Sycamores") for the delivery of special education services and related services for students that are eligible as students with exceptional needs through an IEP.

## RECITALS

WHEREAS, the SELPA is a multi-district special education local plan area, located in Los Angeles County, California, duly organized and existing under and by virtue of the laws of the State of California, including the California Education Code; and

WHEREAS, Hathaway-Sycamores is a school and mental health provider located in Los Angeles, California; and

WHEREAS, the SELPA and Hathaway-Sycamores desire to operate a SELPA regionalized special education program at Glendale High School for high school students that are eligible as students with exceptional needs under the category of Emotional Disturbance (ED), Specific Learning Disability (SLD), or Other Health Impairment (OHI).

NOW, THEREFORE, in the consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

- A. Hathaway-Sycamores agrees to maintain and coordinate the operation of a SELPA regionalized program class at Glendale High School for high school students whose primary eligibility as students with exceptional needs under California and federal special education laws are ED, SLD, or OHI and who are entitled to special education and related services.
- B. Eligible Students: For the purpose of the MOU, an eligible student is one who meets the California eligibility criteria of laws under Emotional Disturbance ("ED") 5 CCR 3030 (i), SLD, or OHI, and for whom the appropriate and least restrictive educational environment for his or her unique educational needs is the specially designed program provided by Hathaway-Sycamores pursuant to the MOU.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

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- C. Services Provided by Hathaway-Sycamores for the ED Classroom at Glendale High School.
1. One (1) full-time fully California credentialed and trained teacher will be provided for serving up to twelve (12) students. Upon joint approval of the SELPA Director/designee and the Executive Vice President of Programs from Hathaway-Sycamores, class size may be increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.
  2. One (1) full-time instructional aide trained and experienced in working with students will be provided.
  3. One (1) full-time trained behavioral specialist trained and experienced in behavior intervention strategies will be provided.
  4. One (1) full-time California therapist trained and experienced with Educationally Related Mental Health Services, and in accordance with the student's IEP goals and objectives, will be provided.
  5. Behavior data will be collected and analyzed by the teachers and/or aides assigned by Hathaway-Sycamores to the classroom.
  6. Instruction provided to students enrolled in the classroom will be based on California Standards.
  7. Staff will implement only Non Crisis Intervention (NCI) techniques, or other district approved intervention, and use those techniques to de-escalate students in the classroom. NCI training, or other district intervention, for Hathaway-Sycamores staff will be provided by School District.
  8. Case-management meetings will be held on an as –needed basis between the Hathaway-Sycamores' staff and Foothill SELPA staff.
  9. Provide support and collaborate with general education staff and administrators.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

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10. Pay for a substitute teacher and aide assigned to the classroom when they are absent from work.
  11. Track and coordinate Individual Education Plan's (IEP's) for students enrolled in the classroom.
  12. The Teachers/designees assigned to the classroom will administer academic achievement assessments to the students enrolled in the classroom as needed and in accordance with California and federal special education laws.
  13. Staff, including the therapist assigned to the classroom, will be responsible for drafting proposed therapeutic goals and objectives for the students enrolled in the classroom for review and consideration at the student's annual IEP meetings.
  14. Staff will deal with emergency behaviors exhibited by students enrolled in the classroom in accordance with the California law, and the policies and procedures of the SELPA member school district.
  15. Ongoing communication will exist between the SELPA Director, Special Education Directors of the SELPA member school districts and designees of Hathaway-Sycamores.
  16. Collaborative meetings on as needed basis will be attended by the teacher and aide assigned to the classroom and SELPA and/or Special Education designees.
- D. Responsibility of FOOTHILL SELPA
1. Provide adequate space at District high school campus for a Classroom.
  2. Provide furniture, textbooks, supplies, internet, resources, and computers for students enrolled in classroom.
  3. Provide a substitute for the teacher when he/she is absent from work, as needed.
  4. Collaborate with the Hathaway-Sycamores' staff to place eligible students in the classroom.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

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5. On site school counselors will assist with the transcripts for the students enrolled in the classroom.
6. Foothill SELPA will provide California credentialed school psychologists, speech and language pathologists, occupational therapists, and other service providers to conduct triennial assessments for student assigned to the classroom as required by the California and federal special education laws.
7. District of Residence will arrange transportation for students enrolled in the classroom whose IEP's include transportation as a related service.
8. District of Residence will coordinate dual enrollment of students enrolled in the classroom, when determined appropriate by an IEP team.
9. Site Administrator or designee will provide administrative and behavioral support in case of a behavioral emergency related to students enrolled in the classroom.
10. Glendale USD will provide staff for dispensing medication to students enrolled in the classroom.
11. Foothill SELPA will provide opportunities for training in NCI techniques or other identified intervention by certified NCI trainers, to be used in behavioral emergencies, as well as access to other district trainings.

## E. SERVICE PROVIDERS AND ASSIGNMENT

Hathaway-Sycamores assures the SELPA that criminal background including fingerprint checks have been conducted and completed on any person, assigned to teach and provide services to any student enrolled in the classroom under this Agreement in accordance with applicable state and federal law before or any person is allowed to have contact with or assigned to work with any student enrolled in the classroom under this Agreement. Hathaway-Sycamores will submit a photocopy of the criminal background or fingerprint check reports for each such teacher, provider or person to the SELPA prior to allowing him or her to have contact with or assigning him or her to work with any student enrolled in the classroom. Staff must submit verification of tuberculosis (TB) test.

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

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Any decision concerning the hiring and firing of teachers and aides assigned to the classroom will be a collaborative decision made by the SELPA and Hathaway-Sycamores with Hathaway-Sycamores retaining final authority. Teacher, aide, behavioral specialist and therapist assigned to the program will be supervised and evaluated by Hathaway-Sycamores.

## F. INDEPENDENT CONTRACTORS STATUS

This Agreement is by and between two independent parties and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

## G. FUNDING

The term “district of residence” as used in this Agreement means the school district in which an eligible student lives for purposes of school attendance. Glendale Unified School District for an eligible student enrolled in the ED classroom will be allocated ADA and Revenue Limit for the ED classroom for that student.

The Foothill SELPA agrees to pay the sum of \$328,050 to Hathaway-Sycamores for the teacher, teacher aide, and behavioral specialist services provided for 180 school days and 24 extended school year days. Payment is not contingent on actual student attendance.

The Foothill SELPA agrees to pay the sum of \$926 per month per seat for the educational support services provided by the therapist. The therapist will bill Medi-Cal for any services provided to a Medi-Cal funded (who meets Specialty Mental criteria) student and will not bill the school district.

Glendale Unified School District will pay invoices within forty-five (45) business days of its receipt from Hathaway-Sycamores.

## H. INDEMNIFICATION:

Hathaway-Sycamores shall indemnify, defend and hold harmless the SELPA, and the SELPA’s officers, agents, contractors, employees, and the SELPA member school districts and their officers, agents, contractors and employees, from any and all liability, loss, expense (including reasonable attorneys’ fees and other defense costs), or claims imposed for damages of any nature whatsoever. Including, but not limited to , bodily



## MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

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injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of Hathaway-Sycamores' own officers, agents, contractors, or employees under or in connection with any obligation delegated to the Hathaway-Sycamores under this Agreement.

- I. Hathaway-Sycamores shall provide SELPA with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, Professional Liability, and Worker's Compensation. Evidence of insurance covering vehicles will also be required if Hathaway-Sycamores services include use of vehicle(s) on SELPA site(s) or providing transportation to SELPA students. Hathaway-Sycamores general liability and professional liability and vehicle coverage shall, at a minimum, provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. SELPA shall be named as an additional insured by endorsement, and maintain the coverage in effect at all times during the life of the MOU.
- J. For the purpose of the Agreement, "days" refer to school calendar days unless otherwise specified.
- K. Hathaway-Sycamores assures the SELPA that all teacher, aide, specialist, therapist or other provider, including volunteers and any other person assigned by Hathaway-Sycamores to work with students enrolled in the classroom under this Agreement, are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.
- L. Hathaway-Sycamores assures the SELPA that it does not discriminate on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in employment or operation of the program.
- M. Hathaway-Sycamores and SELPA recognize that records maintained by them respectively related to pupils are confidential pursuant to related provision of federal and state law, including California Education Code Section 49062 et seq.
- N. Duration of this Agreement:

# MEMORANDUM OF UNDERSTANDING

Between Foothill SELPA and  
Hathaway-Sycamores Child and Family Services

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The MOU is effective and shall remain in full force and effect from July 1, 2018 through June 30, 2019.

IT WITNESS WHEREOF, the parties have executed and entered into this MOU as of the date set next to the signature of the SELPA ("Effective Date")

**FOOTHILL SELPA:**

Dated: \_\_\_\_\_

By: \_\_\_\_\_

Dr. Kelly King,  
Assistant Superintendent, Educational Services  
Glendale Unified School District  
(Administrative Unit for the Foothill SELPA)

**HATHAWAY-SYCAMORES CHILD AND FAMILY SERVICES:**

Dated: \_\_\_\_\_

By: \_\_\_\_\_

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION ITEM NO. 19

TO: Board of Education  
FROM: Winfred B. Roberson, Jr., Superintendent  
PREPARED BY: Kristine Nam, Communications Director, Public Information Office  
SUBJECT: **Services Agreement with ARDA Campaigns**

---

The Superintendent recommends that the Board of Education approve the services agreement with ARDA Campaigns to develop district-wide mailer for Glendale Unified School District's community outreach.

ARDA Campaigns shall develop district-wide mailer for Glendale Unified School District's community outreach in the amount of \$54,045.

#

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

## SERVICES AGREEMENT

THIS CONTRACT made and entered into this 1st day of May, 20 18

by and between ARDA Campaigns, LLC

hereinafter called the **SERVICE PROVIDER** and the **GLENDALE UNIFIED SCHOOL DISTRICT**, hereinafter called the **DISTRICT**.

WITNESSETH: The parties do hereby contract and agree as follows:

1. *Services Description.* SERVICE PROVIDER will perform the services described in the "Scope of Work" attached hereto as Addendum A and made a part thereof.
2. *Price.* The SERVICE PROVIDER shall furnish the DISTRICT for a total contract price of:

Fifty Four Thousand Forty Five Dollars

(\$ 54,045.00 ) for the services at GUSD (site).

**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.

3. *Term.* The term of this contract shall begin May 1, 20 18 and will terminate on or before June 30, 20 18 provided all services under this Contract are performed in a satisfactory manner. The determination of a satisfactory performance shall be in the sound and reasonable judgment and discretion of the District.

The District may, at any time, with or without reason, terminate this Agreement and compensate SERVICE PROVIDER only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by SERVICE PROVIDER. Notice shall be deemed given when received by the SERVICE PROVIDER or no later than three days after the day of mailing, whichever is sooner.

This agreement may be terminated by either partner immediately by written notice to the other partner upon the occurrence of any of the following events:

- a. If either partner ceases to do business, or terminates its business operations.
- b. If either partner is unable to meet its obligations in the normal course of business.
- c. If either partner becomes insolvent.

Either partner may terminate this Agreement for convenience upon thirty (30) days prior written notice to the other partner.

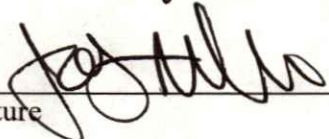
4. *Insurance.* The SERVICE PROVIDER agrees, during the term of this agreement, to maintain at SERVICE PROVIDER's expense all necessary insurance for its employees, including but not limited to workers compensation, employer's liability, disability, and unemployment insurance.
5. *Hold Harmless Agreement.* The SERVICE PROVIDER shall save, defend, hold harmless and indemnify the DISTRICT from and against any and all losses, damages, liabilities, claims, and costs of whatsoever kind and nature for injury to or death of any person and for loss or damage to any property occurring in connection with or in any way incident to or arising out of the occupancy, use, service, operations, or performance of work on the property under the terms of this contract, resulting in whole or in part from the negligent acts or omissions of the SERVICE PROVIDER or any employee, agent or representative of SERVICE PROVIDER.
6. *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.
7. *Attorney's Fees.* If any action is brought by either party against the other party hereunder, each party shall be responsible for its own expenses, including legal and accounting fees, in connection with the prosecution or defense of such action.
8. *Licenses and Permits.* It shall be the sole responsibility of SERVICE PROVIDER to obtain any needed business licenses, certificates, permits to conduct business to meet the terms of this Agreement.

Any employee of a Service Provider working with a student(s) must be supervised by a credentialed person or must hold an Activity Supervisor Clearance Certificate.

9. *District's Right of Retention.* District shall become the owner of and entitled to exclusive possession of all records, documents, graphs, photographic or other reproductions of any kind produced as part of or resulting from this Agreement and no other uses thereof will be permitted except by permission of District.
10. *Fingerprinting.* Service Provider shall comply with the provisions of Education Code section 45125.2 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees. Service Provider shall not permit any employee to have any contact with District pupils until such time as Service Provider has verified in writing to the governing board of the District, that such employee has not been convicted of a felony, as defined in Education Code section 45122.1. Service Provider shall fully complete and perform all tasks required pursuant to the Criminal Background Investigation/Fingerprinting Certification.

11. *Anti-Discrimination.* It is the policy of the Glendale Unified School District Board of Education that in connection with all work performed under construction and purchasing contracts, there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, ethnic group identification, age religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information. Therefore, the Service Provider agrees to comply with the applicable Federal and California Laws, including, but not limited to, the Education Code 220 and California Fair Employment Practice Act, beginning with Labor Code, Section 1410 and Labor Code, Section 1735.

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

By:  Title Principal  
Signature Title  
Jason Mills Date 6/6/18  
Print Name Date

By: \_\_\_\_\_ Title \_\_\_\_\_  
Signature Title  
\_\_\_\_\_  
Print Name Date

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

**Glendale Unified School District**

By: \_\_\_\_\_  
Print Name: Winfred B. Roberson, Jr.  
Print Title: Superintendent of Schools  
Date: \_\_\_\_\_

**Information regarding Service Provider:**

License No.: \_\_\_\_\_

Address: **675 N. Euclid St. #481  
Anaheim, CA 92801**

Telephone: **253-223-9158**

Facsimile: **714-276-9151**

Email: \_\_\_\_\_

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: \_\_\_\_\_
- Limited Liability Company
- Other: \_\_\_\_\_

**82-3347781**

Employer Identification and/or  
Social Security Number

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.

Addendum A

Scope of Work

ARDA Campaigns shall prepare District-wide mailer and website for community outreach - Bond and district updates.



## Request for Taxpayer Identification Number and Certification

**Give Form to the  
requester. Do not  
send to the IRS.**

▶ Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	<p><b>1</b> Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p> <p><b>ARDA Campaigns LLC</b></p>	
	<p><b>2</b> Business name/disregarded entity name, if different from above</p>	
	<p><b>3</b> Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.</p> <p><input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC    <input type="checkbox"/> C Corporation    <input type="checkbox"/> S Corporation    <input type="checkbox"/> Partnership    <input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____</p> <p><b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</p> <p><input type="checkbox"/> Other (see instructions) ▶ _____</p>	<p><b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p><small>(Applies to accounts maintained outside the U.S.)</small></p>
	<p><b>5</b> Address (number, street, and apt. or suite no.) See instructions.</p> <p><b>675 N Euclid St. #481</b></p>	<p>Requester's name and address (optional)</p>
	<p><b>6</b> City, state, and ZIP code</p> <p><b>Anaheim, CA 92801</b></p>	
	<p><b>7</b> List account number(s) here (optional)</p>	

### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>									
or									
<b>Employer identification number</b>									
8	2	-	3	3	4	7	7	8	1

### Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	<p>Signature of U.S. person ▶ </p>	<p>Date ▶ 11/28/17</p>
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### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

### Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-DIV (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 20

TO: Board of Education

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

PREPARED IN: Office of the Superintendent

SUBJECT: **Contract Approval - Assistant Superintendent, Educational Services**

---

The Superintendent recommends that the Board of Education approve the employment contract for Dr. Kelly King, Assistant Superintendent, Educational Services

Dr. Kelly King is currently the Assistant Superintendent, Educational Services. The attached employment contract for Dr. King is being presented for approval by the Board of Education. The term of this contract shall commence on July 1, 2018 and end on June 30, 2020.

**Background:**

On December 12, 2017, the Board of Trustees voted unanimously to approve a 2-year employment agreement extension for Assistant Superintendent Dr. Kelly King, commencing on July 1, 2018 and ending on June 30, 2020. Under the current employment agreement, Dr. King's salary reflects a 3% salary increase, which is equal to the percentage increase negotiated between the GUSD and the GTA and also received by the GSMA. However, the recently negotiated 3% salary increase was not included in Dr. King's employment agreement that was Board approved on December 12, 2017. This updated employment agreement includes the 3% salary increase.

No other changes have been made to the recommended employment agreement.

GLENDALE UNIFIED SCHOOL DISTRICT  
Glendale, California

**AGREEMENT OF EMPLOYMENT WITH KELLY ANN KING, Ed.D.**

THIS AGREEMENT is entered into on the 1<sup>st</sup> day of July 2018, between the Board of Education of the Glendale Unified School District of Los Angeles County, hereinafter referred to as "District," and Dr. Kelly Ann King, Assistant Superintendent, Educational Services, hereinafter in places referred to as "Employee."

This Agreement shall replace and supplant the existing Agreement between the parties.

IT IS HEREBY MUTUALLY AGREED that the conditions of employment for Dr. Kelly Ann King, Assistant Superintendent, Educational Services shall be as follows:

1. The term of this contract agreement shall commence on July 1, 2018 and end on June 30, 2020. After the completion of the 2018-2019 school year, but prior to December 1, 2019, the Board shall consider whether to extend or renew the contract for an additional period.
2. The annual base salary shall be \$199,787.95 per fiscal year. This amount shall not be subject to decrease during the term of this Agreement. The Board may increase the salary at any time during any school year subject to the Employee meeting or exceeding the expectations for performance and goals established in the Employee's annual evaluation from the Superintendent.
3. The health and welfare and other fringe benefits shall be those accorded the other full-time senior management employees of the District.
4. The work year shall be 12 months of full and regular service per fiscal year (from July 1 through June 30).
5. Vacation benefits shall be accrued at the rate of 22 working days during each year of service under this agreement. The Employee is encouraged to take vacation days in the year earned. If circumstances dictate otherwise, the Employee may annually cash out up to ten earned and unused vacation days.
6. Sick leave days shall be as provided by law and Board policy to all certificated management employees.
7. The duties of the Employee shall be as those described in the then-current Board-approved position description applicable to Employee's position, and as reasonably directed by the Superintendent and/or Board of Education. Employee shall report directly to the Superintendent.
8. The Superintendent shall, at least once each year, meet with Employee to review Employee's performance. Employee shall perform the duties of her position in a

competent, honest and good faith manner, and shall devote full-time efforts to the performance of duties pursuant to this Agreement. The annual evaluation shall be confirmed in written summary form.

9. The District encourages Employee to participate in professional organizations for purposes of education and personal development, and therefore shall reimburse as business expense the cost of Employee's membership in the Association of California School Administrators (ACSA).
10. The District shall reimburse Employee for all actual and necessary expenses incurred in the performance of services for the District within the scope of employment as provided for in Board of Education Policy 4331.3 and/or authorized by the Board of Education.
11. Automobile travel, within the scope of the Assistant Superintendent, Educational Services, duties, will be reimbursed at the regular mileage rate according to District policy.
12. This Agreement may be terminated prior to its expiration:
  - 12.1 By Employee, in the event of Employee's qualified retirement under STRS based either on age or disability;
  - 12.2 By either Employee or the District, in the event of a physical or mental condition of Employee which has disabled, or is expected to disable Employee from effective performance of the essential duties of her position for an extended period, even with reasonable accommodation, after Employee has exhausted all available sick leave and vacation entitlements. Nothing herein shall preclude the District from appointing an interim replacement for Employee during the period of Employee's disability.
  - 12.3 By the death of Employee;
  - 12.4 By the District, due to good cause. Good cause includes a material breach by Employee of the obligations owed to the District, and also includes conduct by Employee which undermines her effectiveness as a trusted senior executive of the District; or
  - 12.5 By the District, without good cause as defined above. In that event only, the Employee shall continue to receive the balance of payments set forth herein for the remainder of the stated term of this Agreement, or a period of 12 months, whichever is the lesser.
13. If this Agreement is terminated for any of the above-mentioned causes, Employee shall continue to be eligible for all post-retirement medical and dental insurance benefits for the Employee and spouse as per Board Policy 4317.13. Any accrued

vacation, retirement calculation, and disability allowance shall be paid at the rate of 1/225 of the annual salary.

14. As required by Government Code Section 53243.2, if this Agreement is terminated because the employee is convicted of a crime involving abuse of office or position, the employee must reimburse the District for specified payments (paid leave pending an investigation, legal criminal defense, cash settlement related to termination, etc.) made by the District.
15. Any disputes or claims otherwise cognizable in court, arising out of or relating to enforcement of the parties' Agreement of Employment, or termination of employee's employment, including any contractual, statutory or common law claims, and claims against individual managers, agents and Board members of the District in their capacity of such, as well as against the District itself, shall be submitted to binding arbitration pursuant to the Employment Arbitration Rules of the American Arbitration Association. Statutes of limitations and scope of remedies shall be the same as if the case were brought in court, except that claims alleging violation of this Agreement of Employment must be brought, in writing, within one year of the alleged violation. The District shall pay for the cost of the arbitration itself, but the parties shall each bear the cost of their own case, unless otherwise provided by statute.
16. This Agreement shall be binding upon the District upon final adoption by the Board of Education.

IN WITNESS WHEREOF the parties hereto have duly approved and executed this agreement on the date first shown above.

_____/_____ Winfred B. Roberson, Jr., Ed.D.    Date Superintendent	_____/_____ Gregory S. Krikorian, President    Date Board of Education
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\_\_\_\_\_/\_\_\_\_\_  
Kelly Ann King, Ed.D.    Date  
Assistant Superintendent, Educational Services

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 21

TO: Board of Education

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

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

PREPARED BY: Dr. Deb Rinder, Executive Director, Secondary Services

SUBJECT: **Amendment to the Contract with Maxim Healthcare Services, Inc. DBA Maxim Staffing Solutions**

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The Superintendent recommends that the Board of Education approve an amendment to the contract between Glendale Unified School District and Maxim Healthcare Services, Inc. DBA Maxim Staffing Solutions for providing contracted nursing staff to meet the needs of students.

Maxim Healthcare Services, Inc. DBA Maxim Staffing Solutions is an agency that provides contracted nursing staff to meet the needs of students. The existing contract with this agency is in the amount of \$500,000, but it is estimated that additional \$80,000 will be needed to pay for services for the remainder of the 2017-2018 school year. Special education resources will be used to pay for these services.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

ACTION REPORT NO. 22

TO: Board of Education

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

PREPARED IN: Office of the Superintendent

SUBJECT: **Resolution No. 37 – Board Policy 9250 – Compensation, Reimbursement, and Other Benefits**

---

The Superintendent recommends that the Board of Education adopt Resolution No. 37 in relation to the provisions of Board Policy 9250 – Compensation, Reimbursement, and Other Benefits.

Education Code 35120(e) and GUSD Board Policy 9250 states “on an annual basis, the governing board may increase the compensation of individual board members beyond the limits delineated in section 35120, in an amount not to exceed five (5) percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the government board.” This stipend is intended to reimburse Board members for attendance at Board meetings and routine expenses incurred in the performance of required Board responsibilities and duties. Effective July 1, 2018, this amount would increase from \$1282.73 per month to \$1346.87.

GLENDALE UNIFIED SCHOOL DISTRICT

**RESOLUTION NO. 37– TO INCREASE THE MONTHLY COMPENSATION OF  
BOARD MEMBERS PURSUANT TO BOARD POLICY 9250**

WHEREAS, the members of the Governing Board of the Glendale Unified School District (“District”) provide an ongoing commitment of time and effort on behalf of students, families, and staff of the District and receive a minimal compensation for meeting attendance in accordance with Education Code section 35120 and Board Policy 9250;

WHEREAS, Education Code section 35120 and Board Policy 9250 permit the Governing Board to annually increase the compensation of individual board members, in an amount not to exceed five percent based on the present monthly rate of compensation;

WHEREAS, the Governing Board has determined that it is proper to increase the monthly compensation of the individual board members by five percent (5%) based on the present monthly rate of compensation;

THEREFORE, BE IT RESOLVED, by the Governing Board of the District that the monthly rate of compensation of the individual board members will be \$1346.87, effective July 1, 2018, which represents a five percent increase based on the present monthly rate of compensation.

PASSED AND ADOPTED by the Governing Board of the Glendale Unified School District on June 19, 2018, by the following votes:

AYES:

NOES:

ABSENT:

ABSTAIN:

---

Gregory S. Krikorian  
President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Glendale Unified School District, adopted by said Governing Board at its regular meeting on June 19, 2019.

---

Dr. Armina Gharpetian  
Clerk, Board of Education



GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 1

TO: Board of Education

FROM: Dr. 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. 30, June 4, 2018
- b) Special Meeting No. 31, June 8, 2018

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

**BOARD OF EDUCATION MEETING NO. 30**  
**UNADOPTED MINUTES**  
**REGULAR MEETING, June 4, 2018**

**CALL TO ORDER AND ROLL CALL**

The regular meeting of the Glendale Unified School District Board of Education was called to order by Gregory S. Krikorian, president of the Board of Education, at 4:30 p.m. on Monday, June 4, 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, Dr. Armina Gharpetian, Nayiri Nahabedian, Shant Sahakian, and Greg Krikorian.

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.

**PLEDGE OF ALLEGIANCE**

Joe Suh, a 12<sup>th</sup> grade student from Crescenta Valley High School, led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

Mr. Krikorian 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 Ms. Nahabedian to amend the agenda by accepting a revised report for Action No. 1 (see attachment #1), moving Consent Calendar Item #7 to Action #16, and tabling Acknowledgement (c)-Student Board member to the June 19 board meeting. Motion approved as amended. AYES—Freemon, Gharpetian, Nahabedian, Sahakian, and Krikorian.

**STUDENT BOARD MEMBER REPORT**

Student Board Member Amira Chowdhury reported on the activities at our schools. Twenty elementary schools and four middle schools are having their promotion ceremonies. High School graduation takes place on June 6 for all of our five high schools. It is a time for growth and our seniors will be moving on to the next chapter of their lives.

PRESENTATIONS

1. *GSMA Presents Future Educators Scholarships* – The Glendale Schools Management Association presented scholarship checks to the following students who are planning futures in education: Ani Sarkisyan from Clark Magnet High School; Kim Foster and Justin Galvan from Crescenta Valley High School; Elizabeth Batres and Erika Lopez from Glendale High School; and, Sarah Hersch and Talin Aivazian from Hoover High School.
2. *CSEA Presents Scholarship* – The Classified Schools Employee Association presented a scholarship check to Brooklin Lakin from Crescenta Valley High School who is pursuing a career that reflects the classified employees. Brooklin will study to become a nurse.

ACKNOWLEDGEMENTS AND RECOGNITIONS

1. *Crescenta Valley High School ComedySportz* – The Board of Education recognized the ComedySportz Team for their win at Improv Madness.
2. *Student Advisory Council* – The Board of Education acknowledged the services of the following high school students who served on the Student Advisory Council during the 2017-2018 school year: Lara Khanjian, Mariam Panikyan, Sofia Yeremian, Sophia Arlantico, and Yerine Kwon from Clark Magnet; James Baek, Katie Blood, Luke Weingarten, Monet Aghayani, and Sarah Perez from Crescenta Valley; Ani Ordubekyan, Arpa Shahbazian, Janet Louie, Kayla Rodriguez, Michelle Yolyan, Milena Asatryan, and Tigran Danielyan from Glendale High; Amira Chowdhury, Aitana Fear, Diana Mirozian, Suk Chan Lee, Tina Ghahremanians, and Zara Alam from Hoover High.
3. ~~*Student Member, Board of Education*—Amira Chowdhury, senior at Hoover High School has served with distinction as the student representative to the Board of Education during the 2017-2018 school year.~~ (Moved to June 19, 2018 meeting).
4. *Michael F. Escalante Award* – Initiated in 2010, the Michael F. Escalante Scholar Award is presented to an outstanding senior from each high schools. This year's recipients were: Sofia Yeremian, Clark Magnet High School; Joe Suh, Crescenta Valley High School; Sevada Ghazaryan, Daily High School; Matthew Clingerman, Glendale High School; and Aitana Fear, Hoover High School.
5. *Robert A. Sanchis Award* – The Board of Education presented the Robert A. Sanchis Award to Sherry Kully and Marilyn Kula. This award is presented annually to one Certificated and one Classified employee whose interaction with the public and with fellow employees reflects positively on the District.
6. *James R. Brown Award* – The Board of Education presented the James R. Brown Award to Suzanne Risse, principal at Monte Vista Elementary. This award is presented annually to a Certificated or Classified administrator for exemplary leadership skills and significant contribution to advancing the quality of public education.

ACKNOWLEDGEMENTS

7. *Burtis E. Taylor Award* – The Board of Education presented the Burtis E. Taylor Award to Mary O’Keefe. Initiated in 1982, the award symbolizes the highest degree of dedication to public education as exemplified by Dr. Burtis E. Taylor, retired Superintendent of the Glendale School District.

PUBLIC COMMUNICATIONS

1. Taline Arsenian, president of GTA, thanked GSMA, CSEA, PTA, and our community partners for all they do for our students. She thanked the Board members, Superintendent, and staff for making difficult decisions to support and enhance public education. To our students, she said she is proud of their efforts to learn and be good students. She congratulated all of our graduating students. Tomorrow is election day, so get out and vote. As we close the school year, she said to celebrate your achievements, plan for your future successes, but don’t forget to rest up during the summer as more amazing things are on the horizon for the next school year.
2. Margarita Baghdasaryan, ANCA Glendale-Community Outreach Director, awarded Amira Chowdhury from Hoover High and Collett Simonian from CV High the ANCA Glendale “Tsolag Hovsepian” Upstander Scholarship. This scholarship recognizes outstanding students who have demonstrated a strong sense of social responsibility and commitment to justice.

CLOSED SESSION

The Board recessed to Closed Session at 5:35 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, California, 91206 (Property)  
Negotiating parties: Glendale Unified School District (Proposed Exchangor), Superintendent Winfred Roberson; Constance Schwindt, Atkinson, Andelson, Loya, Rudd & Romo; 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).

MINUTES: June 4, 2018 – Regular Board Meeting

CLOSED SESSION (Continued)

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 Government Code §54956.9(c): One potential case.
6. Public Employee Performance Evaluation – Government Code §54957  
Title: Superintendent of Schools

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:25 p.m.

REPORTING OUT OF CLOSED SESSION

None.

PUBLIC COMMUNICATION

Motion made by Mrs. Freemon and seconded by Dr. Gharpetian, to allow all speakers two minutes to speak on the math textbook adoption and to allow more than 20 minutes total on the subject. Motion approved unanimously, 5-0.

1. Kristine Elze, parent, spoke about the math textbook adoption. She has two students in the GUSD, one at CVHS and one at Rosemont. She urges the Board not to vote for the CPM program as she has watched her son struggle. He did not receive some of the foundation that he needed. Her son asked her to speak on his behalf. The second semester program, HMH, gave her son more confidence and he was able to use his critical thinking skills.
2. Kirsten Putter, parent with three students in GUSD, said her oldest son has excelled in math. He did not experience the two different programs this year, but did help his brothers. It has been confusing for them; the foundation is not there. The second half of the year with HMH went well for them. They were able to understand the content on their own. She does not feel CPM provided the curriculum that they needed.
3. Justin Stadel, parent of an 8<sup>th</sup> grader and intervention counselor at Hoover High, said he went through the pilot program with his stepdaughter. He got her moving in the direction of appreciating math, and then saw her digress and struggle with CPM. He did not feel that CPM helped his daughter. It was frustrating for both of them.
4. Araz Marachelian, parent, urged the Board to vote down CPM. She said, "...take the word of the parents, teachers, and students who came to this evaluation in a non-bias fashion who have spoken in a near-unified voice." She feels this process was flawed. Teachers voted 19-18 for HMH and we are still discussing CPM. She asked how could we not trust the teachers in the classroom and say their votes don't count. Vote down CPM and vote for HMH.

PUBLIC COMMUNCIATIONS (Continued)

5. Michelle Petrosian, parent, said her daughter, Lillian, piloted the CPM book. She does not feel this is a book for her age group because the students do not have the foundation to be able to discuss, with little instruction, how to solve a problem. They worked in the group, discussed it, but were not given an answer. That is the problem she sees with CPM. CPM does not allow the teacher to come in and help with a solution.

Lillian Petrosian spoke about her experience with CPM. With CPM, students were assigned to a group. Most of the kids did not know what to do or where to start. There was very little instruction. She said you could not rely on other people in the group, because they did not know what to do either.

6. Alex Day Blattner, science and math teacher, said she was very excited to do CPM and the 5-E cycle presented by HMH because she felt it would help her integrate what she is teaching in math and science. One thing about the 5-E cycle--engage, explore, explain, elaborate, evaluate--is that it should not be linear. There should be days where engagement and exploration takes place, followed by explaining and elaborating. A cycle that varies in length. CPM in the end seemed to her to be more encouraging to make those changes in transition towards being a non-teacher center classroom. Therefore, that is why she recommends CPM.
7. Narek Vardarian, teacher at GHS, said he feels CPM is a superior curriculum. He addressed the “bullying” behavior that some individual have been displaying on this issue. Individuals in the community have gone to the extreme of writing a letter with several statements defaming teachers and students at GHS. This smear campaign has been circulated to various members of the community to contact the Board members and urge them to vote in a certain a way. As a result, the Board has been given false information. We teach our students when you see something, say something. They have seen something, the letter, and are now saying something. He hopes the Board does something about it.
8. Alfredo Gonzalez, teacher at Daily High, piloted both books. He spoke about his experience with CPM. The CPM approach was very different and was frustrating for him as well as the students. It almost felt as if he was not teaching. He went back to his normal approach of teaching and broke up the groups. He decided to give CPM another try, and again he was not satisfied. However, he began to notice the conversations his students were having in their small groups and saw his students explaining concepts to their peers. Every lesson unraveled a unique and tangible method to deliver the content. From his prospective, he feels we are making a correct decision in adopting the CPM book.
9. Caren Hoffman, parent, spoke in support of HMH. Her 8<sup>th</sup> grade daughter loves math. This year, when she had CPM, she would come home crying. She was so frustrated. Her daughter said the teacher just stood there and they had to work in a group. She had a hard time learning something that was not being taught. She is a visual learner. It was heartbreaking that her daughter did not love math anymore. With HMH, her daughter was back to loving math. At CV High, they want the HMH program. If the other schools want the CMP, let CVHS have the HMH.

PUBLIC COMMUNICATIONS (Continued)

10. Jaleen Lunt, parent, said she is here advocating for a partnership among parents, teachers, and administration. The LCAP advocates for that partnership, common sense advocates for that partnership. On May 2, all parents were notified that the district staff recommends HMH for Integrated Math. She was thrilled it was a partnership. Unfortunately, just a few days later, the Superintendent unilaterally reversed the recommendation based on his own research, effectively negating the partnership. Tonight, the Board has the option to vote to forge that partnership by voting for the first recommendation or the Board can choose the second recommendation, which is a vote for the top-down executive decision-making. Please do not say with your vote that their opinions do not matter. Let us forge a partnership, not create a divide. Let the schools do what they choose and adopt a dual math program.
11. Veronica Tharp, parent, spoke in favor of CPM at Glendale High. She has two daughters at GHS. The CPM teachers at Glendale High have demonstrated how beneficial this program is for students. CPM provides students the opportunity to learn team-building skills and provides students a chance to work collaboratively. It also prepares students for life beyond the classroom. She asked that we consider CPM. The program works.
12. Alex Lee graduated from GHS in 2015 and currently attends Chapman University. She took four years of CPM at GHS and is thankful, as it has helped her in college. CPM taught her how to effectively study with others and to look critically at problems she may not initially understand. The CPM teachers were among the best educators she had. The textbook also laid the foundation for each concept at the beginning of each class. These concepts and equations were not just handed to them, but rather she had to collaborate with her teammates to fully understand the formulas and how it works. CPM extends beyond high school and equips students with tools to be successful in all subjects of their academic careers.
13. Sarah Brockway, graduated from GHS in 2015. Math is something she really enjoys. In her experience, CPM is an extremely thorough way of understanding math. At the beginning, you start with the basic and at the end, you learn a completely new formula and know all of the components of it. This practice provided a much deeper understanding of math, ultimately one that helped her get a 5 on the AP Calculus exam. CPM should continue at GHS because it is working.
14. Regina Kim, former student of GHS and currently a student at Berkeley, spoke in support of CPM. CPM provides a holistic response to the challenges of student achievement in math education. It is well known that public schools are under resource. Since math is a harder subject for many, it is easy for students to disengage. CPM ensures the development of a learning setting. They find a way to cultivate math skills needed as well as learn higher-level concepts. Students and families in Glendale High care very much about student success.

PUBLIC COMMUNICATIONS (Continued)

15. Helen Ditko, parent, said all of her four children went through CPM. As a parent, she did not like CPM. It was not conventional. Her students struggled; however, they learned. Now all of her students are successful. Two of her sons came here to support the GHS teachers. It is a difficult decision, but she appreciates the Board for the decision they are about to make. GHS was the best experience for her four children.
16. Garrett Fritz, graduated in 2015 from GHS, and has just finished his 3<sup>rd</sup> year at Georgia Tech. In traditional math classes, repetition is the key to mastery; however, it is not an effective way to master learning. CPM allows students to guide each other through the learning process, bolstering skills like teamwork and effective communication. The most effective way to learn is to teach. CPM teaches you how to learn with a focus on math. The GHS scores were higher than other high schools. Several students who experienced CPM first hand and who believe in the program are here tonight.
17. Mary Ann Pomonis, former Hoover teacher, said her daughter was part of the math pilot at Toll Middle. She was shocked at how much she did not like CPM. There is clearly a divide by school. Teachers at CVHS and Hoover are in favor at HMH. The math scores are comparable among the schools. The faculties at both schools are doing a good job. Her daughter struggled with CPM. The HMH curriculum comes with online resources and online tutorials. These online tools allow students to go over the text until they learn it, providing much more access. She recommends the Board vote down the CPM in favor of dual adoption.
18. Michele Cheney has five children in the district. Two have piloted both programs this year. She appreciates that teachers from CVHS and Hoover did not bring in students. She asked the Board to vote down CPM and go with those who are non-bias, experts in the classrooms, to choose what textbook would benefit most students to flourish, which is HMH. Her two students struggled with CPM. She had to teach them what was not taught in class. With HMH, her children were able to do much more on their own and were much more successful.
19. Roxana Gonzales, teacher at Hoover, said when she goes to work, she is there for her kids. With CPM, her students did not gain a strong foundation that is needed to be successful in math. There is big misunderstanding regarding HMH and collaboration. If you visit her class, most of the time her students are set up in groups. She has collaboration, videos, students working in groups, etc. using HMH. With CPM, parents were telling her that they could not help their child anymore. She asked the Board to respect the process, to respect the teachers who voted 19-18 in favor of HMH, and respect the parents.
20. Sarah Baraugh, 10<sup>th</sup> grader at GHS, spoke in support of CPM. She thanked the Superintendent for allowing GHS students to take CPM. What she likes about CPM is that they work in groups so it allows them to share their thinking process to help understand the problems better. If they have a question, they can call the teacher and they will help guide them towards the answer. She does better on tests, because she is able to think about the work she has done in the past which



PUBLIC COMMUNICATIONS (Continued)

helps her solve the problem. Overall, the CPM program has allowed her to better retain the information.

21. Bill LeClear, math teacher at Hoover, is in favor of HMH. HMH allows one the flexibility for not just direct instruction, but for self-discovery as well. He would agree with his colleagues that he wants CPM to be left at GHS. They have been successful with CPM. However, for those at Hoover and CV High, whose students struggled with it when they piloted the program, they would like to embrace HMH. HMH allows them a full spectrum of teaching. He believes he knows what is best for his students at Hoover. He would like HMH adopted.
22. Christine Kim, Hoover math teacher, felt the CPM did not work as effectively as HMH. She would like to have seen more learning with CPM; instead, it caused a lot of frustration. CPM did not provide enough support that her students needed. When they worked in groups, they did not know how to go about it. With HMH where there is more structure, she was able to teach. Students can work in groups with HMH. She asked that the Board consider dual adoption so teachers can thrive and students can become more successful.

PUBLIC HEARING

1. Public Hearing on the District's 2018-19 Budget

Mr. Krikorian opened the public hearing at 8:15 p.m. Mr. Dickinson presented the District's 2018-19 budget and answered questions from the Board. Mr. Krikorian asked if anyone wished to speak on this item. Hearing none, he closed the public hearing at 8:37 p.m.

2. District's Proposed 2017 -2020 LCAP

Mr. Krikorian opened the public hearing at 8:38 p.m. Dr. Lena Richter, Dr. Mary Mason, and Mr. Felix Melendez presented an overview on the District's proposed 2017-2020 LCAP annual update. Mr. Krikorian asked if anyone wished to speak on this item. Hearing none, he closed the public hearing at 9:14 p.m.

3. Use of Education Protection Account Revenue for 2018-19 Non-Administrative Expenditures as Required By Article XIII, Section 36 of the California Constitution (Refer to Consent Calendar No. 7)

Mr. Krikorian opened the public hearing at 9:55 p.m. and asked if anyone wished to speak. Hearing none, he closed the public hearing a 9:55 p.m.

INFORMATION

1. Acknowledgements of Service
2. Amendment to Property Exchange Agreement between Glendale Unified School District and Carmel Partners Realty, LLC

MINUTES: June 4, 2018 – Regular Board Meeting

INFORMATION (Continued)

3. Board of Education Priorities for 2018-2019
4. Update on Measure S and Facility Programs
5. Proposed New or Revised Board Policies Relating to Students, Students-Welfare; Community Relations; and Philosophy, Goals, Objectives and Comprehensive Plans
6. Proposed Course of Study Outlines for Use in High Schools in the Areas of Career Technical Education, Visual and Performing Arts, and World Languages and Cultures
7. Proposed Basic and Supplementary Textbooks for Use in Elementary, Middle and High Schools in the Areas of Career Technical Education, Social Science, Mathematics, English, and Foreign Language Academies of Glendale (FLAG)
8. Glendale Community College Elementary Enrichment Summer School Program 2018

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

ACTION REPORTS

Motion to move Action Report No. 1 to follow Information #4 was made by Ms. Nahabedian and seconded by Dr. Gharpetian. Motion approved by the following vote: AYES—Gharpetian, Nahabedian, Sahakian, and Krikorian. NAY—Fremon.

1. Approval of Secondary Mathematics Textbook Adoption for Integrated Math I-III

Motion made by Ms. Nahabedian and seconded by Dr. Gharpetian. Motion failed by the following vote: NAYS— Fremon, Gharpetian, Nahabedian, Sahakian, and Krikorian. 0-5. The Board requested dual adoption be brought back for consideration. (See Attachment #1 for Revised Report).

2. Approval of Change Order No. 3 to Bid No. 111-15/16 with ACC Contractors, Inc. for the Overcrowding Relief Grant 2-Story Building at Muir Elementary School and Notice of Completion

It was moved by Mrs. Fremon and seconded by Dr. Gharpetian to approve Action Report No. 2 as recommended. Motion approved by the following vote: AYES— Fremon, Gharpetian, Nahabedian, and Sahakian. NAY: Krikorian. 4-1

ACTION REPORTS (Continued)

3. Approval of Independent Contractor Agreement Nos. 472 through 482 with Convergent Technologies for Installation of Security Surveillance Systems at Various School Sites

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

4. Approval of Modification to the Award of Bid No. 170-17/18 for Play Area Improvements at Various School Sites

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

5. Award of Bid No. 172-17/18 for Installation of Portable Classroom Buildings at Dunsmore Elementary School, Phase II

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

6. Award and Rejection of Bid No. 173-17/18 for Installation of Portable Classrooms at Balboa Elementary School

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

7. Approval of Glendale High School Chiller Replacement Project and Budget Allocation

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

8. Resolution No. 32 Authorizing Debt Service Estimate to be Provided to the County of Los Angeles Respecting Authorized but Unsold General Obligation Bonds of the Glendale Unified School District for Fiscal Year 2018-19

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

ACTION REPORTS (Continued)

9. Award of CEQA Consulting Services Contract for Crescenta Valley High School Stadium Bleachers and Lights

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

10. Resolution No. 18 – Giving Notice of Intention to Grant a "No-Build" Easement to Carmel Partners Realty Investors, LLC

It was moved by Mrs. Freemon and seconded by Ms. Nahabedian to amend Action Report as follows: Change the public hearing date from June 19, 2018 to July 17, 2018 as listed in section 3 of the resolution. Motion approved as amended by the following vote: AYES—Freemon, Nahabedian, Sahakian, and Krikorian. NAY: Gharpetian. 4-1

11. 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 Dr. Gharpetian to amend Action Report No. 11, as follows: Change the public hearing date from June 19, 2018 to July 17, 2018 as listed in section 3 of the resolution. Motion approved as amended by the following vote: AYES—Freemon, Nahabedian, Sahakian, and Krikorian. NAY: Gharpetian. 4-1

12. Approval for Renewal with Aequitas for Q Maintenance/Support

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

13. Approval for Renewal of Contract with Blackboard

It was moved by Mrs. Freemon and seconded by Mr. Sahakian to approve Action Report No. 13, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, Sahakian, and Krikorian.

14. Approval for Renewal of Cisco SMARTnet Maintenance and Support with AMS.net

It was moved by Mrs. Freemon and seconded by Mr. Sahakian to approve Action Report No. 14, as recommended. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, Sahakian, and Krikorian.

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ACTION REPORTS (Continued)

15. Approval of Purchase of Cisco Web Filter and Malware Protection from AMS.net

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

16. Resolution No. 33 - Use of Education Protection Account Revenue for 2018-19 Non-Administrative Expenditures as Required by Article XIII, Section 36 of the California Constitution (Note: This item was pulled from the Consent Calendar to Action Report No. 16).

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

CONSENT CALENDAR

1. Minutes
  - a) Regular Meeting No. 28, May 15, 2018
  - b) Regular Meeting No. 29, May 22, 2018
2. Certificated Personnel Report No. 19
3. Classified Personnel Report No. 18
4. Warrants totaling \$1,588,333.78 for May 10, 2018 through May 25, 2018.
5. Purchase Orders totaling \$2,955,607.64 for the period of April 30, 2018 through May 18, 2018.
6. Appropriation Transfer and Budget Revision Report
7. ~~Resolution No. 33—Use of Education Protection Account Revenue for 2018-19 Non-Administrative Expenditures as Required by Article XIII, Section 36 of the California Constitution.~~ This item was moved to Action Report No. 16.
8. District Membership in Designated Associations and Organizations for 2018-19
9. Memorandum of Understanding (MOU) with the Glendale Family YMCA for Use of Facilities
10. Agreement with the Glendale Family YMCA for Use of Facilities by the Special Education Transition Program
11. Agreement with the Los Angeles County Office of Education for Data Processing Services, 2018-19

MINUTES: June 4, 2018 – Regular Board Meeting

CONSENT CALENDAR (Continued)

12. Agreement with the Los Angeles County Office of Education for Business and Financial Data Processing Services, 2018-19
13. Approval of Memorandum of Understanding with Davidian and Mariamian Educational Foundation for Rental of Unoccupied Space
14. Approval of Agreement with Glendale Community College for Use of Facilities
15. Extension of Memorandum of Understanding with Glendale Young Women's Christian Association (YWCA)
16. Extension of RFP No. P-9-15/16 for Relocation (Moving) Services
17. Authorization to Dispose of Surplus Property
18. Approval of Memorandum of Understanding with Glendale Police Department for Camera Access
19. Approval of Istation Reading Program for Spanish FLAG Elementary Classes
20. Approval of Course of Study Outlines for Use in Middle and High Schools in the Areas of Career Technical Education, Visual and Performing Arts, and World Languages and Cultures
21. Approval of Basic and Supplementary Textbooks for Use in Elementary, Middle and High Schools in the Areas of Career Technical Education and World Languages and Cultures/FLAG
22. Approval for Renewal of E-Rate Consulting Services for 2018-2019 School Year
23. Approval of New or Revised Board Policies Relating to Instruction and Business and Noninstructional Operations
24. Acceptance of DonorsChoose Awards
25. Approval of Amended Agreement with the Los Angeles County Sheriff's Department for Law Enforcement Services
26. Service Agreement with ChildCare Careers, LLC dba The Education Team
27. Approval of Agreement with Rob Wiltsey Creative Partners LLC
28. Acceptance of Gifts

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

## REPORTS FROM THE BOARD

Dr. Gharpetian extended her congratulations to all of our students as we conclude another school year. She wished everyone a wonderful summer.

Ms. Nahabedian spoke about her attendance at the Five Star Education Coalition meeting. The California School Board Association is doing something new and different; they have hired Angela Vasquez as this region's Public Affairs and Community Engagement Representative (PACER). The Montrose Memorial Day ceremony was memorable. She congratulated our teachers who are retiring and enjoyed the GTA reception in their honor. At the last meeting, she mentioned she will be going to Armenia and asked for book donations. Mr. Krikorian suggested she meet with the High School Armenian Clubs, which she did. The clubs, in a short period, collectively donated 50 books for which she thanked them.

Mrs. Freemon spoke about her attendance at the CALSSD meeting. She was proud, as messy as this process has been with the math textbook, in both with emails and conversations she has had with parents and students. Everyone is committed to what is in the best interest of the students. It was inspiring to see so many respectful dialog. Overall, it was quite inspiring to see how well we can converse with each other. Her husband, Allen Freemon, who has been a representative on the CTA state board for the last nine years, had his last meeting. She knows at the state level he will be missed. He has made his mark on working for legislation, working for teachers. She is very proud of him, and looks forward to having him back.

Mr. Sahakian said we have a couple of exciting days with all the promotions and graduations coming up. He extended his congratulations to our students, staff, and parents.

Mr. Krikorian said he has invited CSBA PACER Angela Vasquez to attend our next Board meeting to give us an update. He asked that everyone be safe during graduations. He remembers his first graduation at Stengel Field. He appreciates everyone coming out today. He said they are doing studies on the impact of marijuana in schools. It would be helpful to see what other states are doing.

## REPORT FROM THE SUPERINTENDENT

Mr. Roberson extended his congratulations to the students who worked hard to graduate and to their parents and staff who supported them.

MINUTES: June 4, 2018 – Regular Board Meeting

ADJOURNMENT

There being no further business, President Krikorian adjourned the meeting at 11:35 p.m.

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Gregory S. Krikorian  
President, Board of Education

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Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, June 4, 2018

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

Approved by the Board of Education:



REVISED 6-4-18

## GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2018

## ACTION REPORT NO. 1

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: **Approval of Secondary Mathematics Textbook Adoption for Integrated Math I-III**

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The Superintendent recommends that the Board of Education approve the adoption of College Preparatory Mathematics (CPM) as the Integrated Math I-III curriculum materials, to be supplemented by additional resources, for Integrated Math I, II, and III.

**Background**

GUSD secondary math teachers piloted two textbooks for adoption for Integrated Mathematics courses. Piloting occurred in all middle school and high school Integrated Math I classrooms. A team of 11 high school teachers from across the District also piloted lessons from the Integrated Math II and III books from both publishers.

CPM came out higher in all reviews except for:

- the final teacher vote (19 votes for HMH, 18 votes for CPM); and
- a small online survey sampling of 139 parents (7.4% participation rate) of the 1,866 students currently enrolled in Integrated I (73% for HMH, 27% for CPM).

Comparison of CPM and HMH:

- CPM performed stronger than HMH for student growth as measured by a pre/post test assessment (CPM 63% growth, HMH 48% growth);
- GUSD teachers rated CPM higher on a five-point rubric for Content Alignment to the California Standards for Mathematics (CPM 3.9, HMH 3.6);
- GUSD teachers rated CPM higher on a five-point rubric for alignment to the Standards for Mathematical Practice (CPM 3.7, HMH 3.3);
- GUSD teachers rated CPM higher on a five-point rubric for quality of planning and support materials (CPM 3.4, HMH 3.2);

- The Secondary Education Council, comprised of all secondary principals, voted for CPM over HMH (CPM 6 votes, HMH 2 votes);
- EdReports.org, an independent nonprofit, analyzed both programs and found that CPM met criteria for focus and coherence, rigor and math practices, and usability. HMH did not meet the criteria for focus and coherence and did not progress for further analysis;
- The CPM program offers more comprehensive professional development for the proposed three years of the adoption, eight days of training for each teacher in Year One alone; and
- The CPM program is more cost effective for a three-year adoption (CPM \$85/student, HMH \$125/student).

### **Recommendations**

After careful consideration of all factors and the Board Policy and Administrative Regulations for curriculum development and evaluation (BP/AR 6141), the Superintendent recommends a single adoption of CPM for Integrated Mathematics I – III, for a period of three school years, to be supplemented by additional resources. The anticipated cost of the adoption will be \$85/student, minus textbooks and materials already purchased for the pilot review, for a total cost of approximately \$543,575, plus tax and shipping, to be paid out of textbooks funds.

### **Next Steps**

Discussions among teachers and CSC members throughout the process make it clear that supplementary resources are needed to bolster the program with the strengths offered by the other program. With a CPM adoption, additional resources will be needed to help teachers integrate in direct instruction and practice. Upon Board approval of an adoption, the Teaching & Learning Department will work with a committee of Integrated Math I-III teachers to determine the best supplementary resources, including resources from the curriculum not adopted, as core materials.

The Teaching and Learning Department will work with the Math Curriculum Study Committee (CSC) and school sites to ensure that all Integrated I, II, and III teachers receive the necessary professional development and support to make the instructional shifts necessary to implement CPM with fidelity. This professional development will occur over a three-year period with support from the publisher.

The Teaching and Learning Department will schedule a series of parent meetings to be held at each high school to introduce CPM to the parents/guardians and to provide parents/guardians with resources to assist their student(s) at home as needed. The publisher has also offered assistance with the parent meetings.

CPM Adoption

	Student Editions + Classroom Sets of Ses + 10%	Already Own from Pilot*	Total Needed	Total Cost (\$85/SE)
Integrated I	3990	2358	1632	\$ 138,720.00
Integrated II	2753		2753	\$ 234,005.00
Integrated III	2010		2010	\$ 170,850.00
	8753		6395	\$ 543,575.00
				plus tax/shipping

\*Pilot included approximately 12 Ses for Integrated II and Integrated III as those were for teacher preview purposes only.

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

**BOARD OF EDUCATION MEETING NO. 31**  
**UNADOPTED MINUTES**  
**SPECIAL MEETING, June 8, 2018**

**CALL TO ORDER AND ROLL CALL**

The special meeting of the Glendale Unified School District Board of Education was called to order by President Greg Krikorian at 8:08 a.m. on Friday, June 8, 2018, in the conference room at 3100 Country Club Drive, Glendale, California. The following members were present for roll call: Jennifer Freemon, Dr. Armina Gharpetian, Nayiri Nahabedian, Shant Sahakian, and Gregory Krikorian.

The following administrator was present: Mr. Winfred Roberson

**PLEDGE OF ALLEGIANCE**

Mr. Krikorian led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

Mr. Krikorian read the following statement: “To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting.”

**APPROVAL OF THE AGENDA ORDER**

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

**PUBLIC COMMUNICATION**

No one addressed the Board at this time.

**STUDY SESSION**

Board of Education Self-Evaluation

In accordance with Board Policy 9400, the Board of Education conducted a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district’s vision and goals. Deb Dudley, consultant from the California School Board Association facilitated the discussion and assisted with the evaluation process.

MINUTES: June 8, 2018 – Special Board Meeting

ADJOURNMENT

There being no further business, Mr. Krikorian adjourned the meeting at 12:35 p.m.

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Gregory S. Krikorian  
President, Board of Education

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Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes – Special Meeting, June 8, 2018

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

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CERTIFICATED PERSONNEL REPORT NO. 20

CONSENT CALENDAR NO. 2

TO: Board of Education

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

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 20

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

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Maternity Leave of Absence</u>		
1.	Wick, Jennifer Teacher, Special Education SAI Marshall Elementary	3/26/18 through 6/14/18
<u>Parental Leave of Absence</u>		
1.	Benkovich, Joseph Teacher, Regular Social Science Glendale High School	8/27/18 through 10/08/18 10/10/18 through 10/25/18 10/29/18 through 11/29/18
<u>Extension of Health Leave of Absence</u>		
1.	Dall, Mary Teacher, Regular History Wilson Middle School	3/28/18 through 8/12/18
2.	Lewis, Andrea Teacher, Regular Physical Education Glendale High School	5/08/18 through 6/01/18

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Family &amp; Medical Leave of Absence</u>		
1.	Lewis, Andrea Teacher, Regular Physical Education Glendale High School	5/08/18 through 6/01/18
2.	Wick, Jennifer Teacher, Special Education SAI Marshall Elementary	3/26/18 through 6/14/18
<u>Home Responsibility Leave of Absence</u>		
1.	Kennett, Jill Teacher, Regular 1 <sup>st</sup> Grade Mann Elementary	8/20/18 through 6/12/19
<u>Military Leave of Absence</u>		
1.	Scates, David Teacher, Regular Health/Physical Education Hoover High School	6/07/18
<u>Additional Assignment</u>		
1.	Newman, Rose Skywalker, Molly Teachers, as needed, to serve as Assistant to the Principal Glenoaks Elementary	8/22/18 through 6/12/19 \$70.00 per month Not to exceed 11 months 01.0 00000.0 11301 10000 1170 0005616
2.	Arjoyan, Anita Arlington, Alicia Fox, Frank Loaiza, Peter Marmie, Kenneth Ohanian, Lynette Teachers, as needed, for planning lesson design and pacing for 18-19 Roosevelt Middle School	7/01/18 through 8/17/18 Daily substitute rate of pay Not to exceed 2 days each Title I 01.0 30100.0 11100 10000 1130 0500000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
3.	Arlington, Alicia Loaiza, Peter Ohanian, Lynette Rodriguez, Corina	Teachers, as needed, to implement “Where Everyone Belongs/WEB” to meet LCAP goal 3-1 and to implement incoming student mentoring program Roosevelt Middle School
		7/01/18 through 8/17/18 Daily substitute rate of pay Not to exceed 4 days each Supplemental 01.0 01000.0 11100 10000 1130 0500000
4.	Cutter, Emma Jane Field, Steven Hawley, Michael Nakaya, Paula Perez, Yula Phelps, Craig Stabb, Rachel	Summer School Teachers, as needed, to work for Special Education College View
		6/11/18 through 7/13/18 Summer school rate of pay Special Education – College View 01.0 65000.0 57501 11100 1130 5000000
5.	Allen, Maurice T. Chacon, Christopher Torres, Phil	Summer School APE Teachers, as needed, to work for Special Education College View
		6/11/18 through 7/13/18 Summer school rate of pay Special Education – College View 01.0 65000.0 57501 11100 1130 5000000
6.	Brinker, Louis Howe-Flores, Jessica Joelson, Deanna Sayer, Ian Walgenbach, Aaron	Summer School Teachers, as needed, to work for Special Education FACTS Program
		6/11/18 through 7/13/18 Summer school rate of pay Special Education – FACTS 01.0 65000.0 57703 11100 1130 5400000



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
7.	<u>Cerritos</u> Dekermenjian, Narine Huerta, Maria Angeles  <u>Cloud PS</u> McCormack, Tina Rosenfeld Ortiz, Elysa Soo-Parker, Alicia  <u>Early Bird PS</u> Avanesian, Karmen Barkowitz, Carly Boerner, Mary Sam, Melanie  <u>Glenoaks</u> Martin, Gregory Lewis  <u>Lincoln</u> Acevedo, Guadalupe Bilemjian, Lara Chaolertyon, Pearl Daggett-Buchanan, Donella Dionisio, Benedict Dreyfus, Martha Duncan, Yeato Guevara, Luis Henry Nicoll, Carol Lecheminant, Kristine Lewis, Thomas Maeshiro, Celeste Martin, Howard Martinez, Sylvia Nelson, Diana Policky, Naeiri Rivera, Elaine Silva, Francesca Skywalker, Molly Sosikian, Houry	6/11/18 through 7/12/18 Summer school rate of pay Special Education – Extended Session 01.0 65000.0 57702 11100 1130 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
7.	Stuffel, Linda White, Cathy Wilson, Roxana	
8.	Clarke, Andra Hande, Marilyn Machado, Claudette Schmit, Tinky	Teachers, as needed, to work for Special Education Pre-School Assessment Special Education  6/11/18 through 7/06/18 Daily rate of pay Not to exceed 19 days, 5 days a week, 6 hours a day each Special Education – Summer School 01.0 65000.0 57702 11100 1130 0000600
9.	Buyer, Michele Wong, Amy	School Nurses, as needed, to work for Special Education  6/11/18 through 7/06/18 Daily rate of pay Not to exceed 19 days, 5 days a week, 6 hours a day Special Education – SPED DIS 01.0 65000.0 57708 31400 1234 0000600
10.	Goulmassian, Janice McBride, Laurel	Language, Speech & Hearing Specialist, as needed, to work for Special Education Pre-School Assessment Special Education  6/11/18 through 7/06/18 Daily rate of pay Not to exceed 19 days, 5 days a week, 6 hours a day each Special Education – Summer School 01.0 65000.0 57702 11100 1130 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
11.	DiFusco, Annette Fay, Andrea Reyes, Sara Rezinka, Ayala Rosellen, Jeanni Saia, Rebecca Thomas, Georgina	Language, Speech & Hearing Specialists, as needed, to work extra hours for Summer School 2018 Special Education
		6/11/18 through 7/13/18 Summer school hourly rate of pay Special Education – Summer School 01.0 65000.0 57501 11100 1130 5000000 Special Education – College View 01.0 65000.0 57501 11100 1130 5000000
12.	Albin, Deborah Belfi, Kelly Ann Kramer, Mieke Nelson, Jacqueline Dee Yoho, Patricia Ann	Teacher Specialist, as needed, to work for Special Education: Extended Session Year coverage, Pre-School Assessment and Non- Public School Calendar Special Education
		6/08/18 through 8/17/18 Daily rate of pay Not to exceed 90 days total Special Education – RSP 01.0 65000.0 57707 11200 1130 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
13.	<u>Roosevelt</u> Kevorkian, Taline Slatius, David Tyler, Ian  <u>Rosemont</u> Brewer, Paige Goulas, Evangeline Khatchetourian, Daniella Paployan, Teresa  <u>Toll</u> Contreras, Andrea McMillon, Sharon Taix, Martin  <u>Wilson</u> Stanczak, Bozena Weckerly Ellen  <u>CVHS</u> De Kruyf, Anna Miller, Robert Smith, Martin  <u>Daily HS</u> Mitropoulos, Daphane  <u>GHS</u> Astor, Elizabeth Vessella Chobanyan, Hasmik Goss, Audrey Hartooni, Armineh Kellogg, Laura Telles, Patricia Vessella, Teresa M.	6/11/18 through 7/13/18 Summer school rate of pay Special Education – Extended Session 01.0 65000.0 57702 11100 1130 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
13.	<u>Hoover HS</u> Demirchyan, Armen Markor, Kevin Andrew McGuire, Jason	
14.	Allen, Maurice T. Brinker, Louis Howe-Flores, Jessica Joelson, Deanna Sayer, Ian Walgenbach, Aaron	Teachers, as needed, to work for Special Education Summer School 2018 FACTS Program
		6/11/18 through 7/13/18 \$30.00 per hour Not to exceed 1 hour a day each Special Education – FACTS 01.0 65000.0 57703 11100 1130 5400000
15.	Danlag, Melinda	School Nurse, as needed, to work for College View Extended Session College View
		6/12/18 through 6/15/18 Daily rate of pay 5 days a week Special Education – College View 01.0 65000.0 57501 31400 1234 5000000
16.	Dewitt, Mary Ann	School Nurse, as needed, to work for College View Extended Session College View
		6/18/18 through 7/13/18 Daily rate of pay 5 days week Special Education – College View 01.0 65000.0 57501 31400 1234 5000000
17.	Ferreira, Cynthia	Retired Teacher Specialist, as needed, to work for Special Education: Extended Session Year coverage and Non- Public School Calendar Special Education
		7/01/18 through 8/17/18 Daily rate of pay Not to exceed 30 days total Special Education – RSP 01.0 65000.0 57707 11200 1130 0000600

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
18.	Goodman, Kimberly Choral Director, as needed. Franklin Elementary	9/01/17 through 6/01/18 \$800 for 1 <sup>st</sup> semester \$800 for 2 <sup>nd</sup> semester Not to exceed \$1,032 per semester. 01.0 00000.0 17001 1170 2700000
19.	Lau, Myrna J. School Nurse, as needed, to work for Special Education Extended Session Special Education	6/11/18 through 7/06/18 Daily rate of pay Not to exceed 19 days, 5 days a week, 6 hours a day Special Education – SPED DIS 01.0 65000.0 57708 31400 1234 0000600
20.	Knight, Jacqueline Assistive Technology, as needed, to work for Special Education: Extended Session Year coverage, Pre-School Assessment and Non-Public School Calendar Special Education	6/08/18 through 6/14/18 Daily rate of pay Not to exceed 5 days total Special Education – RSP 01.0 65000.0 57707 11200 1130 0000600
21.	O'Rourke, Kathy J. Teacher Specialist, as needed, College View Summer School Special Education	6/11/18 through 7/13/18 Daily rate of pay Not to exceed 90 hours Special Education – Summer School 01.0 65000.0 57501 11100 1130 5000000
22.	Reynolds, Brook Principal, as needed, to oversee the Elementary Music Program.	8/22/18 through 6/30/19 Daily rate of pay Not to exceed 5 days 01.0 00000.0 00000 27004 1331 410000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
23.	Scott, Jaclyn Principal, as needed, to oversee the Elementary Physical Education	8/22/18 through 6/30/19 Daily rate of pay Not to exceed 5 days 01.0 00000.0 00000 27004 1331 390000
<u>Change of Management Position</u>		
1.	#12737 TO: Assistant Principal, Elementary R.D. White Elementary	Effective 7/01/18 205 days
<u>Election Hourly/Daily</u>		
1.	Collaso, Margarita McTear, Brady Navarro, Nancy Ortega, Claudia Salazar, Vittorio Williams, Caitlin Wisinski, Robyn Teachers, as needed, to assess incoming Kinder students Edison Elementary	6/08/18 through 6/30/18 Substitute rate of pay Not to exceed 21 days, total of \$3,465.00 Title I 01.0 30100.0 11100 10000 1130 2500000
2.	Goodman, Kimberly Moine-Webster, Catherine Satamian, Taline Whittington, Karen Teachers, as needed, to attend professional development day Franklin Magnet Elementary School	2/03/18 Daily substitute rate of pay Not to exceed \$900.00 total French Donation Account 01.0 94379.0 11100 10000 5811 0000611
3.	Abisaab, Bassam Callahan, Timothy Grigorian, Grant Hughes, Dennis Keuroghelian, Karine Poladian, Sarkis Sansui, Maria Scates, David Teachers and substitute teachers, as needed, to provide Summer School Class for Fresh Start and Health Hoover High School	6/11/18 through 7/13/18 Summer school rate of pay Not to exceed \$62,596.00 total Title I Alternative Support 01.0 30100.0 11100 10000 1130 0300865

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Election Hourly/Daily (Cont.)</u>			
4.	Abramyan, Nerses Angers, Kathy Asatryan, Arpi Ashman, Donald Avetyan, Zhenik Balmanoukian, Shakeh Bitetti, Mark Brownstein, Gina Capehart, Jennifer Caplinger, Vickie Cervantez, Genoveva Chan, Cynthia Clemons, Christopher Cohen, Debra Contreras, Andrea Cooper, Martha Corpuz, Kimberly Covington-Hayes, Lawana Crosby, Brian Demirchyan, Armen Derian, Nelli Emmett, RaeEtta Estep, Amy Gonzalez, Roxanna Hong, Christian Huber, David Hughes, Dennis Javidan, Homa Jilizian, Vigen Joelson, DeAnna Kaufman, Sharon Kerr, Karen Kevorkian, Talin Kim, Christine LeClear, William Lowe, Kristine Luna, Javier Lundin, Dale Mejia, Victor	Teachers, Teacher Specialists & other staff members as needed to participate in professional training sessions, collaboration, curriculum development, student support needed to organize, supervise & tutor, teacher/parent/ guardian meetings Hoover High School	7/01/18 through 6/30/19 \$27.00 per hour for planning \$30.00 per hour with students \$33.00 for parent meetings Not to exceed \$30,000.00 Title I 01.0 30100.0 11100 10000 1130 0300000



Position

Election Hourly/Daily (Cont.)

