

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

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

January 15, 2019  
Meeting No. 17  
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 17**  
**Administration Center**

**January 15, 2019**

*“Preparing our students for their future.”*

<b>Please Note Times</b>	
<b>4:30 P.M. -</b>	<b>Opening, Presentations, Acknowledgements and Recognitions, Public Communications, Student Board Member Report, Information</b>
<b>Closed Session</b>	
<b>7:15 P.M. -</b>	<b>Regular Meeting, Public Communications, Action, Consent Calendar, Reports</b>
<b>Closed Session</b>	

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

**AGENDA**

**ITEM**

**PAGE**

**A. OPENING – 4:30 P.M.**

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by Abigail Chavez, a 5<sup>th</sup> grade student from R.D. White Elementary School**
- 3. Certification of Compliance**

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

- 4. Approval of Agenda Order**

**B. PRESENTATION**

**1. Glendale Educational Foundation**

Glendale Educational Foundation would like to present the recipients of the 2018-2019 Teacher Grants.

**2. International Day of Acceptance Proclamation**

College View Principal, Jay Schwartz, along with staff and PTA members, will join the Board of Education in proclaiming January 18, 2019 as International Day of Acceptance in GUSD.

**C. ACKNOWLEDGEMENTS AND RECOGNITIONS**

**a. School Board Recognition** – The governing board of California’s more than 1,000 school district and county office of education are being recognized for their commitment to providing quality public education to California’s schoolchildren. The District would like to honor our Board members for their outstanding support of our district and their contributions to education.

**b. Annual Invention Convention Winners** – The Glendale Unified School District’s Gifted and Talented Education (GATE) Office hosted the Annual Invention Convention on December 8, 2018. GATE students in grades 4-8 participated applying creative thinking and problem solving skills to develop inventions and innovations that help resolve everyday challenges. GUSD had 27 entries that took first, second and third place at the event.

**c. Five GUSD Students Part of the Pasadena Tournament of Roses Honor Band** – The Pasadena City College Tournament of Roses Band has been the official Tournament of Roses Band since 1930, and first year of participation in the parade. The Pasadena City College Tournament of Roses Honor Band includes the Band, Herald Trumpets and Color Guard. They perform each New Year’s Day as the host band of the Rose Parade. It includes high school students selected by audition and members of the Pasadena City College Lancer Marching Band. The students are Andres Gurza – Percussion (Tenor Drums), Grant Hilburn – Percussion (Cymbal), Hannah Roth – Flute, Norah Krantz – Herald Trumpet from Crescenta Valley High School, Joshua Dardon – Trumpet, from Glendale High School.

**d. Hoover Marching Band takes Division Championship** – The Board would like to recognize the Hoover High School Marching Band on their fourth consecutive California State Band Championships Divisional Championship.

**D. COMMUNICATIONS FROM PUBLIC**

**1. Public Communications**

ADDRESSING THE BOARD OF EDUCATION—An individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction by completing a request card. Speakers are requested to state their name 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. A student’s parent/guardian, or a student if age 18 or older, may request that the minutes exclude the student’s directory information, as defined in Education Code 49061, or a parent/guardians’ personal information, as defined in Education Code 49073.2. The request to exclude such information shall be made in writing to the secretary or clerk of the Board.

**E. STUDENT BOARD MEMBER REPORT**

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

**F. INFORMATION**

- 1. Acknowledgements of Service 10**

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. Preview of the Governor’s 2019-20 January Budget Proposal and GUSD Budget Update 12**

Staff will provide a preview of the Governor’s 2019-20 January Budget Proposal, along with an update on the District budget.
- 3. Title I, Part A Comparability 13**

This report is to inform the Board of Education about the requirements, procedures, and final report sent to the California Department of Education for the Glendale Unified School District to meet Comparability of Services as a compliance of the Title I, Part A.
- 4. Proposed New and Revised Board Policies Relating to Philosophy-Goals-Objectives and Comprehensive Plans and Instruction 22**

This report will provide the Board of Education with information on the need to create new or revise existing Board Policies (BP) 0440 (District Technology and Planning); BP 6142.2 (World/Foreign Language Instruction); BP 6142.6 (Visual and Performing Arts Education); BP 6142.93 (Science Instruction); BP 6162.54 (Test Integrity/Test Preparation); and BP 6164.6 (Identification and Education Under Section 504) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 5. Proposed New Course Outline, Proposed Course Title Revision, and Proposed Revisions to Course Outlines for Use in High Schools in the Areas of Career Technical Education and Visual and Performing Arts 37**

The proposed course of study outlines (Entertainment Technology and Live Production 1-2; Applied Math and Mobile App Development; Introduction to Public Safety 1-2; Public Safety 3-4; and Public Safety Capstone) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education and Visual and Performing Arts Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.
- 6. Proposed Supplementary Textbook for Use in High Schools in the Area of English 88**

The proposed supplementary textbook, The Absolutely True Diary of a Part-Time Indian, is submitted for review and discussion by the Board of Education. The book has been reviewed for content and evaluated by members of the English Curriculum Study Committee. In accordance with Glendale Unified School District Board Policy 6161.1, the textbook was available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbook to the Board of Education.
- 7. Yellow Ribbon Week, January 22-25, 2019 89**

This report will provide the Board of Education with information on Yellow Ribbon Week in the Glendale Unified School District, as part of Violence Prevention Week, which will be recognized January 22-25, 2019.
- 8. Administrative Regulation 4351 – Management Salary Schedule Regulations 91**

This report will provide the Board of Education with proposed modifications to Administrative Regulation 4351- Management Salary Schedule Regulations.



**F. INFORMATION - continued**

**9. Update on Measure S and Facility Programs**

**93**

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

**G. CLOSED SESSION**

- 1. Instructing designated representative, Dr. Winfred B. Roberson, Jr., Superintendent of Schools, regarding collective bargaining matters pursuant to Government Code §54957.6.**
- 2. Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957.**
- 3. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.**
- 4. Conference with Legal Counsel - Anticipated Litigation – Initiation of litigation pursuant to section 54956.9(c): One potential case**

**H. RETURN TO REGULAR MEETING**

- 1. Call to Order**

**I. 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 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. A student's parent/guardian, or a student if age 18 or older, may request that the minutes exclude the student's directory information, as defined in Education Code 49061, or a parent/guardians' personal information, as defined in Education Code 49073.2. The request to exclude such information shall be made in writing to the secretary or clerk of the Board.

**J. ACTION**

**1. Approval of Resolution No. 14 in Support of Applications for Eligibility Determination, Applications for Funding, and Authorization to Sign Applications and Associated Documents**

**94**

The Superintendent recommends that the Board of Education approve Resolution No. 14 in support of Applications for Eligibility Determination, Applications for Funding, and authorization to sign applications and associated documents.

**2. Resolution No. 15 for Contractor Prequalification and Guidelines Regarding Best Value Evaluation of Contractors for Lease-Leaseback Projects**

**96**

The Superintendent recommends that the Board of Education approve Resolution No. 15 for Contractor Prequalification and Guidelines Regarding Best Value Evaluation of Contractors for Lease-Leaseback Projects.

**J. ACTION - continued**

- 3. Approval of Adjustment to Early Education and Extended Learning Programs Self-Supporting Fees for 2019-2020 129**
- The Superintendent recommends that the Board of Education approve a fee increase for the Early Education and Extended Learning Programs self-supporting programs to become effective in the 2019-2020 school year. This fee increase applies only to self-supporting preschool and school-age before and after school programs.
- 4. Request to Waive Minimum Instructional Minutes for Verdugo Woodlands Elementary School 131**
- The superintendent recommends that the Board of Education waive the Glendale Unified School District minimum instructional minutes for Verdugo Woodlands Elementary School for the 2018-19 school year.
- 5. Approval of Early College Academy 134**
- The Superintendent recommends that the Board of Education approve the Early College Academy at Hoover High School for the 2019-2020 school year to allow Glendale Unified School District students the opportunity to enroll in the program.
- 6. Variable Term Waiver Request for Provisional Internship for the 2018-2019 School Year 136**
- The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for the hiring of a teacher on a waiver permit based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for needed position(s).
- 7. Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2018-2019 School Year 137**
- The Superintendent recommends that the Board of Education approve the Variable Term Waiver Requests for the hiring of teachers on waiver permits based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for needed position(s).

**K. 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 138**
- The Superintendent recommends that the Board of Education approve the Minutes, as listed.
- a. Regular Meeting No. 15 December 11, 2018
  - b. Special Meeting No. 16 December 18, 2018
- 2. Certificated Personnel Report No. 11 149**
- The certificated report recommends approval of the following:
- Maternity leaves of absence, a change of maternity leave of absence, an extension of maternity leave of absence, a parental leave of absence, an extension of parental leave of absence, health leaves of absence, extension of health leaves of absence, family & medical leaves of absence, extension of family & medical leaves of absence, certification authorizations, additional assignments, a voluntary decrease in assignment, a change of assignment, release - temporary employees, elections, elections hourly/daily, transportation authorization 2018-2019, transportation authorizations, revision to previous personnel reports, personal services agreement and conference/workshop/meeting authorizations.

**K. CONSENT CALENDAR - continued**

- 3. Classified Personnel Report No. 10 173**

The classified report recommends approval of the following:

Minimum wage compliance; 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; change of child care leave of absence; change of parental leave of absence; military leave of absence; election from eligibility list; reinstatement; reclassification; additional assignment temporary - at established rate of pay; change of assignments; revisions to previous board reports; election of classified hourly substitutes; election of classified/non classified hourly substitutes; personal services agreements; and transportation authorization.
- 4. Warrants 191**

The Superintendent recommends that the Board of Education approve Warrants totaling \$22,475,780.85 for December 1, 2018 through January 10, 2019.
- 5. Purchase Orders 197**

The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,615,376.27 for the period of December 1, 2018 through December 31, 2018.
- 6. Appropriation Transfer and Budget Revision Report 217**

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. Extension of Contract and Fee Increase for Security Guard Services at Various Sites 222**

The Superintendent recommends that the Board of Education approve extension of contract for security guard services at various sites with Absolute International Security (Covina) and American Guard Services, Inc. (Carson).
- 8. Authorization to Dispose of Surplus Property 223**

The Superintendent recommends that the Board of Education declare various equipment items located at the Educational Technology and Information Services Department as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.
- 9. Approval of Solarwinds Web Help Desk 236**

The Superintendent recommends that the Board of Education approve the subscription to Solarwinds Web Help Desk in the amount of \$18,053.75.
- 10. Approval of Administrative Panel for School Attendance Review Boards (SARB) Hearings 238**

The Superintendent recommends that the Board of Education approve the listed organizations to serve as SARB Hearings Panel members for the 2018-2019 school year.
- 11. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation 240**

The Superintendent recommends that the Board of Education approve the submission of the Quarterly Uniform Complaint Report Summary, as mandated under the Williams Court Case Settlement, to the Superintendent of the Los Angeles County Office of Education.

**K. CONSENT CALENDAR - continued**

- 12. Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs 242**
- The Superintendent recommends that the Board of Education approve the Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs.
- 13. Approval of Revised Board Policies Relating to Business and Noninstructional Operations, Personnel, and Instruction 246**
- The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 3350 (Travel Expenses); BP 4111, 4211, 4311 (Recruitment and Selection); BP 4119.11, 4219.11, 4319.11 (Sexual Harassment); 4140, 4240, 4340 (Bargaining Units); BP 6111 (School Calendar); and BP 6162.51 (State Academic Achievement Tests) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 14. Acceptance of the Mary Pinola/Crescenta Valley Chamber of Commerce Educational Endowment Fund 265**
- The Superintendent recommends that the Board of Education accept grant funding in the amount of \$3,000 from the Mary Pinola/Crescenta Valley Chamber of Commerce Educational Endowment Fund for Dunsmore Elementary School.
- 15. Acceptance of a Japanese Business Association Grant Awards for the Dunsmore and Verdugo Woodlands Japanese Dual Immersion Programs 266**
- The Superintendent recommends that the Board of Education accept the Japanese Business Association Grant Awards for the Dunsmore and Verdugo Woodlands Japanese Dual Immersion Programs in the total amount of \$2,225.
- 16. Agreement with California State University, Northridge 267**
- The Superintendent recommends that the Board of Education approve a Clinical Partnership Agreement between Glendale Unified School District and California State University, Northridge and that the Assistant Superintendent, Human Resources, be authorized to execute the agreement.
- 17. Memorandum of Agreement for Air Force Junior Reserve Officer Training Corps Program at Crescenta Valley High School 280**
- The Superintendent recommends that the Board of Education approve the Memorandum of Agreement for Air Force Junior Reserve Officer Training Corps Program at Crescenta Valley High School.
- 18. Acceptance of Gifts 295**
- The Superintendent recommends that gifts to the District be accepted and that letters of appreciation be written to the donors.

