

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

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

May 1, 2018  
Meeting No. 27  
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 27  
Administration Center**

**May 1, 2018**

*"Preparing our students for their future."*

<b>Please Note Times</b>	
<b>4:30 P.M. -</b>	<b>Opening, Student Board Member Report, Public Communications President's Closing Remarks, Acknowledgements and Recognitions,</b>
	<b>Closed Session</b>
<b>7:00 P.M. -</b>	<b>Return to Regular Meeting, Public Communications, Information, Action, Consent Calendar, Reports</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 led by Haig Araz Krikorian, an 11<sup>th</sup> grade student from Hoover High School**
- 3. Certification of Compliance**

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

- 4. Approval of Agenda Order**

**B. STUDENT BOARD MEMBER REPORT**

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

**C. 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.

**D. PRESIDENT'S CLOSING REMARKS**

**E. REORGANIZATION OF THE BOARD OF EDUCATION**

8

**1. Rotation of Officers Consistent with Board Policy 9100**

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

**2. Seating of Board Members**

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

**F. ACKNOWLEDGEMENTS AND RECOGNITIONS**

**a. California Day of the Teacher** – May 9, 2018 is recognized as California Day of the Teacher, the Board of Education invites Glendale Teachers Association President, Taline Arsenian to attend the meeting in recognition of California Day of the Teacher.

**b. National School Nurse Day** – May 9, 2018 is National School Nurse Day and is sponsored by the National Association of School Nurses. Nurses play an important role in maintaining the wellness of students, as well as providing valuable resources on health-related issues to staff, parents, and the community. School nurses work quietly behind the scenes, but their contributions to the school district are worthy of special recognition.

**G. CLOSED SESSION**

1. **Instructing designated representative, Mr. Winfred B. Roberson, Jr., Superintendent of Schools, regarding collective bargaining matters pursuant to Government Code §54957.6.**
2. **Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957.**
3. **Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.**

**G. CLOSED SESSION - continued**

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

**H. RETURN TO REGULAR MEETING - 7:00 P.M.**

1. **Call to Order**

**I. COMMUNICATIONS FROM PUBLIC**

1. **Public Communications**

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**J. INFORMATION**

1. **Acknowledgements of Service** **12**  
  
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 Transitional Kindergarten Curriculum Materials Adoption** **14**  
  
This report will provide the Board of Education with information on the selection process and recommendation for curriculum materials for Transitional Kindergarten.
3. **Proposed Secondary Mathematics Textbook Adoption for Integrated Math I-III** **16**  
  
This report will update the Board of Education on the selection process and recommendation for textbooks for Integrated Math I, II, and III.
4. **Proposed Revisions to Board Policy Relating to Community Relations** **22**  
  
This report will provide the Board of Education with additional information on the need to revise existing Board Policy (BP) 1325 (Advertising and Promotion).

**J. INFORMATION - continued**

**5. District Office Facilities Needs Update 27**

This report provides an opportunity for the Board of Education and administration to share district office facilities needs with the community.

**K. ACTION**

**1. Signature Authorizations and Re-Adoption of Board Policies 29**

The Superintendent recommends that the Board of Education adopt Resolutions No. 22, 23, 24, 25, 26, 27, 28, and 29, and approve the signature authorizations and re-adopt the Board Policies from May 1, 2018 to June 30, 2019.

**2. Appointment of Voting Representative to Elect Members to the County Committee on School District Organization 38**

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

**3. Appointment of Board Representative to the Los Angeles County School Trustees Association (LACSTA) 39**

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

**4. Resolution No. 21 – School Safety 40**

The Superintendent recommends that the Board of Education adopt Resolution No. 21 – School Safety.

**5. Resolution No. 30 – Approving Student Absence Verification Methods 44**

The Superintendent recommends that the Board of Education adopt Resolution No. 30 regarding approving student absence verification methods.

**6. Resolution No. 31 – Walk, Bike and Roll to School Day 2018 46**

The Superintendent recommends that the Board of Education approve Resolution No. 31, which acknowledges the District's participation in Walk, Ride and Roll to School Day on May 9, 2018.

**7. Approval of Secondary Mathematics Textbook Adoption for Grades 6-8 48**

The Superintendent recommends that the Board of Education approve the adoption of enVision 2.0 for grades 6-8 Mathematics.

**8. Approval of Special Education Cluster Re-Organization Proposal 52**

The Superintendent recommends that the Board of Education approve the Special Education Cluster Re-Organization Plan.

**L. 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 54**

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

- a. Regular Meeting No. 26 April 17, 2018

**2. Certificated Personnel Report No. 17 65**

The certificated report recommends approval of the following:

A maternity leave of absence, a change of maternity leave of absence, a child care leave of absence, a health leave of absence, an extension of health leave of absence, a family & medical leave of absence, a change of family & medical leave of absence, a home responsibility leave of absence, an opportunity leave of absence, additional assignments, a change of status, elections hourly/daily, additional compensation, revision to previous personnel reports, a personal services agreement, consulting teachers for 2017-18 and conference/workshop/meeting authorizations.

**3. Classified Personnel Report No. 16 74**

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; family & medical leave of absence; extension of family & medical leave of absence; maternity leave of absence; extension of maternity leave of absence; parental leave of absence; change of parental leave of absence; child care leave of absence; change of child care leave of absence; military leave of absence; election from eligibility list; termination - exhaustion of benefits; additional assignment temporary - at established rate of pay; change of assignment; election of classified hourly substitutes; election of classified/non-classified/hourly substitutes; personal services agreement; and transportation authorization.

**4. Warrants 81**

The Superintendent recommends that the Board of Education approve Warrants totaling \$1,223,728.07 for April 13, 2018 through April 25, 2018.

**5. Purchase Orders 82**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,389,897.38 for the period of April 2, 2018 through April 13, 2018.

**6. Appropriation Transfer and Budget Revision Report 103**

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. Authorization to Dispose of Surplus Property 110**

The Superintendent recommends that the Board of Education declare two steam tables located at Columbus Elementary School; one steam table located at Muir Elementary School; one oven located at Facility and Support Operations; one typewriter located in the Business Office; and portable classrooms located at various school sites as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

**L. CONSENT CALENDAR - continued**

**8. Approval of New or Revised Board Policies Relating to Students, Instruction, Community Relations, and Business and Noninstructional Operations 112**

The Superintendent recommends that the Board of Education approve new or revised Board Policies (BP) 5022 (Student and Family Privacy Rights); BP 5145.6 (Parental Notifications); BP 6171 (Title I Programs); BP 1312.3 (Uniform Complaint Procedures); and BP 3470 (Debt Issuance and Management) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**9. Approval of Course of Study Outlines for Use in Middle Schools and High Schools in the Areas of Career Technical Education, Visual and Performing Arts, and Science 134**

The Superintendent recommends that the Board of Education approve course of study outlines (Exploratory Family Consumer Sciences; Intro to Culinary; Life Management 1-2; Video Game Design and Programming 3-4; Forensic Science 1-2; and Studio Art 1-2). For use in middle schools and high schools in the areas of Career Technical Education, Visual and Performing Arts, and Science.

**10. Approval of Basic and Supplementary Textbooks for Use in Middle and High Schools in the Area of Foreign Language 178**

The Superintendent recommends that the Board of Education approve basic and supplementary textbooks for use in middle and high schools in the area of Foreign Language (Japanese /Armenian).

**11. Acceptance of DonorsChoose Awards 180**

The Superintendent recommends that the Board of Education accept funding from DonorsChoose to support projects submitted by Marshall and Valley View Elementary Schools and Rosemont Middle School.

**12. Approval for Keppel Elementary School to Process a Waiver Request to Continue Operating as a Title I Schoolwide Program for the Fiscal Year 2018-19 182**

The Superintendent recommends that the Board of Education approve Keppel Elementary School to process a request for a waiver to continue operating as a Title I Schoolwide Program for the fiscal year 2018-19.

**13. Acceptance of Gifts 184**

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

**M. REPORTS AND CORRESPONDENCE**

**1. Board**

**2. Superintendent**

**N. ADJOURNMENT**

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

REORGANIZATION OF THE BOARD OF EDUCATION

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED IN: Office of the Superintendent

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

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

Each year, the Governing Board shall hold an annual organizational meeting to select its officers pursuant to Board Policy 9100. The Board of Education may select officers by a rotation of seats. In non-election years, the outgoing president rotates to Seat 5 and other members rotate forward.

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

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



Duties of Members - President

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

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

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

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

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

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

Duties of Members - President

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

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

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

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

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

Formerly BP 9310, 9320

Duties of Members - Clerk

In the absence of the President and Vice President, the Clerk shall serve as President. The Clerk shall sign papers, documents, minutes, oaths, and contracts as required by law or as authorized by action of the Board of Education.

When acting as President, the Clerk shall have the same rights as other Members of the Board of Education in voting, introducing resolutions and discussing questions. The Clerk, when acting as President, shall also perform other duties as directed by law, State Department of Education regulations and the Board.

Legal Reference: Education Code Sections 35037, 35039, 35040, 35250

Policy Adopted: 12/4/56  
Policy Amended: 1/18/77; 3/19/85; 6/24/03

Formerly BP 9330

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

INFORMATION REPORT NO. 1

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

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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. Baghdasaryan, Tehmine Effective 01/31/18  
Education Assistant I  
Cloud Children's Center
2. Bobadilla, Anya Effective 4/01/18  
4<sup>th</sup>/5<sup>th</sup> Grade Teacher  
Franklin Elementary
3. Guevara-Ibarra, Jacqueline Effective 4/12/18  
Early Education Teacher  
Keppel Elementary (EEELP)
4. Guthman, Alex Effective 6/30/18  
Mental Health Counselor  
Rosemont MS/CVHS
5. Hakopian, Silva Effective 4/26/18  
Behavior Intervention Assistant  
Special Education Department

Retirements:

- |    |   |   |
|----|---|---|
| 1. | Donabedian, Shahe S.<br>2 <sup>nd</sup> Grade Teacher<br>Verdugo Woodlands Elementary                 | Effective 6/08/18<br>23 years of service          |
| 2. | Razoian, Armik<br>Cook/Baker<br>Hoover High School  | Effective 6/8/18<br>28 years, 5 months of service |
| 3. | Underwood, Vincent E.<br>7 <sup>th</sup> /8 <sup>th</sup> Grade Science Teacher<br>Toll Middle School | Effective 6/08/18<br>25 years of service          |

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

INFORMATION REPORT NO. 2

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  
Jill Firstman, Coordinator, Teaching and Learning

SUBJECT: **Proposed Transitional Kindergarten Curriculum Materials Adoption**

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**Overview**

In the fall of 2017, all Transitional Kindergarten (TK) teachers convened to begin the process of vetting new possible curricula. The current TK curriculum, Houghton Mifflin Harcourt (HMH) *Splash into Pre-K*, is no longer in print, therefore replacement materials and materials for new TK classrooms are unavailable. To provide all TK teachers with a curriculum, a new program is needed for adoption for the 2018-2019 school year.

**Curriculum Review Process**

On October 27, 2017, TK teachers met to review the components of an interdisciplinary TK program based on “*The Alignment of the California Preschool Learning Foundations with Key Early Education Resources and The Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers.*” Teachers then created a rubric for program evaluation also using the California Department of Education’s foundational content of a TK curriculum from Chapter 3 of the TK Implementation Guide.

The Teaching and Learning Department reached out to leading publishers to provide curriculum samples for teachers to review at their next meeting. On December 15, 2017 and February 5, 2018, the TK teachers met to evaluate five programs using the rubric they developed. Teachers were provided with sample materials from the following programs:

- Houghton Mifflin Harcourt (HMH) Big Day
- Pearson Opening of the World of Learning (OWL)
- Benchmark Ready to Advance
- Frog Street Pre-K
- McGraw-Hill World of Wonders

On March 12, 2018, teachers met to finish their review and to norm and calculate rubric scores. Based on the rubric scores, they determined that they would move forward with the following top two programs for further evaluation:

- Benchmark Ready to Advance
- Frog Street Pre-K

On April 5, 2018, representatives from these two publishers presented their programs to the TK teachers. Then, teachers reviewed the rubrics for both programs and had a discussion including arguments for and against each program. After deliberation, eight teachers voted for *Frog Street Pre-K* and three teachers voted for *Benchmark Ready to Advance*.

The TK Curriculum Review Committee (CRC) recommends *Frog Street Pre-K* for adoption in the 2018-2019 school year. The Frog Street curriculum meets the needs of Glendale Unified School District (GUSD) students and teachers, contains the key characteristics of early learning and development, including alignment to the Preschool Learning Foundations. In addition, the Frog Street program has the following features:

- Provides comprehensive, integrated instruction in all domains
- Uses research-based principles of learning and is written by early childhood experts
- Implements developmentally appropriate practices
- Provides instruction based on the predictors of literacy: alphabetical knowledge, phonemic awareness, concepts of print
- Supports equity of materials and instruction for English and Spanish
- Offers a strong daily routine that develops key social skills and emotional control

On April 6, 2018, the TK CRC recommended *Frog Street Pre-K* to the Elementary Education Council, and the Council unanimously approved the recommendation. Samples of *Frog Street Pre-K* materials were also placed on display in the District Office Lobby for community review and feedback.

**Cost of Instructional Materials and Professional Development:**

The total cost of *Frog Street Pre-K* materials for 14 classrooms is approximately \$46,000 plus tax and shipping. Teachers will need training for two days in order to implement the program. Approximate cost for each day of professional development will be \$2,700 plus tax. The total approximate cost for all materials and two days of implementation training including tax and shipping is \$64,000.

At the direction of the Board, the adoption of *Frog Street Pre-K* curriculum will be placed on the agenda of the Board of Education meeting on May 15, 2018, for approval.

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

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

SUBJECT: **Proposed Secondary Mathematics Textbook Adoption for Integrated Math I-III**

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**Overview**

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

**Results of Integrated I Math Textbook Pilot**

In accordance with Board Policy and Administrative Regulations 6141, “Curriculum Development and Evaluation,” 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 first pilot cycle ran from the first day of school in August to the Thanksgiving break (August 16 to November 17, 2017) using the College Preparatory Mathematics (CPM). Pilot teachers were provided four days of training on the CPM materials prior to the pilot.

The second pilot cycle ran from Thanksgiving to Spring Break (November 27, 2017 to March 16, 2018) using Houghton Mifflin Harcourt (HMH). Pilot teachers were provided two days of training on these materials.

The Math Curriculum Study Committee (CSC) determined the protocol for voting on the materials in January 2018. Each middle school had a total of one vote. Each Integrated



Math I high school pilot teacher had one vote. The Integrated Math II pilot committee teachers (the team that piloted a few lessons in upper level math from each publisher) had a combined total of one vote per site, as did the Integrated Math III pilot teachers.

The breakdown of votes per site was as follows:

<b>Integrated Math I - III</b>	
<b>Site</b>	<b># Votes</b>
Clark Magnet	3
Crescenta Valley HS	8
Daily HS	3
Glendale HS	11
Hoover HS	8
Roosevelt MS	1
Rosemont MS	1
Toll MS	1
Wilson MS	1

### **Teacher Analysis of Piloted Curriculum**

<b>Average Results on a Five-Point Scale</b>				
	Alignment to Content Standards	Alignment to Standards for Mathematical Practice	Planning, Support and Materials	Percent of Teachers Responding
HMH	3.6	3.3	3.2	73%
CPM	3.9	3.7	3.4	62%

### **Summary of Arguments For and Against Each Program**

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

Teachers opposed to HMH expressed concerns about alignment with the California State Standards. There were concerns that the materials lacked problems at varying depth of knowledge levels. The majority of practice problems involved lower DOK levels with

only a couple challenge problems at higher thinking levels. They expressed concerns about continuing with a traditional style of program that had not yielded positive gains in mathematical achievement for most GUSD students in the past.

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

Teachers in favor of the CPM program expressed that their students were deeply engaged in discussing mathematical concepts during the lessons and showed visible engagement with the Standards for Mathematical Practice, including making sense of problems and persevering in solving them, and constructing viable arguments and critiquing the reasoning of others. Proponents of CPM noted the varying levels of depth of knowledge (DOK) questions and better alignment with the shifts demanded by the California State Standards.

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

Teachers had multiple opportunities to discuss their successes and challenges with the two programs. Department chairs facilitated discussions within their departments after the data was shared. The Teaching & Learning Department scheduled an after-school discussion forum on March 7, 2018, and invited teachers to discuss the merits of the integrated math materials with teachers from other sites. Although the conversations were productive, they were not well attended, so the Teaching & Learning Department partnered with GTA leadership to host a larger forum with all math teachers on the afternoon of the March 26, 2018 Professional Development Day. The forum was orderly and teachers had the opportunity to address the audience for three minutes. Teachers openly shared the pros and cons of each program.

**Pilot Teacher Votes**

Ballots were provided to department chairs and were collected on Wednesday, March 28. Ballots were counted and results were sent to department chairs. One hundred percent of pilot teachers cast ballots.

<b>Integrated Math I - III</b>	
<b>Curriculum</b>	<b># Teacher Votes</b>
HMH	19
CPM	18

**Principal Input**

The process, data, and teacher vote breakdown were shared with the secondary principals on March 29, 2018. After lengthy discussions and debate on which programs better meet the needs of both students and teachers, the principals voted on their recommendation on the secondary math adoptions.

<b>Curriculum</b>	<b># Middle School Principal Votes</b>	<b># High School Principal Votes</b>
HMH	1	1
CPM	2	4

**Parent Survey Results (139 Responses)**

All parents of students in Integrated Math I were sent an electronic survey and asked to provide their input. Responses were collected April 19 – 24, 2018.

<b>Curriculum</b>	<b>Based Upon Your Student’s Experience, Which Program Was More Effective in Helping Your Student Learn and Understand the Mathematical Concepts?</b>
HMH	73%
CPM	27%

Trends across comments indicated that parents:

- Preferred the traditional format of HMH
- Preferred the teacher-directed lesson format in HMH
- Found it easier to help their student with HMH compared to CPM
- Felt that students had difficulty with the CPM group work process

### **Rationale for Single Adoption**

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

- Unified School District
  - A dual adoption would result in inconsistent education for students if they transfer between schools.
  - Parents could request transfer/permit based on math program.
  - Recent single adoptions despite dissent from some teachers:
    - K-5 Math
    - Spanish
    - AP Government
    - Health
- Collaboration and Professional Development
  - A dual adoption would double the work and limit ability of teachers to share strategies and common formative assessments across school sites.
  - Teachers are skilled professionals who teach the State Standards. The book is a tool that they will adapt and supplement to meet the needs of their students.
- Extra Cost
  - Dual adoption will reduce bulk order discounts.
  - Schools share materials when populations shift—a dual adoption limits the ability to shift materials across schools resulting in a need to purchase more books.
  - Professional development costs for two programs and a need to retrain teachers if they move to a different school.
- Curriculum Selection Process (BP/AR 6141)
  - It is important to honor the work of the CSC.

### **Supplementary Resource Needed**

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. If HMH is adopted, additional resources will be needed to help teachers integrate real-world, rigorous problems found in CPM and in other resources to prepare students for CAASPP requirements that students apply their knowledge to non-routine problems. If CPM is adopted, additional resources will be needed for direct

instruction, language support for English Learners and additional practice for students. After a curriculum is adopted, 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.

**Recommendation**

Staff is recommending a single adoption of HMH for Integrated Mathematics I – III to be supplemented by additional resources.

**Next Steps**

At the direction of the Board, approval of HMH for Integrated Mathematics I - III will be brought back as an action item at the May 15, 2018 Board of Education meeting.

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Kristine Nam, Communications Director

SUBJECT: **Proposed Revisions to Board Policy Relating to Community Relations**

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This report will provide the Board of Education with additional information on the need to revise existing Board Policy (BP) 1325 (Advertising and Promotion) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 1325 – Advertising and Promotion**

CSBA Update December 2017

Last GUSD Update November 2017

Staff is recommending an update to Board Policy 1325 - Advertising and Promotion to revise the restriction for materials that are "religious, political, or controversial in nature" to state:

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

*3. Proselytize and/or promote any religious or political topic with the intention of converting its readers.*

Additionally, staff is recommending that we add a disclaimer to all flyers distributed from outside organizations that states:

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

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

Should the update to BP 1325 be approved by the Board, future flyers will be approved for distribution even if they are religious or political in nature as long as they do not Proselytize and/or promote any religious or political topic with the intention of converting its readers. This does not include flyers that advocate for a specific candidate or campaign as this

would violate the Fair Political Practices Act. All flyers distributed on behalf of outside organizations will contain the above disclaimer. The disclaimer will be added automatically in Peachjar.

The proposed revisions to Board Policy are being presented for third reading. Should the consensus of the Board be to move forward, the policies will be presented at the May 15, 2018 Board meeting for approval. Further, upon approval of the policies, updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

Copies of the proposed revised Board Policy are attached.