4. Melik-Stepanyan, Edgar
- Melikian, Melany
- Miranda, Argelia
- Myles, Robbie
- Oei, Cynthia
- Otten, Caitlin
- Ovsepyan, Arpine
- Peterson, Anthony
- Pinsker, Jason
- Policky, Naeiri
- Raznick, Robin
- Rhees, Martin
- Rogers, Emily
- Rojas, Rosendo
- Roznowski, Dawn
- Saint, Chuck
- Scates, David
- Shagoulian, Haik
- Sirota, Michelle
- Sood, Vandana
- Sparling, Benjamin
- Stewart, Allison
- Tandy, Linda
- Tindol, Yayone
- Van Ackeren, Carrie
- Van Patten, John
- Vargas, Kari
- Wilke-Lewis, Monica
- Wong, Stephen



Position

Election Hourly/Daily (Cont.)

6. Bairamian, Keghanoush
- Baroutgian, Elizabeth
- Barrulas, Claudia Maria
- Barzegar, Anayis
- Batten, Nicole
- Baumholser, Heather
- Baznekian, Aleksis
- Bilemjian, Lara
- Bishoff, Cristina
- Black, Jeffrey
- Blyth, Kathleen
- Bogossian, Hilda
- Bokor, Antonella
- Bouldin, Vickie
- Brewer, Anna
- Brogdon, Charles
- Buchanan, Angela
- Bumstead, Jon
- Bylard, Cedar
- Callahan, Timothy
- Calvo, Sarah
- Carrillo, Irma
- Cha, David
- Chan, Kevin
- Charbonneau, Rogerlin
- Charles, Stephanie
- Cheney, Michele
- Chesworth, Jeanne
- Chiodini-Casu, Amy
- Cho, Maristela
- Cholakyan, Myda
- Chun, Christine
- Cicciarelli, Meagan
- Coley-Hilburn, Sarah
- Contreras, Kathy
- Cragen, John
- Crowther, Brittany
- Davis, Todd
- De Monbrun, Daniel

Effective Dates  
And Salary Rate

Position

Election Hourly/Daily (Cont.)

6. DeBoskey, Jennifer
- Der Sahakian, Karolin
- Devine, Kevin
- Drewe, Lynn
- Dunbar, Jack
- Dzhabrayan, Cristine
- Ertll, Randolph
- Farmer, Page
- Ferrara, Katie
- Filz, Myriam
- Forbes, Zachary
- Fordiani, Eva
- Frame, Debbie
- French-Smith, Mary
- Friend, Samantha
- Funk, Josephine
- Gaitan-Robles, Sandy
- Galoyan, Armine
- Gappinger, Jennifer
- Garcia, Juan
- Gevorkian, Lala
- Ghazarian, Arpi
- Ghazaryan, Alvina
- Goodman, Rebecca
- Graziani, Daniel
- Gruss, Elizabeth
- Gwilt, Terry
- Ha, Becky
- Hacker, Elaine
- Haghnazarian, Elin
- Hakopian, Angel
- Hakushi, Kumiko
- Hambaryan, Ruzanna
- Harber, Christiane
- Hawes, Christina
- Hawley, Gloria
- Haza, William
- Heberger, Shannon
- Hemmati, Shayan

Position

Election Hourly/Daily (Cont.)

6. Herabidian, Azad
- Hiebert, Curtis
- Ho, Michelle
- Hubanks, Darlene
- Humphreys, Julien
- Irace, William
- Irigoyen, Santiago
- Isandro, Aquiles
- Jacobs, Jason
- Janoyan, Rita
- Johnson, Monnavar
- Kalish, Patricia
- Kaprielian, Sonia
- Karamyan, Gohar
- Karimian, Nathalie
- Keller, August
- Kelley, Dena
- Keshishian, Androuhi
- Keuroghelian, Karine
- Khachatryan, Mkhitar (Mike)
- Khalatyan, Gohar
- Kim, Deborah
- Kim, Margaret
- Kim, Ung-Ok (Marianne)
- Klein, Ann
- Klein, Maria
- Kneisel, Josephine
- Kong, Clara
- Krikourian, Karineh
- Lalama-Brouwer, Genie
- Laux, Dennis
- Lawrence, Lucille
- Lazar, Maia
- Leon, Nicholas
- Lindke, Jody
- Lisiewicz, Hendrina
- Lodge, Daniella
- Longo, Stacy
- Lubatti, Henry

Position

Election Hourly/Daily (Cont.)

6. Madison, Valencia
- Majumdar, Jeeon
- Malik, Muhaimin
- Mandjikian, Vartiter
- Marashlian, Jacqueline
- Mardirosian, Vahe
- Martin, Christine
- Martirosyan, Anna
- Masatani, Daniela
- Maskus, Carol
- Matalas, Amy
- Mazmanian, Suzie
- McAfee, Catherine
- McGuire, Jason
- McPherson, Lynda
- Melikyan, Arpi
- Merchant, Matthew
- Metalliuos, Anastasios
- Meyer, Scott
- Mideros, Carla
- Mikayelyan, Vardan
- Mortensen, Linda
- Movsisian, Haik
- Mulder, Kirra
- Mulvihill, Kathryn
- Munson, Brett
- Nahapetian, Talena
- Nair, Nelli
- Nazari, Anush
- Nichelson, Theodore
- Nickle, Susan
- Ohanian, Hermik
- Oiwake, Susan
- Oliver, Susan
- Olson, Daniel
- O'Rourke, Margaret
- Oskanian, Sevan
- Ourfali, Ghougas
- Outlaw, London

Position

Election Hourly/Daily (Cont.)

6. Pak, Eunice
- Palkovic, Michael
- Panosian, Camelia
- Paployan, Teresa
- Pappas, Catherine
- Paragouteva, Dany
- Pawlik, Matthew
- Peerali, Olga
- Peterson, Heather
- Petrossian, Seda
- Pettegrew-Standel, Carol
- Phaire, Mary
- Phillips, Esther
- Ponziano, Domenico
- Postajian, Sona
- Powers, Kathleen
- Pratt, Susan
- Pucci, Robert
- Rabe, Patricia
- Ramos, Luz
- Reik, Dee
- Reinhardt, Shannon
- Rosales, Michael
- Rostami, Arpi
- Saltzman, Harvey
- Samford, Mark
- Samuelson, Monica
- Sanchez, Irma
- Scheib, Sebastian
- Schetina, Elizabeth
- Schmeltz, Justin
- Schneider, Ute
- Schuster, Melody
- Sedgwick, David
- Seeto, Kathleen
- Sellards, Regula
- Sember, Amy
- Shaw, Jacob
- Simmons, Brian

Position

Election Hourly/Daily (Cont.)

6. Simonian, Angineh
- Simonian, Valerie
- Smith, Kevin
- Snyder, Oralia
- Solares, Lucia
- Sondergaard, Kaja
- Sorto-Vera, Betty
- Spater, Theodor
- Stasuc, George
- Stasuc, Nicoleta
- Steckermeier, Joseph
- Strand, Bonnie
- Takieddine, Najla
- Terrazone, Elin
- Thingvold, Claire
- Thomas, Carina
- Thomas, Liana
- Tomassian, Shoghag
- Topchyan, Ovsana
- Torosyan, Liana
- Tovmasyan, Tatevik
- Trotter, John
- Van Bremen, Karin
- Vandermey, Ronald (Herman)
- Vargas, Guadalupe
- Vatrалеva, Antoaneta
- Vazquez, Raquel
- Vehuni, Lilit
- Virsack, Beatriz
- Wada, Koji
- Wade, Jack
- Waldheim, Mary
- Walker, Alison
- Walton, Phaedra
- Waters, Leland
- Weissbard, William
- Whitaker, Juliana
- Wi, Dong Gyun
- Williams, Whitney



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
6.	Wilson, Morgan Winters Salazar, Leslie Witkop, Lucy Worden, Pamela Wright, Jeffery Yi, Lillian Yoshitsugu, Kumiko You, Carolina Zahedi, Kathy Zambetta, Patrizia Zevallos, Elva Zobayan, Rita	

7.	Extra-Curricular Assignments	Second Semester 2017-18
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BALBOA ELEMENTARY SCHOOL

Yapundjian, Narine L.      Math Field Day

FRANKLIN MAGNET

Partika, Ryan                      Spelling Bee

MOUNTAIN AVENUE ELEMENTARY

Hickman, Beverly              Math Club  
 Leining, Carol E.              Math Club

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
8.	Extra-Curricular Assignments	Spring Semester 2017-18

ROOSEVELT MIDDLE SCHOOL

Alvarado, Paul	Yearbook Sponsor 1
Arlington, Alicia	Industrial Arts (CTE)
Braggins, Elena	Special Education
Carroll, John	Science
Cerda, Lusine	Head Counselor 2
Fox, Frank	Band/Orchestra
	Stage Director
Galdamez, Henry	Academic Coaching – split
	Math
Gamez, Ashley	Drill Team Sponsor
Garcia, Sandra	Newspaper Sponsor 1
Gonzalez, Elwing	Social Studies
Guzman, Javier	English
Hamden, Joyce	VAPA
Kamiya, Randall	Academic Coaching
Ohanian, Lynette	Sixth Grade
Pascale-Parra,	Audio-Visual Coordinator
Rodriguez, Corina	Physical Education
Shahverdian, Estine	ELD
Jean-Marie	Academic Coaching – split
Zamanis, Pamela	Student Body Advisor

ROSEMONT MIDDLE SCHOOL

Anker, Michael	Student Body Advisor
Avery, Elizabeth	Academic Coaching
	English
Buyer, James	Industrial Arts
Cole, Jessica	Drill Team Sponsor
	Academic Coaching
DiCarlo, Nicola	Newspaper Sponsor 1
	Yearbook Sponsor 1
	Art
	VAPA

Position

Election Hourly/Daily (Cont.)

8.	Fox, Stacy	Social Studies
	Gillespie, Paul	Head Counselor 2
	Hoang, Kevin	Stage Director
		Audio-Visual Coordinator
	Kasmanian, Janna	Home Economics
	Kracker, Shannon	Academic Coaching
	McMillin, Krista	Science
	Moon, Christina	Math
	Mori, Michelle	Business Education
	Narvaez-Rivera, Laura	Foreign Language
	Ritthamel, Nancy	Special Education
	Stein, Stephanie	ELD
	Yonkers, Rodney	Band/Orchestra
		Choral Director
		Music
	Zimmer, Jennifer	Drill Team Sponsor
		Academic Coaching

TOLL MIDDLE SCHOOL

Browne, Nicole	Electives
Capdevila, Maria	Foreign Language
Castagnari, Laura	Head Counselor 3
De La Garza, Brad	Band/Orchestra
	Electives
Estep, Amy	Choral Director
Grigorian, Grant	Academic Coaching
Hall, Fonda	ESL
Hoppe, Julie	Special Education
Lopez Jr., Joel	Stage Director
	Academic Coaching
Neel, Cristina	Drill Team Sponsor
Nishimoto, Kathy	Academic Coaching
Pakradouni, Aghavni	Academic Coaching
Panikowski, Michael	Audio-Visual Coordinator
	Academic Coaching
	Social Studies
Perez, Rebecca	Academic Coaching
	Yearbook Sponsor 1

Position

Election Hourly/Daily (Cont.)

- |    |                     |                          |
|----|---------------------|--------------------------|
| 8. | Sanchez, Jason      | Special Education        |
|    | Tashchian, Ani      | Academic Coaching        |
|    | Tcharkhoutian, Vahe | Math                     |
|    | Trinidad, Ryan      | Audio-Visual Coordinator |
|    |                     | Newspaper Sponsor 1      |
|    | Underwood, Vincent  | Science                  |
|    | Weaver, Elizabeth   | English                  |
|    | Witt, Kevin         | Physical Education       |
|    | Yi, Joseph          | Stage Director           |
|    |                     | Student Body Advisor     |

WILSON MIDDLE SCHOOL

- |                      |                          |
|----------------------|--------------------------|
| Andrews, John        | Choral Director          |
| Casillas, Marie      | Audio-Visual Coordinator |
| De Bruijn, Rens      | Student Body Advisor     |
|                      | Science                  |
| Gharabighi, Aylin    | ELD                      |
| Herington, Christina | Physical Education       |
| Jackson, Paula       | Academic Coaching        |
| Lancaster, Gerald    | Audio-Visual Coordinator |
|                      | Technology               |
| Lapacka, Heather     | English                  |
| Ly, Veronica         | Social Studies           |
| Marsh, Walter        | Head Counselor 2         |
| Mladly, Kelly        | Drill Team Sponsor       |
| Nam, Joan            | Academic Coaching        |
|                      | Math                     |
| Orris, Christina     | Home Economics           |
| Sutphin, Valerie     | VAPA                     |
| Svetich, Amanda      | Band/Orchestra           |
| Thompson, Elizabeth  | Newspaper Sponsor 2      |
|                      | Yearbook Sponsor 2       |
| Weckerly, Ellen      | Special Education        |
| Zatarain, Barbara    | Stage Director           |
|                      | Drama Director           |

Position

Election Hourly/Daily (Cont.)

CRESCENTA VALLEY HIGH SCHOOL

8.

Beerman, Brent	Drama Director
Besoli, Amy	Math
Blackwood, Vanessa	World Languages
Choi, Joyce	English
Clark, Grant	Class Sponsor 11 <sup>th</sup>
Deitch, Patricia	Newspaper Sponsor 1
Dominguez, Ondina	Stage Director
Evans, Janelle	Head Counselor 3
Evans, Robert	Class Sponsor 10 <sup>th</sup>
Harris, Alicia	Social Studies
Hirdler, Tiffany	Special Education
Karibyan, Yana	Dance Director
Keshavarz, James	Track (Asst. – split) – Boys
Keshishian, Nareg	Class Sponsor 12 <sup>th</sup>
Lyons, Amanda	Academic Coaching
Mack, Shannon	Choral Director
Manukyan, Christina	Academic Coaching
McLeod, Amber	Academic Coaching
Mulder, Kurt	Off-Season Volleyball – Girls
Nelson, John	Physical Education
Ngai, Ricky	Art
Oliver, Dennis	Track (Asst.) – Boys
Pehar, John	Class Sponsor 9 <sup>th</sup>
	Student Body Advisor
	Pep Squad Sponsor
Perez, Jason	Track (Asst. – split) – Boys
Peterson, Tyraysha	Yearbook Sponsor 2
Platt, David	Science (split)
Pogroszewski, Denise	Science (split)
Saw, Win	Audio-Visual Coordinator
Schick, Mathew	Band/Orchestra
	Drill Team Sponsor
Simons, Matthew	Off-Season Volleyball – Girls
Smith, Herbert	CTE
Taix, Martin	Track (Asst.) – Boys
Vasquez, Sierra	Newspaper Sponsor 2
Waters, Jennifer	ELD

Position

Election Hourly/Daily (Cont.)

GLENDALE HIGH SCHOOL

8.

Alamillo, Aurora	Math
Astor, Elizabeth	Special Education
Benkovich, Joseph	Class Sponsor 10 <sup>th</sup>
Bretz, Christa	ELD
Briggs, Robert	Stage Director
Clark-Reed, Shannon	English
Dugger, Thomas M.	Drama Director
Foster, Dennis	Industrial Arts
Funaro, Christopher	Class Sponsor 11 <sup>th</sup>
Goss, Audrey	Class Sponsor 9 <sup>th</sup>
Harris, Chelbi	Cosmetology
Hovannesian, Arsine	Head Counselor 3
Khachturian, Soseh	Class Sponsor 12 <sup>th</sup>
Kolodinski, Reiner	Social Studies
Lancaster, Patrick	Newspaper Sponsor 1
	Yearbook Sponsor 1
Lewis, Andrea	Health
	Physical Education
Livingston, Jon	Student Body Advisor
Mitropoulos, Daphane	Class Sponsor 9 <sup>th</sup>
Morrison, Sarah	Academic Coaching
O'Brien, Noelle	Pep Club Sponsor
	Pep Squad Sponsor
O'Malley, James C.	Class Sponsor 10 <sup>th</sup>
Palmer, Kelly	Drill Team Sponsor
	Dance Director
	Academic Coaching
Pugel-Gamez, Nicole	Home Economics
Rangel, Amy	Band/Orchestra
Sepulveda, Martha	Foreign Language
Sheldon-Williams, Grace	Choral Director
Shiroyan, Hasmik	VAPA
Simonyan, Hasmik	ELD
Soris, Nicoleta	Class Sponsor 12 <sup>th</sup>
Spiegel, David	ELD
Telles, Patricia	Class Sponsor 9 <sup>th</sup>
Venier, Daniel	Science

Position

Election Hourly/Daily (Cont.)

8. Walley, Thomas Audio-Visual Coordinator

HOOVER HIGH SCHOOL

Bacon, Anita	Drill Team Sponsor Pep Club Sponsor Dance Director Pep Squad Sponsor
Balmanoukian, Shakeh	Math
Brownstein, Gina	VAPA
Capehart, Jennifer	Physical Education
Crosby, Brian	Academic Coaching Newspaper Sponsor 1
Emmett, RaeEtta	English
Estep, Amy	Choral Director
Huber, David	Drama Director
Kaufman, Sharon	Math
Lowe, Kristine	CTE
Mejia, Victor	Yearbook Sponsor 1
Melik Stepanyan, Edgar	Class Sponsor 9 <sup>th</sup> Class Sponsor 10 <sup>th</sup> Class Sponsor 11 <sup>th</sup> Class Sponsor 12 <sup>th</sup> Student Body Advisor Social Studies
Miranda, Argelia	Foreign Language
Mouradian, Sirvart	Head Counselor 3
Myles, Robbie	Stage Director Audio-Visual Coordinator VAPA
Peterson, Anthony	Social Studies
Pinsker, Jason	Academic Coaching
Policky, Naeiri	Special Education
Rhees, Martin	Band/Orchestra
Scates, David	Physical Education
Tandy, Linda	Academic Coaching Science
Wilke Lewis, Monica	Special Education

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Summer School Teacher, as needed.	
	<u>CERRITOS ELEMENTARY SPECIAL EDUCATION</u>	6/11/18 through 7/12/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Dekermenjian, Narine Huerta, Maria	
	<u>GLENOAKS ELEMENTARY SPECIAL EDUCATION</u>	6/11/18 through 7/12/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Martin, Gregory	
	<u>LINCOLN ELEMENTARY SPECIAL EDUCATION</u>	6//11/18 through 7/12/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Acevedo, Guadalupe Bilemjian, Lara Henry Chaolertyotin, Pearl Daggett-Buchanan, Donella Dionisio, Benedict Dreyfus, Martha Duncan, Yeato Guevara, Luis Henry Nicoll, Carol Johnson, Diana Lecheminant, Kristine Lewis, Thomas Maeshiro, Celeste Martin, Howard Martinez, Sylvia Policky, Naeiri Rivera, Elaine Silva, Francesca Skywalker, Molly Ann	



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Sosikian, Houry Stuffel, Linda White, Cathy Wilson, Roxana	
	<u>ROOSEVELT MIDDLE SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 Summer school rate of pay.
	Arjoyan, Anita Asadourian, Mirna Dilanchyan, Janet Elzanaty, Mohammed Galdamez, Henry Ganevsky, Kent Goldsbury, Janet Guzman, Javier Malakyan, Tagui McTear, Brady Mooshagian, Gregory Ohanian, Lynette Pascale-Parra, Jean-Marie Shahverdian, Estine Villegas, Elvia	
	<u>ROOSEVELT MIDDLE SCHOOL SPECIAL EDUCATION</u>	6/11/18 through 7/13/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Kevorkian, Taline Slatius, David Tyler, Ian	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	<u>ROSEMONT MIDDLE SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 Summer school rate of pay.
	Amses, Robert Avery, Elizabeth Brown, Tracy Buyer, James Hoang, Kevin O'Rourke, Sean	
	<u>ROSEMONT MIDDLE SCHOOL SPECIAL ED</u>	6/11/18 through 7/13/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Brewer, Paige Goulas, Evangeline Khatchetourian, Daniella Paployan, Teresa	
	<u>TOLL MIDDLE SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 Summer school rate of pay.
	Harmandayan, Roupen Ouweleen, Mark Pittman, Isabel Tashjian, Ishac Tcharkhoutian, Vahe Trinidad, Ryan Weaver, Elizabeth	
	<u>TOLL MIDDLE SCHOOL SPECIAL EDUCATION</u>	6/11/18 through 7/13/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Contreras, Andrea McMillon, Sharon Taix, Martin	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	<u>WILSON MIDDLE SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 Summer school rate of pay.
	Avakyan, Armine De La Rosa, Anthony Flamenco, Maria Galoyan, Armine Gharibian, Lilia Grigorian, Lida James, Nicolas Moreno, Heidi Nam, Joan	
	<u>WILSON MIDDLE SCHOOL SPECIAL ED</u>	6/11/18 through 7/13/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Stanczak, Bozena Weckerly, Ellen	
	<u>CRESCENTA VALLEY HIGH SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 At summer school rate of pay.
	Allen, Jonathan De Kruyf, Anna Fishback, Cassandra Fite, Karissa Freemon, Allen Gill, Kirandeep Gossard, Hudson Greenway, Charlotte Keshishian, Nareg Saw, Win Schilling, Paul Smith, Martin Tuason, Orenda Wolcott, Kenneth	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	<u>CRESCENTA VALLEY HIGH SCHOOL SPECIAL ED</u>	6/11/18 through 7/13/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
Miller, Robert		
	<u>DAILY HIGH SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 At summer school rate of pay.
Dugger, Thomas		
Gonzalez, Jose		
Khachatryan Tatevosyan, Narine		
Mitropoulos, Daphane		
Ortiz, Gerald		
Outlaw, Mildred		
Ovsepyan-Kmbikyan, Alis		
Partika, Ryan		
Piscitelli Carrasco, Antonia		
Saint, Chuck		
Yegiyants, Anna		
Zatarain, Barbara		
	<u>GLENDAL HIGH SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 At summer school rate of pay.
Akopian, Varoujan		
Arakelian, Diana		
Asatryan, Arpi		
Begijanmasihi, Mari		
Belou, Natasha		
Blattner, Charles		
Davarhanian, Patrick		
Faieta, April		
Hakobyan, Nare		
Hartooni, Armineh		
Hayrikyan, Lucin		
Kellogg, Laura		

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Khodagulyan, Armond Laux, Dennis Lee, Jen Ku Manukyan, Edita Marcheque, Chester Palmer, Kelly Sano, Louise D. Sansui, Maria Sarhadian, Julie Shagoulian, Haik Simonyan, Hasmik Sinclair, Kimberly Sood, Vandana Stafford, D. Electra Tashchian, Ani Tatlian, Hratch Telles, Patricia Van, Michelle Vardanian, Narek Ventresca, Diana Yang, Sun	
	<u>GLENDALE HIGH SCHOOL SPECIAL EDUCATION</u>	6/11/18 through 7/13/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Astor, Elizabeth Chobanyan, Hasmik Goss, Audrey Vessella, Teresa	
	<u>HOOVER HIGH SCHOOL</u>	6/11/18 through 7/13/18 01.0 02000.0 19008 10000 1130 0006682 At summer school rate of pay.
	Abisaab, Bassam Balmanoukian, Shakeh Belou, Ibrahim Bozoyan, Vahe	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	Callahan, Timothy Caplinger, Vickie Derian, Nelli Galfayan, Gagik Javidan, Homa Kaufman, Sharon Keenan, Owen Kerr, Karen Le Clear, William Lundin, Dale Mejia, Victor Melikian, Melany Minasyan, Nvard Nazarian, Tania Oei, Cynthia Ortiz, Rafael Panosian, Camelia Phillips, Esther Scates, David Sparling, Benjamin Weissbard, William	
	<u>HOOVER HIGH SCHOOL SPECIAL EDUCATION</u>	6/11/18 through 7/13/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Demirchyan, Armen Markor, Kevin McGuire, Jason	
	<u>CLOUD PRESCHOOL SPECIAL EDUCATION</u>	6/11/18 through 7/12/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	McCormack, Tina Rosenfeld Ortiz, Elysa Soo-Parker, Alice	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	<u>COLLEGE VIEW</u>	6/11/18 through 7/12/18 01.0 65000.0 57501 11100 1130 5000000 At summer school rate of pay.
	Cutter, Emma Field, Steven Hawley, Michael Nakaya, Paula Perez, Yula Phelps, Craig Staab, Rachel	
	<u>F.A.C.T.S. PROGRAM</u>	6/11/18 through 7/12/18 01.0 65000.0 57703 11100 1130 5400000 At summer school rate of pay.
	Brinker, Louis Howe-Flores, Jessica Joelson, Deanna Sayer, Ian Walgenbach, Aaron	
	<u>FLAG – KOREAN</u>	6/05/17 through 6/30/17 01.0 91400.0 85000 10000 1130 0000671 At summer school rate of pay.
	Kim, Liz Ko, Kylie Shin, Ah Reum Youn, Darae	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
9.	<u>SPECIAL EDUCATION</u>	6/11/18 through 7/12/18 01.0 65000.0 57702 11100 1130 0000600 At summer school rate of pay.
	Allen, Maurice T. Avanesian, Karmen Ayala, Rezinka Barkawitz, Carly Boerner, Mary Chacon, Christopher DiFusco, Annette Fay, Andrea Goulmassian, Janice Reyes, Sara Rosellen, Jeannie Saia, Rebecca Sam, Melanie Thomas, Georgina Torres, Phil	
10.	Abbott, Nancy Choral Director, as needed. Glenoaks Elementary	8/22/18 through 6/12/19 Not to exceed \$1,032 per semester. 01.0 00000.0 17001 10000 1170 2900000
11.	Abbott, Nancy Choral Director, as needed, to provide music experience for grades 3 through 6 Lincoln Elementary	8/22/18 through 6/11/19 No to exceed \$954.00 per semester. 01.0 00000.0 17001 10000 1170 3300000
12.	Abbott, Nancy Choral Director, as needed. Dunsmore Elementary	8/22/18 through 6/11/19 Not to exceed \$1,032.00 per semester 01.0 00000.0 17001 10000 1170 2400000



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
13.	Gibbs, Gracella Retired administrator, as needed, to provide initial ELPAC testing at Welcome Center Special Projects & Intercultural	7/01/18 through 6/30/19 \$30.00 per hour Not to exceed \$2,400.00 total Instruction Special Projects (CELDT) 01.0 00000.0 00000 21005 1330 0002673
14.	Johnson, Tamara Teacher Specialist, as needed, to assist with the closing and opening of the school year Toll Middle School	6/08/18 through 8/17/18 Daily rate of pay Not to exceed 15 days Title I 01.0 30100.0 11100 10000 1130 0700000
15.	Extra-Curricular Assignments	First Semester 2017-18

GLENOAKS ELEMENTARY SCHOOL

	Hamo, Matthieu	Math Field Day	
16.	Sarkissian, Adrineh	Teacher Specialist, as needed to handle the ASB account La Crescenta Elementary	8/21/17 through 6/05/18 \$27.00 per hour Not to exceed 2 hours per week School Site Donations 01.0 95100.0 11100 10000 1130 3200000
17.	Saunders, Richard	Teacher, as needed, to coordinate WorkAbility I Program Foothill SELPA	6/08/18 through 6/30/18 Daily rate of pay Not to exceed 10 days SELPA WorkAbility Program 01.0 65200.0 57700 11100 1130 0000668

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation</u>			
1.	Buensuceso, Elena Kadzhikyan, Lusine Prichard, Jamie	Teachers and teacher specialists to participate in Elementary PLC training. Teaching & Learning	6/08/18 Daily substitute rate of pay (\$165.00) Not to exceed one day 01.0 62640.0 00000 21011 1160 0000618
2.	Arayama, Melanie Carbajal, Laura Choi, Unis Gardner, Cindi Gargiulo, Jill Jaffe, Michael Kim, Eun Melkoian, Miganoush Navarro, Nancy M. Satamian, Taline Taylor, Aya Tupanjanin, Elke Youn, Darae	Teachers, as needed, to participate in FLAG Kindergarten Inventory Committee. Educational Services/ Teaching & Learning	5/01/18 through 6/30/18 \$30.00 per hour Not to exceed 6 hours each 01.0 07405.0 11100 10000 1130 0000618
3.	Amses, Robert	Teacher, as needed, to handle the ASB account Glenoaks Elementary	7/01/18 through 6/30/19 \$27.00 per hour School Site Donations 01.0 95100.0 11100 10000 1130 2900000
4.	Junge, Jennifer A.	Teacher, as needed, to participate in Elementary PLC training. Teaching & Learning.	6/08/18 Daily substitute rate of pay (\$165.00) Not to exceed one day 01.0 62640.0 00000 21011 1160 0000618
5.	Tiscareno, Araceli	Teacher, as needed, to participate in Elementary PLC training. Teaching & Learning.	6/08/18 Daily substitute rate of pay (\$165.00) Not to exceed one day 01.0 62640.0 00000 21011 1160 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation (Cont.)</u>		
6.	Yahiayan, Natalie Teacher, as needed, to participate in Elementary PLC training. Teaching & Learning	6/08/18 Daily substitute rate of pay (\$165.00) Not to exceed one day 01.0 62640.0 00000 21011 1160 0000618

Transportation Authorization – Management Positions

1. It is recommended that persons in the following management positions be authorized to receive reimbursements for transportation expenses at the rate of 54.5¢ per mile, effective July 1, 2018 – June 30, 2019.

225 Day Employees

Assistant Director, Student Support Services  
 Associate Principal, Senior High School  
 Coordinator I, Instructional Technology  
 Coordinator II, Student Support Services  
 Coordinator III, Career & Technical Education  
 Coordinator III, Categorical Programs  
 Coordinator III, Health Services  
 Coordinator III, Special Education  
 Coordinator III, Assessment and Accountability  
 Executive Director, Elementary Education  
 Executive Director, Secondary Services  
 Executive Director, Special Education  
 Director, Categorical Programs & Intervention  
 Director, EEELP  
 Director, Human Resources  
 Director, Special Education  
 Director, Student Support Services  
 Director, Teaching & Learning  
 Principal, Continuation High School  
 Principal, Magnet High School  
 Principal, Middle School  
 Principal, Senior High School  
 Program Supervisor, EEELP

Effective Dates  
And Salary Rate

Position

Transportation Authorization – Management Positions (Cont.)

210 Day Employees

Assistant Principal, Middle School  
Assistant Principal, Senior High School  
Coordinator I, FLAG Program  
Coordinator I, Special Education  
Coordinator II, Healthy Start  
Coordinator II, Special Education  
Coordinator III, Math  
Principal, Elementary School

205 Day Employees

Assistant Principal, Elementary School  
Coordinator I, Teaching & Learning  
Psychologist

Authorization

1. Pursuant to Sections 35172 and 35173, and 44032 of the Education Code:

Members of the Board of Education – Nayiri Nahabedian  
Jennifer Freemon  
Gregory S. Krikorian  
Shant Sahakian  
Dr. Armina Gharpetian

Dr. Winfred B. Roberson, Jr., Superintendent of Schools  
Dr. Kelly King, Assistant Superintendent, Educational Services  
Mr. Stephen Dickinson, Chief Business and Financial Officer, Business Services  
Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources/Director of Classified Personnel

may collectively, or any one of the above-named persons is hereby directed, for the period beginning July 1, 2018 and ending June 30, 2019, and unless and until otherwise directed by this Board, to attend meetings within the State of California called by the State Superintendent of Public Instruction, the State Board of Education, regular or interim committees of the California Legislature; to attend meetings of the State Legislature, or to discuss school district business with representatives of the United States; or to attend within the State, meetings of any society, association, or organization for which the school district has subscribed for membership, or any

<u>Position</u>	<u>Effective Dates And Salary Rate</u>
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Authorization (Cont.)

convention held in connection therewith; or to attend councils or commissions of the State of California; or accreditation meetings; or to visit schools in the State of California for the discussion or observation of any school matter appertaining to the duties of the employee or any question of interest to the school district, or to attend within the State any meetings relating to public school matters. Mileage at the District established rate is authorized for all District related travel. An advance of funds may be obtained to cover such expenses, with the advance to be repaid or adjusted upon the filing of a regular claim for the actual expenses incurred.

Members of the Board of Education – Nayiri Nahabedian  
 Jennifer Freemon  
 Gregory S. Krikorian  
 Shant Sahakian  
 Dr. Armina Gharpetian

Dr. Winfred B. Roberson, Jr., Superintendent of Schools

may collectively, or any one of the above-named persons is hereby directed, for the period beginning July 1, 2018 and ending June 30, 2019, and unless and until otherwise directed by this Board, to travel throughout the United States to attend conferences concerned with educational and/or financial matters, educational legislation, or with federal appropriations to schools, or to visit schools for the discussion or observation of any school matter appertaining to the duties of the employee or any question of interest to the school district. An advance of funds may be obtained to cover such expenses, with the advance to be repaid or adjusted upon the filing of a regular claim for the actual expenses incurred.

Transportation Authorization

1.	Cicarelli, Julie Forbes, Derrick Golier, Janet Mulcahey, Richard Sandoval, Luis Sondergaard, Roger	Physical Education Teachers, as needed, for various sites.	7/01/18 through 6/30/19 .545 cents per mile auto allowance. Teacher Preparation Time 01.0 00000.0 15001 1000 5210 0005616
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	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Transportation Authorization (Cont.)</u>		
2.	Boyadjian, Grigor Boyadzhyan, Petros Hayhurst, Karen Jurado, Deneil Molina, Gabrielle	Music teachers, as needed, for various sites.  Instrumental Music 01.0 00000.0 17003 10000 5210 0005616
3.	McLeod, Amber	Consulting teacher needed to travel to provide peer assistance to permanent teacher in the PAR program Teaching & Learning/ Induction Program
		7/01/18 through 6/30/19 .545 cents per mile auto allowance. 7/01/17 through 6/30/18 53.5 cents per mile Mileage reimbursement 01.0 62640.0 00000 21011 5210 0000618

Authorization

1. 2018-2019 Indefinite Salaries

As a result of financial uncertainties, negotiations, legislation and other factors, the governing board hereby declares that all certificated management, confidential and other unrepresented employee salaries are declared indefinite from 7/01/18 through 6/30/19.

Revision to Previous Personnel Report

1. Revision to Board Report No. 15, April 3, 2018

Page 8, Item 4

Bogle, Amanda Kane, Mallory Schilling, Leslie	Teacher, as needed, for after school intervention. Fremont Elementary.	3/05/18 through 6/06/18 \$30.00 per hour Not to exceed \$2,418.00 Categorical – Title III EL 01.0 42030.0 11100 10000 1130 2800673
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Increase amount to read: Not to exceed \$3,418.00

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
2.	Revision to Board Report No. 10, December 12, 2017	
	<u>Page 8, Item 6</u>	
	Chadwick, Janet	Retired Teacher, as needed, to provide Intervention to at-risk students. Valley View Elementary.
		1/08/18 through 5/31/18 \$30.00 per hour to work with students. \$27.00 per hour for planning Not to exceed 130 hours/ \$3,900.00 total. Supplemental 01.0 01000.0 11100 10000 1130 4100000
	Change pay limit to read:	Not to exceed \$4,400.00 total
3.	Revision to Board Report No. 8, November 18, 2017	
	<u>Page 24, Item 3</u>	
	Hewitt, Gloria Petriella, Libera Tupanjanin, Elke Whittington, Karen	Teachers, as needed, to assess language fluency of students applying for dual immersion in Spanish, Italian, French and German. Franklin Elementary.
		11/17/17 through 6/01/18 \$30.00 per hour Not to exceed 15 hours each FLAG Support Fund 01.0 00000.0 00000 21004 1130 0008682
	Add the following names: Goodman, Kimberly Moine-Webster, Catherine Sablan, Dianeh	

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
4.	Revision to Board Report No. 6, October 3, 2017	
	<u>Page 6, Item 5</u>	
	Various names	Teachers, as needed, to prepare students for the Advanced Placement Exams. Crescenta Valley HS.
		9/01/17 through 6/01/18 \$30.00 per hour Not to exceed 325 hours total Supplemental Programs 01.0 01000.0 111000 10000 1130 100000
	Add the following name: Manukyan, Christina	
5.	Revision to Board Report No. 5, September 19, 2017	
	<u>Page 13, Item 33</u>	
	Mangahis, Carmela	Substitute teacher, as needed, to support and provide Reading Intervention for students. La Crescenta Elementary.
		8/28/17 through 6/01/18 \$30.00 per hour Not to exceed 100 hours or \$3,000.00 total. Title III – EL 01.0 42030.0 11100 10000 1130 3200673
	Change to read:	Not to exceed 132 hours or \$3,960.00 total
6.	Revision to Board Report No. 6, October 3, 2017	
	<u>Page 15, Item 22</u>	
	Conaty, Jennifer	Teacher, as needed, to provide reading intervention to EL students. Lincoln Elementary.
		9/01/17 through 5/31/18 \$30.00 per hour Not to exceed 78 hours or \$2,340.00 Title III – EL 01.0 42030.0 11100 10000 1130 3300673
	Change to read:	Not to exceed 88 hours or \$2,640.00 total.



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
7.	Revision to Board Report No. 13, February 20, 2018	
	<u>Page 6, Item 4</u> Card, William	
	Retired Principal, as needed, to act as Interim Principal at R.D. White Elementary & Wilson Middle School.	3/01/18 through 6/18/18 Daily rate of pay R.D. White Elementary 01.0 00000.0 00000 27004 1311 4300000 Wilson Middle School 01.0 00000.0 00000 27004 1311 0800000
	Change dates to read:	3/01/18 through 7/13/18
<u>Personal Services Agreement</u>		
1.	Avagyan, Marine	
	Consultant, as needed, to coach, plan and provide professional development for the administrator and/or staff of Chamlian Private School. Categorical Programs	6/20/18 through 6/30/18 Not to exceed \$2,700.00 total Title II, part A 01.0 40352.0 11100 10000 5811 0000673
2.	Garibian, Lara	
	Consultant, as needed, to provide 40-50 minute therapy sessions for at risk students identified through SST or counselor recommendations Glendale High School	5/15/18 through 6/30/18 \$80.00 per hour Not to exceed \$10,000.00 total Title I 01.0 30100.0 11100 10000 5811 0200000
3.	Leverkus, Cathy	
	Consultant, as needed, to provide professional development in resources and technology for the administration and lead teachers/staff of Chamlian Private School	6/20/18 through 6/30/18 Not to exceed \$917.00 total Title II, part A 01.0 40352.0 11100 10000 5811 0000673

Position

Effective Dates  
And Salary Rate

Conference/Workshop/Meeting Authorization

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

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

1. It is recommended that approval be given to Dr. Talin Kargodorian, Principal, from Chamlian Armenian School, to attend the phone conference “Evocative Coaching Level Two” by Lead Learners Associates, month of June. Fees to include all necessary expenses and not to exceed \$425.00.

Title II

01.0 40352.0 11100 10000 5220 0000673

2. It is recommended that approval be give to Dr. Kelly King, Assistant Superintendent of Educational Services; Dr. Cynthia McCarty-Foley, Assistant Superintendent of Human Resources and Ms. Barbara Fariss, Assistant Principal, Toll Middle School; to attend “Culture Keepers: Principal Leadership in a PLC to Work Institute” to be held at the Georgia World Congress Center in Atlanta, Georgia from June 27 – 29, 2018, with all necessary expenses, including food, to be paid from Educational Service funds, not to exceed \$9,000.00 total.

Educational Services

01.0 00000.0 00000 71001 5220 0007616

3. It is recommended that approval be given to Cindy Ravitz, Cindy Caddel and Martha Sepulveda to attend the “Comprehensible Cascadia Conference” to be held at Portland Adventist Academy, 1500 SE 96<sup>th</sup> Ave, Portland, OR from July 9, 2018 through July 12, 2018, with all necessary expenses, including food, to be paid, not to exceed \$3,677.69

Supplemental

01.0 01000.0 11100 10000 5220 0200000

Position

Effective Dates  
And Salary Rate

Conference/Workshop/Meeting Authorization (Cont.)

4. It is recommended that approval be given to Dr. Rebeca Andrade, Director of Early Education and Extended Learning Programs (EEELP) to attend the “ASCD Conference on Teaching Excellence; Pathways to Equity” to be held at the Gaylord Texan Resort Hotel & Convention Center in Grapevine, Texas, from June 28 – July 1, 2018, with all necessary expenses, including food, to be paid from EEELP funds, not to exceed \$2,500.00 total.

Early Education & Extended Learning Programs, Self-Supporting  
01.0 91400.0 85000 10000 5220 0000671

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CLASSIFIED PERSONNEL REPORT NO. 19

CONSENT CALENDAR NO. 3

TO: Board of Education  
FROM: Dr. Winfred B. Roberson, Jr., Superintendent  
PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources  
SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 19

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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>Cafeteria Worker I</u> Stockton, Michele	Cerritos	04/09/18 through 06/24/18
2. <u>Education Assistant I</u> Galstians, Pamela	Mann	05/11/18 through 05/28/18
3. <u>Maintenance Worker II</u> Sichler, John	FASO	05/01/18 through 05/28/19
<u>Extension of Medical Leave of Absence</u>		
1. <u>Assistant Physically Handicapped</u> Sahakyan, Susanna	Special Education	01/05/18 through 07/09/18
2. <u>Typist Clerk III</u> Campos, Ricardo	EEELP	02/19/18 through 06/11/18

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Maternity Leave of Absence

1. Behavior Intervention Assistant  
 Venezia, Adriana                      Special Education                      06/05/18 through 08/14/18

Extension of Maternity Leave of Absence

1. Education Assistant I  
 Khodabakhshi, Arlet                      Franklin                      03/27/18 through 06/10/18

Family & Medical Leave of Absence

1. Maintenance Worker II  
 Sichler, John                      FASO                      05/01/18 through 05/28/18

Extension of Family & Medical Leave of Absence

1. Typist Clerk III  
 Campos, Ricardo                      EEELP                      02/19/18 through 05/14/18

Election from Eligibility List

1. Cook/Baker  
 Diaz, Lilia                      Hoover                      08/20/18; 9.25/6.5; 9-6  
 13.0 53100.0 00000 37000 2212 0300000
2. Elementary Yard Duty Leader  
 Buenfil, Susan                      Edison                      08/20/18; 9.25/3.5; 6-1  
 01.0 00000.0 19021 10000 2110 2500000  
  
 Constantinides, Erin                      Valley View                      08/20/18; 9.25/3.5; 6-1  
 01.0 00000.0 19021 10000 2110 4100000  
  
 Fenyes, John                      R.D. White                      06/01/18; 9.25/3.5; 6-1  
 01.0 00000.0 19021 10000 2110 4300000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Termination - Exhaustion of Benefits</u>		
2018-cl-90095		06/12/18
2018-cl-14687		04/19/18
 <u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Administrative Secretary</u>		
Reyes, Zarazen	Lincoln	06/18/18 through 08/03/18 Not to exceed 80 hours total Donations 01.0 95100.0 00000 27000 2430 3300000
2. <u>Assistant Physically Handicapped - Summer School</u>		
Arutyunyan, Karine	College View	06/11/18 through 07/13/18
Asoyan, Marine		6 hrs/day, 5 days/week, each
Boyadzhyan, Diana		Special Education-College View
Brown, Mitchell		01.0 65000.0 57501 11100 2130 5000000
Burkhauser, Valerie		
Formento, Efren		
Jacobson, Katherine		
Kopp, Mary		
Maciel, Yolanda		
Noya, Nancy		
Sanchez, Rosio		
Torres, Melissa		
Vardanyan, Maro		
Adams, Paul	FACTS	06/11/18 through 07/13/18
Dinglasan, Stephanie		6 hrs/day; 5 days/week, each
Dubon, Alicia		Special Education-FACTS Program
Enriquez, Gilbert		01.0 65000.0 57703 11100 2130 5400000
Enriquez, Raul		
Hallman, Gail		
Heakes, Sandra		
Issa Gholian, Aida		
Maghakyan, Heghine		
Merino, Rosa		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

2. Assistant Physically Handicapped-Summer School - Continued

Avaky, Joulliet	Cloud Pre-school	06/11/18 through 07/13/18
Davityan, Adrine		3.5-4.5 hrs/day; 4 days/week, each
Rostami, Jaklin		Special Education-Summer School
Sahakian, Silvart		01.0 65000.0 57702 11100 2130 0000600
Namwong, Yoksi	Early Bird Pre-School	06/11/18 through 07/13/18
Patel, Mira		3.5-4.5 hrs/day; 4 days/week, each
Telimyan, Knarik		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600
Galustians, Herachik	Special Education	06/11/18 through 07/13/18
Gould, Breanna		3.5-4.5 hrs/day; 4 days/week, each
		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600
Chung, Yean Joon	Roosevelt	06/11/18 through 07/13/18
Hall, Charlene		4.83-5.5 hrs/day; 5 days/week, each
		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600
Minasian, Lida	Rosemont	06/11/18 through 07/13/18
		4.83-5.5 hrs/day; 5 days/week, each
		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600
Assaturian, Mary	Toll	06/11/18 through 07/13/18
Flores, Edgar		4.83-5.5 hrs/day; 5 days/week, each
		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600
Carvajal, Carmen Luz	Wilson	06/11/18 through 07/13/18
Siraki, Astekhik		4.83-5.5 hrs/day; 5 days/week, each
		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

2. Assistant Physically Handicapped-Summer School - Continued

Khachikian, Verjineh Nazari, Hasmik	Crescenta Valley	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600
Cusati, Danute Escobar, Erin	Glendale	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600
Arsenyan, Kristine Bouniatian, Lyubov Sarkissian, Milagardi, Narbeh	Hoover	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600
Adams, Paul Dinglasan, Stephanie Dubon, Alicia Enriquez, Gilbert Enriquez, Raul Hallman, Wanda Heakes, Sandra Issa Gholian, Aida Maghakyan, Hegine Merino, Rosa	FACTS	08/22/18 through 06/10/19 Not to exceed 12.5 hours per week, each Special Education FACTS 01.0 65000.0 57703 11100 2130 5400000
Gould, Greanna	Special Education	06/11/18 through 07/13/18 1.5 hrs/day; 5 days/week Special Education - Summer School 01.0 65000.0 57702 11100 2130 0000600



Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

3. Assistant Physically Handicapped - Substitutes - Summer School

Cossio Camacho, Jose	Special Education	06/11/18 through 07/13/18 1.5 hrs/day; 5 days/week Special Education - Summer School 01.0 65000.0 57702 11100 2130 0000600
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Aguirre, Sandra	Special Education	06/11/18 through 07/13/18
Aytayan, Tirui		3.75-6 hours a day, each
Baghramyan, Karine		Special Education-Summer School
Benitez, Eduardo		01.0 65000.0 57702 11100 2130 0000600
Cossio Camacho, Jose		Special Education-College View
Estrada, Ana		01.0 65000.0 57501 11100 2130 5000000
Garcia, Joanna		Special Education-FACTS Program
Ghoslin, Kenneth		01.0 65000.0 57703 11100 2130 5400000
Gomez, Rene		
Khanikyan, Siranoush		
Leal Gatica, Itzel		
Llamas, Maria		
Mahmoodi, Meanoosh		
McClanahan, Marie		
Mkrtchian, Anoush		
Raygoza, Martha		
Solorzano, Cynthia		
Torres, Peter Michael		
Urquiza, Pedro		
Villegas, Deisree		

Asaturian, Armineh	Special Education	06/11/18 through 07/13/18
Di Pompo, Lynette		3.75-6 hours a day, each
Estal, Geraldine		Special Education-Summer School
Grigoryan, Naira		01.0 65000.0 57702 11100 2130 0000600
Hernandez, Yajaira		Special Education-College View
Ismaelian, Lusik		01.0 65000.0 57501 11100 2130 5000000
Khachatryan, Ruzanna		Special Education-FACTS Program
Maglaya, Portia		01.0 65000.0 57703 11100 2130 54000000
Margaryan, Marine		
Martinez, Jennifer		
Martirosyan, Kristina		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

3. Assistant Physically Handicapped - Substitutes - Summer School - Continued

Nazaryan, Zhenik  
 Oskanian, Salpie  
 Peredo, Samuel  
 Quiroz, Sandra  
 Simonian, Lena  
 Zendejas, Ana

4. Behavior Intervention Assistant-Summer School

Abundo, Darlene	Special Education	06/11/18 through 07/13/18
Acosta, Lizet		3.75-6 hours a day, each
Aghabegians, Roubina		Special Education-Summer School
Alajayan, Angela		01.0 65000.0 57702 11100 2130 0000600
Antablian, Christopher		Special Education-College View
Arroyo, Marisol		01.0 65000.0 57501 11100 2130 5000000
Avetisyan, Bavakan		Special Education-FACTS Program
Barragan, Dafne		01.0 65000.0 57703 11100 2130 5400000
Blandon, Ana Torres		
Carias, Jesus		
Chairoj, Pamela		
Chavez, Jodie		
Chuchuca, Norma		
Decker, Jeffrey		
Decker, Patricia		
Derzakharian, Natalie		
Diaz, Narciso		
Dilanian, Lara		
Duenas, Robert		
Galstyan, Jaklin		
Garay, Jennifer		
Gutierrez, Vanessa Maravilla		
Halcromb, Olynn		
Harris, Princess		
Henke, Alan		
Hidalgo, Maricela		
Ilarde, Roseanne		
Indick, Viviene		

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

4. Behavior Intervention Assistant - Summer School - Continued

Johnson, Kendell  
Jurdi, Rania  
Kajimoto, Noriko  
Khachikyan, Anita  
Lasam, Carolyn  
Lewis, Michael  
Lizarraga Savin, Jacquelin  
Lopez, Karla  
Marquardt, Kimberly  
Marquez, Adriana  
Marquez, Camerina  
Medina, Carolyn  
Mortimer, Laura  
Nersisyan, Anna  
Olmedo, Elizabeth  
Ortega, Ricardo  
Perez, Javier  
Ponce, Raquel  
Regis, Saideechris  
Sandoval, Esther  
Santana, Monikke  
Sarkissian, Ani  
Schlappie-Salazar, Christine  
Serrano, Sindy  
Shamirzaeian, Arpi  
Shaumyan, Anna  
Shiroyan, Tereza  
Silva Hernandez, Brenda  
Sripramong, Casey  
Stewart, Joseph  
Stewart, Mateen  
Tripp-Mosman, Susan  
Tsai, Alison  
Williams, Sharonda  
Woody, Atiai

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

4. Behavior Intervention Assistant - Continued

Lewis, Michael	Rosemont	06/04/18
Karpova, Marina		Not to exceed 2 hours, each
Stewart, Joseph		Special Education-S&C-BIA-General Fund
		01.0 04000.0 11100 10000 2130 0000600

Halcromb, Olynn	Jefferson	06/01/18
Sagolili, Donnah		Not to exceed 2 hours, each
		Special Education-S&C-BIA-General Fund
		01.0 04000.0 11100 10000 2130 0000600

5. Cafeteria Worker I - Summer School

Ebrahimian, Marina	Crescenta Valley	06/11/18 through 07/13/18
		Not to exceed 4 hours a day
		13.0 53100.0 00000 37000 2232 0100000

Adamyan, Diana	Glendale	06/11/18 through 07/13/18
Amigon, Marisela		Not to exceed 4 hours a day, each
Boghosian, Janet		13.0 53100.0 00000 37000 2232 0200000
Facundo, Imelda		
Ghanbary, Rozik		
Huff, Maria		
Karamian, Hilda		
Macias, Monica		
Manukyan, Manushak		
Markaryan, Fenya		
Rostamians, Armineh		
Wang, Wei Rong		
Aghamal, Ledik		
Danielians, Adrineh		
Dennis, Laura		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

5. Cafeteria Worker I - Summer School - Continued

Altunyan, Lusine	Glendale	07/23/18 through 07/26/18
Amirkhan, Sarineh		Not to exceed 6 hours a day, each
Asheg, Sofiya		13.0 53100.0 00000 37000 2232 0200000
Baghdasian, Juliet		
Chavira, Bront		
Ebrahimian, Jaklin		
Grigorian, Elmik		
Kazarian, Vardaoush		
Manukyan, Manushak		
Markarian, Fenya		
Markarian, Janet		
Matousian, Vartouhi		
Mirzakhany, Frida		
Nhabeet, Anna		
Ruiz, Eloisa		
Ruiz, Susana		
Valdiviezo, William		
Vallejo, Teresa		
Wang, Wei Rong		
Almendra, Milagro	Roosevelt	06/11/18 through 07/13/18
Islam, Rashida		Not to exceed 4 hours a day, each
Ruiz, Eloisa		13.0 53100.0 00000 37000 2232 0500000
Avoyan, Selva	Hoover	06/11/18 through 07/13/18
Boyadjian, Eliza		Not to exceed 4 hours a day, each
Cardarodi, Lidosh		13.0 53100.0 00000 37000 2232 0300000
Ebrahimian, Roza		
Nuno, Maria		
Sayadyan, Katrin		
Shahverdian, Melina		
Ter-Harutyunyan, Helen		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

5. Cafeteria Worker I - Summer School - Continued

Grigorian, Lusik	Rosemont	06/11/18 through 07/13/18 Not to exceed 4 hours a day 13.0 53100.0 00000 37000 2232 0500000
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Baghoomian, Margret Mikaelian, Hasmik Ruiz, Susana Valdiviezo, William	Toll	06/11/18 through 07/13/18 Not to exceed 4 hours a day, each 13.0 53100.0 00000 37000 2232 0700000
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Asheg, Sofiya Gonzalez, Veronica Khechoomian, Frida	Wilson	06/11/18 through 07/13/18 Not to exceed 4 hours a day, each 13.0 53100.0 00000 37000 2232 0800000
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6. Cafeteria Worker II - Summer School

Aghazaina, Rajik Ayvazyan, Azatuhi Hacopians, Armineh Ibarra, Digna Melkonian, Romina Mikhail, Emile Oganesyan, Lilik	Glendale	07/23/18 through 07/26/18 Not to exceed 6 hours a day, each 13.0 53100.0 00000 37000 2232 0200000
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Aghazarian, Rajik Beidroosian, Shakeh Diaz, Lilia Gharibian, Karoline Kazarian, Vardanoush Kazimi, Iman Khachatryan, Hermine Khadourian, Sedik Matousian, Vartouhi Mikhail, Emile Nadimyan, Yelena Petrosian, Ritan Stephanian, Nina	Various	06/11/18 through 07/13/18 Not to exceed 4 hours a day, each 13.0 53100.0 00000 37000 2232 0200000
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Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

7. Clerk II

Gonzalez, Susana	Cerritos	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Gonzalez, Susana	Categorical	07/01/18 through 06/30/19 Not to exceed \$7,000.00 total Instruction Special Projects (CELDT) 01.0 00000.0 00000 21005 2430 0002673
Gonzalez, Susana	Categorical	06/07/18 through 06/30/18 Not to exceed \$2,200.00 total Instruction Special Projects (CELDT) 01.0 00000.0 00000 21005 2430 00002673
8. <u>Clerk III</u>		
Nazarian, Emma	Wilson	06/18/18 through 07/04/18 Not to exceed \$1,800.00 total Summer School Fund 01.0 02000.0 00000 27001 2430 0006682
Nazarian, Emma	Wilson	08/07/18 through 08/13/18 Not to exceed 40 hours total Supplemental 01.0 01000.0 00000 27000 2430 0800000
Nazarian, Emma	Wilson	07/05/18 through 07/13/18 Not to exceed \$1,200.00 total Supplemental 01.0 01000.0 00000 27000 2430 0800000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

9. Cook/Baker - Summer School

Amirkharian, Nora	Glendale	06/11/18 through 08/17/18
Issagoolian, Berzwik		Not to exceed 8 hours a day, each
Safaryan, Siranoush		13.0 53100.0 00000 37000 2232 0200000

Solhtalba, Mitra	Roosevelt	06/11/18 through 08/17/18
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0500000

Tarverdians, Laris	Rosemont	06/11/18 through 08/13/18
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0600000

Soghomonian, Naira	Toll	08/01/18 through 08/17/18
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0700000

Ayvazian, Natasha	Various	08/01/18 through 08/17/18
		Not to exceed 8 hours a day
		13.0 53100.0 00000 37000 2232 0600000

10. Education Assistant II-Summer School

Aghakianest, Roobina	Roosevelt	06/11/18 through 07/13/18
Bagramyan, Anait		4.83-5.5 hrs/day; 5 days/week, each
Galvan, Rita		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600

Aghajani, Vazgen	Rosemont	06/11/18 through 07/13/18
Barbar, Marie Claire		4.83-5.5 hrs/day; 5 days/week, each
		Special Education-Summer School
		01.0 65000.0 57702 11100 2130 0000600



Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

10. Education Assistant II - Summer School

Nahle, Adriana Sarkezi, Arpineh Sarkissian, Jacklin	Toll	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600
Arakelyan, Gayane Ovanesyan, Maro	Wilson	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600
Malik, Rohila Rhee, Marianne Tissot, George	Crescenta Valley	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600
Asatorian, Benita Azar, Nehad Castro, Alfonso Hoonanian, Ashkhen Khachian, Janet Medina, Alberto Mkrtchyan, Varsik Muradyan, Anush Vartanian, Juliet	Glendale	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600
Bedrossian, Vilma Esaian, Roubina	Hoover	06/11/18 through 07/13/18 4.83-5.5 hrs/day; 5 days/week, each Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
10. <u>Education Assistant II</u> - Karaoglanyan, Tagui	Categorical	07/01/18 through 06/30/19 Not to exceed \$5,500.00 total Instruction Special Projects (CELDT) 01.0 00000.0 11308 10000 2130 0002673
Safarian, Diana	Fremont	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 11303 10000 2130 00005616
Shamirian, Armine	Glenoaks	08/01/18 through 08/20/18 Not to exceed 8 hours total Not to exceed 2 days Administration 01.0 00000.0 11303 10000 2130 0005616
Tchakian, Sonia	Special Education	04/28/18 Not to exceed 2 hours Special Education - IDEA 01.0 33100.0 57700 11100 2130 0000600

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

11. Education Assistant Intensive Support-Summer School

Aguayo, Margarita	Special Education	06/11/18 through 07/13/18
Anjelian, Satik		3.75-6 hours a day, each
Apelian, Valentina		Special Education-Summer School
Asatryan, Nelli		01.0 65000.0 57702 11100 2130 0000600
Avedisian, Adrineh		Special Education-College View
Baldo, Lizbeth		01.0 65000.0 57501 11100 2130 5000000
Bedroussian, Patricia		Special Education-FACTS Program
Dagbashyan, Armine		01.0 65000.0 57703 11100 2130 5400000
De Simone, Lorianne		
Emirzyan, Virginia		
Estrada, Leticia		
Garcia Cruz, Ramon		
Garcia, Emilio		
Gardner, Stacey		
Godoy, Leonora		
Grigoryan, Areknaz		
Hagopian, Seta		
Jimenez, Stephanie		
Juarez, Isabel		
Kaloghlian, Lara		
Karakhanyan, Narine		
Lemus, Stephanie		
Lopez Villegas, Vania		
Mkrtumyan, Kristine		
Pogosyan, Vardush		
Powdrill, James		
Puranan, Sara		
Rabanes, Alexa		
Richardson, Richard		
Rivera, Lemuel		
Rodriguez, Carmen		
Rusenko, Michele		
Sagar, Hina		
Sagar, Kosha		
Shamirzaeian, Araz		
Snkhchyan, Angine		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