**L. REPORTS AND CORRESPONDENCE**

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

**M. CLOSED SESSION**

- 1. Public Employee Performance Evaluation – Government Code §54957  
Title: Superintendent of Schools**

**N. RETURN TO REGULAR MEETING**

**O. ADJOURNMENT**

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 1

TO: Board of Education

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

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

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

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

Resignations:

1. Aghajanian, Violet Effective 12/21/18  
Cafeteria Worker I  
Toll Middle School
2. Constantinides, Erin Effective 1/07/19  
Elementary Yard Duty Leader  
Valley View Elementary School
3. Grigorian, Juliana Effective 1/07/19  
Education Assistant I  
College View
4. Indick, Vivienne Effective 12/21/18  
Behavior Intervention Assistant  
Special Education Department
5. Jones, Stephanie Effective 1/04/19  
Early Education Teacher  
Cloud Children's Center

Resignations: - Continued

- |     |   |                    |
|-----|---|--------------------|
| 6.  | Keshishyan, Gilda<br>Purchasing Agent<br>Procurement & Contract Services Department | Effective 1/04/19  |
| 7.  | Medina, Sabrina<br>Behavior Intervention Assistant<br>Special Education Department  | Effective 12/20/18 |
| 8.  | Santana, Monikke<br>Behavior Intervention Assistant<br>Special Education Department | Effective 12/07/18 |
| 9.  | Sadiq, Freshta<br>Supervisor, Nutrition Services<br>Nutrition Services Department   | Effective 1/16/19  |
| 10. | Tsai, Alison<br>Behavior Intervention Assistant<br>Special Education Department     | Effective 12/31/18 |

Retirements:

- |    |  |  |
|----|--|--|
| 1. | Fay, Andrea<br>Language, Speech & Hearing Specialist<br>Special Education  | Effective 2/04/19<br>17 years, 5 months of service |
| 2. | Goliger, Janet<br>Physical Education Teacher<br>Mountain Avenue Elementary | Effective 6/13/19<br>28 years of service           |

Corrections to Previous Resignation Report

- |    |  |                    |
|----|--|--------------------|
| 1. | Correction to Information Report No. 1, December 11, 2018                            |                    |
|    | Christoffersen, Eric<br>Elementary Yard Duty Leader<br>Monte Vista Elementary School | Effective 11/02/18 |
|    | Change date to read:   | Effective 11/08/18 |

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 2

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: **Preview of the Governor's 2019-20 January Budget Proposal and  
GUSD Budget Update**

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This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility.

Staff will provide a preview of the Governor's 2019-20 Budget Proposal, along with an update on the District budget.



GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 3

TO: Board of Education

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

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention  
Luz P. Zuluaga, Accounting Technician, Categorical Programs

**SUBJECT: Title I, Part A Comparability**

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Under Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965 requirements and continued under The Every Student Succeeds Act (ESSA), a Local Educational Agency (LEA) may receive Title I, Part A funds only if it uses State and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to services provided in schools that are not receiving Title I.

The law requires written Assurance in the Consolidated Application and Report System, (CARS), which states that the LEA has established and implemented:

- A district-wide salary schedule.
- A policy to ensure equivalence among schools in teachers, administrators, and other staff.
- A policy to ensure equivalence among schools in the provision of curriculum, materials, and instructional supplies.

The procedures require LEAs to gather data every year but only submit documentation to the California Department of Education (CDE) verifying comparability every two years. In establishing comparability, a LEA must exclude any resources paid for with federal or private funds and may exclude State and local funds expended for:

- Language instruction educational programs.
- The excess cost of providing services to children with disabilities as determined by the LEA.

There are four (4) ways LEAs can meet Title I, Part A comparability requirements:

- Students to instructional staff ratios
- Students to instructional staff salary ratios
- Expenditures per pupil
- A resource allocation plan based on student characteristics such as poverty, limited-English proficiency, or disability, etc.

Using CALPADS enrollment data as of Census Day, October 3, 2018, teacher funding sources and staffing plans derived from the District's Payroll Department and Human Resources Departments, Glendale Unified School District was able to demonstrate Comparability compliance for Title I, Part A using calculations for the students to instructional staff ratio requirement.

Verification review and validation of comparability data will be conducted as part of the Federal Program Monitoring by the CDE.

For the fiscal year 2018-19, LEAs are not required to submit Comparability reports to the CDE; however, LEAs are required to maintain records on file. Beginning with FY 2019-20, Comparability reports will be submitted through the Consolidated Application Reporting System (CARS).

Copies of the Comparability Report and all the documents are available for review at the Categorical Programs Office.

**Title I Comparability  
Form A – Local Educational Agency Profile**

**Fiscal Year**

**CD Code**

**Name of LEA**

**Prepared by**

**Title**

**Telephone**

**E-mail Address**

LEA has board-adopted policies about meeting comparability requirements (Yes/No)	Yes
LEA has established procedures for meeting comparability requirements (Yes/No)	Yes

**Data Submission Tracking Record**

Original Report		Date	
Revised Report		Date	
Other, please specify		Date	

**Signature of LEA Administrator**



**Typed Name**

**Title**

**Date**



**Title I Comparability  
Form B—School Data**

LEA

GLENDALE UNIFIED SCHOOL DISTRICT

CD Code

19-64568

Fiscal Year

2018-19

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Grade Spans (Do not list names of schools)	<b>Number of Schools with 100 or Fewer Students (Exempt from Requirement)</b>		<b>Number of Schools with More than 100 Students</b>		
	# of Non-Title I Schools	# of Title I Including Skipped Schools	Range & Grouping of Schools by Enrollment Size (Optional. See Instruction for Details)	# of Non-Title I schools	# of Title I Schools Including Skipped Schools
K-5			<b>Schools Not Grouped by Size</b>		5
			(Small Schools) Range ___ to ___		
			(Large Schools) Range ___ to ___		
K-6			<b>Schools Not Grouped by Size</b>	10	5
			(Small Schools) Range ___ to ___		
			(Large Schools) Range ___ to ___		
6-8			<b>Schools Not Grouped by Size</b>		3
			(Small Schools) Range ___ to ___		
			(Large Schools) Range ___ to ___		
7-8			<b>Schools Not Grouped by Size</b>	1	
			(Small Schools) Range ___ to ___		
			(Large Schools) Range ___ to ___		
9-12			<b>Schools Not Grouped by Size</b>	1	4
			(Small Schools) Range ___ to ___		
			(Large Schools) Range ___ to ___		



			<b>Schools Not Grouped by Size</b>		
			(Small Schools) Range ____ to ____		
			(Large Schools) Range ____ to ____		
			<b>Schools Not Grouped by Size</b>		
			(Small Schools) Range ____ to ____		
			(Large Schools) Range ____ to ____		
			<b>Schools Not Grouped by Size</b>		
			(Small Schools) Range ____ to ____		
			(Large Schools) Range ____ to ____		
			<b>Schools Not Grouped by Size</b>		
			(Small Schools) Range ____ to ____		
			(Large Schools) Range ____ to ____		
			<b>Schools Not Grouped by Size</b>		
			(Small Schools) Range ____ to ____		
			(Large Schools) Range ____ to ____		
<b>Total</b>			<b>Total</b>	<b>12</b>	<b>17</b>



**Title I Comparability  
Form F—All Title I Schools—Option 1**

<b>LEA</b>	<input type="text" value="GLENDALE UNIFIED SCHOOL DISTRICT"/>	<b>Fiscal Year</b>	<input type="text" value="2018-19"/>
<b>CD Code</b>	<input type="text" value="19-64568"/>	<b>Staff Category</b>	<input type="text" value="Classroom Teachers Only"/>
<b>School Classification</b>	<input type="text" value="Elementary"/>	<b>School Groupings</b>	<input type="text" value="Not Grouped by Size"/>

**All Title I Schools**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Title I Schools	Grade Span	Enrollment	Total FTE	Student-to-Staff Ratio* (Calculation of Column 3/4)	Is the School Comparable? (Please do not submit to CDE if "No" shows up in this column.)
Columbus Elementary	K-5	486	19.8	24.5	YES
Mark Keppel Elem	K-5	1029	37.8	27.2	YES
Horace Mann Elem	K-5	582.5	24.8	23.5	YES
John Marshall Elem	K-5	443.5	17.8	24.9	YES
R.D. White Elem	K-5	950	33.8	28.1	YES
Total and Average		3491	134	26.1	
<b>Average Ratio x 1.1</b>				28.66	

**\*If the ratios of schools in Column 5 are equal to or less than 110 percent of the average ratio of all the Title I schools in the grade span, the schools are comparable. If not, the schools are not comparable.**



**Title I Comparability  
Form D—Student-to-Instructional Staff Ratio—Option 1**

LEA	GLENDAL UNIFIED SCHOOL DISTRICT	Fiscal Year	2018-19
CD Code	19-64568	Staff Category	Classroom Teachers Only
School Classification	Elementary	School Groupings	Not Grouped by Size

**Non-Title I Schools**

Column 1	Column 2	Column 3	Column 4	Column 5
Non-Title I Schools	Grade Span	Enrollment	Total Instructional Staff FTE	Student-to-Instructional Staff Ratio (Calculation of Column 3/4)
Dunsmore Elementary	K-6	581	21	27.9
Benjamin Franklin Elem	K-6	657	25	26.5
John C. Fremont	K-6	681	23	29.9
Glenoaks Elementary	K-6	481.5	20	24.3
La Crescenta Elementary	K-6	452	18	25.4
Lincoln Elementary	K-6	490	17	29.2
Monte Vista Elementary	K-6	811	27	30.3
Mountain Avenue Elem	K-6	503	19	26.8
Valley View Elementary	K-6	401.5	16	25.4
Verdugo Woodlands Elem	K-6	725	29	25.2
Total and Average			213	27.2
<b>Average x 1.1</b>				<b>29.9</b>

**Title I Schools**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Title I Schools	Grade Span	Enrollment	Total Instructional Staff FTE	Student-to-Instructional Staff Ratio* (Calculation of Column 3/4)	Is the School Comparable? (Please do not submit to CDE if "No" shows up in this column.)
Balboa Elementary	K-6	850	30	28.5	YES
Cerritos Elementary	K-6	403	17	24.0	YES
Thomas A. Edison Elem	K-6	907	34	26.8	YES
Thomas Jefferson Elem	K-6	614.5	25	24.8	YES
John Muir Elem	K-6	802.5	31	25.6	YES

**\*If the ratios of schools in Column 5 are equal to or less than 110 percent of the average ratio of the non-Title I schools, the schools are comparable. If not, the schools are not comparable.**



**Title I Comparability  
Form F—All Title I Schools—Option 1**

<b>LEA</b>	GLENDALE UNIFIED SCHOOL DISTRICT	<b>Fiscal Year</b>	2018-19
<b>CD Code</b>	19-64568	<b>Staff Category</b>	Classroom Teachers Only
<b>School Classification</b>	Middle	<b>School Groupings</b>	Not Grouped by Size

**All Title I Schools**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Title I Schools	Grade Span	Enrollment	Total FTE	Student-to-Staff Ratio* (Calculation of Column 3/4)	Is the School Comparable? (Please do not submit to CDE if "No" shows up in this column.)
Theodore Roosevelt Mid	6-8	756	28.8	26.3	YES
Eleonor J. Toll Middle	6-8	1169	43.3	27.0	YES
Woodrow Wilson Middle	6-8	1243	44	28.3	YES
Total and Average		3168	116.1	27.3	
<b>Average Ratio x 1.1</b>				30.02	

**\*If the ratios of schools in Column 5 are equal to or less than 110 percent of the average ratio of all the Title I schools in the grade span, the schools are comparable. If not, the schools are not comparable.**