Community Relations

Advertising and Promotion

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

Limited Public Forum

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

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

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

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



## Community Relations

### Advertising and Promotion

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

### Criteria for Approval

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

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

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

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

Community Relations

Advertising and Promotion

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

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

Policy Adopted: 10/01/1959

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

(Formerly BP 1430)

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **District Office Facilities Needs Update**

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This report provides an opportunity for the Board of Education and administration to share district office facilities needs with the community.

**Background**

GUSD's district office building has current and future repair needs. To address these needs, without burdening taxpayers, on August 15, 2017, the GUSD Board of Education unanimously approved and entered into an agreement to exchange District owned properties for the office building located at 425 Colorado Street, Glendale, California.

**Transaction Components**

- GUSD receives 425 E. Colorado to GUSD. (This building was built in 1984, 116,000 sq. ft., 1.02 acres, seven stories, 355 total parking spaces).
- GUSD exchanges 223-241 N. Jackson Street properties, the Palmer multi-family building, and \$5 million.

**Board Priority – Fiscal Responsibility**

Financial oversight and fiscal management is a major responsibility of the GUSD school Board and district administration. The property exchange is an example of the Board and administration exercising its responsibility to make prudent long-term financial decisions for the district. Staff has conducted cost estimate due diligence and determined that it would cost GUSD approximately \$30 million more to remain in its current location verses completing the property exchange.

The future costs associated with remaining in the current district offices location is conservatively estimated at roughly \$38 million dollars. The costs to the district to complete the property exchange is estimated at approximately \$7 - \$10 million.

The following is a breakdown of the estimated costs:

**Future Costs to Stay at Jackson Street**

- \$5 million for ADA improvements – restrooms, hallways, doors, ramps, counters, etc.
- \$5 million for fire and safety improvements – fire sprinkler system, fire alarm systems, fire-rated doors/corridors/ceilings, door hardware, etc.
- \$5 million for seismic improvements – researching requirements, but highly recommended if staying in the building long-term
- \$6.5 million for other improvements – HVAC system, elevators, electrical, lighting, ceilings, parking lot surface, parking lot lighting, walls, doors, etc.
- \$5 million+ for Professional Development Center
- \$9 million+ for multi-level parking garage
- \$3 million+ for apartment building improvements
- \$100,000/year ongoing General Fund costs – Taxes, CDE fees, leases for space and parking

<b><u>Total Future Costs</u></b> \$38 million +	<b><u>Property Exchange Costs</u></b> \$7 - \$10 million	<b><u>Approximate Savings</u></b> \$28 - \$31 million
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GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 1

TO: Board of Education  
FROM: Winfred B. Roberson, Jr., Superintendent  
PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer  
SUBJECT: **Signature Authorizations and Re-adoption of Board Policies**

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The Superintendent recommends that the Board of Education adopt Resolutions No. 22, 23, 24, 25, 26, 27, 28, and 29, and approve the signature authorizations and readopt the Board Policies from May 1, 2018 to June 30, 2019.

- Resolution No. 22 ..... Authorizing the Superintendent and Secretary to the Board, and the Superintendent's designee to execute documents for the Board
- Resolution No. 23 ..... Authorizing certain administrators to sign warrants and checks on various accounts
- Resolution No. 24 ..... Authorizing the establishment of a Revolving Cash Fund in the amount of \$70,000 and authorizing the Chief Accounting Officer of the District to make expenditures therefrom
- Resolution No. 25 ..... Authorizing the Executive Director of Special Education, Director of Special Education, and the Coordinator III of Special Education to sign various Special Education contract documents on behalf of the District
- Resolution No. 26 ..... Authorizing certain administrators or designees to have Voucher Approval Rights on the County PeopleSoft System
- Resolution No. 27 ..... Readopting Board of Education Policies and Bylaws
- Resolution No. 28 ..... Authorizing the Superintendent or his designee to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval
- Resolution No. 29 ..... Authorizing the Assistant Superintendent, Human Resources to sign employment contracts

RESOLUTION NO. 22

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

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Mr. Winfred B. Roberson, Jr., Superintendent of Schools and Secretary to the Board, and the Superintendent's Designee (Chief Business and Financial Officer, Assistant Superintendent of Educational Services, and Assistant Superintendent of Human Resources) be authorized to execute in the name of the Board all contracts, documents, papers, and oaths, including service reports, previously authorized and approved by official Board action during the period May 1, 2018 to June 30, 2019.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

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Clerk, Board of Education

RESOLUTION NO. 23

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

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that the following administrators be authorized to sign warrants and checks on various accounts for the Glendale Unified School District during the period May 1, 2018 to June 30, 2019.

Winfred B. Roberson, Jr., Superintendent  
and/or

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

Kelly King, Assistant Superintendent, Educational Services;  
and/or

Karineh Savarani, Director, Financial Services

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

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

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Clerk, Board of Education

RESOLUTION NO. 24

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

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

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

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

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

It is recommended that the Board accept the following certification:

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

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Karineh Savarani, Director, Financial Services

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

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Clerk, Board of Education



RESOLUTION NO. 25

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

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that the following administrators be authorized to sign various Special Education contract documents and agreements for the Glendale Unified School District during the period May 1, 2018 to June 30, 2019.

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

Beatriz Bautista, Director, Special Education  
and/or

William Gifford, Coordinator III, Special Education

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

I HEREBY CERTIFY that the above is a true and exact copy of the resolution approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

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Clerk, Board of Education

RESOLUTION NO. 26

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

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that the following administrators or designees be authorized to approve vouchers for the Glendale Unified School District during the period of May 1, 2018 to June 30, 2019.

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

Karineh Savarani, Director, Financial Services  
and/or

Designee, Eufrocina Liwanag-Cruz, Accounting Supervisor  
and/or

Designee, Teresa Miras, Accounting Supervisor  
and/or

Designee, Armineh Eyvazi, Accounting Supervisor

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

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Clerk, Board of Education

RESOLUTION NO. 27

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY READOPTING POLICIES AND BYLAWS OF THE BOARD OF EDUCATION FOR THE PERIOD MAY 1, 2018 TO JUNE 30, 2019

BE IT RESOLVED by the Board of Education of the Glendale Unified School District of Los Angeles County that Policies and Bylaws of the Board of Education of the Glendale Unified School District are reconfirmed for the period of May 1, 2018 to June 30, 2019.

I HEREBY CERTIFY that the above is a true and exact copy of the resolution approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

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Clerk, Board of Education

RESOLUTION NO. 28

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

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Mr. Winfred B. Roberson, Jr., Superintendent or his designee be authorized to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval during the period of May 1, 2018 to June 30, 2019.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

---

Clerk, Board of Education

RESOLUTION NO. 29

A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY AUTHORIZING THE ASSISTANT SUPERINTENDENT, HUMAN RESOURCES TO SIGN EMPLOYMENT CONTRACTS

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources be authorized to sign employment contracts, previously authorized and approved by official Board action during the period of May 1, 2018 to June 30, 2019.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 1st day of May 2018.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

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Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 2

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED IN: Office of the Superintendent

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

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

The Board of Education may, at its annual organization meeting, appoint one of its members as its voting representative to elect the County Committee on School District Organization. The secretary shall notify the County Superintendent of Schools of the name of the representative selected by the Board. This meeting is normally held in October/November. Board Member Shant Sahakian is the current representative.

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 3

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED IN: Office of the Superintendent

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

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

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

The role of the representative is as follows:

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

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

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GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 4

TO: Board of Education  
FROM: Winfred B. Roberson, Jr., Superintendent  
PREPARED IN: Superintendent's Office  
**SUBJECT: Resolution No. 21 – School Safety**

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The Superintendent recommends that the Board of Education adopt Resolution No. 21—School Safety.

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

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

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

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

At the April 17, 2018 Board meeting, the attached resolution was presented to the Board of Education for consideration. This resolution is now being presented to the Board for adoption.

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## **GLENDALE UNIFIED SCHOOL DISTRICT**

### **Resolution No. 21**

#### **SCHOOL SAFETY**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPROVED and ADOPTED this \_\_\_\_ day of \_\_\_\_\_ 2018.

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Board President  
Glendale Unified School District

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I, Dr. Armina Gharpetian, clerk of the Governing Board of the Glendale Unified School District do hereby certify that the foregoing Resolution was adopted by the Governing Board of the Glendale Unified School District at a meeting held on the 1st day of May 2018 and that it was so adopted by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

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

\_\_\_\_\_  
Board Clerk  
Glendale Unified School District

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GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 5

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: **Resolution No. 30 – Approving Student Absence Verification Methods**

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The Superintendent recommends that the Board of Education adopt Resolution No. 30 regarding approving student absence verification methods.

In order to be in compliance with 5 CCR 421, verification methods of absences due to illness or quarantine must be approved by the Board and entered into its minutes in the form of a resolution.

**RESOLUTION NO. 30**

**RESOLUTION APPROVING STUDENT ABSENCE VERIFICATION METHODS**

**Absences and Excuses**

**WHEREAS**, the Governing Board believes that regular attendance plays an important role in student achievement; and

**WHEREAS**, student absence due to illness or quarantine shall be excused pursuant to California Education Code §48205; and

**WHEREAS**, student absence due to illness or quarantine may be excused via medical documentation, physical examination or parental verification; and

**WHEREAS**, a regulation adopted by the California Department of Education, 5 CCR 421, provides that verification methods of absences due to illness or quarantine must be approved by the Governing Board entered into its minutes; and

**NOW, THEREFORE, BE IT RESOLVED** that the Glendale Unified School District Governing Board adopts the following list of Designated Employees authorized to verify student absence due to illness or quarantine using reasonable methods of verification as described above:

- DISTRICT, SCHOOL OR PUBLIC HEALTH NURSE PHYSICIAN
- PRINCIPAL/ASSISTANT PRINCIPAL
- CHILD WELFARE AND ATTENDANCE SPECIALIST ATTENDANCE
- CLERK/OFFICE MANAGER/HEALTH CLERK

PASSED AND ADOPTED THIS 1<sup>st</sup> day of May, 2018 at a Board of Education meeting, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

Attest:

\_\_\_\_\_  
Clerk  
Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 6

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: **Resolution No. 31 – Walk, Ride and Roll to School Day 2018**

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The Superintendent recommends that the Board of Education approve Resolution No. 31, which acknowledges the District's participation in Walk, Ride and Roll to School Day on May 9, 2018.

The first-ever National Bike to School Day took place on May 9, 2012, in coordination with the League of American Bicyclists' National Bike Month. Almost 1,000 local events in 49 states and the District of Columbia joined together to encourage children to safely bicycle or walk to school. The now annual event builds on the popularity of Walk to School Day, which is celebrated across the country – and the world – each October. Many communities and schools have been holding spring walk and bicycle to school events for years. National Bike to School Day provides an opportunity for schools across the country to join together to celebrate and to build off of the energy of National Bike Month.

The City of Glendale recognizes that not all students have bikes; therefore, in order to recognize the many ways students commute to and from school each day, "Bike to School Day" is now being promoted as "Walk, Ride and Roll to School Day." The goal is to promote walking, bicycling and carpooling as active transportation choices students and their parents can make to help reduce traffic congestion, which makes the school environment safer with less cars. And, like Walk to School Day, it promotes a healthier lifestyle by incorporating much needed physical activity in a student's day while also forming healthy habits that can last a lifetime.

Glendale Unified School District has embraced the effort to participate in the 2018 Walk, Ride, and Roll to School Day, to be held on Wednesday, May 9, 2018.

**Resolution No. 31**

**Walk, Ride, and Roll to School Day  
May 2018**

**WHEREAS**, Glendale Unified School District supports policies and programs that focus on health and wellness and healthier school community environments; and

**WHEREAS**, the health and safety of children is of highest concern to the Glendale Unified School District; and

**WHEREAS**, driving students to school in private vehicles contributes to traffic congestion, safety concerns and air pollution, which carpooling will reduce; and

**WHEREAS**, being able to walk and bicycle to school offers an opportunity to build healthful physical activity into daily routines, so that children can arrive at school ready to learn; and

**WHEREAS**, Walk, Ride and Roll to School Day promotes a positive connection between schools, families and the community by creating beneficial interactions between students; and

**WHEREAS**, Walk, Ride and Roll to School Day promotes safe, convenient and fun opportunities for children to travel to and from school; and

**NOW, THEREFORE, BE IT RESOLVED** that Glendale Unified School District will participate in Walk, Ride and Roll to School Day in May 2018 in order to gain the benefits mentioned above and strengthen the quality of life for the City of Glendale students, families and neighborhoods.

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Clerk  
Board of Education

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May 1, 2018

Date

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 7

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 Mathematics Textbook Adoption for Grades 6-8**

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The Superintendent recommends that the Board of Education approve the adoption of enVision 2.0 for Grades 6-8.

**Results of Secondary Math Textbook Pilot**

In accordance with Board Policy and Administrative Regulations 6141 “Curriculum Development and Evaluation,” GUSD secondary math teachers piloted two textbooks for adoption for Math 6 – 8. Piloting occurred in all secondary classrooms in Math 6 through Math 8. Math 6 textbooks were piloted in seven elementary classrooms.

**Teacher Analysis of Piloted Curriculum**

<b>Average Response Based on a 5-Point Scale</b>				
	<b>Alignment to Content Standards</b>	<b>Alignment to Standards for Mathematical Practice</b>	<b>Planning, Support and Materials</b>	<b>Percent of Teachers Responding</b>
Pearson enVision	3.7	3.4	3.2	70%
College Preparatory Mathematics (CPM)	3.5	3.8	3.1	64%

**Summary of Arguments For and Against Each Program**

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



persevering in solving them, and constructing viable arguments and critiquing the reasoning of others. Proponents of CPM noted the varying levels of depth of knowledge (DOK) questions and better alignment with the shifts demanded by the California State Standards.

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

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

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

### **Pilot Teacher Votes**

The Math Curriculum Study Committee (CSC) determined the protocol for voting on the materials in January 2018. The Gr. 6-8 vote was based on the number of sections where the pilot materials were in use at the school in those grades. This method was used to provide a fair representation for the 6<sup>th</sup> grade teachers who were split between elementary and middle school sites.

Ballots were provided to all Department Chairs and 6th grade elementary pilot teachers. Teaching and Learning (T&L) collected the ballots on Wednesday, March 28, 2018, and results were sent to department chairs and pilot teachers. Ninety-seven percent of pilot teachers participated in the vote.

Grade 6 - 8	
Curriculum	# Teacher Votes
Pearson enVision	95
CPM	49

**Principal Input**

The secondary principals reviewed the process, data, and teacher vote breakdown on March 29, 2018. After lengthy discussions and debate on which program better meets the needs of both students and teachers, the principals voted on their recommendation on the secondary math adoptions. The elementary principals shared their recommendation via email.

Grade 6 - 8		
Curriculum	#Middle School Principals	# Elementary Principals (Schools with 6 <sup>th</sup> Grade)
Pearson enVision	1	8
CPM	2	2

**Parent Survey Results (253 Responses)**

An electronic survey was sent to all parents of 6-8 grade students who participated in the pilot and responses were collected April 19 – 24, 2018.

Curriculum	Based Upon Your Student’s Experience, Which Program Was More Effective in Helping Your Student Learn and Understand the Mathematical Concepts?
Pearson enVision	68%
CPM	32%

Trends across comments indicated that parents:

- Preferred the traditional format of enVision 2.0
- Preferred the teacher directed lesson format in enVision 2.0
- Found it easier to help their student with enVision 2.0 compared to CPM
- Felt that students had difficulty with the CPM group work process

**Supplementary Resource Needed**

Discussions among teachers and CSC members throughout the process make it clear that supplementary resources will be needed to bolster the program with the strengths offered by the other program. If enVision 2.0 is adopted, additional resources will be needed to help teachers integrate real-world, rigorous problems found in CPM and other resources to prepare students for CAASPP requirements that students apply their knowledge to non-routine problems. After a curriculum is adopted, the Teaching & Learning department will work with a committee of Math 6-8 teachers to determine the best supplementary resources.

**Recommendation**

The Superintendent recommends the adoption of enVision 2.0 for Grades 6-8 Mathematics.

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

ACTION REPORT NO. 8

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

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

**SUBJECT: Approval of Special Education Cluster Reorganization Proposal**

The Superintendent recommends that the Board of Education approve the Special Education Cluster Reorganization Proposal for the 2018-2021 school years to best meet the needs of the students, parents and the schools.

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

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

<b>Proposed Cluster Reorganization Plan 2018-2019</b>									
<b>Status</b>	<b>School</b>	<b>2017-2018</b>	<b># of Rms</b>	<b>2018-2019</b>	<b># of Rms</b>	<b>2019-2020</b>	<b># of Rms</b>	<b>2020-2021</b>	<b># of Rms</b>
<b>Extend</b>	<b>Columbus</b>	TK-3	3	TK-4	3	TK-5	3	TK-5	3
<b>Extend</b>	<b>Glenoaks</b>	TK-3	2	TK-4	3	TK-5	3	TK-6	3
<b>Extend</b>	<b>Lincoln</b>	TK-3	2	TK-4	3	K-5	3	K-6	3
<b>Extend</b>	<b>Marshall</b>	TK-3	3	TK-4	3	TK-5	3	TK-5	3
<b>Extend</b>	<b>Fremont</b>	4-6	2	TK-K, 5-6	3	TK-1, 6	3	TK-2	3
<b>Extend</b>	<b>Mann</b>	4-5	2	TK-K, 5	3	TK-1	3	TK-2	3

<b>Proposed Cluster Reorganization Plan 2018-2019 (continued)</b>									
<b>Status</b>	<b>School</b>	<b>2017-2018</b>	<b># of Rms</b>	<b>2018-2019</b>	<b># of Rms</b>	<b>2019-2020</b>	<b># of Rms</b>	<b>2020-2021</b>	<b># of Rms</b>
<b>Reduce/Preschool</b>	<b>La Crescenta</b>	4-6	2	5-6, PS	2	6 or PS	2	PS/PS	2
<b>Reduce/Close</b>	<b>Jefferson</b>	4-6	2	5 or 5-6	1	close	0	-	0

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

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

Recommendations

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

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

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

Transition Plan

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

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 1

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Minutes**

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

- a) Regular Meeting No. 26, April 17, 2018

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

**BOARD OF EDUCATION MEETING NO. 26**  
**UNADOPTED MINUTES**  
**REGULAR MEETING, April 17, 2018**

**CALL TO ORDER AND ROLL CALL**

The regular meeting of the Glendale Unified School District Board of Education was called to order by Nayiri Nahabedian, president of the Board of Education, at 5 p.m. on Tuesday, April 17, 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, Greg Krikorian, Shant Sahakian, and Nayiri Nahabedian.

The following administrators were present: Mr. Winfred Roberson, Mr. Stephen Dickinson, Dr. Cynthia Foley, Dr. Kelly King, Dr. Mary Mason, Mr. Felix Melendez, and Dr. Deb Rinder.

**PUBLIC COMMUNICATIONS**

No one addressed the Board at this time.

**CLOSED SESSION**

The Board recessed to Closed Session at 5:02 p.m. to discuss the following:

1. Instructing designated representative, Mr. Winfred Roberson, Superintendent of Schools, regarding collective bargaining matters pursuant to Government Code §54957.6.
2. Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957.
3. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.
4. Conference with Real Property Negotiators pursuant to Government Code 54956.8  
Property: Approximately 40,000 square feet of real property, referred to as a portion of the district office site, located at 223 N. Jackson Street, Glendale, 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 of more representatives from Carmel partners which may acquire the Property through an exchange agreement pursuant to applicable California law (Proposed Exchange).  
Under Negotiation: Instructions to negotiators will concern price and terms of payment as related to the possible exchange of the identified Property.

MINUTES: April 17, 2018 – Regular Board Meeting

CLOSED SESSION (Continued)

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 6:45 p.m.

REPORTING OUT OF CLOSED SESSION

None.

PLEDGE OF ALLEGIANCE

Colin Walley, a 5<sup>th</sup> grade student from Fremont Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

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

APPROVAL OF AGENDA ORDER

A motion was made by Ms. Freemon and seconded by Mr. Sahakian to approve the agenda, as presented. AYES—Freemon, Gharpetian, Krikorian, Sahakian, and Nahabedian.

PRESENTATION

1. 46<sup>th</sup> Annual Masonic Employee Recognition Awards

Members of the Glendale and La Crescenta Masonic Lodges, Vram Martirosyan, Ashik Gakaryan, Gevork Asatryan, Arman Petrosyan, and John Carlton, presented the Masonic Employee Recognition Awards. This is the 46<sup>th</sup> annual presentation of these recognition awards to outstanding district employees. This presentation is scheduled as an activity of Public Schools Month, which was founded in 1920 by the Grand Lodge of Free and Accepted Masons of California to celebrate the contribution of public schools to the American Way of Life.