11. Education Assistant Intensive Support-Summer School - Continued

Sosa, Esmeralda  
 Valencia, Sulay  
 Valerio, Joseph  
 Zakaria, Arpa

12. Education Assistant Intensive Support-Substitute-Summer School

<p>Awad, Joyce          Ayvazyan, Aneta          Barrera, Thomas          Castillo, Richard          Espinoza, Gina          Fleisher, Emily          Funes, Debora          Gonzalez, Eddie          Herrera, Arlene          Ishac, Marleine          Jarkassian, Angelic          Jimenez, Stephanie          Martinez, Ismael          Melendez, Stephanie          Quintanilla, Diego          Ramirez, Kimberly          Sandoval, Sergio          Sareal, Omar          Serrano, Leticia          Taylor, Andrea          Zadourian, Shushanik          Zavala, Michelle</p>	<p>Special Education</p>	<p>06/11/18 through 07/13/18          3.75-6 hours a day, each          Special Education-Summer School          01.0 65000.0 57702 11100 2130 0000600          Special Education-College View          01.0 65000.0 57501 11100 2130 5000000          Special Education-FACTS Program          01.0 65000.0 57703 11100 2130 5400000</p>
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<p>Fleisher, Emily</p>	<p>Special Education</p>	<p>06/11/18 through 07/13/18          1.5 hrs/day; 5 days/week          Special Education - Summer School          01.0 65000.0 57702 11100 2130 0000600</p>
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Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

- |   |                   |   |
|---|-------------------|---|
| <u>13. Interpreter for the Deaf - Summer School</u>                           |                   |   |
| Perez, Tanya  | Glendale          | 06/11/18 through 07/13/18<br>4.83-5.5 hrs/day; 5 days/week, each<br>Special Education-Summer School<br>01.0 65000.0 57702 11100 2130 0000600  |
| <u>14. Interpreter for the Deaf-Substitute-Summer School</u>                  |                   |   |
| Strommer, Marc  | Special Education | 06/11/18 through 07/13/18<br>3.75-6 hours a day, each<br>Special Education-Summer School<br>01.0 65000.0 57702 11100 2130 0000600<br>Special Education-College View<br>01.0 65000.0 57501 11100 2130 5000000<br>Special Education-FACTS Program<br>01.0 65000.0 57703 11100 2130 54000000 |
| <u>15. Manager, Cafeteria, Secondary School-Transport - Summer School</u>     |                   |   |
| Esquivel, Rosario   | Various           | 06/18/18 through 08/13/18   |
| Panosian, Frida   |                   | Not to exceed 8 hours a day, each   |
| Shirvanian, Knarik  |                   | 13.0 53100.0 00000 37000 2340 0000662   |
| <u>16. Manager, Cafeteria, Secondary School-Non Transport - Summer School</u> |                   |   |
| Avedian, Jasmen   | Various           | 06/18/18 through 08/13/18   |
| Danoukh, Nina   |                   | Not to exceed 8 hours a day, each   |
| Sarkis-Adwar, Lina  |                   | 13.0 53100.0 00000 37000 2340 0000662   |
| Tadevossian, Liliya   |                   |   |
| <u>17. Nutrition Services Driver - Summer School</u>                          |                   |   |
| Jimenez, Nellie   | Glendale          | 06/11/18 through 08/17/18   |
| Santos, Peter   |                   | Not to exceed 8 hours a day, each<br>13.0 53100.0 00000 37000 2232 0200000  |
| Sardari, Hasmik   | Glendale          | 06/11/18 through 08/17/18   |
| Vallejo, Teresa   |                   | Not to exceed 6 hours a day, each<br>13.0 53100.0 00000 37000 2232 0200000  |

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
18. <u>Health Assistant LVN/RN</u>		
Borja, Maria	Muir	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Compton, Anna	La Crescenta	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Geragosian, Siyouneh	Balboa	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Gonzalez, Andrea	Verdugo Woodlands	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Goze, Ashley	Lincoln	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Goze, Ashley	Lincoln	08/01/18 through 08/31/18 Not to exceed 16 hours total Donations 01.0 95100.0 00000 27000 2430 3300000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
18. <u>Health Assistant LVN/RN</u> - Continued		
Manoukian, Narineh	Mountain Avenue	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Medina, Teresa	Jefferson	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Porter, Virginia	Keppel	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Salazar, Jennifer	Edison	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
19. <u>Library Assistant</u>		
Van Amburg, Jo	Lincoln	08/22/18 through 06/11/19 Not to exceed 4 hours per week Donations 01.0 95100.0 11100 10000 2930 3300000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

20. Library Technician

McCarthy, Anita	Wilson	07/05/18 through 08/13/18 Not to exceed 20 hours total Supplemental 01.0 01000.0 11100 10000 2930 0800000
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Tsaturyan, Kristine	Roosevelt	07/01/18 through 08/13/18 Not to exceed 60 hours total Supplemental 01.0 01000.0 11100 10000 2930 0500000
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21. Occupational Therapist - Summer School

Arnstein, Emily	Special Education	06/11/18 through 07/13/18
Self, Wendy		Not to exceed 6 hrs/day; 5 days/week
Chuvanjan, Meri		Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600 Special Education-College View 01.0 65000.0 57501 11100 2130 5000000

Lopez, Stacey	Special Education	07/01/18 through 07/13/18 Not to exceed 6 hrs/day; 5 days/week Special Education-Summer School 01.0 65000.0 57702 11100 2130 0000600 Special Education-College View 01.0 65000.0 57501 11100 2130 5000000
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22. Speech Language, Pathology Assistant - Summer School

Hambarchian, Hanryet	Special Education	06/11/18 through 07/13/18
Morton, Malah		Not to exceed 6 hrs/day; 5 days/week
Oriza, Sarah		Special Education-Summer School
Sepanian, Anet		01.0 65000.0 57702 11100 2130 0000600
Youssefian, Leana		Special Education-College View 01.0 65000.0 57501 11100 2130 5000000
		Special Education-FACTS Program 01.0 65000.0 57703 11100 2130 5400000



	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u>		
23. <u>Typist Clerk II</u> Allen, Stephanie	Monte Vista	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Arendsdorff, Francis	Franklin	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Arshakyan, Karine	Columbus	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Barcena, Norma	College View	08/20/18 through 06/12/19 Not to exceed 16 hours total Special Education 01.0 65000.0 57501 27000 2430 5000000
Boghigian, Armig	Muir	06/11/18 through 06/15/18 Not to exceed 30 hours Donation 01.0 95100.0 00000 27004 2430 4000000
Boghigian, Armig	Muir	03/23/18 through 06/08/18 Not to exceed \$2,000.00 total General Fund 01.0 00000.0 00000 27004 2410 4000000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay - Continued

23. Typist Clerk II - Continued

Bridges, Diana	Dunsmore	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Hairapedian, Anita	R.D. White	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Magerdichian, Nelly	Marshall	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Orozco, Maria	Mann	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616
Tam, Fanny	Valley View	08/01/18 through 08/20/18 Not to exceed 8 hours Not to exceed 2 days Administration 01.0 00000.0 00000 71001 2430 0007616

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u> - Continued		
23. <u>Typist Clerk II</u> - Continued		
Tam, Fanny	Valley View	06/11/18 through 06/29/18 Not to exceed 18 hours total Supplemental Program 01.0 01000.0 00000 27000 2430 4100000
Bashian, Karin Fee, Paul	Glendale	06/11/18 through 07/13/18 Not to exceed \$5,500.00 total Summer School Fund 01.0 02000.0 00000 27001 2430 0006682
Arshakyan, Karine	Columbus	06/11/18 through 06/15/18 Not to exceed 40 hours total Not to exceed \$850.00 total Supplemental 01.0 01000.0 00000 27000 2430 2300000
24. <u>Typist Clerk III</u>		
Atiga, Melba	Crescenta Valley	06/11/18 through 08/13/18 01.0 00000.0 00000 27004 2410 0100000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Change of Assignment

1. Change of Location

a. Administrative Secretary

Gharibian, Hilda	Valley View From Cerritos	05/21/18 01.0 00000.0 00000 27004 2410 4100000
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b. Health Assistant LVN/RN

Karapetyan, Haykanush	Roosevelt From Pacific/Edison	08/14/18 01.0 00000.0 00000 27004 2410 0500000
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c. Lead Custodian

Delgado, Craig	Clark From Toll	06/19/18 01.0 00000.0 00000 81006 2211 0900000
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Lopez, Rodrigo	Toll From Clark	06/19/18 01.0 00000.0 00000 81006 2211 0700000
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2. Change of Location/Increase in Months/Decrease in Hours

a. Education Assistant I

Boghossian Rezaieh, Linda	Cerritos from R.D. White 9.25/3.5	06/01/18; 12/3 12.0 61052.0 85000 10000 2110 0000671
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3. Change of Location/Increase in Months

a. Education Assistant I

Pogosian, Elena	Cloud From Pacific Avenue 9.25/3.5	06/11/18; 12/3.5 01.0 91300.0 85000 10000 2110 0000671
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Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Change of Assignments: - Continued

4. Change of Location/Decrease in Hours

a. Education Assistant I

Snkhchyan, Naira	Cerritos	06/01/18; 12/3
	From Marshall	12.0 61051.0 85000 10000 2110 0000671
	12/3.5	

5. Change of Location/Increase in Hours

a. Typist Clerk II

Herabidian, Karmen	Keppel	08/14/18; 10/8
	from Toll	01.0 00000.0 00000 27004 2410 3100000
	10/7	

6. Decrease in Hours

a. Education Assistant II

Biglari, Nvart	Daily	08/20/18; 9.25/6
	From 9.25/7	01.0 01000.0 11100 10000 21100400000
		01.0 30100.0 11100 10000 2110 0400000

7. Increase in Months

a. Account Clerk I

Megerdan, Anet	Toll	04/02/18; 11/8
	From 10/8	01.0 00000.0 19025 41000 2410 0700000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Change of Assignment: - Continued

8. Provisional Assignment

a. Administrative Secretary

Gonzalez, Andrea	Verdugo Woodlands From Health Assistant LVN 16-7	05/21/18 through 06/15/18 8 hours a day 21-6 01.0 00000.0 00000 27004 2410 4200000
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b. Buyer

Amirkhani, Hermik	Procurement & Contract Services From Typist Clerk III, 16-9	06/01/18 through 07/31/18 8 hours a day 32-2 01.0 00000.0 00000 72006 2410 0000685
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Sievert, Maria	Procurement & Contract Services From Typist Clerk III, 16-9	06/01/18 through 07/31/18 8 hours a day 32-2 01.0 00000.0 00000 72006 2410 0000685
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c. Cook/Baker

Kazarian, Vardanoush	College View From Cafeteria Worker I, 1-9	05/07/18 through 05/11/18 6 hours a day 9-6 13.0 53100.0 00000 37000 2212 0200000
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d. Cafeteria Worker II

Matousian, Vartouhi	Cerritos From Cafeteria Worker I, 1-9	05/14/18 through 05/18/18 6.5 hours a day 4-9 13.0 53100.0 00000 37000 2212 0300000
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Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Change of Assignment - Continued

8. Provisional Assignment - Continued

e. Equipment Operator

Gomez, Carlos

FASO  
 From Grounds-  
 Worker, 17-5

06/09/18 through 08/03/18  
 8 hours a day  
 19-5  
 01.0 00000.0 00000 81004 2211 0000640

Revisions to Previous Board Reports

1. Revision to Board Report #18, June 4, 2018

Page 3, Item 3

Additional Assignment Temporary - At Established Rate of Pay

Assistant Physically Handicapped

Avakyan, Marine                      Jefferson

06/18/18 through 06/29/18  
 Not to exceed 10 days, or 80 hours total  
 Supplemental  
 01.0 01000.0 00000 27000 2430 3000000

Delete board action

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Revisions to Previous Board Reports - Continued

2. Revision to Board Report #18, June 4, 2018

Page 5, Item 8

Additional Assignment Temporary - At Established Rate of Pay

Health Assistant LVN/RN

Salazar, Jennifer                      EEELP

04/27/18

Not to exceed 5 hours

01.0 60100.0 00000 27004 2410 0000671

Change account number to read:

01.0 60100.0 00000 21000 2410 0000671

3. Revision to Board Report #14, April 3, 2018

Page 10, Item 4e

Provisional Assignment

Grounds Supervisor

Munoz, Robert                      FASO  
From Maintenance                      8 hours a day  
Worker II,                                      M42-1  
23-8    01.0 81500.0 00000 81000 2310 0000640

04/01/18 through 06/30/18

8 hours a day

M42-1

01.0 81500.0 00000 81000 2310 0000640

Change date to read:

04/01/18 through 06/10/19



Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Revisions to Previous Board Reports - Continued

4. Revision to Board Report #5, October 3, 2017

Page 13, Item 1

Election of Classified/Non-Classified/Hourly Substitutes through 6/30/18

Baby Sitter

De Garcia, Josefina

Flores, Alba

Yermian, Katrin

Categorical Programs

09/01/17 through 06/30/18

\$10.50 per hour

Not to exceed \$500.00 total

Supplemental

01.0 01000.0 11100 10000 2930 0000673

Change amount to read:

Not to exceed \$600.00 total

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Revisions to Previous Board Reports - Continued

5. Revision to Board Report #5, October 3, 2017

Page 14, Item 2

Election of Classified/Non-Classified/Hourly Substitutes through 6/30/18

Noon Duty Aide

Davoudi, Nora	Jefferson	08/14/17 through 06/07/18
Davoudi, Shirin		\$10.75 per hour
Ordubegian, Marita		Not to exceed \$7,000.00 total
Margarian, Carolin		Supplemental Program
Krikorian, Anoush		01.0 01000.0 11100 10000 2930 3000000
Mehrabi, Melina		
Moradyan, Marine		
Nercessian-Katalaris, Maro		
Arakelian, Alvart		
Hernandez-Montague, Sofia		
Mercado, Nancy		
Davtyan, Anush		

Add name to read:

Sehwani, Kiran

Change amount to read:

Not to exceed \$8,425.00 total

Election of Classified Hourly Substitutes through 06/30/18

Gorman, Susan	07/01/17 through 06/30/18
Carias, Ana	04/20/18 through 06/30/18
Amirkhanian, Ani	07/01/18 through 06/30/19
	Not to exceed 20 hours per week
	01.0 00000.0 00000 71004 2430 0000664

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/19

1. Noon Duty Aide

Sanchez, Lorena	Cerritos	06/01/18 through 06/30/18 \$11.00 per hour 13.0 53100.0 00000 37000 2235 0000662
Sanchez, Lorena	Cerritos	06/01/18 through 06/30/18 \$11.00 per hour Supplemental 01.0 01000.0 11100 10000 2930 2200000
Trudell, Kimberly Kerlin, Anthony	Glenoaks	08/22/18 through 06/12/19 \$11.00 per hour Not to exceed \$5,324.00 total Supplemental 01.0 01000.0 11100 10000 2930 2900000
Trudell, Kimberly Kerlin, Anthony	Glenoaks	08/22/18 through 06/12/19 \$11.00 per hour 13.0 53100.0 00000 37000 2235 0000662
Servillo, Waunita Trudell, Kimberly Kerlin, Anthony	Glenoaks	08/22/18 through 06/12/19 \$11.00 per hour Noon Duty Aides 01.0 00000.0 19021 10000 2930 2900000
Buss Baghdassarian, Becky Martirosian, Adrine Patel, Jigna Tarkhanians, Nelly Teymouri, Johanna	La Crescenta	08/22/18 through 06/11/19 \$11.00 per hour 01.0 00000.0 19021 10000 2930 3200000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/19 - Continued

1. Noon Duty Aide - Continued

Rendo, Melanie	Lincoln	08/22/18 through 06/11/19
Shepherd-Nelson, Deborah		\$11.00 per hour
Spears, Cynthia		Nutrition Services
Tokatlian, Celine		13.0 53100.0 00000 37000 2235 0000662

Rendo, Melanie	Lincoln	08/22/18 through 06/11/19
Shepherd-Nelson, Deborah		\$11.00 per hour
Spears, Cynthia		Noon Duty Aides
Tokatlian, Celine		01.0 00000.0 19021 10000 2930 3300000

2. Student Stage Crew II

Castaneda, Jessie	Glendale	07/01/18 through 06/30/19
Minasyan, Vazgen		\$11.00 per hour
Siraki, Martin		01.0 00000.0 81000 50001 2980 0000640
Tirkordi, Quvin Shahijani		

3. Student Stage Crew III

Barrera, Noemi	Glendale	07/01/18 through 06/30/19
Byron, Justin		\$11.25 per hour
Dalope, Franz		01.0 00000.0 81000 50001 2980 0000640
De Leon, Julian		
Doody, Annie		
Goc, Jasmine		
Lopez, Britney		
Medina, Charlius		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/19 - Continued

4. Non-Student Stage Crew

Aquino, Ashley	Glendale	07/01/18 through 06/30/19
Aquino, Heather		\$14.45 per hour
Avetian, David		01.0 00000.0 81000 500001 2980 0000640
Babadjanians, Emil		
Bermudez, Alysha		
Cangco, Kirsten		
Do, Samuel Young		
Gonzalez, Svein		
Hernandez, Enrique		
Jonson, James		
Kamali, Varag		
Kamali, Garni		
Levin, Emily		
Lima, Yenina		
Lingat, Annalou		
Nieva, Honey Grace		
Ornelas, Carla		
Panossian, Mikiya		
Payandeh, Venus		
Reyes, Aimee		
Sales, Mervyn		
Shahverdian, Artin		
Song, Joon		
Tarpinian, Nayrie		
Torio, Aaron		
Tsuchida, Jason		
Tumangan, Francis		
Van Houten, Nick		
Villa, Andrew		
Williams, Mark		
Williams, Matthew		
Williams, Michael		
Yeranosyan, Hagop		

<u>Location</u>	Effective Dates, Months/Hours, and <u>Salary Rating</u>
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Election of Classified/Non Classified Hourly Substitutes through 06/30/19 - Continued

5. <u>Stage Manager</u>		
Aquino, Ashley	Glendale	07/01/18 through 06/30/19
Babadjanians, Emil		\$18.00 per hour
Bermudez, Alysha		01.0 00000.0 81000 500001 2980 0000640
Cangco, Kirsten		
Hernandez, Enrique		
Jonson, James		
Kamali, Varag		
Levin, Emily		
Lingat, Annalou		
Nivea, Honey Grace		
Ornelas, Carla		
Payandeh, Venus		
Reyes, Aimee		
Shahverdian, Artin		
Tarpinian, Nayrie		
Torio, Aaron		
Van Houten, Nick		
Williams, mark		

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Personal Services Agreement

- |    |                      |  |  |
|----|----------------------|--|--|
| 1. | Acitelli, Lucia      | Consultant,<br>As needed<br>To provide<br>Music<br>Lessons and<br>Supplies to<br>Students in<br>Grades K-5<br>At Mark<br>Keppel<br>Elementary<br>School  | 08/22/18 through 06/11/18<br>Not to exceed \$15,060.00<br>01.0 95100.0 11100 10000 5811 3100000      |
| 2. | Bruyere, Derek       | Consultant,<br>As needed<br>To create<br>A website<br>To house<br>The Glendale<br>CREATES<br>Arts integrated<br>Math and ELA<br>Units                    | 07/01/18 through 09/30/18<br>Not to exceed \$4,000.00 total<br>01.0 58115.0 11100 10000 5811 0000611 |
| 3. | Diaz, Jesus Fernando | Consultant<br>As needed<br>To facilitate<br>And provide<br>Curriculum<br>Development<br>And workshops<br>For Glendale<br>High School<br>Marching<br>Band | 05/01/18 through 06/30/18<br>Not to exceed \$700.00 total<br>01.0 94302.2 11100 10000 5811 0200000   |

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Personal Services Agreement: - Continued

- |    |                   |   |   |
|----|-------------------|---|---|
| 4. | Gilbert, Cathy    | Consultant,<br>As needed<br>To provide<br>Drama<br>Lessons and<br>Supplies to<br>Students in<br>Grades K-5<br>Mark Keppel<br>Elementary<br>School | 08/22/18 through 06/11/19<br>Not to exceed \$15,300.00 total<br>01.0 95100.0 11100 10000 5811 3100000 |
| 5. | Miles, Cathy      | Consultant,<br>as needed<br>to provide<br>Intervention<br>To students<br>And parents<br>At Verdugo<br>Woodlands<br>Elementary<br>School           | 08/22/18 through 06/11/19<br>Not to exceed \$8,800.00 total<br>01.0 95100.0 11100 10000 5811 4200000  |
| 6. | Minassian, Armand | Consultant,<br>as needed<br>to work in<br>the cablecasting<br>of the Board<br>of Education<br>meetings<br>and other<br>district<br>projects       | 07/01/18 through 06/30/19<br>Not to exceed \$2,500.00 total<br>01.0 00000.0 00000 71004 5852 0000864  |



Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Personal Services Agreement: - Continued

7.	Zierhut, Joan	Consultant, as needed to provide visual art lessons and supplies to students in grades K-5 at Mark Keppel Elementary School	08/22/18 through 06/11/19 Not to exceed \$21,320.00 total Supplemental 01.0 95100.0 11100 10000 5811 3100000
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Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Transportation Authorization 2018-19

- It is recommended that the individuals be authorized to receive transportation expenses at the rate of 54.50¢ per mile, effective July 1, 2018, through June 30, 2019:

Account Clerk III

Khachikian, Adrineh	FASO	07/01/18 through 06/30/19: 54.50¢ 01.0 81500.0 00000 81000 5210 0000640
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Administrative Secretary

Shannon, Nancy	FASO	07/01/18 through 06/30/19: 54.50¢ 01.0 81500.0 00000 81000 5210 0000640
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Clerk III

Bogle, Cathy Arzoomanian, Alma	FASO	07/01/18 through 06/30/19: 54.50¢ 01.0 81500.0 00000 81000 5210 0000640
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Typist Clerk III

Plascencia, Monica	Educational Services	07/01/18 through 06/30/19: 54.50¢ Administration 01.0 00000.0 00000 71001 5210 0007616
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Assatourians, Siroush	FASO	07/01/18 through 06/30/19: 54.50¢ 01.0 81500.0 00000 81000 5210 0000640
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Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2018-19

2. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 54.50¢ per mile, effective July 1, 2018, through June 30, 2019:

Accounting Technician  
Accounting Supervisor  
Administrative Secretary-Confidential (Financial Services)  
Administrative Secretary-Confidential (Public Information & Administrative Services)  
Assistant Director, Classified Personnel  
Assistant Director, Educational Technology & Information Services  
Assistant Director, Facility & Support Operations  
Assistant Director, Nutrition Services  
Assistant Operations Coordinator  
Auditorium Facilities Supervisor  
Communications Director  
Coordinator, Employment Development/ Business Partnerships  
Director, Educational Technology & Information Services  
Director, Facility & Support Operations  
Director, Financial Services  
Director, Nutrition Services  
Director, Procurement and Contract Services  
Energy Conservation Manager  
Executive Assistant to the Superintendent  
Executive Director: Planning, Development & Facilities Department  
Executive Secretary (Business Services)  
Executive Secretary (Educational Services)  
Executive Secretary (Human Resources)  
Executive Secretary (Special Education)  
Facilities Project Manager  
Financial Analyst  
Grounds Supervisor  
Integrated Social Services Supervisor  
Maintenance Project Supervisor  
Manager, Cafeteria, Secondary School (Non-Transport)  
Manager, Cafeteria, Secondary School (Transport)  
Nutrition Network Coordinator  
Occupational Therapist  
Operations Coordinator

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2018-19 - Continued

2. It is recommended that the individuals be authorized to receive transportation expenses at the rate of 54.50¢ per mile, effective July 1, 2018, through June 30, 2019:

Payroll Supervisor  
Physical Therapist  
Project Controls Specialist  
Psychological Services Provider  
Purchasing Agent  
Regional Maintenance Supervisor  
Construction Manager  
Senior Human Resources Analyst  
SELPA Manager, Foothill SELPA  
Special Education Clerical Specialist  
Supervisor, Information Services  
Supervisor, Educational Technology & Information Services  
Supervisor, Nutrition Services  
Typist Clerk III Confidential (Human Resources)  
Typist Clerk III Confidential (Superintendent's Office)

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2018-19

3. It is recommended that the incumbents of the following classifications be authorized to receive transportation expenses at the rate of 54.50 ¢ per mile, effective July 1, 2018 through June 30, 2019:

Attendance Worker  
Behavior Intervention Assistant  
Buyer  
Clerk II (Health Office)  
Community Liaison-Bilingual  
Community Resource Specialist  
Custodian I  
Custodian II  
Custodian Supervisor  
Customer Support Technician  
Customer Support Technician/ Programmer  
Education Assistant II- Two or more locations  
Education Assistant - Intensive Support  
Facilities Project Assistant  
Food Services Driver  
Health Assistant – LVN/RN  
Human Resources Analyst  
Human Resources Technician  
Information Analyst  
Information Systems Analyst  
Interpreter for the Deaf  
Lead Custodian  
Maintenance Team Leader  
Network Technician  
Physical Education Assistant – Two or more locations  
SELPA Staff Assistant  
Senior Administrative Secretary  
Speech Pathology Assistant  
Technology Support Technician  
Translator/Interpreter  
Typist Clerk II-Health Office  
Typist Clerk II/Clerk II-ROP  
Typist Clerk III-Career Center  
Typist Clerk III-ROP Tech

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization – 2018-19 - Continued

3. It is recommended that the incumbents of the following classifications be authorized to receive transportation expenses at the rate of 54.50 ¢ per mile, effective July 1, 2018 through June 30, 2019:

Certificated Services Technician (Human Resources)  
Human Resources/Credential Technician  
Vehicle & Equipment Mechanic  
Warehouse Worker/Inventory Specialist  
Warehouse Worker/Driver I

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 4

TO: Board of Education  
 FROM: Dr. 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 June 1, 2018 – June 13, 2018 as shown below totaling \$9,738,297.35, and “B” Form (Other than Payroll Warrants) issued May 1-31, 2018, totaling \$10,643,880.62, 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
C1K-C	570874 - 5708813	Certificated	\$ 7,130,574.48
151-N	570998 - 5709985	Classified	332.99
C5K-C	571407 - 5714160	Certificated	751,997.95
C5K-N	571416 - 5714167	Classified	9,805.12
152-C	571681 - 5716814	Certificated	1,191.46
155-C	571713 - 5717139	Certificated	1,239.85
E4V-N	571840 - 5718517	Classified	1,429,137.25
C3K-N	572812 - 5728307	Certificated	401,212.17
156-N	572406 - 5724068	Classified	604.35
157-C	573404 - 5734044	Certificated	1,887.05
157-N	573404 - 5734045	Classified	2,660.30
158-C	573502 - 5735028	Certificated	2,729.70
158-N	573502 - 5735034	Classified	2,597.04
159-N	573557 - 5735579	Classified	1,417.74
162-N	573629 - 5736299	Classified	909.90
<b>TOTAL</b>			<b>\$ <u>9,738,297.35</u></b>

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>1.0 GENERAL FUND</b>			
3932	OTHER DISTRICT PAID BENEFITS	3	1,655.74
4110	TEXTBOOKS	6	3,822.57
4210	BOOKS & OTHER REFERENCE MATERIAL	19	18,240.52
4220	LIBRARY BOOKS	1	648.00
4310	INST. MATERIALS & SUPPLIES	907	171,740.29
4312	INST. PERIODICALS & MAGAZINES	4	158.17
4317	COMMENCEMENT	16	10,402.81
4350	OFFICE & OTHER SUPPLIES	265	30,276.35
4351	PRINTING & REPRODUCTION	12	5,143.76
4353	EDIBLE SUPPLIES	161	27,458.29
4360	TIRES, FUEL AND OIL	2	10,337.84
4370	CUSTODIAL/OPERATION SUPPLIES	120	15,464.59
4371	GROUND SUPPLIES	5	3,898.10
4372	POOL SUPPLIES	6	2,450.69
4380	MAINTENANCE SUPPLIES	20	10,114.00
4381	REPAIR SUPPLY & MATERIALS	104	70,837.20
4420	NON-CAP EQUIP -UNTAGGED	207	172,083.59
4430	NON-CAP EQUIP - TAGGED	26	55,228.93
5100	SUBAGREEMENT FOR SERVICES	2	3,400.00
5210	MILEAGE & CAR ALLOWANCES	83	7,446.57
5220	TRAVEL AND CONFERENCES	127	59,385.45
5310	DUES AND MEMEBERSHIPS	3	1,579.00
5311	CERTIFICATES AND LICENSES	1	80.00
5510	NATURAL GAS SERVICES	7	13,782.37
5520	ELECTRICITY SERVICES	39	251,305.42
5530	WATER	39	41,995.64
5561	TRASH DISPOSAL	1	8,649.05
5562	SEWER CHARGES	42	14,978.31
5610	RENTALS, LEASES AND REPAIRS	38	44,025.30
5630	REPAIRS	70	34,196.72
5804	NON-PUBLIC SCHOOL	43	392,716.18
5811	PERSONAL SERVICES	83	118,059.97
5812	NON-PSA SERVICE AGREEMENT	53	482,222.54
5813	UNIFORM SERVICES	1	2,859.02
5814	TRANSPORTATION	17	12,229.22
5815	OPERATING SERVICES	243	610,501.50
5816	NON-PUBLIC SCHOOL SERVICES	72	381,119.90
5821	LEGAL FEES	15	98,173.59
5823	SPEC ED LEGAL SETTLEMENTS	5	37,010.00
5825	AUDIT FEES	1	20,625.00
5828	SPED PARENT ATTORNEY FEES	2	9,870.00
5852	NON-INSTRUCTIONAL, CONSULTANTS	6	23,893.67
5853	CONTRACTUAL SERVICES	2	3,639.40



GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5862	PHYSICALS FOR EMPLOYEES	4	2,140.06
5911	POSTAGE/UPS/FEDEX	9	1,962.96
5912	TELEPHONE	6	11,428.53
5914	DATA LINE	1	32.49
5916	OTHER PHONES	5	8,250.51
6210	ARCHITECT FEES ON BUILDINGS	1	4,875.00
6250	BUILDING CONSTRUCTION/IMPROV	3	9,206.15
6280	BUILDING INSPECTIONS	2	2,400.00
6490	CAPITALIZED EQUIPMENT	5	18,086.12
8650	TUITION, EXS CST, SCH DIST	1	104.00
8689	ALL OTHER FEES AND CONTRACTS	2	344.00
9530	FRINGE BENEFITS SUBS - H&W	5	2,757,970.84
9551	SALES TAX PAYABLE	1	126.61
9552	USE TAX PAYABLE	87	4,855.22
		----- 3,011	----- 6,105,487.75
 <b>12.0 CHILD DEVELOPMENT FUND</b>			
4310	INST. MATERIALS & SUPPLIES	34	14,709.77
4350	OFFICE & OTHER SUPPLIES	28	1,717.83
4353	EDIBLE SUPPLIES	14	2,400.24
4370	CUSTODIAL/OPERATION SUPPLIES	4	803.32
4420	NON-CAP EQUIP -UNTAGGED	4	3,069.61
5210	MILEAGE & CAR ALLOWANCES	3	127.44
5220	TRAVEL AND CONFERENCES	10	2,039.33
5630	REPAIRS	3	1,524.00
5815	OPERATING SERVICES	5	10,282.50
5911	POSTAGE/UPS/FEDEX	2	37.30
5916	OTHER PHONES	1	34.36
8673	CHILD DEVELOPMENT PARENT FEES	1	453.00
		----- 109	----- 37,198.70
 <b>13.0 CAFETERIA FUND</b>			
4350	OFFICE & OTHER SUPPLIES	18	1,378.01
4351	PRINTING & REPRODUCTION	4	3,434.62
4360	TIRES, FUEL AND OIL	3	1,391.93
4380	MAINTENANCE SUPPLIES	8	1,510.11
4381	REPAIR SUPPLY & MATERIALS	0	0.00
4395	NON-FOOD SUPPLIES	6	36,889.26
4420	NON-CAP EQUIP -UNTAGGED	7	2,618.16
4430	NON-CAP EQUIP - TAGGED	2	6,329.10

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
4710	FOOD	96	354,958.62
5210	MILEAGE & CAR ALLOWANCES	3	337.93
5310	DUES AND MEMEBERSHIPS	1	55.00
5563	PEST CONTROL	5	2,093.67
5610	RENTALS, LEASES AND REPAIRS	4	7,623.18
5815	OPERATING SERVICES	10	6,722.55
5817	MONEY PICK-UPS	2	5,643.00
5911	POSTAGE/UPS/FEDEX	1	35.15
5916	OTHER PHONES	1	157.50
8634	FOOD SERVICE SALES	1	66.15
9551	SALES TAX PAYABLE	1	327.04
		----- 173	----- 431,570.98
	<b>21.1 MEASURE S PROJECTS FUND</b>		
4370	CUSTODIAL/OPERATION SUPPLIES	7	531.86
4420	NON-CAP EQUIP -UNTAGGED	10	4,692.35
4430	NON-CAP EQUIP - TAGGED	2	4,102.97
5310	DUES AND MEMEBERSHIPS	1	195.00
5590	OPERATIONS & OTH HOUSEKEEPING	2	208.82
5610	RENTALS, LEASES AND REPAIRS	3	584.29
5852	NON-INSTRUCTIONAL, CONSULTANTS	3	877.50
6210	ARCHITECT FEES ON BUILDINGS	8	28,893.98
6227	FEES-FIRE DEPT.	0	0.00
6231	DSA PLAN CHECK FEES	1	39,247.62
6250	BUILDING CONSTRUCTION/IMPROV	11	426,245.32
6252	OTHER CONSTRUCTION	20	589,415.66
6275	CONST TSTNG ON BLDNGS & IMPROV	3	6,931.20
6280	BUILDING INSPECTIONS	13	45,851.50
6282	MOVING-STORAGE	0	0.00
6283	OTHER COST-FURNITURE & FIXTURE	7	648,854.73
6293	PRINTING & DISTRIBUTION	3	1,574.89
6450	CMPTRS & OTHER CMPTR HARDWARE	1	7,792.59
6455	DATA/CABLING	2	6,043.70
6490	CAPITALIZED EQUIPMENT	2	84,807.79
9552	USE TAX PAYABLE	2	5.45
		----- 101	----- 1,896,857.22

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>21.2 CLEAN RENEWABLE ENERGY BONDS</b>			
6250	BUILDING CONSTRUCTION/IMPROV	9	212,641.49
6275	CONST TSTNG ON BLDNGS & IMPROV	4	13,634.00
6280	BUILDING INSPECTIONS	3	5,810.00
		-----	-----
		16	232,085.49
<b>25.0 CAPITAL FACILITIES FUND</b>			
8681	MITIGATION/DEVELOPERS FEES	1	9,096.72
		-----	-----
		1	9,096.72
<b>40.1 SPEC RESERVE - CAPITAL PROJECTS</b>			
5520	ELECTRICITY SERVICES	2	413.79
5530	WATER	1	699.47
5562	SEWER CHARGES	2	265.53
5610	RENTALS, LEASES AND REPAIRS	3	5,854.00
5630	REPAIRS	2	570.00
5815	OPERATING SERVICES	1	132.02
5852	NON-INSTRUCTIONAL, CONSULTANTS	9	8,258.00
6154	GEOTECHNICAL STUDY	1	6,950.00
6211	ELIGIBILITY CONSULTANT	1	4,200.00
6252	OTHER CONSTRUCTION	1	508.08
6293	PRINTING & DISTRIBUTION	3	924.27
		-----	-----
		26	28,775.16
<b>67.0 SELF-INSURANCE FUND</b>			
5872	DELTA ADMINISTRATIVE FEES	1	1,455.00
5873	VSP CLAIMS	7	27,900.98
5874	VSP ADMINISTRATIVE FEES	1	4,168.72
5875	DELTA PAYMENTS	1	194,381.35
5877	MEDIMPACT CLAIMS	1	1,760.24
5878	MEDIMPACT PAYMENTS	2	582,393.46
		-----	-----
		13	812,059.75
<b>67.1 WORKERS' COMPENSATION FUND</b>			
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	11,814.92
		-----	-----
		1	11,814.92

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 MAY 1 THRU MAY 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>67.2 EARLY RETIREMENT BENEFITS FUND</b>			
5815	OPERATING SERVICES	1	151,686.11
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	3,625.00
		-----	-----
		2	155,311.11
<b>73.0 FOUNDATION TRUST FUND</b>			
7699	ALL OTHER FINANCING USES	1	1,169.70
		-----	-----
		1	1,169.70
<b>76.0 WARRANT PASS-THROUGH FUND</b>			
9517	VOLUNTARY DEDUCTIONS	17	572,127.12
9518	TAX SHELTER ANNUITY	1	347,220.00
9588	ROTH IRA-LACOE USED ONLY	1	3,106.00
		-----	-----
		19	922,453.12
<b>TOTALS</b>		<b>3,473</b>	<b>\$ 10,643,880.62</b>
		-----	-----

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 5

TO: Board of Education  
FROM: Dr. Winfred B. Roberson, Jr., Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
SUBJECT: **PURCHASE ORDER LISTING**

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The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,177,292.45 for the period of May 21, 2018 through June 1, 2018 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM MAY 21, 2018 THROUGH JUNE 1, 2018.

<b>Funding Source</b>	<b>Number of Purchase Orders</b>	<b>Amount</b>
UNRESTRICTED RESOURCES	81	209,803.71
FEDERAL RESTRICTED RESOURCES	15	42,122.61
STATE RESTRICTED RESOURCES	34	121,295.13
LOCAL RESTRICTED RESOURCES	44	93,549.26
CHILD DEVELOPMENT FUND	3	12,455.97
FOOD SERVICES FUND	8	5,560.56
MEASURE S PROJECTS FUND	12	1,288,505.21
CLEAN RENEWABLE ENERGY BONDS	2	390,500.00
CAPITAL PROJECTS & IMPROVEMENT FUND	1	12,500.00
EARLY RETIREMENT BENEFITS FUND	5	1,000.00
<b>TOTAL</b>	<b>205</b>	<b>\$ 2,177,292.45</b>

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PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0001010139	HOME DEPOT CREDIT SERVICES	26.18
0001010146	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - DUNSMORE ELEMENTARY SCHOOL	229.62
0001017452	GOLDEN STAR TECHNOLOGY INC.	51.94
0001017455	IVS COMPUTER TECHNOLOGY SERVICE CONTRACT FOR THE PURCHASE AND INSTALLATION OF PROJECTORS AT RD WHITE ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	60,823.76
0001017458	SHELDON EXTINGUISHER COMPANY, INC. SERVICE AGREEMENT FOR ANNUAL FIRE EXTINGUISHER SERVICE AND INSPECTION DISTRICTWIDE - FACILITY & SUPPORT SERVICES	22,000.00
0001017464	PHIL AND SONS TREE SERVICE	875.00
0001017466	MONOPRICE INC. COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	1,092.81
0001017467	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	16,574.73
0001017469	WAXIE SANITARY SUPPLY	213.53
0001017470	PQL	68.33
0001017471	GRAINGER CUSTODIAL SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,058.25
0001017472	MAINTEX	185.79
0001017475	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL	32.84
0001017479	DOLPHIN EVENT SERVICES GRADUATION RENTALS - CRESCENTA VALLEY HIGH SCHOOL	12,678.09
0001017488	SCHOOL MATE	560.10
0001017490	OFFICE DEPOT	315.35
0001017491	SCHOOL SPECIALTY	28.40
0001017494	UCLA EXTENSION	80.00
0001017495	SCHOOL MATE	814.68
0001017498	LEXLAND ENTERTAINMENT, INC. BOOKS - EDUCATIONAL SERVICES	12,132.49

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001017502	S.O.S. SURVIVAL PRODUCTS	70.39
0001017508	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - MANN ELEMENTARY SCHOOL	3,542.38
0001017510	OFFICE DEPOT	755.68
0001017511	AMERICAN EXPRESS CPS PANERA BREAD - EDIBLE SUPPLIES - BUSINESS SERVICES	136.74
0001017514	OFFICE DEPOT	571.57
0001017515	SCHOOL SPECIALTY	154.85
0001017516	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA OFFICE DEPOT - OFFICE FURNITURE - STUDENT SUPPORT SERVICES	328.49
0001017526	CLEAN SWEEP SUPPLY CO INC	187.68
0001017527	GALE SUPPLY COMPANY CUSTODIAL SUPPLIES - GLENDALE HIGH SCHOOL	1,327.34
0001017528	MAINTEX	251.52
0001017532	HOOTITUP! WORLDWIDE SERVICE AGREEMENT TO PROVIDE TWO 45-MINUTE FITNESS ASSEMBLIES - MUIR ELEMENTARY SCHOOL	1,015.00
0001017534	SCHOOL SPECIALTY	142.48
0001017535	MONOPRICE INC.	20.70
0001017537	WOODBURN PRESS	567.21
0001017538	CALIFORNIA SCHOOL BOARDS ASSOCIATION BLANKET PURCHASE ORDER FOR GOVERNANCE CONSULTING SERVICES - PUBLIC INFORMATION	3,700.00
0001017542	SOUTHLAND DISPOSAL	693.32
0001017545	WAXIE SANITARY SUPPLY MAINTENANCE SUPPLIES - FACILITY & SUPPORT SERVICES	2,758.80
0001017548	AIS SPECIALTY PRODUCTS INC. DEPT 1071	495.14
0001017549	SHIFFLER EQUIPMENT SALES, INC.	65.91
0001017552	MINUTEMAN PRESS PRINTING SERVICES - TOLL MIDDLE SCHOOL	1,084.06
0001017553	JOSTEN'S, INC.	328.50
0001017557	IMPACT APPLICATIONS ACCOUNTS RECEIVABLE	655.00
0001017559	HOME DEPOT CREDIT SERVICES	182.32

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001017563	PQBIDS, INC. ANNUAL MAINTENANCE FEE FOR ONLINE SERVICES - PROCUREMENT & CONTRACT SERVICES	10,505.00
0001017569	COUNTY SANITATION DISTRICTS	110.34
0001017572	S.O.S. SURVIVAL PRODUCTS	103.48
0001017578	PRINTING BY HARVEY	569.40
0001017536	GRAINGER SAFETY EQUIPMENT - STUDENT SUPPORT SERVICES	2,773.64
0001017586	COMMUSA	463.00
0001017587	PARAGON SYSTEMS INC SERVICE AGREEMENT TO MOUNT AND INSTALL TELEVISIONS - FACILITY & SUPPORT OPERATIONS	1,726.19
0001017588	OFFICE DEPOT	504.24
0001017592	DOLPHIN EVENT SERVICES GRADUATION RENTALS - HOOVER HIGH SCHOOL	4,848.16
0001017594	FULL COMPASS SYSTEMS	321.93
0001017595	HEXAGRAMMBOOKS BOOKS - EDUCATIONAL SERVICES	2,394.47
0001017596	TROPHY SHOPPE	41.61
0001017599	OFFICE DEPOT INSTRUCTIONAL SUPPLIES FOR SUMMER SCHOOL - GLENDALE HIGH SCHOOL	4,000.00
0001017602	FRANK'S FAMOUS KITCHEN	150.39
0001017606	AMERICAN GUARD SERVICES INC BLANKET PURCHASE ORDER FOR SECURITY GUARD SERVICES - ROSEMONT MIDDLE SCHOOL	16,805.00
0001017608	MAGNATAG PRODUCTS OFFICE EQUIPMENT - EDUCATIONAL SERVICES	1,148.66
0001017609	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BEST WESTERN COURTESY INN - CONFERENCE EXPENSES- EDUCATIONAL SERVICES	109.99
0001017610	OFFICE DEPOT	870.96
0001017616	ACEY DECY EQUIPMENT CO., INC	175.68
0001017617	BULBTRONICS, INC.	84.32
0001017618	OFFICE DEPOT	403.14
0001017621	BRIAN KENYON ART STUDIO MURAL PAINTING SERVICES - EDUCATIONAL SERVICES	1,245.00



PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001017623	MAINTEX	54.45
0001017624	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA BEST WESTERN COURTESY INN - CONFERENCE EXPENSES - STUDENT SUPPORT SERVICES	109.99
0001017626	COY, DAVID CONSULTANT TO PARTICIPATE AT ELPAC TRAININGS AND PROVIDE EL ASSESSMENT AT VARIOUS SCHOOL SITES -CATEGORICAL PROGRAMS, BOARD APPROVED 5/5/2018	3,000.00
0001017628	FOLLETT SCHOOL SOLUTIONS, INC.	699.75
0001017631	OFFICE DEPOT	205.64
0001017632	AMAZON CAPITAL SERVICES, INC. BOOKS - EDUCATIONAL SERVICES	34.29
0001017635	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - EDUCATIONAL SERVICES	44.80
0001017636	OFFICE DEPOT	43.56
0001017637	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA POWERFUL SALES VIDEO - VIDEO SERVICES - PUBLIC INFORMATION	1,199.00
0001017638	OAKMONT COUNTRY CLUB	251.76
0001017640	MAINTEX CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	1,512.96
0001017641	GALE SUPPLY COMPANY	546.30
0001017642	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT SUPPLIES - BALBOA ELEMENTARY SCHOOL	222.66
0001017645	OFFICE DEPOT	426.98
1016979	STC INTERPRETING SERVICE AGREEMENT TO PROVIDE ORAL AND WRITTEN TRANSLATION IN VARIOUS LANGUAGES - CATEGORICAL PROGRAMS	3,220.00
	TOTAL	209,803.71

PO NUMBER	FEDERAL RESTRICTED RESOURCES VENDOR	AMOUNT
0001017459	BUREAU OF EDUCATION & RESEARCH	645.00
0001017463	PARKER-ANDERSON ENRICHMENT SERVICE AGREEMENT TO PROVIDE SUMMER ACADEMY FOR IDENTIFIED IMMIGRANT STUDENTS - CATEGORICAL PROGRAMS	35,000.00
0001017481	BELLA PRINTING SERVICES PRINTING SERVICES - MUIR ELEMENTARY SCHOOL	1,642.50
0001017482	MHS, INC	191.25
0001017483	MHS, INC	411.54
0001017484	MHS, INC	656.25
0001017489	MHS, INC	431.25
0001017503	OFFICE DEPOT	435.70
0001017556	BONNIE ACADEMY PRESCHOOL AND	396.65
0001017580	LONG BEACH UNIFIED SD	775.00
0001017614	LEAD LEARNER ASSOCIATES	425.00
0001017630	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA TOMBSTONE GRAND HOTEL IN TUCSON - TRAVEL EXPENSES - SPECIAL EDUCATION	213.47
0001017643	UC REGENTS	450.00
0001017644	THINKING MAPS, INC.	349.00
0001017647	LACOE	100.00
	TOTAL	42,122.61
	STATE RESTRICTED RESOURCES	
0001017453	SKILLS USA CALIFORNIA REGION 3 ADMISSION FEES - SECONDARY SERVICES	1,560.00
0001017454	COALITION FOR ADEQUATE FUNDING FOR SPED. MEMBERSHIPS - FOOTHILL SELPA	1,400.00
0001017468	APPLE COMPUTER	397.50
0001017473	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	93.68
0001017474	OFFICE DEPOT COMPUTER EQUIPMENT - BALBOA ELEMENTARY SCHOOL	18,416.36
0001017476	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR EMERGENCY SUPPLIES - EEELP	1,500.00
0001017480	APH FOR THE BLIND BOOKS - FOOTHILL SELPA	2,041.08

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001017485	OSHKOSH CORRECTIONAL INSTITUTION BOOKS - FOOTHILL SELPA	4,818.00
0001017486	SONOVA USA INC	74.74
0001017493	CITY OF GLENDALE	506.25
0001017496	CONTINENTAL CURRENCY SERVICES TRANSPORTATION SERVICES - COLLEGE VIEW	1,400.00
0001017497	CITY OF GLENDALE	675.00
0001017517	LYNCH MATERIAL HANDLING/ SRT LTD SCHOOL FURNITURE - CLARK MAGNET HIGH SCHOOL	2,411.71
0001017540	The University Corporation REIMBURSEMENT TO CSUN FOR CCPT GRANT - SECONDARY SERVICES	35,576.20
0001017554	ATKINSON, ANDELSON, LOYA, RUUD PROFESSIONAL SERVICES - SPECIAL EDUCATION	14,840.00
0001017555	BURBANK UNIFIED SCHOOL DIST	152.94
0001017575	SUNBELT STAFFING SALARIES & BENEFITS - FOOTHILL SELPA	2,597.50
0001017581	ENABLING DEVICES, INC.	241.94
0001017582	ATTAINMENT COMPANY	104.03
0001017583	TOBII ASSISTIVE TECHNOLOGY INC COMPUTER EQUIPMENT - FOOTHILL SELPA	1,645.60
0001017584	ABLENET	213.53
0001017585	MAXI AIDS	100.52
0001017589	MSC INDUSTRIAL SUPPLY CO INC TOOLS - CLARK MAGNET HIGH SCHOOL	1,385.18
0001017591	EVAN-MOOR EDUCATIONAL PUBLISHERS	86.46
0001017598	S & S WORLDWIDE INSTRUCTIONAL SUPPLIES - EEELP	8,466.69
0001017604	AMERICAN RED CROSS BOOKS - FOOTHILL SELPA	6,126.95
0001017605	DIRECT ADVANTAGE	103.90
0001017611	RIFTON EQUIPMENT	374.50
0001017622	PESI CONFERENCE EXPENSES - FOOTHILL SELPA	1,399.98

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001017627	KIERSTEN MIKELAS PARENT REIMBURSEMENT - SPECIAL EDUCATION	7,855.00
0001017646 1017174	APPLE COMPUTER SONOVA USA INC COMPUTER EQUIPMENT - FOOTHILL SELPA	399.00 2,646.90
1017195 1017583	SONOVA USA INC TOBII DYNAVOX SPECIAL EDUCATION EQUIPMENT - FOOTHILL SELPA	178.99 1,505.00
	TOTAL	----- 121,295.13
	LOCAL RESTRICTED RESOURCES	
0001017457	CV FIRE PROTECTION, INC SERVICE AGREEMENT TO PERFORM 5 YEAR CERTIFICATION OF FIRE SPRINKER SYSTEM AT MOUNTAIN AVENUE ELEMENTARY SCHOOL - FACILITY & SUPPORT SERVICES	4,800.00
0001017465	A & B CONSTRUCTION CO. SERVICE CONTRACT FOR NEW FENCING AT MANN ELEMENTARY SCHOOL - FACILITY & SUPPORT SERVICES	8,500.00
0001017477	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR EMERGENCY SUPPLIES - EEELP	1,100.00
0001017478	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR EMERGENCY SUPPLIES - EEELP	2,150.00
0001017492 0001017499	OFFICE DEPOT BRIAN KENYON ART STUDIO SERVICE CONTRACT FOR MURAL PAINTING SERVICE - MUIR ELEMENTARY SCHOOL	179.28 2,500.00
0001017501 0001017504	S & S WORLDWIDE GZW ENTERPRISES FIELD TRIP EXPENSES - EEELP	500.23 1,000.00
0001017505	ENTERPRISE FLEET MANAGEMENT VEHICLE LEASES - FACILITY & SUPPORT SERVICES	2,956.50

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001017512	ASCD	118.00
0001017529	AIRTEK INDOOR AIR SOLUTIONS	450.00
0001017530	DOCKMASTERS SERVICE CONTRACT FOR WHEELCHAIR LIFT REPAIR AT LA CRESCENTA ELEMENTARY SCHOOL - FACILITY & SUPPORT SERVICES	5,000.00
0001017531	DOCKMASTERS SERVICE CONTRACT FOR WHEELCHAIR LIFT REPAIR AT HOOVER HIGH SCHOOL - FACILITY & SUPPORT SERVICES	5,000.00
0001017533	LAKESHORE INSTRUCTIONAL SUPPLIES - EEELP	1,247.97
0001017539	CONTROLTEC, INC EQUIPMENT MAINTENANCE AGREEMENT - EEELP	13,374.03
0001017541	HOSE LINE	499.16
0001017543	CASTERS & INDUSTRIAL SUPPLIES	126.01
0001017544	PACIFIC RADIO ELECTRONICS	465.37
0001017546	TURF STAR, INC.	870.45
0001017547	DANCOOL H.V.A.C. SUPPLY INC	84.75
0001017550	FERGUSON ENTERPRISES INC.#1350	192.39
0001017551	BATTERY HUT	219.00
0001017558	PEP BOYS	538.46
0001017559	HOME DEPOT CREDIT SERVICES	573.31
0001017560	DAKTRONICS, INC.	736.76
0001017561	QUALITY WINDOW BLINDS WINDOW COVERING SUPPLIES - FACILITY & SUPPORT SERVICES	1,498.91
0001017564	EWING IRRIGATION PRODUCTS	852.48
0001017565	SUNBELT RENTALS, INC	732.55
0001017566	H & H WHOLESALE PARTS	343.78
0001017568	FERGUSON ENTERPRISES INC.#1350	243.51
0001017570	LAWN MOWER CORNER	93.12
0001017571	L.A. STEELCRAFT	397.15
0001017573	CART MART INC	134.33
0001017574	LOWE'S	146.76
0001017590	ENTERPRISE FLEET MANAGEMENT VEHICLE LEASES - FACILITY & SUPPORT SERVICES	7,938.75
0001017593	LAKESHORE	347.00
0001017597	IBOOKPARK INC	879.21

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001017601	LAKESHORE	83.18
0001017603	LAKESHORE	284.00
0001017619	CDW GOVERNMENT	463.19
0001017620	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - EEELP	303.84
0001017625	OFFICE DEPOT  COMPUTER EQUIPMENT - EEELP	23,902.03
0001017633	ACCO BRANDS USA LLC.	514.80
0001017639	APPLE COMPUTER COMPUTER SUPPLIES - EEELP	1,209.00
	TOTAL	93,549.26
	CHILD DEVELOPMENT FUND	
0001017513	CCDAA MEMBERSHIP - EEELP	1,350.00
0001017539	CONTROLTEC, INC EQUIPMENT MAINTENANCE AGREEMENT - EEELP	5,165.97
0001017615	CITY TENNIS, INC SERVICE AGREEMENT FOR AFTERSCHOOL TENNIS CLASSES - EEELP	5,940.00
	TOTAL	12,455.97
	FOOD SERVICES FUND	
0001010140	ARROW RESTAURANT EQUIPMENT FOOD SERVICES EQUIPMENT - FOOD SERVICES	1,546.15
0001017487	ARROW RESTAURANT EQUIPMENT FOOD SERVICES EQUIPMENT - FOOD SERVICES	1,390.65
0001017562	REFRIGERATION HARDWARE SUPPLY CORP. FOOD SERVICES EQUIPMENT - FOOD SERVICES	1,130.51
0001017567	HUB CONSTRUCTION SPECIALTIES, INC.	15.66
0001017576	CALIFORNIA QUALITY PLASTICS	313.97
0001017577	WRIGHT'S SUPPLY INC	157.90
0001017600	OFFICE DEPOT	289.47
0001017607	LATINO GRILL	716.25
	TOTAL	5,560.56

PO NUMBER	MEASURE S PROJECTS FUND VENDOR	AMOUNT
0001017456	MISSION PAVING & SEALING INC AWARD OF BID #165-17/18 FOR ASPHALT PROJECT AT TOLL MIDDLE SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	135,500.00
0001017460	STONE ROOFING CO., INC. AWARD OF BID #168-17/18 FOR ROOF REPAIRS AT RD WHITE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	317,600.00
0001017461	STONE ROOFING CO., INC. AWARD OF BID #168-17/18 FOR ROOF REPAIRS AT DUNSMORE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	183,400.00
0001017462	STONE ROOFING CO., INC. AWARD OF BID #168-17/18 FOR ROOF REPAIRS AT MONTE VISTA ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	279,400.00
0001017500	PARSAM CONSTRUCTION, INC.	975.00
0001017506	AA1 GRAPHICS & SIGNS CUSTOM BANNERS - PANNING, DEVELOPMENT & FACILITIES	13,140.00
0001017518	CULVER-NEWLIN, INC SCHOOL FURNITURE - VERDUGO WOODLANDS ELEMENTARY SCHOOL	4,313.21
0001017520	COLOR NEW CO. AWARD OF BID #164-17/18 FOR PAINTING PROJECTS AT VALLEY VIEW ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	61,000.00
0001017612	tBP/ARCHITECTURE	500.00
0001017613	ARCHITECTURE 9, LLLP ARCHITECTURAL SERVICES FOR PLAYFIELD IMPROVEMENTS AT VERDUGO WOODLANDS ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	6,400.00
0001017629	CYBERTECH CONSTRUCTION COMPANY, INC. AWARD OF BID #162-17/18 FOR WINDOW REPLACEMENT AT FRANKLIN ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	284,777.00

PO NUMBER	MEASURE S PROJECTS FUND (CONTINUATION) VENDOR	AMOUNT
0001017634	CITY OF LOS ANGELES DEPT OF PUBLIC WORKS PROJECT REVIEW SUBMITTAL FEE FOR VERDUGO WOODLANDS BRIDGE PROJECT - PLANNING, DEVELOPMENT & FACILITIES	1,500.00
	TOTAL	----- 1,288,505.21
0001010136	CAPITAL PROJECTS & IMPROVEMENT FUND CHALMERS CONSTRUCTION SERVICES, INC AWARD OF BID #166-17/18 FOR HVAC REPLACEMENT AT CRESCENTA VALLEY HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	139,500.00
0001017507	ICEBERG HEATING AND AIR CONDITIONING AWARD OF BID #166-17/18 FOR HVAC REPLACEMENT AT GLENDALE HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	251,000.00
	TOTAL	----- 390,500.00
0001017509	WORKERS' COMPENSATION FUND YORK INSURANCE - FINANCIAL SERVICES	12,500.00
	TOTAL	----- 12,500.00
	MC LENNAN DONATIONS	
0001017521	SOFIA YEREMIAN	200.00
0001017522	JOE SUH	200.00
0001017523	SEVADA GHAZARIAN	200.00
0001017524	MATTHEW CLINGERMAN	200.00
0001017525	AITANA FEAR	200.00
	TOTAL	----- 1,000.00



**LIST OF PO CHANGE ORDERS  
DURING THE PERIOD OF 5/21/2018 THROUGH 6/1/2018  
CONSENT CALENDAR NO. 5 - JUNE 19, 2018**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
05/21/2018	0001007855	ARC CONSTRUCTION	Increased PO for additional services	\$448.53	\$520.00	\$968.53
05/21/2018	0001010443	RICOH USA	Increased PO to cover additional invoices	\$2,000.00	\$2,000.00	\$4,000.00
05/21/2018	0001010728	LOS ANGELES TIMES	Increased PO to cover additional invoices	\$350.00	\$150.00	\$500.00
05/22/2018	0001012598	FIRST STUDENT	Increased PO for additional bus services	\$4,500.00	\$1,000.00	\$5,500.00
05/22/2018	0001014833	AMAZON	Increased PO for additional purchases	\$475.00	\$202.00	\$677.00
05/22/2018	0001010027	CULVER-NEWLIN, INC	Increased PO for storage cost	\$234,844.65	\$4,675.00	\$239,519.65
05/22/2018	0001011129	OFFICE DEPOT	Increased PO for additional purchases	\$6,000.00	\$1,500.00	\$7,500.00
05/24/2018	0001010313	AMAZON	Increased PO for additional purchases	\$500.00	\$200.00	\$700.00
05/29/2018	0001010886	Burbank Paint Co Inc	Increased PO for additional purchases	\$30,000.00	\$5,000.00	\$35,000.00
05/29/2018	0001010878	Intermountain Lock & Security Supply	Increased PO for additional purchases	\$50,000.00	\$10,000.00	\$60,000.00
05/29/2018	0001010423	READY REFRESH	Increased PO to cover additional invoices	\$900.00	\$300.00	\$1,200.00
05/29/2018	0001010533	OFFICE DEPOT	Increased PO for additional purchases	\$1,000.00	\$1,000.00	\$2,000.00
06/01/2018	0001014253	VCA ENGINEERS, INC	Increased PO for additional topographical survey	\$5,800.00	\$5,800.00	\$11,600.00
06/01/2018	0001014983	BPI INSPECTION SERVICES	Increased PO for additional services required to complete the project	\$6,500.00	\$2,100.00	\$8,600.00
06/01/2018	0001014987	BPI INSPECTION SERVICES	Increased PO for additional services required to complete the project	\$5,000.00	\$4,900.00	\$9,900.00
06/01/2018	0001014632	BPI INSPECTION SERVICES	Increased PO for additional services required to complete the project	\$7,200.00	\$1,750.00	\$8,950.00
06/01/2018	0001014984	BPI INSPECTION SERVICES	Increased PO for additional services required to complete the project	\$6,500.00	\$8,400.00	\$14,900.00
06/01/2018	0001014985	BPI INSPECTION SERVICES	Increased PO for additional services required to complete the project	\$4,500.00	\$4,550.00	\$9,050.00

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 6

TO: Board of Education

FROM: Dr. 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**

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The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted, Restricted and Fund 40.1.

GLENDALE UNIFIED SCHOOL DISTRICT  
 June 19, 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	(\$1,759,930)
8100-8299 Federal	\$0	\$486,281
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$313,740
8910-8999 Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>(\$959,909)</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$1,590	\$4,820
2000 Classified Salaries	\$760	\$6,862
3000 Employee Benefits	\$482	\$2,794
4000 Instructional Supplies	(\$1,586)	\$2,290
5000 Contract Services	\$1,001	\$1,650
6000 Capital Outlay	(\$2,247)	\$240,000
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$258,416</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$1,218,325)</b>
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June 19, 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:
		\$1,590	\$760	\$482	(\$1,586)	\$1,001	(\$2,247)	\$0	\$0	\$0	
Balboa	School site donations	897	0	141	(942)	(96)	0	0	0	\$0	Certificated salary & Benefits
Toll	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
VARIOUS	Supplemental Program	693	760	341	(644)	1,087	(2,247)	0	0	\$0	Certificated/Classified salaries & Benefits

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:
Toll	Instructional	0	0	0	99	0	0	0	0	\$99	Lost book fees
CVHS	Athletics	4,620	4,624	2,191	0	0	0	0	0	\$11,635	Coaching Stipend
CVHS	Custodial	0	70	19	0	0	0	0	0	\$89	Classified salary
District	Bus Passes program	0	0	0	0	1,650	0	0	0	\$1,650	Adjustment - City of Glendale - Bus Passes
District	District	0	0	0	0	0	0	0	1,324	\$1,324	Settlement
CVHS	Athletics	0	2,168	584	0	0	0	0	0	\$2,752	Coaching Stipend
Educational Services	Elementary Honors Orchestra	0	0	0	20	0	0	0	0	\$20	Supplies
Educational Services	Elementary instrumental music summe	0	0	0	2,114	0	0	0	0	\$2,114	Supplies
Educational Services	Elementary instrumental music summe	0	0	0	57	0	0	0	0	\$57	Supplies
District	FASO	0	0	0	0	0	240,000	0	(1,219,649)	(\$979,649)	Appropriate Funds to Faso Wall & reduce LCFF
		\$4,820	\$6,862	\$2,794	\$2,290	\$1,650	\$240,000	\$0	(\$1,218,325)	(\$959,909)	

- 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  
 June 19, 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	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$207,205
8910-8999 Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$207,205</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$23,406	\$688,694
2000 Classified Salaries	(\$1,505)	\$7,364
3000 Employee Benefits	\$13,253	\$120,873
4000 Instructional Supplies	(\$21,887)	\$1,565,407
5000 Contract Services	(\$12,920)	\$268,051
6000 Capital Outlay	(\$347)	\$39,000
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$2,689,389</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$2,482,184)</b>
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GLENDALE UNIFIED SCHOOL DISTRICT  
 6/192018  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT REPORT

Capital Projects Fund (40.1)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$0
8910-8999 Transfers In/Contributions	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$0</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$0
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$0
4000 Instructional Supplies	\$0	\$0
5000 Contract Services	\$0	\$0
6000 Capital Outlay	\$0	(\$9,500,000)
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>(\$9,500,000)</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>\$9,500,000</b>
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GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 7

TO: Board of Education  
FROM: Dr. Winfred B. Roberson, Jr., Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
PREPARED BY: Karineh Savarani, Director, Financial Services  
SUBJECT: **Appropriation Transfers at Year-End**

---

The Superintendent recommends that the Board of Education authorize the Los Angeles County Office of Education (LACOE) to make appropriation transfers between major objects of expenditures at the close of the fiscal year 2017-18.

Education Code Section 42601 provides the authority for school districts to request county offices of education to make year-end budget adjusting transfers to permit the payment of obligations incurred during that school year.

The Board of Education has authorized the Los Angeles County Office of Education (LACOE) to make budget adjusting transfers under E.C. 42601 in previous years. The authorization facilitates the issuance of year-end salary warrants and vendor payments.