**Title I Comparability  
Form D—Student-to-Instructional Staff Ratio—Option 1**

<b>LEA</b>	GLENDALE UNIFIED SCHOOL DISTRICT	<b>Fiscal Year</b>	2018-19
<b>CD Code</b>	19-64568	<b>Staff Category</b>	Classroom Teachers Only
<b>School Classification</b>	High	<b>School Groupings</b>	Not Grouped by Size

**Non-Title I Schools**

Column 1	Column 2	Column 3	Column 4	Column 5
Non-Title I Schools	Grade Span	Enrollment	Total Instructional Staff FTE	Student-to-Instructional Staff Ratio (Calculation of Column 3/4)
Crescenta Valley HS	9-12	2609	85	30.6
Total and Average		2609	85	30.6
<b>Average x 1.1</b>				<b>33.6</b>

**Title I Schools**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Title I Schools	Grade Span	Enrollment	Total Instructional Staff FTE	Student-to-Instructional Staff Ratio* (Calculation of Column 3/4)	Is the School Comparable? (Please do not submit to CDE if "No" shows up in this column.)
Allan F. Daily HS	9-12	163	17.0	9.6	YES
Anderson Clark Magnet HS	9-12	1111	36.2	30.7	YES
Glendale High School	9-12	2175	74.2	29.3	YES
Herbert Hoover HS	9-12	1606	54.5	29.5	YES

**\*If the ratios of schools in Column 5 are equal to or less than 110 percent of the average ratio of the non-Title I schools, the schools are comparable. If not, the schools are not comparable.**

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 4

TO: Board of Education

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

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

SUBJECT: **Proposed New and Revised Board Policies Relating to Philosophy-Goals-Objectives and Comprehensive Plans and Instruction**

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This report will provide the Board of Education with information on the need to create new or revise existing Board Policies (BP) 0440 (District Technology and Planning); BP 6142.2 (World/Foreign Language Instruction); BP 6142.6 (Visual and Performing Arts Education); BP 6142.93 (Science Instruction); BP 6162.54 (Test Integrity/Test Preparation); and BP 6164.6 (Identification and Education Under Section 504) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 0440 – District Technology and Planning**

CSBA Update: December 2014  
Last GUSD Update: November 2010

Board Policy (BP) 0440 was last updated in November 2010. It is being revised to more closely reflect the California School Boards Association (CSBA) language and recognize that technology resources can enhance student achievement.

**BP 6142.2 – World/Foreign Language Instruction**

CSBA Update: March 2017  
Last GUSD Update: N/A

Staff is recommending a new Board Policy (BP) based upon California School Boards Association (CSBA) suggested language. The policy reflects Proposition 58, 2016, which authorizes the establishment of dual-language immersion programs that provide integrated language learning and academic instruction for English learners and native speakers of English. The policy also reflects AB 2290, 2016, which requires the State Board of Education to consider revisions to the state content standards for world languages by March 31, 2019.

**BP 6142.6 – Visual and Performing Arts Education**

CSBA Update: December 2013  
Last GUSD Update: N/A

Staff is recommending a new Board Policy based upon CSBA suggested language to reflect the Board of Education's long-standing commitment to visual and performing arts instruction.

**BP 6142.93 – Science Instruction**

CSBA Update: May 2017  
Last GUSD Update: N/A

Staff is recommending a new Board Policy based upon CSBA suggested language. The policy reflects the new curriculum framework for science instruction adopted by the State Board of Education in November 2016 and the Next Generation Science Standards. The policy includes material related to the required course of study, science courses required for high school graduation, staff development, program evaluation, and safety in science laboratories.

**BP 6162.54 – Test Integrity/Test Preparation**

CSBA Update: April 2014  
Last GUSD Update: October 2002

Staff is recommending the Board of Education revise an existing Board Policy to reflect current CSBA language and legal references.

**BP 6164.6 – Identification and Education under Section 504**

CSBA Update: December 2016  
Last GUSD Update: July 2014

Staff is recommending the Board of Education revise an existing Board Policy to reflect current CSBA language and legal references.

The proposed new and revised Board Policies are being presented for first reading. Should the consensus of the Board be to move forward, the policies will be presented at the February 5, 2019, Board meeting for approval. Further, upon approval of the policies,



Glendale Unified School District  
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updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

Copies of the proposed new and revised policies are attached to this report.

Philosophy - Goals - Objectives and Comprehensive Plans

District Technology and Planning

~~The Board of Education recognizes two fundamental purposes for the use of technology within Glendale Unified School District: the primary purpose to support student learning and the secondary purpose to maintain a high quality, cost-effective business information system. The District's technology infrastructure should be designed to support both objectives.~~

The Board of Education recognizes that technological resources can enhance student achievement by increasing student access to information, supporting teacher effectiveness, and facilitating the administration of student assessments. Effective use of technology can also increase the efficiency of the District's noninstructional operations and governance.

~~The Superintendent or designee shall annually update the technology plan, for approval by the Board of Education, to establish short-term and long-term goals for the effective purchase and use of technology. The plan shall also address the areas of curriculum, professional development, infrastructure, funding and budget, and the evaluation of current technology.~~

The Superintendent or designee shall develop, for Board approval, a comprehensive three-year technology plan based on an assessment of current uses of technology in the District and an identification of future needs. The Superintendent or designee may appoint an advisory committee consisting of a variety of staff and community stakeholders to assist with the development of the technology plan.

~~In addition, the Superintendent shall establish and maintain a technology advisory committee. Membership, activities, and accomplishments shall be reviewed annually by the Board.~~

The plan shall be integrated into the District's vision and goals for student learning and shall contain research-based strategies and methods for the effective use of technology. When required for state or federal grant programs in which the District participates, the plan shall also address all components required for receipt of such grants.

The Superintendent or designee shall ensure that any use of technological resources in the District protects the private and confidential information of students and employees in accordance with law.

Legal Reference: Business and Professions Code, Sections 22584-22585  
Education Code, Sections 10550-10555; 11800; 49060-49085; 51006;  
51007; 51865; 60010; 66940  
Penal Code, Section 502  
United States Code, Title 20, Sections 1232g; 1232h; 7101-7122

Philosophy - Goals - Objectives and Comprehensive Plans

District Technology and Planning

United States Code, Title 47, Section 254  
Code of Federal Regulations, Title 16, Part 312  
Code of Federal Regulations, Title 34, Part 99  
Code of Federal Regulations, Title 47, 54.500-54.523

Policy Adopted: 9/10/2002

Policy Amended: 11/3/2010; --/--/2019

Instruction

World/Foreign Language Instruction

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Board of Education shall provide students with opportunities to develop linguistic proficiency and cultural literacy in one or more world languages in addition to English.

The Superintendent or designee shall recommend world languages to be taught in the District's educational program based on student interest, community needs, and available resources. He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses, if offered, shall be open to all students regardless of hearing status.

The District shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

Instruction in world languages shall be offered to secondary school students beginning no later than grade 8 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

The District may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards.

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the District's world language program which may include, but not be limited to, a description of the District's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of District standards for world language instruction, and student participation rates in each language course. Program evaluation shall be

Instruction

World/Foreign Language Instruction

used to identify needed improvements and may be considered in determining the world languages to be taught in the District.

Legal Reference: Education Code, Sections 300-310; 42238.02; 44253.1-44253.11; 44256-44257; 48980; 51212; 51220; 51225.3; 51243-51245; 60119; 60605.3; 60605.5  
Code of Regulations, Title 5, Section 1632

Policy Adopted: --/--/2019



Instruction

Visual and Performing Arts Education

The Board of Education believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The District's arts education program shall provide opportunities for creation, performance, and appreciation of the arts.

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The District's standards shall meet or exceed state standards for each of these disciplines.

The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic Perception: Processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline.
2. Creative Expression: Composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works.
3. Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of an arts discipline.
4. Aesthetic Valuing: Analyzing and critically assessing works of dance, music, theatre, and visual arts.
5. Connections, Relationships, and Applications: Connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers.

The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation, which may incorporate a variety of media and technologies.

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

The Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical

Instruction

Visual and Performing Arts Education

and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

The Superintendent or designee shall regularly evaluate the implementation of arts education at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

Legal Reference: Education Code, Sections 8950-8957; 32060-32066; 35330-35332; 51210; 51220; 51225.3; 58800-58805; 60200-60210; 60400-60411; 99200-99206

Policy Adopted: --/--/2019

Instruction

Science Instruction

The Board of Education believes that science education should focus on giving students an understanding of the biological and physical aspects of science, key scientific concepts, and methods of scientific inquiry and investigation. Students should become familiar with the natural world and the interrelationship of science, mathematics, technology, and engineering. As part of science instruction, students should learn how to apply scientific knowledge and reasoning.

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

The District's academic standards for science instruction shall meet or exceed the California Next Generation Science Standards (CA-NGSS). The Superintendent or designee shall ensure that curricula used in District schools are aligned with these standards and the state curriculum framework.

The Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

The Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of District-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

The Superintendent or designee shall develop and implement appropriate safety measures for science laboratory classes, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

The Superintendent or designee shall regularly report to the Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

Instruction

Science Instruction

Legal Reference: Education Code, Sections 8774; 32030-32034; 32255-32255.6; 33475-33475.5; 49340-49341; 51210; 51210.3; 51220; 51225.3; 52060-52077; 60640-60649  
Code of Regulations, Title 5, Section 14030  
Code of Regulations, Title 8, Section 5191

Policy Adopted: --/--/2019

Instruction

Test Integrity/Test Preparation

The Board of Education desires to protect the integrity of student assessment processes in order to obtain ~~an~~ accurate and reliable assessment of student achievement data in the District and maintain to ensure accountability to the community and state. Students and staff ~~are expected to~~ shall maintain a high level of integrity in the completion and handling of student assessments.

A. ~~Test Integrity In the administration of~~ administering standardized tests, staff shall not engage in any acts that could result in the invalidation of test results, such as:

1. ~~Provide~~ing inappropriate test preparation.
2. ~~Modifying~~ing test administration procedures, except as allowed by law.
3. ~~Provide~~ing inappropriate assistance to students during test administration.
4. ~~Change~~ing or ~~fill~~ing in answers on student answer sheets.
5. Provide inaccurate data on student header sheets.
6. ~~Discourage~~ing or ~~exclude~~ing certain students from taking the test.
7. ~~Engage~~ing in any other practice to artificially raise student scores without actually improving underlying student achievement.

B. Appropriate Test Preparation for State Tests

~~Staff may prepare students for assessments by providing instruction in the content specified in state and District academic standards and teaching general test taking skills that are applicable to any test or test format.~~

The Superintendent or designee, principals and teachers shall not implement any program ~~of specific~~ for the sole purpose of test preparation of students for the statewide ~~student assessment program~~ assessment system or a particular test used ~~within that~~ in the statewide assessment program. (Education Code 60611)

~~Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scannable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used.~~

Instruction

Test Integrity/Test Preparation

~~Staff shall not conduct reviews or drills that use actual test items or identical format items of state assessments, use copies of tests from previous years, or review test-specific curriculum content with students before administration of the test. In addition, test preparation materials or strategies developed for a specific test, including but not limited to published materials, materials available on the Internet, and materials developed by schools, District, County Office of Education or outside consultants, are prohibited.~~

The primary preparation for assessments shall be high-quality instruction in the content specified in state and District academic standards. In addition, staff may prepare students for assessments by teaching general test-taking strategies and familiarizing them with item types or the computer-based testing environment used in state assessments.

C. Investigation and Consequences of Testing Irregularities

~~Reports of student cheating on assessments shall be submitted to the principal Superintendent or designee for investigation. The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.~~

Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board Policy and Administrative Regulations.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Board Policy and Administrative Regulations.