STUDENT BOARD MEMBER REPORT

Student Board Member Amira Chowdhury said on March 22, 2018, the annual GUSD employee health fair took place at the Glendale High gymnasium, which included biometric screenings. Roosevelt Middle School math team took first place in the MESA Day contest. CAASPP testing for middle and high school students are taking place. April 27 is the annual Glenwood block party. The annual Adelante Latino event honoring our Latino seniors was held on April 16. CVHS is having a voters registration drive. Clark Magnet's prom is May 25. Hoover High will host a Human Rights assembly this Monday; Congressman Adam Schiff will be attending. Advance Placement testing is coming up in May. The 17<sup>th</sup> annual Armenian Genocide Commemoration is tomorrow, 7 p.m. at Glendale High. She thanked those involved in the planning. Unfortunately, she will not be at this event; she will be in Atlanta accepting a \$20,000 Coca-Cola scholarship.

COMMUNICATIONS FROM THE PUBLIC

1. Taline Arsenian, GTA president, congratulated the Masonic Awards winners. On April 5, their members ratified the tentative agreement reached by GUSD and GTA. Nearly 72% of their members voted and 96% voted "yes" to their contractual updates. The positive response is a testament of what the bargaining team did at the table. She thanked Greg Krikorian, Armina Gharpetian, and Shant Sahakian for helping to plan the 3<sup>rd</sup> annual GUSD Armenian Student Leadership Day. There were about 80 GUSD students who learned valuable information about leadership, civic engagement, social media, etc. Ani Hovanissian showed her documentary, *Vanishing Armenia*, and students learned about the development of the Armenian Museum in Glendale. She recognized the 1.5 million Armenian souls lost in the Armenian genocide. She reminded the community that our high schools' Armenian club students have been planning for our 17<sup>th</sup> annual Armenian Genocide Commemoration event that takes place at Glendale High on April 18, 7 p.m. She asked that we come out and support the work of our students.
2. CVTV Film Team from Crescenta Valley High School, said they were at a previous meeting talking about fundraising for their new film, *Generation P*. Last year's film, *The Driver*, won the best student film AT the Los Angeles Film Awards and is selected to show at the 2018 Los Angeles Film Festival as well. This film has been sent to ten other film festivals. This year's film, *Generation P*, will be submitted to the VCTC film expo. Filming has been completed, and they are in the final editing phase. The VCTC film expo event will take place at the Glendale High auditorium on Sunday, May 20, 6 p.m. They showed an excerpt of their film.
3. Lucy Petrosian, on behalf of ANC Glendale, thanked the Board and Superintendent for allowing them to partner on projects benefiting our students and teachers, such as Camp Darfur, genocide education training for teachers, and scholarship for our students. She invited the Board to drop by the Camp Darfur exhibit at our high schools. There is an exhibit scheduled for tomorrow from 8 a.m. to 2 p.m. at Glendale High. She appreciates everything the district does for our students.

PUBLIC COMMUNICATIONS (Continued)

4. Leonard Davidian, spoke in opposition of the building exchange. Specifically, he is opposed to the project because of traffic, lack of street parking, and lack of free space. He said we could have built a welcome center at R.D. White or Muir when we did our recent renovations to the schools.
5. Naira Soghatyan, resident, said she is speaking on behalf of the entire community of approximately 200. They are opposed to the building exchange. As for the lack of community presence and feedback at Board meetings, they have continuously expressed their opposition with the exchange plan. They spoke at the planning commission meeting and at several city council meetings. As to the \$20 million in repairs in retrofitting costs, she questioned the amount as GUSD had not solicited any bids to come up with these estimates. She estimated the cost for fire sprinkler at \$400,000. She wants to know where the \$5 or \$7 million will come from. She said we can easily restripe the parking lot, add a parking attendant, and add a gate to avoid other people from parking in the GUSD lot. She asked that the Board reconsider its decision and not go forward with the exchange.
6. Harry Leon, president of CV Town Council, thanked the Superintendent, the Board, and staff for attending the community's State of the Schools in Crescenta Valley. There were a lot of staff and principals there and they answered their questions well. He announced that the CV Town Council is having its 7<sup>th</sup> annual prayer breakfast. Supervisor Kathryn Barger is the keynote speaker. He looks forward to seeing everyone at this event.
7. Amy Besoli, teacher at CV High, spoke about the math textbook adoption. She gave reasons why secondary teachers prefer HMH. Overall, the variety and the options are good. It allows the teachers to adapt each lesson to their style, and the HMH curriculum allows for a good blend of direct instruction and exploration. Directing instruction is still an important piece in secondary education because of the challenging topics in upper level math. It is their job to prepare students for their college and career. An international study in 2017 concluded, "Students who receive a blend of teacher-directed and inquiry-based instructions have the best outcome." The textbook adoption process has been a good experience. The process has allowed teachers to explore new curriculum and develop new ideas in teaching. What they experienced in their classrooms during the pilot is that this blend of direct instruction and collaboration is helpful for students, teachers and parents. She would like the district to move forward and adopt the HMH curriculum.
8. Kimberley Sinclair, health teacher at Glendale High, spoke about the high school health textbook adoption. *Comprehensive Health* is the best health book that aligns with new law. The goal is to have hard copies of the textbook for teachers, but they want the majority of the books to be in an electronic format. She asked that we approve the workbook. With the approval of the health book, GUSD will be making a statement that health education is important. As a contributor to the California Health Curriculum Framework, health education is important and students should take a semester of health education.

PUBLIC COMMUNICATIONS (Continued)

9. Araz Marachelian, Rosemont parent, spoke about the math textbook adoption. She said she represents a group of parents. They want to express their concerns about transparency in the classroom. The parents have not been fully informed about the process. They are still in the dark. Parents feel they were not able to provide feedback as they were told they had to do it in person. Many parents feel passionate about HMH. She also had concerns about student feedback. What they are looking for is data rather than an opinion. She understands we need to buy books and make a decision. However, these are their kids, and they do not feel they were part of the process.
10. Meredith Gold spoke in opposition of the property exchange. While she shares many of the concerns already voiced, her big concern is the impact to the quality of life for those living in the area. As a property manager, she is having a harder time renting units because of parking. The parking is a major concern and has added to stress and fatigue. The look of Glendale is changing with so many high-rise buildings. This project looks like it will have a detrimental effect on the lives of the people who live in this area.
11. Eva Gabor spoke in opposition of the property exchange. She grew up in this neighborhood. She remembers when the district building was built because of the earthquake. She and her family own several properties in this area. There is no parking in the area. With three acres, think about what GUSD can do with all this land versus going to a smaller property. She hopes we would reconsider.
12. Roland Kedibian, spoke in opposition of the property exchange. About 5,000 to 6,000 units have been built in Glendale by real estate investors. Their sole objective is to maximize their profits. They are not looking at our community or trying to build families. His hope is that the Board reconsiders who they want to partner with. We have a housing problem in California. However, these investment firms with their high rents are becoming the problem. The community wants to work with the district. He recognizes that GUSD has needs; however, the solution is not running to a developer. We do not need them, and he hopes that we take that into consideration.

INFORMATION

1. Acknowledgements of Service
2. Tentative Agreement of the 2017-2020 Successor Agreement with Glendale Teachers Association and AB1200 Disclosure of Costs Associated with Adjustments to Employee Compensation
3. Special Education Cluster Reorganization Proposal
4. Proposed Secondary Mathematics Textbook Adoption
5. Review of Request for Proposal Results for Document Management.

MINUTES: April 17, 2018 – Regular Board Meeting

INFORMATION (Continued)

6. Local Control Accountability Plan Update No. 13
7. Update on Measure S and Facility Programs
8. Proposed New or Revised Board Policies Relating to Students, Instruction, and Business and Noninstructional Operations
9. Resolution – School Safety
10. Proposed Course of Study Outlines for Use in Middle Schools and High Schools in the Areas of Career Technical Education, Visual and Performing Arts, and Science
11. Board of Education Annual Organization Meeting

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

ACTION REPORTS

1. Resolution No. 20 – Remembering the Armenian Genocide and Reaffirming a Better World

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

2. Approval of Tentative Agreement of the 2017-2020 Successor Agreement with Glendale Teachers Association and AB1200 Disclosure of Costs Associated with Adjustments to Employee Compensation

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

3. Approval of Amendment No. 2 to Independent Consultant Agreement No. 404 with tBP Architecture for Dunsmore Portables Project

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, Krikorian, Sahakian, and Nahabedian.

4. Approval of Budget Augmentation for the La Crescenta Elementary School Overcrowding Relief Grant (ORG) Project

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

ACTION REPORTS (Continued)

5. Approval of Amendment No. 2 to Independent Consultant Agreement No. 324 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Lincoln Elementary School

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

6. Approval of Amendment No. 2 to Independent Consultant Agreement No. 326 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at La Crescenta Elementary School

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, Krikorian, Sahakian, and Nahabedian.

7. Approval of Amendment No. 2 to Independent Consultant Agreement No. 328 with Sandy Pringle & Associates for the Overcrowding Relief Grant (ORG) Building's DSA Inspection Services at Muir Elementary School

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

8. Approval of High School Health Textbook Adoption

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

9. Approval of Instructional Minutes for Transitional Kindergarten and Kindergarten

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

10. Approval of Services Agreement Between Glendale Unified School District and Rockstar Recruiting - DBA StaffRehab

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

CONSENT CALENDAR

1. Minutes
  - a) Regular Meeting No. 25, April 3, 2018

MINUTES: April 17, 2018 – Regular Board Meeting

CONSENT CALENDAR (Continued)

2. Certificated Personnel Report No. 16
3. Classified Personnel Report No. 15
4. Warrants totaling \$25,040,532.01 for March 1, 2018 through April 10, 2018.
5. Purchase Orders totaling \$1,095,756.15 for the period of March 17, 2018 through March 30, 2018
6. Appropriation Transfer and Budget Revision Report
7. Final Expenditure Reports and Project Closeout of Various Measure S Projects
8. Approval of Notice of Completion with Chalmers Construction Services, Inc. for Bid No. 159-17/18 for Site Improvements at Franklin Elementary School
9. Approval of Closing the Associated Student Body (ASB) Account of the Early Education and Extended Learning Program
10. Request for Allowance of Attendance Because of Material Loss of Average Daily Attendance (ADA) During the Bus Strike
11. Lease Agreement with GEF Summer School, Inc. (GEFSS)
12. Approval of New or Revised Board Policies Relating to Philosophy, Goals, Objectives and Comprehensive Plans; Students; Students-Welfare; and Community Relations
13. Approval of Basic and Supplementary Textbooks for Use in Middle and High Schools in the Areas of English and Foreign Language
14. Approval of Course of Study Outline for Use in High Schools in the Areas of Career Technical Education and Visual and Performing Arts
15. Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs
16. Acceptance of DonorsChoose Awards
17. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation
18. Student Teaching and Practicum Agreement with National University
19. Internship Credential Program Agreement with National University
20. Memorandum of Understanding with Cal State TEACH Program

MINUTES: April 17, 2018 – Regular Board Meeting

CONSENT CALENDAR (Continued)

21. Acceptance of Gifts

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

REPORTS FROM THE BOARD

Mrs. Freemon announced that the Hometown Country Fair is this Saturday at Crescenta Valley Park. The Kids Fitness Challenge, hosted by the Glendale Educational Foundation, is also this Saturday at Roosevelt Middle School. Hoover High is having a Human Rights Art Exhibit this Friday, 6 p.m. – 8 p.m. in the Arts building. Last Saturday, she attended the Tri-Valley Special Olympics. She is so proud of our district that we support this event.

Mr. Sahakian said we had a great ribbon cutting at Muir Elementary. We had a lot of cultural celebrations: The CASPS friends mixer, Adelante Latinos Awards Ceremony; and the Armenian students Leadership Day at Woodbury University where we had amazing support from our staff. We had a great time hosting the Leadership Glendale program participants at Roosevelt, which provided us with an opportunity to highlight our schools and foundation.

Dr. Gharpetian said on behalf of the Glendale Clean and Beautiful, they planted a tree at Valley View Elementary in honor of last year's grand prize poster winner, Steven Carris. Tomorrow, April 18, is the Armenian Genocide Commemoration event organized by the GUSD Armenian club students. She would love to see our community members there. Doors open at 6:30 p.m.; program starts promptly at 7 p.m.

Ms. Nahabedian congratulated the Adelante Latinos honorees and Betty Porto for being awarded the ALAS award. She met with the new Mayor and City Manager and spoke about a possible joint meeting in the fall. She attended the CASPS reception and enjoyed the Leadership Day at Woodbury University. She thanked Mr. Krikorian for his leadership in organizing this event.

REPORT FROM THE SUPERINTENDENT

Mr. Roberson thanked staff for all they do for our students.

RETURN TO CLOSED SESSION

The Board recessed to Closed Session at 12:08 a.m. to continue the discussion on closed session items listed on the agenda.

RETURN TO REGULAR MEETING

The Board reconvened at 12:50 a.m.

MINUTES: April 17, 2018 – Regular Board Meeting

ADJOURNMENT

There being no further business, President Nahabedian adjourned the meeting at 12:50 a.m.

\_\_\_\_\_  
Gregory S. Krikorian  
President, Board of Education

\_\_\_\_\_  
Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, April 17, 2018  
Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent  
Approved by the Board of Education: 05/01/2018



GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CERTIFICATED PERSONNEL REPORT NO. 17

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 17

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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>Maternity Leave of Absence</u>		
1. Estep, Amy	Teacher, Temp Contract Choir Hoover HS/Toll MS	5/07/18 through 6/08/18
<u>Change of Maternity Leave of Absence</u>		
1. Keoroghlian, Melina	Teacher, Regular Kindergarten Mann Elementary	5/07/18 through 7/08/18
<u>Child Care Leave of Absence</u>		
1. Olson, Jacqueline	Teacher, Regular 2 <sup>nd</sup> Grade - French Franklin Elementary	8/20/18 through 6/12/19
<u>Health Leave of Absence</u>		
1. Ainian, Juliet	Teacher, Regular 2 <sup>nd</sup> Grade Keppel Elementary	4/16/18 through 5/18/18

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Health Leave of Absence</u>		
1.	Kim, So Young Psychologist Special Education	3/12/18 through 6/17/18
<u>Family &amp; Medical Leave of Absence</u>		
1.	Ainian, Juliet Teacher, Regular 2 <sup>nd</sup> Grade Keppel Elementary	4/16/18 through 5/18/18
<u>Change of Family &amp; Medical Leave of Absence</u>		
1.	Keoroghlian, Melina Teacher, Regular Kindergarten Mann Elementary	5/07/18 through 7/08/18
<u>Home Responsibility Leave of Absence</u>		
1.	Garay, Kelly Teacher Specialist La Crescenta Elementary	8/20/18 through 6/12/19
<u>Opportunity Leave of Absence</u>		
1.	Gonzalez, Francisco Teacher, Regular History, Math & Science Wilson Middle School	8/20/18 through 6/12/19
<u>Additional Assignment</u>		
1.	Doody, Melanie Metcalf, Shawna Teacher Specialists, to work additional days in the 17-18 school year above their contracted days, as needed, for Curriculum development and planning for Teaching and Learning.	6/01/18 through 6/30/18 Daily rate of pay Not to exceed 15 days 01.0 62640.0 00000 21011 1130 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Change of Status</u>		
1.	Quinn, Tanja Teacher, Probationary, 1 <sup>st</sup> year 5 <sup>th</sup> /6 <sup>th</sup> Grade - German Franklin Elementary	Effective 1/12/18
<u>Election Hourly/Daily</u>		
1.	Melikian, Melany Sparling, Benjamin Teachers, as needed, for after school tutoring. Categorical Programs.	4/01/18 through 6/30/18 \$27.00 per hour for prep time \$30.00 per hour for tutoring Not to exceed \$5,000.00 total RSI Program 01.0 42161.0 11100 10000 1130 0000673
2.	Campbell, Joseph Foster, Dennis Teachers, as needed, to plan Construction Academy curriculum and maintain/update academy facilities. Glendale High School.	6/11/18 through 8/10/18 \$27.00 per hour Not to exceed 200 hours each Construction Academy Grant 01.0 72202.0 38000 10000 1130 0200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
3.	Extra-Curricular Assignments	Spring Semester 2017-18

CRESCENTA VALLEY HIGH SCHOOL

Crowther, Francis B. De Kruyf, Anna Evans, Mark Evans, Robert Hyun, Samuel Kim, Doil Kim, Peter  Kwong, Eric Lowe, Alexander Mendoza, David  Menefee, Christine Mulcahey, Richard Mulder, Kurt Nelson, John Peek, Amanda Rich, Bryan Sakonju, Jan Samford, Mark Taix, Martin Torres, Phil	Lacrosse (Head) – Girls Softball (Asst.) – Girls Track (Head) – Boys Track (Head) – Girls Tennis (Head) – Boys Tennis (JV/Asst.) – Boys Athletic Coordinator – Girls Swim (Head) – Girls Track (Asst.) – Boys Track (Asst.) – Girls Athletic Coordinator – Boys Baseball (JV/Asst.) – Boys Softball (Asst.) – Girls Swim (Asst.) – Boys Volleyball (JV/Asst.) – Boys Volleyball (Head) – Boys Softball (Head) – Girls Baseball (Soph.) – Boys Swim (Head) – Boys Golf – Boys Softball (Asst.) – Girls Baseball (Head) – Boys	
4.	Bagdasaryan, Aylene  School Psychologist, as needed, to work for Special Education.	4/02/18 through 6/30/18 Daily rate of pay Not to exceed 13 days total Special Education – Support Services 01.0 65000.0 50011 31200 1233 0000600

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>			
5.	Bencze, Monica	Teacher, as needed, to assess language fluency of students applying for dual immersion in German at Franklin Elementary School.	2/01/18 through 4/30/18 Daily substitute rate of pay Not to exceed 3 days FLAG Support Fund 01.0 00000.0 00000 21004 1130 0008682
6.	Cueto, Montana	Extra-Curricular Assignments Swim (Additional Coach) Crescenta Valley High School	Fall Semester 2017-18
7.	Flot, Michael	Extra-Curricular Assignments Basketball (Frosh/Soph.) Crescenta Valley High School	Winter Semester 2017-18 Boys
8.	Johnson, Gail Annette	Retired teacher, as needed, to evaluate foreign transcripts for new incoming students to GUSD. Student Support Services.	7/01/18 through 6/30/19 \$30.00 per hour Not to exceed 200 hours Student Support Services 01.0 00000.0 00000 31101 1232 0004682
9.	Paz, Henry A.	Retired administrator, as needed, to coordinate and implement activities related to the operations of the Student Support Services office and provide support to the Education Services Department.	7/01/18 through 6/30/19 \$70.00 per hour Not to exceed 100 hours Student Support Services 01.0 00000.0 00000 31301 1334 0007682
10.	Puig, Raysa	Retired teacher, as needed, to conduct Kindergarten Readiness Assessment. Student Support Services.	7/01/18 through 6/30/19 \$30.00 per hour Not to exceed 20 days Student Support Services 01.0 00000.0 19028 10000 1130 0001682

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Compensation</u>			
1.	Dionisio, Benedict Melkoian, Miganoush	Teachers and Teacher Specialists to participate in elementary PLC training. Educational Services.	6/08/18 Daily substitute rate of pay Not to exceed one day 01.0 62640.0 00000 21011 1160 0000618
2.	Baldwin, Justine Buckhoff, Suzanne Coffin, Dana Doom, Judith Jaffe, Michael Janosko, Angela Kane Hank, Elizabeth Mann, Shelby McDonnell, Suzanne Mekhitarian, Stepan Nagao, Karen Navarro, Nancy Pursel, Jeanne Romeo, Jennifer Satamian, Taline	Teachers, as needed, to participate in Kindergarten Inventory committee. Educational Services.	4/01/18 through 6/30/18 \$30.00 per hour Not to exceed 6 hours each 01.0 07405.0 11100 10000 1130 0000618
3.	Cutter, Emma Staab, Rachel	Teachers and Teacher Specialists to participate in elementary PLC training. Educational Services.	6/08/18 Daily substitute rate of pay Not to exceed one day 01.0 62640.0 00000 21011 1160 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report</u>		
1.	Revision to Board Report No. 9, November 28, 2017	
	<u>Page 14, Item 16</u>	
	Gonzalez, Francisco	12/01/17 through 4/30/18
	Hamo, Matthieu	\$27.00 per hour for reviewing and correcting tests.
	Junge, Jennifer	\$30.00 per hour for coaching.
	O'Rourke, Sean	Not to exceed \$2,500.00 total Supplemental Program
	Morrison, Sarah	01.0 01000.0 11100 10000 1130 0000673
	Teachers, as needed, to review, amend and correct tests for District Math Field Day event and coach 4 <sup>th</sup> through 8 <sup>th</sup> grade students for County Math Field Day. Categorical Programs.	
	Remove the following name: O'Rourke, Sean	
	Add the following name: Nishimoto, Kathy	
2.	Revision to Board Report No. 16, April 17, 2018	
	<u>Page 3, Item 2</u>	
	Lombardi, John	12/04/17 through 3/28/18
	Valdez, Iris	\$27.00 per hour for planning \$30.00 per hour for teaching Not to exceed 27 hours total for planning Not to exceed 15 hours total for teaching
	Teachers, as needed, to plan/prep and instruction of an after-school robotics class with tournament Balboa Elementary	01.0 30100.0 11100 10000 1130 2000000
	Change to read:	Not to exceed 27 hours total for planning Not to exceed 15 hours total for teaching
		to
		Not to exceed \$1,865.00 total

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement</u>		
1.	Poore, Marie R. Consultant, as needed, to provide counseling direct services to students, parents and staff. Balboa Elementary.	5/01/18 through 5/31/18 Not to exceed \$1,440.00 total Title I 01.0 30100.0 11100 10000 5811 2000000

Consulting Teachers for 2017-18

It is recommended that the teachers listed below be designated Consulting Teachers for the Peer Assistance and Review Program and assigned to the Consulting Teacher Pool. The Consulting Teachers would be activated on an as needed basis from July 1, 2017 to June 30, 2018.