LACOE will provide the District with verification of all adjusting transfers and this information will be incorporated within future budget reports submitted to the Board of Education.



Los Angeles County  
Office of Education  
Leading Educators • Supporting Students  
Serving Communities

SCHOOL DISTRICTS WITH ADA ABOVE EC 41301 LEVEL\*  
YEAR-END APPROPRIATION TRANSFERS

TO: Los Angeles County Office of Education  
Division of School Financial Services  
Accounting Section, EC 2<sup>nd</sup> Floor  
Attn: Benjie Tamondong

FROM: Glendale Unified School District  
           No Appropriation Transfer is Requested  
  X   Appropriation Transfers are Authorized

Our school district has ADA equal to or above the level specified in Education Code (EC) 41301. The governing board, in accordance with the provisions of EC 42601, hereby approves to authorize the County Superintendent of Schools to make appropriate transfers necessary at the close of the 2017-18 school year to permit the payment of obligations of the district incurred during such school year.

Please identify sources by entering 1, 2, 3, or 4 to indicate 1st source, 2nd source, 3rd source or 4th source.

Authorization approved by governing board for transfers:

- 1   Between major objects of expenditure
- 2   From unassigned fund balances, if any
- 3   From committed fund balances
- 4   From assigned fund balances

Signature: \_\_\_\_\_ Date \_\_\_\_\_, 2018  
Clerk of the Governing Board

Submitted by: Karineh Savarani Date \_\_\_\_\_, 2018

E-mail address (required): KarinehSavarani@gusd.net

\*Education Code 41301 levels: equal to 901 average daily attendance (ADA) for the elementary school districts, equal to 301 ADA for the high school districts, and equal to 1501 ADA for the unified school districts.

Please return completed form to let us know your intent.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 8

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: **Contract for Mandated Cost Claim Services for Fiscal Year 2018-19 with Axiom Analytix**

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The Superintendent recommends that the Board of Education approve a contract with Axiom Analytix for claims processing services to be performed during fiscal year 2018-19 for a projected amount of \$15,000.

Axiom Analytix, formerly Axiom Management Advisors and Consultants, a partner with School Services of California, has performed the Mandated Cost Claim preparation and submission for the past four years for Glendale Unified School District. There continues to be a need for Mandated Cost Claim preparation and submission in 2018-19. Any new or additional District mandate reimbursement opportunities not funded through Mandate Block Grant, as necessary to be timely filed during the term of this agreement, will be filed by Axiom Analytix.

Axiom Analytix offers the most flexible and competitive fee structure, as well as, the support that will continue to help the District with the Mandated Cost Claims. The projected cost for services provided is \$15,000. This amount is more cost effective than the District internally preparing and processing the claims. Funding for these services will be paid from the Unrestricted General Fund (01.0).

It is recommended that the Board of Education approve the contract with Axiom Analytix for Mandated Cost Claim services for the Fiscal Year 2018-19.

**CONTRACT FOR SERVICES**  
**RELATING TO MANDATE REIMBURSEMENT SERVICES**  
*(Related to Non-Block Grant Mandates Released During the Fiscal Year)*

This Agreement is entered into on July 1, 2018 ("Effective Date"), by and between **Axiom Advisors and Consultants, Inc., DBA "Axiom Analytix"** a California Corporation ("Consultant"), and **Glendale Unified School District**, a public school district under the laws of the State of California ("District").

**RECITALS**

- A. The State of California must reimburse District for costs found to be a reimbursable mandate under Article XIII (b) section 6 of the California Constitution and in accordance with California Government Code Section 17550 et seq.
- B. District has the authority to enter into an Agreement for the filing of mandate claims through Consultant not reimbursed by the Mandate Block Grant.
- C. Consultant is qualified to provide the service of preparing mandate reimbursement claims in consideration for the fee established in this Agreement.

Therefore, the parties to this Agreement agree as follows:

**I. CONSULTANT'S RESPONSIBILITIES**

- A. Consultant shall process any responsive information produced or provided by the District and/or the District's school sites related to any filing opportunities that fall outside the Mandate Block Grant released by the State Controller for filing during the term of this Agreement.
- B. Consultant shall furnish District with a copy of the claim(s) prepared and filed on behalf of District pursuant to this Agreement for signature and submission to the State Controller's Office for payment.
- C. Consultant shall monitor the California State Controller's Office ("SCO") and Commission on State Mandates ("CSM") for new claiming opportunities and alert the District. District may choose to have Consultant file these claims by selecting this option in Appendix A or by a written addendum to this agreement on a case-by-case basis.
- D. Consultant shall make a good faith effort to file all mandate claims in accordance with existing laws, regulations and applicable written guidelines.

**II. DISTRICT'S RESPONSIBILITIES**

- A. District shall furnish Consultant with any and all information necessary to prepare and file the mandate claims before or on the claim deadline. Information for purposes of this paragraph shall include but not be limited to documents, records, and receipts.
- B. District agrees that District staff shall use logs or a process approved by Consultant to document and/or record mandate reimbursable activities on a contemporaneous basis when possible.
- C. District agrees to promptly pay Consultant's fees for services rendered according to Section VI. Payments are due and payable within 30 days of receipt of invoice.

- D. District agrees to take that action that is necessary under applicable state and federal constitutional provisions, statutes, and regulations. District agrees to perform its obligations under this Agreement in a timely manner.

### **III. TERM**

- A. This agreement shall run from the Effective Date through the completion of this claim subject to this Termination of Agreement provision in Section V. During the term of this Agreement, Consultant shall complete all work necessary to file or amend all claims listed in Appendix A for which the claim filing deadline falls between July 1, 2018 and June 30, 2019.

### **IV. MISCELLANEOUS**

- A. **Authority:** The individuals executing this Agreement represent and warrant that they have the legal capacity and authority to execute and contractually bind their respective legal entities.
- B. **Modifications:** This Agreement may be modified only by a written amendment to this Agreement executed by both parties.
- C. **Termination of Agreement:** This Agreement may be terminated by mutual written consent or by either party, provided that the terminating party gives sixty (60) days written notice to the other party. In the event of termination, District shall pay Consultant for all fees for work performed up to the date of termination at rates specified in Section V of the Agreement. Consultant shall provide the District with all work products completed up to the date of termination.
- D. **Attorney's Fees and Costs:** In any litigation, arbitration or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, each party shall bear its own attorney fees, together with any costs and expenses to resolve the dispute and to enforce the final judgment.
- E. **Severability:** If any provision of this Agreement is held to be unenforceable, the remainder of this Agreement shall be severable and not affected thereby.
- F. **Notices:** All notices that are required to be given by one party to the other under this Agreement shall be in writing and shall be deemed to have been given if delivered personally or enclosed in a properly addressed envelope and deposited with a United States Post Office for delivery by registered or certified mail addressed to the parties at the following addresses, unless such addresses are changed by notice, in writing, to the other party.

#### **Consultant**

**Axiom Advisors and Consultants, Inc. DBA: "Axiom Analytix"**  
**4935 Hillside Circle**  
**El Dorado Hills, CA 95762**  
**Email: mandatehelp@axiomanalytix.com**

#### **District**

**Glendale Unified School District**  
**223 North Jackson Street**  
**Glendale, CA 91206**

- G. **Governing Law:** The validity of this Agreement and each of its terms and provisions, as well as the rights and duties of the parties under this Agreement, shall be construed pursuant to and in accordance with the law of the State of California.

H. **Entire Agreement:** This Agreement, which includes the "Proposal for Agreement for Services" set forth in Appendix A supersedes any and all other agreements, whether oral or in writing, between the parties with respect to the subject of this Agreement. This Agreement contains all of the covenants and agreements between the parties with respect to the subject of this Agreement, and each party acknowledges that no representations, inducements, promises, or agreements have been made by or on behalf of any party except the covenants and agreements embodied in this Agreement. No agreement, statement, or promise not contained in this Agreement shall be valid or binding on the parties with respect to the subject of this Agreement.

**V. COMPENSATION**

The compensation for this agreement will be determined based on 10% of the claims that are actually prepared and submitted to the District to be filed with the State Controller's Office. Consultant shall be entitled to charge 10% of claim amount, **NOT TO EXCEED \$3,000 per claim, per claimed year**, for the filing of each claim.

*IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be fully executed on the Effective Date.*

*Executed at: \_\_\_\_\_, California, on the Effective Date.*

**CONSULTANT**

\_\_\_\_\_  
Dean Getz  
Consultant Representative  
Axiom Advisors and Consultants, Inc. DBA: "Axiom Analytix"

**DISTRICT**

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Name (Please Print)

Glendale Unified School District

Fully executed contract to be returned to: \_\_\_\_\_ @gusd.net

## APPENDIX A

### **SCOPE AND PROPOSAL OF MANDATED COST SERVICES**

This proposal for the **Glendale Unified School District** is to provide the services set forth under Article I of the Agreement for Services relating to the preparation of non-block grant mandate claims for reimbursement pursuant to California Government Code Section 17550 et seq.

**This proposal includes the preparation and/or amendment, where applicable, of any new or additional District mandate reimbursement opportunities not otherwise funded through in the Mandate Block Grant as necessary to be timely filed during the term of this Agreement.**

**(Optional\*) District requests (initial here)** \_\_\_\_\_

*\* Consultant will compile supporting documentation for analysis by the District's outside auditor in connection with the District's annual audit in order to demonstrate its (district and or school) compliance with all mandated programs the District is being funded in pursuant to its participation in the Mandate Block Grant. **\$225/site.** (Note: District office counted as a "site")*

This Proposal is **valid until September 30, 2018** unless extended in writing by Consultant.

June 6, 2018



\_\_\_\_\_  
**Dean Getz**  
**Consultant Representative**  
**Axiom Advisors and Consultants, Inc. DBA: "Axiom Analytix"**  
**4935 Hillside Circle**  
**El Dorado Hills, CA 95762**



GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 9

TO: Board of Education

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

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Agreements with Various Law Firms to Provide Legal Services for the District for 2018-19 School Year**

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The Superintendent recommends that the Board of Education approve agreements with various law firms to provide legal services for the District for 2018-19 school year.

It is recommended that the following law firms be used to provide legal services as needed:

- Atkinson, Andelson, Loya, Ruud & Romo
- Dannis, Woliver, Kelley
- Doumanian & Associates
- Fagen, Friedman & Fulfroost
- Hatch & Cesario
- Law Offices of Jeff C. Marderosian
- Margaret Chidester & Associates
- Orbach, Huff, Suarez & Henderson

The agreements are available in the Business Services Department for review. As departments utilize services of these law firms, they will process the payments to the firms through the Purchase Orders and charge these services to appropriate account based upon the type of service provided (i.e., Business Services, Educational Services, Human Resources, Planning and Development, Special Education, etc.).



GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 10

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Agreement with Hacienda La Puente Unified School District for the Sale of Eleven (11) Portable Buildings at Verdugo Woodlands Elementary School**

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The Superintendent Recommends that the Board of Education approve the agreement with Hacienda La Puente Unified School District for the sale of eleven (11) portable buildings at Verdugo Woodlands Elementary School for a total price of \$11.00.

On May 1, 2018, the Board of Education authorized the disposal of surplus portable buildings at Verdugo Woodlands Elementary School in the most efficient and environmentally responsible manner.

Following these authorizations, Facilities staff has been in discussions with Hacienda La Puente Unified School District for the sale of the eleven (11) portable buildings at Verdugo Woodlands Elementary School at the cost of \$1.00 per building.

Attached is the sales agreement reflecting the total price of \$11.00 for the eleven (11) buildings. All costs associated with disconnection, removal, and transportation of these buildings will be borne by Hacienda La Puente Unified School District. The revenue associated with this sale will be placed into the Restricted Maintenance Account to be used for general maintenance of all GUSD facilities.

The Superintendent's Facility Advisory Committee voted to support this recommendation.

**AGREEMENT FOR PURCHASE AND SALE OF  
PERSONAL PROPERTY**

THIS AGREEMENT FOR PURCHASE AND SALE OF PORTABLE CLASSROOM BUILDINGS (“Agreement”) is made and entered into this 20TH day of June, 2018, by and between GLENDALE UNIFIED SCHOOL DISTRICT, a California public school district (“Seller”) and Hacienda La Puente Unified School District, a California public school district (“Buyer”) (referred to individually as “Party” and together as “Parties”).

**WHEREAS**, Seller is the owner of certain ELEVEN (11) PORTABLE CLASSROOM BUILDINGS currently located at Verdugo Woodlands Elementary School further described as:

- Eleven (11) PORTABLE CLASSROOM BUILDINGS, including all items listed /attached hereto as **Exhibit “A”** and incorporated herein by this reference.

**WHEREAS**, Buyer desires to acquire the 11 Portables for its use and Seller desires to sell the 11 Portables; and

**WHEREAS**, Seller, pursuant to section 171140 of the California Education Code and by action of its governing board, is authorized to sell personal property to the Buyer without advertisement for or receipt of bids; and

**WHEREAS**, Buyer, pursuant to section 171140 of the California Education Code and by action of its governing board is authorized to buy personal property from the Seller without advertisement for or receipt of bids; and

**NOW THEREFORE**, in consideration of the covenants and agreements hereinafter set forth, Seller and Buyer agree as follows:

1. **Assets Purchased.** Subject to the terms and conditions set forth herein, Seller hereby agrees to sell and convey to Buyer the 11 Portables. Subject to the terms and conditions set forth herein, Buyer agrees to purchase from Seller the 11 Portables.
1. **Purchase Price.** The purchase price for the 11 Portables shall be **Eleven Dollars (\$11.00)**.
2. **Possession and Risk of Loss.** Possession of the 11 Portables and the risk of loss with regard to the 11 Portables shall pass to Buyer at the time Buyer accepts the delivery and installation of the 11 Portables.
3. **Approval of Sale.** This Agreement shall be effective only upon the approval of each Party’s governing boards (“Effective Date”).
4. **DSA Approval of Buildings.** Seller agrees to provide DSA approved plans for the 11 buildings at their current location, ELEVEN (11) at Verdugo Woodlands Elementary School.
5. **Condition of the 11 Portables.** Except as otherwise expressly provided in this Agreement, Buyer acknowledges that Buyer is purchasing the 11 Portables solely in reliance on Buyer’s own investigation, and that no additional representations or warranties of any kind whatsoever, express or implied, have been made by Seller, or by Seller’s agents, concerning the 11 Portables, with the exception of the terms and conditions set forth herein. Buyer further acknowledges and agrees that it is purchasing the 11 Portables in an “As Is” condition (furnished, including Ramps). Any needed repairs shall be the responsibility of Buyer.
6. **Delivery and Installation of Property.** Buyer shall remove the 11 Portable Buildings in accordance with the following schedule. Seller shall provide access to the Verdugo Woodlands Elementary School Portables as mutually agreed to by the Parties. Seller shall maintain the 11 Portables and shall perform all normal repair and maintenance, reasonable wear and tear excepted, until Buyer’s removal of the 11 Portables.

- Verdugo Woodlands Elementary School (11 buildings) – by July 20, 2018

## 7. Mutual Indemnification.

- 7.1. To the fullest extent permitted by California law, Buyer shall defend, indemnify, and hold harmless Seller, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the “indemnified parties”) from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including, without limitation, any claim directly or indirectly caused by any condition of the 11 Portables, or from any activity, work, or thing done, permitted, or suffered by Buyer in conjunction with the performance of this Agreement; and in case any action or proceeding be brought against Seller, Buyer shall defend the same at Buyer’s expense.
- 7.2. To the fullest extent permitted by California law, Seller shall defend, indemnify, and hold harmless Buyer, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the “indemnified parties”) from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including, without limitation, any claim directly or indirectly caused by any condition of the 11 Portables, or from any activity, work, or thing done, permitted, or suffered by Seller in conjunction with the performance of this Agreement; and in case any action or proceeding be brought against Buyer, Seller shall defend the same at Seller’s expense.
8. **Insurance.** Seller shall provide Buyer with insurance certificates demonstrating that all of Seller’s third-party contractors delivering or installing the 11 Portables are in compliance with the Buyer’s standard insurance requirements. At a minimum, Seller’s third-party contractors shall have in force, and during the term of this Agreement shall maintain in force with the minimum indicated limits, the following insurance: **Commercial General Liability insurance** for \$1,000,000 for each occurrence and general aggregate with Products and Completed Operations Coverage; **Automobile Liability – Any Auto** for combined single limit of \$1,000,000; **Excess Liability insurance** for \$4,000,000; **Workers Compensation** for Statutory limits; and **Employers’ Liability**: \$1,000,000. The Seller shall provide to the Buyer certificate(s) of insurance and endorsements satisfactory to the Buyer. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the Buyer prior to cancellation. All endorsements, certificates and insurance policies shall state that Buyer, its Board members, employees and agents, and the State of California, are named additional insureds under all policies except Workers’ Compensation Insurance. The policy(ies) shall be primary; any insurance carried by the Buyer shall only be secondary and supplemental. The Seller’s third-party contractors shall not allow any subcontractor, employee, or agent to commence work on this Agreement or any subcontract until the insurance required of the Seller’s third-party contractor, its subcontractors and agents have been obtained.
9. **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 the Parties.
10. **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.
11. **Disputes.** Any actions or proceedings arising under, growing out of, or in any way related to this Agreement shall be instituted and prosecuted only in courts located in the County of Los Angeles, State of California, and each party hereto expressly waives its right, under part II, title IV of the California Code of Civil Procedure, to cause any such actions or proceedings to be instituted or prosecuted elsewhere.
12. **Attorneys’ Fees.** If either Party files any action or brings any proceedings against the other arising out of this

Agreement, or is made a party to any action or proceeding brought by a third party, then, as between Buyer and Seller, the prevailing party shall be entitled to recover, in addition to its costs of suit and damages, reasonable attorneys' fees to be fixed by the court. The "Prevailing Party" shall be the Party who is entitled to recover its costs of suit, whether or not suit proceeds to final judgment. No sum for attorneys' fees shall be counted in calculating the amount of a judgment for purposes of determining whether a Party is entitled to its costs or attorneys' fees.

- 13. **Waiver.** No waiver by any Party of any provision of this Agreement shall be considered a waiver of any other provision or of any subsequent breach of the same or any other provision, including the time for performance of any such provision. The exercise by a Party of any remedy provided in this Agreement or at law shall not prevent the exercise by that Party of any other remedy provided in this Agreement or at law or in equity.
- 14. **Binding Agreement.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.
- 15. **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.
- 16. **Captions.** 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 of the intention of the Parties hereto.
- 17. **Severability.** The unenforceability, invalidity, or illegality of any provision of this Agreement shall not render the other provisions hereof unenforceable, invalid or illegal.
- 18. **Review of Form of Agreement.** Submission of this instrument for examination or signature by Seller does not constitute an agreement to purchase all, or any portion of, the 11 Portables, and it is not effective as an Agreement, or otherwise, until execution and delivery by both Buyer and Seller.
- 19. **Incorporation of Recitals and Exhibits.** The Recitals and any exhibit attached hereto are hereby incorporated herein by reference.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement on the later of the two date(s) indicated below:

Dated: \_\_\_\_\_, 2018

Dated: \_\_\_\_\_, 2018

Hacienda La Puente Unified School District

GLENDALÉ UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Print Title: \_\_\_\_\_

**EXHIBIT "A"**

**SERIAL NUMBER OF BUILDINGS:**

**1. 32429/32430**

**2. 32431/32432**

**3. 32433/32434**

**4. 32435/32436**

**5. 32419/32420**

**6. 32421/32422**

**7. 17370/17371**

**8. 26085/26086**

**9. 79-102-113A**

**10. 8125/8126**

**11. 8139/8140**

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 11

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Agreements for the Sale of Eight (8) Portable Buildings at La Crescenta Elementary School**

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The Superintendent Recommends that the Board of Education approve the agreement with Long Beach Unified School District for the sale of six (6) portable buildings at La Crescenta Elementary School for the price of \$6.00; and the agreement with Val Verde Unified School District for the sale of two (2) portable buildings at La Crescenta Elementary for the price of \$2.00.

On May 1, 2018, the Board of Education authorized the disposal of surplus portable buildings at La Crescenta Elementary School in the most efficient and environmentally responsible manner.

Following these authorizations, Facilities staff has been in discussions with Long Beach Unified School District and Val Verde Unified School District for the sale of the eight (8) portable buildings at La Crescenta Elementary School at the cost of \$1.00 per building. Long Beach Unified School District will be purchasing eight (8) buildings and Val Verde Unified School District will be purchasing two (2) buildings, all from La Crescenta Elementary School.

Attached are the sales agreements reflecting the total price of \$8.00 for the eight (8) buildings. All costs associated with disconnection, removal, and transportation of these buildings will be borne by Long Beach Unified School District and Val Verde Unified School District for their individual buildings. The revenue associated with this sale will be placed into the Restricted Maintenance Account to be used for general maintenance of all GUSD facilities.

The Superintendent's Facility Advisory Committee voted to support this recommendation.

**AGREEMENT FOR PURCHASE AND SALE OF  
PERSONAL PROPERTY**

THIS AGREEMENT FOR PURCHASE AND SALE OF PORTABLE CLASSROOM BUILDINGS (“Agreement”) is made and entered into this 20TH day of June, 2017, by and between GLENDALE UNIFIED SCHOOL DISTRICT, a California public school district (“Seller”) and Long Beach Unified School District, a California public school district (“Buyer”) (referred to individually as “Party” and together as “Parties”).

**WHEREAS**, Seller is the owner of certain SIX (6) PORTABLE CLASSROOM BUILDINGS currently located at La Crescenta Elementary School further described as:

- SIX (6) PORTABLE CLASSROOM BUILDINGS, including all items listed /attached hereto as **Exhibit “A”** and incorporated herein by this reference.

**WHEREAS**, Buyer desires to acquire the 6 Portables for its use and Seller desires to sell the 6 Portables; and

**WHEREAS**, Seller, pursuant to section 171140 of the California Education Code and by action of its governing board, is authorized to sell personal property to the Buyer without advertisement for or receipt of bids; and

**WHEREAS**, Buyer, pursuant to section 171140 of the California Education Code and by action of its governing board is authorized to buy personal property from the Seller without advertisement for or receipt of bids; and

**NOW THEREFORE**, in consideration of the covenants and agreements hereinafter set forth, Seller and Buyer agree as follows:

1. **Assets Purchased.** Subject to the terms and conditions set forth herein, Seller hereby agrees to sell and convey to Buyer the 6 Portables. Subject to the terms and conditions set forth herein, Buyer agrees to purchase from Seller the 6 Portables.
1. **Purchase Price.** The purchase price for the 6 Portables shall be **Six Dollars (\$6.00)**.
2. **Possession and Risk of Loss.** Possession of the 6 Portables and the risk of loss with regard to the 6 Portables shall pass to Buyer at the time Buyer accepts the delivery and installation of the 6 Portables.
3. **Approval of Sale.** This Agreement shall be effective only upon the approval of each Party’s governing boards (“Effective Date”).
4. **DSA Approval of Buildings.** Seller agrees to provide DSA approved plans for the 6 buildings at their current location, SIX (6) at La Crescenta Elementary School.
5. **Condition of the 11 Portables.** Except as otherwise expressly provided in this Agreement, Buyer acknowledges that Buyer is purchasing the 6 Portables solely in reliance on Buyer’s own investigation, and that no additional representations or warranties of any kind whatsoever, express or implied, have been made by Seller, or by Seller’s agents, concerning the 6 Portables, with the exception of the terms and conditions set forth herein. Buyer further acknowledges and agrees that it is purchasing the 6 Portables in an “As Is” condition. Any needed repairs shall be the responsibility of Buyer.
6. **Delivery and Installation of Property.** Buyer shall remove the 6 Portable Buildings in accordance with the following schedule. Seller shall provide access to the La Crescenta Elementary School Portables as mutually agreed to by the Parties. Seller shall maintain the 6 Portables and shall perform all normal repair and maintenance, reasonable wear and tear excepted, until Buyer’s removal of the 6 Portables.

- La Crescenta Elementary School (6 buildings) – by July 31, 2018

## 7. Mutual Indemnification.

- 7.1. To the fullest extent permitted by California law, Buyer shall defend, indemnify, and hold harmless Seller, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the “indemnified parties”) from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including, without limitation, any claim directly or indirectly caused by any condition of the 6 Portables, or from any activity, work, or thing done, permitted, or suffered by Buyer in conjunction with the performance of this Agreement; and in case any action or proceeding be brought against Seller, Buyer shall defend the same at Buyer’s expense.
- 7.2. To the fullest extent permitted by California law, Seller shall defend, indemnify, and hold harmless Buyer, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the “indemnified parties”) from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including, without limitation, any claim directly or indirectly caused by any condition of the 6 Portables, or from any activity, work, or thing done, permitted, or suffered by Seller in conjunction with the performance of this Agreement; and in case any action or proceeding be brought against Buyer, Seller shall defend the same at Seller’s expense.
8. **Insurance.** Seller shall provide Buyer with insurance certificates demonstrating that all of Seller’s third-party contractors delivering or installing the 6 Portables are in compliance with the Buyer’s standard insurance requirements. At a minimum, Seller’s third-party contractors shall have in force, and during the term of this Agreement shall maintain in force with the minimum indicated limits, the following insurance: **Commercial General Liability insurance** for \$1,000,000 for each occurrence and general aggregate with Products and Completed Operations Coverage; **Automobile Liability – Any Auto** for combined single limit of \$1,000,000; **Excess Liability insurance** for \$4,000,000; **Workers Compensation** for Statutory limits; and **Employers’ Liability**: \$1,000,000. The Seller shall provide to the Buyer certificate(s) of insurance and endorsements satisfactory to the Buyer. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the Buyer prior to cancellation. All endorsements, certificates and insurance policies shall state that Buyer, its Board members, employees and agents, and the State of California, are named additional insureds under all policies except Workers’ Compensation Insurance. The policy(ies) shall be primary; any insurance carried by the Buyer shall only be secondary and supplemental. The Seller’s third-party contractors shall not allow any subcontractor, employee, or agent to commence work on this Agreement or any subcontract until the insurance required of the Seller’s third-party contractor, its subcontractors and agents have been obtained.
9. **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 the Parties.
10. **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.
11. **Disputes.** Any actions or proceedings arising under, growing out of, or in any way related to this Agreement shall be instituted and prosecuted only in courts located in the County of Los Angeles, State of California, and each party hereto expressly waives its right, under part II, title IV of the California Code of Civil Procedure, to cause any such actions or proceedings to be instituted or prosecuted elsewhere.
12. **Attorneys’ Fees.** If either Party files any action or brings any proceedings against the other arising out of this



Agreement, or is made a party to any action or proceeding brought by a third party, then, as between Buyer and Seller, the prevailing party shall be entitled to recover, in addition to its costs of suit and damages, reasonable attorneys' fees to be fixed by the court. The "Prevailing Party" shall be the Party who is entitled to recover its costs of suit, whether or not suit proceeds to final judgment. No sum for attorneys' fees shall be counted in calculating the amount of a judgment for purposes of determining whether a Party is entitled to its costs or attorneys' fees.

- 13. **Waiver.** No waiver by any Party of any provision of this Agreement shall be considered a waiver of any other provision or of any subsequent breach of the same or any other provision, including the time for performance of any such provision. The exercise by a Party of any remedy provided in this Agreement or at law shall not prevent the exercise by that Party of any other remedy provided in this Agreement or at law or in equity.
- 14. **Binding Agreement.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.
- 15. **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.
- 16. **Captions.** 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 of the intention of the Parties hereto.
- 17. **Severability.** The unenforceability, invalidity, or illegality of any provision of this Agreement shall not render the other provisions hereof unenforceable, invalid or illegal.
- 18. **Review of Form of Agreement.** Submission of this instrument for examination or signature by Seller does not constitute an agreement to purchase all, or any portion of, the 6 Portables, and it is not effective as an Agreement, or otherwise, until execution and delivery by both Buyer and Seller.
- 19. **Incorporation of Recitals and Exhibits.** The Recitals and any exhibit attached hereto are hereby incorporated herein by reference.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement on the later of the two date(s) indicated below:

Dated: \_\_\_\_\_, 2018

Dated: \_\_\_\_\_, 2018

LONG BEACH UNIFIED SCHOOL DISTRICT

GLENDALE UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Print Title: \_\_\_\_\_

**EXHIBIT "A"**

**SERIAL NUMBER OF BUILDINGS:**

**1. 16131/16132**

**2. 16133/16134**

**6. 16127/16128**

**4. 16125/16126**

**5. 16469/16470**

**6. 16123/16124**

**AGREEMENT FOR PURCHASE AND SALE OF  
PERSONAL PROPERTY**

THIS AGREEMENT FOR PURCHASE AND SALE OF PORTABLE CLASSROOM BUILDINGS (“Agreement”) is made and entered into this 20TH day of June, 2018, by and between GLENDALE UNIFIED SCHOOL DISTRICT, a California public school district (“Seller”) and Val Verde Unified School District, a California public school district (“Buyer”) (referred to individually as “Party” and together as “Parties”).

**WHEREAS**, Seller is the owner of certain TWO (2) PORTABLE CLASSROOM BUILDINGS currently located at La Crescenta Elementary School further described as:

- TWO (2) PORTABLE CLASSROOM BUILDINGS, including all items listed /attached hereto as **Exhibit “A”** and incorporated herein by this reference.

**WHEREAS**, Buyer desires to acquire the 2 Portables for its use and Seller desires to sell the 2 Portables; and

**WHEREAS**, Seller, pursuant to section 171140 of the California Education Code and by action of its governing board, is authorized to sell personal property to the Buyer without advertisement for or receipt of bids; and

**WHEREAS**, Buyer, pursuant to section 171140 of the California Education Code and by action of its governing board is authorized to buy personal property from the Seller without advertisement for or receipt of bids; and

**NOW THEREFORE**, in consideration of the covenants and agreements hereinafter set forth, Seller and Buyer agree as follows:

1. **Assets Purchased.** Subject to the terms and conditions set forth herein, Seller hereby agrees to sell and convey to Buyer the 2 Portables. Subject to the terms and conditions set forth herein, Buyer agrees to purchase from Seller the 2 Portables.
1. **Purchase Price.** The purchase price for the 2 Portables shall be **Two Dollars (\$2.00)**.
2. **Possession and Risk of Loss.** Possession of the 2 Portables and the risk of loss with regard to the 2 Portables shall pass to Buyer at the time Buyer accepts the delivery and installation of the 2 Portables.
3. **Approval of Sale.** This Agreement shall be effective only upon the approval of each Party’s governing boards (“Effective Date”).
4. **DSA Approval of Buildings.** Seller agrees to provide DSA approved plans for the 2 buildings at their current location, TWO (2) at La Crescenta Elementary School.
5. **Condition of the 11 Portables.** Except as otherwise expressly provided in this Agreement, Buyer acknowledges that Buyer is purchasing the 2 Portables solely in reliance on Buyer’s own investigation, and that no additional representations or warranties of any kind whatsoever, express or implied, have been made by Seller, or by Seller’s agents, concerning the 2 Portables, with the exception of the terms and conditions set forth herein. Buyer further acknowledges and agrees that it is purchasing the 2 Portables in an “As Is” condition. Any needed repairs shall be the responsibility of Buyer.
6. **Delivery and Installation of Property.** Buyer shall remove the 2 Portable Buildings in accordance with the following schedule. Seller shall provide access to the La Crescenta Elementary School Portables as mutually agreed to by the Parties. Seller shall maintain the 2 Portables and shall perform all normal repair and maintenance, reasonable wear and tear excepted, until Buyer’s removal of the 2 Portables.

- La Crescenta Elementary School (2 buildings) – by July 31, 2018

## 7. Mutual Indemnification.

- 7.1. To the fullest extent permitted by California law, Buyer shall defend, indemnify, and hold harmless Seller, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the “indemnified parties”) from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including, without limitation, any claim directly or indirectly caused by any condition of the 2 Portables, or from any activity, work, or thing done, permitted, or suffered by Buyer in conjunction with the performance of this Agreement; and in case any action or proceeding be brought against Seller, Buyer shall defend the same at Buyer’s expense.
- 7.2. To the fullest extent permitted by California law, Seller shall defend, indemnify, and hold harmless Buyer, its agents, representatives, officers, consultants, employees, trustees, and volunteers (the “indemnified parties”) from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including, without limitation, any claim directly or indirectly caused by any condition of the 2 Portables, or from any activity, work, or thing done, permitted, or suffered by Seller in conjunction with the performance of this Agreement; and in case any action or proceeding be brought against Buyer, Seller shall defend the same at Seller’s expense.

8. **Insurance.** Seller shall provide Buyer with insurance certificates demonstrating that all of Seller’s third-party contractors delivering or installing the 2 Portables are in compliance with the Buyer’s standard insurance requirements. At a minimum, Seller’s third-party contractors shall have in force, and during the term of this Agreement shall maintain in force with the minimum indicated limits, the following insurance: **Commercial General Liability insurance** for \$1,000,000 for each occurrence and general aggregate with Products and Completed Operations Coverage; **Automobile Liability – Any Auto** for combined single limit of \$1,000,000; **Excess Liability insurance** for \$4,000,000; **Workers Compensation** for Statutory limits; and **Employers’ Liability**: \$1,000,000. The Seller shall provide to the Buyer certificate(s) of insurance and endorsements satisfactory to the Buyer. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the Buyer prior to cancellation. All endorsements, certificates and insurance policies shall state that Buyer, its Board members, employees and agents, and the State of California, are named additional insureds under all policies except Workers’ Compensation Insurance. The policy(ies) shall be primary; any insurance carried by the Buyer shall only be secondary and supplemental. The Seller’s third-party contractors shall not allow any subcontractor, employee, or agent to commence work on this Agreement or any subcontract until the insurance required of the Seller’s third-party contractor, its subcontractors and agents have been obtained.
9. **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 the Parties.
10. **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.
11. **Disputes.** Any actions or proceedings arising under, growing out of, or in any way related to this Agreement shall be instituted and prosecuted only in courts located in the County of Los Angeles, State of California, and each party hereto expressly waives its right, under part II, title IV of the California Code of Civil Procedure, to cause any such actions or proceedings to be instituted or prosecuted elsewhere.
12. **Attorneys’ Fees.** If either Party files any action or brings any proceedings against the other arising out of this

Agreement, or is made a party to any action or proceeding brought by a third party, then, as between Buyer and Seller, the prevailing party shall be entitled to recover, in addition to its costs of suit and damages, reasonable attorneys' fees to be fixed by the court. The "Prevailing Party" shall be the Party who is entitled to recover its costs of suit, whether or not suit proceeds to final judgment. No sum for attorneys' fees shall be counted in calculating the amount of a judgment for purposes of determining whether a Party is entitled to its costs or attorneys' fees.

- 13. **Waiver.** No waiver by any Party of any provision of this Agreement shall be considered a waiver of any other provision or of any subsequent breach of the same or any other provision, including the time for performance of any such provision. The exercise by a Party of any remedy provided in this Agreement or at law shall not prevent the exercise by that Party of any other remedy provided in this Agreement or at law or in equity.
- 14. **Binding Agreement.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.
- 15. **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.
- 16. **Captions.** 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 of the intention of the Parties hereto.
- 17. **Severability.** The unenforceability, invalidity, or illegality of any provision of this Agreement shall not render the other provisions hereof unenforceable, invalid or illegal.
- 18. **Review of Form of Agreement.** Submission of this instrument for examination or signature by Seller does not constitute an agreement to purchase all, or any portion of, the 2 Portables, and it is not effective as an Agreement, or otherwise, until execution and delivery by both Buyer and Seller.
- 19. **Incorporation of Recitals and Exhibits.** The Recitals and any exhibit attached hereto are hereby incorporated herein by reference.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement on the later of the two date(s) indicated below:

Dated: \_\_\_\_\_, 2018

Dated: \_\_\_\_\_, 2018

LONG BEACH UNIFIED SCHOOL DISTRICT

GLENDALE UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Title: \_\_\_\_\_

Print Title: \_\_\_\_\_

**EXHIBIT "A"**

**SERIAL NUMBER OF BUILDINGS:**

**1. 16135/16136**

**2. 16129/16130**

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 12

TO: Board of Education

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

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Agreement with York Risk Management Services Group, Inc. to Provide Third Party Claims Administration**

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The Superintendent recommends that the Board of Education approve an agreement with York Risk Services Group, Inc. to provide third party claims administration on workers' compensation claims that were previously serviced through the SLIM JPA from July 1, 2018 through June 30, 2019 for \$48,000.

On July 1, 2009, the District entered into an agreement with Southern California Risk Management Associates, Inc. (SCRMA), later called York Risk Management Services, to provide claims administration services for the active workers' compensation claims that occurred prior to 2005-06. These claims were previously serviced through the SLIM JPA.

Attached is an agreement with York Risk Management Services, Inc. for 2018-19 school year. Currently, there are 23 open claims that occurred prior to 2005-06. The administration fee for these claims for the period of July 1, 2018 through June 30, 2019 is \$48,000. This contract will be charged to the Workers' Compensation Fund and will be paid for with monies received from the SLIM JPA.

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## **AGREEMENT FOR CLAIMS ADMINISTRATION SERVICES**

This Agreement is entered into as of the 1<sup>st</sup> day of July, 2018 (the "Effective Date") between **Glendale Unified School District** ("Principal"), a California public entity, having offices at 223 N. Jackson, Glendale, California 91206 and **York Risk Services Group, Inc.** ("York"), a New York corporation, with its principal place of business at One Upper Pond Road, Building F, Fourth Floor, Parsippany, New Jersey 07054 (the "Agreement").

WHEREAS, Principal desires to retain York pursuant to the terms and provisions of this Agreement to provide Claims Administration Services on claims that arose out of Principal's self-insured workers' compensation insurance program on or before June 30, 2005 (the "Program"); and

WHEREAS, York desires to be retained by Principal pursuant to the terms and provisions of this Agreement to provide Claims Administration Services on claims arising out of the Program; and

WHEREAS, York, by entering into this Agreement, will be obligated to provide Claims Administration Services to Principal on the terms and conditions set forth herein.

NOW THEREFORE, for and in consideration of the promises set forth hereinabove, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, York and Principal agree as follows:

### I. DEFINITIONS

A. "Claims Administration Services" shall include the administration, adjustment, management, oversight and handling of Claims arising out of Principal's Program. Claims Administration Services shall also include, but not limited to, the following services:

1. Providing supervision of the loss adjustment process;
2. Determining and implementing appropriate claims practices to conclude Claims in accordance with York's established practices;
3. Adhering to high standards of professional conduct;
4. Adjusting and managing Claims to assure that Principal and claimants receive high quality service;
5. Establishing, monitoring and timely revisions of case reserves;
6. Settling Claims within the applicable coverage terms and conditions;
7. Maintaining current knowledge of applicable adjustment practices and procedures, local practices, applicable insurance coverage, court decisions, current guidelines in the claims



- function, and Program changes and modifications (as advised by Principal);
8. Assisting in the preparation of Claims for suit, hearing, trial, or subrogation as appropriate;
  9. Acting as Principal's liaison with medical bill reviewers, first notice of loss reporting services and defense counsel;
  10. Reviewing bills of service providers;
  11. Preparing and submitting status and administrative reports in accordance with York's established practices; and
  12. Preserving subrogation rights and overseeing subrogation recovery.

B. "Claim" or "Claims" shall mean claims, arising under the Program and which are referred to York for adjusting during the term of this Agreement.

C. "Loss Adjustment Expense" shall mean, in addition to fees to be paid in accordance with Exhibit A of this Agreement, all reasonable expenses necessary to the adjustment of a Claim in accordance with this Agreement, including but not limited to, legal fees, court costs and fees for court reporters, expert witnesses, investigation, photocopies, subpoenas, photographs, bill review, utilization review and any other similar cost, fee or expense reasonably chargeable to the investigation, negotiation, settlement or defense of a Claim, loss, subrogation right or recovery. York may, but need not, elect to utilize its own staff or affiliated entities to perform these services. The parties agree that during the term of this Agreement and subsequent renewals, Loss Adjustment Expense may be more specifically defined in Exhibit A. In the event that the terms of this Agreement and Exhibit conflict as regards the definition of Loss Adjustment Expense, the language of Exhibit A will control.

D. "Systems" shall mean severally or collectively, York's proprietary claims handling system.

## II. TERM OF AGREEMENT

The term of this Agreement shall commence on July 1, 2018 and shall continue until and through June 30, 2019 (the "Term"). Upon termination of this Agreement for any reason and in accordance with Section XI, all hard copy and electronic Claims files will be transferred to Principal at Principal's expense.

## III. CLAIMS ADMINISTRATION SERVICES

Principal hereby retains York to provide Claims Administration Services, as set forth in this Agreement, including any Exhibits attached hereto, for the Claims that arise out of Principal's Program and that are assigned by Principal to York.

A. The Claims Administration Services to be rendered by York shall be in conformance with the requirements and provisions of this Agreement together with all applicable rules, orders, and interpretations issued by the applicable regulatory authorities as of the date hereof.

B. York shall perform Claims Administration Services for each Claim assigned to it hereunder in accordance with this Agreement and Exhibit A.

C. York acknowledges that execution of this Agreement does not guarantee that York will be assigned any particular number of Claims by Principal.

#### IV. DUTIES OF YORK

A. York will maintain sufficient staff with the necessary experience and management oversight. Adjusters assigned to Claims shall have a case load that allows proper attention to the work. York agrees to use commercially reasonable efforts to perform its services in a manner materially consistent with the scope of services set forth in Exhibit A-1

B. To the extent required by law, York will utilize only licensed adjusters and licensed private investigators, where applicable, and such adjusters and investigators shall in the rendering of their services conform to the provisions of all applicable laws, rules, orders, or written interpretations issued by the applicable regulatory authorities.

C. York will investigate, evaluate, negotiate, settle, or deny Claims within the standing authority granted to York from time to time by Principal. York may settle Claims in excess of its standing authority limits only with prior written approval of Principal, which the Principal shall, in writing, promptly grant or deny upon York's request for authority.

D. York acknowledges that all of the Claims files in its possession are the property of Principal and agrees to promptly provide access to or deliver any such file to Principal, at Principal's expense, at any time upon Principal's request. In exchange for Principal's absolute right to obtain the Claims files, Principal agrees that it shall not have the right to set off any sums claimed due from York against fees due York under this Agreement.

E. York expressly agrees to hold all funds and assets of Principal that come into its control or possession during the term of this Agreement subject to the regulatory limitations of deposits insured by FDIC.

F. York will make available, through York's proprietary claims system, claim-related data with "web-enabled" access. Principal will have "view only" access to the system. Principal will bear its own hardware, software, connection and similar costs for accessing York's electronic claims management system.

G. During the Term of this Agreement and at all times that there are open Claims being handled by York, York will fully cooperate with Principal.

H. During the Term of this Agreement and thereafter until all Claims assigned hereunder are closed, York agrees to:

1. Maintain in force a fidelity bond or equivalent insurance, such as Third Party Crime insurance, for the protection of Principal, at a limit not less than one million dollars (\$1,000,000), to cover the risk of loss due to the wrongful conversion of any funds and assets of Principal by York or its employees or independent contractors during the term of this Agreement;
2. Maintain in force an errors and omissions policy, at a limit not less than one million dollars (\$1,000,000) per occurrence;
3. Maintain in force a general liability policy, which upon request shall name Principal as an Additional Insured, and which provides limits not less than one million dollars (\$1,000,000) per occurrence, two million dollars (\$2,000,000) aggregate and two million dollars (\$2,000,000) products/completed operations aggregate;
4. Maintain in force a workers' compensation and employers liability policy, which provides coverage to employees of York at limits not less than one million dollars (\$1,000,000); and
5. Maintain in force an automobile liability policy which provides a limit of no less than one million dollars (\$1,000,000).

I. York will notify Principal's insurer of all claims which may affect the insurer's coverage in excess of Principal's self-insured retention layer in accordance with the instructions of Principal's insurer as provided to York pursuant to Section V.(A) of this Agreement.

## V. DUTIES OF PRINCIPAL

A. Principal shall promptly provide York with such information as York may require, including, but not limited to, any copy of documents describing its Program, and all amendments thereto including but not limited to documents submitted to any governmental tribunals for approval of the Program, as well as incident reports and information related thereto in Principal's possession and otherwise cooperate with York in carrying out York's tasks hereunder.

B. Upon receipt of loss notices, Principal shall promptly assign the loss to York for adjusting.

C. Principal shall promptly make funds available for Claim and Loss Adjustment Expense payments with respect to Claims referred to York and respond

to York's requests to issue checks in payment of Claims and such checks shall be distributed in accordance with Principal's Claims processing procedures. York, as York may elect, shall have the right to suspend or discontinue its services hereunder in the event Principal does not timely provide such checks. Alternatively, Principal may direct that York open and maintain an account to pay Claims and Loss Adjustment Expense with Funds provided by Principal as required for that purpose. All bank charges associated with these accounts shall be borne by Principal. Any interest earned on funds in such accounts may be used by Principal to defray administrative expenses. Principal shall defend, indemnify and save harmless York from and against all claims, costs and expenses (including, but not limited to, attorneys' fees and court costs) related to or arising out of Principal's failure to timely fund the account. York may (but shall not be required to) withdraw from the account funds to pay undisputed bills from York to Principal and to pay the undisputed portions of disputed bills from York to Principal.

D. Principal shall provide York with training material, along with initial and subsequent training on Principal's forms and other documents affecting Principal's obligations which are provided to York and any written interpretation thereof issued by Principal or any applicable regulatory body. During the term of this Agreement and at all times that there are open Claims being handled by York, Principal shall fully cooperate with York.

E. Principal covenants and agrees that Principal, its employees, agents or independent contractors, will not misuse the information contained within the Claims files. Principal further covenants and agrees to maintain the confidentiality of the information contained within the Claims files, as required by applicable State and Federal law and regulations.

F. Principal shall pay York for Claims Administration Services in accordance with Section VII of this Agreement.

## VI. SYSTEMS AND DATA PROCESSING

A. Although York authorizes Principal to use or have access to its Systems in performance of Claims Administration Services enumerated in this Agreement, this does not license York's system to Principal nor shall Principal have, or assert, any property interest whatsoever in the Systems or any improvements or additions York makes to its Systems during and/or in the course of York's performance under this Agreement, whether or not such improvements or additions were made at the suggestions, request or direction of Principal. Notwithstanding the foregoing, York expressly agrees that Claim-related data generated and/or maintained in connection with this Agreement or any Exhibit hereto shall be and remain the sole property of Principal and York shall have no right, title, or interest in such data other than such rights necessary to perform Claim Administration Services. York shall use anonymized, aggregated data for auditing, compliance, internal assessments, process improvement and related analytics.

B. This Agreement grants to Principal no right to possess or reproduce all or any part of the Systems used, owned or controlled by York performing all or any part of Claims Administration Services and Principal covenants that it shall not do so.

C. York warrants any System furnished against malfunctions, errors or loss of data which are due solely to errors on its part. If Principal notifies York in writing and furnishes adequate documentation of any such malfunction, error or loss of data, then:

1. In the event of a malfunction, error or loss of data, upon notice by Principal within twenty (20) days of the malfunction, York will without an additional fee re-create the reports designated by Principal, using data as of the recreation date; and
2. The maximum and only liability of York for such malfunction, error or loss of data shall be its obligation to reprocess reports or regenerate data as described above.

D. THE WARRANTIES STATED IN THIS SECTION ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, ANY SOFTWARE, HARDWARE, EQUIPMENT OR DATA SUPPLIED TO PRINCIPAL BY YORK. IN NO EVENT SHALL YORK BE LIABLE FOR ANY LOSS OR DAMAGE TO REVENUES, PROFITS OR GOODWILL OR OTHER SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND RESULTING FROM ITS PERFORMANCE OR FAILURE TO PERFORM UNDER THIS SECTION OR RESULTING FROM THE FURNISHING, PERFORMANCE, USE OR LOSS OF USE OF ANY SOFTWARE PROVIDED TO CLIENT HEREUNDER, INCLUDING WITHOUT LIMITATION ANY INTERRUPTION OF BUSINESS, EVEN IF YORK HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH LOSS OR DAMAGE. THIS SECTION OF THE AGREEMENT SHALL SURVIVE THE TERMINATION OF THE AGREEMENT.

## VII. COMPENSATION

A. York shall be entitled to receive and Principal shall be obligated to pay such fees, allowances, costs, reimbursements, or other compensation as are specified in Exhibit A.

B. Principal shall pay York the fees due under Exhibit A of this Agreement no later than thirty (30) days after Principal's receipt of York's invoice as rendered from time to time. The annual fee component shall be billed by York quarterly in advance, and like other invoices, shall be due 30 days following receipt. Timely payment is an express condition of York's obligations hereunder. If Principal

disagrees with any item on any bill, Principal shall set forth the particulars of such disagreement in writing within thirty (30) days of receipt of the bill and pay the undisputed portion of the bill. Unless Principal sets forth its disagreement with a bill as aforesaid, a bill shall be conclusively presumed valid and correct. Notwithstanding the prior sentence, in the event an audit by either party discovers that Principal has under paid or was under billed, invoices shall be adjusted to reflect agreed upon fees. Any bills not paid within 15 days after notice that it is past due shall bear interest at the lesser of the one and one-half percent (1½%) per month or the interest rate allowed by law. If York engages an attorney to collect past due amounts, the reasonable cost of such attorney together with interest as aforesaid and court costs shall be added to the amount due and shall be recoverable as a part thereof.

## VIII. AUDIT

A. York will maintain books, records, reports and other documents, in electronic or other format reasonably acceptable to Principal relating to its Claims Administration Services performed under this Agreement. All such records and documents pertaining to Claims and the Claims Administration Services rendered by York shall be the property of Principal and be open for inspection, audit and copying, at Principal's expense, by Principal and its agents or their representatives during all regular business hours with reasonable prior written notice to York. York will cooperate fully with all such agents or other representatives of Principal during audits or examinations conducted by Principal or its agents. Principal agrees to the disclosure to York of all information and reports resulting from access to records pursuant to the subsection above. If an auditing agency is utilized by Principal to perform an audit pursuant to this Agreement, the auditing agency will afford the York an opportunity for an audit exit conference and an opportunity to comment on the pertinent portions of the draft audit report. The final audit report will include the written comments, if any, of the audited parties.

B. For six (6) months following termination of the Agreement, Principal shall have the right to conduct the audit described in Section VIII. A. at Principal's expense plus York's then current service charge for audit support services.

C. Audits pursuant to this Section VIII shall be conducted in a manner that does not interfere with York's daily operations.

## IX. CONFIDENTIALITY

A. Both parties hereto acknowledge and agree that Principal's information, data and documentation, including but not limited to, non-public and personal information subject to the provisions of the Gramm-Leach-Bliley Act, 15 U.S.C. Subchapter 1, Sections 6801-6809 et. seq., personal health information under the Health Insurance Portability and Accountability Act, 42 U.S.C. 1301, et. seq., and further including, without limitation, all information, data and

documentation related to manuals, lists, policyholder information, operating and other systems, business practices and procedures, any information regarding insureds insurance policies, claimants, and Claims, any business, governmental or regulatory matters of Principal, and other information furnished to or obtained by York, pursuant to or in connection with this Agreement or in connection with the Claims Administration Services to be rendered, may be confidential ("Confidential Information"). York will not divulge, disclose or use the Confidential Information except for purposes of this Agreement, or as may be expressly agreed in writing by the parties, or as may otherwise be required or directed by applicable law or judicial process. This Section IX shall survive the termination of this Agreement, regardless of the reason for termination.

B. During the Term of this Agreement, and after its termination for any reason, Principal shall have the right to request in writing and receive from York a copy of Principal's Claim files and Claim-related records in York's possession. York agrees that Principal may seek an injunction by a court of competent jurisdiction enjoining York from violating any terms of this Agreement or the confidentiality and non-use provisions of this Section IX. Injunctive relief shall be in addition to any other remedies that Principal may have under the law. Notwithstanding the foregoing, York may retain, during the Term of this Agreement and after its termination, a copy of Claims files and the data therein including any Confidential Information contained in any computers, hard drives, servers or other data storage systems of York, for accounting, insurance, archival audit and similar purposes. York will secure said record copy against improper use or disclosure.

C. York shall be solely responsible for informing its employees, officers, and directors of the provisions of this Section and for any acts of its employees, officers or directors that violate the provisions of the Section.

D. Notwithstanding the foregoing, Principal agrees that information used for adjusting claims is not subject to statutory or regulatory restrictions against disclosure for that purpose.

## X. INDEMNIFICATION

A. York agrees to indemnify, defend and hold harmless Principal and its directors, officers, employees, and agents, from and against any and all causes of action, claims, damage, loss, costs and expenses (including, without limitation, fines, damages, liabilities, liens, losses, costs and expenses, including reasonable attorney's fees and litigation expenses) incurred by Principal, its directors, officers, attorneys, employees and agents, to the extent attributable to any material breach of this Agreement by York, or to the extent attributable to any negligent, or otherwise wrongful act or omission of York, its officers, directors, attorneys, employees or agents.

B. Principal agrees to indemnify, defend and hold harmless York and its directors, officers, employees and agents from and against any and all causes of action, claim, damage, loss, costs and expenses (including, without limitation, fines, damages, liabilities, liens, losses, costs and expenses, including reasonable attorneys' fees and litigation expenses) incurred by York, its directors, officers, attorneys, employees and agents, to the extent such cause of action, claim, damage, loss, cost or expense is not attributable to York's material breach of this Agreement, or the negligent or otherwise wrongful act or omission of York.

C. The above defense, indemnification and hold harmless undertakings shall survive the termination of this Agreement.

D. Principal acknowledges that York has been engaged to provide professional services and that it is not the intent of the parties that York assume any insurance risk. York shall not act as an insurer for Principal, and this Agreement shall not be construed as an insurance policy or any contract or agreement of indemnity; it being understood that York is in no event financially responsible for payment or satisfaction of claims, lawsuits, or any form of cause of action against Principal. The parties agree that the foregoing defense, indemnification and hold harmless undertakings represent a reasonable allocation of commercial risk between the parties.

## XI. BREACH AND TERMINATION

A. If a material breach by either party of this Agreement occurs, the non-breaching party shall identify the breach by delivery of written notice thereof to the breaching party.

B. Upon delivery of written notification of breach, the breaching party shall have a period of five (5) calendar days within which time the breaching party shall cure the breach. Should the breaching party fail to fully cure the breach within the designated time frame, the non-breaching party may terminate this Agreement: (i) immediately by York if breach due to failure to pay fees due York under Exhibit A, or (ii) in thirty (30) days by delivery of written notice of termination to the breaching party. Any notice of breach or termination shall be delivered pursuant to Section XIII. C. hereto.

C. This Agreement may be terminated by a party without the necessity of any notice or right to cure, upon the occurrence of any of the following events:

1. The expiration of the Term set forth in Section II or any renewal thereof; or
2. The commencement of bankruptcy, insolvency or conservatorship proceedings by the other party, or, if such proceedings are brought against the other party, the other



party's failure to have such proceedings dismissed within forty-five (45) days.

D. York may terminate this Agreement and discontinue Claims Administration Services immediately upon notice to Principal, if Principal fails to maintain sufficient balances in the account to properly and adequately fund daily maintenance and indemnity needs, as well as settlement of Claims and any Loss Adjustment Expense. At no time shall York be liable or obligated to make any payments, out of York's own funds, of any type or character on behalf of Principal, including benefits PRINCIPAL is legally required to provide to its employees.

## XII. EQUITABLE ADJUSTMENT

A. Principal shall have the right to direct York to perform additional services or to perform services in a specific or different way. Notwithstanding the foregoing, the pricing for the account was developed with the understanding that York shall determine the appropriate service providers for Loss Adjustment Expense, including without limitation the provider of managed care services.

B. This Agreement contemplates that the standards applicable to this Agreement are those in effect on the date of this Agreement, whether such standards are set forth in statutes, regulations, rules, orders, case law or otherwise.

C. In the event of a directive from Principal as set forth in Section XII. A or a change in a standard as set forth in Section XII. B., York shall be entitled to an equitable adjustment in its compensation if such directive or change increases York's cost of providing the services York renders under this Agreement or reduces its profitability.

## XIII. GENERAL

A. York shall not be liable or deemed to be in default for any delay or failure in performance under this Agreement or any Exhibit of this Agreement, or any interruption of Claims Administration Services resulting, directly or indirectly, from acts of God, civil or military authority, or any similar cause beyond the reasonable control of York for as long as such condition exists. York will give notice to Principal, as soon as practicable, of any delay or failure in performance or of any interruption of Claims Administration Services that has or may occur as soon as York becomes aware of such events.

B. If any dispute or claim arises hereunder that the parties are not able to resolve amicably, the parties agree and stipulate that such litigation shall be resolved in the Superior Court of Los Angeles County in the State of California, and the parties irrevocably submit to the exclusive venue and jurisdiction of either such court for the purpose of any such action or proceeding. In the event of a dispute

between the parties resulting in litigation, the prevailing party may, in addition to any other relief obtained, recover its court costs and reasonable attorney's fees.

C. All notices which are required to be given or submitted pursuant of this Agreement shall be in writing and shall be transmitted or delivered by certified mail, return receipt requested or by a commercial overnight delivery service to the parties at the addresses set forth below, or to such other addresses as a party may, by notice, specify:

Notices to York shall be delivered to:

York Risk Services Group, Inc.  
Attn: Jody A. Moses, Senior Vice President  
333 City Blvd. West, Suite 1500  
Orange, CA 92868

With copy to:

York Risk Services Group, Inc.  
Attn: Michael Krawitz, General Counsel  
One Upper Pond Road, Building F, Fourth Floor  
Parsippany, New Jersey 07054

Notices to Principal shall be delivered to:

Glendale Unified School District  
223 N. Jackson  
Glendale, California 91206

Attention: \_\_\_\_\_

D. This Agreement and any Exhibit made a part hereof constitute the entire Agreement between the parties and supersedes and merges any and all prior discussions, representations, negotiations, correspondence, writing, and other agreements and together states the entire understanding and agreement between Principal and York with respect to Claims Administration Services to be provided hereunder. Except for unilateral changes made by the Principal pursuant to Section XII, for which York shall be entitled to an equitable adjustment in its compensation, this Agreement may be amended or modified only in writing if agreed to and signed by Principal and York and shall be deemed to have been entered into and executed in the State of California and shall be construed, performed and enforced in all respects in accordance with the laws of the State of California.

E. No party hereto shall be deemed to have waived any rights or remedies accruing to it hereunder unless such waiver is in writing and signed by such party. No delay or omission by either party hereto in exercising any right shall

operate as a waiver of said right on any future occasion. All rights and remedies hereunder shall be cumulative and may be exercised singularly or concurrently.

F. The descriptive headings of this Agreement are intended for reference only and shall not affect the construction or interpretation of this Agreement.

G. Wherever the singular of any term is used herein it shall be deemed to include the plural wherever the plural thereof may be applicable.

H. No party may assign its rights or obligations under this Agreement; provided, however, that York may subcontract part of the Claims Administration Services required hereunder and may at its discretion delegate to a subsidiary or affiliate such of its duties as it deems appropriate, provided that such subcontracting or delegation shall not relieve York of any of its obligations hereunder.

I. It is expressly understood and agreed that the relationship of York to Principal shall be that of an independent contractor at all times, and nothing herein shall constitute either the York or Principal as the partner, agent, or legal representative of the other, for any purpose whatsoever, except to the extent that York is the agent of Principal for the purpose of adjusting Claims. York shall have no right or authority to bind or obligate Principal with respect to any matter that is not specifically provided for in this Agreement without the prior approval of Principal. All employees or agents of York performing duties hereunder for York shall be solely and exclusively under the direction and control of York and shall not be deemed employees of Principal.

J. Nothing in this Agreement is intended to require York to engage in the practice of law and Claims Administration Services provided shall not be considered legal advice.

K. Principal shall not utilize York's trade names, logos, trademarks, service marks or other identification in any press release, advertisement, marketing materials, promotional literature, article, presentation or other type of communication without the prior written consent of York, which consent may be withheld or denied in York's sole discretion.

L. Principal shall not hire any employee of York or induce any employee of York to terminate his or her employment (or encourage, and aid or abet any third party to do the same) at any time during which this Agreement or any extension or renewal thereof is in effect and for a period of twelve (12) months thereafter. Principal agrees and acknowledges that York has invested time and resources in training its personnel and familiarizing them with Principal's account and that York will suffer harm, the extent of which is difficult to quantify, should Principal directly or indirectly cause York's employee to terminate their employment with York. Therefore, in the event that Principal violates this provision, Principal shall be liable to York for liquidated damages in a sum equal to the employee's salary for two (2)

years based on the employee's salary over the two (2) months prior to the termination of that employee's employment with York.

IN WITNESS WHEREOF, the parties hereto have read and signed this Agreement and it is effective as of the Effective Date of this Agreement first above written.

YORK RISK SERVICES GROUP, INC.

GLENDALE UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

By: \_\_\_\_\_

Jody A. Moses

Print Name: \_\_\_\_\_

Senior Vice President

Print Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# EXHIBIT A

TERM	ANNUAL FEE FOR CLAIMS ADMINISTRATION (Invoiced Quarterly)
July 1, 2018 – June 30, 2019	Designated Adjuster, \$40,000

The following Managed Care Fees are processed as Allocated Loss Adjustment Expense to the individual claim files.

Bill Review:

\$7.10 per bill

23% of PPO savings for Anthem and Coventry PPO

18% of PPO savings for all other PPO

20% Negotiation, Third Party Specialty Bill Review

Utilization Review:

\$89 per review by Nurse

\$165 per Physician Review

Case Management:

\$92.50 hourly for Nurse Case Management

# **EXHIBIT A-1**

## **Scope of Services York Risk Services Group 07-01-2018 to 06-30-2019**

### **I. General Description**

York Risk Services, Inc. through its affiliate company CareWorks Managed Care Services (“CareWorks”) will provide Workers’ Compensation “Repricing Services” and “Medical Management Services” (collectively, “Managed Care Services”) for ASCIP, as further described herein. At its sole discretion, ASCIP may employ or not employ any of the Managed Care Services listed herein.

### **II. Repricing Services**

During the term of the Third Party Administrator agreement and as directed by ASCIP, CareWorks will provide the following; CareWorks will provide the following Repricing Services:

1. Definitions: “Repricing Services” refers to the retrospective review and adjudication of workers’ compensation medical bills, employing some or all of the following individual service elements:
  - i. “Medical Bill Review” or “MBR,” which refers to all Repricing techniques and services not otherwise specifically defined in this Section II.1. Medical Bill Review includes but is not limited to the application of state fee schedules, the application of usual/customary medical billing data and databases, the application of CCI Edits, manual review to ensure correction of billed procedure/billing/diagnosis codes and/or designations that are inconsistent with services provided, manual audit by senior MBR analysts or nurses, and when appropriate manual review of bills on compensable to identify and correct billings that are inappropriate due to being medically unrelated to the compensable injury.
  - ii. “Preferred Provider Organization” or “PPO,” which refers to organizations that have negotiated volume-based discounts with unaffiliated physicians and medical facilities, and the payment discounts offered by these organizations.
  - iii. “Internal Bill Negotiation” or “Negotiation,” which refers to CareWorks direct negotiation with physicians and medical facilities for reductions to medical bills.
  - iv. “Specialty Bill Review” or “SBR,” which refers to third-party specialty services providing discounts negotiated with physicians and medical facilities.
  - v. Supporting operations such as program reporting, data submission to state bodies, and data interfaces with claims administrators and case management companies.
2. Medical Bill Review: CareWorks shall review and make appropriate payment recommendations on all medical bills submitted for review by York. The bills shall be

reviewed in accordance with authorized ASCIP's payment codes as well as validated for compensability against ASCIP claim, vendor and UR decision files. CareWorks agrees to work with ASCIP's managed care consultant Donn & Company ("DonnCo") to deliver optimal service performance, in areas including but not limited to provision of staff meeting ASCIP requirements for experience and training, high level manual review of medical bills covering the range of procedures identified by DonnCo, specifications for thresholds for the use of Negotiation and SBR services, and program reporting compliant with DonnCo reporting specifications. MBR savings will be identified and applied to every bill reviewed by CareWorks to the maximum ability of CareWorks. CareWorks agrees to implement in full DonnCo's program delivery specifications (the "Model"), as detailed in the DonnCo Model document and updates provided from time to time by DonnCo and acknowledged and accepted by CareWorks.