~~The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.~~

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

Legal Reference:      Education Code, Sections 60600-60652, 60611; 60640-60649  
                                  Government Code, Section 54957  
                                  Code of Regulations, Title 5, Sections 850-864; 1200-1225; 1220

Policy Adopted:      10/15/2002

Policy Amended:      --/--/2019

Instruction

Identification and Education Under Section 504

The ~~Governing~~ Board of Education believes that all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. The ~~District Superintendent or designee~~ shall work to identify children with disabilities who reside within ~~its~~ the jurisdiction of the District in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide ~~identified~~ qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

The District's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the District's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure District compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the District in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

Legal Reference:      Education Code, Sections 49423.5; 52052; 52060-52077; 56043; 56321  
Code of Regulations, Title 5, Section 3051.12  
United States Code, Title 20, Sections 1232g ~~Family Educational Rights~~

Instruction

Identification and Education Under Section 504

~~and Privacy Act of 1974; 1400-1482 Individuals with Disabilities Education Act~~

~~United States Code, Title 29, Sections 705; 794 Rehabilitation Act of 1973, Section 504~~

~~United States Code, Title 42, Sections 12101-12213~~

~~Code of Regulations, Title 28, Sections 35.101-35.190~~

~~Code of Federal Regulations, Title 34, Sections 104.1-104.61; 104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973; 104.3; 104.32; 104.33; 104.34; 104.35; 104.36; 104.37; 104.7~~

~~Court Decisions:~~

~~Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205~~

~~Management Resources:~~

~~CSBA PUBLICATIONS~~

~~Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, November 2007~~

~~CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES~~

~~Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007~~

~~U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS~~

~~Dear Colleague Letter; January 2013~~

~~Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools; January 2012~~

~~Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007~~

~~WEB SITES~~

~~CSBA: <http://www.csba.org>~~

~~California Department of Education: <http://www.cde.ca.gov>~~

~~U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>~~

Policy Adopted: 07/08/2014

Policy Amended: --/--/2019



GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 5

TO: Board of Education

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

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services  
Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Proposed New Course Outline, Proposed Course Title Revision, and Proposed Revisions to Course Outlines for Use in High Schools in the Areas of Career Technical Education and Visual and Performing Arts**

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The proposed course of study outlines (Entertainment Technology and Live Production 1-2; Applied Math and Mobile App Development; Introduction to Public Safety 1-2; Public Safety 3-4; and Public Safety Capstone) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the Career Technical Education and Visual and Performing Arts Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

**HIGH SCHOOLS**

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

Course Title: Entertainment Technology and Live Production 1-2  
(New Course Outline)

Grade Level(s): 9-12

School(s)  
Course Offered: Hoover High School, Crescenta Valley High School

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

Course Credits: 10

Recommended

Prerequisite: None

**Recommended**

Textbook(s): Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup. Gillette, J. M., New York, NY: McGraw-Hill, 2013.

Course Overview: Students will be introduced to the fundamental elements and principles of technical theatre. Through hands-on interactive learning opportunities, students will learn how to run a production facility, operation methods, and various industry-based technologies. Students will learn about scenic and prop creation; construction and installation; lighting and sound properties and configurations; and costuming and makeup fundamentals and alterations. Students will be responsible for demonstrating their knowledge and understanding by working on community events. They will also receive training and education about various career paths available in Technical theatre as well as background knowledge on basic technical theatre history, etiquette, communication with clients, and management of a working venue and scenic shop.

**Department:** Career Technical Education

Course Title: Applied Math and Mobile App Development  
(Formerly Introduction to Mobile Apps 1-2)

Course Code: 2257V/2258V

Grade Level(s): 9-12

Course Credits: 10

Recommended  
Prerequisite: none

**Recommended**

Textbook: Ralph Morelli and Ralph Walde, Java, Java, Java: Object-Oriented Problem Solving, December 30, 2016  
<http://www.cs.trincoll.edu/~ram/jjj/jjj-os.pdf>

**Course Overview:** Introduction to Mobile Apps is the introductory course for the Software and Systems Development and Networking Pathway under the Information and Communication Technologies (ICT) industry sector. The course is designed to be an introductory course for students who want to explore the process of designing and building apps for mobile devices. It is designed to introduce students to the tools, methods and opportunities in the app-development field. There is high interest among our student population to have an experience exploring this field of technology. This course will fill that need. In addition, it will provide the base for a sequence of programming courses, the next being Application to Programming using Java, mobile application development with Android and iOS.

**Department:** Career Technical Education

**Course Title:** Introduction to Public Safety 1-2  
(Course Outline Revision; Replace Police Fire Academy 1-2)

**Course Code:** 5587V/5588V

**Grade Level(s):** 9-12

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

**UC/CSU Approved  
(Y/N, Subject):** Yes; "g" General Elective

**Course Credits:** 10

**Recommended  
Prerequisite:** none

**Recommended  
Textbook(s):** Firefighter Skills, 2nd edition/2009, Jones and Bartlett Publishers, LLC; National Fire Protection Association, ISBN-13: 978-0-7637-53429

**Course Overview:** Introduction to Public Safety is the beginning course in the Public Services industry sector, Public Safety Pathway. Public Safety Academy students will research the field of public safety by applying history, mathematics, science, reading, writing, and Psychology to explore and understand the history and purpose of the Criminal Justice System, Fire Service, and Emergency Medical Services. The following topics are studied: Leadership, Law Enforcement, Courts, Corrections, American Law, Fire Service, Incident Command System, Emergency Medical Services, Post-Secondary Education and Professional Associations. This foundation will assist students who wish to pursue related training at the postsecondary level leading to certification and employment. Principle methods of learning include textbook, lecture, demonstrations, Public Safety portfolio, hands-on skills, real-life applications, and guest speakers from Industry Partners. In addition, students have the opportunity to receive training in CPR, AED, First Aid, and Community Emergency Response Team (CERT), as well as participate in PSA team-building, leadership, community service, field trips, scenarios, mentoring, and SkillsUSA competitions.

**Department:** Career Technical Education

**Course Title:** Public Safety 3-4  
(Course Outline Revision; Replace Police Fire Academy 3-4)

**Course Code:** 5589V/5590V

**Grade Level(s):** 10-12

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

**UC/CSU Approved  
(Y/N, Subject):** Yes; "g" General Elective

**Course Credits:** 10

**Recommended**

Prerequisite: C or better in Introduction to Public Safety 1-2 or instructor approval

Recommended Textbook(s): Fire Fighter Skills, 2nd edition/2009, Jones and Bartlett Publishers, LLC National Fire Protection Association ISBN-13: 978-0-7637-5342-9

Course Overview: Public Safety 3-4 is the concentration course in the Public Services industry sector, Public Safety Pathway. This is a year-long academically-enriched course that provides students with research-based reading strategies and integrated academic activities to build comprehension and reinforce key academic concepts, all within the context of Public Services. Criminal investigation, emergency response, life-saving topics, disaster response and firefighting topics are infused throughout curriculum projects to provide a conceptual framework for understanding the role of public services within our community. Upon successful completion of the course, students receive Incident Command System - NIMS 700, 800 (FEMA) certification and First Aid certification from AHA.

**Department:** Career Technical Education

Course Title: Public Safety Capstone (Course Outline Revision)

Course Code: 5591V/5592V

Grade Level(s): 11-12

School(s)  
Course Offered: Hoover High School

UC/CSU Approved  
(Y/N, Subject): Yes; "g" General Elective

Course Credits: 10

Recommended  
Prerequisite: C or better in Introduction to Public Safety 3-4

Recommended

Textbook(s): Fire Fighter Skills, 2nd edition/2009, Jones and Bartlett Publishers, LLC National Fire Protection Association ISBN-13: 978-0-7637-5342-9

Course Overview: Public Safety Capstone is the capstone course in the Public Services industry sector, Public Safety Pathway, designed for individual projects. Students will complete project-based assignments related to realistic situations and industry careers. Students build upon their knowledge and experiences from prior years (CTE and core classes) to produce a diverse range of projects representing different professional applications from public safety, emergency response, disaster preparedness, PSA Games, multimedia presentations, and asset and financial responsibility. This course culminates with a graduation portfolio and its presentation to peers and educators demonstrating growth, accomplishments, meeting of standards, and readiness for work or higher learning. Each project will be student-lead and involve research, synthesizing information, writing, listening and speaking, multimedia, and an evaluation by industry partners. The purpose of these capstone projects is to provide graduating students with realistic situations to prepare them for post-secondary college and/or career endeavors.

Glendale Unified School District School

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education / Visual and Performing Arts

Course Title: Entertainment Technology and Live Production 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, Crescenta Valley High School

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

Course Credits: 10

Recommended  
Prerequisite: None

Recommended  
Textbook(s): *Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup*. Gillette, J. M., New York, NY: McGraw-Hill, 2013.

Course Overview: Students will be introduced to the fundamental elements and principles of technical theatre. Through hands-on interactive learning opportunities students will learn how to run a production facility, operation methods, and various industry-based technologies. Students will learn about scenic and prop creation, construction and installation; lighting and sound properties and configurations; costuming and makeup fundamentals and alterations. Students will be responsible for demonstrating their knowledge and understanding by working on community events. They will also receive training and education about various career paths available in Technical theatre as well as background knowledge on basic technical theatre history, etiquette, communication with clients, and management of a working venue and scenic shop.

## First Semester-Course Content

### Unit 1: Safety – Theatre, Shop and Audience Safety

(3 weeks)

#### STANDARDS

AME Anchor Standards: 6.0; 6.1; 6.2; 6.3; 6.4; 6.5; 6.6 & 6.7

AME Pathway Standards: C 1.0; C 1.1; C 1.2; C 1.3; C 1.4 & C 6.5

VAPA: Theatre Proficient: 5.3, Theatre Advanced: 5.0 & 5.1

- A. Students will learn: safety procedures; different major areas of theatre safety; Occupational Safety and Health Administration (OSHA) regulations; how to read Material Safety Data Sheets (MSDS's); evacuation procedures; shop safety; emergency responder information; and proper reporting and precautionary measures for the theatre. Students will be required to deal with real world scenarios in order to best prepare for safety issues and demonstrate that they have the required critical thinking skills to analyze and interpret emergency needs in order to keep themselves and others safe. Students will be required to watch a safety tutorial video and take notes; be put through safety and evacuation drills; communicate important safety information orally and in writing; successfully pass the OSHA-approved online course and receive their certification; demonstrate an understanding of how to read MSDS's as well as how to locate and update past MSDS's; and finally pass a district-approved Theatre Safety test with a grade of "A."
- B. Students will create an "Usher's Guide for Audience Safety." Students can choose how they disseminate the information, be it as a rap, a video, a PowerPoint or Prezi presentation, a poster, an interactive lecture, a poem, a pamphlet, etc. Students must include information that instructs ushers on fire safety, evacuations, fire extinguisher use, which extinguisher can be used on which type of fire, what information to give emergency responders, how to deal with injured audience members, and what to do when meeting with first responders. Students will be graded on a 5 point per requirement rubric and must earn a grade of "C" or better in order to move past the Safety Unit. Upon completion of the project, students should be able to know, demonstrate and disseminate the procedures for keeping themselves and others in the theatre safe during an emergency.

### Unit 2: Types of Theatres & Careers - Theatre Hierarchy & Anatomy

(2 weeks)

#### STANDARDS

AME Anchor Standards: 2.0; 2.4; 2.5; 3.0; 3.1; 3.2; 3.4; 3.6; 3.7; 4.1 & 4.3

Pathway Standards: A 1.5; A 2.2; B 9.0; B 9.1; B 9.6; C 3.0 & C 3.1

VAPA: Theatre Proficiency: 1.1, Theatre Advanced: 1.1 & 2.3



- A. Students will learn: the different parts and purposes for the various parts of the theatre (ie wings, apron, pit, house, coves, etc.); the management hierarchy in theatre; what jobs are available in the theatre; what kind of education is necessary for the various theatre careers; the different local unions for the various career guilds and unions; different types of theatres and seating configurations, their purposes, benefits and challenges; stage directions and how to notate blocking (including shorthand). Students will need to understand and articulate the importance of each career available within theatre. They will complete the unit with a test covering theatre vocabulary, job descriptions, union identification, and types of theatres.
- B. Students will do a research-based presentation about a specific career in theatre. They will put together either a PowerPoint, Prezi Presentation or Pecha Kucha about one career. Students will orally present their chosen career of focus. They must include in their presentation: the full job description; who they report to within the theatre hierarchy; whom they are in charge of directly below them in the hierarchy; the base pay for the job; what union they would be joining for that career and why; the education or certifications necessary for someone in the career; a local college/university or trade school that has training in this career available and what their admittance requirements are for the program; information about what marketable skills are needed to be developed for the career and the resume and short biography of someone currently working in the field that they have been able to find. Students will be graded on a "Meets requirement" or "Does not meet requirement" per category rubric. Students will take notes (on a teacher provided graphic organizer) on each career. Upon completion of all the presentations students' will "declare" a career on which they will be focusing while in class, so they can gear their training to said field. They will receive training in all fields, but at the end of the semester will assess their preparedness within their "declared field."