<u>Name</u>	<u>School</u>
Davarhanian, Patrick	Clark Magnet High School
Faieta, April	Keppel Elementary School
Weckerly, Ellen	Wilson Middle School

Conference/Workshop/Meeting Authorization

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

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

1. It is recommended that approval be given for Daniel Oakley, Elizabeth Vassella Astor, Jacqueline Knight and Michelle Green to be reimbursed for all actual and necessary travel expenses incurred in the performance of services within the scope of employment for the period beginning April 6, 2018 through April 30, 2018 to assess a student in Tucson, Arizona. These expenses may include travel, lodging, car rental, gas, parking and meals for travel not to exceed \$7,000.00.

Medi-Cal, Other  
 01.0 56405.0 00000 39000 5815 0000600



Position

Effective Dates  
And Salary Rate

Conference/Workshop/Meeting Authorization (Cont.)

2. It is recommended that approval be given to Marilyn Hill, Speech/Language Pathologist, and Beatriz Sackett, DHH Teacher, Foothill SELPA, to attend the three-day, "Pioneering Progress and Igniting Innovation" conference. This conference is to be held in Scottsdale, Arizona, from June 28, 2018 through June 30, 2018, and to include all necessary expenses including conference registration fee, meals and transportation, not to exceed \$3,000 total.

SELPA Regionalized Services  
01.0 65001.0 50500 22000 5220 0000668

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CLASSIFIED PERSONNEL REPORT NO. 16

CONSENT CALENDAR NO. 3

TO: Board of Education  
FROM: Winfred B. Roberson, Jr., Superintendent  
PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources  
SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 16

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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>Assistant Physically Handicapped</u> Chung, Yean	Roosevelt	04/04/18 through 05/05/18
2. <u>Custodian II</u> Lugo, Luis	Rosemont	03/26/18 through 04/08/18
3. <u>Education Assistant II</u> Warner, Isabelle	Hoover	03/08/18 through 04/25/18
4. <u>Education Assistant - ASES/RAP Site Leader</u> Nersesian, Leedoosh	Fremont	04/10/18 through 05/01/18
5. <u>Education Assistant - Intensive Support</u> Cuano, Mildred	Special Education	03/27/18 through 05/01/18

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Extension of Medical Leave of Absence

- |    |   |                                |                           |
|----|---|--------------------------------|---------------------------|
| 1. | <u>Cafeteria Worker</u><br>Mamoorani, Janet               | Nutrition Services             | 08/16/17 through 06/29/18 |
| 2. | <u>Groundworker</u><br>Gomez, Carlos                      | FASO                           | 02/13/18 through 05/13/18 |
| 3. | <u>Job Developer/Coach</u><br>Schleifstein, Natalie       | SELPA                          | 02/20/18 through 04/29/18 |
| 4. | <u>Physical Education Assistant</u><br>Geber-Todd, Monica | Verdugo Woodlands/<br>Glenoaks | 12/14/17 through 07/19/18 |

Family & Medical Leave of Absence

- |    |                                   |          |                           |
|----|-----------------------------------|----------|---------------------------|
| 1. | <u>Custodian II</u><br>Lugo, Luis | Rosemont | 03/26/18 through 04/08/18 |
|----|-----------------------------------|----------|---------------------------|

Extension of Family & Medical Leave of Absence

- |    |   |       |                           |
|----|---|-------|---------------------------|
| 1. | <u>Groundworker</u><br>Gomez, Carlos                | FASO  | 02/13/18 through 05/13/18 |
| 2. | <u>Job Developer/Coach</u><br>Schleifstein, Natalie | SELPA | 02/20/18 through 04/29/18 |

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Maternity Leave of Absence

- |   |                             |                           |
|---|-----------------------------|---------------------------|
| 1. <u>Education Assistant I</u><br>Flores, Virginia | Pacific/Edison<br>Preschool | 05/03/18 through 07/10/18 |
|---|-----------------------------|---------------------------|

Extension of Maternity Leave of Absence

- |   |                   |                           |
|---|-------------------|---------------------------|
| 1. <u>Behavior Intervention Assistant</u><br>Issakhanian, Alina | Special Education | 12/07/17 through 05/08/18 |
|---|-------------------|---------------------------|

Parental Leave of Absence

- |   |          |   |
|---|----------|---|
| 1. <u>Custodian I</u><br>Lasmarias, Anthony | Glendale | 05/04/18 through 05/31/18<br>07/02/18 through 07/31/18<br>09/03/18 through 09/27/18 |
|---|----------|---|

Change of Parental Leave of Absence

- |   |          |                           |
|---|----------|---------------------------|
| 1. <u>Custodian I</u><br>Navarro, Jaime | Glendale | 04/02/18 through 04/13/18 |
|---|----------|---------------------------|

Child Care Leave of Absence

- |   |                             |                           |
|---|-----------------------------|---------------------------|
| 1. <u>Education Assistant I</u><br>Flores, Virginia | Pacific/Edison<br>Preschool | 07/11/18 through 09/01/18 |
|---|-----------------------------|---------------------------|

Change of Child Care Leave of Absence

- |   |                   |                           |
|---|-------------------|---------------------------|
| 1. <u>Behavior Intervention Assistant</u><br>Issakhanian, Alina | Special Education | 05/09/18 through 04/10/19 |
|---|-------------------|---------------------------|

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Military Leave of Absence

1. Behavior Intervention Assistant

Martinez, Joseph	Special Education	04/06/18 through 04/08/18 04/18/18 through 04/20/18
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Election from Eligibility List

1. Senior Administrative Secretary

Kazangian, Jizel	Nutrition Services	04/16/18; 12/8; 25/5 13.0 53100.0 00000 37005 2410 0000662
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2. Education Assistant I

Longlax, Celia	Keppel	04/12/18; 9.25/3; 3-1 12.0 61051.0 85000 10000 2110 0000671
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Nazari, Valentina	College View	04/12/18; 12/3.5; 3-1 01.0 91400.0 85000 10000 2110 0000671
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Novshadian, Angineh	Keppel	04/12/18; 9.25/3; 3-1 01.0 91500.0 85000 10000 2110 0000671
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Sargsyan, Margarit	Cerritos Preschool	04/16/18; 9.25/3.5; 3-1 12.0 61052.0 85000 10000 2110 0000671
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Vallejo, Ninoska	Balboa	04/12/18; 9.25/3.5; 3-1 01.0 60100.0 11100 10000 2110 2000000
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Termination - Exhaustion of Benefits

2018-cl-38813		03/16/18
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Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay

- |   |                          |   |
|---|--------------------------|---|
| <p>1. <u>Education Assistant Intensive Support</u><br/>         Puranan, Sara</p>   | <p>Special Education</p> | <p>05/01/18 through 05/03/18<br/>         Not to exceed 6 hours<br/>         Special Education-S&amp;C-EAIS-General Fund<br/>         01.0 05000.0 11100 10000 2130 0000600</p>   |
|   |                          |   |
| <p>2. <u>Education Assistant I</u><br/>         Coccaro, Brittany<br/>         Grigoryan, Roza<br/>         Navasartian, Karine</p>                 | <p>EEELP</p>             | <p>04/02/18 through 06/30/18<br/>         Child Development Activities<br/>         12.0 61051.0 85000 10000 2160 0000671<br/>         Child Development Activities<br/>         12.0 61051.0 85000 10000 2130 0000671<br/>         Self Supporting Combined<br/>         01.0 91500.0 85000 10000 2130 0000671</p> |
|   |                          |   |
| <p>Longlax, Celia<br/>         Sargsyan, Margarit<br/>         Nazari, Valentina<br/>         Novshadian, Angineh<br/>         Vallejo, Ninoska</p> | <p>EEELP</p>             | <p>04/12/18 through 06/30/18<br/>         Child Development Activities<br/>         12.0 61051.0 85000 10000 2160 0000671<br/>         Child Development Activities<br/>         12.0 61051.0 85000 10000 2130 0000671<br/>         Self Supporting Combined<br/>         01.0 91500.0 85000 10000 2130 0000671</p> |

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Change of Assignment

1. Change of Location

a. Senior Administrative Secretary

Kakosian, Sosi	Daily	04/16/18
	From Student	01.0 00000.0 00000 27004 2410 0400000
	Support Services	

2. Provisional Assignment

a. Administrative Secretary

Isadzhanyan, Aykanush	Teaching & Learning	04/01/18 through 04/13/18
	From Typist	8 hours a day
	Clerk III,	21-7
	16-8	01.0 07405.0 00000 21000 2410 0000618

b. Custodian II

Avalos, Leandro	Toll	02/02/18 through 03/02/18 (Night)
	From Custodian I	8 hours a day
	11-2	16-1
		01.0 00000.0 00000 81006 2211 0700000

Election of Classified Hourly Substitutes (Custodian I) through 06/30/18

Rosas, Ocalin	07/01/17 through 06/30/18
Mendez, Luis	01.0 00000.0 00000 81006 2211 0000640
Williams, Alma	





GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 4

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

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The Superintendent recommends that “A” Form (Payroll Warrants) issued April 13, 2018 – April 25, 2018 as shown below totaling \$1,223,728.07, 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
101-C	5649245 - 5649247	Certificated	\$ 866.33
101-N	5649248 - 5649249	Classified	1,212.78
102-C		Certificated	(442.26)
103-C	5650960 - 5650960	Certificated	331.69
103-N	5650961 - 5650961	Classified	2,868.82
E4S-N	5654453 - 5654560	Classified	1,217,161.36
109-C	5652459 - 5652459	Certificated	1,031.93
110-N	5656793 - 5656793	Classified	167.62
113-C	5660650 - 5660650	Certificated	529.80
<b>TOTAL</b>			<b>\$ <u>1,223,728.07</u></b>

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GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 5

TO: Board of Education  
FROM: Winfred B. Roberson, Jr., Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
SUBJECT: **PURCHASE ORDER LISTING**

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The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$1,389,897.38 for the period of April 2, 2018 through April 13, 2018 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM APRIL 2, 2018 THROUGH APRIL 13, 2018.

<b>Funding Source</b>	<b>Number of Purchase Orders</b>	<b>Amount</b>
UNRESTRICTED RESOURCES	186	324,829.05
FEDERAL RESTRICTED RESOURCES	41	307,032.66
STATE RESTRICTED RESOURCES	60	497,267.00
LOCAL RESTRICTED RESOURCES	78	68,627.68
CHILD DEVELOPMENT FUND	14	53,256.74
FOOD SERVICES FUND	4	13,139.24
MEASURE S PROJECTS FUND	22	108,840.01
DEVELOPER FEE FUND	1	5,000.00
CAPITAL PROJECTS & IMPROVEMENT FUND	3	11,905.00
<b>TOTAL</b>	<b>409</b>	<b>\$1,389,897.38</b>

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PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0001010119	BARRY PINTAR	98.50
0001010120	OFFICE DEPOT PRINTING SERVICES - EDUCATIONAL SERVICES	1,142.69
0001010125	AMAZON CAPITAL SERVICES, INC. COMPUTER PARTS - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	1,047.24
0001010130	US SCHOOL SUPPLY INC	113.60
0001016389	OFFICE DEPOT	383.24
0001016390	OFFICE DEPOT	350.38
0001016391	AMAZON CAPITAL SERVICES, INC. BOOKS - HOOVER HIGH SCHOOL	2,600.00
0001016395	ARTHUR BENJAMIN CONSULTANTS TO PERFORM "THE ART OF MENTAL CALCULATION" AT MATH FIELD DAY EVENT - CATEGORICAL PROGRAMS, BOARD APPROVED 3/6/2018	1,000.00
0001016397	RACHEL RYU	300.00
0001016398	TEK TIME SYSTEMS, INC	409.21
0001016399	ATKINSON, ANDELSON, LOYA, RUUD PROFESSIONAL SERVICES - EDUCATIONAL SERVICES	1,552.84
0001016406	LACOE- DIVISION OF STUDENT SUPPORT SERV.	320.00
0001016419	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	1,200.00
0001016420	JON'S MARKET	200.00
0001016421	LOS ANGELES TIMES	765.00
0001016422	INSTITUTO CERVANTES OF CHICAGO, INC. REGISTRATION FEE FOR TOLL MIDDLE SCHOOL FLAG PROGRAM TESTING SERVICES - STUDENT SUPPORT SERVICES	2,405.00
0001016423	RICOH USA, INC OFFICE EQUIPMENT LEASE PLAN- PROCUREMENT & CONTRACT SERVICES	1,500.00
0001016425	CAMCOR, INC. AUDIOVISUAL EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL	1,763.85
0001016428	CAMCOR, INC.	587.95
0001016429	CAMCOR, INC. CLASSROOM EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	4,115.65
0001016431	GOLDEN STAR TECHNOLOGY INC.	163.16

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016433	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	280.05
0001016434	AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - ROOSEVELT MIDDLE SCHOOL	104.01
0001016437	AMERICAN EXPRESS CPS SPEEDSKIN.COM - INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	433.41
0001016440	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - TOLL MIDDLE SCHOOL	43.75
0001016441	AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - WILSON MIDDLE SCHOOL	52.89
0001016444	OFFICE DEPOT	202.56
0001016445	OFFICE DEPOT	202.56
0001016446	SCHOOL SPECIALTY	166.86
0001016449	INFOSEND, INC MAILING SERVICES - STUDENT SUPPORT SERVICES	3,668.31
0001016453	GALE SUPPLY COMPANY	109.50
0001016454	MAINTEX	30.02
0001016455	CLEAN SWEEP SUPPLY CO INC	945.79
0001016456	GALE SUPPLY COMPANY	248.02
0001016457	CHAMPION CHEMICAL COMPANY	75.46
0001016458	CLEAN SWEEP SUPPLY CO INC	152.10
0001016459	SHI INTERNATIONAL CORP. COMPUTER EQUIPMENT- CRESCENTA VALLEY HIGH SCHOOL	34,365.48
0001016461	OLIVER WORLDCLASS LABS	125.55
0001016464	CLEAN SWEEP SUPPLY CO INC	777.45
0001016465	GALE SUPPLY COMPANY	145.64
0001016472	RAND-MCNALLY	105.12
0001016473	AMERICAN EXPRESS CPS ABEBOOKS.COM - BOOKS - ROSEMONT MIDDLE SCHOOL	84.74
0001016477	AMERICAN EXPRESS CPS ELDRIDGE PUBLISHING - DRAMA INSTRUCTIONAL MATERIALS - WILSON MIDDLE SCHOOL	465.61
0001016479	AMERICAN EXPRESS CPS GODADDY.COM - LICENSE RENEWAL - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	699.98
0001016485	FOLLETT SCHOOL SOLUTIONS, INC. LIBRARY SOFTWARE - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	22,384.03

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016487	OFFICE DEPOT	487.02
0001016489	SCHOOL SPECIALTY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - COLUMBUS ELEMENTARY SCHOOL	1,200.00
0001016490	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - COLUMBUS ELEMENTARY SCHOOL	1,000.00
0001016494	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - JEFFERSON ELEMENTARY SCHOOL	5,000.00
0001016495	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - KEPPEL ELEMENTARY SCHOOL	2,886.00
0001016496	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - KEPPEL ELEMENTARY SCHOOL	6,000.00
0001016500	SOUTHLAND DISPOSAL	642.47
0001016501	PEST OPTIONS INC PEST CONTROL SERVICES AT VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	13,229.79
0001016502	MAINTEX CUSTODIAL SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,424.15
0001016509	TWO GUYS FROM ITALY	206.95
0001016510	MARIO'S IMPORTS	209.37
0001016511	PEDERSEN'S BAND INSTRUMENTS	331.99
0001016512	O.H. LYNN PRINTING	657.00
0001016513	IMAGECUBE	451.73
0001016522	WILLIAM V. MACGILL & CO.	168.19
0001016527	OFFICE DEPOT CLASSROOM EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	2,099.77
0001016530	GOLDEN STAR TECHNOLOGY INC.	652.62
0001016531	AMERICAN EXPRESS CPS AMERICAN EXPRESS ANNUAL SUBSCRIPTION FEE - PROCUREMENT & CONTRACT SERVICES	500.00
0001016532	APPLE COMPUTER	440.82
0001016533	HEAT SOFTWARE USA INC.	16.50
0001016535	AMERICAN EXPRESS CPS RENAISSANCE PALM SPRINGS HOTEL - CONFERENCE EXPENSES - EDUCATIONAL SERVICES	843.23

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016536	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	1,225.96
0001016537	COY, DAVID CONSULTANT TO PROVIDE ENGLISH LANGUAGE ASSESSMENT AT VARIOUS SCHOOLS - CATEGORICAL PROGRAMS, BOARD APPROVED 2/20/2018	3,000.00
0001016538	STELLA PETROS CONSULTANT TO SUPERVISE SOCIAL WORK INTERNS - SECONDARY SERVICES, BOARD APPROVED 4/3/2018	30,000.00
0001016539	DORAN, JOANNA K	300.00
0001016540	S.O.S. SURVIVAL PRODUCTS EMERGENCY SUPPLIES - BUSINESS SERVICES	8,758.13
0001016541	TEK TIME SYSTEMS, INC	147.91
0001016547	SHIFFLER EQUIPMENT SALES, INC.	262.82
0001016548	NOVA VISION	173.01
0001016553	GIRARD GLASS CORPORATION	153.30
0001016556	O.H. LYNN PRINTING	237.07
0001016557	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	2,000.00
0001016562	OFFICE DEPOT	84.10
0001016564	O.H. LYNN PRINTING	886.95
0001016567	LOS ANGELES TIMES	129.62
0001016569	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR SCHOOL SUPPLIES - VALLEY VIEW ELEMENTARY SCHOOL	693.00
0001016573	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR SUPPLIES - VALLEY VIEW ELEMENTARY SCHOOL	115.00
0001016574	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR SCHOOL SUPPLIES - VALLEY VIEW ELEMENTARY SCHOOL	2,820.40
0001016576	OFFICE DEPOT	302.19
0001016578	HOME DEPOT CREDIT SERVICES	14.90
0001016579	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - ROSEMONT MIDDLE SCHOOL	152.14
0001016581	HARCOURT OUTLINES INC	144.52
0001016584	MAINTEX	95.24

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016585	MAINTEX	44.94
0001016589	KYLE LUCK	200.00
0001016590	PLS DIRECT	581.38
0001016593	COMMUSA	239.00
0001016596	AMAZON CAPITAL SERVICES, INC. HEALTH OFFICE SUPPLIES - LINCOLN ELEMENTARY SCHOOL	16.27
0001016597	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL	24.87
0001016599	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - BALBOA ELEMENTARY SCHOOL	103.32
0001016602	AMAZON CAPITAL SERVICES, INC. HEALTH SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	416.88
0001016603	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	57.20
0001016604	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MOUNTAIN AVENUE ELEMENTARY SCHOOL	184.10
0001016605	AMAZON CAPITAL SERVICES, INC. CUSTODIAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	79.00
0001016606	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - TOLL MIDDLE SCHOOL	72.99
0001016607	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	164.42
0001016609	FIRST STUDENT	804.64
0001016611	SMART & FINAL IRIS COMPANY	500.00
0001016612	A & A GOLDEN WEST	27.37
0001016616	CHARLES MUSIC	863.67
0001016617	JONES SCHOOL SUPPLY GRADUATION SUPPLIES - GLENDALE HIGH SCHOOL	1,743.00
0001016619	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	4,575.00
0001016620	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	1,711.00
0001016621	O.H. LYNN PRINTING	222.29
0001016622	OFFICE DEPOT	147.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016623	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	440.00
0001016626	INSTITUTO CERVANTES OF CHICAGO, INC.	910.00
0001016631	AA1 GRAPHICS & SIGNS LOGOS & SIGNS - FACILITY & SUPPORT OPERATIONS	1,916.25
0001016632	HOME DEPOT CREDIT SERVICES	319.22
0001016641	NEW MANAGEMENT HARDWARE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,816.40
0001016642	SHARP BUSINESS SYSTEMS CLASSROOM EQUIPMENT - MANN ELEMENTARY SCHOOL	27,826.67
0001016645	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	1,211.66
0001016653	OFFICE DEPOT	637.88
0001016656	SUPPLYWORKS	411.04
0001016658	OFFICE DEPOT	104.20
0001016661	CRESCENTA VALLEY TOWN COUNCIL	60.00
0001016662	PORTOS BAKERY	500.00
0001016667	GALE SUPPLY COMPANY	32.38
0001016668	WAXIE SANITARY SUPPLY	128.12
0001016673	BUCKEYE CLEANING CENTERS	597.24
0001016674	GRAINGER	317.10
0001016675	WEST-LITE SUPPLY CO,INC	93.10
0001016677	GALE SUPPLY COMPANY	526.98
0001016678	GALE SUPPLY COMPANY	183.74
0001016679	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT SUPPLY - GLENDALE HIGH SCHOOL	162.90
0001016680	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - CERRITOS ELEMENTARY SCHOOL	263.27
0001016682	AMAZON CAPITAL SERVICES, INC. DUPLICATING EQUIPMENT SUPPLIES - WILSON MIDDLE SCHOOL	3,118.08
0001016683	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - WILSON MIDDLE SCHOOL	221.68
0001016684	AMAZON CAPITAL SERVICES, INC. APPLIANCES - ROSEMONT MIDDLE SCHOOL	199.96
0001016685	COMMUSA	611.01



PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016686	MOLLY HAWKINS' HOUSE	124.33
0001016687	OFFICE DEPOT	845.46
0001016691	O.H. LYNN PRINTING	131.40
0001016692	FISHER SCIENTIFIC	29.35
0001016696	MICHAEL K. MARSHALL	500.00
0001016704	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	13,934.05
0001016705	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	34,835.13
0001016706	OFFICE DEPOT COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	10,602.00
0001016708	GALE SUPPLY COMPANY	109.50
0001016709	CAROLINA BIOLOGICAL SUPPLY CO.	110.25
0001016710	EARTH'S BIRTHDAY PROJECT	205.75
0001016713	GOLDEN STAR TECHNOLOGY INC.	163.16
0001016714	GOLDEN STAR TECHNOLOGY INC.	163.16
0001016715	OFFICE DEPOT	185.00
0001016716	CLEAN SWEEP SUPPLY CO INC	28.03
0001016719	GALE SUPPLY COMPANY	209.91
0001016720	CLEAN SWEEP SUPPLY CO INC	210.57
0001016721	MAINTEX	4.22
0001016723	PC & MAC EXCHANGE COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	1,367.66
0001016725	ULINE SHIPPING SUPPLY	262.00
0001016726	ULINE SHIPPING SUPPLY	155.00
0001016730	CLEAN SWEEP SUPPLY CO INC CUSTODIAL SUPPLIES - GLENDALE HIGH SCHOOL	2,180.36
0001016731	GALE SUPPLY COMPANY	503.70
0001016733	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA INSTRUCTIONAL SUPPLIES - JEFFERSON ELEMENTARY SCHOOL	1,195.00
0001016734	NORTHERN TOOL & EQUIPMENT CO.	217.91
0001016735	BURBANK PAINT COMPANY INC MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,149.06
0001016738	SCOTTY'S INDUSTRIAL PRODUCTS	394.26
0001016739	COUNTY SANITATION DISTRICTS	355.46
0001016740	MARK SCHMIDT	280.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016741	IMAGECUBE PRINTING SERVICES - STUDENT SUPPORT SERVICES	2,146.33
0001016742	TEK TIME SYSTEMS, INC	95.90
0001016743	KEYGENT LLC PROFESSIONAL SERVICES - BUSINESS SERVICES	2,500.00
0001016744	PITNEY BOWES INC	197.10
0001016746	O.H. LYNN PRINTING	123.74
0001016748	CALIFORNIA FITNESS SOURCE	400.00
0001016751	COPIER REPAIR LAND	125.00
0001016754	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	2,550.00
0001016755	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	1,123.83
0001016756	OFFICE DEPOT OFFICE SUPPLIES - WHITE ELEMENTARY SCHOOL	2,500.00
0001016759	PERSONNEL CONCEPTS LIMITED	276.76
0001016760	BOXWOOD TECHNOLOGY INC	500.00
0001016766	O.H. LYNN PRINTING	74.46
0001016768	PALOS SPORTS INC PHYSICAL EDUCATION SUPPLIES - ROSEMONT MIDDLE SCHOOL	1,007.79
0001016770	NIPPON SHOSEKI HANBAI, INC.	215.00
0001016772	SCHOOL SPECIALTY	859.80
0001016773	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	4,896.00
0001016776	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - TOLL MIDDLE SCHOOL	374.95
0001016781	OFFICE DEPOT	46.64
1016455	CLEAN SWEEP SUPPLY CO INC	945.79
	TOTAL	<hr/> 324,829.05

PO NUMBER	FEDERAL RESTRICTED RESOURCES VENDOR	AMOUNT
0001016394	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - TOLL MIDDLE SCHOOL	95.23
0001016426	CAMCOR, INC. CLASSROOM EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	2,351.80
0001016427	CAMCOR, INC. CLASSROOM EQUIPMENT - MUIR ELEMENTARY SCHOOL	15,286.68
0001016430	CAMCOR, INC. CLASSROOM EQUIPMENT - MANN ELEMENTARY SCHOOL	3,527.70
0001016432	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	796.82
0001016435	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - GLENDALE HIGH SCHOOL	291.06
0001016439	AMAZON CAPITAL SERVICES, INC. CLASSROOM FURNITURE - SPECIAL EDUCATION	488.41
0001016442	AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - COLLEGE VIEW SCHOOL	198.62
0001016448	PLS DIRECT PROJECTOR LAMPS - KEPPEL ELEMENTARY SCHOOL	2,898.66
0001016451	SATPAC SPEECH SPEECH WORKSHOP EXPENSES - SPECIAL EDUCATION	2,200.00
0001016462	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	3,259.98
0001016478	KEY CODE MEDIA, INC. COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	189,328.94
0001016480	OFFICE DEPOT	768.91
0001016484	LEAD LEARNER ASSOCIATES	425.00
0001016491	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - EDISON ELEMENTARY SCHOOL	10,000.00
0001016492	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - JEFFERSON ELEMENTARY SCHOOL	20,000.00
0001016493	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES & MATERIALS - JEFFERSON ELEMENTARY SCHOOL	3,000.00

PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016508	O.H. LYNN PRINTING	475.23
0001016514	HERITAGE SCHOOLS, INC	134.21
0001016521	MHS, INC	102.66
0001016525	VIRCO INC.	134.69
0001016528	SHI INTERNATIONAL CORP. COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	25,780.14
0001016529	OFFICE DEPOT	618.40
0001016542	ACADEMIC THERAPY PUBLICATIONS	282.02
0001016546	AMERICAN EXPRESS CPS MELISSAANDDOUG.COM - INSTRUCTIONAL MATERIALS - SPECIAL EDUCATION	10.92
0001016565	FOLLETT SCHOOL SOLUTIONS, INC. BOOKS - ROOSEVELT MIDDLE SCHOOL	2,050.12
0001016566	AMERICAN EXPRESS CPS RIVIERA PALM SPRINGS - CONFERENCE EXPENSES - GLENDALE HIGH SCHOOL	4,967.18
0001016575	PITNEY BOWES INC	921.48
0001016613	OFFICE DEPOT	500.00
0001016643	NETOP	195.00
0001016649	OTICON INC AUDIOVISUAL EQUIPMENT - SPECIAL EDUCATION	1,008.31
0001016689	MANZONE, JESSICA CONSULTANT TO PROVIDE PROFESSIONAL DEVELOPMENT TO PRIVATE SCHOOLS - CATEGORICAL PROGRAMS	2,125.00
0001016690	THERAPY SHOPPE, INC	42.50
0001016703	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - MARSHALL ELEMENTARY SCHOOL	575.00
0001016750	CITY OF GLENDALE BUS PASSES - CATEGORICAL PROGRAMS	2,007.00
0001016752	NCS PEARSON	436.59
0001016753	NCS PEARSON	261.03
0001016758	SHIRAZ RENTALS	480.00
0001016764	CAMCOR, INC. CLASSROOM EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	1,787.76
0001016765	NCS PEARSON INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,573.23
0001016769	ACADEMIC THERAPY PUBLICATIONS INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	5,646.38
	TOTAL	307,032.66

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001010124	AMERICAN EXPRESS CPS MSC INDUSTRIAL SUPPLY - INSTRUCTIONAL EQUIPMENT - CLARK MAGNET HIGH SCHOOL	1,172.27
0001010126	SCHOOL LIFE A DIV OF IMAGESTUFF	868.31
0001016407	VOLUNTEERS OF VACAVILLE	49.12
0001016408	SUNBELT STAFFING SALARIES & BENEFITS - FOOTHILL SELPA	1,237.50
0001016409	SUNBELT STAFFING SALARIES & BENEFITS - FOOTHILL SELPA	1,088.00
0001016410	FEDERAL EXPRESS CORP.	59.93
0001016411	LA CANADA UNIFIED SCHOOL DISTRICT	383.49
0001016412	LA CANADA UNIFIED SCHOOL DISTRICT SALARIES & BENEFITS - FOOTHILL SELPA	4,350.90
0001016413	LA CANADA UNIFIED SCHOOL DISTRICT SALARIES & BENEFITS - FOOTHILL SELPA	6,091.78
0001016417	STATE OF CALIFORNIA FILMING PERMIT FEE - SECONDARY SERVICES	1,086.25
0001016418	CITY OF GLENDALE, VERDUGO CONSORTIUM REIMBURSEMENT FOR CALIFORNIA CAREER PATHWAYS TRUST GRANT - SECONDARY SERVICES	166,534.60
0001016424	OFFICE DEPOT	618.40
0001016436	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	111.72
0001016452	GALE SUPPLY COMPANY	195.68
0001016460	SKILLS USA CALIFORNIA REGION 3 ADMISSION FEE FOR STUDENTS AND ADVISORS - SECONDARY SERVICES	4,800.00
0001016469	RICOH DUPLICATING EQUIPMENT - EEELP	6,623.90
0001016470	RICOH	506.28
0001016481	STATE SELPA ADMINISTRATORS	260.00
0001016483	AMERICAN EXPRESS CPS SOUTHWEST AIRLINES - CONFERENCE EXPENSES - EDUCATIONAL SERVICES	805.92
0001016514	HERITAGE SCHOOLS, INC	20.99
0001016515	BURBANK UNIFIED SCHOOL DIST FINAL REGIONAL COST FOR 16-17 SCHOOL YEAR - SPECIAL EDUCATION	12,223.51

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016516	ATKINSON, ANDELSON, LOYA, RUUD PROFESSIONAL SERVICES - SPECIAL EDUCATION	8,498.77
0001016517	HATCH & CESARIO ATTORNEYS-AT-LAW PROFESSIONAL SERVICES - SPECIAL EDUCATION	4,907.86
0001016518	THINKING MAPS, INC.	145.09
0001016519	MIRAVIA BOOKS - EDUCATIONAL SERVICES	2,651.78
0001016520	CONSCIOUS TEACHING, LLC BOOKS - EDUCATIONAL SERVICES	3,893.71
0001016524	CONTINENTAL CURRENCY SERVICES TRANSPORTATION SERVICES - COLLEGE VIEW SCHOOL	1,750.00
0001016543	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA ATHLETIC SUPPLIES - COLLEGE VIEW	76.65
0001016551	UNIVERSAL STUDIOS HOLLYWOOD FIELD TRIPS - GLENDALE HIGH SCHOOL	3,289.53
0001016552	JIST PUBLISHING	253.10
0001016572	AMAZON CAPITAL SERVICES, INC. COMMUNICATION EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL	44.99
0001016577	OFFICE DEPOT OFFICE SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	9,081.36
0001016580	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - CLARK MAGNET HIGH SCHOOL	213.53
0001016582	FRANK'S FAMOUS KITCHEN	109.57
0001016594	DOUBLETREE BY HILTON LODGING EXPENSES FOR STUDENTS AND TWO TEACHERS TO ATTEND SKILLS USA STATE CONFERENCE - CLARK MAGNET HIGH SCHOOL	5,958.03
0001016598	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	66.60
0001016625	DISNEYLAND RESORT FIELD TRIP - CRESCENTA VALLEY HIGH SCHOOL	5,820.00
0001016639	INTERMOUNTAIN LOCK & SECURITY SUPPLY TRILOGY LOCKS FOR FOUR MIDDLE SCHOOLS - FACILITY & SUPPORT OPERATIONS	3,206.16

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016647	MEDCO SUPPLY	974.00
0001016648	CAROLINA BIOLOGICAL SUPPLY CO.	698.86
0001016652	OFFICE DEPOT	460.40
0001016659	OFFICE DEPOT	34.99
0001016660	ROYAL HEALTH HOMECARE AGENCY, INC. SERVICE AGREEMENT TO PROVIDE NURSING SERVICES - SPECIAL EDUCATION	30,000.00
0001016663	SOLIANT HEALTH, INC. SERVICE AGREEMENT TO PROVIDE SPEECH PATHOLOGY AND IEP SERVICES - SPECIAL EDUCATION	100,000.00
0001016664	COMPHEALTH MEDICAL STAFFING SERVICE AGREEMENT TO PROVIDE SPEECH PATHOLOGY AND IEP SERVICES - SPECIAL EDUCATION	100,000.00
0001016665	AMERICAN EXPRESS CPS WALMART.COM - AUDIOVISUAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL	45.81
0001016697	THE LISTENING ACADEMY, INC.	195.00
0001016699	AMAZON CAPITAL SERVICES, INC. COMPUTER EQUIPMENT OR AUDIVISUAL EQUIPMENT PARTS - SECONDARY SERVICES	249.99
0001016701	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - EEELP/FRANKLIN ELEMENTARY SCHOOL	49.99
0001016707	B & H PHOTO VIDEO	615.59
0001016712	OFFICE DEPOT	164.23
0001016717	GALE SUPPLY COMPANY	48.18
0001016718	CAROLINA BIOLOGICAL SUPPLY CO. LABORATORY EQUIPMENT - CRESCENTA VALLEY HIGH SCHOOL	2,805.00
0001016722	AMERICAN EXPRESS CPS AME LEADERSHIP INSTITUTE (ARTS, MEDIA, ENTERTAINMENT) - CONFERENCE EXPENSES - SECONDARY SERVICES	520.00
0001016724	HOME DEPOT CREDIT SERVICES	49.97
0001016729	AMERICAN EXPRESS CPS WALMART.COM - INSTRUCTIONAL MATERIALS - CRESCENTA VALLEY HIGH SCHOOL	245.00
0001016732	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - CRESCENTA VALLEY HIGH SCHOOL	705.42

STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001016745	VOLUNTEERS OF VACAVILLE	192.34
0001016774	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - CRESCENTA VALLEY HIGH SCHOOL	129.98
0001016780	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	26.97
	TOTAL	497,267.00
LOCAL RESTRICTED RESOURCES		
0001016392	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL	548.12
0001016393	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL	36.50
0001016396	HEE EUN LEE	724.00
0001016400	LAKESHORE	147.00
0001016401	DISCOUNT SCHOOL SUPPLY	73.32
0001016402	ORIENTAL TRADING INC.	78.15
0001016438	AMERICAN EXPRESS CPS HOWDA.COM - SPECIAL EDUCATION EQUIPMENT - SPECIAL EDUCATION	197.95
0001016443	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FREMONT ELEMENTARY SCHOOL	30.62
0001016447	AMERICAN EXPRESS CPS ED CLUB - INSTRUCTIONAL SUPPLY - FREMONT ELEMENTARY SCHOOL	26.89
0001016452	GALE SUPPLY COMPANY	66.57
0001016469	RICOH DUPLICATING EQUIPMENT - EEELP	14,090.54
0001016470	RICOH DUPLICATING EQUIPMENT MAINTENANCE AGREEMENT - EEELP	1,076.97
0001016471	GREAT MATS	404.89
0001016475	S & S WORLDWIDE	217.08
0001016476	AMERICAN EXPRESS CPS AUDIOVISUAL EQUIPMENT - COLLEGE VIEW	1,123.91
0001016497	GLENDALE POWER TOOL	45.33
0001016498	TRANE U.S. INC.	182.48
0001016499	ALL-PHASE ELECTRIC SUPPLY CO TOOLS AND REPAIR MATERIALS - FACILITY & SUPPORT OPERATIONS	1,995.53



PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016503	PRINTING BY HARVEY	82.13
0001016504	SCOTTY'S INDUSTRIAL PRODUCTS	15.99
0001016505	PEP BOYS	183.74
0001016506	EWING IRRIGATION PRODUCTS	325.87
0001016507	SOUTH COAST AIR QUALITY MANAGEMENT DIST. EMISSION FEES FOR GLENDALE & HOOVER HIGH SCHOOLS - FACILITY & SUPPORT OPERATIONS	4,477.74
0001016523	FOLLETT SCHOOL SOLUTIONS, INC.	623.00
0001016549	COMPLETE BUSINESS SYSTEMS	379.31
0001016550	TREMCO, INC. REPAIR MATERIALS - FACILITY & SUPPORT OPERATIONS	1,494.65
0001016554	M.C. NOTTINGHAM CO. OF SO. CAL REPAIR MATERIALS - FACILITY & SUPPORT OPERATIONS	4,661.05
0001016559	KANKEE SPIKEBALL INC	599.50
0001016560	PORTOS BAKERY	491.95
0001016561	GLENDALE HIGH SCHOOL	200.00
0001016563	OFFICE DEPOT	64.02
0001016568	AMAZON CAPITAL SERVICES, INC. PE SUPPLIES - FREMONT ELEMENTARY SCHOOL	841.87
0001016586	MAINTEX	285.73
0001016587	SHIN, HENRY	200.00
0001016588	WHITENER, DR. JOHN L	200.00
0001016591	OFFICE DEPOT	615.87
0001016600	AMAZON CAPITAL SERVICES, INC. PE SUPPLIES - ROSEMONT MIDDLE SCHOOL	425.61
0001016601	AMAZON CAPITAL SERVICES, INC. PE SUPPLIES - KEPPEL ELEMENTARY SCHOOL	141.56
0001016608	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL	395.30
0001016610	SCHOLARSHARE COLLEGE SAVINGS PLAN	900.00
0001016614	A & A GOLDEN WEST	27.37
0001016618	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL	1,000.00
0001016628	JOHNSTONE SUPPLY TOOLS AND REPAIR PARTS - FACILITY & SUPPORT OPERATIONS	7,715.12
0001016629	BLACK SHEEP ENTERPRISES	450.00
0001016630	ALLEN GWYNN CHEVROLET INC	558.45

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016631	AA1 GRAPHICS & SIGNS	306.60
0001016632	HOME DEPOT CREDIT SERVICES	327.26
0001016634	U.S. BLINDS	613.20
0001016635	CASTERS & INDUSTRIAL SUPPLIES	543.56
0001016636	NJP SPORTS, INC	219.00
0001016637	EWING IRRIGATION PRODUCTS	452.15
0001016638	VIRGIL'S GLENDALE HARDWARE CENTER	72.55
0001016639	INTERMOUNTAIN LOCK & SECURITY SUPPLY LOCKS AND KEYS - EEELP	1,068.72
0001016651	SUPPLYWORKS	155.54
0001016655	OFFICE DEPOT INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL	1,138.22
0001016657	SHORE CREATION, LLC	352.50
0001016666	PAPA SEMINARS	180.00
0001016669	CLEAN SWEEP SUPPLY CO INC	241.89
0001016670	CLEAN SWEEP SUPPLY CO INC	198.41
0001016671	CLEAN SWEEP SUPPLY CO INC	38.87
0001016676	CLEAN SWEEP SUPPLY CO INC	195.74
0001016681	AMAZON CAPITAL SERVICES, INC. APPLIANCES - BALBOA ELEMENTARY SCHOOL	123.97
0001016688	NARUMI, LEONARD	200.00
0001016693	EPS/SCHOOL SPECIALTY INTERVENTION BLANKET PURCHASE ORDER FOR BOOKS - VERDUGO WOODLANDS ELEMENTARY SCHOOL	7,535.07
0001016694	ZANY GRAPHICS, INC.	190.53
0001016698	CLEAN SWEEP SUPPLY CO INC	62.63
0001016700	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EEELP/VERDUGO WOODLANDS ELEMENTARY SCHOOL	184.99
0001016702	AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - RD WHITE ELEMENTARY SCHOOL	434.88
0001016727	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS	55.72
0001016728	AMERICAN EXPRESS CPS RALPH'S - ADELANTE LATINOS EVENT EXPENSES - CATEGORICAL PROGRAMS	180.00
0001016735	BURBANK PAINT COMPANY INC	85.21
0001016736	STUMBAUGH & ASSOCIATES, INC.	328.50
0001016737	DECKER EQUIPMENT	170.83