3. PPO: As directed by the ASCIP and subject to the approval of PPO Network(s), CareWorks shall administer one or more Networks that have negotiated contract rates with hospitals and providers, in an order of priority acceptable to the ASCIP. ASCIP may at its sole discretion disallow the use of any PPO. For savings and fee calculation purposes, CareWorks shall only attribute to PPO services the incremental savings beyond the maximum savings achievable through MBR.
4. Negotiation: CareWorks may employ internal bill negotiation techniques and resources to achieve additional discounts beyond those achieved through MBR and PPO. CareWorks shall only employ Negotiation techniques when it determines that Negotiation will yield incremental medical payment reductions in addition to reductions achieved through MBR and PPO. For savings and fee calculation purposes, CareWorks shall only attribute to Negotiation services the incremental savings beyond the maximum savings achievable through MBR and PPO.
5. Specialty Bill Review: CareWorks may employ various third-party SBR services for the purpose of obtaining additional savings beyond the maximum savings that may be achieved by CareWorks using its own internal bill review resources and its PPO partners. For savings and fee calculation purposes, CareWorks shall only attribute to these third-party SBR services the incremental savings beyond the maximum savings achievable through MBR and PPO services, and CareWorks shall direct all its third-party SBR partners to calculate savings only in this manner. ASCIP may at its sole discretion disallow the use of any third-party SBR service.
6. Scanning: If so directed by ASCIP, CareWorks via York claims staff will scan all ASCIP medical bills and required reports, and store the corresponding image files electronically as directed by ASCIP. The scanner used to scan ASCIP bills shall be capable of producing image quality sufficient for electronically indexing all scanned images to particular ASCIP bills and claims. Scanning of bills shall be performed daily by York's staff or subcontractor. Upon completion of scanning, all documents shall be destroyed or returned to ASCIP, as directed by ASCIP.
7. Imaged Document Storage: At the direction of the ASCIP, CareWorks/York will store and maintain all medical bill and report images for a period of no less than five (5) years.

CareWorks/York shall provide ASCIP with online access to any internet-based system it offers for purposes of providing ASCIP access to these electronic documents. CareWorks/York will make image files generated over the preceding two years available through such systems. CareWorks/York will also download all historic ASCIP images, convert these images to a file format consistent with CareWorks/York format, and provide ASCIP with access to these images consistent with ASCIP's requirement to have access to images generated over the preceding two years. CareWorks/York will also provide image data on an on-demand basis as prescribed by ASCIP.

8. Medical Provider Network ("MPN"): If ASCIP employs the CareWorks MPN or an ASCIP MPN customized off the CareWorks MPN platform, CareWorks will work with ASCIP to develop and provide MPN performance analytics as directed by ASCIP. These analytics may include, but not be limited to, quantification and reporting of IMR results (MPN vs. non-MPN aggregate results, and/or by specific provider), litigation activity (MPN vs. non-MPN aggregate results, and/or by specific provider), and MPN medical billing volume and fees (MPN aggregate results, and/or by specific provider).
  
9. Client-Directed Networks: CareWorks will electronically interface with all Ancillary Services providers, PPOs and/or similar networks employed by ASCIP, for purposes of receiving and processing billings. CareWorks shall preserve the payment discounts of such networks without charging any additional fees to ASCIP beyond the MBR fee. If required by ASCIP, CareWorks will enforce payment discounts of such networks. CareWorks' s electronic interface(s) with such network(s) will be established as mutually agreed between CareWorks and ASCIP, but in no event within more than four (4) months following ASCIP notice to CareWorks of the need for such interface(s) with the understanding that there may be additional costs associated to this direction.
  
10. Turn Around Time: With the exception of medical charges and services that may be subject to Retrospective Utilization Review (RUR), CareWorks will provide its best effort to complete the review of standard medical bills and bills subject to the primary PPO within ten (10) business days of receipt of such bills. For complex bills that require high level reviews (i.e. surgery bills, hospital bills, services not covered by fee schedule, etc.), CareWorks will provide its best effort to complete the review of such bills within Fifteen (15) business days of receipt of such bills. All bills will be reviewed within statutory or regulatory time frames unless otherwise approved. If CareWorks requires additional information to review a bill, it will request the additional information from the appropriate party. If for any reason during the term of this agreement the processing of a medical bill is delayed by the actions or failure to act by CareWorks, any and all penalties and/or interest charges incurred under applicable jurisdictional rules, regulations, code, or laws shall be the sole responsibility of CareWorks.
  
11. Mailing Explanations of Review ("EORs"): If so directed by ASCIP, CareWorks will mail EORs for denied bills to providers on behalf of ASCIP within one (1) business day of transferring of the Payment File. The contents of EORs will be compliant with all applicable jurisdictional requirements.



12. Provider Inquiries: CareWorks will respond to all inquiries on disputed bills reviewed by CareWorks for the duration of the contract and up to six months after termination of Managed Care Services agreement. CareWorks shall provide to ASCIP upon request any correspondence between CareWorks and providers regarding provider billing disputes.
13. Hearing Representation: As required by ASCIP, CareWorks will provide supporting documentation or an expert witness with appropriate qualifications at lien hearings for bills reviewed by CareWorks and other payment dispute meetings and conferences, provided that ASCIP has advised CareWorks of said requests within fifteen (15) calendar days, or as soon as reasonably possible if ASCIP has received less notice itself. This representation will be provided for all disputed bills reviewed by CareWorks for the duration of Managed Care Services agreement and up to six months after termination of Managed Care Services agreement.
14. State Reporting: For any review activity for which electronic reporting is required by the state(s) in which ASCIP incurs Workers' Compensation medical claim obligations, CareWorks shall report ASCIP medical data as required by that state and in compliance with all relevant state reporting statutes and regulations. CareWorks or its MBR software partner will compile all data elements and deliver complete data to the appropriate recipient. Upon request, ASCIP will receive a copy of transactions/transmissions history performed by CareWorks or its software partner for reporting compliance purposes. In the event of transaction errors, CareWorks will notify ASCIP immediately of all errors resulting from ASCIP claims data. If errors resulted from Repricing data elements, CareWorks will correct the errors and resubmit the transmission to the applicable state(s) pursuant to applicable rules and regulations. CareWorks shall not be responsible for the failure of ASCIP to deliver claim information to CareWorks or errors in claim information as provided by ASCIP to CareWorks.
15. Personnel Training and Certification: CareWorks will provide and fulfill all applicable state reporting, training and certification requirements, including without limitation providing bill review personnel training and certification in accordance with any applicable jurisdictional requirements.
16. Electronic Billing: In compliance with state requirements, CareWorks will provide a solution for receipt of electronic billing from medical providers in full compliance with any jurisdictional requirements. Electronic bills shall be reviewed in accordance with the applicable state rules and regulations. (Electronic billing is not associated to employer direction or submission of bills).
17. Monthly Reports/Invoice: CareWorks will provide ASCIP and its agents reports and invoices that satisfy ASCIP requirements.
18. Data Stewardship: CareWorks will maintain in its entirety all electronic ASCIP workers' compensation medical billing/payment data it receives or generates through the course of Services provided. In the event the Managed Care Services agreement is terminated or completed, CareWorks will provide all such data to ASCIP's new service provider, In accordance with mutually agreed upon layouts.

19. Provider Overpayment: CareWorks will reimburse ACSIP in full for any and all provider overpayments resulting from incorrect payment recommendations issued to ACSIP made by CareWorks or any of its subcontractors, provided however that CareWorks' s liability for such overpayments shall be limited to \$50,000 per year ("Reimbursement Limit"), and progress towards each year's Reimbursement Limit shall be calculated based on the year in which overpayment(s) occurred rather than year in which overpayment(s) are identified. For purposes of Reimbursement Limit calculation, years shall start on effective date and each anniversary thereof. In the event an overpayment is identified that led to ACSIP overpayment of a medical provider, CareWorks will seek overpayment reimbursement from that provider on behalf of ACSIP. If CareWorks cannot recapture overpayment within one hundred eighty (180) days of the identification of the overpayment, CareWorks will reimburse ACSIP directly for the total amount of the overpayment
20. Fee Overcharges: CareWorks will reimburse ASCIP in full for any and all service fees charged above contractual rate.
21. Electronic Data Interface ("EDI") with ASCIP's Pharmacy Benefits Manager ("PBM"): York Risk Services will maintain a full EDI with ASCIP's chosen PBM, allowing for outbound delivery of claim eligibility data to the PBM, and inbound receipt of billing/payment data from the PBM, as required by ASCIP. Should ASCIP change PBM vendors at any time during this Agreement, York Risk Services will build this same EDI with ASCIP's new PBM vendor(s) within 60 (sixty) days of being notified of such change. York Risk Services will provide all technical and operational resources necessary to build these EDIs.

### **III. Medical Management Services**

During the term of Managed Care Services agreement and as directed by ASCIP, CareWorks will provide the following Medical Management ("MM") Services:

1. Definitions: CareWorks will provide Workers' Compensation Medical Management services as requested by ASCIP, including the following individual service elements:
  - a. "Utilization Review" or "UR," which means the review of medical treatment requests; the determination of the appropriateness of such requests under state-mandated guidelines; the rendering, delivery and communication of such determinations in compliance with all applicable jurisdictional regulations and requirements; and any ancillary services, workflows and systems required to deliver such services. UR includes but is not limited to the following individual service components:
    - i. "Nurse Review" or "NR," which means the initial review of proposed medical treatment for approval or referral to Physician Review (defined below), with such determinations made based on nationally recognized treatment guidelines such as MTUS (Medical Treatment Utilization Schedule) and ACOEM (American College of Occupational & Environmental Medicine). NR includes the rendering of approval determinations and the communication of such determinations to statutorily-required parties (including but not limited to claims adjusters, injured workers, physicians

and medical facilities, attorneys and ASCIP members), in compliance with jurisdictional statutes and regulations.

- ii. "Physician Review" or "PR," which means the physician-rendered review of proposed medical treatment by a physician licensed and qualified to render decisions to approve, adjust or deny such treatments, in accordance with nationally recognized treatment guidelines. PR includes the rendering and communication of such determinations to statutorily-required parties (including but not limited to claims adjusters, injured workers, physicians and medical facilities, attorneys and ASCIP members ), in compliance with jurisdictional statutes and regulations.
  - b. "Nurse Case Management," or "NCM," "Case Management," or "CM," means the clinical review and management of ongoing medical treatment provided to ASCIP injured employees, for the purpose of maximizing appropriate and efficient treatment for ASCIP injured employees. CM includes but is not limited to the following service components:
    - i. "Telephonic Case Management" or "TCM," which means the ongoing telephonic management of patient treatment by a nurse professional.
    - ii. "Field Case Management" or "FCM," which means the ongoing onsite management of patient treatment by a nurse professional.
    - iii. Ancillary services and supporting operations such as program reporting and treatment directive exchange with medical bill review service operations.
  - c. Delivery of documentation and information required by "Independent Medical Review" or "IMR." IMR means the process established and regulated by California Senate Bill 863, under which an injured worker may appeal a UR decision through an independent review performed by the organization ("Independent Medical Review Organization" or "IMRO") designated by the California Division of Workers' Compensation ("DWC").
2. Services: CareWorks will provide all the Medical Management services listed in the Definitions above, in compliance with all jurisdictional statutes and regulations. If elected by ASCIP, CareWorks will cooperate with ASCIP and make all commercially reasonable efforts to provide Medical Management services through a subcontractor that is identified by ASCIP as having the capability to optimally deliver all financial and operational service elements detailed in this RFP.

CareWorks agrees to work with ASCIP and its agents to deliver optimal service performance, in areas including but not limited to provision of staff meeting ASCIP requirements for experience and training, customization of MM referral triggers and UR determination letters to maximize cost-efficient use of MM services and optimize MM outcomes, and program reporting compliant with DonnCo reporting specifications. CareWorks agrees to implement

the DonnCo Model, as detailed in the DonnCo Model document and updates provided from time to time by DonnCo and acknowledged and accepted by CareWorks.

CareWorks will work in good faith with ASCIP and its agents to implement adhere to all commercially reasonable practices necessary to achieve ASCIP goals for reduction of MM service usage such that MM services provide maximum efficiency as determined by ASCIP.

3. UR Plan: CareWorks shall develop, file, and to the best of its ability obtain State of California approval of an ASCIP-specific UR plan compliant with California workers' compensation statutes and regulations. CareWorks shall use commercially reasonable best efforts to obtain approval within timeframes required by the State of California.
4. Determination Letters: URO determination letters shall cite multiple relevant treatment guidelines when indicated, with the guidelines employed to adhere to best-practice state recommendations or requirements. The content of UR determination letters shall satisfy all ASCIP standards.
5. UR Turnaround Time and Documentation: All Medical Management Services and corresponding documentation will be provided within timeframes that comply with applicable jurisdictional statutes and regulations governing the delivery of UR services. All documentation issued as part of Medical Management Services will contain information that is fully compliant with all jurisdictional statutes and regulations.
6. Referral Criteria: CareWorks shall adhere to the referral criteria approved by ASCIP specifying which types of treatment requests will be sent to UR and CM for ASCIP. CareWorks shall work with ASCIP and its agents in the development of the referral criteria used to determine whether or not medical treatment requests are subject to UR/CM
7. MPN Provider Profiling and Outreach: CareWorks will provide ASCIP with provider-specific UR outcomes data, segmented by any data field captured through the UR process, and communicate with ASCIP providers as required by ASCIP to improve MPN provider performance (i.e. details of non-compliant treatment requests).
8. Repricing Interface: As directed by ASCIP, CareWorks will upload in a format acceptable to ASCIP all treatment recommendations, limitations, and determinations to Repricing systems of CareWorks, as applicable, for entry and enforcement through the bill review system employed for the review of ASCIP workers' compensation medical bills. CareWorks will upload this information within timeframes specified by ASCIP, however all UR information shall be provided no later than three (3) business days subsequent to the development of this information by CareWorks UR personnel.
9. Program Reporting: CareWorks will provide ASCIP with monthly reports as specified by ASCIP. CareWorks shall provide mutually agreed upon customized program reports as directed by ASCIP or its designees.
10. Invoices: CareWorks will provide ASCIP and/or its designee(s) invoices in a format and on a delivery schedule as directed.

11. Personnel: Where applicable CareWorks personnel assigns to ASCIP's program will be approved by ASCIP prior to such assignment. All nurse and physician personnel providing Medical Management Services on ASCIP cases will carry all licenses, certifications, and degrees required to provide such Medical Management Services in the applicable jurisdiction. Notwithstanding the fact that ASCIP maintains the right to approve the assignment of nurses performing case management activities, CareWorks is and remains solely responsible for providing qualified personnel under Managed Care Services agreement and CareWorks' s liability for such provision of qualified personnel is not in any way limited by ASCIP's approval.
12. Voluntary Appeals Process: For denied or modified treatment requests, CareWorks will provide a voluntary appeals process for ASCIP injured workers. UR determination letters sent to ASCIP employees and their attorneys will include regulatory approved language describing this appeals process.
13. Drug/Narcotics Review Program: If elected by ASCIP, CareWorks will implement a drug/narcotics review program whereby red flag narcotics treatment requests or activity (identified by ASCIP or CareWorks) are escalated to a specific narcotics review process. At ASCIP discretion, this narcotics review process may involve a heightened level of treatment review.
14. Hearing Representation: As required by ASCIP and in relation to the Medical Management Services rendered, CareWorks will provide supporting documentation, physician reviewer and/or expert witness with appropriate qualifications at hearings and lien and other payment dispute meetings and conferences, without additional cost to ASCIP, provided that ASCIP has advised CareWorks of said requests within fifteen (15) calendar days, or as soon as reasonably possible if ASCIP has received less notice itself. This representation will be provided by CareWorks for the duration of Managed Care Services agreement and up to six months after termination of Managed Care Services agreement. CareWorks will work with ASCIP to ensure a mutually effective strategy for defending issues raised by their employee(s) and/or applicant attorney(s) on issues related to UR and IMR.
15. Data Exchange Formats: CareWorks will employ data exchange technology and security protocols that conform fully to ASCIP requirements, and make necessary modifications to this technology and these protocols when required by ASCIP. CareWorks will support and employ a data exchange facility using SFTP security protocols no later than ninety (90) days following the date of execution of Managed Care Services agreement, unless otherwise mutually agreed by the parties.
16. State Audits: CareWorks will perform Medical Management Services in full compliance with all requirements of California Workers' Compensation regulations. All Medical Management Services and corresponding documentation will be provided within timeframes and containing information that is fully compliant with California state statutes and regulations. CareWorks will reimburse ASCIP in full for any and all California state audit penalties incurred by ASCIP as a result of CareWorks omission or error.

17. SB 863: CareWorks will perform Medical Management Services in full compliance with all requirements of California Senate Bill 863 and statutes for IMR. Such compliance will include but not be limited to providing ASCIP with all resources as required by ASCIP for the fulfillment of IMR processes, and providing ASCIP with UR decision information and medical necessity information as required by ASCIP. CareWorks will reimburse ASCIP in full for all IMR costs and administrative costs related to IMR decisions that find not in favor of ASCIP due to 1) errors that IMRO determines to have resulted from CareWorks error, and 2) and errors determined by IMRO to result from failure to follow UR procedural requirements specified under state regulations. Procedural errors shall include but not be limited to: missing signatures required in any CareWorks documents or UR decision letters; CareWorks failure to provide documentation or other correspondence (written or verbal) within required timeframes; CareWorks failure to include required documentation or reports in its written correspondence; CareWorks failure to review relevant medical reports in rendering UR decisions (unless CareWorks requested and did not receive such reports, provided CareWorks requested such reports at least one time from ASCIP, and one time from medical provider in the event ASCIP did not have all requested reports); and CareWorks failure to identify information (e.g. MRI results) included in documentation CareWorks received from ASCIP or medical providers (provided such information is deemed by IMRO to be relevant to UR decision). Notwithstanding any language to the contrary contained herein, CareWorks shall not be responsible for IMR costs or penalties resulting from IMR decisions that find not in favor of ASCIP due to new injury information being submitted to IMRO at the time of the IMR. CareWorks shall not be responsible for IMR costs resulting from IMRO determinations rendered (upheld /overturned) in which no error was present yet resulted in a different determination/conclusion.
  
18. IMR Results Tracking: CareWorks shall track all IMR results that are provided to CareWorks by IMRO and/or ASCIP, whether delivered in paper format or electronically. If delivered in paper format, CareWorks/York shall scan and convert such documents into electronic files. York Risk Services shall store such IMR files electronically, together with other documentation associated with each IMR's respective case.

# **EXHIBIT A-2**

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Dr. 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 Outlines for Use in High Schools in the Areas of Career Technical Education, Visual and Performing Arts, and World Languages and Cultures**

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The Superintendent recommends that the Board of Education approve course of study outlines (Life Management & Career Development; Construction 1-2; Construction 3-4; Construction 5-6; Technical Cabinet Making & Carpentry 7-8; Technical Cabinet Making & Carpentry 9-10; Honors Studio Art 3-4; and Japanese Language & Culture 5-6) for use in high schools in the areas of Career Technical Education, Visual and Performing Arts, and World Languages and Cultures.

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, Visual and Performing Arts, and World Languages and Cultures 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: Life Management & Career Development

Grade Level(s): 9-12

School(s)  
Course Offered: Allan F. Daily High School



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

Course Credits: 5

Recommended  
Prerequisite: Family & Consumer Sciences course or Life Management 1-2

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 and Career Development is the study of the discipline of Family Consumer Sciences and equips students with career development and essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities. It provides students with the opportunity to gain life management skills through leadership and career development activities and through instruction in areas of communication; guidance; consumer education; family and human development; personal hygiene; food and nutrition; 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, Food Handlers Permit.

**Department:** Career Technical Education

Course Title: Construction 1-2 (replace Construction 1-2; 5494/5495)

Grade Level(s): 9-12

School(s)  
Course Offered: Glendale High School

UC/CSU Approved  
(Y/N, Subject): Y; "f" Fine Art

Course Credits: 10

Recommended  
Prerequisite: None

Recommended  
Textbook: Carpentry, Leonard Koel, American Technical Publishers, Inc, 3rd  
Ed., 1997

Course Overview: Construction 1-2 is the introductory course for the Building and  
Construction Trades industry Sector and Cabinetry, Millwork and  
Woodworking pathway. This course will teach comprehensive  
design skills and concepts based on the elements and principles of  
design and applied through construction elements, using design  
and fabrication techniques that will have direct, relevant  
applications in the field. Students completing the course will have  
a familiarity with many of the basic job skills in the construction  
trades and will have applied them to creative problem solving in  
design projects. The physical products that the students produce  
will have the functionality of traditional shop projects, but will also  
demonstrate refined and diverse design concepts and applications.

**Department: Career Technical Education**

Course Title: Construction 3-4 (replace Construction 3-4; 5496/5497)

Grade Level(s): 10-12

School(s)  
Course Offered: Glendale High School

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

Course Credits: 10

Recommended  
Prerequisite: None

Recommended  
Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith,  
Goodheart-Wilcox Company, 11th Ed., 2008

Course Overview: Construction 3-4 is the concentration course for the Building and Construction Trades industry Sector and Cabinetry, Millwork and Woodworking pathway. The purpose of the course is to provide students the opportunity to develop their skills in foundation in art and design elements through the woodworking process. Students will learn about furniture styles, construction, and proper design so as to accommodate the characteristics of the material(s) being utilized. Project strength, durability, and overall quality will be emphasized in student projects through proper design utilizing appropriate joinery and superior craftsmanship. The hands-on nature of this course is intended to not only develop the students' ability to successfully fabricate their project, but will also provide opportunities for collaborative work habits, will encourage an appreciation for fine design and craftsmanship, and will develop self-confidence in acquiring new knowledge and skills. The goal of the course is to expose the students to each of the woodworking and artistic processes, while applying a method or technique through project based learning.

**Department:** Career Technical Education

Course Title: Construction 5-6 (replace Construction 5-6; 5498/5499)

Grade Level(s): 11-12

School(s)  
Course Offered: Glendale High School

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

Course Credits: 10

Recommended  
Prerequisite: Completion of Construction 3-4 with a grade of C or better

Recommended  
Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith,  
Goodheart-Wilcox Company, 11th Ed., 2008

Course Overview: Construction 5-6 is the second concentration course for the Building and Construction Trades industry Sector and Cabinetry, Millwork and Woodworking pathway. This course provides students an overview of the various materials used in construction. After receiving an introduction into fundamental principles of structural, physical and long-term performance, students learn about material and product manufacturing techniques and how they relate to mechanical and non-mechanical properties of the various materials. Common construction methods are introduced and building details are explored. Students have the opportunity to experience material capacity and behavior as well as construction methods in demonstrations and lab experiments. Furthermore, material applications and detailing in structural and non-structural building components are explored. Resulting from this course, students will gain a comparative knowledge of material properties and possible applications in construction and architecture.

**Department:** Career Technical Education

Course Title: Technical Cabinet Making & Carpentry 7-8 (replace Tech Cab Crp 1-4; 5505/5506)

Grade Level(s): 11-12

School(s)  
Course Offered: Glendale High School

UC/CSU Approved  
(Y/N, Subject): Yes, College-Preparatory Elective (“g”)/Interdisciplinary

Course Credits: 10

Recommended  
Prerequisite: Completion of Construction 5-6 with a grade of C or better.

Recommended  
Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith,  
Goodheart-Wilcox Company, 11th Ed., 2008

Course Overview: Technical Cabinet Making and Carpentry 7-8 is the first capstone course under the Building and Construction Trade Industry Sector. Technical Cabinet Making and Carpentry 7-8 integrates skills and concepts from the Building and Construction Trades with applied mathematics and English. As a natural progression, students apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students make real-world connections between construction, math, and English using written projects, construction documents that include creating blueprints, project packets, and student-centered construction projects. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council.

**Department:** Career Technical Education

Course Title: Technical Cabinet Making & Carpentry 9-10 (replace Tech Cab Crp 5-8; 5507/5508)

Grade Level(s): 12

School(s)  
Course Offered: Glendale High School

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

Course Credits: 10

Recommended  
Prerequisite: Completion of Construction 5-6 with a grade of C or better.

Recommended

Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith, Goodheart-Wilcox Company, 11th Ed., 2008

Course Overview: Technical Cabinet Making and Carpentry 9-10 is the capstone course under the Building and Construction Trade Industry Sector, Cabinetry, Millwork and Woodworking pathway. Technical Cabinet Making and Carpentry 9-10 integrates skills and concepts from the Building and Construction Trades with applied mathematics and English. Students apply advanced levels of craft skills required to design and build a piece of furniture that meet current code requirements. Students make real-world connections between construction, math, and English using written projects, construction documents that include creating advanced professional blueprints and student-centered construction projects. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council and Construction employment trends.

**Department:** Career Technical Education/Visual and Performing Arts

Course Title: Honors Studio Art 3-4

Grade Level(s): 10-12

School(s)  
Course Offered: Hoover High School

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

Course Credits: 10

Recommended  
Prerequisite: This course is a recommended prerequisite for AP Studio Arts; Advanced Studio Art 5-6

Recommended  
Textbook: The Visual Experience ISBN: 978-08719-2627-2

History of Art for Young People ISBN: 0-8109-4150-3

**Course Overview:** Honors Studio Art 3-4 is the concentrator course for the Arts, Media and Entertainment Industry sector and Design, Visual and Media Arts pathway. Honors Studio Art 3-4 is the advanced multi-media course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. Students will develop mastery of 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. As well, students will begin portfolio development for a future AP Studio courses and college portfolio submission. This class is project based and hands on. Emphasis is placed on understanding of critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and professionalism of finish product i.e. What are the components of a viable work of Art?

**Department:** **World Languages and Cultures**

**Course Title:** Japanese Language and Culture 5-6

**Grade Level(s):** 9-12

**School(s)**

**Course Offered:** Glendale High School

**UC/CSU Approved**

**(Y/N, Subject):** Pending

**Course Credits:** 10

**Recommended**

**Prerequisite:**

- Participation in the FLAG Middle School Program with a C or higher
- Japanese Language and Culture 1-2 with a C or higher
- Japanese Language and Culture 3-4 with a C or higher

- Other fluent bilingual and biliterate students may also be admitted upon assessment and recommendation made by teacher

Recommended

Textbook:

Traditional textbook for Japanese studies: Dekiru Nihongo (Sho-Chuukyuu), Translation: Can Do Japanese, ISBN: 9784757420847

Course Overview:

Japanese Language and Culture 5-6 utilizes thematic units from Japanese literature, history, culture and the arts. The students develop an understanding of the features of target culture community including its geography, history, art, and society. Exciting and unique Japanese culture and topics that will be discussed include Japanese food, traditional arts, music, contemporary Japanese culture, pop music, animation, drama, holidays, and customs. Students will increase their ability to comprehend and express themselves in spoken and written Japanese. Students will be required to communicate in Japanese in a variety of situations and will read selected Japanese texts from authentic materials. The course will be conducted entirely in Japanese.



Glendale Unified School District

High School

Date

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

Department: Career Technical Education

Course Title: Life Management & Career Development

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

Grade Level(s): 9-12

School(s)  
Course Offered: Allan F. Daily High School

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

Course Credits: 5

Recommended  
Prerequisite: Family & Consumer Sciences course or Life Management 1-2

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 and Career Development is the study of the discipline of Family Consumer Sciences and equips students with career development and essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities.. It provides students with the opportunity to gain life management skills through leadership and career development activities and through instruction in areas of communication, guidance; consumer education; family and human development; personal hygiene; food and nutrition; 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, Food Handlers Permit.

### **First Semester-Course Content**

#### **Unit 1: Introduction to Careers**

*(1 week)*

##### **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**

*(1 week)*

##### **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**

*(2 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**

*(4 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.

Unit 5: **Individual & Family Health**

*(1 week)*

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**

*(1 week)*

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: **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 -

1. Applying Life Skills, Joan Kelly-Plate & Eddy Eubanks (Authors), The McGraw-Hill
2. The 7 Habits of Highly Effective Teens, Sean Covey (Author), Simon & Schuster
3. So...You Want A Great Job When You Graduate?!, John R. Jell (Author) ISBN: 1-57886-228-0 Roman & Littlefield Publishing Group, Inc.

Glendale Unified School District

High School

Date

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

Department: Career Technical Education

Course Title: Construction 1-2 (replace Construction 1-2; 5494/5495)

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

Grade Level(s): 9-12

School(s)  
Course Offered: Glendale High School

UC/CSU Approved  
(Y/N, Subject): Y; "f" Fine Art

Course Credits: 10

Recommended  
Prerequisite: none

Recommended  
Textbook: Carpentry, Leonard Koel, American Technical Publishers, Inc, 3rd Ed., 1997

Course Overview: Construction 1-2 is the introductory course for the Building and Construction Trades industry Sector and Cabinetry, Millwork and Woodworking pathway. This course will teach comprehensive design skills and concepts based on the elements and principles of design and applied through construction elements, using design and fabrication techniques that will have direct, relevant applications in the field. Students completing the course will have a familiarity with many of the basic job skills in the construction trades and will have applied them to creative problem solving in design projects. The physical products that the students produce will have the functionality of traditional shop projects, but will also demonstrate refined and diverse design concepts and applications.

**First Semester-Course Content:**

Unit 1: **Safety**

*(3 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.1, 2.6, 2.5, 4.1, 5.1, 6.2, 6.3, 7.1, 7.1, 9.6, 9.7, 10.1, 11.1

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.2, A2.1, A2.3, A3.1, A.10.1, A11.1, A11.2

Common Core State Standards: LS 11-12.6, RLST 11.12.2, WHSST 11-12.2, A-REI 10

- A. This unit will teach basic safety awareness in the studio and on job sites, and will qualify students to safely use a range of hand and power tools. Students will be introduced to the concepts of work ethics, creative discipline, unfettered brainstorming, and creative problem solving in different contexts. In addition to developing broader workplace awareness for safety reasons, students will also be introduced to ideas of environmental awareness, including local geology and soil typology, both for the contextual effectiveness and sustainability of their designs. Each unit will scaffold and build to a Key Assignment which will carry over to the next unit. Each unit will have referential components to previous and following units.
- B. Tool Safety Qualification: Students will observe safe handling demonstrations by an interdisciplinary team of teachers following OSHA regulations. Students will also receive text and video instruction, and take written safety quizzes. At the end of this lesson students will have demonstrated their knowledge of hand and power tool safety for both art making and construction on paper, and then physically demonstrate safe handling and general proficiency with all hand and power tools used in the course.

Unit 2: **Drawing**

*(4 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.4, 2.5, 2.6, 4.1, 4.3, 5.1, 5.2, 7.2, 9.1, 10.1,

Cabinetry, Millwork and Woodworking Pathway Standards: A1.5, A1.8, A3.1, A3.4, A4.6

Common Core State Standards: LS 11-12.6, RLST 11-12.2, 11-12.7, 11-12.9, WHSST 11-12.5, G-GPE 4, CC 1, CC 2, CC 6

- A. Students will make full size and scale drawings of 3 projects. Drawing will include: measurements, architectural symbols and machining and joinery locations.
- B. 1. Students will make a full size drawing of a pencil holder, four different drawing with dimensions and machining specifications.
2. Students will make two drawings of a model house: 1 floor plan and 1 framing plan. Students will then construct a model house.

3. Students will make 2 scale drawing of a cell phone speaker, drawing all dimensions and boring locations. Students will then construct their own speaker.

Unit 3: **Paint and Finish**

*(5 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.1, 2.2, 4.1, 5.2,9.1,10.1, 11.1

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.5, A1.3, A2.3, A3.6, A5.13

Common Core State Standards: LS 11-12.6, RSIT 11-12.2, 11-12.7, 12-12.10, RHSS 11-12.7, RLST 11-12.2

- A. This unit will teach the importance of dark and light Value, introduce staining and other material handling with coverings, coatings, and washes related to paint.
- B. Assignments:
  1. Tone Grounds. Students will continue to practice drawing objects from observation (begun in Unit 2) and will begin to add shading. These drawings will be covered with middle-tone grounds to transform them into finished paintings using dry rubs of dirt and clay. Students will demonstrate understanding of dark and light value by erasing away light areas in their compositions and adding darks with pencil and other art media such as charcoal and colored pencil.
  2. Value Swatches. In these exercises students will learn to do smooth gradations (blended transitions and fades) from dark to light using dry material such as dirt and charcoal. They will also learn masking using tape and eraser shields for clean edges. They will demonstrate their proficiency with gradations by generating a series of value strips in sketchbooks.
  3. Stains. Students will review safe handling of solvent based materials and will do a series of value gradations using stain and paint. They will be introduced to rag-off techniques and use masking and painted resist coating (masking fluid or acrylic gel) for clean edges. They will demonstrate proficiency with gradations using water based and solvent based stains and paints on wood panels.
  4. Stained drawings. Silhouette cut-outs from Unit 2 drawings will be stained with design images and gradations.

Unit 4: **Framing and Construction Techniques**

*(6 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.1, 2.2, 4.1, 5.1, 5.2, 5.4, 6.1, 7.1, 8.1, ,9.1,10.1, 11.1

Cabinetry, Millwork and Woodworking Pathway Standards: A3.1, A3.2, A3.3, A4.6, A 4.7, A5.1, A5.2, A5.3A7.1, A7.2

Common Core State Standards: WHSST 11-12.5, 11-12.5, 11-12.6, LS 11-12.6, RSIT 11-12.2, 11-12.7, 12-12.10, RHSS 11-12.7, RLST 11-12.2



- A. Unit 4 will reinforce Unit 2 skills of precision cutting and will introduce compositional planning for 2-D and 3-D projects. Students will become familiar with the visual and practical elements of spatial planning. They will be introduced to basic joinery, structural principles, and California Building Codes that pertain to framing. This unit will also introduce students to permit processes and the soft skills involved in application inquiries.
- B. Assignments:
1. Compositional Thumbnails. Students will learn the basics of 2-D visual composition (the rule of thirds, center, offset, balanced, imbalanced, symmetrical, and “ideal.”) They will discuss the characteristics of each and will demonstrate their understanding by drawing four original, ideal compositions in sketchbooks.
  2. Introduction to Linear Perspective. In this series of exercises students will become familiar with drawing in 1 point and 2 point perspective and will practice with a variety of geometric shapes in sketchbooks.
  3. Introduction to Framing. Students will do planning drawings for framed houses and rectangles in 2 point perspective. They will learn code requirements for framing of buildings and for concrete forms and will demonstrate their knowledge by correctly answering sample questions from contractor licensing exams. After producing hand generated images they will then be created by the students. Students will review safety procedures and will build their wooden frames.

## Second Semester-Course Content

### Unit 5: Color

(6 weeks)

#### STANDARDS

Building and Construction Anchor Standards: 1.0, 2.3, 2.4, 4.3, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 8.1

Cabinetry, Millwork and Woodworking Pathway Standards: A1.6, A2.3, A3.2, A4.1

Common Core State Standards: Ws11-12.7, WHSST 11-12.7, 11-12.9, 11-12.10, RSIT 11-12.2, 11-12.7, 11-12.10

- A. This unit will address color theory, house painting, and begin to introduce elements of interior design-painting, color theory, spray paint and stencils.
- B. Assignments:
1. Introduction to Color Theory. In this unit students will become familiar with the color wheel and will produce a painted color wheel by measuring and drawing a dodecagon in sketchbooks, then painting it with watercolor. Students will become familiar with the psychological and physiological effects of different colors and will demonstrate their knowledge of warm and cool color balance by painting their projects.

2. Introduction to Paints. After a safety review of solvent based materials, students will become familiar with the different qualities of water based and solvent based paints. They will practice a variety of brush techniques and will review masking techniques from Unit 3. They will demonstrate their proficiency with painting techniques by generating sample swatches of flat washes and gradations (blending and dry-brushing) on wood and paper.

3. Introduction to house painting. Students will practice paint stripping with a variety of techniques and will learn to use and maintain a spray rig.

4. Introduction to spray paint and stencils Students will learn spray painting techniques. They will demonstrate their proficiency with spray paint by generating a design using thumbnails in sketchbooks, then cutting a stencil out of railroad or bristol board and spraying it with both hard and soft edges.

Unit 6: **Engineering and Design**

*(6 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.1, 3.2, 5.1, 6.1, 6.2

Cabinetry, Millwork and Woodworking Pathway Standards: A1.5, A1.6, A1.9, A4.6, A4.7, A5.3, A5.4, A5.5, A5.9

Common Core ELA Standards:LS 11-12.6, RSIT 1-12.2, 11-12.7, RHSS 11-12.7, RLST 11-12.2, ETS1.A, ETS1.B

A. Students will learn basic concepts of engineering through 3 design build projects.

B. Assignments:

1. Paper chain-students will design and build a 3 link paper chain using paper and glue only. Chains will be tested for strength and strength through design will be evaluated.

2. Paper column-students will design and build a column using only paper and glue. Columns will be tested for strength and effectiveness of design and construction.

3. Spaghetti Bridge-Students will design and construct a "truss" bridge, drawing the truss design. Bridges will be tested for strength to weight ratio and evaluated for design and construction elements.

Unit 7: **Environmental Design**

*(6 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0,2.3, 2.4, 3.3, 4.1, 4.2, 5.1, 6.1, 6.2,

Cabinetry, Millwork and Woodworking Pathway Standards: A1.9, A2.3, A3.5, A3.6, A5.13, A7.10

Common Core ELA Standards: LS 11-12.6, RSIT 11-12.10, ELAT 11-12.2, 11-12.10, WS 11-12.4, 11-12.5, 11-12.6

- A. Unit 7 will review and reinforce student's knowledge of geology, soil typology, biomes, and ecosystems. It will build on the concepts of permaculture, biodynamics, bioswales, storm drain filtration, expand on more advanced concepts of landscaping. It will reinforce and expand on the green building techniques that have been introduced in previous units.
  
- B. This unit will build on what students have learned about basic principles of environmental integration and sustainability. They will demonstrate their knowledge in the final, long-term project of a full house design complete with multi-page plans and an integrated landscape and garden plan which will be approved by a multidisciplinary faculty group.

Glendale Unified School District

High School

Date

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

Department: Career Technical Education

Course Title: Construction 3-4 (replace Construction 3-4; 5496/5497)

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

Grade Level(s): 10-12

School(s)  
Course Offered: Glendale High School

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

Course Credits: 10

Recommended  
Prerequisite: none

Recommended  
Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith, Goodheart-Wilcox Company, 11th Ed., 2008

Course Overview: Construction 3-4 is the concentration course for the Building and Construction Trades industry Sector and Cabinetry, Millwork and Woodworking pathway. The purpose of the course is to provide students the opportunity to develop their skills in foundation in art and design elements through the woodworking process. Students will learn about furniture styles, construction, and proper design so as to accommodate the characteristics of the material(s) being utilized. Project strength, durability, and overall quality will be emphasized in student projects through proper design utilizing appropriate joinery and superior craftsmanship. The hands-on nature of this course is intended to not only develop the students' ability to successfully fabricate their project, but will also provide opportunities for collaborative work habits, will encourage an

appreciation for fine design and craftsmanship, and will develop self-confidence in acquiring new knowledge and skills. The goal of the course is to expose the students to each of the woodworking and artistic processes, while applying a method or technique through project based learning.

### **First Semester-Course Content**

#### **Unit 1: Safety**

*(3 weeks)*

#### **STANDARDS**

Building and Construction Anchor Standards: 1.0, 2.1, 2.6, 3.3, 4.1, 5.1, 6.1, 6.2, 6.3, 7.1, 7.1, 9.7

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.2, A2.1, A2.3, A3.1, A.10.1, A11.1, A11.2

Common Core State Standards: RSIT 11-12.2, 11-12.7, 11-12.10, RHSS 11-12.7, RLST 11-12.2

- A. Safety protocols for machines and tools to be used will be reviewed to insure student safety with the culminating activity being a written Safety Tests. Any tools or machines new to students will be discussed, demonstrated, and any safety test deemed appropriate will be administered.
- B. Student to review and complete Safety Study Guides and are to take and pass Safety Tests with a score of 90% or higher and they will complete “write-outs” for any missed questions. In the case of a lower than 90% score, the student will re-study, obtain any necessary help, and retake safety test. A Study Guide and Safety Test will be administered for tools and machines not previously covered as appropriate.

#### **Unit 2: Measuring**

*(4 weeks)*

#### **STANDARDS**

Building and Construction Anchor Standards: 1.0, 2.1, 2.2, 2.3, 5.1,

Cabinetry, Millwork and Woodworking Pathway Standards: A1.6, A2.3, A3.4, A4.1, A4.2, A5.11

Common Core State Standards: A-REI 10, A-CED 1.1, A-REI 10, G-GMD 1, 4, 5, G-GPE 4, 7

- A. Instruction in “Imperial” measuring will be taught to ensure students gain the skills and knowledge necessary to increase their accuracy of measuring by demonstrating appropriate measurements used in construction and the art of designing their piece/project.
- B. Students will complete regular quizzes (with “speed rounds”) to increase speed and accuracy of determining dimensions/measurements.

Unit 3: **Design**

(4 weeks)

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.1, 2.2, 3.1, 3.2, 4.5, 5.0, 5.1,

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.2

Common Core State Standards: LS11-12.6, RSIT 11-12.2, 11-12.10, RHSS 11-12.7, RLST 11-12.2, WS11-12.2

- A. Students will gain and appreciate the aesthetic value of the many styles of furniture, art, utilitarian design with the ability to use critical thinking. Students will increase their own awareness of aesthetic beauty by critically comparing many designs of their work to the community they live in and the world. Using aesthetic judgment and valuing, students will describe, analyze, interpret, and then judge their own artistic talent and work according to course standards and the fundamentals of art and design. These elements will be met by direct instruction and guided practice.
- B. Students will learn to implement the fundamentals of Art and Design by creating projects exploring the use of the Elements and Principles of Design. Students will draw creative projects that will incorporate negative mass, width, and depth. Students will express their creativity by developing projects with finishing techniques utilizing color and stock selection. Students will demonstrate their creativity by using the fundamentals of art and design to produce original works utilizing texture, balance, object features, variety, unity and movement etc. Students will design and build projects with tools to express their creative side and they will also use their artistic talent to present their project to the class for demonstration.

Unit 4: **Joinery and Fasteners**

(3 weeks)

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 4.1, 4.2, 5.1, 5.2, 5.3

Cabinetry, Millwork and Woodworking Pathway Standards: A6.1, A6.2, A6.3, A7.1

Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.2, 11-12.7, 11-12.9

- A. Students will review and learn new joinery methods used in furniture construction. Students will learn the importance of avoiding cross-grain situations where wood movement (expansion and contraction) cannot be accommodated through the proper selection of material, wood joinery, and fasteners. Students will learn how to reinforce joinery through the use of mortise and tenon, pocket holes and dominos. Students will learn artistic woodworking joinery such as dovetails and box/finger joints.

- B. Assignments: Hands-on practice and quizzes will lead up to students employing these methods while constructing their furniture pieces.

Unit 5: **Designing a Piece of Furniture**

*(5 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,  
Cabinetry, Millwork and Woodworking Pathway Standards: A5.1, A5.2, A5.3, A5.6, A5.11,  
A5.12, A7.1, A7.2, A7.7

Common Core State Standards: RLST 11-12.10, F-TF 1.1, G-C 1, G-GMD 1, 4, 5, G-GPE 5, 7

- A. Students will learn about/review “scaled” and “non-scaled” drawings, and methods that may be used to determine pleasing proportions will be discussed (such as the golden ratio). Students will be provided historical reference to classic styles of furniture such as cabinets, chairs, solar power lunch boxes and how these styles can be incorporated into the furniture they construct.
- B. Assignments: Students will generate a concept sketch, then a final drawing of what will be their project. Drawing may be an isometric or three-view drawings) as deemed appropriate by the teacher (both types of drawings were covered in Wood Design). All drawings will show proper extension and dimension lines, fractional dimensions, and auxiliary views as needed. Students will then generate a final material cut-list for their project. Students will also research furniture styles and prepare a report/presentation to present to their class.

**Second Semester-Course Content**

Unit 6: **Production Methods**

*(4 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 5.1, 5.2, 5.4, 6.1, 6.2, 7.1, 7.2, 8.1

Cabinetry, Millwork and Woodworking Pathway Standards: A1.6, A1.7, A1.8, A1.9, A2.3, A3.1,  
A4.6, A4.7, A5.8, A5.9, A6.11, A6.12, A6.13, A7.2, A7.3

Common Core State Standards: RLST 11-12.2, RSIT 11-12.2, 11-12.10, WS 11-12.2, 11-12.4

- A. Students will quickly review the process of “Squaring Material” and the means of replicating parts for a project by utilizing production systems/methods. Students will learn/review the importance of appropriate use of machinery, precision cutting and machining of wood. They will strive to continually check for quality and will correct deficiencies as needed (sometimes in creative ways (rather than starting over). The

production value of jigs and fixtures to insure uniformity of parts and efficiency of fabrication will be explored as well as how they increase safety. Examples include adding adjoining parts, and sleds used on the table saw.

- B. Assignments: Quizzes on concepts and identification of terms and tools will be given, but ultimately the primary assignment will be to employ the concepts and methods while fabricating their student project.

Unit 7: **Making a Adirondack Chair**

*(5 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,7.1, 7.2, 10.3, 10.4, 10.5, 11.1, 11.2, 11.3

Cabinetry, Millwork and Woodworking Pathway Standards: A7.1, 7.2 7.3, 7.4, 7.5, 7.11, 7.12, A8.1, A8.2, A9.0, A9.2, A9.3

Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.2, 11-12.10, G-SRT 8.1, G-GPE 5

- A. Students will mill material to specifications on their plan (a multi-step process). Students will form plans, make templates, measure cut and mill materials. Create and assemble chair parts to complete an Adirondack Chair. Students will finish the chair with a variety of finishes, stain, paint and clear coats.
- B. Students will create a plan, make and draw the templates to produce parts, assemble parts and put a finish on the chair.

Unit 8: **Solar Lunch Box**

*(5 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,7.1, 7.2, 10.3, 10.4, 10.5, 11.1, 11.2, 11.3

Cabinetry, Millwork and Woodworking Pathway Standards: A7.1, 7.2 7.3, 7.4, 7.5, 7.11, 7.12, A8.1, A8.2, A9.0, A9.2, A9.3

Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.2, 11-12.10, G-SRT 8.1, G-GPE 5

- A. From plans that students have worked on creating and drawing, they will create a wooden box, install solar panels, wire a solar battery for a complete solar battery charger (lunch box).



- B. Build a box that includes cutting, machining and assembling parts. Install solar panels, complete all wiring and install electrical assembly. Install hinges and locking mechanisms.

Unit 9: **Shop, Machinery, and Tool Maintenance**

*(5 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6, 7.1, 7.2, 10.3, 10.4, 10.5, 11.1, 11.2, 11.3

Cabinetry, Millwork and Woodworking Pathway Standards: A6.10, A6.11, A6.12, A7.1, 7.2, 7.3, 7.4, 7.5, 7.11, 7.12, A8.1, A8.2, A9.0, A9.2, A9., 10.1, 10.2

Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.2, 11-12.10, G-SRT 8.1, G-GPE 5, G-GMD 5

- A. Throughout the course the proper care and maintenance of machines and tools will be demonstrated and discussed as it is the proper alignment and calibration of machines and tools, and their sharp cutting edges, that permit the fabrication of quality products while ensuring operator safety.
- B. Quizzes on concepts and identification of terms, tools and tool parts will be given. Ultimately students will demonstrate the ability to detect and correct any machine or tool deficiency that might compromise quality, efficiency, or safety.

Glendale Unified School District

High School

Date

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

Department: Career Technical Education

Course Title: Construction 5-6 (replace Construction 5-6; 5498/5499)

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

Grade Level(s): 11-12

School(s)  
Course Offered: Glendale High School

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

Course Credits: 10

Recommended  
Prerequisite: Completion of Construction 3-4 with a grade of C or better

Recommended  
Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith, Goodheart-Willox Company, 11th Ed., 2008

Course Overview: Construction 5-6 is the second concentration course for the Building and Construction Trades industry Sector and Cabinetry, Millwork and Woodworking pathway. This course provides students an overview of the various materials used in construction. After receiving an introduction into fundamental principles of structural, physical and long-term performance, students learn about material and product manufacturing techniques and how they relate to mechanical and non-mechanical properties of the various materials. Common construction methods are introduced and building details are explored. Students have the opportunity to experience material capacity and behavior as well as construction methods in demonstrations and lab experiments. Furthermore, material applications and detailing in structural and non-structural building components are

explored. Resulting from this course, students will gain a comparative knowledge of material properties and possible applications in construction and architecture.

### **First Semester-Course Content**

#### **Unit 1: Safety**

*(4 weeks)*

#### **STANDARDS**

Building and Construction Anchor Standards: 1.0, 2.1, 2.6, 3.3, 4.1, 5.1, 6.1, 6.2, 6.3, 7.1, 7.1, 9.7

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.2, A2.1, A2.3, A3.1, A.10.1, A11.1, A11.2

Common Core State Standards: RSIT 11-12.2, 11-12.7, 11-12.10, RHSS 11-12.7, RLST 11-12.2

- A. This unit serves as an introduction to the course. The scope of the course includes the classroom policies and procedures as well as class/workplace emergency procedures. Special emphasis is placed on Cal/OSHA standards for the construction industry as well as personal responsibility in the workplace. Career exploration in the construction industry as well as examining issues that address gender/equity issues. Examination of the impact of EPA legislation on industry practices as well as the proper disposal of hazardous materials. The role of LEED Green Building Rating System in the major implementation of technical instruction and practical experience in residential and commercial construction using sustainable and green technology.
- B. Safety Presentation: Using what they've learned about safety in the lab, students will create a PowerPoint or Google Slide presentation on all safety regulations directly related to the Building and Construction Trades industry sector. Students will need to cover classroom policies and procedures as well as emergency procedures in the classroom and in the workplace. Students will need to research OSHA standards and cover a minimum of 3 workplace safety standards in their presentations. Students must also cite OSHA in their presentations using in-text citations or a works cited page at the end of their presentations.

Safety Exam: Students will obtain industry knowledge of advanced safety procedures that will continue to be integrated through the rest of the course. Students have pass a safety exam with 100% to be able to operate machinery. Students will master the safety test at 100% to be able to move through the classroom. Additionally, they will be continually modeling safety in the lab.

Initial Resource Management Review for shed Structure: Using what they've practiced in their previous assignment, students will need to calculate labor plans for a shed

structure. They will need to calculate the time needed to complete various steps in building the structure from: time to draft blueprints, time needed to frame the structure, time needed to complete roofing, finishes.

Unit 2: **Measurement and Blueprint Reading**

(9 weeks)

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.1, 2.2, 2.3, 5.1,

Cabinetry, Millwork and Woodworking Pathway Standards: A1.6, A2.3, A3.4, A4.1, A4.2, A5.11

Common Core State Standards: A-REI 10, A-CED 1.1, A-REI 10, G-GMD 1, 4, 5, G-GPE 4, 7

- A. Students will learn how to identify the elements and symbols commonly included in a set of blueprints. Students will also be able to demonstrate the use of scale, square footage, and linear measurement in architectural drawings.
- B. Assignments:
- Generic Blueprint: Students will create a blueprint of a single room structure like a shed, classroom, or woodshop from which they will do mathematical calculations for lineal foot /trim, square footage for concrete foundation. They will also identify the the appropriate architectural symbols for electrical, plumbing and mechanical aspects of the plan.

Shed Blueprint: Students will learn, apply and demonstrate skills needed to build a model of a basic foundation, residential interior wall and roof framing. Students will create blueprints for a four foot by three foot shed style structure. All students will be required to complete mathematical processes in measurement, decimal conversions, fractions, geometry and algebraic fundamentals when creating their blueprints.

Unit 3: **Framing and Roofing**

(6 weeks)

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,

Cabinetry, Millwork and Woodworking Pathway Standards: A5.1, A5.2, A5.3, A5.6, A5.11, A5.12, A6.11, A6.12, A6.13, A7.1, A7.2, A7.7, A7.11, A7.12

Common Core State Standards: RSIT 11-12.10, RLST 11-12.10, F-TF 1.1, G-C 1, G-GMD 1, 4, 5, G-GPE 5, 7,

- A. Students will learn and apply skills needed to properly measure and calculate concrete volume, measure board feet and area for roofing material. Students will also learn basic skills necessary to form concrete pads and footings, including laying rebar and finishing the concrete. The framing aspect will address the skills needed to properly frame a wall,

door, window and ceiling joists. The roofing section will cover the fundamental needs of roofing a residential home and applying flashing and drip edge.

- B. **Calculating Roofing Material:** Students will learn, apply and demonstrate skills needed to build a model of a basic foundation, residential interior wall and roof framing. Students will receive various blueprints with roofing measurements. They will need to calculate the volume of concrete, and measure the board feet area for roofing material.
- Framing a Shed Structure:** Using teacher provided construction drawings, students will construct the framing. Students will frame a shed structure using standard framing techniques and by using their floor plans for a shed structure, students will build the frame for their structures.

## Second Semester-Course Content

### Unit 4: Electrical, Plumbing, Insulation, HVAC, Communication

(9 weeks)

#### STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 4.1, 4.2, 5.1, 5.2, 5.3

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.4, A1.5, A1.6, A3.1, A6.1, A6.2, A6.3, A7.1

Common Core State Standards: LS 11-12.6, WS 11-12.10, RSIT 11-12.2, 11-12.10, RLST 11-12.2, 11-12.7, 11-12.9

- A. This unit serves as an introduction to the Electrical, Plumbing, Insulation and HVAC trades. These trades will be introduced with a variety of teaching methods such as powerpoint presentation, lecture and shop demonstrations. Upon completion of this unit, students will be able to use trade specific terminology to demonstrate their understanding of trade procedures. An emphasis will be placed on job site safety and workplace conduct throughout the unit. At the end of the unit, students will be able to independently complete a small project in each of the specific trade skills.
- B. **Assignments:**
1. **Updating the Shop:** Students will demonstrate these trades by installing plumbing, electrical and insulation material in a practice wall within the shop area. The plumbing will be pressure tested and the electrical will be tested with low voltage.
  2. **Plumbing, Electrical & Insulation:** Students will demonstrate plumbing techniques by connecting appropriate rigid PVS pipe and flex PVC using newer connection processes using the framed wall module from the earlier framing unit.
  3. Students will use appropriate plumbing pipe fittings to make a typical sink connection. Students will then place insulation (or model insulation) in their structures.
  4. Students will also use the framed module to run typical housing electrical

connections. These connections to include typical wall plugs, two-way and single switch light connections. Students will demonstrate use of electrical tools in stripping wire and making all connections according to the building code.

Unit 5: **Drywall, Finishing, Carpentry and Tiling**

*(10 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6, 7.1, 7.2, 10.3, 10.4, 10.5, 11.1, 11.2, 11.3

Cabinetry, Millwork and Woodworking Pathway Standards: A3.1, A3.2, A3.3, A4.1, A7.1, 7.2, 7.3, 7.4, 7.5, 7.11, 7.12, A8.1, A8.2, A9.0, A9.2, A9.3

Common Core State Standards: WHSST 11-12.5, 11-12.6, RSIT 11-12.2, 11-12.10, RLST 11-12.2, 11-12.10, G-SRT 8.1

- A. This unit focuses on the materials available and their characteristics, sources, and applications. Properties and appropriate uses for interior construction and finish materials are explored. Through lectures, presentations, and the preparation of construction details, students become familiar with the application of a wide variety of interior materials and finishes including: implementing on-site safety procedures; using proficiently all the tools used in class; maintaining the sharpness and/or optimum condition of tools; hanging an interior door; trimming out doors and windows; installing a baseboard; cutting and installing crown molding; installing wood flooring; constructing closet built-ins; constructing and installing shelving (ex: Students will be able to understand and apply measures of central tendency.)
- B. Assignments:
1. **Finish Carpentry:** Students will examine the history and progression of the tools used in finish carpentry, and how these tools developed and have been implemented over the last century and how this has helped the progression of technology. Students will learn to physically use these tools as well as the types of materials to use them on class projects. Students will create a manual on how to use 3 types of finishing tools.
  2. **Roofing, Painting and Revised Resource Management Review:** Students will, again use the framed module to demonstrate the use of roofing tools and techniques in covering the modular structure with typical asphalt shingles. Students will use appropriate tools to install appropriate flashing and weather-stripping.
  3. Students will use appropriate paint tools to do "cutting in" and trim work as well as wall painting using the dry walled modular building. All trim work to be primed and painted with both oil and water based paint. An emphasis on both brush and roller work with the integration of proper environmental cleaning techniques.

Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Technical Cabinet Making & Carpentry 7-8 (replace Tech Cab Crp 1-4; 5505/5506)

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

Grade Level(s): 11-12

School(s)  
Course Offered: Glendale High School

UC/CSU Approved  
(Y/N, Subject): Yes, College-Preparatory Elective (“g”)/Interdisciplinary

Course Credits: 10

Recommended  
Prerequisite: Completion of Construction 5-6 with a grade of C or better.

Recommended  
Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith, Goodheart-Willox Company, 11th Ed., 2008

Course Overview: Technical Cabinet Making and Carpentry 7-8 is the first capstone course under the Building and Construction Trade Industry Sector. Technical Cabinet Making and Carpentry 7-8 integrates skills and concepts from the Building and Construction Trades with applied mathematics and English. As a natural progression, students apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students make real-world connections between construction, math, and English using written projects, construction documents that include creating blueprints, project packets, and student-centered construction projects. This course provides students the

opportunity to apply academic knowledge and technical skills through a hands- on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council.

## First Semester-Course Content

### Unit 1: Orientation and Safety

(4 weeks)

#### STANDARDS

Building and Construction Anchor Standards: 1.0, 2.1, 2.6, 3.3, 4.1, 5.1, 6.1, 6.2, 6.3, 7.1, 7.1, 9.7

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.2, A2.1, A2.3, A3.1, A.10.1, A11.1, A11.2

Common Core State Standards: RSIT 11-12.2, 11-12.7, 11-12.10, RHSS 11-12.7, RLST 11-12.2

- A. Students receive instruction and extended practice in the orientation and industry awareness of the construction industry. Students understand and use the vocabulary of the construction trades, as well as the the vocabulary of various math concepts as they apply to the construction industry. They study math and building sequences related to measurements, geometry, and practical building applications that are related to the construction industry.

Learners receive instruction in measurement and marking/layout, the fundamental skills which will be needed to complete all of the applied mathematics, English, and Construction units and assignments that follow in this course. This will include -- review of fractions and decimals: converting fractions to higher or lower terms, improper fractions and mixed numbers, common denominators, and adding, subtracting, multiplying, and dividing with decimals and fractions; reading a ruler and a tape measure while incorporating fractional measurements to 1/16 of an inch in a building project; reading a fractional caliper to measure material to desired thicknesses.

Students practice the key concepts of general shop safety, learning the specific safety rules for the tooling that is applicable to the task at hand and acquiring the knowledge and skills required to work in a safe environment. Shop safety procedures will include; transporting sharp woodworking tools to prevent injury, shop etiquette as it applies to cleanliness and safety, safe and appropriate use of basic, non-powered hand tools including cross-cut saws, rip saws, pull-saws, coping saws, hammers and chisels, hand planes, sand paper of various grits, etc.

Students take written and practical safety tests that are applicable to each tool demonstrated as well as general shop safety procedures.

- B. Sample Assignment: Create a Skill Block  
After instruction on specific tool safety for each shop tool, demonstrate safe operation of shop tools by creating individual projects. To prepare them for this, they are given an orthographic drawing that they must interpret to create their individual project. Students are given different block of wood and, using the tools of instruction, they



demonstrate proper tool safety to the teacher. In order to demonstrate understanding of applied math concepts, students also use geometry tools (i.e., protractor, compass) in order to create shapes in the wood. Ultimately the shapes need to match the given orthographic drawing. While demonstrating, students should also communicate with their instructor, using the vocabulary of the instruction trades, their understanding of how the tools should be used.

Unit 2: **Intermediate/Advanced Construction Techniques**

(6 weeks)

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,  
Cabinetry, Millwork and Woodworking Pathway Standards: A5.1, A5.2, A5.3, A5.6, A5.11,  
A5.12, A7.1, A7.2, A7.7, A9.1, 9.2, 9.3, A9.6, A10.1, A10.4, A10.5, A11.1  
Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.10, F-TF 1.1, G-C 1, G-GMD  
1, 4, 5, G-GPE 5, 7

- A. In this unit students will explore numerous building and construction trades and discover their unique aptitudes and specific skill sets as they build wall sections using varied materials, i.e., dimension lumber products, steel stud framing for use by various trades including but not limited to, plumbing, electrical, HVAC, finish carpentry, lath plaster and drywall, framing, glazing, veneers, waterproofing, roofing, sheet metal, concrete etc. Students will use these skills to complete the capstone project. Math skills used will include applied geometry related to the angles of roof pitches, wall angles, finish trim, etc. They will also understand the connection between fractions and decimals and how they relate to the construction process.
- B. 1. Create a model Cabinet: Using student provided construction drawings, students will construct a model cabine using sections to practice various trade skills by installing necessary components of a structure including but not limited to: joinery methods, hardware preparation and assembly, lamination and cabinet finishing techniques. This work allows students to apply geometric concepts such as the reading of an angle necessary to produce cabinetry, shelving, doors and countertops by measuring and cutting of angles necessary for a finished carpentry product. This work ultimately prepares students for the work of the culminating project in which they design and build their own small sustainable structure. The complete project should be square and level.
2. Drafting: Continuing to develop their skills in design, students will create their own design plan that includes a material list, cost estimate, and project schedule. Students will read existing construction drawings (which includes interpreting lines, symbols and abbreviations) to further understand how they are put together. They then use hand tools to design their own new simple structure. This work gives students a chance to apply geometric concepts to create the drawing such as the Pythagorean theorem to design (and eventually construct) their own cabinetry. Historical Analysis of Architectural Styles: Using different sets of historical plans, students will compare and contrast changes in architectural styles and engineering/structural requirements. In addition, students will perform a cost analysis regarding plans from different historical

eras and submit revised estimates and opinions in the form of a brief report that explains why the costs have increased so significantly from one era to another (increases in materials, labor, new building codes, inflation, etc). This work allows students to make connections between historical and current trends in architecture and construction in order to aid in decision making.

Unit 3: **Cabinet Structure**

*(7 weeks)*

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,

Cabinetry, Millwork and Woodworking Pathway Standards: A5.1, A5.2, A5.3, A5.6, A5.11, A5.12, A7.1, A7.2, A7.7, A10.1, A10.4, A10.5, A11.1

Common Core State Standards: RLST 11-12.10, F-TF 1.1, G-C 1, G-GMD 1, 4, 5, G-GPE 5, 7

- A. The students will design a structure and develop construction documents for a cabinetry unit. Examples would include kitchen cabinets, bathroom cabinets, or a free standing storage cabinet. The design should include a variety of geometric shapes and should require applied mathematical skills and concepts in order to complete construction. To complete their design, students review specific geometric concepts including understanding the definitions of point, line, line segment, ray, plane, angle, vertex, diameter, radius, and circumference including circular shapes and where other circular shapes fit inside of them. Students apply the area formulas for circles and cylinders and use knowledge of precise measurement of angles using a protractor and angle bisectors using a compass to complete their construction project.
- B. Create Construction Documents: Building on what they learned creating cabinets and drafting, students create a set of construction documents for their cabinet structure that should include a front view, side view, top view, materials list and cost, and a written proposal (see below) that identifies the advantages of their design. The drawings must have dimensions in both standard and metric, calculated angles, an accurate and labeled scale, and any other pertinent information. Students should include a variety of geometric shapes in order to challenge their design and layout skills. The final project drawings should have detailed labels and dimensions, stressing the importance of accuracy in design and mathematical calculations. After the documents have been approved by the instructor, the cabinets will be built. Written proposal for client: The audience for the proposal should be a potential client. In the proposal, students should highlight the advantages of their design and persuade the reader that their particular structure is going to meet the specific needs of a potential client. The document should include justification for the types of materials used and estimate the amount of hours of labor required for assembly.