Unit 3: **Scale, Visual Vocabulary & Tools – Basic drafting, measuring & tools** (3 weeks)

STANDARDS

AME Anchor Standards: 6.0; 6.1; 6.2; 6.3; 6.4; 6.5; 6.6 & 6.7

Pathway Standards: C 1.0; C 1.1; C 1.2; C 1.3 & C 1.4

VAPA: Theatre Proficiency: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: basic drafting symbols and rules; how to create/read/use a title block; measurement conversions; how to hand draft using scale (1/4, 1/2 & 1/8); ground plan vs. elevation requirements/purposes; how to dissect a set into manageable construction pieces; important tool functions/purpose/safety/use; hands-on demonstration of proper tool use and safety precautions.

- B. Students will learn how to draft and use symbols in order to communicate scaled information about the performance venue. Students must measure, record, convert and draw in scale a detailed ground plan of the theatre. Students must show proper mastery of the scale architectural ruler, proper use of drafting symbols, proper capitalization and lettering and use of a title block to quickly impart important information. Students will be graded via rubric which will allow students to see their level of mastery of scale drafting.

Unit 4: **Construction Technology – Computer drafting & basic construction** (2 weeks)

STANDARDS

AME Anchor Standards: 2.2; 2.3; 2.4; 4.1; 4.2; 4.4 & 11.1

AME Pathway Standards: 5; A2.2; A7.3; A8.2; A8.3; B3.3; B6.4; B9.3; C1.1 - C1.4 & C5.1

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: how to use computer aided drafting in order to create a 2D and then a 3D object; how to further dissect set pieces into their basic building blocks/parts list; budgeting for a construction task; hands-on construction demonstration; 3D printing of a scale computer drafted piece or scaled prop.
- B. Students will: design a prop or a scenic piece on the computer, first as a 2-dimensional object and then as a 3-dimensional object. Students will then use the 3D printers to print a version of their completed design in order to see if they successfully drafted the object. Students will critique their work and the works of their peers that also completed the assignment. Their object should fit the scale of their ground plan from the previous unit.

Unit 5: **Construction – Building the sets for a production** (3 weeks)

STANDARDS

AME Anchor Standards: 5.0 – 5.4; 6.0 – 6.7; 10.0 - 10.4 & 11.0 – 11.2

AME Pathway Standards: A2.2; A2.3; B6.3; B6.4; C1.0 – C1.4 & C2.3

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to construct scenic pieces (flats, stairs, platforms, doors, etc.) for upcoming productions and build stock pieces for future use.
- B. Students will work collaboratively in order to create either an 8ft x 4ft hard flat (a scenic wall) or they will build an 8ft x 4ft platform. Both will be constructed in groups of no more than 3, and for the purposes of checking that students understand the fundamentals of construction. This includes measuring, cutting, gluing, routing, squaring off frames, using a pilot hole and countersink, using the drill and impact driver, using a staple or nail gun, base-coating, structure and all the necessary vocabulary parts of the flat. Students will be graded on a “completed” or “not completed” by category rubric. They must complete

everything in order to pass this assessment and be approved to help construct sets.

Unit 6: **Lighting Basics – Purposes of lighting, types of lighting & parts** (3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to identify lights by sight; the parts of the light, what they do and how they work; the correct way to hang and focus a light; the proper way to remove and store light, lamps and lenses; how to cut and use gels; the purposes of lighting; types of lighting; how to circuit and hard-patch lights; and basic color theory.
- B. After learning the proper way to remove and hang a parcan, they must then circuit and focus a light within 2 minutes (double the industry standard which is 1 minute). Students get to practice and then are timed. They must use the correct order, pigtail the light, remove any gobos, gel frames, top hats, barn doors, etc. They must remove the light, place on the ground (correctly) for a 2 second count, then rehang and the light, circuit it and general focus it, and gel. Students are graded on a rubric of the steps and the order in which they completed everything and whether or not they did so in the 2-minute time. They must get a “B” or higher before getting permission to move on (accommodations for Special Education students are available).

Unit 7: **Lighting Design and Programing – Light plots, Color, Programing** (3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: how to read and create a light plot; how to organize a cue sheet; how to create a circuit and instrument list; how to soft-patch; how to program submasters; how to program cues; how to use lighting programs to create light designs; how to design based off emotion/ tone; how color is used; and how pigment affects lighting colors and McCandless.
- B. Students will work in collaborative groups of 3. Each will get the chance to do every position – Master Electrician (M.E.), Board Operator (Board Op) and Lighting Designer (L.D.). Each person in the group will draw a word or phrase from a hat. They must then design their word. For example: if the word one got was “sunset” then they must figure out with (no more than 5 lights) how to design a sunset. Once

they plot out the design, they give it to whomever is the M.E. who will hang their plot. They will also create a programming cheat sheet for the Board Op who will work with the M.E. to program the design. The L.D. will check through the design, and then the class (on a graphic organizer) will record what they think the word or phrase was that the L.D. was designing. They will give 1 praise and 1 constructive critique that can be improved upon. Students are graded on their graphic organizer, and by their collaborative group and how they did in each position (all rubric based).

First Semester Final - **Cumulative Final**

(1 week)

## **Second Semester-Course Content**

Unit 8: **Sound Safety & Sound Theory – Purpose, protection & acoustics**

(2 weeks)

### STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: the purposes for sound (tone/suggestion of the unseen/bring life to objects/etc.); how to set up a space acoustically; how to be safe in the sound areas (electricity, hearing protection); how to set up a basic sound system.
- B. Students will watch a series of clips and have to identify what the purpose for the sound was and explain their reasoning for their decision. They will then only listen to sounds and try to decide what they think the purposes are and again reflect on their reasoning. They will then be shown the sounds with the video clip they came from and they will reflect on whether they were correct or if the visual now changes their opinion. Finally, they will watch video clips that have no sound, and they will have to decide what sounds they think need to be included or played alongside the visual clip. They will again explain their reasoning and they will then watch the same clips with the sound and compare and contrast their design ideas against those of the actual clip. Once they gather all their findings on their graphic organizer, they will write about how this exercise tested their designer brain and explain how visual and audio collaborate to create a more realistic and accurate experience for the audience.

Unit 9: **Live Sound Manipulation – Mixers, mics, compressors & limiters**

(2 weeks)

### STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to set up microphones; different types and purposes of microphones; how to use the mixer; how compressors and limiters work and how to set them for live shows; troubleshooting; and creating sound plots (microphone tracking etc.)
- B. Students will work in collaborative groups of 3. Each will get the chance to do every position – Sound Reinforcement Technician (S.R. Tech), Board Operator (Board Op) and Sound Designer (S.D.). Each person in the group will draw a word or phrase from a hat. They must then design their word. For example: if the word one got was “echo” then they must figure out with (no more than 2 microphones) how to create an echo effect. Once they plot out the design, they give it to whoever is the S.R.Tech who will set up their plot. They will also create a programming cheat sheet for the Board Op who will work with the S.R.Tech to program the design. The S.D. will check through the design, and then the class (on a graphic organizer) will record what they think the word or phrase was that the S.D. was designing (the “performer” will be the S.R.Tech). They will give 1 praise and 1 constructive critique that can be improved upon. Students are graded on their graphic organizer, and by their collaborative group and how they did in each position (all rubric based).

Unit 10: **Recorded Sound Manipulation – Computers & tech recorded sound** (3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: Audacity; open source music; Foley work; how to record sound; how to cut and manipulate sound with compressors, limiters, gates, fades, etc.; how to loop and turn mono into stereo sound; how to use other sound programs like “Garageband” to edit and create sound FX and sound scapes; and how to build and use a soundproof room for clean recording.
- B. Students will create a 5-7-minute sound story. They will need to incorporate a recorded piece they create, an open source music piece, 5 sound FX, overlapping sounds, fade in and fade out, something that’s manipulated for an echo or other effect, and it should have a storyline. We will listen to each and students will record their ideas. As a whole class discussion, we will critique that day’s soundscapes and share feedback with students. Students are graded on their participation in the discussion, their notes and on a rubric of completed/not completed for their soundscapes.

Unit 11: **Sound Design & Sound Plotting – How to build a sound plot** (2 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: speaker types and placements; how to track and place microphones; creating a sound plot and cue sheet; reading a play for sound cues and creating the design.
- B. Students will receive a short 10-minute play (they can pick between 10 different options) and they will design a sound plot based off the ground plan included. They must include directional speakers, localized sound, tonal sound, microphone tracking and a sound track. They will generate a sound plot, a cue sheet, write cues in the script, and provide the instructor with a CD or a Google file of the required sounds, labeled for cues. They will also load everything into a QLab cue sheet and save the file and email it to the instructor. Students will be graded on a “meets” or “does not meet” for each category style rubric.

Unit 12: **Safety & the Costume Shop – Protection, tools, fabrics & purpose** (1 week)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to keep themselves safe in the shop; how to tend to slight burns & small cuts; the different tools in the costume shop; the purposes for costuming; and the different types of fabrics and their difficulties/benefits.
- B. Students will create safety posters for the costume shop. The posters must include the proper name of the equipment/tool; the purpose of the tool/equipment; how it could harm someone; how to use it correctly in order to avoid harm; any maintenance procedures; a graphic; and colors. The posters will be critiqued and graded and one from each class will be voted for as the safety poster that will be hung in the corresponding area. It will be laminated and posted for the entire next school year, until this assignment occurs again.

Unit 13: **Beginning costuming – Stitches, seams, alterations, designing** (2 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: different types of stitches (e.g., whipstitch, tacking stitch, backstitch, etc.); different types of seams and how to sew them by hand; how to make alterations to clothing and the best stitches for each type of alteration; and how to take an existing garment and alter it to fit a design.

- B. Students will be given a piece of clothing (a button-down shirt, t-shirt, pants or skirt) and they will need to alter the garment to meet certain measurements, and a design. For example: someone might get a t-shirt, but they'll need to tack the sleeves up, so they stay rolled, cut the neckline so it can hang off the shoulder, and cut the bottom into tassels. The teacher will generate the list of alterations and sizes, etc. and pin them to the garments that the students select. Students will be graded on how accurately they manage to make their measurements, copy of the design, their use of stitches, the strength of the stitching, and neatness of the stitching.

Unit 14: **Costume Design & History – The design process & history**

(3 weeks)

STANDARDS:

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 3.1 & 3.3, Theatre Advanced: 3.1 & 3.4

- A. Students will learn: how a designer creates their design; how prosthetics and makeup affect and become part of a costume; how costume props can hide special effects; a brief history of fashion through the ages; understanding fashion trends through understanding eras and history.
- B. Students will work in small collaborative groups to do a research project and presentation on an era in fashion. They will have to gather images or draw what men and women in the era typically wore for each social class. They will include written descriptions of the clothing and a brief description about what was happening in history during this era. They will need to explain how this fashion trend evolved from the previous fashion trend and how factors such as economy, socio-economic factors, occupations, etc. affected the garments. Each group will present their findings to the class. Students will track each period on their graphic organizer in order to create a full “history of fashion” cheat sheet. Students will be graded on their presentations, research, accuracy, graphic organizer and each group member will receive a grade from their fellow group members on the amount of work they contributed.

Unit 15: **Makeup & Safety – Tools, tips, safety and general makeup**

(1 week)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: about different tools and applicators as they relate to makeup; different tips and techniques for applications, blending and setting makeup; proper

cleaning and care of makeup and applicators; the purposes of makeup; safety in the makeup area and how to avoid cross-contamination.

- B. Students will have a practical quiz where they demonstrate the proper way to construct a simple makeup kit. They will label what needs to be included and what the purpose is for each. They will also demonstrate an understanding of how to clean and maintain the makeup kit. They must pass with a “B” or higher in order to move on with the makeup portion. Since kits are expensive it is important for students to maintain theirs.