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001016747	LA CRESCENTA ELEMENTARY SCHOOL	82.00
0001016749	POSITIVE PROMOTIONS	468.80
0001016767	S.O.S. SURVIVAL PRODUCTS EMERGENCY SUPPLIES - ROSEMONT MIDDLE SCHOOL	1,721.78
0001016771	SCHOOL SPECIALTY INSTRUCTIONAL SUPPLIES - KEPPEL ELEMENTARY SCHOOL	1,276.88
0001015631	EVERBANK COMMERCIAL FINANCE, INC OFFICE EQUIPMENT LEASE PLAN- VALLEY VIEW ELEMENTARY SCHOOL	1,000.00
	TOTAL	68,627.68
0001016403	CHILD DEVELOPMENT FUND LAKESHORE BLANKET PURCHASE ORDER FOR CLASSROOM EQUIPMENT FOR VARIOUS SCHOOLS - EDUCATIONAL SERVICES	7,040.00
0001016404	LAKESHORE BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES FOR VARIOUS SCHOOLS - EEELP	29,140.00
0001016405	LAKESHORE BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES FOR VARIOUS SCHOOLS - EEELP	5,680.00
0001016452	GALE SUPPLY COMPANY	0.79
0001016469	RICOH DUPLICATING EQUIPMENT - EEELP	5,452.49
0001016470	RICOH	416.75
0001016474	S & S WORLDWIDE	81.69
0001016488	CCDAA	387.00
0001016570	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - EEELP/COLUMBUS ELEMENTARY SCHOOL	102.20
0001016571	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - EEELP/COLUMBUS ELEMENTARY SCHOOL	28.00
0001016582	FRANK'S FAMOUS KITCHEN	212.72
0001016644	CITYTENNIS, INC SERVICE AGREEMENT FOR AFTERSCHOOL TENNIS CLASSES - EDUCATIONAL SERVICES	3,960.00
0001016650	SUPPLYWORKS	51.78
0001016672	GALE SUPPLY COMPANY	703.32
	TOTAL	53,256.74

PO NUMBER	FOOD SERVICES FUND VENDOR	AMOUNT
0001016555	UNITED REFRIGERATION, INC.	75.35
0001016583	AMERICAN EXPRESS CPS LABEL OUTFITTERS - OFFICE SUPPLIES - FOOD SERVICES	81.80
0001016627	PICK UP STIX FOOD PRODUCTS - FOOD SERVICES	12,100.00
0001016633	REFRIGERATION HARDWARE SUPPLY CORP.	882.09
	TOTAL	13,139.24
	MEASURE S PROJECTS FUND	
0001016414	AA1 GRAPHICS & SIGNS SIGNS FOR VARIOUS SITES - PLANNING, DEVELOPMENT & FACILITIES	1,935.96
0001016415	U.S. BLINDS	306.60
0001016416	AUDIO ENHANCEMENT INC. AUDIOVISUAL EQUIPMENT - PLANNING, DEVELOPMENT & FACILITIES	2,089.66
0001016466	IMPERIAL SPRINKLER SUPPLY SYNTHETIC TURF MATERIALS FOR DUNSMORE ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	17,459.95
0001016467	DEPARTMENT OF GENERAL SERVICES	287.75
0001016468	DEPARTMENT OF GENERAL SERVICES	251.10
0001016482	PREMIER WEST LANDSCAPE, INC. LANDSCAPING & INSTALLATION OF IRRIGATION SYSTEM AT FREMONT ELEMENTARY SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	23,425.00
0001016526	NAJARIAN TRADING BACKPACK HOOKS AND HARDWARE - VERDUGO WOODLANDS ELEMENTARY SCHOOL	4,932.31
0001016534	DUNKEL BROS MOVING AND STORAGE SERVICES - GLENDALE HIGH SCHOOL	3,015.00
0001016544	LOS ANGELES TIMES LEGAL ADVERTISING FOR VARIOUS PROJECTS - PLANNING, DEVELOPMENT & FACILITIES	1,710.68
0001016592	DEPARTMENT OF GENERAL SERVICES	113.90
0001016595	ALLEGIANFIRE PROTECTION, INC.	850.00
0001016624	INTERMOUNTAIN LOCK & SECURITY SUPPLY BUILDING MAINTENANCE - FREMONT ELEMENTARY SCHOOL	2,010.12

PO NUMBER	MEASURE S PROJECTS FUND (CONTINUATION) VENDOR	AMOUNT
0001016640	NEW MANAGEMENT	309.13
0001016654	GOLDEN STAR TECHNOLOGY INC.	326.31
0001016695	LOS ANGELES TIMES	577.00
0001016757	DEPARTMENT OF GENERAL SERVICES GLENDALÉ HIGH SCHOOL NEW BUILDING INSPECTON FEE - PLANNING, DEVELOPMENT & FACILITIES	43,000.72
0001016761	IBP/ARCHITECTURE CONTRACTED SERVICES - CRESCENTA VALLEY HIGH SCHOOL	5,000.00
0001016762	MCMASTER	36.83
0001016763	PLUMBING AND INDUSTRIAL SUPPLY	419.31
0001016775	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - PLANNING, DEVELOPMENT & FACILITIES	32.78
0001016777	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	749.90
	TOTAL	108,840.01
	DEVELOPER FEE FUND	
0001016463	CROSBY PLUMBING PLUMBING LABOR AND MATERIALS FOR BALBOA ELEMENTARY SCHOOL PORTABLES - PLANNING, DEVELOPMENT & FACILITIES	5,000.00
	TOTAL	5,000.00
	CAPITAL PROJECTS & IMPROVEMENT FUND	
0001016544	LOS ANGELES TIMES ADVERTISING - HOOVER HIGH SCHOOL	1,055.00
0001016615	HADDAD PLUMBERS INC	150.00
1005746	CUMMING CONSTRUCTION MANAGEMENT, INC HVAC AUDIT SERVICES - PLANNING, DEVELOPMENT & FACILITIES	10,700.00
	TOTAL	11,905.00

**LIST OF PO CHANGE ORDER  
DURING THE PERIOD OF 4/2/2018 THROUGH 4/13/2018  
CONSENT CALENDAR NO, 5 - MAY 1, 2018**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
04/11/2018	0001001339	BANNER BANK	Increased PO for 5% Retention	\$ 291,000.00	\$ 7,842.67	\$ 298,842.67
04/11/2018	0001010736	SMART & FINAL IRIS COMPANY	Increased PO for additional purchases	\$ 600.00	\$ 2,500.00	\$ 3,100.00
04/03/2018	0001010783	OFFICE DEPOT	Increased PO for additional purchases	\$ 10,000.00	\$ 5,000.00	\$ 15,000.00
04/06/2018	0001010882	MONTGOMERY HARDWARE COMPANY	Increased PO for additional purchases	\$ 40,000.00	\$ 10,000.00	\$ 50,000.00
04/04/2018	0001011132	OFFICE DEPOT	Increased PO for additional purchases	\$ 9,000.00	\$ 3,000.00	\$ 12,000.00
04/05/2018	0001011494	OFFICE DEPOT	Increased PO for additional purchases	\$ 2,000.00	\$ 1,500.00	\$ 3,500.00
04/12/2018	0001011960	HOME DEPOT CREDIT SERVICES	Increased PO for additional purchases	\$ 6,000.00	\$ 5,000.00	\$ 11,000.00
04/06/2018	0001010856	VIOLET MESRKHANI	Increased PO for extended services	\$ 21,000.00	\$6,000.00	\$ 27,000.00
04/12/2018	0001014672	DIANA FAVALA	Increased PO for extended services	\$4,200.00	\$4,200.00	\$8,400.00

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 6

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

The Superintendent recommends that the Board of Education approve Appropriation Transfers and Budget Revisions for Fund 01.0 Unrestricted, Restricted and Fund 12.0.

GLENDALE UNIFIED SCHOOL DISTRICT  
 May 1, 2018  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT REPORT

GENERAL FUND UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Local Control Funding Formula	\$0	\$0
8100-8299 Federal	\$0	\$0
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$15,238
8910-8999 Transfers In/Contributions	\$0	(\$743,119)
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>(\$727,881)</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$4,026,820
2000 Classified Salaries	\$0	\$2,836
3000 Employee Benefits	\$0	\$791,108
4000 Instructional Supplies	\$3,413	\$1,033
5000 Contract Services	(\$3,413)	\$0
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$4,821,797</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$5,549,678)</b>
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May 1, 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:
CVHS	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
CVHS	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
Franklin	Instructional	0	0	0	3,531	(3,531)	0	0	0	\$0	Supplies
CVHS	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
Muir	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
CVHS	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
CVHS	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
CVHS	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
Muir	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
Monte Vista	State Lottery program	0	0	0	(1,500)	1,500	0	0	0	\$0	Supplies
PAEC	Teaching & Learning program	0	0	0	1,900	(1,900)	0	0	0	\$0	Supplies
PAEC	Teaching & Learning program	0	0	0	0	0	0	0	0	\$0	Supplies
Columbus	Instructional	0	0	0	0	0	0	0	0	\$0	Supplies
Muir	Instructional	0	0	0	(518)	518	0	0	0	\$0	Supplies
		0	0	0	0	0	0	0	0	\$0	Supplies
		\$0	\$0	\$0	\$3,413	(\$3,413)	\$0	\$0	\$0	\$0	

Dept./School	Program Description	1,000	2,000	3,000	4,000	5,000	6,000	7,000	9,000	Total	Adjustment appropriates funds for:
Educational Services	Elementary Honors Orchestra	0	0	0	1,033	0	0	0	0	\$1,033	Supplies
CVHS	Athletics	2,917	0	573	0	0	0	0	0	\$3,490	Coaching Stipend for Girls Basketball
CVHS	Athletics	0	2,836	764	0	0	0	0	0	\$3,600	Coaching Stipend
District	District	0	0	0	0	0	0	0	350	\$350	Reimbursement for purchase of equipment
District	GTA Salary Settlement Cost- Unrestrict	4,023,903	0	789,771	0	0	0	0	(5,556,793)	(\$743,119)	GTA Salary Settlement Cost/Unrestrict Gral Fund
District	District	0	0	0	0	0	0	0	6,765	\$6,765	Surplus Property Sales
		\$4,026,820	\$2,836	\$791,108	\$1,033	\$0	\$0	\$0	(\$5,549,678)	(\$727,881)	

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

May 1, 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	\$13,435
8910-8999 Transfers In/Contributions	\$0	\$743,119
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$756,554</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$830,522
2000 Classified Salaries	\$0	\$150
3000 Employee Benefits	\$0	\$166,717
4000 Instructional Supplies	\$0	\$6,832
5000 Contract Services	\$0	\$4,640
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$1,008,661</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$252,307)</b>
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GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 6

BUDGET TRANSFER AND ADJUSTMENT REPORT

CHILD DEVELOPMENT FUND (12.0)

REVENUES	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
8010-8099 Revenue Limit	\$0	\$0
8100-8299 Federal	\$0	\$78,101
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>\$78,101</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	\$0	\$65,287
2000 Classified Salaries	\$0	\$0
3000 Employee Benefits	\$0	\$12,814
4000 Instructional Supplies	\$0	\$0
5000 Contract Services	\$0	\$0
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$78,101</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>\$0</b>
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May 1, 2018  
 Consent Calendar No.6  
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT  
 CHILD DEVELOPMENT FUND (12.0)  
 BUDGET TRANSFERS

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Transfer provides funds for:
0		0	0	0	0	0	0	0	0	0	
	<b>Total Budget Transfers</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

Dept.	Program Description	1000	2000	3000	4000	5000	6000	7000	9000	Total	Adjustment appropriates funds for:
EEEELP	GTA Salary Settlement	65,287	0	12,814	0	0	0	0	0	78,101	GTA Salary Settlement Cost -Fund 12 (EEEELP)
0		0	0	0	0	0	0	0	0	0	
	<b>Total Budget Adjustments</b>	<b>\$65,287</b>	<b>\$0</b>	<b>\$12,814</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$78,101</b>	

Object Codes  
 1000 Certificated Salaries  
 2000 Classified Salaries  
 3000 Employee Benefits  
 4000 Books & Supplies  
 5000 Services & Other Operating Supplies  
 6000 Capital Outlay

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Authorization to Dispose of Surplus Property**

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The Superintendent recommends that the Board of Education declare the following items as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

- Two steam tables located at Columbus Elementary School
- One steam table located at Muir Elementary School
- One oven located at Facility and Support Operations
- One typewriter located in the Business Office
- Portable classrooms as listed on the attached

**PORTABLES FOR SURPLUS – May 1, 2018**

Balboa Elementary

1. 19214/19215 (8104/8108)
2. 557 (1101)

Jefferson Elementary

1. 19204/19205 (room 8101/8102)
2. 32403/32404 (room 8103/8104)
3. 32405/32406 (room 8105/8107)
4. 32407/32408 (room 8106/8108)

La Crescenta Elementary

1. 54949/54950 (room 8114/8113)
2. 19224/19225 (room 8117/8116)
3. 19222/19223 (room 8116/8115)
4. 16135/16136 (room 8108)
5. 16129/16130 (room 8109)
6. 16131/16132 (room 8105)
7. 16133/16134 (room 8104)
8. 16127/16128 (room 8110)
9. 16125/16126 (room 8103)
10. 16469/16470 (room 8107)
11. 16123/16124 (room 8106)

Verdugo Woodlands Elementary

1. Room 8139/8140
2. Room 8125/8126
3. 32429/32430 (room 8135/8136)
4. 32431/32432 (room 8129/8130)
5. 32433/32434 (room 8133/8134)
6. 32435/32436 (room 8127/8128)
7. 32419/32420 (room 8131/8132)
8. 32421/32422 (room 8109/8110)
9. 17370/17371 (room 8138)
10. 26085/26086 (room 8137)
11. 97-102/113A (Library/Computer Lab)

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: **Approval of New or Revised Board Policies Relating to Students, Instruction, Community Relations, and Business and Noninstructional Operations**

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The Superintendent recommends that the Board of Education approve new or revised Board Policies (BP) 5022 (Student and Family Privacy Rights); BP 5145.6 (Parental Notifications); BP 6171 (Title I Programs); BP 1312.3 (Uniform Complaint Procedures); and BP 3470 (Debt Issuance and Management) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 5022 – Student and Family Privacy Rights**

CSBA Update March 2018  
Last GUSD Update September 2015

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

**BP 5145.6 – Parental Notifications**

CSBA Update March 2018  
Last GUSD Update N/A

The adoption of new BP 5145.6 is based upon CSBA recommendations to reflect federal law applicable to districts participating in certain federal programs which requires that



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

**BP 6171 – Title I Programs**

CSBA Update	March 2018
Last GUSD Update	June 2010

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

**BP 1312.3 – Uniform Complaint Procedures**

CSBA Update	March 2018
Last GUSD Update	February 2018

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

**BP 3470 - Debt Issuance and Management**

CSBA Update:	December 2016
Last GUSD Update:	N/A

The adoption of new BP 3470 will comply with Education Code and federal and state laws.

Upon approval of the policies, updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

Students

Student and Family Privacy Rights

- A. The Board of Education respects the rights of District students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information.
- B. The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)
  - 1. College or other postsecondary education recruitment or military recruitment.
  - 2. Book clubs, magazines, and programs providing access to low-cost literary products.
  - 3. Curriculum and instructional materials used by elementary and secondary schools.
  - 4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
  - 5. The sale by students of products or services to raise funds for school-related or education-related activities.
  - 6. Student recognition programs.
- C. The Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including his/her name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose. The District shall not use surveys to collect social security numbers or the last four digits of social security numbers, or information or documents regarding citizenship or immigration status, of students or their families. (Education Code 234.7, 49076.7)
- D. The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)

Students

Student and Family Privacy Rights

1. Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose.
2. Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families.
3. The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:
  - a. Survey instruments requesting information about their personal beliefs and practices or those of their children.
  - b. Instructional materials used as part of their children's educational curriculum.
4. Any nonemergency physical examinations or screenings that the school may administer.

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

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

Policy Adopted: 09/15/2015

Policy Amended: 05/01/2018

## Students

### Parental Notifications

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

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

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

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

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

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

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

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

Students

Parental Notifications

Legal Reference: Education Code Section 221.5; 231.5; 234.7; 262.3; 310, 313; 313.2; 440; 8483; 17288; 17611.5-176.12; 32221.5; 32255-32255.6; 32390; 33479.3; 35160.5; 35178.4; 35182.5; 35183; 35186; 35211; 35256; 35258; 35291; 37616; 39831.5; 44050; 44808.5; 46010.1; 46014; 46600-46611; 48000; 48070.5; 48204; 48205; 48206.3; 48207-48208; 48213; 48216; 48260.5; 48262; 48263; 48301; 48350-48361; 48354; 48357; 48412; 48432.3; 48432.5; 48850-48859; 48900.1; 48904; 48904.3; 48906; 48911; 48911.1; 48912; 48915.1; 48916; 48918; 48292; 48980; 48980.3; 48981; 48982; 48983; 48984; 48985; 48987; 49013; 49063; 49067; 49068; 49069; 49070; 49073; 49073.6; 49076; 49077; 49403; 49423; 49451; 49452.5; 49452.7; 49452.8; 49456; 49471-49472; 49475; 49480; 49510-49520; 49557.5; 51225.1; 51225.2; 51225.3; 51229; 51229; 51513; 51938; 52164; 52164.1; 52164.3; 54444.2; 56301; 56321; 56321.5-56321.6; 56329; 56341.1; 56341.5; 56343.5; 56521.1; 58501; 60615; 60641; 69432.9  
Civil Code Section 1798.29  
Health and Safety Code Sections 1596.857; 104420; 104855; 116277; 120365-120375; 120440; 124100-124105  
Penal Code Sections 626.81; 627.5  
Code of Regulations, Title 5, Sections 852; 863; 3052; 4622; 4631; 4702; 4917; 11303; 11511.5; 11523; 18066; 18094-18095; 18114; 18118-18119  
Code of Regulations, Title 17, Sections: 2951; 6040  
United States Code, Title 20, Sections 1232g; 1232h; 1415; 6311; 6312; 6318; 7908  
United States, Code Title 42, Sections 1758; 11431-11435  
Code of Federal Regulations, Title 7, Sections 245.5; 245.6a  
Code of Federal Regulations, Title 34, Sections 99.7; 99.30; 99.34; 99.37; 104/32; 104.36; 104.8; 106.9; 200.48; 300.300; 300.322; 300.502; 300.503; 300.504; 300.508; 300.530  
Code of Federal Regulations, Title 40, Sections 763.84; 763.93

Policy Adopted: 05/01/2018

### Instruction

#### Title I Programs

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

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

Descriptions of how the District will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the District's local control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the District's plan and be tailored to the specific needs of the students at the school.

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

#### Comparability of Services

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

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

1. Adopt and implement a Districtwide salary schedule.
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
  - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I District schools within that grade span.
  - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I District

## Instruction

### Title I Programs

schools.

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

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

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

### Participation of Private School Students

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

### Program Evaluation

The Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the District's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school

Instruction

Title I Programs

attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

Legal Reference: Education Code Sections 11503; 52060-52077; 54420-54425; 64001  
United States Code, Title 20, Sections 6301; 6311-6322; 6312; 6313;  
6314; 6315; 6318, 6320; 6321; 6333-6335; 6391-6399; 7881  
Code of Federal Regulations, Title 34, Sections 200.1-200.73

Policy Adopted: 12/6/1994

Policy Revised: 12/19/1995; 3/20/2001; 10/15/2002; 7/25/2006; 7/15/2008; 6/22/2010;  
05/01/2018



## Community Relations

### Uniform Complaint Procedures

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

### Complaints Subject to the UCP

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

1. Any complaint alleging District violation of applicable state or federal law or regulations governing adult education, after school education and safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs; child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code 64000(a), including career technical education, school-based coordinated categorical programs, Miller-Unruh Basic Reading Act, programs providing assistance to disadvantaged, neglected or delinquent students who are at risk of dropping out of school, capital expenses funding, professional development programs, Innovative Program Strategies programs, programs established under the federal Class Size Reduction Initiative, school safety and violence prevention programs, and Safe and Drug Free Schools and Communities programs (5 CCR 4610).
2. Any complaints alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in District programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in the Education Code 200 or 220,

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Uniform Complaint Procedures

Government Code 11135, or Penal Code 422.55, or on the basis of his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

3. Any complaint alleging District noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code 222)
4. Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
5. Any complaint alleging District noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code 52075)
6. Any complaint, by or on behalf of any student who is a foster youth, alleging District noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the District's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the District after his/her second year of high school, alleging District noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements. (Education Code 51225.1, 51225.2)
8. Any complaint alleging District noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code 51228.3)
9. Any complaint alleging District noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code 51210, 51223)

## Community Relations

### Uniform Complaint Procedures

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
11. Any other complaint as specified in a District policy.