## Second Semester-Course Content

### Unit 4: American Labor History

(6 weeks)

#### STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 3.3, 3.4, 3.7, 3.8, 3.9, 5.1, 6.1, 6.11, 7.7, 7.8, 8.1, 8.2, 9.2, 9.3, 10.1, 11.1

Building and Construction Pathway Standards: AA3.1, A3.2, A4.3, A8.3, A8.4, A9.6, A10.5, A11.4,

Common Core State Standards: RSIT 11-12.2, 11-12.7, 11-12.10, RHSS 11-12.7, RLST 11-12.2A-REI 10, G-C1, G-GPE 5

- A. Students will work collaboratively in teams and respond to a given prompt related to the political, economic, and social conditions that have influenced American labor history and current labor laws. Students will write a research essay, write blog posts and comment on those of peers, and make in-class presentations. Students will learn research, organization, and presentation skills as those skills apply to students showcasing their knowledge of American labor history as well as current labor laws.
- B. 1. Research Essay: In order to gain a deeper understanding of the historical situations and issues that have led to the creation of current labor laws, students will research a given era to identify key leaders and major movements, focusing on their influence throughout history. Topics include the significance of apprenticeships, heritage of craft unions and symbols, the progression of working conditions, collective bargaining and economic and social justice.
2. Presentation: Students present the key findings of their research essay in a 3-5 minute multimedia format (PowerPoints, Prezis, posters, videos, or other platform) and provide an overview of evidence collected including the identification of key leaders and their impact on major labor movements for the given era, a description of the political, economic and social implications of the leaders and movements, and labor law and contemporary application. Presentations are intended to demonstrate a deeper understanding of the labor history movement, demonstrate mastery of research, organizational, and presentation skills, and the effective use of academic language in the oral presentation. Students will present to classmates and a panel of Advisors including teachers, peers, building trades professionals and other community partners as appropriate.

### Unit 5: Capstone Project

(12 weeks)

#### STANDARDS

Building and Construction Anchor Standards:

Building and Construction Pathway Standards: A6.1, A6.2, A6.8, A6.9, A6.10, A6.11, A7.5, A7.6, A7.7, A7.8, A7.10, A 7.11, A8.3, A8.4, A9.2, A9.3, A9.4, A10.1, A10.2, A10.3, A11.1, A11.2

Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.2, RLST 11-12.10, A-REI 10, G-C1, G-GPE 5

- A. Students will design and build a scaled sustainable structure that encompasses the multiple facets of the building and construction trades. Examples of a capstone project may include a tiny home, structure on a trailer, shed, or office space. The interior of the sustainable structure could be a work area or living habitat with finished walls, flooring system, and cabinetry. The sustainable capstone structure requires that a broad variety of the trades be represented and may include skills for rough framing, roofing, doors and windows, insulation, electrical systems, finish carpentry, plumbing systems, roofing, sheet metal, glazing, concrete, painting, solar power system, and HVAC. Design parameters will meet current building code and Title 24 requirements per the local municipality. Students will follow a Critical Path schedule for completion of the project and will maintain daily logs and workplace documentation.
- B. 1. Design and Build a piece of furniture: To begin, students will create a packet of construction drawings for approval, similar to what may be submitted before construction can begin. The construction drawings will include a 3 view full scale drawing, materials list and cut list. These will be produced either by hand. After teacher approval, students build the structure. In both the design and build of the furniture, students use applied geometry to determine measurements for the furniture piece. Estimation skills utilize multiplication, addition, subtraction, division, etc. After instruction, students apply skills in determining quantities of cubic yards, square yards, cubic feet, volume, etc. Conversion techniques are utilized in the creation of a plan for a constructed project when using dimensional measurements and when transferring plans and calculations to a physical project. One must also be able to calculate the area of triangles and quadrilaterals to ensure everything is plumb, level and square. The Pythagorean Theorem must be used in theory and application through construction of woodworking projects, such as right triangle shelf-supports. The students must also be able to use calculating concepts of measuring volume in woodworking and construction, such as when using the volumetric unit "board foot."
2. Technical writing: Students will use their knowledge of labor law (unit 4) to create documents within the project package that include a bill of materials, vendor list, estimates, purchase orders, and labor costs. They will also be responsible for researching and listing the components in a project package such as contract documents, payment schedules, scopes of work, material safety data sheets (MSDS) licensing documentation, proper insurance documents, workers' compensation, liability, job safety analysis worksheets, etc. All written components of the package must be written to technical industry standards, which stress clarity and organization.

Glendale Unified School District

High School

Date

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

Department: Career Technical Education

Course Title: Technical Cabinet Making & Carpentry 9-10 (replace Tech Cab Crp 5-8; 5507/5508)

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

Grade Level(s): 12

School(s)  
Course Offered: Glendale High School

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

Course Credits: 10

Recommended  
Prerequisite: Completion of Construction 5-6 with a grade of C or better.

Recommended  
Textbook: Modern Carpentry, Willis H. Wagner & Howard Bud Smith, Goodheart-Wilcox Company, 11th Ed., 2008

Course Overview: Technical Cabinet Making and Carpentry 9-10 is the capstone course under the Building and Construction Trade Industry Sector, Cabinetry, Millwork and Woodworking pathway. Technical Cabinet Making and Carpentry 9-10 integrates skills and concepts from the Building and Construction Trades with applied mathematics and English. Students apply advanced levels of craft skills required to design and build a piece of furniture that meet current code requirements. Students make real-world connections between construction, math, and English using written projects, construction documents that include creating advanced professional blueprints and student-centered construction projects. This course provides students the opportunity to apply academic knowledge and

technical skills through a hands- on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council and Construction employment trends.

## First Semester-Course Content

### Unit 1: Safety

*(4 weeks)*

#### STANDARDS

Building and Construction Anchor Standards: 1.0, 2.1, 2.6, 3.3, 4.1, 5.1, 6.1, 6.2, 6.3, 7.1, 7.1, 9.7

Cabinetry, Millwork and Woodworking Pathway Standards: A1.1, A1.2, A2.1, A2.3, A3.1, A.10.1, A11.1, A11.2

Common Core State Standards: RSIT 11-12.2, 11-12.7, 11-12.10, RHSS 11-12.7, RLST 11-12.2

- A. Students receive instruction and extended practice in the orientation and industry awareness of the construction industry. Students understand and use the vocabulary of the construction trades, as well as the the vocabulary of various math concepts as they apply to the construction industry. They study math and building sequences related to measurements, geometry, and practical building applications that are related to the construction industry. Learners will receive instruction in measurement and marking/layout, the fundamental skills which will be needed to complete all of the applied mathematics, English, and Construction units and assignments that follow in this course. This will include -- review of fractions and decimals: converting fractions to higher or lower terms, improper fractions and mixed numbers, common denominators, and adding, subtracting, multiplying, and dividing with decimals and fractions; reading a ruler and a tape measure while incorporating fractional measurements to 1/16 of an inch in a building project; reading a fractional caliper to measure material to desired thicknesses. Students practice the key concepts of general shop safety, learning the specific safety rules for the tooling that is applicable to the task at hand and acquiring the knowledge and skills required to work in a safe environment. Shop safety procedures will include; transporting sharp woodworking tools to prevent injury, shop etiquette as it applies to cleanliness and safety, safe and appropriate use of basic, non-powered hand tools including cross-cut saws, rip saws, pull-saws, coping saws, hammers and chisels, hand planes, sand paper of various grits, etc. Students will take written and practical safety tests that are applicable to each tool demonstrated as well as general shop safety procedures.
- B. Furniture Design: After instruction on specific tool safety for each shop tool, students create a furniture design. To prepare them for this, students using their drawing must create the furniture piece. Students are given the materials using the tools of instruction, they demonstrate proper tool safety to the teacher. In order to demonstrate understanding of applied math concepts, students also use geometry tools (i.e., protractor, compass) in order to create shapes in the wood. Ultimately the shapes need to match the given orthographic drawing. While demonstrating, students should also communicate with their instructor, using the vocabulary of the instruction trades, their understanding of how the tools should be used.

Unit 2: **Furniture Structure**

(6 weeks)

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,  
Cabinetry, Millwork and Woodworking Pathway Standards: A5.1, A5.2, A5.3, A5.6, A5.11,  
A5.12, A7.1, A7.2, A7.7

Common Core State Standards: LS 9-10, 11-12.6, SLS 11-12.2, WS 11-12.7, RSTS 11-12.4, RLST  
11-12.10, F-TF 1.1, G-C 1, G-GMD 1, 4, 5, G-GPE 5, 7

- A. The students will design a structure and develop construction documents for a cabinetry unit. Examples would include kitchen cabinets, bathroom cabinets, or a free standing storage cabinet. The design should include a variety of geometric shapes and should require applied mathematical skills and concepts in order to complete construction. To complete their design, students review specific geometric concepts including understanding the definitions of point, line, line segment, ray, plane, angle, vertex, diameter, radius, and circumference including circular shapes and where other circular shapes fit inside of them. Students apply the area formulas for circles and cylinders and use knowledge of precise measurement of angles using a protractor and angle bisectors using a compass to complete their construction project.
- B. Assignments: Building on what they learned creating shed structures, students create a set of construction documents for their furniture structure that should include a front view, side view, top view, materials list and cost, and a written proposal (see below) that identifies the advantages of their design. The drawings must have dimensions in both standard and metric, calculated angles, an accurate and labeled scale, and any other pertinent information. Students should include a variety of geometric shapes in order to challenge their design and layout skills. The final project drawings should have detailed labels and dimensions, stressing the importance of accuracy in design and mathematical calculations. After the documents have been approved by the instructor, the furniture piece will be built.

Unit 3: **Construction Employment History**

(7 weeks)

STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 3.3, 3.4, 3.7, 3.8, 3.9, 5.1, 6.1, 6.11, 7.7, 7.8,  
8.1, 8.2, 9.2, 9.3

Building and Construction Pathway Standards: AA3.1, A3.2, A4.3, A8.3, A8.4, A9.6, A10.5,

Common Core State Standards: RSIT 11-12.7, 11-12.10, RHSS 11-12.7, RLST 11-12.2A-REI 10, G-  
C1, G-GPE 5

- A. Students will work collaboratively in teams and respond to a given prompt related to the political, economic, and social conditions that have influenced American labor history and current labor laws. Students will write a research essay, write blog posts and comment on those of peers, and make in-class presentations. Students will learn research, organization, and presentation skills as those skills apply to students showcasing their knowledge of American labor history as well as current labor laws.

- B. Assignments: In order to gain a deeper understanding of the historical situations and issues that have led to the creation of current labor laws, students will research a given era to identify key leaders and major movements, focusing on their influence throughout history. Topics include the significance of apprenticeships, heritage of craft unions and symbols, the progression of working conditions, collective bargaining and economic and social justice.
- Presentation: Students present the key findings of their research essay in a 3-5 minute multimedia format (PowerPoints, Prezis, posters, videos, or other platform) and provide an overview of evidence collected including the identification of key leaders and their impact on major labor movements for the given era, a description of the political, economic and social implications of the leaders and movements, and labor law and contemporary application. Presentations are intended to demonstrate a deeper understanding of the labor history movement, demonstrate mastery of research, organizational, and presentation skills, and the effective use of academic language in the oral presentation. Students will present to classmates and a panel of Advisors including teachers, peers, building trades professionals and other community partners as appropriate.

## Second Semester-Course Content

### Unit 4: Advanced Construction Techniques

(6 weeks)

#### STANDARDS

Building and Construction Anchor Standards: 1.0, 2.5, 2.6, 3.7, 4.5, 5.1, 5.2, 6.3, 6.4, 6.6,

Cabinetry, Millwork and Woodworking Pathway Standards: A5.1, A5.2, A5.3, A5.6, A5.11, A5.12, A7.1, A7.2, A7.7, A9.1, 9.2, 9.3, A9.6, A10.1, A10.4, A10.5, A11.1

Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.10, F-TF 1.1, G-C 1, G-GMD 1, 4, 5, G-GPE 5, 7

- A. In this unit students will explore numerous building and construction trades and discover their unique aptitudes and specific skill sets as they build wall sections using varied materials, i.e., dimension lumber products, steel stud framing for use by various trades including but not limited to, plumbing, electrical, HVAC, finish carpentry, lath plaster and drywall, framing, glazing, veneers, waterproofing, roofing, sheet metal, concrete etc. Students will use these skills to complete the capstone project. Math skills used will include applied geometry related to the angles of roof pitches, wall angles, finish trim, etc. They will also understand the connection between fractions and decimals and how they relate to the construction process.
- B. Assignments:  
Capstone Project Preparation: Student will use advanced skills to create dimensioned lumber from rough lumber to use later to complete the capstone project. Math skills used will include applied geometry related to the angles of roof pitches, wall angles, finish trim, etc. They will also understand the connection between fractions and decimals and how they relate to the construction process.



Unit 5: **Capstone Project**

(12 weeks)

STANDARDS

Building and Construction Anchor Standards:

Building and Construction Pathway Standards: A6.1, A6.2, A6.8, A6.9, A6.10, A6.11, A7.5, A7.6, A7.7, A7.8, A7.10, A 7.11, A8.3, A8.4, A9.2, A9.3, A9.4, A10.1, A10.2, A10.3, A11.1, A11.2

Common Core State Standards: RSIT 11-12.2, 11-12.10, RLST 11-12.2, RLST 11-12.10, A-REI 10, G-C1, G-GPE 5

- A. Students will design and build a scaled furniture that encompasses the multiple facets of the building and construction trades. Examples of a capstone project may include a “tiny” home, structure on a trailer, shed, or office space. The interior of the sustainable structure could be a work area or living habitat with finished walls, flooring system, and cabinetry. The sustainable capstone structure requires that a broad variety of the trades be represented and may include skills for rough framing, finish carpentry, machining, assembling and finishing the piece of furniture.
- B. Design and Build Furniture:  
Students will design and build an original piece of furniture by following these steps:
- a) Students will create scale and full sized drawings of furniture and all component parts showing dimension, joinery, fastening and machining elements.
  - b) Machine, joint, plane, square, laminate, etc. all rough lumber, using advanced construction techniques and equipment.
  - c) Assemble furniture using proper joinery, gluing and mechanical fastening techniques.
  - d) Prepare project for finish, filling, sanding, leveling.
  - e) Finish using advanced finishing techniques; hand rubbed, sprayed, rolled and brushed finishes.

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: Honors Studio Art 3-4

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

Grade Level(s): 10-12

School(s)  
Course Offered: Hoover High School

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

Course Credits: 10

Recommended  
Prerequisite: *This course is a recommended prerequisite for AP Studio Arts; Advanced Studio Art 5-6*

Recommended  
Textbook: The Visual Experience ISBN: 978-08719-2627-2  
History of Art for Young People ISBN: 0-8109-4150-3

Course Overview: Honors Studio Art 3-4 is the concentrator course for the Arts, Media and Entertainment Industry sector and Design, Visual and Media Arts pathway. Honors Studio Art 3-4 is the advanced multi-media course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. Students will develop mastery of 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. As well, students will begin portfolio development for a future AP Studio courses and college portfolio submission. This class is project based and hands on. Emphasis is placed on understanding of critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and

professionalism of finish product. i.e. What are the components of a viable work of Art?

### **First Semester-Course Content**

#### **Unit 1: Review Drawing Fundamentals - Observational/Conceptual (4 weeks)**

Elements and Principles: Line/ Shape/ Illusion of Form/ Color/ Value/ Texture/ Space

#### **STANDARDS**

Visual and Performing Arts

Standards 1.1; 1.2; 1.3; 1.4; 1.6; 2.1; 2.2; 2.4; 4.1; 4.2

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, therefore we begin the advanced semester with review of observational and drafting skills, and color theory. Observational drawing is the key to understanding organic and geometric form and is the foundation of all the visual art forms. 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. Students will study the master draftsman Renaissance through contemporary periods. This unit focuses on review of 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 personal selection of objects. Emphasis will be placed on diversity of line, shape, value, implied texture, color, composition and space. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

#### **Unit 2: Public Art and Competitions - Intro. to Presentation and Professionalism (5 weeks)**

PTA National Reflections Art Competition

Elements and Principles: Line/ Form/ Value/ Space/ Color/ Value/ Texture /Balance

Movement/ Pattern/ Contrast/ Rhythm/ Emphasis/ Unity

#### **STANDARDS**

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 2.4; 2.5; 4.1; 4.2; 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; A3.2; A3.4; A4.2; A4.4; A5.6; A8.4

- A. This unit provides students with an introduction to the necessary framework and skill set for understanding the boundaries and standards required for submission in a visual arts competition. Students will explore a specified theme and create an original work inspired by that theme. Student achievement will be celebrated and awarded at a district level, and potentially state, and national levels. Judges consider title and artist

statement to learn more the original work and creative interpretation of the theme. Students must consider how does the work relate to the theme? What is their personal connection to the theme? What materials will best show their personal skill level and convey their message most appropriately.

- B. Students will participate in the PTA National Reflections Competition by creating a work of art which reflects a given, yearly theme. In considering content, students will explore the relationship between art and social issues and examine how art can communicate universal message. Students will select a preferred media and create an art work (drawing, painting, collage, digital, sculpture) for submission to the competition. Students will develop an artists statement which explains the inspiration, and meaning of the work, and how it expresses the given theme. Students will mount the art work for submission and participate in collaborative critique and rubric-based assessments to reflect upon their designs.

Unit 3: **Visual Communication with Color**

(4-5 weeks)

Elements and Principles: Color/ Value/ Contrast/ Texture/ Emphasis/ Unity

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 further develop an understanding of color theory, and how the manipulation of color combinations can create powerful impact on design. Students will explore the masters, i.e. The Fauves, Joseph Albers, Van Gogh, Warhol, Mondrian, et al, and develop a greater understanding of the impact of color choices, i.e. color compliments, and how this influences the art aesthetic, the manipulation of space, symbolism, abstraction, and the intended emotional message.
- B. Utilizing knowledge of color theory, students will create a portrait illustrated from either observation or images, or both; paying homage to a person of importance in their lives. The portrait must also include symbolism and iconography that relates to this individual (i.e. Frida Kahlo and her monkeys). This portrait must be executed with at least one painting media: acrylic, tempera, gouache or oil paints, but may also include material(s) of the student's choice, i.e. collage, mix materials, additional paints, etc. Students will participate in a written self-evaluation, classroom critique, and rubric-based assessments to reflect upon their designs.

Unit 4: **Cubism/ Abstraction/ Geometry and Architecture**

(4-5 weeks)

Elements and Principles: Line/ Space/ Shape/ Value/ Contrast/ Pattern/ Balance/ Emphasis (Scale)/ Rhythm

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 for understanding of relationship of geometric line and shape to architectural form and space. Students will study master architects, painters and sculptors who have utilized geometry as the inspiration and foundation of their practice (Bernini, Pei, Gehry, Picasso/ Braque, Archipenko, Nevelson). In this way, students will broaden an understanding of manipulating perspective, both flat and dimensional, in the art making process. Students will explore historical methods for achieving the illusion of space and study both conventional realism and contemporary simplification to acquire how a variety of art forms employ such tools.
- B. Students will venture outdoors and carefully observe the structures on campus. A series of observational studies will be made of buildings and related architectural details (windows, stairs, fences, railings, etc.). These drawings will be simplified into overlapping squares, rectangles, circles, arches, parallel and perpendicular lines. Students will choose their most successful working drawing and using black and white tempera paint, transform it into a monochromatic art work. Students will differentiate areas of the structure by manipulating color value contrasts, line, and scale. Students will participate in a written self-evaluation, collaborative critique and rubric-based assessments to reflect upon their designs.

**Second Semester-Course Content**

Unit 5: **The Politics of Art/ Understanding Art as Communication**

(5 weeks)

Elements and Principles: Shape/ Form/ Color/ Space/ Texture/ Pattern/ Emphasis/ Unity

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 familiar with art as a political tool, and how the elements of art and principles of design can be used to powerfully influence an audience. Students will study contemporary masters who have used both 2D and 3D surfaces, as well as happenings or performance art forms, to communicate message and meaning. Examples of social and/ or personal themes may be but not limited to: racism, sexism,

homelessness, fear of war, clean air/ water/ soil, extreme poverty, genocide, or any number of pressing social issues. Students will choose a topic of social and/ or personal importance to speak about, research the subject, and develop a plan to express the issue with visual a representation.

- B. Students will be given a cigar box (or like) to create a 3D art work. Research and planning will include a materials list needed to create the imagery and objects needed for a successful sculpture. Students will gather, fabricate, and organize items both recognizable and symbolic, which communicate the objective of the art work. Informational research and artist statement as response and intention will be created to help direct the outcome. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.

Unit 6: **Inspired Artwork and Research Project**

(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 research an artist or artistic movement of inspiration, interest, or curiosity. Lecture will provide a foundation for a long and rich history of artists looking to masters and mentors for guidance and motivation. Students will research a brief history of their subject's lives, focusing on key pieces of information which helped to form the artists creative vision and direction. In addition, students will create a work of art which reflects the elements and principles which are evident in the works of their chosen artist and/ or movement. For example: Van Gogh- Texture, Color, Rhythm; Motherwell- Shape, Contrast, Emphasis. Written and 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 completed research assignment and visual investigation of a chosen artist, students will create a work of art which is inspired by their muse. The media and application of materials must bare relation with this artist of inspiration but should NOT be a direct replication or plagiarized work. Students will create a PowerPoint or google slides presentation and orally report and educate the audience about their chosen artist. As well, students will present the accompanying artwork and discuss the relationship to their chosen artist in terms of execution. 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/ Contemporary Abstraction**

(4-5 weeks)

Elements and Principles: Color/ 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 media and styles of modern and contemporary self-portraits in which the artists have effectively depicted themselves with regards to exaggeration, and abstraction. Through visual motivation and lecture, students will analyze how artists have effectively applied the elements and principals of design to represent themselves in abstract terms, in a self-portrait study. Students will discuss the varying medium choices, how those materials communicate feeling, tone, emotion, which can emphasize the abstraction. Students will create their own abstracted 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 use mirrors to observe their reflections, and photos to create a realistic interpretation of their image. After has been drafted, students will utilize line, value, texture, etc....morph or juxtapose/ abstract the parts of the face. Using student driven choice of materials, 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: **Portfolio Presentation**

(4-5 weeks)

Elements and Principles: Color, Space, Form, Rhythm, Movement, Pattern, Unity, Balance

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 programs available for creating an online portfolio (Google Slides, Weebly, WordPress for tech savvy students, etc....) Lecture presentation and student research will investigate the many types of offerings and organization techniques employed in artists websites. Discussions will center around analysis of user friendly effectiveness, consistency, flow, clarity of artists voice. Students will choose several models as guidelines and select a program to create an online portfolio. Students will also learn about display, photography and

documentation of art work. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work

- B. Students will gather all art work from present, and past art classes, or self-generated works. With individual and peer assessment, students will choose a minimum of 10 works of art to begin an online portfolio. All work will be professionally photographed and manipulated to upload onto the chosen format. Students will organize the images into a unifying flow, and draft and upload a personal artist's statement to complete the narrative. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.



Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: World Languages and Cultures

Course Title: Japanese Language and Culture 5-6

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

Grade Level(s): 9-12

School(s)  
Course Offered: Glendale High School

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

Course Credits: 10

Recommended  
Prerequisite:

- Participation in the FLAG Middle School Program with a C or higher
- Japanese Language and Culture 1-2 with a C or higher
- Japanese Language and Culture 3-4 with a C or higher
- Other fluent bilingual and biliterate students may also be admitted upon assessment and recommendation made by teacher

Recommended  
Textbook: Traditional textbook for Japanese studies: Dekiru Nihongo (Sho-Chuukyuu), Translation: Can Do Japanese, ISBN: 9784757420847

Course Overview: Japanese Language and Culture 5-6 utilizes thematic units from Japanese literature, history, culture and the arts. The students develop an understanding of the features of target culture community including its geography, history, art, and society. Exciting and unique Japanese culture and topics that will be discussed include Japanese food, traditional arts, music, contemporary Japanese culture, pop music, animation, drama, holidays, and customs. Students will increase their ability to comprehend and express themselves in spoken and written Japanese. Students will be required to communicate in Japanese in a variety of situations and will

read selected Japanese texts from authentic materials. The course will be conducted entirely in Japanese.

Assessments: Various formative and summative assessments will be conducted throughout the course. Projects will be accompanied by an outline of objectives, instructions, and a rubric listing a criteria of expectations. Some of the assessment tools will be:

1. Unit tests measuring listening, reading, and writing proficiency
2. Oral Exams conducted once a quarter based on a reflective analysis of students' own work
3. Quizzes measuring grammar, expressions, vocabulary, and reading comprehension
4. Homework assignments that reinforce skills taught in class
5. Interviews and presentations that measure listening and speaking skills that could be recorded or done in class
6. Listening comprehension quizzes
7. Writing assignments on topics and texts based on the units of study
8. Timed writing tests based on prompts
9. Target language proficiency assessment like the AAPPL
10. Sections from previous Advanced Placement exams

### **First Semester-Course Content**

#### **Unit 1: Introductions in New Situations**

*(2-3 weeks)*

##### STANDARDS

CCSS: RL 4, RI 4, W 1, W 2, W 4, W 6, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: Who am I and how do I present myself to others?

Students will be able to introduce themselves politely and make a good impression both in written and spoken forms. They will be able to engage in social interactions by appropriately asking and answering questions in different contexts both formal and informal.

Sample Assignment: Students will write an autobiographical essay describing who they are and their backgrounds. Students will present their autobiographies in class.

#### **Unit 2: Shopping**

*(2-3 weeks)*

##### STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: Where do I obtain the resources I need? How do I interact with those who will help me in those environments?

Students will be able to understand recommendations given by others and use that information to make decisions when shopping for different items. Students also will be able to ask questions and engage in conversation with employees. Students can communicate with others in restaurants including asking questions and ordering.

Sample Assignment: Students will research items that they would like to purchase using others' recommendations and shop within a given budget. Students will role play as they simulate going to a restaurant.

Unit 3: **Plans and Goals for Life**

*(2-3 weeks)*

STANDARDS

CCSS: RL 2, RL 4, RL 6, RL 7, RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are my talents and interests? How can I achieve my goal in the future?

Students will read about important contributors to Japanese culture and society. Students will also be able to communicate what their own plans and goals are for the future. Students will be able to describe that they need to be doing in order to achieve their goals and dreams.

Sample Assignment: Students will research and analyze short articles and/or literature in Japanese on fields they are interested in. They will be able to identify the main idea and discuss the content. Students will also develop a plan in order to achieve their goals.

Unit 4: **Communities in Japan**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are the features of the different communities in Japan?

Students will read about different communities in Japan and identify their similarities and differences. Students will be able to convey highlights of the community including information on parks, places of interest, stores, and public recreational spaces.

Sample Assignment: Students will create a commercial about their assigned city, highlighting its top things to do for visitors, demonstrating an understanding of geographical features and Japanese culture.

Unit 5: **How to Solve Problems**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are ways we can identify and respond to problems?

Students will be able to explain about lost items, directions, and ask for assistance. Students will be able to seek help when they are in trouble.

Sample Assignment: Students will be given situation cards in small groups. They will need to work collaboratively on how to respond to the situation and communicate their solution. Timed scenarios will also be given to come up with individual solutions to various problems. They will also reflect on how the situation and solution could be applied to their own life circumstances.

Unit 6: **Planning a Trip to Japan**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: Where do I want to visit in Japan and why?

Students will be able to decide where they would like to travel and explain the reasons why they would like to go to that destination in Japan. They will study types of transportation available to them in Japan and their schedules. Students will be able to describe what they need to do in advance to prepare for the trip.

Sample Assignment: Students will research places in Japan through authentic travel sites, online magazines, and blogs, checking prices for transportation, hotel, food, and currency. They will create an itinerary for their trip and present it in class.

Unit 7: **Meeting New People**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do I establish relationships with others through conversation?

Students will be able to introduce themselves using honorific and humble forms and enjoy the new relationship. Students will understand how food brings people together.

Sample Assignment: Students will watch clips of video or listen to podcasts of dialogue and analyze what the parties are discussing. Students interact with invited guests who speak Japanese and have the opportunity to ask and answer questions about a topic of study.

**Second Semester-Course Content**

Unit 8: **Appreciation**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What is the purpose of giving gifts to others? How do gifts help build relationships with others?

Students will prepare thoughtful yet inexpensive gifts to give to another person such as flowers from the garden, an original song, or a drawing. Students will be able to convey the feeling of appreciation by using proper language and vocabulary as they receive gifts from their classmates. They will also be able to recall and describe the event that prompted their feeling of appreciation for another. Gift wrapping, presentation of the gift is very important for Japanese people. Students will gain a knowledge of the importance of gift wrapping by reading the articles about the culture and learn how wrap their gifts differently.

Sample Assignment: Students will create a video message describing their feelings of gratitude for the gift received.

Unit 9: **Workplace Environment**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How does one adapt to workplace culture?

Students will be able to understand the rules of the workplace and explain them to others. Students will be able to communicate with their supervisors and colleagues in the proper manner and speech.

Sample Assignment: Students will look through job postings and apply for a position for which they feel they are qualified. They will participate in an oral mock interview for the position.

Unit 10: **Problem Solving During Travel**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do I respond to problems in unanticipated situations?

Students will be able to solve the unexpected incidents that occur during trips and address those problems accordingly. Students will be able to explain what is happening and how they solved their problems.

Sample Assignment: Students will write postcards to their Japanese host family about an incident on an imagined trip where they have to explain what happened and how they overcame the problem.

Unit 11: **Participating in Community Life**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How is culture reinforced through participation in the community? What are ways people are involved and connected to others in the community?

Students will be able to develop a deeper understanding of Japanese culture and demonstrate their knowledge of Japanese communities and the purpose of volunteerism and how it supports community life. Students will be able to discuss how people in Japan are engaged in community activities such as sports teams and service organizations.

Sample Assignment: Students will write an essay describing a community activity and the benefits of participating in it.

Unit 12: **Health**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do I identify and convey my health symptoms to another to receive proper care? How do I maintain a healthy lifestyle?

Students will be able to describe their ailments and concerns with their health. Students will be able to communicate the reasons, symptoms, and solutions with others. They will be able to discuss what they do to keep themselves in good condition.

Sample Assignment: Students will read articles in regards to the health issues including sleeping habits and intake of cigarette and alcohol and analyze data. Students will keep a food and activity journal to record their choices that may affect their health.

Unit 13: **Relating Past Events to Present Times**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: How do past events shape our decisions in the present and future?

Students will be able to explain what experiences they had as a child and how their educational backgrounds influence them.

Sample Assignment: Students will write a persuasive essay about an event or experience that has contributed to who they are today and why others should experience that as well.

Unit 14: **Holidays and Traditions**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What holidays and traditions are important? Why do we recognize and celebrate them?

Students will be able to explain and identify the holidays and traditions that they observe. They will also develop an understanding of Japanese holidays and traditions and the purpose of gift giving on some occasions.

Sample Assignment: Students will read articles about traditions from other countries and compare with each other. Students will be shown a variety of items that could serve as gifts. They will have to assign the gifts to different people and occasions and explain the reasons why it would be appropriate to give.

Unit 15: **Current Events**

*(2-3 weeks)*

STANDARDS

CCSS: RI 1, RI 4, RI 6, RI 7, W 1, W 2, W 4, W 6, W 7, SL 1, SL 4, SL 5, L 1, L 2, L 4, L 6

Essential Question: What are the overt and covert messages transmitted through the news?

Students will be able to understand current news items and explain their points of view. Students will read authentic Japanese news articles from newspapers, online magazines, websites and explain their perspectives.

Sample Assignment: Students will read about a news item from an American news organization and a Japanese publication. They will critically analyze and interpret the attitudes and opinions of the two perspectives and compare their similarities and differences.

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Dr. 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 Elementary, Middle and High Schools in the Areas of Career Technical Education, Social Science, Mathematics, English, and Foreign Language**

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The Superintendent recommends that the Board of Education approve basic and supplementary textbooks for use in elementary, middle and high schools in the areas of Career Technical Education, Social Science, Mathematics, 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 Career Technical Education, Social Science, Mathematics, and English 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 Elementary and Secondary Education Councils have reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

**ELEMENTARY SCHOOLS**

**Department: Foreign Language Academies of Glendale Program**

**GERMAN**

German FLAG, Grade 4/5  
Piri 4 Das Sprach-Lese-Buch by Various Authors (Basic)  
Published by Klett, 2015



German FLAG, Grade 4/5  
Piri Asbeitsheft texte schreiben by Various Authors (Basic)  
Published by Klett, 2016

German FLAG, Grade: 4/5  
Die Reise Zur Wunderinsel by Klaus Kordon (Supplementary)  
Published by Gulliver, 1983

German FLAG, Grade: 4/5  
Lippels Traum by Paul Maar (Supplementary)  
Published by Oetinger, 1984

German FLAG, Grade 4/5  
Der Elefant des Magiers by Kate DiCamillo (Supplementary)  
Published by dtv junior, 2010

German FLAG, Grade 4/5  
Sams Wal by Kathernie Scholes (Supplementary)  
Published by Ravensburger, 1990

German FLAG, Grade 4/5  
Matti und Sami by Salah Naoura (Supplementary)  
Published by Beltz & Gelberg, 2011

German FLAG, Grade 5/6  
Die Geschichte von Malala by Viviana Mazza (Supplementary)  
Published by dtv, 2013

German FLAG, Grade 5/6  
Tommy Mütze by Jenny Robson (Supplementary)  
Published by Gulliver, 2012

German FLAG, Grade 5/6  
Gespensterjäger auf eisiger Spur by Cornelia Funke (Supplementary)  
Published by Loewe, 1993

German FLAG, Grade 5/6  
Level 4 – Die Stadt der Kinder, by Andreas Schlüter (Supplementary)  
Published by dtv junior, 2004

## **JAPANESE**

Japanese FLAG, Grade 1  
Kokugo 1 (jyo) by Various Authors (Supplementary)  
Published by Mitsumura, 2017

Japanese FLAG, Grade 3  
Kokugo 3 (jyo) by Various Authors (Supplementary)  
Published Mitsumura, 2016

## **KOREAN**

Korean FLAG, Grade 1  
Korean Language Arts Set (Pony Duck, Please Pick Me, Posi's Mud Bath, Singing Mermaid, That's Mine, Bbochi vs. Poach, Dad is Afraid of Water) by Guido Van Genechten (Basic)  
Published by Aram Books, 2013

Korean FLAG, Grade 1  
Korean Language Arts Set (That's Mine, Bbochi vs. Poach, Dad is Afraid of Water) by Guido Van Genechten (Basic)  
Published by Aram Books, 2014

## **MIDDLE SCHOOLS**

### **Department: Career Technical Education**

Introduction to Media & Digital Arts, Grades 7-8  
Graphic Communications: Digital Design and Print Essentials  
by Prust, Z.A and Peggy B. Deal (Basic)  
Published by Goodheart-Wilcox, 2019

Introduction to Media & Digital Arts, Grades 7-8  
Adobe Photoshop Creative Cloud by D. Michael Ploor (Basic)  
Published by Goodheart-Wilcox, 2018

Introduction to Media & Digital Arts, Grades 7-8  
Adobe InDesign Creative Cloud by D. Michael Ploor (Basic)  
Published by Goodheart-Wilcox, 2018

Introduction to Media & Digital Arts, Grades 7-8  
Adobe Illustrator Creative Cloud by D. Michael Ploor (Basic)  
Published by Goodheart-Wilcox, 2018

## **HIGH SCHOOLS**

### **Department: Social Science**

AP U.S. Government and Politics, Grade 12  
American Government: Institutions and Policies  
by Wilson, DiIulio, Bose, and Levendusky (Basic)  
Published by Cengage, 2019

### **Department: Mathematics**

AP Statistics, Grades 9-12  
The Practice of Statistics by Starnes and Tabor (Basic)  
Published by Bedford, Freeman, and Worth, 2018

AP Statistics, Grades 9-12  
Strive for a 5 by Molesky and Legacy (Supplementary)  
Published by Bedford, Freeman, and Worth, 2014

AP Calculus AB/BC, Grades 9-12  
Be Prepared for the AP Calculus Exam  
by Howell Montgomery (Supplementary)  
Published by Skylight Publishing, 2016

AP Calculus AB/BC, Grades 9-12  
Stewart's Calculus: Single Variable, Early Transcendentals  
by James Stewart (Basic)  
Published by Cengage, 2016

### **Department: English**

English, Grade 10  
Black Dog of Fate by Peter Balakian (Supplementary)  
Published by Basic Books, 2009

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English, Grade 10  
The Sandcastle Girls by Chris Bohjalian (Supplementary)  
Published by Vintage Books, 2015

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 15

TO: Board of Education

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

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

SUBJECT: **Approval of New or Revised Board Policies Relating to Students, Students-Welfare; Community Relations; and Philosophy, Goals, Objectives and Comprehensive Plans**

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The Superintendent recommends that the Board of Education approve new or revised Board Policies (BP) 5113.1 (Chronic Absence and Truancy); BP 5145.13 (Response to Immigration Enforcement); BP 5144 (Discipline); BP 5145.3 (Nondiscrimination/Harassment); BP 1330 (Public Activities Involving Staff, Students or School Facilities-Use of School Facilities); and BP 0410 (Nondiscrimination in District Programs and Activities) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 5113.1 – Chronic Absence and Truancy**

CSBA Update                      October 2017  
Last GUSD Update                August 2017

California School Boards Association (CSBA) updated their model policy to reflect the inclusion of a chronic absence indicator in the California School Dashboard effective in the fall of 2018, add examples of interventions for attendance problems, and delete section on "School Attendance Review Board" since that material is now covered in BP/AR 5113.12 - District School Attendance Review Board. Upon approval of the Board Policy, the corresponding Administrative Regulation will subsequently be updated to delete references to 5 CCR 15497.5 (repealed), which formerly contained the LCAP template that is now available on the CDE web site, and to delete a section on the appointment and general duties of attendance supervisors, now covered in AR 5113.11 - Attendance Supervision.

**BP 5145.13 – Response To Immigration Enforcement**

CSBA Update                    May 2018  
Last GUSD Update            N/A

This is a new policy that reflects a new State law, AB 699, which mandates districts to adopt, by July 1, 2018, policy consistent with the model policy developed by the California Attorney General, including policy related to the district's response to requests by law enforcement for access to information, students, or school grounds for immigration enforcement purposes and actions to be taken in the event that a student's family member is detained or deported. The policy also reflects the new State law, SB 31, which prohibits districts from compiling or assisting federal government authorities with compiling a list, registry, or database based on students' national origin, ethnicity, or religion. An accompanying Administrative Regulation will be presented to the Board upon approval of the new Board Policy.

**BP 5144 – Discipline**

CSBA Update                    December 2017  
Last GUSD Update            January 2003

Staff is recommending revisions to Board Policy 5144 regarding Student Discipline, using California School Boards Association (CSBA) suggested language and in accordance with state and federal law.

**BP 5145.3 – Nondiscrimination/Harassment**

CSBA Update                    May 2018  
Last GUSD Update            October 2016

Staff is recommending minor revisions made in policy based on CSBA suggested language to reflect a new State law, AB 699, which prohibits discrimination based on immigration status. The accompanying Administrative Regulation will be updated similarly once the Board Policy is approved.

**BP 1330 – Public Activities Involving Staff, Students or School Facilities – Use of School Facilities**

CSBA Update                    August 2014  
Last GUSD Update            February 2014

BP 1330 is revised to comply with Education Code and federal and state laws.

**BP 0410 - Nondiscrimination in District Programs and Activities**

CSBA Update                      May 2018  
Last GUSD Update                January 2017

Staff is recommending that the policy be updated using CSBA recommended language to reflect a new State law, AB 699, which:

1. Adds immigration status to the categories of characteristics that are protected against discrimination.
2. Requires parent/guardian notification of their child's right to a free public education regardless of immigration status or religious beliefs.
3. Mandates that districts adopt policy consistent with a model policy developed by the California Attorney General, which includes a statement regarding equitable services.

The revised policy also reflects provisions of the Attorney General's model policy and another new State law, SB 31, which prohibit districts from compiling or assisting in the compilation of a registry based on immigration status, religion, or other specified characteristics.

Upon approval of the policies, updates to accompanying Administrative Regulations will be made as needed following current District procedures.

Copies of the new and revised BPs are attached to this report.

Students – Chronic Absence and Truancy

The Board of Education believe that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the District.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the District. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for each school, and disaggregated for each numerically significant student subgroups as defined in Education Code 52052. Such data shall be used in the development of annual goals and specific actions for student attendance and engagement to be included in the District's local control and accountability plan and other applicable school and District plans.

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

The Superintendent or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government, agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and other support services available for students and families.

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulations.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall



Students – Chronic Absence and Truancy

be used whenever possible.

The Superintendent or designee shall periodically report to the Board regarding the District's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and making changes as needed. As appropriate, the Superintendent or designee also shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

Legal Reference: Education Code, Sections 1740-1742; 37223; 41601; 46000; 46100-46014; 46110-46119; 46140-46147; 48200-48208; 48225.5; 48240-48246; 48260-48273; 48290- 48297; 48320-48325; 48340-48341; 48400-48403; 48900; 49067; 52052; 60901  
Government Code Sections 54950-54963  
Penal Code Sections 270.1; 272; 830.1  
Vehicle Code Section 13202.7  
Welfare and Institutions Code Sections 256-258; 601-601.4; 11253.5  
Code of Regulations, Title 5, Sections 306; 420-421  
Court Decisions: L.A. v. Superior Court of San Diego County, (2012) 209 Cal. App. 4<sup>th</sup> 976

Policy Adopted: 05/06/2014

Policy Amended: 08/15/2017; 06/19/2018

Students

Response to Immigration Enforcement

The Board of Education is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at District schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the District's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to District records, school sites, or students for the purpose of immigration enforcement.

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Legal Reference: Education Code Sections 200; 220; 234.1; 234.7; 48204.4; 48980; 48985  
Government Code Section 8310.3  
Penal Code Sections 422.55; 627.1-627.6  
United States Code, Title 20 Section 1232g  
Court Decisions: Plyler v. Doe, 457 U.S. 202 (1982)

Policy Adopted: 06/19/2018

Students – Welfare

Discipline

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at District schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of District discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and District regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the District's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies.

Students – Welfare

Discipline

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for District schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the District's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in District schools in the immediately preceding school year and their effect on student learning.

Legal Reference: Education Code, Sections 32280-32288; 35146; 35291; 35291.5; 35291.7; 37223; 48900–48926; 48980-48985; 49330-49335; 49550-49562; 52060-52077  
Civil Code, 1714.1  
Code of Regulations, Title 5: 307;353  
United States Code, Title 24: 1751-1769j; 1773

Policy Adopted: 11/04/1956

Policy Amended: 06/16/1959; 01/06/1976; 06/04/1985; 01/20/1987; 05/21/1996;  
01/14/2003; 06/19/2018

Formerly BP 5320

Students - Welfare

Nondiscrimination/Harassment

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities.

The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a District school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct, which is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board of Education also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or otherwise participates in the filing of a complaint or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope

Students - Welfare

Nondiscrimination/Harassment

and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The Superintendent or designee shall regularly review the implementation of the District's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the District to monitor, address, and prevent repetitive prohibited behavior in District schools.

Legal Reference: Education Code, Sections 200-262.4; 48900.3; 48900.4; 48904; 48907; 48950; 48985; 49020-49023; 51500; 51501; 60044  
Civil Code, Section 1714.1  
Penal Code, Sections 422.55; 422.6  
California Code of Regulations, Title 5, Sections 432; 4600-4670; 4900-4965  
United States Code, Title 20, Sections 1681-1688; 12101-12213;  
United States Code, Title 29, Section 794;  
United States Code, Title 42, Sections 2000d-2000e-17; 2000h-2-2000h-6; 6101-6107

Students - Welfare

Nondiscrimination/Harassment

Code of Federal Regulations, Title 28, Section 35.107;  
Code of Federal Regulations, Title 34, Sections 99.31; 100.3; 104.7;  
106.8; 106.9; 110.25  
Court Decisions:  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567;  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Policy Adopted: 06/04/1985

Policy Amended: 05/21/1996; 02/05/2002; 01/14/2003; 11/05/2013; 03/01/2016;  
10/18/2016; 06/19/2018

Community Relations

Public Activities Involving Staff, Students or School Facilities -- Use of School Facilities

General Statement

1. The Board of Education believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by District residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.
2. School-related activities shall have priority in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.
3. As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the District and the community.
4. Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities on those days on which the school is closed. (Education Code 37220)
5. For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)
  1. Aid, encourage, and assist groups desiring to use school facilities for approved activities.
  2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary
  3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work.

There shall be no advertising on school facilities and grounds except as allowed by District policy specified in BP 1325 – Advertising and Promotion.



Community Relations

Public Activities Involving Staff, Students or School Facilities -- Use of School Facilities

6. The Board of Education recognizes that District facilities are a community resource whose primary purpose and use is for school programs and activities. The District permits the use of school facilities by groups and organizations whose purposes and objectives contribute to the development and welfare of the community when such use does not interfere with school activities, or result in undue cost to the District. Certain uses are subject to charge, as provided below. Such charges depend upon group categorization, with different charge levels generally ranging from Group I (no charge) to Group II (direct costs) to Group III (fair rental value).

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041.

7. Exemption from charge (Group I) is granted to organizations whose primary purpose and activities are in direct support of school or District programs, such as PTAs, School Foundations, Booster Clubs, and recognized employee organizations/associations (hereinafter referred to as "School Affiliated Groups". The Board authorizes the use of school facilities or grounds without charge by nonprofit organizations, clubs, or associations organized to promote youth and school activities. In accordance with Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire USA, YMCA, parent-teacher associations, and school-community advisory councils. Other groups that request the use of school facilities under the Civic Center Act, including nonprofit groups not organized to promote youth and school activities and for-profit groups shall be charged an amount not to exceed direct costs. However, if the use of school facilities or grounds is for religious services, the group shall be charged an amount that equals or exceeds direct costs determined in accordance with Education Code 38134.
8. Exemption from charge (Group I) may also be granted in the District's discretion for occasional and limited duration use of District facilities to nonprofit, civic, and religious organizations that promote school and youth activities (hereinafter referred to as "Nonprofit Groups"), but such exemption may not apply to any group that uses the school facilities or grounds for fundraising activities that are not beneficial to youth or public school activities of the District. When such usage is frequent or of longer duration, or the organization charges participants for the activity, the organization may be subject to charge for direct costs (Group II rate).

Community Relations

Public Activities Involving Staff, Students or School Facilities -- Use of School Facilities

9. The City of Glendale, as part of an overall reciprocity understanding, is exempted from most facility-use charges. This provision may be extended to other governmental agencies as deemed appropriate (hereinafter referred to as "Government Groups").
10. All groups except school-affiliated groups, nonprofit groups, government groups, charging groups, and commercial entertainment groups, as defined herein, shall be charged direct costs (Group II rate). The Board believes that the use of school facilities or grounds should not result in costs to the District. The Superintendent or designee shall charge all groups granted the use of school facilities or grounds under the Civic Center Act an amount not exceeding direct costs determined in accordance with Education Code 38134. However, if the use of school facilities or grounds is for religious service, the group shall be charged an amount that equals or exceeds the direct costs.
11. Fair rental charges (Group III rate) are to be assessed to any organization which charges admission, or otherwise charges participants for the activity, and does not expend its net receipts directly for youth or public school activities of the District (referred to as "Charging Groups"), and within the District's discretion, any organization not qualifying for Group I, Group II, as defined herein. The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of District schools. All other groups requesting the use of school facilities under the Civic Center Act shall be charged an amount not to exceed direct costs. However, if the use of school facilities or grounds is for religious services, the group shall be charged an amount that equals or exceeds direct costs determined in accordance with Education Code 38134.
12. Commercial entertainment programs do not qualify as community programs for civic center use. Use of school facilities for such purposes may be granted at the discretion of the District, with uses subject to the rental charges and fees established by the District in its discretion. Commercial filming and television activities and resulting film or broadcast product shall not specifically identify the school facilities, staff or students. In addition, the organizations will be responsible for obtaining necessary permits (hereinafter referred to as "Commercial Entertainment Groups").
13. No facility use permit will be issued when it has been determined that approval of a requested use would not be in the best interest of the District.
14. Users in any Group are to be subject to special additional charges if their use causes damage to or loss of District/school-site supplies and/or equipment, special maintenance or special accommodations, or if their use requires additional District personnel or work

Community Relations

Public Activities Involving Staff, Students or School Facilities -- Use of School Facilities

hours to be assigned (e.g., weekend, holidays, or other days when the facility may otherwise be closed). Additionally, a facility permit may be revoked at any time that the District believes that the permittee is not using District facilities in a responsible manner.

15. Prior to the issuance of a facility use permit, the requesting organization must provide an original certificate of insurance, in the minimum amount of \$1 million, and a separate specific endorsement which names the Glendale Unified School District as an additional insured on the organization's liability policy. Additionally, a Hold Harmless Agreement and a Rules and Regulations acceptance document must be completed and signed by a duly authorized representative of the organization and received by the District prior to facility use.
16. The Superintendent or designee is authorized to negotiate use of facility fees and enter into long-term agreements (up to twelve months) with qualifying Nonprofit Groups whose primary purpose is to serve students of the community and to supplement the educational program provided to students. It is the intent of the Board that the District not expend any of its funds to support the use of these facilities by the group. Such agreements shall ensure that the District is fully compensated for any costs incurred resulting from use of its facilities. Additionally, such agreements are not a guarantee of exclusive use of facilities during the period identified for use.
17. The Superintendent is authorized to develop Administrative Regulations as deemed necessary to implement this policy.
18. "Direct Costs" means those costs of supplies, equipment, utilities, custodial and other services provided by District employees necessitated by the organization's use of the school facilities and grounds of the District. "Fair Rental Value" means the direct costs to the District, plus the amortized costs of the school facilities or grounds used for the duration of the activity authorized. Both fair rental value and direct costs are, for convenience, estimated and charged to users on a uniform hourly basis. In determining direct costs to be charged for community use of school facilities or grounds, including, but not limited to, playing or athletic fields, track and field venues, tennis courts, and outdoor basketball courts, the Superintendent or designee shall include a proportionate share of the costs of the following: (Education Code 38134)
  1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds.

Community Relations

Public Activities Involving Staff, Students or School Facilities -- Use of School Facilities

2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services of District employees and/or contracted workers, and salaries and benefits paid to District employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds.

However, capital direct costs shall not be charged to organizations retained by the District or school to provide instruction or instructional activities to students during school hours or for classroom-based programs that operate after school hours, including, but not limited to, after-school, tutoring, and child care programs. (5 CCR 14037)

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the District's students. (Education Code 38134)

Legal References: Education Code Sections 40040-40058; 10900-10914.5; 32282; 37220; 38130-38138  
Business and Professions Code 25608  
Military and Veterans Code 1800  
United States Code, Title 20, 7905  
Government Code 54950-54963  
Code of Regulations, Title 5 14037-14042

Policy Adopted: 12/16/1958

Policy Amended: 03/16/1971; 11/17/1978; 01/20/1981; 08/01/1983; 08/06/1985;  
05/03/1994; 05/02/1995; 01/16/1996; 09/24/1996; 12/05/2000;  
12/18/2001; 12/17/2002; 02/04/2014; 06/19/2018

(Formerly BP 1411)

## Philosophy, Goals, Objectives and Comprehensive Plans

### Nondiscrimination in District Programs and Activities

The Board of Education is committed to providing equal opportunity for all individuals in District programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, a 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.

All individuals shall be treated equitably in the receipt of District and school services. Personally identifiable information collected in the implementation of any District program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the District shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review District programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing District programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in District programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 – Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the District's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed

## Philosophy, Goals, Objectives and Comprehensive Plans

### Nondiscrimination in District Programs and Activities

by the District. The notification shall also be posted on the District's web site and social media and in District schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The District's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

### Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations. When structural changes to existing District facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to District and school websites, note takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

The individual(s) identified in AR 1312.3 - Uniform Complaint Procedures as the employee(s) responsible for coordinating the District's response to complaints and for complying with state and federal civil rights laws are hereby designated as the District's ADA coordinator(s). He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to District programs, services,

Philosophy, Goals, Objectives and Comprehensive Plans

Nondiscrimination in District Programs and Activities

activities, or facilities.

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Legal Reference: Education Code, Sections 200-262.4; 48980; 48985; 51007  
Government Code, Sections 8310.3; 11000; 11135; 12900-12996;  
54953.2  
Penal Code, Sections 422.55; 422.6  
Code of Regulations, Title 5, 4600-4687; 4900-4965  
United States Code, Title 20, 1400-1482; 1681-1688; 2301-2415; 6311;  
6312  
United States Code, Title 29, 794, Section 504 of the Rehabilitation Act  
of 1973  
United States Code, Title 42, 2000d-2000d-7; 2000e-2000e-17; 2000h-  
2000h-6; 12101-12213  
Code of Federal Regulations, Title 28, 35.101-35.190; 36.303  
Code of Federal Regulations, Title 34, 100.1-100.13; 104.1-104.39;  
106.1-106.61; 106.9

Policy Adopted: 11/03/2010

Policy Amended: 04/05/2016; 01/17/2017; 06/19/2018

GLENDALE UNIFIED SCHOOL DISTRICT

July 19, 2017

CONSENT CALENDAR NO. 16

TO: Board of Education

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

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

PREPARED BY: Dr. René Valdés, Director, Student Support Services

**SUBJECT: Adoption of the Los Angeles County Plan for Expelled Pupils**

The Superintendent recommends that the Board adopt the Los Angeles County Plan for Expelled Pupils (triennial update).

**Background**

California Law requires that every county develop and adopt a plan for providing education services to all expelled students. It is a requirement of Education Code §48926 that the plan be adopted by the governing board of each district within the county and by the county board of education. The plan identifies existing placements available and serves as an assessment of educational alternatives for expelled students, as well as a means to develop strategies to bridge the gap between what is offered and what is needed.

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided for the pupil, subject to the expulsion order. For districts that may be unable to provide pupils who commit serious behavior violations with an alternative program that meets the restrictive requirements of California Education Code §48915(d), selected county programs may provide viable options.

**Los Angeles County Plan**

The County Plan identifies that many school districts within Los Angeles County run their own programs such as:

- Community Day Schools
- Independent Study (offered in conjunction with a classroom option)
- Opportunity School/Class
- Continuation High School
- Charter School
- Adult Education Programs



- Special Education
- Partnership Programs

It is anticipated that the majority of expelled pupils who are referred to the county office for placement in an alternative program will be assigned to a community day school program. Community day schools operated by the county are designed to provide interventions for elementary school pupils, primarily in Grades 4, 5, and 6; middle school pupils in Grades 7 and 8; and high school pupils in Grades 9 through 12.

### **Glendale Unified School District (GUSD) Options**

GUSD offers the following options for expelled students:

- Daily High School (Grades 10-12)
- Jewel City Community Day School (Grades 7-10).
- Verdugo Academy Independent Study (Grades TK-12).
- Special Education Local Plan Area (SELPA) placements or non-public schools for special education students with greater needs.
- Referrals to Los Angeles County Office of Education, Division of Alternative Education.

There is no fiscal impact to the school district as a result of adopting the plan for expelled students.

The Superintendent recommends that the Board of Education accept and acknowledge the Los Angeles County Plan for Expelled Students.

# **LOS ANGELES COUNTY PLAN FOR EXPELLED STUDENTS 2018**

A description of educational services under  
California Education Code Section 48926

Prepared by



**Los Angeles County Office of Education**

Serving Students ■ Supporting Communities ■ Leading Educators



**Los Angeles County  
Office of Education**

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# **Los Angeles County Plan for Expelled Pupils**

**(Education Code Section 48926)**

Prepared by:

Division of Student Support Services

Division of Pupil Services

Division of Student Programs

Los Angeles County Office of Education



# Los Angeles County Plan for Expelled Pupils

Los Angeles County Office of Education

and

ABC Unified School District	Lawndale School District
Acton-Agua Dulce Unified School District	Lennox School District
Alhambra Unified School District	Little Lake City School District
Antelope Valley Union High School District	Long Beach Unified School District
Arcadia Unified School District	Los Angeles Unified School District
Azusa Unified School District	Los Nietos School District
Baldwin Park Unified School District	Lowell Joint School District
Bassett Unified School District	Lynwood Unified School District
Bellflower Unified School District	Manhattan Beach Unified School District
Beverly Hills Unified School District	Monrovia Unified School District
Bonita Unified School District	Montebello Unified School District
Burbank Unified School District	Mountain View School District
Castaic Union School District	Newhall School District
Centinela Valley Union High School District	Norwalk-La Mirada Unified School District
Charter Oak Unified School District	Palmdale School District
Claremont Unified School District	Palos Verdes Peninsula Unified School District
Compton Unified School District	Paramount Unified School District
Covina-Valley Unified School District	Pasadena Unified School District
Culver City Unified School District	Pomona Unified School District
Downey Unified School District	Redondo Beach Unified School District
Duarte Unified School District	Rosemead School District
East Whittier City School District	Rowland Unified School District
Eastside Union School District	San Gabriel Unified School District
El Monte City School District	San Marino Unified School District
El Monte Union High School District	Santa Monica-Malibu Unified School District
El Rancho Unified School District	Saugus Union School District
El Segundo Unified School District	South Pasadena Unified School District
Garvey School District	South Whittier School District
Glendale Unified School District	Sulphur Springs Union School District
Glendora Unified School District	Temple City Unified School District
Gorman School District	Torrance Unified School District
Hacienda-La Puente Unified School District	Valle Lindo School District
Hawthorne School District	Walnut Valley Unified School District
Hermosa Beach City School	West Covina Unified School District
Hughes-Elizabeth Lakes Union School District	Westside Union School District
Inglewood Unified School District	Whittier City School District
Keppel Union School District	Whittier Union High School District
La Cañada Unified School District	William S. Hart Union High School District
Lancaster School District	Wilsona School District
Las Virgenes Unified School District	Wiseburn Unified School District



# Los Angeles County Plan for Expelled Pupils

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# **Los Angeles County Plan for Expelled Pupils (Education Code Section 48926)**

## **Introduction**

The Los Angeles County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, have developed the following county-wide plan for providing educational services to expelled pupils within the county pursuant to California Education Code, Section 48926. In addressing the needs of all expelled pupils, the countywide plan shall:

- enumerate existing educational alternatives for expelled pupils;
- identify gaps in educational services to expelled pupils;
- identify strategies for filling those gaps in services; and,
- identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Section 48916.1 provides that at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

To address the needs of expelled pupils, a number of alternative education programs have been developed by local school districts and the Los Angeles County Office of Education to provide continuing educational opportunities.

## **Profile**

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency. Los Angeles County, the most populous county in the nation, has over 10 million residents, including about 1.6 million students in 80 public school districts. Our largest district, Los Angeles Unified School District, has an enrollment of 667,251 students, while our smallest, Gorman School District, has 96 students. Our countywide service area encompasses 88 cities and 4,084 square miles.

LACOE is a premier provider of integrated, educational programs and services from birth to adulthood in a richly diverse and multicultural global environment.

LACOE uses a variety of service delivery systems to eliminate the educational barriers associated with poverty and racial divisiveness in education, enabling students to exceed state and national standards. These services include universal, quality, early childhood education, effective data driven programs for all students, and state of the art technical assistance.

LACOE organizes its infrastructure to provide leadership in creating unique, nationally recognized models in education, including models for innovative staff development and training. LACOE earns the public's confidence by: making the school the hub of the community, making the most efficient use of financial resources, bridging the "digital divide" in technology access and content, and developing collaborative partnerships for students, parents, and community. LACOE embraces a culture of diversity that promotes an inclusive, prosperous learning and workplace environment.

### **Division of Student Programs**

The Division of Student Programs (DSP) serves approximately 3,400 students throughout Los Angeles County. DSP provides instructional and educational services in a variety of settings, including 3 juvenile hall schools, 10 camp schools, 2 residential Community Education Centers, 8 County Community Schools, 5 independent study programs, and 2 specialized high schools. All school sites are WASC accredited offer Common Core curriculum and a variety of supplemental services intended to address the learning needs of individual students. Additionally, school personnel work closely with the Probation Department and the Department of Mental Health to provide comprehensive educational services for all students. The mission of the Division of Student Programs is to ensure student success by providing quality academic programs, supported by an organizational culture that is focused on data and Professional Learning Communities. DSP is responsible for the placement and services for expelled students who are referred to LACOE.

## **Division of Pupil Services**

The Division of Pupil Services (DPS) supports the Principal Administrative Units (PAUs) in the Division of Student Programs and the Division of Special Education with the implementation of programs and initiatives to facilitate the academic, emotional, mental, social, and physical health of all students. This support is provided through professional development and the collaborative efforts of staff members in the Camps Assessment Unit, Compliance Support Services, Health Services, Neglected/Delinquent and Homeless youth services, as well as Counseling, Nursing and Aftercare Services. The mission of the Division of Pupil Services is to meet the academic, social, emotional, and physical needs of the students we serve in Educational Programs.

## **Division of Student Support Services**

The Division of Student Support Services (SSS) serves school districts and LACOE programs, and provides technical assistance in the areas of student discipline, pupil records, custody of minors, education for homeless children and youth, compulsory attendance and truancy reduction, counseling and guidance, health services, school violence reduction, safe school planning, emergency response and crisis intervention, immigration relations, expanded learning and alcohol, tobacco and drug intervention and prevention. SSS is responsible for handling expulsion appeals to the county board of education of students expelled from the school districts, and providing support for students, parents, and school districts who are participating in the expulsion appeal process.

## **Educational Alternatives for Expelled Pupils**

School districts located within Los Angeles County provide a number of options for expelled pupils, depending on the specific violation of Sections 48900, 48900.2, 48900.3, 48900.4 and 48900.7 of the California Education Code. The alternative education program to which an expelled pupil may be assigned is preceded by a decision of the local governing board which may provide for one of the following expulsion orders which describes the students' educational placement:

1. Suspended enforcement of the expulsion order with placement on the same school campus [EC § 48917 (a)];
2. Suspended enforcement of the expulsion order with placement on a different school campus within the district or a district alternative program such as school or continuation high school programs [EC § 48917(a)];
3. Expulsion with a referral to a District Community Day School program, if available [EC § 48660]; or,
4. Expulsion with a referral to a County Community School or other appropriate programs operated by the Los Angeles County Office of Education [EC § 1981(c)].

A pupil who is expelled for violation for an act listed in subdivision (c) of EC § 48915 (mandatory expulsion section), shall be assigned to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any education program provided may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

## District Operated Programs

The range of alternative programs currently offered by school districts throughout Los Angeles County includes the following options:

- Community Day Schools;
- Independent Study (offered in conjunction with a classroom option);
- Opportunity School/Class;
- Continuation High School;
- Charter School;
- Adult Education Programs; and,
- Special Education.

If a school district is unable to provide a suitable program or if the expelled pupil fails to meet the terms and conditions of his or her rehabilitation plan or if the student continues to pose a danger to other district pupils, as determined by the governing board, the district may refer the expelled pupil to the Los Angeles County Office of Education for possible placement in a program operated by the Division of Student Programs (DSP).

## County Operated Programs

The Los Angeles County Office of Education currently provides a variety of alternative education programs that are designed to help pupils:

- take a renewed interest in school and learning;
- recover credits and get back on track for graduation, attend school consistently; and,
- set and attain academic and career goals.

Specifically, these programs are designed to serve:

- Students who are having trouble at home or school;
- Homeless and Foster Children and Youth;
- Students who are on probation or students who need to work full-time to support themselves and/or their families; and,
- Students who have been expelled and for whom a district operated education program is not available.

Programs designed to serve the above identified pupil populations include those operated by the LACOE Division of Student Programs (DSP) include:

- County Community Schools;
- Independent Study (operated in conjunction with a classroom option);
- Partnership Programs

As previously stated, *at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided for the pupil subject to the expulsion order.* For districts that may be unable to provide *pupils who commit serious behavior violations* with an alternative program that meets the restrictive requirements of California Education Code Section 48915 (d) (see appendix), selected county programs may provide viable options.

It is anticipated that the majority of expelled pupils who are referred to the county office for placement in an alternative program will be assigned to a *County Community School program.*

County Community Schools operated by the county are designed to provide interventions for middle school students in grade 8, and high school students, grades 9 to 12.