Unit 16: **Makeup Design A – Scars, bruises & prosthetics**

(2 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3 & 9.7

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 ; A8.4 & C5.2

VAPA: Theatre Proficient: 2.1 & 5.4, Theatre Advanced: 1.1; 1.3 & 2.2

- A. Students will learn: how to create scars and bruises both with only makeup and with pre-fabricated prosthetics; how to make a prosthetic; special effect makeup; how to apply prosthetics and skin safety.
- B. Students will create a prosthetic and apply it with blending. They will photograph it and submit it to the class Padlet wall. Students must provide constructive criticism in the form of a comment on 5 classmates’ posts. The teacher will create a bracketed voting selection either by using Polltab, another app, or their own system. The 1st place winner gets a reward: either extra credit or an applicator (teacher’s discretion). 2nd and 3rd places also receive rewards. Students will identify what helped make these applications the winners. By using academic language and constructive critiquing skills students will learn how to discuss makeup as an art and skill.

Unit 17: **Makeup Design B – Old age, fantasy & fashion**

(3 weeks)

STANDARDS

AME Anchor Standards: 1.0; 3.4; 4.3; 5.1 – 5.4; 7.5; 9.1 – 9.3 & 9.7

AME Pathway Standards: A1.2 – A1.9; A2.2; A2.4; A2.6; A2.8 ; A8.4 & C5.2

VAPA: Theatre Proficient: 2.3, Theatre Advanced: 2.3; 3.3 & 5.3

- A. Students will learn: how to create old age affects; how to design and create fantasy makeup; and how to do “high fashion” or “runway” style makeup. They will learn one a week and the last two days of each week students will apply their design to another individual, so they get used to working with others and learn about techniques that they might not have learned otherwise. This will help them learn how to communicate with clients.



- B. Students will work in partners each week; the partners can switch and are encouraged to do so. Students will learn about techniques for creating old age makeup, fantasy makeup and high fashion makeup. During the week students will design a makeup design in that style. On day 1 Partner A will apply their design to Partner B's face. The teacher will photograph every partner B's design. Day 2 Partner B will apply their designs to Partner A's face. Once again, the teacher will photograph the Partner A's faces. The teacher will post all the pictures from day 1 and day 2 and students must share constructive criticisms (1 complement and 1 improvement) on 3 students' photos for day 1 and on 3 students' photos for day 2. The CANNOT comment on their own design or their partner's design.

Second Semester Final – **Cumulative Final**

*(1 week)*

Glendale Unified School District

High School

July 18, 2017

Department: Career Technical Education

Course Title: Applied Math and Mobile App Development (Formerly Introduction to Mobile Apps 1-2)

Course Code: 2257V/2258V

Grade Level(s): 9-12

Course Credits: 10

Recommended Prerequisite: none

Recommended Textbook: Ralph Morelli and Ralph Walde, Java, Java, Java: Object-Oriented Problem Solving, December 30, 2016  
<http://www.cs.trincoll.edu/~ram/jjj/jjj-os.pdf>

Course Overview: Introduction to Mobile Apps is the introductory course for the Software and Systems Development and Networking Pathway under the Information and Communication Technologies (ICT) industry sector. The course is designed to be an introductory course for students who want to explore the process of designing and building apps for mobile devices. It is designed to introduce students to the tools, methods and opportunities in the app-development field. There is high interest among our student population to have an experience exploring this field of technology. This course will fill that need. In addition, it will provide the base for a sequence of programming courses, the next being Application to Programming using Java, mobile application development with Android and iOS.

Career Readiness Anchor Standards for Information and Communication Technologies (ICT): 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.3, 4.4, 5.6, 5.7, 6.8, 6.10, 6.11, 8.8, 10.1, 10.2 10.3, 10.8, 10.9 10.14

## First Semester-Course Content

### Unit 1: Introduction to Mobile Computing

(4 weeks)

#### STANDARDS

California CTE Software and Systems Development Pathway Standards: C1.1, C1.2, C1.3

Common Core Standards: CCSS LS 11-12.1, 11-12.2, 11-12.5, CCSS RSIT 11-12.3, 11-12.5, CCSS writing 11-12.1, 11-12.211-12.3

- A. The introductory unit for this course utilizes a series of digital mazes to introduce the concept of algorithms and programs. Students learn that programmers use the control structures of sequence, selection (if/then), and repetition when they design an algorithm to solve a problem or perform a computation. Students create their own websites using Google sites. The websites will be used to share their reflections on learning and their portfolio of app designs with their instructor and classmates. Students are introduced to App Inventor, the programming language they will be using throughout the course to design their apps. They will create their own App Inventor account and test it out on a mobile device (tablet or cell phone). As a basis for their reflections, students will use readings from the book *Blown to Bits* throughout the course to focus on the central issues of computing with a primary focus on how society is impacted by the digital world. The final element of unit one is an introduction to the Mobile CSP forum, a place where students from all over the country can pose questions and share thoughts relating to the digital world in general and App Inventor in particular.
  
- B. With the introductory nature of unit one, setting up the Google components correctly will be critical to student success. Glendale Unified School District sets up a Google Gmail account for each student in the district. Students will use this account as a springboard to create a website using Google sites. The individual student websites are where students post their reflections as well as their completed mobile applications. The primary focuses of the reflections for this unit are on analyzing the historical components of computing; understanding where we come from to better understand where we are now. Privacy issues around computing will also be a key area of focus for reflections.

Unit 2: **Mobile Computers and Mobile Apps**

(6 weeks)

STANDARDS

California CTE Software and Systems Development Pathway Standards: C.1.4, C1.5, C1.6

Common Core Standards: CCSS LS 11-12.5, 11-12.6, CCSS RSIT 11-12.3, 11-12.4, CCSS Writing 11-12.2

- A. This unit focuses on getting to know the App Inventor development environment and mobile computing as well as related topics from the CS Principles curriculum. It sets the stage for the rest of the course, emphasizing the collaborative and creative nature of computing. The use of pair programming as a pedagogical tool is introduced. The CSP principles emphasized in this unit are: creativity, abstraction, programming, and global impact. Students use the creative development process when using computing tools and techniques to create computational artifacts for creative expression of ideas or to solve a problem. Students use a variety of abstractions built upon binary sequences to represent all digital data. Multiple levels of abstraction are used to write programs or to create other computational artifacts. The programs students develop are used to; solve problems, for creative expression, to satisfy personal curiosity, or to create new knowledge. Students make a global impact through computing by enhancing communication, interaction, and cognition.
  
- B. Students create an app that plays Martin Luther King Jr's "I Have a Dream" speech. Over the course of this unit the app is modified to add additional levels of complexity, including the addition of a button that allows you to listen to a speech of Malcolm X's, and the ability to toggle back and forth between the two speeches. Students add a feature that pauses a speech as it is being played. Students will also add a talk to text feature that allows the mobile device to speak words instead of play a speech. An accelerometer featured is added to the app that makes the app play one of the speeches when it is shaken. Each additional element in the app introduces a new feature of the programming language to students and offers them the ability to test it out for themselves. Students will then apply and expand on what they have learned by designing and developing their own soundboard app that incorporates the skills and features presented in the I Have a Dream project. This extension will also introduce students to copyright and the protection of intellectual property.

Unit 3: **Graphics and Drawing**

(6 weeks)

STANDARDS

California CTE Software and Systems Development Pathway Standards: C2.1, C2.2, C2.3

Common Core Standards: CCSS LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, CCSS RSIT 11-12.1, 11-12.2, 11-12.7, CCSS WS 11-12.6, 11-12.7

- A. This unit builds on and extends the concepts of digital data and abstraction by introducing digital graphics. Understanding of the binary system and how digital images are represented in binary is a key component of this unit. Students learn how the application of binary numbers can be used to help with error detection during data transmission. These lessons are complemented nicely by a Blown to Bits reading that focuses on digital documents, including how they can be used to hide secrets. Students will build simple two dimensional graphics to be used in an app. Students learn to practice incorporating graphics and using drawing tools in applications. Students will begin developing the skill of debugging, or error detection in their projects. In addition to using the drawing elements, students will learn to begin defining variables, use event handlers, and begin to use abstraction.
  
- B. Paint Pot is a project that involves creating simple two-dimensional graphics. Students will build an app that allows users to select colors, and draw lines or dots with their finger on the device screen, clear the screen, and use the device camera to take another image to use as the background. This project teaches using the canvas and arrangement components, handling touch and drag events on the device surface, and using event handlers that have arguments. Paint Pot 2 builds on the Paint Pot tutorial project but adds in additional complexity. The app incorporates abstraction and introduction of defining variables by adjusting the dot-size that can be used in the app.

**Second Semester-Course Content**

Unit 4: **Abstraction (Animation, Modeling and Simulation)**

(4 weeks)

STANDARDS

California CTE Software and Systems Development Pathway Standards: C2.4, C2.5, C3.1, C3.2, C3.3

Common Core Standards: CCSS LS 11-12.1, 11-12.3, 11-12.3, 11-12.4, CCSS RIT 11-12.1, 11-12.2, CCSS WS 1-12.2

- A. Abstraction is a central problem-solving technique in computer programming that is a process, a strategy, and the result of reducing detail to focus on concepts relevant to understanding and solving problems. This course includes examples of abstractions used in modeling the world, managing complexity, and communicating with people as well as with machines. Students in this course learn to work with multiple levels of abstraction while engaging with computational problems and systems; use models and simulations that simplify complex topics in graphical, textual, and tabular formats; and use snapshots of models and simulation outputs to understand how data is changing, identify patterns, and recognize abstractions.
  
- B. Mole Mash is a project that mimics whac-a-mole. This project involves using sprites, the clock, the sound and, button components, generating random numbers, and using addition and subtraction elements. This project has students build and name procedures into a customized block and use tactile feedback by having the phone vibrate when the mole sprite is hit. Coin Flip is an app that simulates the flipping of a two-sided coin. This app uses a random number generator and two images to simulate the coin flip. Students will define a global variable and assign it an initial value, and use a conditional statement in the building of this app.

Unit 5: **Algorithms and Procedural Abstraction**

*(6 weeks)*

STANDARDS

California CTE Software and Systems Development Pathway Standards: C4.1, C4.2, C4.3 C4.4

Common Core Standards: CCSS LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, CCSS RSIT 11-12.1, 11-12.2, 11-12.2, 11-12.4, 11.12.7, CCSS WS 11-12.1, 11-12.2, 11-12.4, 11-12.6

- A. This unit will teach students how structure their apps to make decisions through the use of algorithms and procedures. An algorithm is a method or formula that we use to solve a problem. A good algorithm breaks a large problem down into discrete steps that solve recurrent problems. In this unit, students will learn to map the flow of a program by breaking it down into specific procedures that help the student think about and implement the target application. The development of these procedures is called Procedural Abstraction, where procedures are used to help manage the complexity of a larger problem. Students will learn additional advantages of using procedures: first, it is easy to test them as a distinct unit of code. Second, if a procedure contains an error, we must only fix it one time instead of looking for occurrences across a program. Third, if a change needs to be made to the algorithm, it must only be made once.

And fourth, accurate naming of procedures and their parameters offers a chance to help students create code that is easy to read and to follow.

- B. Xylophone is a project that allows the user to play different notes by touching 8 different colored buttons on the screen. The program keeps track of the notes that have been played, and will play them back when a play button is pressed. If the user chooses to being a new song, a reset button will erase previously stored notes. This project requires students to come up with the flow-chart algorithm that maps the order of tasks that must be accomplished. They will then practice procedural abstraction by assigning specific tasks to procedures and selecting appropriate parameters.

Unit 6: **Lists, Databases, Data and Information**

(5 weeks)

STANDARDS

California CTE Software and Systems Development Pathway Standards: C4.5, C4.6, C4.7, C4.8, C4.9, C4.10, C4.11

Common Core Standards: CCSS LS 11-12.3, 11-12.4, CCSS RSIT 11-12.1, 11-12.2, 11-12.2, 11-12.4, 11.12.7, CCSS WS 11-12.2, 11-12.4, 11-12.6

- A. This unit teaches students how to manage data. They must be able to instantiate their own data, ask for user input as data, access and manipulate that data, and store the data in a database. Lists are a way of storing data while a program is running. An indexed list is essential for the storage and retrieval of related data types. But all data is lost when the program ends. To store the information persistently it must be transferred to a database. Databases are critical for storing any data that must exist before and after a program ends, so that it can be used again when the app reopens. In this unit, students will learn how to make their apps communicate with databases.
- B. The Make Quiz/Take Quiz project will have students design two apps that create and administer quizzes. The Make Quiz app will allow a teacher to create a quiz using an input form. The questions and answers will be stored in a web database. Those questions and answers will be retrieved by the Take Quiz app which will ask students those same questions. Students will learn how to use input forms to collect user input, and how to use an indexed list to store data, and a for-each loop to access it. They will also learn how to make a database that can be created by one app and used in another, and how to implement data sharing in a web database.