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

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

When an allegation that is not subject to the UCP is included in a UCP complaint, the District shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the District's UCP.

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

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

### Non-UCP Complaints

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the

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Uniform Complaint Procedures

appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

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

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 35186)

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

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Uniform Complaint Procedures

United States Code Title 42, Sections 2000d-2000e-17; 2000h-2-2000h-6;  
6101-6107

Code of Federal Regulations, Title 28, Section 35.107

Code of Federal Regulations, Title 34, Sections 99.1-99.67; 100.3; 104.7;  
106.8; 106.9; 110.25

Policy Adopted: 11/17/1992

Policy Amended: 12/17/2002; 11/03/2010; 03/11/2014; 04/15/2014; 05/06/2014;  
04/05/2016; 10/18/2016; 08/15/2017; 02/06/2018; 05/01/2018

(Formerly BP 1312)

## Business and Noninstructional Operations

### Debt Issuance And Management

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

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

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

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

### Goals

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

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

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Debt Issuance And Management

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

Authorized Purposes for the Issuance of Debt

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

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

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

Business and Noninstructional Operations

Debt Issuance And Management

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

Authorized Types of Debt

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

1. Short-Term Debt
  - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the District to meet its cash flow requirements (Government Code 53850-53858)
  - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
  - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the District (Government Code 53859-53859.08)
2. Long-Term Debt
  - a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)
  - b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)
3. Lease financing, including certificates of participation (COPs)
  - a. Lease financing to fund the highest priority capital equipment purchases when pay-



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

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

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

Relationship of Debt to District Facilities Program and Budget

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

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

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

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

## Business and Noninstructional Operations

### Debt Issuance And Management

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

#### Structure of Debt Issues

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

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

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

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

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

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

#### Method of Sale

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

## Business and Noninstructional Operations

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

### Investment of Proceeds

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

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

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

### Refunding/Restructuring

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

### Internal Controls

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

Business and Noninstructional Operations

Debt Issuance And Management

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

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

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

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

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

Records/Reports

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

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

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

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

Business and Noninstructional Operations

Debt Issuance And Management

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

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

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

Policy Adopted:        05/01/2018

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

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

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The Superintendent recommends that the Board of Education approve the course of study outlines (Exploratory Family Consumer Sciences, Intro to Culinary, Life Management 1-2, Video Game Design and Programming 3-4, Forensic Science 1-2, and Studio Art 1-2) for use in middle schools and high schools in the areas of Career Technical Education, Visual and Performing Arts, and Science.

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 Science Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

**MIDDLE SCHOOLS**

**Department:** Career Technical Education

Course Title: Exploratory Family Consumer Sciences

Grade Level(s): 6-8

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

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

Course Credits: 5

Recommended  
Prerequisite: None

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

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

**Department: Career Technical Education**

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

Grade Level(s): 7-8

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

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

Course Credits: 5

Recommended  
Prerequisite: Exploratory Family Consumer Sciences

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

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

**Department:** Career Technical Education

Course Title: Life Management 1-2

Grade Level(s): 8

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

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

Course Credits: 10

Recommended  
Prerequisite: Exploratory Family & Consumer Sciences

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



**Course Overview:** Life Management course is an introduction to the study of the discipline of Family Consumer Sciences and equips students with essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas and/or for entering one of the industry-related career pathway programs. It provides students with the opportunity to gain life management skills through leadership and career development activities and through instruction in the seven content areas of child development and guidance; consumer education; family and human development; fashion, textiles and apparel; food and nutrition; housing and furnishings; and individual and family health. This course provides rigorous, standards-driven instruction and assessment, along with project-based learning, which integrates academic and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement. At the end of this class, students will have the option to complete one or all of the certificates from the following options: CPR Certification, First Aid Certification, Babysitter Certification, Food Handlers Permit.

**Department:** Career Technical Education

**Course Title:** Video Game Design and Programming 3-4

**Grade Level(s):** 6-8

**School(s)  
Course Offered:** Roosevelt Middle school

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

**Course Credits:** 10

**Recommended  
Prerequisite:** Video Game Design and Programming 1-2

Recommended

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

Course Overview: Video Game Design and Programming 3-4 is the concentration course in the Arts, Media and Entertainment industry sector, Game Design and Integration Pathway. All students will be given the opportunity to expand their knowledge and skills by creating more complex and intricate video games. We will discuss the formal elements of game mechanics and dynamics, decision making in flow theory, play testing, peer review, and pitching and selling their game. The students will be working in groups and will be collaborating during the entire design and creation process. They will be creating their games much greater attention to detail and using complex materials, models, lighting, and textures. Students will be using C# programming, and the course will emphasize debugging, development of problem solving skills, reading and understanding pre-written code, requirements analysis, and how fundamental data structures and algorithms functions are used and implemented. All students will be collaborating during the entire course and using the Unity cloud collaboration feature to accomplish this.

**HIGH SCHOOLS**

**Department:** Career Technical Education / Science

Course Title: Forensic Science 1-2

Grade Level(s): 10-12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Pending, Laboratory Science “d”

Course Credits: 10

Required

Prerequisite: Biology

Recommended

Prerequisite: MS Intro to Forensics, Chemistry

Recommended

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

Course Overview: In this course students study biology and earth science by engaging in investigations of how scientific evidence is used to solve crimes. Students take on the roles of public safety professionals to identify, collect, preserve, test, and analyze physical evidence. Each unit of this course asks how physical evidence can be used to solve a type of crime, and students explain and explore the scientific principles at work. Students learn not only how and why evidence can be used to solve crime, but also how bio geological processes affect the preservation and viability of physical evidence. Professional report writing is emphasized in this course, reflecting the high frequency and importance of writing reports in public safety careers. Throughout this course, students will collect and analyze evidence from simulated crime scenes. The course culminates with students using physical evidence to solve a simulated homicide and delivering expert testimony in a simulated murder trial.

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

and assessments connect directly to the Next Generation Science Standards.

**Department:** Career Technical Education / Visual and Performing Arts

Course Title: Studio Art 1-2

Grade Level(s): 9-12

School(s)  
Course Offered: Hoover High School

UC/CSU Approved  
(Y/N, Subject): Y, Fine Art “f”

Course Credits: 10

Recommended  
Prerequisite: This course is a recommended prerequisite for Advanced Studio Art 3-4; AP Studio Arts; Advanced Studio Art 5-6; Digital Arts 1-2, Animation 1-2; and other Art classes

Recommended  
Textbook: The Visual Experience ISBN: 978-08719-2627-2  
History of Art for Young People ISBN: 0-8109-4150-3

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

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Exploratory Family Consumer Sciences

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

Grade Level(s): 6-8

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

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

Course Credits: 5

Recommended  
Prerequisite: None

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

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

## Course Content

### Unit 1: Individual & Family Health

(5 weeks)

#### STANDARDS

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

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

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

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

### Unit 2: Food & Nutrition

(5 weeks)

#### STANDARDS

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

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

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

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

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

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

Unit 3: **Fashion & Interior Design**

(5 weeks)

STANDARDS

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

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

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

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

Unit 4: **Consumer Education**

(5 weeks)

STANDARDS

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

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

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

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

Additional Recommended Materials -

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



Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

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

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

Grade Level(s): 7-8

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

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

Course Credits: 5

Recommended  
Prerequisite: Exploratory Family Consumer Sciences

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

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

## Course Content

### Unit 1: Wellness

(2 weeks)

#### STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

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

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

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

### Unit 2: Food & Kitchen Safety

(2 weeks)

#### STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

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

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

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

### Unit 3: Skills for Cooking

(8 weeks)

#### STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

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

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

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

Unit 4: **Nutrition and Health**

(8 weeks)

#### STANDARDS

Hospitality Recreation and Tourism

Anchor Standard 5.4, 10.5, 10.10

A. Food Science, Dietetics, and Nutrition

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

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

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

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

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Life Management 1-2

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

Grade Level(s): 8

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

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

Course Credits: 10

Recommended  
Prerequisite: Exploratory Family & Consumer Sciences

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

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

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

### **First Semester-Course Content**

#### **Unit 1: Introduction to Careers**

(2 weeks)

##### **STANDARDS**

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

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

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

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

#### **Unit 2: Child Development & Guidance**

(6 weeks)

##### **STANDARDS**

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

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

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

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

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

Unit 3: **Family & Human Development**

(6 weeks)

STANDARDS

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

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

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

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

Unit 4: **Food & Nutrition**

(6 weeks)

STANDARDS

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

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

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

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

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

## **Second Semester-Course Content**

### **Unit 5: Individual & Family Health**

(6 weeks)

#### **STANDARDS**

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

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

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

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

### **Unit 6: Consumer Education**

(6 weeks)

#### **STANDARDS**

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

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

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

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

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

Unit 7: **Fashion & Interior Design**

(6 weeks)

STANDARDS

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

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

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

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

Unit 8: **Leadership & Employability Skills**

(2 weeks)

STANDARDS

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

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

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



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

Additional Recommended Materials -

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

Glendale Unified School District

Middle School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Video Game Design and Programming 3-4

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

Grade Level(s): 6 - 8

School(s)

Course Offered: Roosevelt Middle school

UC/CSU Approved

(Y/N, Subject): not applicable

Course Credits: 10

Recommended

Prerequisite: Video Game Design and Programming 1-2

Recommended

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

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

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

## **First Semester-Course Content**

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

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

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

(3 weeks)

#### **STANDARDS**

Career Technical Education Anchor Standards 1.0, 2.0

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

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

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

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

Unit 2: **Unity Interface**

(2 weeks)

STANDARDS

Career Technical Education Anchor Standards 2.0, 3.0

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

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

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

Unit 3: **Building their Game Levels**

(5 weeks)

STANDARDS

Career Technical Education Anchor Standards

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

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

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

B. Student Assignments

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

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

(5 weeks)

STANDARDS

Career Technical Education Anchor Standards

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

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

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

B. Student Assignments

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

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

Unit 5: **Exporting 3D models**

(5 weeks)

STANDARDS

Career Technical Education Anchor Standards

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

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

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

B. Student Assignments:

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

**Second Semester-Course Content**

Unit 6: **Game Programming**

(14 weeks)

STANDARDS

Career Technical Education Anchor Standards

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

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

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

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

B. Student Assignments

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

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

(3 weeks)

STANDARDS

Career Technical Education Anchor Standards

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

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

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

B. Student Assignments

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

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

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

(3 weeks)

STANDARDS

Career Technical Education Anchor Standards

Career Technical Education Game Design Standards D 10.1, D 10.2, D 10.3, D 10.4, D 10.5, D 10.6

Common Core Standards: ELA LS 11-12.7 RSIT 11-12.7 WH 11-12.8

- A. Students will take the feedback that they have received from their peers, meet in their groups, and then form a flowchart of what changes they have decided to make to address those comments. They will then assign the tasks to different team members with a timeframe to make these changes to have their final game build and publication done within the assigned time frame. Students will make a final presentation of their game to the class with emphasis on trying to sell it to them. They will discuss strategies for marketing their game to other companies and what they think their game will add to their current video game products. Students will discuss why their game fixed within different company's market niches and market concentration, but was still add something unique to their video game inventory
- B. Student Assignments
  1. They will then assign the tasks to different team members with a timeframe to make these changes to have their final game build and publication done within the assigned time frame.
  2. They will discuss strategies for marketing their game to other companies and what they think their game will add to their current video game products. Students will discuss why their game fixed within different company's market niches and market concentration, but was still add something unique to their video game inventory
  3. They will discuss strategies for marketing their game to other companies and what they think their game will add to their current video game products
  4. Students will make a final presentation of their game to the class with emphasis on trying to sell it to them



Glendale Unified School District

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Science

Course Title: Forensic Science 1-2

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, Laboratory Science "d"

Course Credits: 10

Required

Prerequisite: Biology

Recommended

Prerequisite: MS Intro to Forensics, Chemistry

Recommended

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

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

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

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

### **First Semester-Course Content**

#### **Unit 1: Observation, Investigation & Evidence Collection**

(2 weeks)

#### STANDARDS

New Generation Science Standards: HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-5, HS-PS2-5, HS-PS3-4, HS-LS1-3, HS-ESS2-5, SEP.SIUVM.S, DCI.ETS1.A.A

CTE Public Service: PS.A.2.7, PS.B.3.7, PS.B.B4.1, CTE.PS.A.6.10, CTE.PS.C.C1.1, HSMT.B.7.1

CCSS: ELA.9-10.R.CAGT.2.5, RST.9-10.1, RST.9-10.3, RST.11-12.3, HSN.Q.A.1

- A. Students will be able define forensic science, define observation, and describe what changes occur in the brain while observing. They will also describe examples of factors influencing eyewitness accounts of events as well as compare the reliability of eyewitness testimony to what actually happened. They will also

relate observation skills to their use in forensic science. Students will also practice and improve their own observation skills. Students will summarize Locard's Principle of exchange as well as identify at least four examples of trace evidence. They will be able to distinguish between direct and circumstantial evidence. They will summarize the seven steps of crime scene investigation and explain the importance of securing a crime scene. They will also demonstrate proper technique in collecting and packaging trace evidence. Students will also explain what it means to map a crime scene and describe how evidence from a crime scene is analyzed.

- B. Simulated crime scenes will be set up before students come to class. Students will process the crime scene collecting evidence, processing and logging each item, and making observations that could determine what happened at the scene.

Unit 2: **Scientific Methodology**

(2 weeks)

STANDARDS

NGSS: SEP.AQDP.AK.E, SEP.AQDP.AK.A, SEP.SIUVM.S, SEP.SKORLNE.M, CC.P.D

CTE Public Service: CTE.PS.C.9.6, PS.C.9.13, CTE.PS.C.C1.1, CTE.PS.C.C1.6, CTE.PS.KPAS.5.4,

CCSS: ELA.9-10.LS.2.3a, ELA.9-10.R.CAGT.2.5, RST.11-12.8, WHST.11-12.2, SL.7.1

- A. Students will be learn to use the scientific method in the crime scene investigation process. They will be able to make prediction and observe outcomes to identify logical outcomes. They will also create a theory that leads to hypothesis that they will use to provide confirmation of the evidence collected at a crime scene.
- B. Students are given a crime case, with evidence and investigation information, they must analyze these items and discover what needs to be used to support a claim. Students will work in groups predict and to come to consensus what the evidence and investigation shows. They will make their claims of the logical outcome and give their reasoning.

Unit 3: **Safety**

(1 week)

**STANDARDS**

NGSS: Appendix D

CTE Public Service: CTE.PS.6.0, CTE.PS.C.C1.1, CTE.PS.C.C1.6

- A. Students will learn the proper use of lab equipment as well as the proper safety procedures to follow in case of an emergency. They will also be able identify and label all safety apparatus including emergency response instructions. Students will learn about CPR and first aid as well as first responder actions and responsibilities. Students will understand Material Safety Data Sheets and be able to identify where it can be found as well as the importance of the information related to various emergency scenarios.
- B. Students will be given various scenarios regarding safety and emergency situations. They will have a specific amount of time to complete the various scenarios.

Unit 4: **Death and Incident Processing**

(4 weeks)

**STANDARDS**

NGSS: HS-LS1- 1, HS-LS1-2, SEP.AID.AK.A, HS-LS2-1,

CTE Public Service: CTE.PS.A.6.10, CTE.PS.C.C1.1, CTE.PS.KPAS.5.1, CTE.PS.KPAS.10.1,

CTE.PS.C.C1.6

CCSS: ELA.9-10.W.2.6b, SL.9-10.2,

- A. Students will learn the protocol to processing a crime scene. They will also know the responsibilities of each member of a task force in charge of processing a crime scene. They will understand how to set up a command post and how to follow the chain of command established. Students will also learn how to process evidence and the importance of documentation and chain of custody in regards to maintaining the integrity of the evidence processed. Students will also describe various parts of a hair. They will also be able to describe variations in the structure of the medulla, cortex, and cuticle. They will be able to distinguish between a human and nonhuman animal hair. Students will be able to explain how hair can be used in a forensic investigation.

- B. Students will be divided into groups of 3-4. Students will be working with knowledge gained in this unit about calculating time of death. Each group will be given a set of at least 5 different scenarios involving death. In each scenario a different amount of time will have passed since death. Groups will match up each scenario with the most accurate method of estimating time of death.

Unit 5: **Microscopy and Trace Evidence**

(4 weeks)

STANDARDS

NGSS: HS-LS1-1, HS-LS4-2, SEP.PCOI.PK.P

CTE Public Service: CTE.PS.C.9.6, CTE.PS.C.C1.1, CTE.PS.C.C1.6

CCSS: RST-11.12.8, WHST.9-12.5, RI.4.1

- A. Students will learn about the different types of trace evidence and how to analyze that evidence including how to link it to a crime scene. Students will learn about soils, types of plants and pollens, spores and how to process and analyze them. They will move on to hair and different fibers and how they collect and process those.
- B. Students will work with hair and other trace evidence. Using a microscope students will analyze the different hair and fibers samples and other small but measurable evidence that was collected at a crime scene. The task is to try to match the hair evidence that was collected at the crime scene with hair that was collected from four suspects.

Unit 6: **Fingerprints**

(4 weeks)

STANDARDS

NGSS: HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-LS1-1, HS-LS1-2, HS-LS3-1, HS-LS3-3, HS-LS4-1, HS-LS4-2, SEP.SIUVM.S, SEP.PCOI.PK.P

CTE Public Service: CTE.PS.C.C1.1, CTE.PS.C.C1.6

CCSS: RST-11.12.1, RST-11.12.8, WHST.9-12.5

- A. Students will be outline the history of fingerprinting. They will also be able to describe the characteristics of fingerprints as well as compare and contrast the basic types of fingerprints. They will also be able to describe the latest identification techniques. Students will also describe how criminals attempt to alter their fingerprint and how law enforcement process those types of prints. Students will be able to transfer their understanding of dactylography so that on

their own, they will be able to cite evidence of how to identify and analyze the three general fingerprint patterns, and assess the minutiae found in fingerprints in order to prove a positive match.

- B. Students will analyze a crime scene in which fingerprints were left behind. They will compare different fingerprints, including their own to determine which prints are matched and which are not using control samples and the samples taken from the crime scene.

## Second Semester-Course Content

### Unit 7: DNA Evidence, Blood and Blood spatter

(4 weeks)

#### STANDARDS

NGSS: HS-LS1-1, HS-LS1-2, HS-ETS1-1, HS-ETS1-2, HS-LS3-1, HS-LS3-2, HS-LS3-3, DCI.PS1.B.W, DCI.LS3.B.D, SEP.SIUVM.S, SEP.SIUVM.N, SEP.PCOI.PK.P

CACS: S.9-12.LS.5.a

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1, CTE.PS.C.C9.1, CTE.PS.C.C1.6

CCSS: M.7.MG.3.3, M.7.MG.3.2, ELA.9-10.R.CAGT.2.5, M.5.MG.2.1, ELA.9-10.R.CAGT.2.3

- A. Students will describe the forensic significance of the different types of blood cells. They will also summarize the history of the use of blood and blood-spatter analysis in forensics. Students will also describe the proper procedure for handling blood evidence. They will also outline the procedure used to determine blood type and describe how to screen for the presence of human blood. They will also be able to calculate the probability of a person having a specific blood type using data from population studies.
- B. 1) Students are presented with a scenario where blood was the only evidence left at the scene of a crime. Working with a lab partner, students will determine who the culprit is by narrowing down a field of possible suspects. Students will test the blood evidence against blood samples from the possible suspects. Students will carry out a blood typing test to narrow down the field followed by gel electrophoresis to make a determination as to who the actual criminal was. 2) Students will discover how Blood Evidence can be used for Crime Solving in a scenario where a car was broken into in the school parking lot, and although no fingerprints or hair was found, the burglar cut himself on the broken glass and left

behind blood evidence. Prior to completing this activity. 3) The DNA matches the crime to a person who is an identical twin. Students will need to look at the structure of DNA and determine why DNA is not the best evidence to use when identical twins are suspects in a crime.

Unit 8: **Drug identification and toxicology**

(3 weeks)

STANDARDS

NGSS: HS-PS1-1, HS-PS1-2, HS-PS1-5, HS-PS1-6, HS-LS1-2, HS-LS1-3, DCI.PS1.B.W, SEP.AQDP.AK.E, SEP.CEDS.CK.C

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: RST.9-10.3, ELA.9-10.R.CAGT.2.5, RST.9-10.3

- A. Students will start with learning a brief history of drug identification and toxicology including what exactly toxicology entails. Students will then learn about different types of drugs with an emphasis on controlled substances. This will include characteristics of the drug, identification of the drug, and signs and symptoms the drug may give to the victim. Finally, students will learn how different drugs affect the human body, the physiological effects and why people may be more sensitive.
- B. Students will work in pairs to create a table which details information about common street drugs including the name and category. Each pair will create a pocket-sized quick reference guide that law enforcement could use to assess an individual and determine what drug they are most likely under the influence of and present them to a law enforcement officer.