# **Educational Service Gaps and Strategies to Address Service Gaps**

Section 48926 of the California Education Code provides that each county superintendent of schools in counties that operate community schools pursuant to Section 1980: ... *shall develop a plan for providing education services to all expelled pupils in that county. One of the required elements of the plan is to identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.*

To address this element and identify additional service needs to expelled pupils, a survey of all school districts in Los Angeles County was conducted (see appendix: AB 922 District Questionnaire).

As a result of that survey, the following service gaps were identified, including a discussion of each issue along with a proposed strategy:

## **Service Gap 1 – Lack of Behavior Interventions for Expelled Students**

Discussion: Three school districts expressed a need for more behavior interventions such as counseling or mental health services.

**Proposed Strategy:** The Division of Student Support Services conducts formal training for school districts and LACOE schools in Positive Behavior Interventions & Support (PBIS), a school-wide discipline framework that helps to reduce suspensions and expulsions. The framework assists school districts in identifying strategies to reduce the number of discipline issues, but also promotes a positive school climate. Included in the framework are Restorative Practices, a strategy that creates opportunities for victims, offenders and others to discuss the offense and develop resolutions. Counseling programs that included therapeutic counseling, attendance interventions, drug education, mental health interventions, behavior interventions that include parent education for ADD/ADHD, bipolar syndrome, and the use of medications, group counseling strategies, and the utilization of social work interns have proven helpful to school districts.

Seven school districts operate Alternative Education centers that include counseling, credit recovery, mentoring, job training, Career Technical Education courses such as fashion design and auto mechanics, foreign language courses, and community college courses.

The Los Angeles Unified School District employs AB 922 Counselors who ensure the appropriate educational placement of expelled students, provide case management, monitor social behavior and academic progress, and consult and collaborate with school staff and community agencies.

## **Service Gap 2 – Transportation to Alternative Placement Settings for Expelled Students**

Discussion: Ten school districts felt that transportation to alternative programs was an obstacle for students that have been expelled. One school district, located in a rural area, did not have any alternative education placements in the immediate area.

**Proposed Strategy:** If a LACOE school is not available in the immediate area, it is recommended that local school districts enter into a Memorandum of Understanding (MOU) with neighboring school districts. Another strategy mentioned by districts was to offer online, blended courses (a combination of online and traditional instruction) as an alternative placement for expelled students.



### **Service Gap 3: The Need for Additional Community Day School (CDS) Programs in Grades K-12**

Discussion: The elementary school districts in the Antelope Valley requested a LACOE County Community School for students in need of alternative placements. The West Side of Los Angeles is in need of a County Community School to replace the Santa Monica CDS. A request was made to reopen the LACOE Hollywood CCS.

**Proposed Strategy:** Education Code 48915 (a)(1) Circumstances for recommending and ordering expulsion, states that the principal or superintendent of schools shall recommend expulsion for serious infractions unless it is determined that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. Education Code 48900.5, Limitations on imposing suspension, states that Suspension, shall be imposed only when other means of correction fail to bring about proper conduct. Education Code 48917, Suspending enforcement of expulsion order, provides that district governing boards may suspend the enforcement of an expulsion order for a period of not more than one calendar year, and assign a student to school, class or program that is deemed appropriate to the rehabilitation of the pupil.

Other means of correction, and suspended enforcement of an expulsion order to allow students to remain in the school district in an alternative placement should first be considered, in particular for students in grades Kindergarten through five, rather than expulsion.

Examples of alternative means of correction and rehabilitation include referrals to the school psychologist or counselor for case management and counseling, study teams to develop an individualized behavior plan, referral for a comprehensive psychosocial or psycho educational assessment, enrollment in an anger management program, participation in a restorative justice program, community service, or enrollment in after-school programs that expose students to positive activities and behaviors.

It is recommended that local school districts implement programs such as Positive Behaviors Interventions and Support (PBIS), Restorative Practices, and others. When implemented with fidelity, these proven programs can successfully address a variety of student behaviors and needs. When other means of correction and alternative placements within the school district have been exhausted, local school districts could then enter into a Memorandum of Understanding (MOU) with neighboring school districts. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of such consortiums between school districts.

## **Alternative Placements for Pupils who Fail to Meet the Terms and Conditions of their Rehabilitation Plan or who Pose a Danger to Others**

California Education Code, Section 48926 requires the county-wide plan to *further identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.*

In Los Angeles County, expelled pupils who are unsuccessful in a district operated community day school and/or who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils may be referred to a County Community School or other appropriate alternative program operated by the county office of education.

Options for students who fail to meet the terms and conditions of their rehabilitation plan may, in select cases, include referral and placement in a juvenile hall setting or juvenile camp or in select cases, a transfer to a program operated by an adjacent county office of education.

Currently, the Los Angeles County Office of Education does not have any formal agreements with adjacent county offices of education.

### **Contract for Alternative Services**

To further address the requirements of Section 48926 of the California Education Code, and to ensure that an educational program is provided for all expelled pupils, referred to and accepted by the County, the Division of Student Programs (DSP) will enter into a contract with each participating school district to identify agreed-to responsibilities for serving expelled pupils, including those served in both regular and special education programs. A plan to address any identified service gaps will be included in the contract.



# Appendix

**California Education Code**  
**Section 48915 (d)**

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

**California Education Code**  
**Section 48915 (f)**

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

**California Education Code**  
**Section 48915.01**

If the governing board of a school district has established a community day school pursuant to Section 48661 on the same site as a comprehensive middle, junior, or senior high school, or at any elementary school, the governing board does not have to meet the condition in paragraph (2) of subdivision (d) of Section 48915 when the board, pursuant to subdivision (f) of Section 48915, refers a pupil to a program of study and that program of study is at the community day school. All the other conditions of subdivision (d) of Section 48915 are applicable to the referral as required by subdivision (f) of Section 48915.

**California Education Code**  
**Section 48916.1**

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

(c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. The subdivision, as it relates to the separation of pupils by grade levels does not apply to community day schools offering instruction in any of the kindergarten and grades 1 to 8 inclusive, and established in accordance with Section 48660.

(e) (1) Each school district shall maintain the following data:

(A) The number of pupils recommended for expulsion.

(B) The grounds for each recommended expulsion.

(C) Whether the pupil was subsequently expelled.

(D) Whether the expulsion order was suspended.

(E) The type of referral made after the expulsion.

(F) The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

**California Education Code**  
**Section 48926**

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

## District Operated Community Day School Programs

District	School	Grades Served
Antelope Valley Union High	Phoenix High Community Day	9-12
Bellflower Unified	Bellflower Alternative Education Center	7-12
Burbank Unified	Burbank USD Community Day	7-12
Centinela Valley Union High	South Bay Academy Community Day	9-12
Charter Oak Unified	Bridges Community Day	K-12
Claremont Unified	Claremont Community Day	7-12
Compton Unified	Compton Community Day High	9-12
Compton Unified	Compton Community Day Middle	6-8
Eastside Union Elementary	Eastside Academy/Transitional Learning Center	K-8
El Monte Union High	El Monte Union High School Community Day	9-12
Glendale Unified	Jewel City Community Day	7-10
Hacienda la Puente Unified	Valley Community Day	7-12
Keppel Union Elementary	Desert View Community Day	K-8
Lancaster Elementary	Crossroads Community Day	7-12
Long Beach Unified	Select Community Day (Secondary)	7-12
Los Angeles Unified	Aggeler Community Day	7-12
Los Angeles Unified	CDS Elementary	K-6
Los Angeles Unified	CDS Secondary	7-9
Los Angeles Unified	Dorothy V. Johnson Community Day	7-12
Los Angeles Unified	Jack London Community Day	9-12
Los Angeles Unified	Richard A. Alonzo Community Day	7-12
Los Angeles Unified	Tri-C Community Day	7-12
Los Angeles Unified	William J. Johnston Community Day	7-12
Lynwood Unified	Lynwood Community Day	7-12
Monrovia Unified	Quest Academy Community Day	7-12
Montebello Unified	Montebello Community Day	7-12
Palmdale Elementary	Oak Tree Community Day	K-8
Paramount Unified	Paramount Unified Community Day	7-12
Pomona Unified	Pomona Community Day	7-12
Redondo Beach Unified	Redondo Beach Learning Academy	9-12
Rowland Unified	Rowland Unified Community Day	7-12
Torrance Unified	Gene Drevno Community Day	7-12
Westside Union Elementary	Westside Academy	K-8
Whittier City Elementary	Whittier Area Community Day	6-8
Wilsona Elementary	Wilsona Achievement Academy	1-8



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ANGIE SMITH	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	818-897-6213		ASHLAND DENISON X6728	
MARY VILLA	SCHOOL TO CAREER TRANSITION SPECIALIST	MULTIPLE	323-262-2263		ASHLAND DENISON X6728	
OMAR SEPULVEDA	LANGUAGE INTERPRETER	EC-2163	922-6088			
KARLA WALTERS	LANGUAGE INTERPRETER	EC-2159	401-5310			
VINCENT HAMON	LANGUAGE INTERPRETER	EC-2152	922-6207			

EDUCATIONAL PROGRAMS DIRECTORY – SEPTEMBER 2017  
 Division of Student Programs \* Division of Pupil Services \* LAC Court Schools SELPA

ANALYTICAL UNIT						
NAME	POSITION	LOCATION	PHONE	FAX	SUPPORT	
GERRY DEGUJA	FINANCIAL OPERATIONS CONSULTANT	ECW-118	922-8708			
CATHERINE TSAI	BUDGET ANALYST	ECW-1131	803-8275	803-8385		
VERLY ARGUTA	ACCOUNTANT	ECW-1130	922-6296	803-8385		
FLOR PARAGUA	BUDGET TECHNICIAN	ECW-1129	940-1867	803-8385		
ROSELITA JASSO	ADMINISTRATIVE AIDE	ECW-1128	922-8948	803-8385		

**SCHOOL SITES**

<b>SPECIALIZED HIGH SCHOOLS</b>						
<b>SCHOOL</b>	<b>PHONE</b>	<b>FAX</b>	<b>ADDRESS</b>	<b>PRINCIPAL</b>	<b>ASST. PRINCIPAL(S)</b>	<b>SCH. ADMIN. SECY.</b>
IPOLY	909/839-2320	909/839-2326	3851 W. Temple Ave. Pomona 91768	Ginger Merritt-Paul	Susan Sarrategui	Maria Romero
LACHSA	323/343-2550	323/343-2549	5151 Skate University Dr. Los Angeles 90032	Mitzi Lizarraaga	Mary Cholko Lisa Sherman-Colt	Mona Garcia
<b>ALTERNATIVE EDUCATION</b>						
RENAISSANCE PAU Bermudez CCS & IS	562/801-0687	562/801-0388	9055 Bermudez St. Pico Rivera 90660	Zan Mason	Joe Cortez Regina Maldonado, Ed. D.	
Boys Republic Monrovia CCS	626/357-6249	626/358-2510	128 East Palm St. Monrovia 91016			
El Monte CCS	626/442-1354		10900 Mulhall St., Rm. 17 El Monte 91731			
Jonas Salk CCS	310/970-9910	310/679-8106	14600 Cerise Ave. Hawthorne 90250			Terry May
La Brea IS	310/677-7257 310/677-0196	310/674-6851	110 S. La Brea Ave., Suite 320A Inglewood 90301			
Mission Academy CCS	909/397-4491 ext. 26507	909/397-0173	605 N. Park Ave. Pomona 91768			
Mujeres y Hombres Nobles CCS & IS	323/262-2263	323/262-4043	1260 Monterey Pass Rd. Monterey Park 91754			Julie Casarrubias
Second Chance IS	323/361-3245	323/361-1368	5000 Sunset Blvd., 7 <sup>th</sup> Floor Los Angeles 90027			
Tri-Community CCS	310/635-4531	310/635-1154	12721 S. Willowbrook Ave. Compton 90222			
Valley IS	818/896-7776	818/834-7976	11243 Glenoaks Bl., Suite 5 Pacoima 91331			
Visions Learning Center CCS	562/273-0722		14181 Telegraph Rd. Whittier 90604			

EDUCATIONAL PROGRAMS DIRECTORY – SEPTEMBER 2017  
 Division of Student Programs \* Division of Pupil Services \* LAC Court Schools SELPA

JUVENILE COURT SCHOOLS						
JUVENILE HALL PAUS JASON HASTY, DIRECTOR	PHONE	FAX	ADDRESS	PRINCIPAL	ASST. PRINCIPAL(S)	SCH. ADMIN. SECY.
BARRY J. NIDORE Barry J. Nidorf School	818/367-5942	818/362-8948	16350 Filbert St. Sylmar 91342	Norberto Perez	Adriana Hernandez Robin Porter	Robert Amaya
Phoenix Academy Residential CEC	818/897-6213	818/897-6715	11600 Eldridge Ave. Lakeview Terrace 91342	Harry Obiako, Ph.D.	Tina Vartanian, DMA	Maria Garcia
CENTRAL Central School	323/225-4362	323/225-3274	1605 Eastlake Ave. Los Angeles 90033		Danny Hong Kelvin Cornelius, Ed. D. Andrea Kittelson, Ed. D.	
Kirby, D. School	323/263-5106	323/263-0675	1500 S. McDonnell Ave. City of Commerce 90040	John Cotton	Allan Edpao Donna Baker	Deirdre Parker
LOS PADRIMOS Los Padrinos School	562/803-6648	562/940-8729	7285 East Quill Dr. Downey 90242			
<b>CAMP SCHOOL PAUS DIANA VELASQUEZ, DIRECTOR</b>	<b>PHONE</b>	<b>FAX</b>	<b>ADDRESS</b>	<b>PRINCIPAL</b>	<b>ASST. PRINCIPAL(S)</b>	<b>SCH. ADMIN. SECY.</b>
ANGELES FOREST Afflerbaugh-Paige School	909/593-4926	909/596-2974	6621 Stephens Ranch Rd. La Verne 91750	Ray Donahue		Rose Flores
Rockey, Glenn School	909/599-8435	909/394-9615	1900 N. Sycamore Canyon Rd. San Dimas 91750		Gilbert Gaytan (Acting)	
McAULIFFE Jarvis, McNair, Onizuka, Smith, Scobee	661/723-1155	661/723-1181	5300 West Avenue I Lancaster 93536	Rondale Cooper, Ed.D.	Ruben Carranza Girum Jiru	Joyce Galan
Scott, Joseph School	661-296-8444	661-297-2194	28700 N. Bouquet Canyon Rd. Santa Clarita 91390	Rondale Cooper, Ed.D.		Machelle Massey
SANTA MONICA MTS. Campus Kilpatrick	818/879-6111	TBA	427 S. Encinal Canyon Rd. Malibu	Anthony Marengo		Glenda Sharp
Gonzales, David School	818/222-1130	818/222-1162	1301 Las Virgenes Rd. Calabasas 91302		Diem Johnson	

9/8/17 vb

**COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO  
EXPELLED STUDENTS  
QUESTIONNAIRE – SUMMARY OF DATA  
January 31, 2018**

**Introduction**

The survey was provided to all school district superintendents, many of whom delegated completion of the survey to the director of student support services, supervisor of child welfare and attendance, or director of alternative education of each of the districts. Of the 80 districts receiving the survey, 78 completed the survey.

**Suspended enforcement of the expulsion** It should be noted that in order to facilitate the participation of an expelled student in programs located within the school district, school districts are required to suspend the enforcement of the expulsion order. However, the student is expected to comply with all stipulations of the expulsion order related to behavior, attendance, and participation in rehabilitation programs such as counseling. Failure to comply with the expulsion order stipulations could trigger a full expulsion and removal from the district's program. A referral to a LACOE County Community School would be an alternative placement for such students.

**Current Educational Alternatives Available**

**Community Day Schools**

Districts use both their own community day schools (CDS) and LACOE County Community School (CCS) programs as placements for expelled students. District CDS programs cannot be located on or adjacent to a district K-12 educational program.

- Twenty seven out of eighty districts reported that they operate a district CDS, an increase of three from 2015: three schools for grades K-8, two schools for grades 6-8, five schools for grades 9-12, sixteen schools for grades 7-12 and one school for grades 7-10.
- The following LACOE CCS programs are used by districts, with the number of districts reporting that they refer students to the program in parentheses: Bermudez (1 district), Jonas Salk (7 districts), Mujeres y Hombres Nobles (3 districts), Boys Republic (1 district).
- Other Programs used by districts: East San Gabriel Valley ROP (2 districts).

**Opportunity Programs**

Some districts operate opportunity programs, minimum day programs housed on K-12 sites, as an alternative for expelled students.

- District Opportunity Programs: Grades K-5 (1 district), 6-8 (9 districts), or 9-12 (4 districts).

**Continuation High Schools**

Continuation high schools were used by seven districts for expelled students.

**Charter Schools**

Seven districts use the Opportunities for Learning Charter School while one uses the Options for Youth Charter School.

**Independent Study Programs**

Districts that did not have any other alternative programs referred students to their own independent study program. LACOE independent study programs are also available.

- District Independent Study (IS): Grades K-5 (10 districts), 6-8 (18 districts), 9-12 (18 districts). Although these programs are available as an alternative, districts noted that they rarely use IS as an alternative for suspension or expulsion.

### **Other Alternative Programs**

Districts also included the following as alternatives for expelled students:

- Inter district transfer to a neighboring school district
- Intra district transfer to another school within the same school district
- Districts Home and Hospital Instruction
- Adult School
- Special Education programs for students served by an IEP

### **Have these strategies/services been successful? If not, what were the obstacles or gaps?**

Forty one of the districts surveyed felt that the available alternative programs were successful

- Four school districts did not have any expulsions during the past school, while four other districts said they rarely expel.
- Lack of behavior interventions (3 responses) such as counseling and mental health services, distance from the community and lack of transportation (4 responses), and limited local options (6 responses) were the service gaps most frequently mentioned by the school districts that completed the survey.

### **Comments on Service Gap 1: Lack of Behavior Interventions for Expelled Students**

Three districts expressed a need for more behavior interventions such as counseling or mental health services.

### **Comments on Service Gap 2: Transportation to Alternative Placement Programs for Expelled Students**

Ten school districts felt that transportation to alternative programs was an obstacle for students that have been expelled. One school district, located in a rural area, did not have any alternative education placements in the immediate area and lacked local options

### **Service Gap 3: The Need for Additional Community Day School (CDS) Programs in Grades K-12**

Discussion: The elementary school districts in the Antelope Valley requested a LACOE community day school for students in need of alternative placements. The West Side of Los Angeles is in need of a County Community School to replace the Santa Monica CDS. A request was made to reopen the LACOE Hollywood CCS. Perhaps a charter school could be established to meet these needs.

### **Suggestions or strategies for filling any service gaps which limit the ability to ensure the availability of educational services for expelled students**

The following are suggestions that were shared by school district personnel:

- There is a need to articulate a clear process including criteria for referring students, as well as entry and exit criteria and the development of academic and behavioral standards.
- As a rural district, it is sometimes difficult to place high school students in the various charters if parents do not like the independent study options.
- We do not have sufficient alternatives for students with special needs and K-6 students.
- Options are limited for students with IEPs, particularly SDC. In some instances NPS (non public school) is the only option.
- Transition strategies need to be available. Before students can return to the mainstream, strategies and supports need to be in place.
- We are limited in our service dependent on the credentialing of the CDS site teachers.
- It would benefit the elementary districts in the Antelope Valley to have a LACOE Community School available for those students who need alternative placements.
- Have a database or list of schools we can access at all grade levels and a contact person at LACOE for placement option support. Resource guide for parents to connect to virtual or online schools.
- Use of online programs to support the social emotional needs of students.
- Multiple opportunities should be provided such as blended instruction to widen the opportunities for success.
- Community partnerships. Expand Career Technical Education (CTE) options.
- There is a real gap between the student's home and the educational system.



- LAUSD and LACOE should increase alternative school availability in identified areas.
- The West Side of Los Angeles Really needs a LACOE Community Day School, due to the closure of the Santa Monica CDS.
- We do not have options for younger students who engage in 48900 (a-e) violations for whom Others Means of Correction have not been successful.
- Students need a dedicated counselor or mental health professional on site. Districts need to commit to funding to the CDS class.
- Students enrolled in independent study for behavior reasons need access to behavior teaching curriculum.
- Need research-based alternative education programs beyond the traditional offerings.
- LACOE needs to minimally reopen its Hollywood campus.
- Professional Development during and after school hours.
- We have collaborated with other districts in the past to accept an expelled students at a CDS since there are few options available in our district.
- The funding formula to operate the county schools needs to be reviewed.

**Alternative placements for students who fail to meet the terms and conditions of the expulsion rehabilitation plan or pose a danger to other district students as determined by the governing board**

The following responses indicate what referral strategies districts use when a student has failed to meet the conditions of their expulsion order or pose a danger to other district students that would necessitate a transfer to another program:

- Thirteen districts refer students to LACOE programs. LACOE's Jonas Salk CCS was mentioned twice as a placement, due to an outstanding partnership with the school districts.
- Three districts refer students to alternative schools outside of the district
- districts refer students to other community day schools in adjacent school districts
- Two districts continue to enforce the expulsion order until the student meets all terms and conditions
- Seven districts enroll students in independent study
- One district uses a Virtual online program.
- Three districts refer students to non-public schools.
- Two districts utilize their Continuation High School as an alternative.
- Six districts refer students to charter school programs: one to SEA and three to Opportunities for Learning
- Four districts transfer the student to another school within their school district, or to a neighboring school district

**Other comments:**

- The adults in the school need to be ready to support students and change the conditions that existed when the violation took place.
- When appropriate, one district works with the parent to create a home education option.
- One district has a Memorandum of Understanding with a charter school in Pasadena serving grades 6 to 12.
- Alternative education Options: Renaissance Learning Center (Visions), Mirus, Gene Drevno CDS.
- Consult with Tier 3 support expert: school psychologist, therapist, crisis counselor.
- Develop a rehabilitation plan that will tailor the appropriate student services. Students remain until they complete the rehabilitation plan.

**What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?**

The following are best practices that were shared by the school districts that have minimized the number of suspensions and expulsions, in keeping with EC 48900.5, Other Means of Correction, which encourages alternatives to suspension and expulsion:

- Seven districts use a Multi-Tiered System of Support (MTSS), including Student Study Teams (SSTs), Grade Level Intervention Teams, Behavior Support Plans, Behavior Contracts
- Fourteen districts mentioned Counseling: full-time counselors to assist with behavior and social skills, social emotional counseling by counselors and social workers, guidance and student services provided, group counseling and check-in
- Positive Behavior Interventions and Supports (PBIS) is a strategy used by twenty nine school districts
- Four districts employ Behavior Support Specialists or At-Risk Counselors
- Two districts use the Leader in Me Program
- Lesson One
- Second Step curriculum
- 504 Teams are used by two districts
- Two districts participate in the Capturing Kid's Hearts Program
- Trauma Informed Practices
- Restorative Practices is used by 19 school districts
- CHAMPS Classroom Management Strategies with the Safe and Civil Schools Program is a program used by three districts
- Alternatives to Suspensions strategies are a part of three school districts
- There are two district Wellness Centers, staffed with behaviorists
- Five districts have MOUs, for Therapy, Mental Health resources and Drug Abuse Counseling with agencies such as DeVeal Family Counseling, Didi Hirsch, Juntos, Masada Homes, Starview, Pacific Asian Counseling, Pacific Clinics, NCADD
- Saturday School is used by two districts
- Community Service
- Interventions by our School Resource Officer (SRO)
- Peer Mediation is used by four districts
- Conflict Resolution
- Parent Engagement & Support programs are a part of two school districts
- Response to Intervention (RTI) is a multi-tiered early intervention and identification system used by five school districts
- Eleven District-wide SEL (Social and Emotional Learning)
- Positive Behavior Support Service using Classified Staff
- Hacienda La Puente Other Means of Correction Progressive Discipline Support Plan
- Boys Town family engagement strategies
- Six districts encourage partnerships with families, conferences, interventions, SSTs, and good communication
- Student 360 effort focusing on six key dispositions, restorative practices, professional development
- Teen Court
- School Attendance Review Team (SART)
- School Attendance Review Board (SARB)
- Disciplinary Hearings are used by two districts

- In-House Suspension is used in four districts as an alternative to suspension
- Communicate that we have very few expulsions
- Character Education
- Progressive discipline practices Education Code 48900.5 are emphasized in two districts
- Summer Bridges and First Day programs for Ninth Graders
- GLAD: Guidance and Learning About Drugs
- Transfer to alternative settings
- Culturally responsive teaching and learning
- Mentoring
- Discipline Matrix, Clear and Consistent Expectations
- AB 1729 Training on Other Means of Correction and what is or is not a suspendable or expellable offense
- Take an educational approach to all discipline
- Intervention Teams

**In particular, how do these best practices relate to any disproportionate representation of student subgroups in such interventions?**

Fourteen districts believe they do not have a disproportionate representation in the number of students being suspended or expelled among their subgroups. Four districts were unaware of the data, and five districts plan to begin to analyze the data this year.

- Positive Behavior Interventions & Support (PBIS) was mentioned districts as a practice that teaches appropriate behavior and instills high expectations in all students and staff.
- The California School Dashboard will assist districts in identifying sub groups in need of support and assistance.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 17

TO: Board of Education

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

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

PREPARED BY: Dr. Mary Mason, Executive Director, Elementary Education

**SUBJECT: Approval of Waiver Requests**

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The Superintendent recommends that the Board of Education approve waiver requests from the Collective Bargaining Agreement based on proposals submitted by various District school sites and approved by the District Review Committee commencing in the 2018-2019 school year.

Under the procedures as outlined in District Administrative Regulation 0420.6, a structure for school planning and management within the Glendale Unified School District has been established. The process begins with the establishment of a school plan. Schools wishing to implement a school-based management decision in specific selected areas as part of the plan may submit a proposal to the District Review Committee (DRC). Such proposals may request that certain decisions currently made at the District level be made at the site level. Such proposals may request the waiver of existing law, collective bargaining agreements, or District policy.

Each year, the Board of Education appoints members to the DRC. The composition of the committee is three classroom teachers nominated by the Glendale Teachers Association, one representative of classified employees nominated by the California School Employees Association, two parents nominated by the Parent-Teachers Association, and three District administrators.

At meetings held on May 14, May 17, May 25, May 29, and June 4, 2018, the District Review Committee was presented with a total of 14 school site banking day proposals and 9 proposals to amend a minimum day schedule for Back-to-School and/or Open House. At the conclusion of the presentations by the school sites, the DRC voted to approve all 23 of the proposals to take effect in the 2018-2019 school year. Waivers are valid for two years. A list of the schools whose proposals were approved is attached to this report.

**GLENDALE UNIFIED SCHOOL DISTRICT  
EDUCATIONAL SERVICES**

**DISTRICT REVIEW COMMITTEE (DRC)  
WAIVER APPROVALS  
JUNE 19, 2018**

**VALIDITY: 2 Years (to take effect 2018-2019)**

**EXPIRATION: June 30, 2020**

**IMPLEMENTATION OF BANKING DAY SCHEDULE:**

**Waivers (2) Approved May 14, 2018**

Toll Middle School and Daily High School

**Waivers (3) Approved May 17, 2018**

Dunsmore and Valley View Elementary Schools; Clark Magnet High School

**Waivers (3) Approved May 25, 2018**

Keppel, Marshall and Monte Vista Elementary Schools

**Waivers (4) Approved May 29, 2018**

Mann and Columbus Elementary Schools; Wilson and Rosemont Middle Schools

**Waivers (2) Approved June 4, 2018**

Fremont and Muir Elementary Schools

**CHANGE OF MINIMUM DAY SCHEDULE FOR OPEN HOUSE/BACK TO SCHOOL:**

**Waiver (1) Approved May 14, 2018**

Daily High School

**Waivers (3) Approved May 17, 2018**

Dunsmore Elementary School; Clark Magnet High School (Saturday Open House & Back-to-School Minimum Day)

**Waiver (1) Approved May 25, 2018**

Monte Vista Elementary School

**Waivers (4) Approved May 29, 2018**

Mountain Avenue, Columbus, and Valley View Elementary Schools; Rosemont Middle School

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 18

TO: Board of Education

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

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

PREPARED BY: Dr. Rebeca Andrade, Director, Early Education and Extended Learning Programs

**SUBJECT: California Desired Results System of Accountability**

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The Superintendent recommends that the Board of Education adopt the action plans developed by the Early Education and Extended Learning Programs Department to comply with the California Department of Education, Early Education and Support Division, Desired Results System of Accountability as detailed in the Program Self-Evaluation Process Report.

This report provides the Board of Education a description of the Program Self-Evaluation Process for center-based child development programs as implemented by GUSD's Early Education and Extended Learning Programs (EEELP) Department. The Program Self-Evaluation is intended to improve the results achieved by children and families through the child development services provided by the California Department of Education, Early Education and Support Division (CDE/EESD). The report also includes the findings of EEELP's annual Program Self-Evaluation and the action plans developed to address the findings.

Background

The Desired Results System is an integrated results-based evaluation system designed to measure program quality and is compatible with the CDE's accountability system for elementary and secondary education. It includes uniform procedures, measurement tools, and client participation that are be used to improve child development services. Each year a Program Self-Evaluation is conducted and every three years, the annual findings are validated by a Contract Monitoring Review site visit conducted by consultants from the CDE/EESD.

The Desired Results for Children and Families address the following domains:

- Approaches to Learning—Self-Regulation (Pre-School)
- Social & Emotional Development (Pre-School, School-Age)
- Language & Literacy Development (Pre-School)
- English Language Development (Pre-School)
- Cognition, Including Math and Science (Pre-School)
- Physical Development-Health (Pre-School, School-Age)
- History-Social Sciences (Pre-School)
- Visual and Performing Arts (Pre-school)

#### Evaluation Components

The evaluation of each subsidized site consists of the following:

- Assessment of periodic student progress recorded on Desired Results Developmental Profiles (DRDP's) for Preschool and School-Age
- Measurement of program standards using the Early Childhood Environment Rating Scale (ECERS) or School-Age Care Environment Rating Scale (SACERS)
- Evaluation of Parent Surveys (questions on the parent survey focus on how child development services are helping to support children's learning and development and how well the child development services are meeting the needs of the family)
- Staff qualifications
- Adult-to-child ratios for individual classrooms

EEELP teachers, administrators and parents compile the results from the above-mentioned multiple measures to develop classroom/school site Summary of Findings that include action steps and a timeline for completion of actions.

#### Findings and Next Steps

For the 2017-2018 school year, the EEELP Department has compiled findings and next steps for each assessment instrument and submitted them to the CDE/EESD. The assessment instruments used were the DRDP, the Age Appropriate Environment Rating Scales (ERS), and the Desired Results Parent Survey. The findings and brief summary of next steps to be completed in 2018-2019 are listed below.

From the DRDP Summary of Findings: All areas met standards.

DRDP Preschool Plan to ensure standards are being met:

- Staff will participate in training on Creative Curriculum, Positive Behavior Interventions, Science and Math.

- Program Supervisors will present professional development in the above-named areas during five faculty meetings to be held in the 2018-2019 school year.
- Program Supervisor classroom visits will continue through the year to assess curriculum and training needs.
- Materials will be purchased based on teacher request, supervisor approval and budget. This year, materials were purchased in the areas of STEAM, manipulatives and games.
- Program Supervisors, teachers, and volunteers will rate classrooms and staff-student interactions based on ECERS. Program Supervisors and teachers will evaluate ratings, and formulate and implement improvement plans, specifically in the areas of math and science.

School Age Plan to ensure standards are being met:

- Staff will continue to participate in training on the Positive Behavior Intervention Strategies (PBIS).
- Program Supervisors will continue to present professional development, scheduled for five faculty meetings to be held during the 2018-2019 school year. Additional optional professional development opportunities will also be available throughout the year.
- Program Supervisor classroom visits will continue throughout the year to assess the implementation of PBIS and training needs. Visits will be geared to ensure use and effectiveness of PBIS as well as coaching.
- Materials will be purchased based on teacher request, supervisor approval and budget.

From the Environment Ratings Scales (ERS)

The following items scored below five (out of 7) frequently enough to warrant improvement.

Preschool Findings:

- Consistent hand-washing routines need to be implemented and followed. Routine sanitation of bathroom sinks and classroom tables needs to be reviewed and implemented.
- During nap time, cots were not 18 to 36 inches apart.

Improvement Plan to ensure Preschool standards are being met:

- Sinks will be sanitized between toileting and hand washing for snack and meals.
- New paper towel dispensers that do not require physical contact with the dispenser will be installed, eliminating the recontamination of hands.



- Signs and posters will be present in the restrooms as a model for proper hand washing techniques.
- Staff will be trained in hand-washing and sanitation procedures, and restroom supervision.
- Cots will be placed 18 inches apart during nap time. Room arrangements will be reviewed to ensure cot placement meets the requirements.

School-Age Findings:

- Classroom libraries lacked a sufficient amount of age-appropriate books in excellent repair.
- Staff missed opportunities to encourage students to practice reasoning skills.
- Science activities were not evident in the classrooms.
- Cultural awareness in classrooms is lacking real world images.
- Department scored 5.87 out of a possible 7 in the area of Furnishings for Relation and Comfort, but six schools scored 5 or less.

Improvement Plan to ensure School-Age standards are being met:

- Administration purchased grade-level appropriate books to enhance classroom libraries in strengthening cultural awareness.
- Science curriculum with accompanying books was purchased to enhance the hands-on science experience.
- Literature-based math curriculum was purchased to support reasoning skills.
- Staff will participate in professional development focused on recognizing and responding to teachable moments and emergent curriculum as well as supporting reasoning skills in students.
- EEELP purchased new soft furniture for all school-age locations.

From Desired Results Parent Survey (Preschool and School Age):

Action Plan to ensure standards are being met:

- EEELP Intake staff will provide preschool and school-age families who receive subsidized care with a brochure from GUSD's Child Welfare & Attendance Department, highlighting the 37 local agencies who partner with the District to support families' needs year round. Brochures will also be available at each site for Head Teachers to distribute. Community events and resources will be shared on the EEELP Facebook page.
- EEELP Intake staff will refer families to the Child Welfare and Attendance Department upon intake or re-certification to provide resources for food, shelter, counseling and/or medical services.

Glendale Unified School District  
Consent Calendar No. 18  
June 19, 2018  
Page 5

- Parent Forums will continue to take place at least three times a year. Topics of these forums will relate directly to information on parenting skills.
- Resource materials from the Department of Education and other agencies will be available at these Parent Forums as well as at school sites near the parent board.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 19

TO: Board of Education

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

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention  
Luz Zuluaga, Accounting Technician, Categorical Programs

SUBJECT: **Annual Application for Funds Under the Consolidated Application and Reporting System (CARS) for Categorical Aid Programs 2018-2019 (Spring and Winter Collections)**

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The Superintendent recommends that the Board of Education approve the submission of the annual Consolidated Application and Reporting System (CARS) for 2018-2019, which is required to receive funds for categorical programs.

The Consolidated Application must be submitted to the California Department of Education (CDE) for the District to receive funds from various Federal programs. The application is submitted online through a web-based Consolidated Application and Reporting System (CARS). The system has two data collection reporting periods: Spring and Winter.

The Spring Release of the application includes documents for the participation in various federal categorical programs and includes assurances of the application that the LEA (Local Educational Agency) will comply with the legal requirement of each program. The Spring collection needs to be certified by June 30, 2018. The Winter Release of the application, to be certified in February 2019, contains the LEA's entitlements for each funded program. Program entitlements are determined by formulas contained in the funds for direct administration and indirect support costs for programs operated by the LEA and allocates funds to schools for programs operated at school sites.

The details of the application are as follows:

<b>Spring Collection (due June 30, 2018)</b>	<b>Winter Collection (due February 28, 2019) Subject to change by CDE</b>
<p><b><u>Fiscal year 2016-17</u></b>  <b>Expenditure/Obligation Reporting (24 months)</b></p> <ul style="list-style-type: none"> <li>• Title II, Part A</li> <li>• Title III, Part A English Learner</li> <li>• Title III, Immigrant</li> </ul> <p><b><u>Fiscal year 2017-18</u></b>  <b>Expenditure/Obligation Reporting (12 months)</b>  <b>End of Year Reporting (Data Collections)</b></p> <ul style="list-style-type: none"> <li>• Title I, Part A Nonprofit Private School Student Served</li> <li>• Title II, Part A</li> <li>• Title III, English Learner</li> <li>• Title III, Part A English Learner Nonprofit Private School Reimbursement</li> <li>• Homeless Education Policy, Requirements and Implementation</li> </ul> <p><b><u>Fiscal year 2018-19</u></b>  <b>Application for Funding</b></p> <ul style="list-style-type: none"> <li>• Certification of Assurances</li> <li>• Protected Prayer Certification</li> <li>• LCAP Federal Addendum Certification</li> <li>• Application for Categorical funding</li> <li>• Nonprofit Private School Consultation</li> <li>• Other Elementary and Secondary Education Act (ESEA) Nonprofit Private School Participation</li> <li>• Title I, Part A Nonprofit Private School Participation</li> <li>• Title III, Part A Immigrant Student Program Subgrant Budget</li> <li>• Title III, Part A English Learner Student Program Subgrant Budget</li> <li>• Substitute System for Time Accounting</li> </ul>	<p><b><u>Fiscal year 2016-17</u></b>  <b>Expenditure/Obligation Reporting (27 months)</b></p> <ul style="list-style-type: none"> <li>• Title I, Part A Close Out Report</li> <li>• Title II, Part A</li> <li>• Title III, Part A Immigrant</li> <li>• Title III, Part A LEP</li> </ul> <p><b><u>Fiscal year 2017-18</u></b>  <ul style="list-style-type: none"> <li>• Title I, Part A, Carryover (Calculation and Waiver Request)</li> </ul> <b>Expenditure/Obligation Reporting (18 months)</b></p> <ul style="list-style-type: none"> <li>• Title III, Part A Immigrant</li> <li>• Title III, Part A English Learners</li> </ul> <p><b><u>Fiscal year 2018-19</u></b>  <b>Data Collections</b></p> <ul style="list-style-type: none"> <li>• School Student Counts, Actuals</li> <li>• Federal Transferability</li> <li>• Title I, Part A Notice of Authorization Schoolwide Program</li> <li>• Title I, Part A District Allocation</li> <li>• Title I, Part A District Reservations (Required)</li> <li>• Title I, Part A District Reservations (Allowed)</li> <li>• Title I, Part A School Allocations</li> <li>• Title II, Part A District Allocation and Reservations</li> <li>• Title III, Part A Immigrant District Allocation</li> <li>• Title III, Part A English Learners District Allocation</li> <li>• ESSA Administrative Fund Consolidation</li> </ul> <p><b>Expenditure/Obligation Reporting (6 months)</b></p> <ul style="list-style-type: none"> <li>• Title III, Part A Immigrant</li> <li>• Title III, Part A English Learners</li> </ul>

Program entitlements have been estimated by the District at the amounts described below and can be used to implement programs beginning July 1, 2018. These funds are contingent upon the final State Budget, as well as program budgets, certifications, assurances, waivers at the District level, and individual school plans.

CARS requires the signatures of the District Superintendent or designee to certify that all applicable State and Federal rules and regulations will be observed, to the best of his/her knowledge; the information contained in the application is correct and complete; and agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Federal Program Monitoring (FPM). Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. The Superintendent will certify and accept all assurances except for those for which a waiver has been obtained or requested. If any, a copy of all waivers or requests are kept on file.

For Title I and Title III-Immigrant, at least eighty-five percent of all entitlements or apportionments must be spent for direct services to students. No more than two percent of the Title III-English Learner allocation may be used for administrative cost in addition to the indirect cost for a fiscal year.

### **Federal Funding – Elementary and Secondary Education Act (ESEA)**

#### **Participation of Nonprofit Private School Students**

The ESEA Act mandates the elective participation of nonprofit private schools in the following Federal programs: Title I, Part A; Title II, Part A; Title III, Part A; and Title IV.

The educational services that are provided must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

The District must hold an annual meeting to present information to all nonprofit private schools regarding their elective participation, including the Federal ESEA regulations and guidelines required by each program. Equitable services for private school students, teachers, and educational personnel must be developed in consultation with the official of the participating private schools. The consultation must be both timely and meaningful. Consultation must occur before the GUSD makes any decision (such as ordering materials or hiring staff) that affects the opportunities of the private schools students, teacher or other educational personnel to participate, and must address issues such as: how the student's

needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed and how the results of the assessment will be used to improve those services; the size and scope of the equitable services to be provided to the eligible private school students, teachers, and other educational personnel and the amount of funds available for those services; and how and when the GUSD will make decisions about the delivery of services, including a thorough consideration and analysis of the views of private schools officials on the provision of contract services through potential third-party providers. The GUSD may request documentation, as needed, from private school officials that enables the GUSD to identify students who are eligible under the applicable ESEA program and the appropriate services that meet the needs of those private school students and their teachers. However, the request for documentation should not constitute an administrative barrier that is inconsistent with the GUSD's responsibility to ensure equitable participation of private school students, teachers, and other educational personnel.

### **Title I, Part A, Schoolwide Programs (SWP) and Targeted Assistance School (TAS) Programs**

Title I, Part A, provides supplemental Federal funds to be used to narrow the achievement gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attends school. The Title I program provides the District with supplemental funding to help improve instruction in high poverty schools and ensure that poor and minority children have the same opportunities as other children to meet challenging State/District academic standards. Schools receiving Title I funds must implement activities that scientifically-based research suggests will be most effective in helping all students meet these standards.

There are ten elementary, three middle, and four high schools that are officially Title I/Schoolwide Program schools (SWP), which integrate programs, strategies, and resources to support schoolwide reform in Language Arts, Mathematics, Science, History/Social Science, Physical Education, and the Arts. A SWP permits a school to use these supplemental funds from Title I to raise academic achievement for all students and improve the entire educational program of the school. Schoolwide programs can use their Title I funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive school plan, the Single Plan for Student Achievement (SPSA). The private schools that elect to participate in Title I, Part A, operate Targeted Assistance School (TAS) programs where funds must be used exclusively for identified Title I students.

Title I funds supplement, and may not supplant, the students' regular educational program. Each school's SPSA includes targets, objectives, and strategies to provide additional assistance to students that must be supplemental to the core program. This additional assistance may be in the regular classroom, in appropriate "pull-out" centers, or in extended-day programs such as before/after school intersession, Saturday classes, and summer school. Each site must develop a Parent Involvement Policy and a School-Parent Compact that ensures the involvement of parents in a meaningful and ongoing way in the educational programs for their students and in the decision-making process for the Title I program.

The preliminary Title I program funding for the District, released by LACOE, will be approximately \$6,319,708. Per Federal guidelines, the District will distribute funds according to the poverty level at each school, which is based on free and reduced price lunch participation.

#### **Title I, Part A—Education of Homeless Children and Youth Education**

Title I, Part A funds must be reserved to provide comparable services to homeless children and to ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. California State Law and The McKinney-Vento Act guarantee homeless students' enrollment in school. The District sets aside 1% of the Title I, Part A allocation to provide services as required by Federal and State regulations.

#### **Title II, Part A—Supporting Effective Instruction**

These Federal funds may be used to provide professional development to enable teachers to improve instruction; reduce class size; recruit teachers to teach special needs children; and recruit qualified paraprofessionals and teachers from populations underrepresented in the teaching profession. The District continues to use funds to hire teachers to reduce class size in grades K-3 and grade 9 English Language Development and Algebra. The Categorical Programs Office oversees and monitors the activities of programs supported through Title II, Part A. The District expects to receive approximately \$598,134. Per CDE, there is a significant reduction in Title II funding for the 2018-19 school year.

Nonprofit private schools that elect to participate in Title II, Part A must be provided timely and meaningful consultation. When requested, the District must provide Title II, Part A services to private school teachers that are comparable to those provided to teachers in public schools. The District will maintain written affirmations signed by officials of each participating private school that the consultation has occurred.

### **Title III, Part A - Program for Limited English Learner (EL)**

It is estimated that the District will receive approximately \$99.05 per each EL student in Federal Title III-EL funds for the 2018-19 school year. Per CALPADS as of October 4, 2017, the District EL population was 5,733, with an estimate total funding of \$567,853. This money provides support programs for English Learner and immigrant students targeting programs that will enable EL children to speak, read, write, and comprehend the English language and to meet challenging State academic content and student academic achievement standards.

### **Title III, Part A - Immigrant**

The District applied for this funding. Federal regulations require a minimum 2% growth every two years in order to qualify for funding. Glendale Unified School District did not meet the minimum growth requirement over a two-year period.

### **Title IV, Part A – Student Support**

The Every Student Succeeds Act (ESSA) requires states to award Title IV, Part A funds to district and schools using a formula tied to its Title I awards.

At its meeting on February 6, 2018, the Board of Education approved the funds to be transferred to Title II, Part A, for Glendale Unified School District to follow the purpose and guidelines of the Title II, Part A and to use the funds for professional development related to supporting effective instruction. The California Department of Education estimated funding for 2017-18 of \$125,990 and about the same amount for 2018-19.

### **LCAP Federal Addendum**

Following the ESEA as amended by the ESSA, a LEA may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State Educational Agency (SEA). Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA plan.

### **School Site Responsibilities:**

Each school is required to have a comprehensive school plan known as a Single Plan for Student Achievement (SPSA) describing strategies and activities to improve student



achievement and meet District-adopted standards through supplementary services provided by these programs to support the District's core program. Title I funded schools operating Schoolwide programs must address the new components described in ESSA, Title I, Section 1114, including a comprehensive needs assessment. Based on the school's comprehensive needs assessment and comprehensive school plan, schools may use funds to provide additional direct instructional support services, supplemental materials and equipment, professional development, and parent/community engagement activities. Title I funded schools must develop, with involvement of parents, a Parent and Family Engagement Policy addressing specific requirements including how the school will ensure meaningful involvement of parents and build the capacity of staff and parents to support partnerships for student achievement. The policy must be distributed to parents and participating students. Each school's School Site Council is required to provide input and recommend the SPSA to the Board of Education for approval including the planned activities and budgets as part of the SPSA. In addition, the Director and Accounting Technician of Categorical Programs meet with each Principal and their support staff to review compliance and proper expenditure of funds. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent and family involvement before being forwarded to the Board for approval.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 20

TO: Board of Education

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

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

SUBJECT: **Approval of Single Plans for Student Achievement (SPSAs)**

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The Superintendent recommends that the Board of Education approve the 2018-2019 Single Plans for Student Achievement (SPSAs) for schools participating in one or more state/federal programs.

School Site Councils and staff members from all sites have collaboratively developed SPSAs to utilize the Categorical Programs funds to improve student achievement.

These plans are based on a school's comprehensive needs assessment which leads to schoolwide goals that are aligned with District's goals and the Local Control Accountability Plan (LCAP). All individual SPSAs were approved by each School Site Council.

The current SPSA utilizes the on-line template developed by the California Department of Education (CDE). Plan development began in the Spring with the review of available achievement data. Annual goals, actions and budget are completed by school site teams and the School Site Council (SSC), and then approved by SSC. The SPSAs are revised annually based on updated data and budget information. All SPSAs must be reviewed and approved by the Governing Board of the District. In addition, the SPSAs have been reviewed by the Categorical Programs Office with the provisions of applicable state/federal laws and regulations and for consistency with District Board Policies, Board Priorities, and the Glendale Unified School District Strategic Plan. In the fall of 2018, SPSAs will be resubmitted to the Board for final approval once schools receive their carryover funds and make their final adjustments to their plans.

Copies of all SPSAs are available for review at the school sites and Categorical Programs Office.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 21

TO: Board of Education

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

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

SUBJECT: **Approval of the Waiver and the Single Plan for Student Achievement (SPSA) for Keppel Elementary School to Continue Operating as a Title I Schoolwide Program in the 2018-2019 School Year**

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The Superintendent recommends that the Board of Education approve the waiver and the Single Plan for Student Achievement (SPSA) for Keppel Elementary School to continue operating as a Title I Schoolwide Program in 2018-2019.

At the May 1, 2018 Board of Education Meeting, the Board was presented with a request for approval for Keppel Elementary School to start a waiver process that would allow Keppel to continue operating as a Title I Schoolwide Program (SWP) for the 2018-2019 school year effective July 1, 2018.

Section 1114(a)(1)(A) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires a Title I school to have at minimum a 40% poverty level to be eligible to operate a Schoolwide Program (SWP). Schoolwide flexibility allows a school to upgrade the entire educational program of a school. ESEA section 1114(a)(1)(B) permits a State Education Agency (SEA) to waive the 40% poverty threshold requirement, after taking into account how a SWP will best serve the needs of the students in the school while improving academic achievement and other factors.

If a school has been authorized to operate as a SWP prior to July 1, 2017, and they fall below the 40 percent low-income threshold, they will retain its SWP status for the following school year. However, if that school falls below the 40 percent low-income threshold for two consecutive school years, they must apply for a SWP Waiver.

If a Title I participating school does not meet the above required 40% poverty threshold for Title I SWP eligibility and wishes to obtain a waiver to operate as a SWP, LEAs will need to apply on behalf of the school for a SWP waiver and complete a Title I, Part A - Notification of Authorization of SWP Report through the Consolidated Application and Reporting System (CARS).

CDE guidance for LEAs to start the schoolwide waiver process requires approval from the governing board to submit the request. Once approved, the school will need to do a needs assessment. As a Title I school, the Single Plan for Student Achievement (SPSA) will need to be updated and approved by the School Site Council (SSC). Lastly, the SPSA needs to be presented to the Board of Education for approval to continue as a Title I SWP school.

Mark Keppel Elementary School, currently a Title I SWP school, falls below the 40 percent low-income threshold for two consecutive years as follows:

Reporting date 10/5/2016 – Free and Reduced lunch percentage 35.78%  
Reporting date 10/4/2017 – Free and Reduced lunch percentage 35.60%

Keppel has completed the needs assessment as well as updated and approved its SPSA required for the waiver process. The waiver and SPSA is being presented for Board of Education approval so that Keppel may continue as a Title I SWP school.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 22

TO: Board of Education

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

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

SUBJECT: **Approval of Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment Program**

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The Superintendent recommends that the Board of Education approve the Services Agreement between Glendale Unified School District and Parker-Anderson Enrichment Program to provide a two-week Summer Academy for identified refugee students in the amount of \$30,000.

Glendale Unified School District, in partnership with Parker-Anderson Enrichment Program, will provide a summer academy for identified students from refugee families. There are a total of 100 potential Refugee/Asylee students in Grades K-12 that are eligible districtwide.

The program will run for two weeks from July 16 –July 27, 2018. Classes will be held at Mann Elementary School five days per week from 8:45 a.m. – 2:45 p.m. with snack/lunch periods included. Students will participate in three diverse workshops per day for each grade level, with a new group of workshops for each of the two weeks.

The cost for the two-week program including any materials/lab fees is not to exceed \$30,000, which is covered by Refugee School Impact (RSI) funds.

**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 4th day of June, 2018 by and between the Glendale Unified School District, (“District”) and Parker-Anderson Enrichment a corporation, whose place of business is Van Nuys, 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 July 16, 2018 and will diligently perform as required and complete performance by July 27, 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:

<u>  X  </u>	Signed Agreement
<u>  X  </u>	Workers' Compensation Certification
<u>  X  </u>	Fingerprinting/Criminal Background Investigation Certification
<u>  X  </u>	Insurance Certificates and Endorsements
<u>  X  </u>	W-9 Form
<u>  X  </u>	Non-collusion Declaration
<u>  X  </u>	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) Thirty Thousand dollar (\$30,000.00), 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
<b>Commercial General Liability Insurance</b> , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
<b>Automobile Liability Insurance - Any Auto</b> Each Occurrence General Aggregate	 \$ 1,000,000 \$ 1,000,000
<b>Professional Liability</b>	\$ 1,000,000
<b>Workers Compensation</b>	Statutory Limits
<b>Employer’s Liability</b>	\$ 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: Dr. Kelly King

**Contractor:**

Parker-Anderson Enrichment  
16526 Arminta St  
Van Nuys, CA 91406

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 Parker-Anderson Enrichment

By: \_\_\_\_\_  
Signature Title: President  
Josh Parker Dated: \_\_\_\_\_  
Print Name

By: \_\_\_\_\_  
Signature Title: CFO  
Jamie Anderson Dated: \_\_\_\_\_  
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.: \_\_\_\_\_ 34-205-6683 :

Address: 16526 Armintha St. Employer Identification and/or  
Social Security Number

Van Nuys, CA 91406

Telephone: (818) 650-8676

Facsimile: (818) 249-5551

E-Mail: la@parker-anderson.org

Type of Business Entity:  
 Individual  
 Sole Proprietorship  
 Partnership  
 Limited Partnership  
 Corporation, State: \_\_\_\_\_  
 Limited Liability Company  
 Other: \_\_\_\_\_

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

Glendale Unified School District

By: \_\_\_\_\_ 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:

Dates: Monday, July 16<sup>th</sup> through Friday, July 27<sup>th</sup>, 2018

Location: Horace Mann Elementary School

Summer Academy Hours: (subject to change to accommodate summer school)

Period 1: 8:45am-10:15am  
Lunch: 10:15am-10:55am  
Period 2: 11:00am-12:15pm  
Supervised Break: 12:15am-12:45pm  
Period 3: 12:45am-1:45pm  
Period 4: 1:45pm-2:45pm

Summer Academy Workshop Schedule (subject to change based on GUSD suggestions)

K-3<sup>rd</sup> Grades: SportsWorld, Chess, Art Adventures, SpyKids: Secret Agents, Lego Robotics, Dance, Sculpture, Weird  
Science

4<sup>th</sup>-8<sup>th</sup> Grades: Chess, Computer Programming, SportsWorld, Marine Biology, Dance, Fine Art Academy, Lego Robotics, Chemistry

9<sup>th</sup>-12<sup>th</sup> Grades: Computer Programming, SportsWorld, Chess, Mock Trial, Public Speaking & Debate; Fine Art Academy, Lego Robotics, Dance, Young Doctors: Pre-Med Academy

Recruitment & Enrollment:

Parker-Anderson will facilitate all recruitment and enrollment for Summer Academy 2018. All brochures, questionnaires and registration forms will be provided by Parker-Anderson Enrichment.

Once provided with a list of eligible students from GUSD, Parker-Anderson will contact the parents directly, and get them enrolled on Parker-Anderson Enrichment's website: [www.parker-anderson.org](http://www.parker-anderson.org)

Parker-Anderson Enrichment's website will have exact rosters for each of the grade levels for all enrolled students. All up-to-date rosters will be accessible by GUSD on a daily basis.

Staffing:

Parker-Anderson will provide certified instructors for each workshop that runs with a minimum of 6 students.

We will also provide an on-site liaison each day to:

- Cross-reference the "absent" list with our rosters, and provide rosters for each of the teachers
- Facilitate roll call with all of the instructors—find any students on the rosters that are not in attendance
- Supervise the lunch break
- Help manage the drop-off & dismissal procedures



**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: 6/4/2018

Name of Contractor: Parker-Anderson Enrichment

Signature: \_\_\_\_\_

Print Name and Title: Josh Parker, President

(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: Josh Parker

Title: President

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: 6/4/2018

Name of Contractor or Company: Parker-Anderson Enrichment

Representative's Name and Title: Josh Parker, Director

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 president of Parker-Anderson Enrichment, 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 5/3/2018, at Van Nuys, CA.

\_\_\_\_\_  
Signature

Josh Parker  
\_\_\_\_\_  
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 Parker-Anderson Enrichment ("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: 6/4/2018

Name of Contractor: Parker-Anderson Enrichment

Signature: \_\_\_\_\_

Print Name and Title: Josh Parker, President

**Services cannot be rendered until all documentation is submitted and final approval is received.**

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 23

TO: Board of Education

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

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

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

SUBJECT: **Approval of Live Streaming Services from Studio Spectrum for 2018-2019**

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The Superintendent recommends that the Board of Education approve the live streaming proposal from Studio Spectrum for the 2018-2019 school year for a total amount of \$11,250.

The current subscription GUSD has with Granicus for live streaming Board Meetings is up for renewal. The annual subscription costs approximately \$13,000 per year. Additionally, since Granicus has changed their standard video format, they require their customers to purchase approximately \$4,000 of new hardware to be compatible with the new format.

Studio Spectrum, a local company who originally designed the GUSD broadcast room, provided support and upgrades for it over the years, and provided a variety of professional services such as the audio/visual support for 'State of the Schools,' also offers a streaming solution for Board Meetings. Studio Spectrum's solution is competitively priced and includes hosting the live streaming website, on-demand video indexing, publishing and archiving services. Public Information and Educational Technology and Information Services (ETIS) evaluated and tested the services offered by Studio Spectrum with favorable results. Compared to Granicus, Studio Spectrum's solution provides a larger streamed image size at a higher resolution, a fast turn-around for indexing, and is compatible with GUSD's broadcasting equipment without the need for additional equipment.

It is recommended to switch the Board meeting streaming services from Granicus to Studio Spectrum. The proposal submitted by Studio Spectrum includes 30 meetings during the 2018-2019 school year for the total amount of \$11,250. Additional meetings can be streamed at a rate of \$375 per meeting.



1056 North Lake St. \* Burbank, California 91502  
 (818) 843-1610 \* Fax (818) 843-1145  
 www.studiospectrum.com  
 CA Contractor's License #996920

## GUSD Web Streaming Services Proposal 2018-2019 School Year

<b>Client:</b>	<b>Glendale Unified School District</b>	<b>Proposal #:</b>	<b>GUSD201819</b>
	<b>Educational Technology &amp; Information Services</b>		
	223 North Jackson Street	<b>Date:</b>	6/5/2018
	Glendale, California 91206	<b>Consultant:</b>	John Buckowski
<b>Attn:</b>	Frank Schlueter		Heather King
<b>E-Mail:</b>	<a href="mailto:FSchlueter@gusd.net">FSchlueter@gusd.net</a>		
<b>Phone:</b>	(818) 241-3111 x1577	This quotation valid for 30 days	
<b>Fax:</b>			

ITM	QTY	Services Description	Per Meeting	Annual Estimate <small>(Based on scheduling 30 meetings per year)</small>
1	1	<b>LIVE VIDEO STREAMING and ON-DEMAND VIDEO INDEXING; PUBLISHING and ARCHIVING SERVICES</b>  <i>Includes the following scope of services:</i>	\$375.00	\$11,250.00
2		Above streaming package for the 2018-19 school year budgeted for (30) meetings: (20 BOE Meetings, 5 LCAP Meetings, +5 Additional Meetings)	included	
3		The streaming media will consist of live and recorded public meetings, public information, and programming accessible from the GUSD website. Studio Spectrum shall create and maintain portal web pages. All video shall be available as streaming h.264 format suitable for mobile devices.	included	
4		Service must include storage and distribution management, continuous systems management, and technical support available 24 hours per day, seven days per week.	included	
5		Video and data archives will be maintained in multiple locations; in a vendor owned media vaults for public access, in at least one other media vault for use in the event of failure. On-demand archives must include unlimited public meeting content, unlimited storage and unlimited amount of other content. The live video stream will be provided through a Vendor owned encoder. The encoder application software must be Vendor provided, installed, and maintained.	included	
6		The service must include an automatically generated podcasting service whereby archives are available in a format such as MPEG-4 suitable for mobile devices. Podcast downloads must be available via an automatically generated RSS feed.	included	
7		Public meeting archives must include the ability to incorporate meeting agendas and the ability for users to jump to indexed locations in the video recordings that correspond to any agenda item. The service must include the marking and date/time stamp of the video index points both during encoding and the video has been recorded. Public meeting video archives must be automatically available to the public within six hours of meeting adjournment.	included	
8		Video streaming must provide for viewing of closed caption text outside of the Media Player frame when closed caption text is included in the broadcast. Associated agendas and closed captioning must be searchable through the web portal.	included	
9		Web portals must be made to appear similar to GUSD web pages. GUSD will provide graphics from their web site to support this.	included	

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 24

TO: Board of Education

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

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

PREPARED BY: Dr. Deb Rinder, Executive Director, Secondary Services

**SUBJECT: Approval of Amendment to the Contract with Sunbelt Staffing**

The Superintendent recommends that the Board of Education approve the amendment to the contract between Glendale Unified School District and Sunbelt Staffing in the amount of \$15,000 for providing contracted school psychologists to meet the needs of students during the 2017-18 school year.

Sunbelt Staffing is an agency that provides contracted school psychologists to meet the needs of students. The existing contract with this agency is in the amount of \$100,000, but it is estimated that additional \$15,000 will be needed to pay for services for the remainder of the 2017-2018 school year. Special education resources will be used to pay for these services.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 25

TO: Board of Education

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

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

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

SUBJECT: **Approval of Agency Contracts for Special Education Services  
for the 2018-2019 School Year**

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The Superintendent recommends that the Board of Education approve the contracts between Glendale Unified School District and various agencies to provide special education services for students not to exceed \$143,000.

It is recommended that the following agencies be used to provide special education services as needed:

- Auditory Processing – B. Braun (for an amount up to \$30,000)
- Glendale Adventist Medical Center (for an amount up to \$44,000)
- My Therapy Company (for an amount up to \$25,000)
- Riner Constantine & Associates (for an amount up to \$44,000)

The contracts are available in the Special Education Department for review. These contracts are needed to provide special education services for the 2018-2019 school year. Special education resources will be used to pay for these services.



GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 26

TO: Board of Education

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

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

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

**SUBJECT: Approval of Special Education Master Contracts**

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The Superintendent recommends that the Board of Education approve contracts between Glendale Unified School District and state-certified non-public schools (NPS) and non-public agencies (NPA) that provide services to students in special education programs, as specified on each student's Individualized Education Plan (IEP).

Annually, the Foothill Special Education Local Planning Agency (SELPA) negotiates the terms of master contracts with providers that serve students in Los Angeles County. The following is a list of state-certified non-public agencies and non-public schools with which the Glendale Unified School District may contract for services for students in special education:

**Non-Public Agencies**

Autism Behavior Intervention  
Autism Learning Partners  
Autism Spectrum Therapies  
Behavior Frontiers  
Behavioral Learning Center  
Building Block Resolutions  
California Psychcare  
C.A.R.D.  
C.A.R.E., Inc.  
Center for Developing Kids  
Center for Vision Dev. Optometry  
CIBA, Inc./LeafWing  
Comprehensive Therapy Associates  
Early Childhood Intervention Center  
Glendale Adventist Medical Center

Hayden Consultation Services  
Haynes Family of Programs – S.T.A.R.  
Academy  
Holding Hands Pediatric Therapy  
Lovaas Institute for Early Intervention  
Inclusive Education & Community  
Partnership  
Professional Child Development Assoc.  
Professional Tutors of America  
REACH  
Robert Patterson  
Rosemary Johnson and Associates  
Therapy in Action  
Tierra del Sol Foundation  
Verdugo Hills Autism Project

**Non-Public Schools**

Almansor Center	North Point School
Bridgeport	Oak Grove Center
Cinnamon Hills Youth Crisis Center	Provo Canyon School
Deveareux – Cloe Wallace	STEM <sup>3</sup> Academy
Deveareux – League City	Summit View School
Echo Center	Sunrise School
Excelsior Youth Center	The Help Group/North Hills Prep
Five Acres Therapeutic School	Tobinworld
Heritage Schools, Inc.	Valley High School & Learning Center, Inc. dba Dubnoff School
Hillside School and Learning Center	Villa Esperanza
Hillsides Education Center	Village Glen School
Logan River Academy	Westmorland Academy
Marianne Frostig Center	
New Haven School	

The provision of special education services implemented by non-public agencies and schools are funded by state special education appropriations.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 27

TO: Board of Education

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

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

PREPARED BY: Dr. René Valdés, Director, Student Support Services  
Dr. Ilin Magran, Assistant Director, Child Welfare and Attendance

**SUBJECT: Approval of Memorandum of Understanding with Didi Hirsch  
Mental Health Services for Counseling Services**

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The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and Didi Hirsch Mental Health Services to provide counseling services to GUSD students.

For the past several years, the District has contracted several individual therapists and organizations (one of which is Didi Hirsch Mental Services) as consultants to provide counseling services to students districtwide.

When a student at any school is determined to be in need of counseling services, administrators and/or school counselors refer the students to the Child Welfare and Attendance office, which then chooses one of the contracted consultants to provide the services to the students.

Child Welfare & Attendance office refers students who have MediCal insurance to Didi Hirsch to receive counseling services. Didi Hirsch does not charge the District for these services since they are able to bill directly to MediCal.