Unit 7: **The Internet**

(5 weeks)

STANDARDS

California CTE Software and Systems Development Pathway Standards: C4.5, C4.6, C4.7, C4.8, C4.9, C4.10, C4.11

Common Core Standards: CCSS LS 11-12.1, 11-12.2, 11-12.3, 11-12.4, CCSS RSIT 11-12.1, 11-12.2, 11-12.2, 11-12.4, 11.12.7, CCSS WS 11-12.4, 11-12.6, 11-12.8, 11-12.9

- A. This unit introduces students to the Internet; what it is and how it works. Students distinguish between the Internet and the World Wide Web. Students make use of online tools to measure bandwidth and latency. The fundamentals of how the Internet works will introduce the students to packet switching, Internet protocols especially TCP/IP, IP addressing and DNS. The concepts of cloud computing will be examined and issues related to cloud computing such as privacy will be examined. Students will analyze the benefits and pitfalls of cloud computing for various users. Students will reflect on computer ethics standards and their importance to the tech field.
  
- B. Students develop three apps that show different ways to harness the power of the Internet. A No Texting While Busy app that automatically responds to text messages while the user is busy. This app uses Google Voice to text over WiFi. A Broadcast Hub app is created where users text a join message to the hub and then they are included in the members list. Anytime a member texts the list their message is broadcast to all members. Students create a My Directions app, which uses the device's GPS and the Google Maps API to find directions from a user's current location to a list of set destinations.

Additional Recommended Materials –

Allen B. Downey and Chris Mayfield, Think Java How to Think Like a Computer Scientist, 2016  
<http://greenteapress.com/thinkjava6/thinkjava.pdf>

David J. Eck, Introduction to Programming Using Java, Seventh Edition, Version 7.0, August 2014, <http://math.hws.edu/javanotes/>



Glendale Unified School District School

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Introduction to Public Safety 1-2 (replace Police Fire Academy 1-2)

Course Code: 5587V/5588V

Grade Level(s): 9-12

School(s)  
Course Offered: Hoover High School

UC/CSU Approved  
(Y/N, Subject): Yes; "g" General Elective

Course Credits: 10

Recommended  
Prerequisite: none

Recommended  
Textbook(s): *Firefighter Skills*, 2nd edition/2009, Jones and Barlett Publishers, LLC  
*National Fire Protection Association*, ISBN-13: 978-0-7637-5342-9

Course Overview: Introduction to Public Safety is the beginning course in the Public Services industry sector, Public Safety Pathway. Public Safety Academy students will research the field of public safety by applying history, mathematics, science, reading, writing, and Psychology to explore and understand the history and purpose of the Criminal Justice System, Fire Service, and Emergency Medical Services. The following topics are studied: Leadership, Law Enforcement, Courts, Corrections, American Law, Fire Service, Incident Command System, Emergency Medical Services, Post-Secondary Education and Professional Associations. This foundation will assist students who wish to pursue related training at the postsecondary level leading to certification and employment. Principle methods of learning include textbook, lecture, demonstrations, Public Safety portfolio, hands-on skills, real-life applications, and guest speakers from Industry Partners. In addition, students have the opportunity to receive training in CPR, AED,

First Aid, and Community Emergency Response Team (CERT), as well as participate in PSA team-building, leadership, community service, field trips, scenarios, mentoring, and SkillsUSA competitions.

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

#### **Unit 1: Introduction to Leadership & Life Skills**

*(5 weeks)*

#### **STANDARDS**

Public Services Anchor Standard: 2.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: CTE.PS.B 1.1, B 1.2, B 1.3, B 1.4; C.C2.1, CTE.PS.C.C2.2

Common Core State Standards: LS 11-12.1, 11-12.2; W.9-10.4, WS 11-12.6, WS 11-12.4, 11-12.5, 11-12.6, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6  
ELA.9-10.LS.C.1.1, ELA.9-10.R.CAGT.2.5

- A. In this Introduction to Leadership unit, students will learn the expectations of public safety personnel and their role as leaders in the community, with organizations, and among peers. Students will identify the components of leadership, their responsibility to lead, and the impact of their leadership. Students will understand that as public safety personnel, they are empowered and entrusted by the community with a broad range of power, authority, and discretion to maintain safety and order; and that professional and ethical standards are the means by which public safety personnel maintain the public trust. Students will have opportunities to practice and demonstrate professional and ethical behavior, respond thoughtfully to diverse perspectives and resolve contradictions when possible, consistent with applicable laws, regulations, and organizational norms. Students will also work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, conflict resolution, and the understanding that the modern world is an international community and requires an expanded global view as practiced in the SkillsUSA. Throughout this unit, students will enhance their listening and speaking skills through daily interactions and discussions with their partners, groups, and the teacher. Finally, students will research, analyze, interpret, discuss, document, and present in ethical and unethical scenarios as it related to public safety.
- B. Self-Reflection Assignment: Students in teams will define leadership, share about a person with whom they have seen as a leader, and share their experience of when they were a leader and if this was a positive or negative experience. Students will individually write (500 words) about their own leadership philosophy and then they will collaborate with each other to synthesize and combine leadership philosophies to form a group consensus. Finally, students will combine the groups' philosophies to set the class expectation of leadership for the whole school year.

Unit 2: **Introduction to Criminal Justice System & Law Enforcement**

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0, 11.1, 11.5

Public Safety Pathway Standard: CTE.PS.A 5.0

Common Core State Standards: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

Next Generation Science Standard: CC 1, 2, 3, 4, 5, 6

- A. Students will research the history, purpose, and organization of the following: (a) Criminal Justice System – Students will explore what is crime, theories behind the causes of crime (criminology), classifications and elements of crime, Uniform Crime Report, Juvenile Justice System, and challenges that face our Criminal Justice System today (Terror Threats, Cyber Crimes, and White-Collar Crimes). (b) Law Enforcement – Students will differentiate the role and purpose of the three levels of Law Enforcement (federal, state, and local) and the structure of the police department (patrol, detectives, and forensic investigations). (c) Courts – Students will research the functions of the courts, types of courts, the roles and responsibilities of court personnel, criminal trials, and punishment and sentencing (including Capital Punishment). (d) Corrections – Students will research public vs. private prisons, probation vs. parole, prison culture, and the return to society.
- B. Case Brief Assignment: In order to learn how to determine central ideas and the author’s argument, students will read multiple law enforcement cases while determining their meaning and how they have impacted the evolution of law enforcement. Then the students will be assigned a short section of the text to read and annotate with a focus on the key vocabulary and major ideas in their selection. Once students read and annotate, they will have a structured discussion with their group to explain their passage to them. Once all students have had a chance to share, the group will discuss what they learned and how the pieces relate back to the history of law enforcement. Public Safety Agency

Project Assignment: Students individually, will conduct research on a public safety agency (in the United States of America or from around the world) from one of the three branches of Criminal Justice. Students will use print and digital sources to research their agency, the history, sworn and non-sworn entry positions, hiring process, and high school and college internship programs. They will then demonstrate their knowledge of the subject matter by applying their findings to a digital or board poster and oral presentation to their peers.

Unit 3: **Introduction to American Law**

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 3.0, 5.0, 6.0, 7.8, 8.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: CTE.PS.A 5.0, A 6.0

Common Core State Standards: WS 11-12.6,

Next Generation Science Standard: CC 1, 2, 3, 4, 5, 6

- A. Students will research the four sources of American Law (constitutional, Statutory, Administrative, and Case) that are frequently used in modern day policing. Students will learn that the basis of all law for the United States is the Constitution of the United States of America and the Amendments. Students will analyze the Amendments that are more specific to law enforcement and the criminal justice system (1,4, 5, 6, 8, and 14). At the end of the section, students will explain each Amendment and what public safety personnel can and cannot do in regards to the law. They will then learn the career related terminology used in the criminal justice system, such as infraction, misdemeanor, felony, civil penalties, warnings, modus operandi (MO), and "Fruit of the Poisonous Tree." Students will then utilize various California Codes (Penal, Vehicle, Welfare & Institutions, and Health & Safety) and learn how to research these codes to interpret/apply them to different scenarios. Lastly, students will be introduced to various cases (Mapp v. Ohio 1961; Miranda vs. Arizona 1966; Graham v. Connor 1989; Tennessee v. Garner 1985) and the relevance of these cases to law enforcement today. At the completion of the unit, students will have knowledge on how to read, research, interpret, and analyze various laws, California codes and cases.
- B. Scenario Analysis Assignment: In order to develop critical thinking and technical writing skills, students will be given a written narrative of a crime committed, in groups; students will read the scenario, record the key figures and facts in a journal. Students will then identify the appropriate codes, laws and/or case laws that apply to this scenario. Students will finish the journal with textual evidence from the codes, laws and/or cases that they selected that match important details for a law enforcement officer to know. At the conclusion, students will write a narrative on their process in selecting the codes, laws and cases.

Report Writing Assignment: Students will write a standard police report, which includes awareness (purpose of investigation), investigation (actions taken by the police officer to investigate potential criminal activity), and conclusion (states the actions taken by the police department: arrest, forwarded to district attorney's office, or forwarded to detectives). Students will view a video clip of a crime committed and document the facts, individuals involved and evidence pertaining the scenario. The students will write the awareness component and share with their groups. Once all members of the group have reported, students will revise their awareness paragraph to make sure it includes the essential

requirements.

**Unit 4: Introduction to Fire Services & Fire Science**

(6 weeks)

**STANDARDS**

Public Services Anchor Standard: 2.2, 2.5, 2.6, 3.0, 4.0, 5.3, 5.4, 6.2, 6.7, 7.2-7.8, 8.0, 9.0, 10.0, 11.0  
Public Safety Pathway Standard: B 2.0, B 2.5, B 3.0, B 4.0-4.2, B 8.2-8.5, B 10.1, B 10.2, B 10.3  
Common Core State Standards: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6, 11-12.7  
Next Generation Science Standards: SEP 1, 2, 3, 4, 5, 6, 7, 8; PS 1.A, B; 2.A, C; 3.D; CC 2, 5, 6, 7

- A. Students will explore the history, culture, ethics, and safety of the Fire Service. Students will learn the basic level of chemistry of fire, the fire triangle, and the terminology that is essential for the understanding of this career. Students will research and present the various fire service career paths and distinguish between the different fire agencies ranging from city, county, state, and federal agencies. Students will analyze various standards for the fire service including ethical, moral, and critical decisions making. Students will research the topic of fire prevention and its effects on saving lives. Students will don Personal Protection Equipment. Lastly, Students will diagram fire service operations and response to Hazardous Materials Incidents.
  
- B. Fire Extinguisher Assignment: Ultimately, students will earn a certification through this assignment by learning how to put out different fires. A subject-matter expert will present material to the class. Students will record the different classifications of fire safety in the home and workplace, as well as the different forms of fire suppression. Finally, students will receive hands-on training on how to properly use a fire-extinguisher.

Public Service Announcement Assignment: Students will create a Public Service Announcement related to fire safety in the community. Students will collaborate and choose one concept from which the group will then collaboratively develop a pamphlet or poster board. The PSA will clearly state in short, memorable phrases, a call for action or the danger, and a diagram. The research must support their claims and use persuasive writing and speaking elements to convince the viewer to feel something.