Unit 9: **Forensic Entomology**

(4 weeks)

STANDARDS

NGSS: HS-LS1-1, HS-LS1-2, SEP.PCOI.PK.P, SEP.CEDS.CK.C

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: ELA.9-10.R.CAGT.2.5

- A. Students will describe several examples of the ways that forensic entomology is used to help solve crimes. They will compare and contrast the four stages of

blowfly metamorphosis, and describe the significance of blowflies in forensic entomology. They will also describe the function of each of the following organs on blowflies and explain the significance of each structure of forensic entomology: spiracles, mouth hooks, and crop. Students will also describe the different environmental factors on insect development. They will also describe the five stages of decomposition. Students will also explain how forensic entomologist interpret forensic evidence and environmental conditions to estimate postmortem interval.

- B. Students will have to figure out the most likely order of arrival of different flies and beetles to a simulated decomposing body at various stages and match them up.

Unit 10: **Handwriting analysis, forgery and counterfeiting**

(3 weeks)

STANDARDS

NGSS: HS-ETS1-1, HS ETS1-3. CCLS, RST.11-12.4, RST.11-12.7, RST.11-12.8, RST.11-12.9, WHST.11-12.5

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: ELA.9-10.R.CAGT.2.5

- A. This unit is designed to address the fundamental aspects of document examination as it applies to forensic science. Students will explore handwriting analysis as well as some guidelines for collecting known writings for comparison to a questioned document. Students will also discuss some of the class and individual characteristics of printers, photocopiers, inks. Students will use document examination techniques to uncover alterations, erasures, obliterations, and variations in pen inks. Students will familiarize themselves with US currency security features and identify counterfeit currency. Students will be able to explain how a sample of handwriting evidence is compared with and exemplar using both qualitative and quantitative characteristics. They will also be able to describe some of the limitations of handwriting analysis. Students will also be able to identify a historical case of document fraud and explain how the fraudulent document was created. Students will also be able to describe recent developments in technology for use in handwriting analysis. They will also list and describe several ways in which businesses prevent check forgery. Students will also be able to describe features of new paper currency that protect against counterfeiting. They will also



compare and contrast older paper currencies with new currencies, including those on plastic stock.

- B. Students will be given different documents to analyze the characteristics of handwriting. They will need to determine which are the originals and which have been forged.

Unit 11: **Physical Evidence and Tool Marks**

(3 weeks)

STANDARDS

NGSS: HS-LS1- 1, HS-LS1-2, HS-LS2-7, HS-PS4-1

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1

CCSS: ELA.9-10.R.CAGT.2.5

- A. Forensic science utilizes all levels of scientific inquiry, specifically chemistry and physics, to analyze physical evidence with the ultimate goal of recreating the events of the crime for a jury in a court of law. Students will also identify and compare various types of physical evidence and compare their values to forensic investigation. Students will address the fundamental aspects of crime scene investigation and the identification and comparison of physical evidence. Students will be able to define physical evidence and describe how it is collected and packaged as well as identify and compare various types of physical evidence and compare their values to forensic investigation. Understand the importance of following the principals of scientific method and the need for collecting control samples at every crime scene. Students will be able to describe how forensic investigators analyze evidence made from tool marks as well as providing well supported arguments on what is considered class evidence. They will also compare and contrast soda glass, lead glass, and heat-resistant glass. They will be able to distinguish between radial and concentric fractures and identify how they are formed.
- B. Students will examine the impressions left on a lock and chain link fence to determine what type of object was used to break into the school. Physical evidence must be collected in a specific and strategic manner, as well as systematically documented, in order to ensure that no tampering or contamination occurs. Physical evidence can link specific persons or objects to a crime scene, or may contain class characteristics linking a type of object to a crime scene. Physical

evidence collected from crime scenes (i.e. fingerprints and DNA) are shared on national databases. This dramatically enhances the role of forensic science in criminal investigation.

Unit 12: **Firearms and ballistics**

(2 weeks)

STANDARDS

NGSS: HS-ETS1- 2, HS-PS1- 2, HS-LS1- 3, HS-LS1- 1, HS-LS1 6,HSL2-3

CTE Public Service: CTE.PS.B.3.10, CTE.PS.C.C1.1,

CCSS: ELA.9-10.R.CAGT.2.5, RST.9-10.3

- A. Students will be able to compare and contrast the different types of firearms, including handguns, rifles, and shotguns. They will be able to put in order the sequence of events that result in a firearm discharge and estimate the trajectory of a projectile. Students will also analyze the composition and formation of gunshot residue and its reliability as a source of evidence. They will also compare and contrast entrance and exit wounds, including size, shape, gunshot residue, and the presence of burns. Students will be able to distinguish among the various forms of firearm evidence, including rifling, markings on cartridges, marks on projectiles, and gunshot residue. They will also process/ or analyze a crime scene for firearm ballistics evidence.
  
- B. Students will learn background information on different types of firearms, and how a ballistics expert might use that knowledge to assist in crime scene investigations. Students will obtain metric data, analyze bullet caliber, and use tools to analyze a “bullet hole”.

Glendale Unified School District

High School

Date

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

Department: Career Technical Education / Visual and Performing Arts

Course Title: Studio Art 1-2

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

Grade Level(s): 9-12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Y, Fine Art "f"

Course Credits: 10

Recommended

Prerequisite: This course is a recommended prerequisite for Advanced Studio Art 3-4; AP Studio Arts; Advanced Studio Art 5-6; Digital Arts 1-2, Animation 1-2; and other Art classes

Recommended

Textbook: The Visual Experience ISBN: 978-08719-2627-2  
History of Art for Young People ISBN: 0-8109-4150-3

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

## First Semester-Course Content

### Unit 1: Drawing Fundamentals / Understanding Line - Observational/Conceptual (4 weeks)

Elements and Principles: Line/Shape/Space (flat)

#### STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 4.3

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

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

- A. Drawing is a critical skill that is applicable to all visual art areas. Observational drawing can be used to understand natural and abstracted artificial forms to be used later in original content. Drawing is also a powerful tool used in the conceptualization of ideas, sequences, etc. Drawing is the foundation and for understanding and communication of the inspiration and planning phases in the arts. This unit focuses on establishing drawing proficiency for illustrating concepts that are applicable to a variety of art and design fields.
- B. Students will create drawings from careful observation of a large variety of objects. Emphasis will be placed on the diversity of line, how line transforms to communicate shape, and how shapes occupy both negative and positive space. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

### Unit 2: Drawing Fundamentals / Understanding Form- Observational/ Conceptual (4 weeks)

Elements and Principles: Form/ Value/ Space (dimensional)/ Texture

#### STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 2.4; 2.5; 4.3

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

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

- A. This unit provides students with the necessary framework and skill set for understanding three-dimensional representation in 2D space. Students will explore art historical and contemporary drawing methods and masters for achieving the illusion of 3D forms.
- B. Students will observe and study the effects of light and shadow and overlapping of objects to create the illusion of 3-dimensions. Students will explore monochromatic materials to create a series of realistic renderings utilizing traditional modeling

techniques. Students will explain the effects of manipulating value to create the illusion of 3D form. Students will participate in collaborative critique and rubric-based assessments to reflect upon their designs.

Unit 3: **Intro to Color Theory/ Understanding Color**

(4 weeks)

Elements and Principles: Color/ Value/ Texture

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 2.1; 2.2; 2.4; 2.5; 3.3; 5.1; 5.4

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

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

- A. This unit establishes the framework needed for students to begin an understanding of the color wheel, color theory, and color vocabulary through use of primary, secondary, and tertiary color drawing media, and collage. Students will explore the impact of color and how color choices, i.e. color compliments, influence the art aesthetic, and the intended message of the work. Students will study artists throughout the ages that have utilized color theory to manipulate space, emotional responses and color as symbolism.
  
- C. Utilizing color pencil, students will practice several skill building assignments including creation of a color wheel guide where they will experiment with pure hues, tints, and shades, and color layering. Students will then create several complimentary color art works out of collage materials, and other mixed media utilizing the color wheel to inform color selection. Students will participate in a written self-evaluation, and rubric-based assessments to reflect upon their designs.

Unit 4: **Perspective Drawing/ Understanding Space**

(4-5 weeks)

Elements and Principles: Space/ Perspective

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.2; 2.4; 3.3; 4.5; 5.1

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

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

- A. The unit provides students with the necessary framework and skill set for understanding three-dimensional representation in 2D space. Students will explore historical methods for achieving the illusion of space and study both Renaissance and contemporary masters to acquire how a variety of art forms employ such tools.
  
- B. Students will use traditional perspective drawing techniques to create a realistic rendering of a proposed structure within an established environment. Students will

explain and articulate the concept, purpose, and significance of the structure within an actual environment. Students will apply traditional drawing skills to a variety of media and participate in a written self-evaluation, collaborative critique and rubric-based assessments to reflect upon their designs.

## **Second Semester-Course Content**

Unit 5: **Graphic Design/ Understanding Art As Communication** (4 weeks)

Elements and Principles: Line/ Shape/ Form/ Color/ Value/ Space/Emphasis

### STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.2; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

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

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

- A. Students will become familiarized with the basics of graphic design and how the elements of art and principles of design can be used to create meaning. Students will learn about common techniques used in fine art, print, and digital media, as well as proper techniques on how to effectively communicate ideas using images and text. Students will study the master works of Pop Artists, and commercial product design. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.
- B. Students will study the fine artists who have utilized packaging, labeling, commercial and graphic design to create dynamic art works. Students will apply the elements and principles of design to observe a still life object and produce a sculptural drawing/ painting which illustrates the connection between fine art and commercial design. Students will manipulate imagery and text to create visually engaging artwork. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation verbal critique with peer input.

Unit 6: **Allegory in Painting/ Landscapes, Cityscapes, Waterscapes, Desert** (4-5 weeks)

Elements and Principles: Color/ Value/ Contrast/ Space/ Texture/ Movement/ Unity

### STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.3; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

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

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

- A. Students will review their knowledge of color wheel, color vocabulary and color theory; and demonstrate the acquired skill of accurate color mixing of hues, tints, tones, and shades, by mixing the primary, secondary, tertiary, black and white colors. Students will explore color symbolism, and observe how color choices can express emotion, and influence the feeling of the art work. Students will experiment with a variety of painting tools to practice their understanding of how texture, color theory, and space can generate movement, and the illusion of depth. Students will develop an understanding of how artists throughout the ages have manipulated color in landscape paintings to achieve the desired effects. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.
  
- B. After learning how to mix colors by painting a color wheel using the primary colors and black and white, students will apply this knowledge in a series of landscape paintings, both monochromatic and full spectrum. Inspired by master works both past and present, students will manipulate imagery both real and imagined, and create visually engaging artwork which reflects their understanding of the applied elements and principles, and atmospheric perspective. Students will work from onsite observations, as well as gathered inspirational images. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 7: **Self-Portraits/ Realism to Abstraction**

(4-5 weeks)

Elements and Principles: Emphasis, Texture, Contrast, Pattern

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.3; 2.5; 3.3; 4.1; 4.2; 4.5; 5.1

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

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

- A. Students will study periods, media, and styles of self-portraits through history. Through visual media and lecture, students will analyze how artists have effectively applied the elements and principles of design to present themselves through self-portrait study. Students will discuss the varying medium choices, how those materials communicate feeling, tone, and emotion. Students will create their own self-portrait study. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.

- B. Students will be guided through a series of instructions on how to correctly measure and set up the proportions of the face. Students will use mirrors to observe their reflections, and record line, value, texture, etc....to create their own image. After a realistic interpretation has been drafted, students will have the option of morphing or juxtaposing/ abstracting the parts of the face. Using mixed media, students will create a self-portrait study. Students will work from onsite observations, as well as photographic inspirational images. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 8: **Non-objective Focus/ 2D Meets 3D**

(4-5 weeks)

Elements and Principles: Color, Space, Form, Rhythm, Texture, Movement, Pattern, Unity, Balance

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 2.1; 2.3; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

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

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

- A. Students will observe images and study the history of abstraction and the artists who shaped this vast movement. Lecture will focus on the contrast/ compare analysis of abstraction vs. traditional realist genres. Students will observe and analyze formal and expressionist forms of abstract work, and the artists (both historic and contemporary) who were, and are at the forefront of these movements. Utilizing mixed materials, students will create an abstracted art work which bridges both 2D and 3D abstracted art forms. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.
- B. Inspired by the works of Frank Stella, Elizabeth Murray, Vasily Kandinsky, contemporary artist Crystal Wagner, and others, students will create either a freestanding, or wall projected, mixed material abstract sculpture. Students will problem solve the importance of choice in effectively applying the elements and principals of design to define, and create a successful abstract art work. After creating a 2D plan, students will select a variety of medium and transform their 2D plan, into a 3D sculptural form. Wall sculptures will be displayed as if they are interconnected and will have the appearance of a gigantic, 3D wall mural. Project based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.



Unit 9: **Careers as Creatives**

(3 weeks)

Elements and Principles: Skills Applied in the Workforce

STANDARDS

Visual and Performing Arts

Standards 1.3; 2.2; 2.3; 3.1; 3.3; 3.4; 4.2; 4.5; 5.1; 5.4

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

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

- A. Students will receive an overview of the different schooling and career options in the arts. Students will learn about what skills are needed and what the day to day activities of a person in a particular art field may entail. For those students who plan to continue in the VME pathway, this knowledge will be used to begin the creation of a portfolio, which can be digitized, and utilized throughout the students' career in VME pathway. Students will also learn about pricing associated with original and mass-produced art work, and how to determine market values. Artists' websites will be accessed and analyzed for user-friendly effectiveness. Students will also learn about display, photography and documentation of art work. Presentations from local creatives and art schools will be included throughout the course.
  
- B. Students will enjoy a series of guest lectures/ presentations from creatives in the Los Angeles area. Students will collect business cards from these creatives, and from other local businesses and people, and use these as design inspiration. Students will then design their own personal logo, and business card. Project-based assignments will allow students to design concepts around summative assessments, and written/verbal critique will allow students to analyze and improve their work.

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Approval of Basic and Supplementary Textbooks for Use in Middle Schools and High Schools in the Area of Foreign Language**

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The Superintendent recommends that the Board of Education approve basic and supplementary textbooks for use in middle schools and high schools in the area of Foreign Language (Japanese/Armenian).

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 Foreign Language Curriculum Study Committee. The Secondary Education Council has reviewed the information and made a recommendation of approval of the books to the Board of Education.

**MIDDLE SCHOOLS**

**Department: Foreign Language**

Japanese 1-2 & 3-4, Grades 7-8  
Kokugo 1 Middle School by Multiple (Supplementary)  
Published by Mitsumura, 2017

**HIGH SCHOOLS**

**Department: Foreign Language**

Armenian 9-10 Honors, Grades 9-10  
Blossoming Barbed Wires by Gorgen Mahari (Basic)  
Published by Antares, 2016

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Armenian 9-10 Honors, Grades 9-10  
Burning Orchards by Gorgen Mahari (Basic)  
Published by Hayastan, 1966

Armenian 9-10 Honors, Grades 9-10  
Neverending Cries from the Belfry by Paruyr Sevak (Basic)  
Published by Khorhrdain Grogh, 1990

Armenian 9-10 Honors, Grades 9-10  
The Ship on the Mountain by Gostan Zarian (Basic)  
Published by Haypethrat, 1963

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

**SUBJECT: Acceptance of DonorsChoose Awards**

The Superintendent recommends that the Board of Education accept funding from DonorsChoose to support projects submitted by Marshall and Valley View Elementary Schools and Rosemont Middle School.

DonorsChoose is an organization that connects concerned individuals, called "Citizen Philanthropists," with classroom teachers, to provide funds or materials for class projects. Public school teachers create student project proposals and submit the one-page essay and list of resources needed. These concerned individuals fund the student projects of their choice, in whole or in part.

DonorsChoose purchases the student materials and ships items directly to the school, using a network of partnerships and vendors. Teachers are required to complete a feedback package, including documenting the project with photographs, which in turn are shared with the individual that funded the project.

The following projects were submitted and awarded by DonorsChoose:

Marshall Elementary School – Natalie Augustine, Teacher

Project: Laptops for Kinders!

This project was awarded six Acer Chromebooks and storage tub valued at \$1,737.88. The items will be used in Ms. Augustine's kindergarten classroom to offer these enthusiastic learners the opportunity to think, solve and discuss various problems while using technology. They will develop social intelligence and critical thinking skills.

Marshall Elementary School – Anna Yegiyants, Teacher

Project: Researching Big Themes!

This project was awarded two Acer Flagship Chromebooks valued at \$493.39. The items will be used by Ms. Yegiyant's second grade students to research animals, plants and

biographies about heroes from the past and present, as well as, use the chromebooks for digital storytelling.

Marshall Elementary School – Nahara Zazueta, Teacher

Project: On Your Mark, Get Set, Present!

This project was awarded an Epson PowerLite LCD projector valued at \$777.28. The projector will provide Ms. Zazueta's second grade students the ability to display their work when presenting to the class and improve their oral presentations.

Valley View Elementary School – Lisa Jenks, Teacher

Project: California Dreamin' Media Project!

This project was awarded a Nikon Digital Camera and Chromakey Green Screen Lighting Kit valued at \$595.04. The items will be used by Ms. Jenks' second and third grade students to learn about California history and landscape by going on a virtual field trip. The innovative multimedia project will foster students' creativity and love for learning through the use of visual technologies.

Valley View Elementary School – Nooneh Corluyan, Teacher

Project: Flexible Seating for Focus and Learning!

This project was awarded various flexible seating options (beanbag seats, lap desks, floor seats, ball seats, and soft seats) valued at \$620.93. The flexible seating choices will provide Ms. Corluyan's fourth and fifth grade students a more personalized, comfortable and better suited socio-emotional learning environment in which to work. This seating arrangement also results in improved focus, mood, and overall student outcome.

Rosemont Middle School – Mary English, Teacher

Project: More Chromebooks Needed for Daily Use!

This project was awarded three HP Chromebooks valued at \$726.53. The chromebooks will provide Ms. English's eighth grade science students more opportunities to use technology and online resources for learning concepts, researching information, and creating and completing alternate assessments.

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

SUBJECT: **Approval for Keppel Elementary School to Process a Waiver Request to Continue Operating as a Title I Schoolwide Program for the Fiscal Year 2018-19**

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The Superintendent recommends that the Board of Education approve Keppel Elementary School to process a request for a waiver to continue operating as a Title I Schoolwide Program for the fiscal year 2018-19.

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 least 40% poverty 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.

The purpose of a Title I SWP is to provide all students significant opportunity to receive a fair, equitable, and high-quality education, and to close the educational achievement gap. A SWP school is required to develop a comprehensive plan for reforming the total instructional program. In GUSD, the SWP Plan is included in the Single Plan for Student Achievement (SPSA). Each site's Single Plan for Student Achievement (SPSA) is on file in the Categorical Programs office.

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 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.

CDE guidance for LEAs to start the schoolwide waiver process requires approval from the governing board.

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Mark Keppel Elementary School, currently a Title I SWP school, has fallen below the 40 percent low-income threshold for two consecutive years.

Reporting date 10/5/2016 – Free and Reduced lunch percentage 35.78%  
Reporting date 10/4/2017 – Free and Reduced lunch percentage 35.60%

Staff is requesting the Board of Education to approve the request to process the waiver that would allow Keppel to continue operating as a Title I SWP school, effective July 1, 2018, for the fiscal year 2018-19.

GLENDALE UNIFIED SCHOOL DISTRICT

May 1, 2018

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: 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. Schools First Federal Credit Union wishes to donate to the District \$400.00 to be used toward the Worthy Student Scholarship at Daily High School.
- b. Schools First Federal Credit Union wishes to donate to the District \$300.00 to be used toward the Worthy Student Scholarship at Daily High School.
- c. Henry E. Huntington Library and Art Galley wish to donate to the District \$369.55 to reimburse for bus transportation for students from Glendale High School.
- d. Dr. Donald and Mary Boger wish to donate to the District \$250.00 to be used to support the Adelante Latinos event.
- e. Jewel City Bowl wish to donate to the District (2) one hour bowling certificates to support the Adelante Latinos event.
- f. The Altobelli Jewelers wish to donate to the District \$150.00 to be used to support the Adelante Latinos event.
- g. Glendale High Administrators wish to donate to the District \$100.00 to be used to support the Adelante Latinos event.
- h. Hoover High School Administrators wish to donate to the District \$100.00 to be used to support the Adelante Latinos event.
- i. Pasadena Ice Skating Center wish to donate to the District four complimentary 2 Pack guest passes including skate rental valued at \$30.00 each to support the Adelante Latinos event.
- j. Mountain Avenue Student Body wishes to donate to the District \$190.00 to be used to pay for custodial services for the sixth grade Movie Night at Mountain Avenue Elementary School.
- k. W.A.V.E. wishes to donate to the District \$1,997.77 to be used to purchase two laptops and equipment for the Robotics Team at Verdugo Woodlands Elementary School.