This agreement shall be in effect on July 1, 2018 and remain effective through June 30, 2019.

# Glendale Unified School District Student Support Services

## MEMORANDUM OF UNDERSTANDING

### ***Agreement for contracted/volunteer mental health or health services on school sites:***

This agreement is entered into between the **Glendale Unified School District (DISTRICT)**, and **Didi Hirsch Psychiatric Service dba Didi Hirsch Mental Health Services (PROVIDER)** for the purpose of providing selected health services on school site(s) of the District. It is recognized that the provisions of this agreement shall be construed in a manner not inconsistent with the California Education Code and other laws of the State of California.

In furtherance of the foregoing purpose, PROVIDER and DISTRICT agree as follows:

1. **Term of Agreement.** This agreement shall be in effect on July 1, 2018 and remain effective through June 30, 2019. This agreement is subject to cancellation on twenty (20) calendar days written notice by either party. Renewal of agreement may occur on execution by both parties of a written amendment to the agreement providing such extension.
2. **Locations.** The delivery of services by PROVIDER may be on the premises of any of the following school sites:

Balboa Elementary School  
Cerritos Elementary School  
Columbus (Christopher) Elementary School  
Dunsmore Elementary School  
Edison (Thomas A.) Elementary School  
Franklin (Benjamin) Elementary School  
Fremont (John C.) Elementary School  
Glenoaks Elementary School  
Jefferson (Thomas) Elementary School  
Keppel (Mark) Elementary School  
La Crescenta Elementary School  
Lincoln (Abraham) Elementary School  
Mann (Horace) Elementary School  
Marshall (John) Elementary School  
Monte Vista Elementary School  
Mountain Avenue Elementary School  
Muir (John) Elementary School  
Valley View Elementary School  
Verdugo Woodlands Elementary School

White (Richardson D.) Elementary School  
Roosevelt (Theodore) Middle School  
Rosemont Middle School  
Toll (Eleanor J.) Middle School  
Wilson (Woodrow) Middle School  
Verdugo Academy Home Independent Study  
Clark (Anderson W.) Magnet High School  
Crescenta Valley High School  
Glendale High School  
Hoover (Herbert) High School  
Daily (Allan F.) Continuation High School  
Verdugo Academy Independent Study  
College View School  
Early Education & Extended Learning Programs (EEELP)  
F.A.C.T.S. Program  
Jewel City School  
Young Parent Educational Program (YPEP)

3. **Staffing.** PROVIDER shall be solely responsible for staff providing services under this agreement. PROVIDER certifies that staff and/or trainees providing the services are adequately trained and prepared according to prevailing professional standards for providing such services and that personnel providing clinic and/or counseling services are licensed or otherwise legally qualified. PROVIDER certifies that it shall provide adequate supervision of the staff and/or trainees. PROVIDER certifies that all personnel in contact with students are adequately screened, so as to prevent the assignment of personnel who may pose a threat to the safety and welfare of students. All personnel shall provide evidence of freedom from tuberculosis within six months prior to the commencement of service.
4. **Responsibility of District.** DISTRICT schools will be responsible for providing adequate referrals as agreed upon between PROVIDER and DISTRICT schools, a confidential work space for PROVIDER staff, and access to a telephone.
5. **Equipment.** PROVIDER will be responsible for the cost and care of equipment.

6. **Conflict Resolution.** Should any problems or conflicts arise in the course of the delivery of services, it is understood that the authorized representative of the DISTRICT will work with the parties to accomplish an effective resolution through mediation.
7. **Description of Services.** The PROVIDER shall be responsible for the services described in the Service Delivery Application, a copy of which is attached and made a part hereof. Parent/guardian written consent is required in accordance with Section 11 below.
8. **Billing.** Services will be provided at no cost to the DISTRICT or students served unless provided through a Personal Services Agreement. The hourly cost of these services shall be N/A. No Pre-K through 12<sup>th</sup> grade student enrolled in a traditional educational program otherwise eligible for services shall be denied such services due to an inability to pay for same. Medi-Cal, CHDP, and other third party payers may be billed for eligible patients.
9. **Insurance.** PROVIDER shall present DISTRICT with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, Medical Malpractice, and Workers' Compensation. Evidence of insurance covering vehicles will also be required if PROVIDER'S services involve use of vehicle(s) on DISTRICT site(s) or providing transportation to DISTRICT students. PROVIDER'S general liability and medical malpractice and vehicle coverage shall, at a minimum, provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. DISTRICT shall be named as an additional insured by endorsement. PROVIDER shall maintain the aforementioned insurance in effect at all times during the life of this Agreement. DISTRICT warrants that it is self-insured against claims for general liability.
10. **Liability.** PROVIDER shall indemnify, defend, and save the DISTRICT, its Board of Trustees, officers, agents, employees, and volunteers harmless with respect to any and all claims, damages, losses, causes of actions and demands, including reasonable attorney's fees and costs, incurred in connection with or in any manner arising out of PROVIDER'S, its agents', or its employees' performance or failure to perform any duties contemplated by this Agreement.
11. **Independent Contractor.** PROVIDER and any and all agents and employees of Provider shall perform the services required pursuant to this Agreement as an independent contractor, not as officers, employees, or agents of the DISTRICT. PROVIDER shall pay all wages, salaries, and other amounts due to its agents and employees in connection with their performance under this Agreement and as required by law.
12. **Parent Consent for Services.** Should services by PROVIDER include any form of medical or psychological services, including diagnostic services, treatment, or counseling, PROVIDER shall obtain written parent/guardian consent on DISTRICT approved form prior to providing service(s) to a minor.
13. **Records.** PROVIDER and DISTRICT recognize that records maintained by them respectively related to pupils are confidential pursuant to related provision of federal and state law. Parents should be encouraged to complete an exchange of information form to facilitate the sharing of information for the well being of the child.
14. **Notices.** Any notices or communications under this Agreement shall be in writing and shall be deemed to be duly given if served personally on the party to whom it is directed or shall be deemed served forty-eight (48) hours after the same has been deposited in the United States mail, certified or registered mail, return receipt requested, postage prepaid, and addressed in the care of:

DISTRICT:      Glendale Unified School District  
                       Attn: Dr. Kelly King  
                       Assistant Superintendent, Educational Services  
                       223 N. Jackson Street  
                       Glendale, CA 91206

PROVIDER:      Didi Hirsch Mental Health Services  
                       4760 South Sepulveda Blvd.  
                       Culver City, CA 90230



3) PROVIDER: DIDI HIRSCH MENTAL HEALTH SERVICES

Lyn Morris, LMFT  
Senior Vice President  
Clinical Operations

  
(Signature)

5/18/18  
(Date)

Agency Address: 4760 South Sepulveda Blvd., Culver City, CA 90230

Agency Fax Number: (310) 398-0312

Program Address: 1540 East Colorado St., Glendale, CA 91205

Program Fax Number: (818) 243-5413

Program Telephone Number: (818) 244-7257

Agency Federal ID Number: 95-1816023

Rev. 11/07

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Glendale Unified School District  
Student Support Services

**Agency Service Delivery Application**  
*(Initial Application for Contracted/Volunteer Services to GUSD)*

**For Contracted/Volunteer Mental and Health Services on School Site(s)**

**A. General Information**

Name of Agency Didi Hirsh Psychiatric Service dba Didi Hirsch Mental Health Services – Glendale Child and Family Program

Agency Director Kita Curry, Ph.D. Title Chief Executive Officer

Business Address 4760 S. Sepulveda Blvd. Business Telephone (310) 390-6612  
Culver City, CA 90230 Fax (310) 398-0312

Contact Person for Agency Martha Basmadjian, LMFT, Glendale Child and Family Program Director  
Telephone (818) 244-7257

Lead School in MOU Glendale High School; See MOU for list of other schools served

Contact Person for Lead School: Tammy Taylor, School Psychologist Telephone: (818) 242-3161 ext. 2110

Grade Level(s) Pre-School  E.S.  M.S.  H.S.

Proposed Dates of Service: From July 1, 2018 to June 30, 2019

Languages spoken by agency personnel on site: Armenian, Spanish, English, Korean, Mandarin

**B. Agency on School site to Deliver Services**

*(Provide clear copies of licenses, credentials, and certifications appropriate to services.)*

Check all that apply.

Name	Lic. Type	Lic. No.	Exp. Date	TB Date	Licensed	Intern	Supervisor	Other
See Attached Provider Personnel Forms								

**C. Third Party Payers**

Are you planning to bill Medi-Cal, CHDP, or health insurance agencies? Yes  No  If yes, explain:

Medi-Cal will be billed for services provided; some funding is available for indigent students.

**D. Memorandum of Understanding (MOU)**

Use attached MOU agreement for contracted volunteer mental Health or health services on school sites. Provide a signed copy. A copy will be returned to you after it has been signed by the District's Contracts Supervisor.

*The term "Volunteer Service is defined as any service delivered at no cost to the District under the terms and conditions set forth in a Memorandum of Understanding (MOU). Use of this term does not imply that professional services rendered by an agency are uncompensated or unfunded by other non-District sources.*



**E. Insurance Information:** Provide only original Certificate of Insurance. Provider's general liability, medical malpractice and vehicle coverage shall, at a minimum, provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. Glendale Unified School District shall be named certificate holder and receive a policy endorsement to this effect. Provider shall maintain the aforementioned insurance in effect at all times during the life of this agreement.

	Insurance Company	Policy Number	Expiration Date
General Liability	See attached		
Professional Malpractice	See attached		
Worker's Compensation	See attached		
Vehicle*	N/A		

\*If used to transport students/families and/or used to provide services.

**F. Tuberculosis Clearance:** Provide an individual Tuberculosis Clearance Form for each volunteer/contractor. The test must be administered within six months prior to application.

**G. Convictions:** Provider certifies that all personnel providing services to students have fingerprint clearance, do not have a pending court case where the outcome may be a conviction of a felony and/or may pose a threat to the safety and welfare of students.

Yes  No

If no, please explain: \_\_\_\_\_

Please provide three references who can support your application.

Name N/A Telephone \_\_\_\_\_ Relationship \_\_\_\_\_

Name \_\_\_\_\_ Telephone \_\_\_\_\_ Relationship \_\_\_\_\_

Name \_\_\_\_\_ Telephone \_\_\_\_\_ Relationship \_\_\_\_\_

I certify that all information provide on this application is true to the best of my knowledge.

*Lyn Morris*

Date 5/18/18

Lyn Morris, LMFT, Senior Vice President of Clinical Operations  
Didi Hirsch Mental Health Services

The following staff has reviewed the Service Delivery Application and accompanying Memorandum of Understanding and approves this application.

■ Signature \_\_\_\_\_ Date \_\_\_\_\_

For office use only	
■ Submitted Signature: _____ GUSD Department Head	Date: _____
■ Approved Signature: _____ GUSD Applicable Director	Date: _____

## Business Associate Agreement

This Business Associate Agreement (the "Agreement"), is made as of the 1st day of July, 2018 (the "Effective Date"), by and between **Didi Hirsch Psychiatric Service dba Didi Hirsch Mental Health Services** ("Didi Hirsch MHS" or "Covered Entity"), a non-profit in California with a business address of 4760 S. Sepulveda Ave., Los Angeles 90230 and **Glendale Unified School District** ("Business Associate"), with a corporate address of 223 North Jackson Street, Glendale, CA 91206, (collectively the "Parties") to comply with privacy standards adopted by the U.S. Department of Health and Human Services as they may be amended from time to time, 45 C.F.R. parts 160 and 164 ("the Privacy Rule") and security standards adopted by the U.S. Department of Health and Human Services as they may be amended from time to time, 45 C.F.R. parts 160, 162 and 164, subpart C ("the Security Rule"), and the Health Information Technology for Economic and Clinical Health (HITECH) Act, Title XIII of Division A and Title IV of Division B of the American Recovery and Reinvestment Act of 2009, as amended, modified, or extended by the Omnibus Rule and regulations promulgated there under and any applicable state confidentiality laws.

### Specific Definitions

Terms used herein, but not otherwise defined, shall have meaning ascribed by the Privacy Rule and the Security Rule.

a) **Business Associate.** "Business Associate" shall generally have the same meaning as the term "Business Associate" at 45 CFR 160.103, and in reference to the party to this agreement, shall mean **Glendale Unified School District**.

(b) **Covered Entity.** "Covered Entity" shall generally have the same meaning as the term "covered entity" at 45 CFR 160.103, and in reference to the party to this agreement, shall mean **Didi Hirsch MHS**.

(c) **HIPAA Rules.** "HIPAA Rules" shall mean the Privacy, Security, Breach Notification, and Enforcement Rules at 45 CFR Part 160 and Part 164.

(d) **PHI.** "PHI" shall mean Protected Health Information, as defined in 45 C.F.R. 164.501, limited to the information received from or created or received on behalf of **Didi Hirsch MHS**.

### **Obligations and Activities of Business Associate**

Business Associate agrees to:

- a) Not use or disclose protected health information other than as permitted or required by the Agreement or as required by law;
- b) Use appropriate safeguards, and comply with Subpart C of 45 CFR Part 164 with respect to electronic protected health information, to prevent use or disclosure of protected health information other than as provided for by the Agreement;

- a) Business Associate may only use or disclose protected health information as necessary to perform the services to Didi Hirsch MHS and to meet its obligations under this Agreement; it being understood that Business Associate shall not be authorized to permit disclosures not specifically set forth here.
- b) Business Associate may use or disclose protected health information as required by law.
- c) Business Associate agrees to make uses and disclosures and requests for protected health information consistent with Didi Hirsch MHS' minimum necessary policies and procedures.
- d) Business Associate may not use or disclose protected health information in a manner that would violate Subpart E of 45 CFR Part 164 if done by covered entity.
- e) Business Associate may use protected health information for the proper management and administration of the Business Associate or to carry out the legal responsibilities of the Business Associate.
- f) Business Associate may disclose protected health information for the proper management and administration of Business Associate or to carry out the legal responsibilities of the Business Associate, provided the disclosures are required by law, or Business Associate obtains reasonable assurances from the person to whom the information is disclosed that the information will remain confidential and used or further disclosed only as required by law or for the purposes for which it was disclosed to the person, and the person notifies Business Associate of any instances of which it is aware in which the confidentiality of the information has been breached.

**Provisions for Covered Entity to Inform Business Associate of Privacy Practices and Restrictions**

- a) Didi Hirsch MHS shall notify Business Associate of any limitation(s) in the notice of privacy practices of Didi Hirsch MHS under 45 CFR 164.520, to the extent that such limitation may affect Business Associate's use or disclosure of protected health information.
- b) Didi Hirsch MHS shall notify Business Associate of any changes in, or revocation of, the permission by an individual to use or disclose his or her protected health information, to the extent that such changes may affect Business Associate's use or disclosure of protected health information.

**Term and Termination**

- a) Term. The Term of this Agreement shall be effective as of July 1, 2018 and shall terminate on June 30, 2019, on the date covered entity terminates for cause as authorized in paragraph (b) of this Section, whichever is sooner.
- b) Termination for Cause. Business Associate authorizes termination of this Agreement by covered entity, if covered entity determines Business Associate has violated a material term of the Agreement.
- c) Obligations of Business Associate Upon Termination.

Upon termination of this Agreement for any reason, Business Associate shall return to covered entity [or, if agreed to by covered entity, destroy] all protected health information received from covered entity, or created, maintained, or received by Business Associate on behalf of covered entity, that the Business Associate still maintains in any form. Business Associate shall retain no copies of the protected health information.

- d) Survival. The obligations of Business Associate under this Section shall survive the termination of this Agreement.

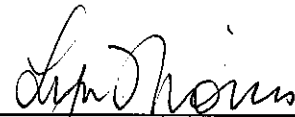
**Miscellaneous**

- a) Regulatory References. A reference in this Agreement to a section in the HIPAA Rules means the section as in effect or as amended.
- b) Amendment. The Parties agree to take such action as is necessary to amend this Agreement from time to time as is necessary for compliance with the requirements of the HIPAA Rules and any other applicable law.
- c) Interpretation. Any ambiguity in this Agreement shall be interpreted to permit compliance with the HIPAA Rules.

**AGREED TO AND ACCEPTED:**

**DIDI HIRSCH MENTAL HEALTH SERVICES**

**GLENDALE UNIFIED SCHOOL DISTRICT**

By:   
(Authorized Signature)

By: \_\_\_\_\_  
(Authorized Signature)

Name: Lyn Morris, LMFT

Name: Dr. Kelly King

Title: Senior Vice President

Title: Assistant Superintendent, Educational Services

Date: 5/18/18

Date: \_\_\_\_\_

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 28

TO: Board of Education

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

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

PREPARED BY: Dr. René Valdés, Director, Student Support Services  
Dr. Ilin Magran, Assistant Director, Child Welfare and Attendance

**SUBJECT: Approval of Agreement with the University of Southern California for School Counseling Interns**

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The Superintendent recommends that the Board of Education approve an agreement between Glendale Unified School District and the University of Southern California School of Social Work to provide interns for social and emotional support to GUSD students and their families in the 2018-2021 school years.

This agreement is between the Glendale Unified School District and the University of Southern California School of Social Work for academically enhancing student's experiences outside of the classroom setting. The agreement supports school counselor interns who are enrolled for practical internships in Glendale school sites to fulfill the required field work hours.

Glendale Unified School District sites are designated for receiving appropriate field learning experiences from nominated students. Both parties comply with all codes, rules and regulations and requirements of all State and Federal authorities.

The agreement begins on July 1, 2018 and is valid for a period of three years (expiring June 30, 2021). The agreement shall automatically renew for successive one (1) year periods beginning each July 1<sup>st</sup> thereafter. Any party may terminate the agreement with or without cause upon written notice to the other parties, provided that any such termination shall only be effective after the end of the school year during which the written notice of termination is issued.

## USC SCHOOL/SCHOOL DISTRICT PLACEMENT AGREEMENT

This School / School District Placement Agreement (“Agreement”) is made this **1st** day of **July, 2018 (the “Effective Date”)**, by and between **Glendale Unified School District** with an address located at **223 N. Jackson Street, Glendale, CA 91206** and the University of Southern California, a California nonprofit educational institution, with an address of Waite Phillips Hall, 3551 Trousdale Parkway, ADM 352, Los Angeles, CA 90089 (“USC”). USC and School/District may be referred to collectively as the “parties” and individually as a “party.”

WHEREAS, USC offers graduate degree programs to its students (“Candidates”) in classroom and in online learning environments; and

WHEREAS, with respect to the online learning environment, USC Rossier and the USC Suzanne Dworak-Peck School of Social Work offer graduate degree programs with an online learning component and field placement experiences (“Programs”), including, among others, Programs in the fields of teaching, school counseling, and social work.

NOW THEREFORE, intending to be legally bound hereby, the parties agree as follows:

1. Placements. The School/District agrees to host one or more Candidates in accordance with the terms of this Agreement and as further set forth in either: (a) the Teaching Candidate Addendum with respect to teaching Candidates; (b) the School Counseling Candidate Addendum with respect to School Counseling Candidates; (c) the School of Social Work Candidate Addendum with respect to School of Social Work Candidate; or (d) such other addenda for such additional Programs as may be agreed upon by the parties from time to time. Each aforementioned Addendum (collectively, the “Addenda”) is incorporated into and made a part of this Agreement.

2. Placement Opportunities.

(a) USC will request placements for its Candidates for one or more of the Programs detailed in the Addenda. Each request shall identify the particular Candidate (or, for groups of Candidates, a composite description of relevant background, assignment request, assignment objectives and suggested activities as appropriate to requested assignments for the Candidate group). USC shall comply with any School/District policy applicable to such placement requests and provided by the School/District to USC.

(b) The School/District agrees to use good-faith efforts to place Candidates proposed by USC within the School/District. The School/District shall have the sole discretion with respect to all Candidate assignments hereunder, provided that the School/District shall involve USC throughout the decision-making process. The School/District shall not in any way be obligated to accept assignments of Candidates beyond the capabilities of the School/District, as determined by the School/District in its sole discretion. The School/District shall have the right to terminate its relationship with any Candidate for violation of the School’s/District’s regulations or for other reasonable cause in accordance with the School’s/District’s standard policies or practice.

3. Compliance with Law.

(a) *Background Investigations.* (i) USC shall inform each Candidate being hosted by the School/District that they are required to complete a background check and receive appropriate clearance(s) in accordance with applicable state and local law prior to commencing any assignment at the School/District (e.g., a State-issued Certificate of Clearance in the case of a teacher placement in California). (ii) The School/District may impose requirements upon Candidates in addition to those required by state law as set forth in Section 3(a)(i) above (the “Additional Requirements”). In such event, the School/District agrees to provide all such Additional Requirements in writing to USC promptly following execution of this Agreement (or, as applicable, promptly upon any adoption or modification thereof occurring during the Term of this Agreement). USC shall communicate all such Additional Requirements to Candidates, and shall advise Candidates to make any and all additionally required submissions directly

to the School/District. Upon notice to the Candidate, the School/District shall have the right to reject any Candidate who fails to comply with the Additional Requirements from participating in an assignment at the School/District.

4. No Employment Relationship of Candidates.

(a) Candidates are students, and not employees of USC or the School/District. As such, they are not covered by USC's or the School's/District's workers' compensation policies.

(b) Candidates are neither entitled to, nor shall receive, any compensation or other employee-related benefit (without limitation) from USC or the School/District. Candidates shall not displace any School/District employee.

(c) The School/District shall provide in writing any requirements for Candidates to obtain and maintain personal liability insurance coverage, which requirements may vary based on the applicable Program. USC shall communicate to Candidates any such School/District coverage requirements, provide reasonable assistance to Candidates in obtaining such coverage, and facilitate each Candidate's submission of appropriate documentation thereof directly to the School/District (which the School/District agrees to accept).

5. Information, Hiring & Confidentiality.

(a) USC is a non-profit, educational research institution interested in evaluating the success of its graduates in impacting student achievement relative to comparable teachers, school counselors, school social workers, or other appropriate position, as the case may be. As such, USC may request the School/District to provide information to assist USC in its evaluative process. If available, the School/District shall provide such information to USC following any such reasonable request.

(b) The School/District may hire any Candidate(s) upon program completion, but is under no obligation to do so.

(c) USC shall not request the School/District to provide any health or other records of any student of the School/District covered by the Family Educational Rights and Privacy Act ("FERPA"); nor shall USC request any Candidate to share any protected School/District data (whether about School/District students or personnel) with USC.

(d) To the extent that any party to this Agreement discloses any confidential information to any other party hereto in connection with the relationships contemplated hereunder, the parties agree during the term of this Agreement (and all renewals thereof) and for a period of two (2) years thereafter to use reasonable efforts to protect, maintain as confidential, and not disclose, any such confidential information of any other party.

6. Compliance with the Law. The parties hereto shall comply with all applicable federal, state and local laws, rules, statutes, acts, regulations, code and similar legal requirements, including but not limited to FERPA.

7. Non-Discrimination. Each party represents that it is an equal opportunity employer. Each party certifies that it does not, and shall not, discriminate against its employees, students, Candidates or applicants on any unlawful basis. Each party certifies that it is, and shall remain, in compliance with all laws, regulations, executive orders or other legal prohibitions against discrimination.

8. Indemnification.

(a) *Indemnification by School/District.* The School/District shall indemnify, defend and hold harmless USC, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of the School/District, its employees, agents or representatives.

(b) *Indemnification by USC.* USC shall indemnify, defend and hold harmless the School/District, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of USC, its employees, agents or representatives.

9. Governing Law. The interpretation, application, and enforcement of this Agreement shall be governed by the laws of the State of California without reference to choice of law principles. Any claim, suit, or cause of action involving the interpretation, application, or enforcement of this Agreement shall be commenced in the appropriate state or federal courts in the State of California.

10. Term, Termination and Renewal. The Term of this Agreement shall begin as of the later of the Effective Date or the date of the School's/District's signature set forth below ("Term Commencement Date") and continue through June 30<sup>th</sup> of the calendar year following the third anniversary of the Term Commencement Date. Unless any party terminates this Agreement pursuant to this Section 10, this Agreement shall automatically renew for successive one (1) year periods beginning each July 1<sup>st</sup> thereafter. Any party may terminate this Agreement with or without cause upon written notice to the other parties, provided that any such termination shall only be effective after the end of the school year during which the written notice of termination is issued. For the avoidance of doubt, other than where the School/District removes a Candidate pursuant to Section 2(b) above, the School/District shall permit current Candidates to complete the current school year at the time of any such termination.

11. Notices. Any notice to be given hereunder by any party to this Agreement shall be in writing and will be deemed given on the date received as evidenced by confirmation of receipt, except if such confirmation is later than 3:00 p.m. (School/District local time), addressed as follows (provided that, upon written notice in accordance herewith, any party may update its notice recipients at any time during the term of this Agreement):

(a) *If to the School/District:* Glendale Unified School District – 223 N. Jackson Street, Glendale, CA 91206; attention: Dr. Ilin Magran, Assistant Director Student Support Services; Facsimile No. (818)242-4213.

(b) *If to USC:* University of Southern California, Rossier School of Education, Waite Phillips Hall, 3470 Trousdale Parkway, WPH-504G, Los Angeles, CA 90089; attention: Dr. Kathy Stowe, Associate Dean of Academic Programs; Facsimile No. (213) 740-5799.

12. Limitation of Liability. Except as such damages may be sought or assessed in respect to third party actions covered by the indemnification provisions herein, no party shall be liable to the other for consequential, incidental, indirect, exemplary, punitive or special damages of any nature or character (including loss of profits, data, business or goodwill or any indirect economic damages whatsoever), from causes of action of any kind, including contract, tort (including strict liability or other legal theory), a breach of any warranty or term of this agreement, or otherwise, even if the party at fault or in breach has been advised or had reason to know in advance of the possibility of incurring such damages.

13. Severability. In the event that any provision of this Agreement conflicts with the law under which this Agreement is to be construed or if any such provision is held invalid or unenforceable by a court with jurisdiction over the parties to this Agreement, such provision will be restated to reflect as nearly as possible the original intentions of the



parties in accordance with applicable law; and the remaining terms, provisions, covenants, and restrictions of this Agreement will remain in full force and effect.

14. Entire Agreement/No Modification/Counterparts/Execution/Binding Agreement. This Agreement constitutes the entire agreement between the parties with respect to its subject matter, and fully supersedes and replaces any and all prior or contemporaneous understandings or agreements, written or oral, between the parties hereto or any of their respective affiliates regarding such subject matter. Any waiver, change in, amendment, addition, supplement or other modification of any provision of this Agreement will be valid and effective only if in writing and signed and dated by all parties hereto subsequent to the execution of this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. This Agreement shall become binding when one or more counterparts hereof, individually or taken together, bear the signatures of all of the parties reflected hereon as the signatories. A faxed, PDF or electronic signature shall have the same legally binding effect as an original signature. This Agreement will be binding upon the parties and their successors, affiliates, subsidiaries, assigns, officers, directors, employees, and agents. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. Arbitration. All controversies, claims and disputes arising in connection with this Agreement shall be settled by mutual consultation between the parties in good faith as promptly as possible, but failing an amicable settlement shall be settled finally by arbitration in accordance with the provisions of this paragraph. Such arbitration shall be conducted in Los Angeles, California, in accordance with the Commercial Arbitration Rules of the American Arbitration Association (“AAA”). The parties hereto hereby agree that the arbitration procedure provided for herein shall be the sole and exclusive method of resolving any and all of the aforesaid controversies, claims and disputes. The costs and expenses of the arbitration, including without limitation attorneys’ fees, shall be borne by the parties in the manner determined by the arbitrator. Legal action for (i) entry of judgment upon any arbitration award or (ii) adjudication of any controversy, claim or dispute arising from a breach or alleged breach of this paragraph may be heard and tried only in the courts of the State of California for the County of Los Angeles or the Federal District Court for the Central California for the County of Los Angeles or the Federal District Court for the Central District of California. Each of the parties hereto hereby irrevocably and unconditionally waives any right(s) to trial by jury in any action or proceeding arising under this Section 15 and each party further waives any defense of lack of in personam jurisdiction of said courts. Each party agrees that service of process in such action may be made upon each of them by mailing it certified or registered mail to the other party at the address provided for in this Agreement. Both parties agree that the prevailing party shall be entitled to recover from the non-prevailing party reasonable expenses, including without limitation, attorneys’ fees.

16. No Agency; No Assignment. Both parties acknowledge that they are independent contractors, and nothing contained herein shall be deemed to create an agency, joint venture, franchise, or partnership relation between the parties. Neither party hereto shall have the right, directly or indirectly, to assign, transfer, convey or encumber any of its rights under this Agreement without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of the parties.

**INTENDING TO BE LEGALLY BOUND HEREBY**, the parties affix their respective hands below:

<b>Glendale Unified School District</b> 223 N. Jackson Street Glendale, CA 91206	<b>UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE USC ROSSIER SCHOOL OF EDUCATION AND THE USC SUZANNE DWORAK- PECK SCHOOL OF SOCIAL WORK</b>
<b>Print Name:</b>  <b><u>Dr. Kelly King</u></b>	<b>Print Name:</b>  _____
<b>Signature:</b>  _____	<b>Signature:</b>  _____
<b>Dated:</b> _____	<b>Dated:</b> _____

### **SCHOOL COUNSELING CANDIDATE ADDENDUM TO THE ROSSIER PLACEMENT AGREEMENT**

This School Counseling Candidate Addendum to the School / School District Placement Agreement (“Addendum”) is incorporated into and made a part of that certain School / School District Placement Agreement (the “Agreement”) executed concurrently with this Addendum (or subsequently on the date indicated below), and is effective as of “Term Commencement Date”, as defined in the Agreement. Capitalized terms not otherwise defined in this Addendum shall have the meaning ascribed to them in the Agreement.

1. Controlling Terms. The terms of this Addendum modify and supplement the Agreement. Whenever any inconsistency or conflict exists between the Agreement and this Addendum, the terms of this Addendum control and supersede the Agreement. In all other respects, the terms of the Agreement are ratified and confirmed.

2. Placement Opportunities. USC shall identify prospective Candidates to the School/District for potential placement within the School/District, including assignment to a school-site supervisor of record. USC shall supply the Candidate’s name, relevant program and background clearance information and type of assignment appropriately matching the prospect’s needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of Candidates it shall accept as School Counselor Students, the length of assignments, and the distribution of assignments.

3. School-site Supervisor.

(a) The School/District shall make recommendations to USC regarding [staff members] whom School/District believes are appropriate to serve as “School-site Supervisors” (defined below). Through the School’s/District’s recommendations, USC’s observations and School/District staff references, USC shall identify counselors and other staff working within the School/District to supervise and prepare School Counselor Candidates during their in-school experiences (“School-site Supervisors”).

(b) Both the School/District and USC shall approve the participation of any staff as a School-site Supervisor, provided that the School/District shall use its best efforts to approve a sufficient quantity of School-site Supervisors necessary to oversee the agreed-upon number of School Counselor Candidates placed within the School/District at any time.

(c) Should any School-site Supervisor become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative School-site Supervisor to the School Counselor Candidate (excluding a substitute teacher that replaces the original School-site Supervisor within the School/District).

4. Credential Seeking Candidates. Any credential seeking USC School Counselor Candidate shall be required to sit for and pass applicable, state-specific exams (*for example, in California, the California Basic Educational Skills Test*), as applicable in the Candidate’s state of residence, prior to the commencement of his or her assignment as a School Counselor Candidate.

5. Use of Video. USC utilizes video recording throughout its programs, including as an essential element of its instruction methodology. As such, any Candidate may make video recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require Candidates to be responsible for obtaining appropriate and signed video release/authorization forms (which USC shall provide to Candidate ) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (*i.e., under the age of legal competence*). The School/District may provide reasonable assistance to Candidates in obtaining signatures on such forms.

6. Performance Data. Should the School/District hire any school counselor Candidate(s), the School/District shall support USC’s program evaluation initiatives by sharing student-level performance data for students he or she counsels to measure school counselor efficiency relative to other Master of Education in School Counseling graduates and to other new school counselors prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 6 shall survive the expiration or termination of the Agreement for any reason.

**INTENDING TO BE LEGALLY BOUND HEREBY**, the parties affix their respective hands below:

<b>Glendale Unified School District</b> <b>223 N. Jackson Street</b> <b>Glendale, CA 91206</b>	<b>UNIVERSITY OF SOUTHERN CALIFORNIA, ON</b> <b>BEHALF OF THE ROSSIER SCHOOL OF</b> <b>EDUCATION</b>
<b>Print Name: <u>Dr. Kelly King</u></b> <u>Assistant Superintendent, Educational Services</u>	<b>Print Name: _____</b>
<b>Signature:</b>  _____	<b>Signature:</b>  _____
<b>Dated: _____</b>	<b>Dated: _____</b>

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 29

TO: Board of Education

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

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

PREPARED BY: Dr. René Valdés, Director, Student Support Services  
Dr. Ilin Magran, Assistant Director, Child Welfare and Attendance

**SUBJECT: Approval of Agreement with the University of California, Los Angeles, for Social Work Interns**

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The Superintendent recommends that the Board of Education approve an agreement between Glendale Unified School District and the University of California, Los Angeles (UCLA), for students in the UCLA Department of Social Welfare to gain practical field work learning experiences in GUSD schools.

This agreement is between the Glendale Unified School District and the University of California, Los Angeles, for academically enhancing student's experiences outside of the classroom setting. The agreement supports social work interns who are enrolled for practical internships in Glendale school sites to fulfill the required field work hours.

Glendale Unified School District sites are designated for receiving appropriate field learning experiences from nominated students. Both parties comply with all codes, rules and regulations and requirements of all State and Federal authorities. There is no cost to the District for placing social work interns at school sites.

The agreement begins on June 20, 2018 and is valid for a period of seven years or until termination by either party upon ninety (90) days written notice to the other.

**“UCLA, LUSKIN SCHOOL OF PUBLIC AFFAIRS  
DEPARTMENT OF SOCIAL WELFARE**

**AFFILIATION AGREEMENT INSTRUCTIONS”**

We appreciate your willingness to have UCLA Department of Social Welfare (“University”) students placed in your facility as part of their learning experience. We look forward to a productive relationship with your organization. Following these instructions, please find the standard University of California Affiliation Agreement.

**INSURANCE FOR STUDENTS:** The students placed with your organization under this Agreement are **not** University officers, agents or employees. *Therefore, the University does not carry Worker’s Compensation Insurance for the benefit of Social Welfare students.* Students are participating in field work as part of their requirement toward award of a degree. As such, Students are required to have medical coverage in the event of injury while participating in Field Education at your facility. Since the students’ services may involve patient care, our students are required to obtain their own malpractice insurance at the maximum coverage. This insurance is required before students begin Field Education Instruction.

We usually receive questions regarding the **insurance** and **indemnification** paragraphs, especially when hospitals and social service agencies have their own pre-worded Agreements that they want us to sign. The University is a part of the State of California and is permissibly self-insured for primary limits. The following paragraphs contain “acceptable wording” that the University will agree to concerning Insurance and Indemnification:

**INSURANCE:** The Affiliate warrants that it carries a policy or policies of insurance issued by insurance companies licensed to do business in the State of California and/or a comparable program of self-insurance providing coverage for bodily injury, personal injury, malpractice, property damage, and contractual liability. The Affiliate shall maintain such insurance and/or a comparable program of self-insurance in full force and in effect during the term of this Agreement with a limit of liability of at least two million dollars (\$2,000,000) per occurrence. The Affiliate within thirty (30) days of the date of this Agreement shall supply University with proof of insurance, naming “The Regents of the University of California” as an additional insured, and showing evidence of coverage in the amounts and for the perils listed above.

**INDEMNIFICATION:** The Affiliate agrees to indemnify, save harmless, and at the University’s request, defend the University, its officers, agents and employees from and against all loss or expense (including costs and reasonable attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the Affiliate, its agents, or employees, but only in proportion to and to the extent that such liability is due to the negligent acts or failures to act of the Affiliate, its agents or employees.

Please review the Agreement and if acceptable, complete the following for each copy:

1. Insert date at top of page 1 and **Name of Agency**
  2. Complete Item 20.B - (*agency contact for program and contractual matters*)
  3. Make 3 copies **before** signing.
1. Sign Agreement on Page 4
  2. Complete bottom of Page 4 - (*person to return the fully executed copy when complete*)
  3. Keep 1 copy for your records.
  4. Return **two (2)** copies to:

Shelly Brooks  
Field Education Advisor  
UCLA, Luskin School of Public Affairs  
Department of Social Welfare  
3250 Public Affairs Building, Box 951656  
Los Angeles, CA 90095-1656

Questions can be directed to Shelly Brooks at **(310) 825-1429** or **e-mail:** [brooks@luskin.ucla.edu](mailto:brooks@luskin.ucla.edu). A fully executed original will be returned to you for your records. Your affiliation is highly desirable from our perspective. This is an important component of our academic program.

Thank you for your interest and cooperation.

**UCLA, Luskin School of Public Affairs  
Department of Social Welfare  
FIELD EDUCATION AFFILIATION AGREEMENT**

**(FOR THE PROVISION OF GRADUATE SOCIAL WORK FIELD EDUCATION)**

**THIS AFFILIATION AGREEMENT** is entered into this 20 day of June, **2018** in the State of California by and between **Name of Agency:** Glendale Unified School District

(hereinafter referred to as “**Affiliate**”) and THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, a California corporation (hereinafter called “**University**”), on behalf of the UCLA Department of Social Welfare (hereinafter called “**Department**”).

WITNESSETH:

WHEREAS, the Affiliate and the University are committed to the advancement of the profession of social work in the fulfillment of its professionally and societally defined tasks on behalf of those whom it serves; and

WHEREAS, the Affiliate has an interest in providing practice and research opportunities for graduate students preparing for the professional practice of social work; and

WHEREAS, graduate social work education at the Masters level in the Department is education for practice;

NOW, THEREFORE, IT IS AGREED THAT:

**GENERAL RESPONSIBILITIES:**

1. **Instruction.** Field education for the Department’s students of social work shall be provided at the Affiliate as delineated in this Agreement.
2. **Rules and Regulations.** The students shall be held accountable to both the Affiliate and the Department to comply with the Affiliate’s rules and regulations and for adherence to other established standards of professional conduct.
3. **Compensation.** Neither party to this Agreement shall be obligated to pay any monetary compensation to the other.
4. **Affirmative Action.** In accord with the prevailing commitment to affirmative action by the University, the Department and the health and welfare institutions with which they affiliate, neither party to this Agreement shall employ discriminatory practices in its performance hereunder on the basis of ethnicity, religion, sexual identity, national origin, ancestry, age, or physical handicap.

**AFFILIATE RESPONSIBILITIES:**

5. **Instruction.** The Affiliate shall recommend members of its staff, qualified within the Department’s criteria and approved by the Department, to act as Field Instructors for students placed with it for training. These instructors shall be afforded sufficient release time to instruct and supervise the student’s work at the Affiliate in accordance with the educational objectives, learning experience and performance expectations established by the Department and agreed to by the Affiliate.



6. **Resources.** The Affiliate shall provide facilities, staff, materials and other resources necessary to meet the Affiliate's educational commitments. Even though the University may lend or make information available to the Affiliate, all libraries, teaching materials and other resources used under this Agreement are the property of UCLA. Affiliate may not claim any ownership rights, nor reproduce without UCLA's permission.

7. **Student Selection.** The Affiliate shall accept students enrolled in the Department for a practicum in graduate social work education at times, in numbers and at such locations of the Affiliate as shall be agreed upon by both parties.

8. **Student Services.** The Affiliate shall not use students to replace its regular staff and shall not require the students to render services except as they are identified for their learning value as part of an agreed upon educational program.

9. **Student Compensation.** The Affiliate shall not compensate students for their services unless otherwise and previously agreed to by the parties to this Agreement. The Affiliate shall reimburse the students for incidental costs incurred in the rendering of assigned services in accordance with the regular payment policies of the Affiliate.

10. **Removal of Students.** The Affiliate may request that the Department remove any student whose performance the Affiliate deems unfit to meet the demands of its service program or whose conduct otherwise interferes with its staff relationships or primary mission.

11. **Indemnification.** The Affiliate agrees to indemnify, save harmless, and at the University's request, defend the University, its officers, agents and employees from and against all loss or expense (including costs and reasonable attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the Affiliate, its agents, or employees, but only in proportion to and to the extent that such liability is due to the negligent acts or failures to act of the Affiliate, its agents or employees. The indemnifications contained herein shall survive the termination or expiration of this Agreement.

12. **Insurance.** The Affiliate warrants that it carries a policy or policies of insurance issued by insurance companies licensed to do business in the State of California and/or a comparable program of self-insurance providing coverage for bodily injury, personal injury, malpractice, property damage and contractual liability. The Affiliate shall maintain such insurance and/or a comparable program of self-insurance in full force and in effect during the term of this Agreement with a limit of liability of at least two million dollars (\$2,000,000) per occurrence. The Affiliate within thirty (30) days of the date of this Agreement shall supply University with proof of insurance, naming "The Regents of the University of California" as an additional insured, and showing evidence of coverage in the amounts and for the perils listed above.

#### **UNIVERSITY AND DEPARTMENT RESPONSIBILITIES:**

13. **Field Instruction Consultant.** The Department shall assign a representative of its faculty to act as Field Instruction Consultant to the Affiliate. The Consultant's responsibilities shall be to act as liaison between Department and Affiliate in the development and execution of the Field Instruction program and the evaluation of student performance, and to engage in such other activities as are of mutual concern in the provision of student training.

14. **Student Practicum.** The Department shall, at the time of Agreement, provide the Affiliate with a statement of its educational goals, of appropriate learning experiences, and of its expectations for student performance in the practicum. When and if necessary, that statement may be re-specified by mutual consent.

15. **Student Placement and Performance Evaluation.** The Department shall be responsible for the selection, placement and/or removal, and final grading of students placed with the Affiliate. These decisions shall be made in consultation with the Affiliate in accordance with the respective responsibilities of each party to this Agreement.

16. **Medical Certification.** If requested, the Department shall provide the Affiliate with a medical statement from the University's Student Health Service certifying that each student placed with the Affiliate is physically fit to engage in Field Education and has been immunized against common communicable diseases. Any exception to this certification provision shall be discussed with the Affiliate prior to placement of the student in order to secure the Affiliate's approval and acceptance of the student.

17. **Resources.** The University and the Department shall make available to personnel of the Affiliate its libraries, teaching materials and other resources as shall further the objectives of this Agreement, to the extent that such resources are not required for other University purposes. The University and the Department shall seek the consultation of the Affiliate in the development of the educational goals and curriculum content to meet the health and welfare needs of the community.

18. **Indemnification.** The University agrees to indemnify, save harmless, and at the Affiliate's request, defend the Affiliate, its agents, and employees from and against all loss or expense (including costs and reasonable attorney fees) resulting from liability imposed by law upon the Affiliate because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the University, its agents, or employees, but only in proportion to and to the extent that such liability is due to the negligent acts or failures to act of the University, its agents or employees.

19. **Term of Agreement.** The period of this Agreement shall begin on the date first written above, and shall continue thereafter for a **period of seven (7) years** or until termination by either party upon ninety (90) days written notice to the other.

20. **Communication.** Correspondence concerning this Agreement and communications between the parties shall be through the following persons:

- |    |   |   |
|----|---|---|
| A. | University for:<br><b><i>Program Matters --</i></b><br>University of California, Los Angeles<br>Chair, Department of Social Welfare<br>3250 Public Policy Bldg., Box 951656<br>Los Angeles, California 90095-1656 | <b><i>Contractual Matters --</i></b><br>Department of Social Welfare<br>Management Services Officer<br>3250 Public Policy Bldg., Box 951656<br>Los Angeles, California 90095-1656 |
| B. | Affiliate for:<br><b><i>Program Matters --</i></b><br>Glendale Unified School District<br><hr/> Educational Services<br><hr/> 223 N. Jackson Street<br><hr/> Glendale, CA 91206                                   | <b><i>Contractual Matters --</i></b><br>Educational Services<br><hr/> Child Welfare & Attendance<br><hr/> 223 N. Jackson Street<br><hr/> Glendale, CA 91206                       |

**SIGNATURE PAGE**

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto:

***FOR THE AFFILIATE:***

\_\_\_\_\_  
Signature  
Typed Name: Dr. Kelly King  
Title: Assistant Superintendent - Educational Services  
Date: June 20, 2018

***FOR THE DEPARTMENT OF SOCIAL WELFARE:***

\_\_\_\_\_  
Signature  
Typed Name: Laura Abrams, Ph.D.  
Title: Chair, Department of Social Welfare  
Date: \_\_\_\_\_

***FOR THE REGENTS:***

\_\_\_\_\_  
Signature  
Typed Name: Anastasia Loukaitou-Sideris, Ph.D.  
Title: Associate Dean  
Date: \_\_\_\_\_

**SEND FULLY EXECUTED COPY TO AGENCY CONTACT:**

NAME Dr. Ilin Magran  
AGENCY Child Welfare & Attendance  
ADDRESS 223 N. Jackson Street,  
CITY/STATE/ZIP Glendale , CA 92106  
PHONE (818 ) 241-3111 ext. 1559

Revised May 26, 2015  
By Carolyn Boland, General Liability Manager  
UCLA Insurance & Risk Mgmt.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 30

TO: Board of Education

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

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

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

SUBJECT: **Approval of Memorandum of Understanding with Hathaway-Sycamores for Providing Educational Support Services**

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The Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and Hathaway-Sycamores Child and Family Services agency for the 2018-2019 school year for the delivery of Educational Support Services (ESS).

ESS is \$4,184 per student (per month) for the 2018-2019 school year and this Memorandum of Understanding defines the roles and responsibilities of each party. Special Education Mental Health resources will be used to pay for these services.

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

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This Memorandum of Understanding (the “MOU”) is entered into this 1st day of July, 2018 by and between the Glendale Unified School District (GUSD) and the Hathaway-Sycamores Child and Family Services (“Hathaway-Sycamores”) for the delivery of Educational Support Services (ESS).

RECITALS

WHEREAS, Glendale Unified School District, is located in Los Angeles County, California, duly organized and existing under and by virtue of the laws of the State of California, including the California Education Code; and

WHEREAS, Hathaway-Sycamores is an educationally related mental health services provider located in Los Angeles, California; and

WHEREAS, GUSD and Hathaway-Sycamores desire to create a partnership where the GUSD refers students who qualify for ESS to Hathaway-Sycamores and Hathaway-Sycamores will provide ESS to these referred students and families;

NOW, THEREFORE, in the consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

- A. Hathaway-Sycamores agrees to provide ESS services to referred students.
- B. Eligible Students: For the purpose of the MOU, an eligible student is one who meets the California eligibility criteria as a student with special needs under 5 CCR 3030 and for whom the Individual Education Program (IEP) team has determined requires a specialized service to meet his/her social/emotional needs.
- C. Services Provided by Hathaway-Sycamores for ESS.
  - 1. Educational Support Services Specialists trained and experienced in behavior intervention strategies will be provided.
  - 2. Educational Support Services Specialist staff that will provide Educational Support Services in accordance with the student’s IEP goals and objectives.

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

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3. Behavior data will be collected and analyzed by the Educational Support Services Specialists and shared with the GUSD Designee and other District staff as required.
  4. Staff will implement only Non-Violent Crisis Intervention (NCI) techniques, or other district approved technique, and use those techniques to de-escalate students. Training for Hathaway-Sycamores staff will be provided by School District, if required.
  5. Case-coordination meetings will be held on a regular scheduled basis between the Hathaway-Sycamores' staff and Glendale Unified School District (GUSD) staff.
  6. Provide support and collaborate with district education staff and administrators.
  7. Staff, including the Educational Support Specialist staff assigned to the ESS case, will be responsible for drafting proposed goals and objectives for the students enrolled in the ESS for review and consideration at the student's annual IEP meetings.
  8. Staff will deal with emergency behaviors exhibited by students enrolled in the ESS in accordance with the California law, and the policies and procedures of the GUSD.
  9. Ongoing communication will exist between the GUSD Director/Specialist, GUSD School Psychologist, other identified members of the school district and designees of Hathaway-Sycamores.
  10. Collaborative meetings on as needed basis will be attended by the Educational Support Services staff and GUSD and/or School District designees.
- D. Responsibility of Glendale Unified School District (GUSD)
1. Collaborate with the Hathaway-Sycamores' staff to refer eligible students to ESS.
  2. Glendale Unified School District (GUSD) will provide opportunities for training in Non-Violent Crisis Intervention techniques, or other identified technique, by certified trainers, to be used in behavioral emergencies, as the district requires.

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

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**E. SERVICE PROVIDERS AND ASSIGNMENT**

Hathaway-Sycamores assures the GUSD that criminal background, including fingerprint checks, have been conducted and completed on any person assigned to provide services to any student enrolled in ESS under this Agreement in accordance with applicable state and federal law before any person is allowed to have contact with, or assigned to work with, any student enrolled in ESS under this Agreement. Hathaway-Sycamores will submit a photocopy of the criminal background or fingerprint check reports for each such provider or person to the GUSD prior to allowing him or her to have contact with or assigning him or her to work with any student enrolled in ESS as the GUSD requires. Staff must submit verification of tuberculosis (TB) test.

Any decision concerning the hiring and firing of staff assigned to ESS will be a collaborative decision made by the GUSD and Hathaway-Sycamores, with Hathaway-Sycamores retaining final authority. Staff assigned to the ESS program will be supervised and evaluated by Hathaway-Sycamores.

**F. INDEPENDENT CONTRACTORS STATUS**

This Agreement is by and between two independent parties and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

**G. FUNDING**

The term “district of residence” as used in this Agreement means the school district in which an eligible student lives for purposes of school attendance.

The Glendale Unified School District (GUSD) agrees to pay the sum of \$ 4,184 per month per case to Hathaway-Sycamores for the staff and services provided.

Glendale Unified School District (GUSD) will pay invoices within forty-five (45) business days of its receipt from Hathaway-Sycamores.

**H. INDEMNIFICATION:**

- I. Hathaway-Sycamores shall indemnify, defend and hold harmless the GUSD, and the GUSD’s officers, agents, contractors, employees, and the GUSD member schools, and

**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

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their officers, agents, contractors and employees, from any and all liability, loss, expense (including reasonable attorneys' fees and other defense costs), or claims imposed for damages of any nature whatsoever, including, but not limited to , bodily injury, death, personal injury, or property damage occurring by reason of any acts or omissions on the part of Hathaway-Sycamores' own officers, agents, contractors, or employees under or in connection with any obligation delegated to the Hathaway-Sycamores under this Agreement. Hathaway-Sycamores shall provide GUSD with an original Certificate(s) of Insurance evidencing insurance coverage for General Liability, Professional Liability, and Worker's Compensation. Evidence of insurance covering vehicles will also be required if Hathaway-Sycamores services include use of vehicle(s) on GUSD site(s) or providing transportation to GUSD students. Hathaway-Sycamores general liability and professional liability and vehicle coverage shall, at a minimum, provide for limits of \$1,000,000/\$3,000,000 per claim/occurrence. GUSD shall be named as an additional insured by endorsement, and maintain the coverage in effect at all times during the life of the MOU.

- J. For the purpose of the Agreement, "days" refer to school calendar days unless otherwise specified.
- K. Hathaway-Sycamores assures the GUSD that the staff, including volunteers and any other person assigned by Hathaway-Sycamores to work with students enrolled in ESS under this Agreement, are familiar with child abuse reporting obligations and procedures as specified in the California Penal Code.
- L. Hathaway-Sycamores assures the GUSD that it does not discriminate on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in employment or operation of the program.
- M. Hathaway-Sycamores and SELPA recognize that records maintained by them respectively related to pupils are confidential pursuant to related provision of federal and state law, including California Education Code Section 49062 et seq.



**MEMORANDUM OF UNDERSTANDING**  
**Between Glendale Unified School District and**  
**Hathaway-Sycamores Child and Family Services**  
**For Providing Educational Support Services to their Students**

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N. Duration of this Agreement:

The MOU is effective and shall remain in full force and effect from July 1, 2018 through June 30, 2019.

IT WITNESS WHEREOF, the parties have executed and entered into this MOU as of the date set next to the signature of the GUSD ("Effective Date")

**GLENDAL EUNIFIED SCHOOL DISTRICT:**

Dated: \_\_\_\_\_

By: \_\_\_\_\_

Dr. Kelly King,  
Assistant Superintendent, Educational Services

**HATHAWAY-SYCAMORES CHILD AND FAMILY SERVICES:**

Dated: \_\_\_\_\_

By: \_\_\_\_\_

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDER NO. 31

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Kristine Nam, Communications Director

SUBJECT: **Approval of Consultant Agreement with Trusted Messenger Marketing (TMM)**

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The Superintendent recommends that the Board of Education approve the consulting agreement with Trusted Messenger Marketing for social media and online management in the amount of \$28,000 for the 2018-2019 school year.

Consultant agreement with Trusted Messenger Marketing (TMM) will support the implementation of LCAP Priority 3: Increase Engagement by assisting the district in developing a social media marketing strategy.

TMM focuses primarily on messaging and rapid response to ensure the district is positioned ahead of social media conversations about key district initiatives, including the proposed Sagebrush territory transfer and building exchange, and the Measure S thank you campaign. Additionally, TMM will provide social media training for the Public Information Office and school staff, as-needed.

The contract will not exceed 12 months or \$28,000. The contract includes a \$2,000 per month consultant fee during the school year, which drops to \$1,000 per month during the summer to accommodate a lighter publishing schedule. The contract also includes a budget of up to \$500 per month for social media promotion and advertising.

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**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 1 day of July, 2018 by and between the Glendale Unified School District, (“District”) and Trusted Messenger Marketing a corporation, whose place of business is Los Angeles [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 July 1, 2018 and will diligently perform as required and complete performance by June 30, 2019
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) Twenty Eight Thousand dollars (\$ 28,000 ) 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
<b>Commercial General Liability Insurance</b> , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
<b>Automobile Liability Insurance - Any Auto</b>	
Each Occurrence	\$ 1,000,000
General Aggregate	\$ 1,000,000
<b>Professional Liability</b>	\$ 1,000,000
<b>Workers Compensation</b>	Statutory Limits
<b>Employer’s Liability</b>	\$ 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: Public Information Office

**Contractor:**

Trusted Messenger Marketing  
2170 Century Park East  
Los Angeles, CA 90067  
Attn: Brian Ross Adams

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 Trusted Messenger Marketing

By:   
Signature  
Brian Ross Adams  
Print Name

President  
Title:  
Dated: 6/4, 2018

By: \_\_\_\_\_  
Signature  
\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title:  
Dated: \_\_\_\_\_, 20\_\_

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

Information regarding Contractor:

License No.: \_\_\_\_\_  
Address: 2170 Century Park East  
Los Angeles, California 90067  
Telephone: 310 592-1799  
Facsimile: \_\_\_\_\_  
E-Mail: brian@trustedmessengermarketir

064-72-1339 :  
Employer Identification and/or  
Social Security Number

**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.**

Type of Business Entity:  
 Individual  
 Sole Proprietorship  
 Partnership  
 Limited Partnership  
 Corporation, State: \_\_\_\_\_  
 Limited Liability Company  
 Other: \_\_\_\_\_

Glendale Unified School District

By: \_\_\_\_\_  
Print Name: Stephen Dickinson  
Print Title: Chief Business & Financial

Date: 6/4/2018

**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:

Social Media Management and Online Consulting

Social Media Promotion/Advertising

**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

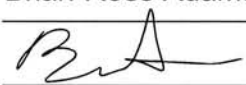
Every employer except the State shall secure the payment of compensation in one or more of the following ways:

- 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: 6/4/2018

Name of Contractor: Brian Ross Adams

Signature: 

Print Name and Title: Brian Ross Adams, President

(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: Brian Ross Adams

Title: President

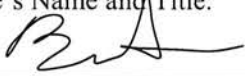
Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

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: 6/4/2018

Name of Contractor or Company: Trusted Messenger Marketing

Representative's Name and Title: Brian Ross Adams, President

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 Brian Ross Adams of Trusted Messenger Mar, 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 6/4/2018 [date], at Los Angeles[city], CA [state].



\_\_\_\_\_  
Signature

Brian Ross Adams

\_\_\_\_\_  
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 Trusted Messenger ("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.

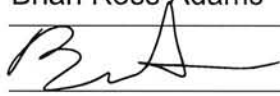
Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

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: 6/4/2018

Name of Contractor: Brian Ross Adams

Signature: 

Print Name and Title: Brian Ross Adams, President

**Services cannot be rendered until all documentation is submitted and final approval is received.**



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

02/13/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	Tower Insurance Associates, Inc. 4244 Overland Avenue Culver City, CA 90230 License #: 0229561	CONTACT NAME: Dennis Tustin	FAX (A/C, No): (310)837-7559	
		PHONE (A/C, No, Ext): (310)837-6101	E-MAIL ADDRESS: Dennis@Tower90230.com	
INSURED	Brian Ross Adams DBA: Trusted Messenger Marketing 2170 Century Park East Suite 1601 Los Angeles, CA 90067	INSURER(S) AFFORDING COVERAGE		NAIC #
		INSURER A: Sentinel Insurance Company		
		INSURER B:		
		INSURER C:		
		INSURER D:		
		INSURER E:		

COVERAGES CERTIFICATE NUMBER: 00000000-0 REVISION NUMBER: 1

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

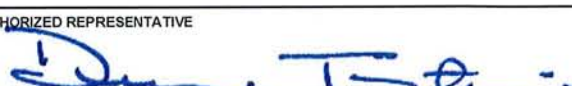
INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	72SBMBB1608	02/13/2018	02/13/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPI/OP AGG \$ 2,000,000
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	Y	Y	72SBMBB1608	02/13/2018	02/13/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liab			72SBMBB1608	02/13/2018	02/13/2019	Occurrence/Agg 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The Glendale Unified School District and its Board of Education, agents, representatives, employees, trustees, officers, and contractors are Additional Insured per the Business Liability Coverage Form SS0008 attached to policy 72SBMBB1608. Primary and Non-Contributory coverages and Waiver of Subrogation apply as stated in Form SS0008.

## CERTIFICATE HOLDER

## CANCELLATION

The Glendale Unified School District 223 North Jackson Street Glendale, CA 91206	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE  (DPT)

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## Request for Taxpayer Identification Number and Certification

**Give Form to the  
 requester. Do not  
 send to the IRS.**

<b>Print or type See Specific Instructions on page 2.</b>	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>Brian Ross Adams</b>		
	2 Business name/disregarded entity name, if different from above <b>Trusted Messenger Marketing</b>		
	3 Check appropriate box for federal tax classification; check only <b>one</b> of the following seven boxes: <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ <b>Note.</b> For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____		<input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate
	5 Address (number, street, and apt. or suite no.) <b>2170 Century Park East, #1601</b>		4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>
	6 City, state, and ZIP code <b>Los Angeles, CA 90067</b>		Requester's name and address (optional)
	7 List account number(s) here (optional)		

### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number									
064			-	72		-	1339		

**or**

Employer identification number									
			-						

**Note.** If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

### Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶ 2/22/2015
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### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at [www.irs.gov/fw9](http://www.irs.gov/fw9).

#### Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
  - Form 1099-C (canceled debt)
  - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.*

- By signing the filled-out form, you:
1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
  2. Certify that you are not subject to backup withholding, or
  3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
  4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

GLENDALE UNIFIED SCHOOL DISTRICT

June 19, 2018

CONSENT CALENDAR NO. 32

TO: Board of Education  
FROM: Dr. Winfred B. Roberson, Jr., Superintendent  
SUBJECT: **Acceptance of Gifts**

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

- a. Nestle wishes to donate to the District \$638.82 to be used to provide buses for the field trip to U.C.L.A. for the 6<sup>th</sup> grade students at Cerritos Elementary School.
- b. Track and Cross Country Booster Club wish to donate to the District \$11,634.86 to be used to pay coaching stipends for Track at Crescenta Valley High School.
- c. Crescenta Valley High School PTSA wishes to donate to the District \$527.00 to be used as needed at Crescenta Valley High School.
- d. Crescenta Valley High School PTSA wishes to donate to the District \$5,000.00 to be used as needed at Crescenta Valley High School.
- e. Center for Spiritual Living La Crescenta wishes to donate to the District a used podium for use in the auditorium at Dunsmore Elementary School.
- f. Benjamin Franklin Elementary Foundation wishes to donate to the District \$44,000.00 to be used for the 2018-2019 school year to support the French, German, and Spanish language programs at Franklin Elementary School.
- g. John C. Fremont PTA wishes to donate to the District \$169.71 to be used to purchase a pedestal for a garden statue at Fremont Elementary School.
- h. Dona Wray wishes to donate to the District \$150.00 to be used to purchase instructional materials and supplies for use in Mr. Lee's Special Education classroom at Fremont Elementary School.
- i. Parker Anderson Learning Center wishes to donate to the District \$455.00 to be used to purchase instructional materials and supplies for use at Glenoaks Elementary School.

- j. Family Promise of East San Fernando Valley wishes to donate to the District \$500.00 to be used to support the Child Welfare & Attendance Department.
- k. Carole Anderson wishes to donate to the District through the Public Information office a box of miscellaneous school supplies to be used as needed in the District.
- l. Abraham Lincoln Elementary School Foundation wishes to donate to the District \$575.61 to be used to purchase instructional materials for use in the Kindergarten at Lincoln Elementary School.
- m. Armenian Parent Club wishes to donate to the District \$1,000.00 to be used to purchase library books and subscriptions for use at Lincoln Elementary School.
- n. Abraham Lincoln Elementary School Foundation wishes to donate to the District \$22,562.08 to be used to support the school in the 2018-2019 school year at Lincoln Elementary School.
- o. A. Andy Torosyan and H. Hayde Torosyan wish to donate to the District \$100.00 to be used to purchase instructional supplies for use in Mrs. Kralik's classroom at Monte Vista Elementary School.
- p. Monte Vista Elementary PTA wish to donate to the District \$37,000.00 to be used to purchase 91 chromebooks and 16 charging cabinets for use at Monte Vista Elementary School.
- q. Monte Vista Elementary PTA wish to donate to the District \$14,000.00 to be used toward the installation of the shade structure in the lunch area at Monte Vista Elementary School.
- r. Monte Vista Elementary PTA wish to donate to the District \$25,000.00 to be used toward the purchase of a sound system for the auditorium at Monte Vista Elementary School.
- s. Elaine Johnson wishes to donate to the District a Dell computer, keyboard, speakers, and CD's for use at Mountain Avenue Elementary School.
- t. M.A.C.K. wishes to donate to the District \$897.90 to be used to purchase two Walter 50 Binocular Microscopes for use in the science lab at Mountain Avenue Elementary School.
- u. M.A.C.K. wishes to donate to the District \$1,723.17 to be used toward the purchase of STEAM software for use at Mountain Avenue Elementary School.

- v. M.A.C.K. wishes to donate to the District \$510.09 to be used to purchase books for the library at Mountain Avenue Elementary School.
- w. Mountain Avenue Elementary PTA wishes to donate to the District \$3,937.88 to be used toward the purchase of 13 chromebooks for use at Mountain Avenue Elementary School.
- x. Mountain Avenue Elementary PTA wishes to donate to the District \$5,000.00 to be used toward the purchase of a school sound system for use at Mountain Avenue Elementary School.
- y. M.A.C.K. wishes to donate to the District \$8,922.93 to be used toward the purchase of a school sound system for use at Mountain Avenue Elementary School.
- z. M.A.C.K. wishes to donate to the District \$780.45 to be used toward the purchase of software for use at Mountain Avenue Elementary School.
- aa. M.A.C.K. wishes to donate to the District \$8,989.30 to be used toward the purchase of AR and IXL software for use at Mountain Avenue Elementary School.
- bb. M.A.C.K. wishes to donate to the District \$5,000.00 to be used to purchase classroom ink and office supplies for use at Mountain Avenue Elementary School.
- cc. M.A.C.K. wishes to donate to the District \$478.00 to be used to purchase World Book online for use at Mountain Avenue Elementary School.
- dd. Rosemont Middle School PTA wishes to donate to the District \$3,836.25 to be used to purchase classroom equipment and supplies at Rosemont Middle School.
- ee. Dignity Health wishes to donate to the District \$100.00 to be used to purchase instructional materials and supplies for use at Toll Middle School.
- ff. R.D. White PTA wishes to donate to the District \$6,500.00 to be used to upgrade the school library at R.D. White Elementary School.