## Second Semester-Course Content

### Unit 5: Incident Command System, Search & Rescue, Triage

(5 weeks)

#### STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.1, 3.2, 3.4-3.6, 3.9, 4.0, 5.0, 6.2, 6.4-6.6, 7.0, 8.0, 9.0, 10.0, 11.0

Public Service Industry Standard: CTE.PS.A.2.10, A.4.4, A.5.3, B.2.6, B.3.8, B.4.4, B.9.7, MPD.KPAS.2.1

Common Core State Standards: CCSS: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7,

- A. Students will be introduced to the ICS 100 series, which is an Interactive Web Based Course designed by FEMA and U.S. Department of Homeland Security. By the end of this unit, students will understand that ICS is a standardized, on-scene; all-hazards approach to incident management and will earn a certificate of completion, as well as the skills to coordinate with response partners from all levels of government and the private sector. Students will learn about ICS by completing six lessons: Course Welcome and ICS Overview, ICS Features and Principles, Incident Commander and Command Staff Functions, General Staff Functions, Unified Command and Coordination and Course Summary. Students will learn the different functional positions, what positions are needed based on the specific incident, identify the tools to include demonstrating and application of ICS Forms needed to facilitate the optimal outcome in navigating a critical incident. They will learn the differences of leadership as opposed to management, learn how to build trust in others through exercises that build confidence between leaders and subordinates when delegating authority, pitfalls of micromanagement, choosing competent leaders, ensuring tasks are completed in a timely manner and accounting for checks and balances. Students will show mastery of the ICS 100 series by also utilizing the proper documentation regarding a critical incident, holding appropriate level briefings to staff members and show how organizational flexibility is essential in include the modular organization is used in dealing with five different types of critical incidents to include but not limited transferring command via scenario based training.
- B. ICS Scenario Assignment: Students will have the opportunity to be trained and carry out scenarios utilizing the ICS 100 system through C.E.R.T. (Community Emergency Response Team) training with County of Riverside's Emergency Management Department). These scenarios will include natural disasters, terrorist attacks and/or commercial emergencies and the proper development and interaction of outside agencies such as military, local law enforcement and private civilian organizations. In doing so, students will be able to address and identify any potential problems that may arise in order to navigate obstacles.

**Unit 6: Introduction to Emergency Medical Services & CPR**

*(4 weeks)*

**STANDARDS**

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 11.0

Public Safety Pathway Standard: B 1.1, B 1.2, B 2.3, B 2.4, B 9.0, B 9.1, B 9.2, B 9.9

Common Core State Standards: CCSS: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6

Next Generation Science Standard: SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1.B; PS 1.A, 3.D, LS1.A, B; CC 2, 5, 6, 7

- A. Students will research and understand the EMS system and the legal and ethical principles of emergency care. Students will learn basic medical terminology, human anatomy, and lifespan development. They will practice and demonstrate the caring for cardiac, respiratory, common, and environmental emergencies and apply these practices to solve scenarios that subject-area experts would encounter. Students will learn and receive certification in Cardiopulmonary Resuscitation (hands only) and first aid. Students will receive lecture from industry professionals ranging in paramedics, Emergency Medical Technicians (EMTs), Flight Nurses, Emergency Room Nurses, doctors, and other medical professionals who have experience in working in a critical incident. Students will also learn and apply triage to multiple-casualty incident scenarios.
  
- B. Medical Training Assignments: 1) Students will take the CPR/AED Certification course through either American Red Cross or American Heart Association. 2) Students will engage in hands-on training for introductory first aid which includes, but not limited to: initial medical assessment, emergency medical notifications, universal precautions, identification of existing medical conditions (broken bones, epilepsy, diabetes, allergies, asthma, etc.) and the basic application of initial medical treatment for the above mentioned emergencies. Students will then perform the above mentioned lifesaving moves on a training dummy to show mastery. By the end of the assignment, students will demonstrate through real-life scenarios and assessed by subject-matter experts on their response to the appropriate crisis situation.

**Unit 7: Post-Secondary Education and Professional Associations, Career Planning**

*(5 weeks)*

**STANDARDS**

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0

Public Safety Pathway Standard: A 1.0, A 2.0, B 1.1, B 1.2, B 1.3, B 1.4, B 3.2, B 6.4

Common Core State Standards: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6

Next Generation Science Standards: CC 1, 2, 3, 4, 5, 6

- A. Students will be introduced to various career paths of the public safety profession along with the hiring and educational requirements. Presenters from various public safety agencies / organizations will present on their own personal

experiences, trainings, education and goals as they pertain to a successful career path in public safety. These presenters will be background investigators, district attorneys, law enforcement officers, CSI, firefighters, and EMS personnel. In these presentations, students will engage in their learning by documenting the differences in agencies, missions, educational standards, training requirements, and professional standards along with collateral duties held by these individuals throughout their careers. Students will then participate in a mock hiring process and research public safety associations and publications.

- B. Assignment: Students will participate in a mock hiring scenario. Students will need to research and complete a related public safety job application, perform a physical agility assessment, and participate in an oral interview. Upon complete, the teaching staff and Industry partners will provide feedback to the students.

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



Glendale Unified School District School

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Public Safety 3-4 (replace Police Fire Academy 3-4)

Course Code: 5589V/5590V

Grade Level(s): 10-12

School(s)  
Course Offered: Hoover High School

UC/CSU Approved  
(Y/N, Subject): Yes; "g" General Elective

Course Credits: 10

Recommended  
Prerequisite: C or better in Introduction to Public Safety 1-2 or instructor approval

Recommended  
Textbook(s): *Fire Fighter Skills*, 2nd edition/2009, Jones and Barletter Publishers, LLC  
*National Fire Protection Association* ISBN-13: 978-0-7637-5342-9

Course Overview: Public Safety 3-4 is the concentration course in the Public Services industry sector, Public Safety Pathway. This is a year-long academically-enriched course that provides students with research-based reading strategies and integrated academic activities to build comprehension and reinforce key academic concepts, all within the context of Public Services. Criminal investigation, emergency response, life saving topics, disaster response and firefighting topics are infused throughout curriculum projects to provide a conceptual framework for understanding the role of public services within our community. Upon successful completion of the course, students receive Incident Command System - NIMS 700, 800 (FEMA) certification and First Aid certification from AHA.

## First Semester-Course Content

### Unit 1: Introduction to Fire Sciences

(4 weeks)

#### STANDARDS

Public Services Anchor Standard: 2.2, 2.5, 2.6, 3.0, 4.0, 5.3, 5.4, 6.2, 6.7, 7.2-7.8, 8.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: B 2.0, B 2.5, B 3.0, B 4.0-4.2, B 8.2-8.5, B 10.1, B 10.2, B 10.3

Common Core State Standards: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST, 11-12.4, 11-12.5, 11-12.6, 11-12.7

Next Generation Science Standards: SEP 1, 2, 3, 4, 5, 6, 7, 8; PS 1.A, B; 2.A, C; 3.D; CC 2, 5, 6, 7

- A. Students will learn the basics of the Fire Services and Science. In doing so, they will be introduced to the basic level of chemistry of fire, the fire triangle, and the terminology that is essential for the understanding of this career. The student will analyze, research, discuss, review and present on the various topics related to community relations from the perspective of the public and fire/medical service to include but limited to; the importance of involving the community in the fire service in regards to: prevention and child safety i.e. child restraint programs, emergency ID cards; the role of public and fire service members regarding community actions to include their actions in mass casualty events such as the Boston Marathon Bombing, the relationship between the private business sector and the fire service in regards to building code compliance and fire prevention.
- B. Assignments: Students will analyze, research, discuss, review and present on the various fire service career paths, distinguish the difference in the different fire service agencies ranging from city, county, state and federal agencies. Students will identify the different positions within the fire/medical service to include but not limited to: firefighter, EMT, Paramedic, Engineer, administrative positions to include training coordinator, arson investigator and fire Chief. Students will analyze, research, discuss review and present on the various standards for the fire/medical service, to include conduct necessary to enter into the fire/medical service to include but not limited to ethical, moral and critical decisions surrounding the fire/medical service, discuss the educational requirements necessary to enter into the fire/medical service to include entry level education, secondary education and vocational training.

Lastly, students will analyze, research, discuss, review and present on the topic of fire prevention, the implementation of fire prevention programs ranging from the residence, to government buildings, private businesses, youth education programs regarding fire/medical safety their effectiveness. History of Public Safety culminates with a practical application assessment where the students will perform a hands on exercise of extinguishing a simulated stove fire. Students will be assessed on their knowledge of the various classifications of

extinguishers, their applications and the PASS (Pull, Aim, Squeeze, Sweep) method of extinguishing a fire. Successful completion of this unit with result in a certification.

Unit 2: **History Of Law Enforcement**

*(4 weeks)*

STANDARDS

Public Services Anchor Standard: 2.2, 2.5, 2.6, 3.0, 4.0, 5.3, 5.4, 6.2, 6.7, 7.2-7.8, 8.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: A.1.0, A2.0

Common Core State Standards: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

- A. For this unit, students will learn the origins of modern day law enforcement beginning with King Hammurabi through Los Angeles Police Chief William Bratton. Throughout this unit, students will gain the tools that are necessary to understand, analyze and interpret text through reading primary and secondary sources. Students will record the major events and figures to use throughout the year school year. Students will also be introduced to the three eras of law enforcement such as the Political Era (1840-1930), the Reform Era (1930- 1970) and the Community Problem Solving Era (1970-present day). Students will learn of the pitfalls of corruption and analyze how minor crimes such as low level corruption leads to more serious crimes such as murder by utilizing James Wilson's Broken Window theory.
- B. Assignments: Students will research and analyze the Peace Officer's Creed and apply this creed along with the leadership fundamentals learned in a previous unit. The intent of this exercise is for the student to recognize these pitfalls and create ways of avoiding these pitfalls as a law enforcement officer. Students will then conduct an exercise in how to apply these ideas to their own lives for when they are challenged with a life decision. Next, students will learn about the evolution of police work to understand modern-day policing. In the Reform Era, Students will learn primarily about August Vollmer and his contributions to the law enforcement profession. In doing so students, learn of how many of today's modern day law enforcement tactics came from, the original reason for their implementations and how they and if they are used today. Students will obtain a better appreciation of how law enforcement operations were conducted and they are conducted in present era in developing a better law enforcement officer. In the Community Problem Solving Era students will analyze key issues affecting the law enforcement/community relationship. In doing so, students will review the Computer Statistical Model (CompStat) in better serving the public and combating crime. Students will review the New York City and City of Los Angeles case studies via the CompStat Model utilized by then Chief William Bratton in lowering crime rates in these major metropolitan areas and its effectiveness. In doing so, students will walk away with the knowledge and

understanding of how technology, statistical analysis, proper documentation and crime mapping proves to be more effective than random routine patrol (omnipresence) in combating crime.

At the conclusion of the unit, students will be able to differentiate between the three eras, analyze the progression of law enforcement, as well as identify key theories that set precedence in these eras and how they are applied many years later in performing modern day policing. Students will continue to build upon their listening, speaking skills by creating effective multimedia presentation. Students will be assessed at the completion of History of Law Enforcement by completing an essay on the Three Eras of Law Enforcement summarizing the pitfalls of these eras and their advances in law enforcement to include the lessons learned from these eras. Students will be graded using a rubric and will have 1-2 hours to complete the essay digitally.

Unit 3: Laws, Codes and Cases

(4 weeks)

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0, 11.1, 11.5

Public Safety Pathway Standard: CTE.PS.A 5.0

Common Core State Standards: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

Next Generation Science Standard: CC 1, 2, 3, 4, 5, 6

- A. During this unit students will be introduced to laws, codes and cases that are frequently used in modern day policing. Students will learn that the basis of all law for the United States is the Constitution of the United States of America and the amendments; which impacts how law enforcement officials and criminal justice works. Students analyze the amendments that are more specific to law enforcement and the criminal justice system (1st, 4th, 5th, 6th, 8th and the 14th). At the end of the section, students will explain each amendment and what public servants can and cannot do in regards to the law. Students will apply their knowledge on the amendments by finding present-day news articles that relate to one of the amendments, write a perspective of a police officer and a lay person then interview a subject-area expert to evaluate their responses. From here, students will learn the career related terminology used in the criminal justice system. Such as infraction, misdemeanor, felony, civil penalties, warnings, modus operandi (MO), and fruits of the poisonous tree.
- B. Assignments: Students will then go onto the introduction of the various California Codes (Penal, Vehicle, Welfare & Institutions, Business & Professions, Health & Safety) and how to research these codes by using the Qwik Code: California Penal Code pamphlet and Qwik Code: California Vehicle Code pamphlet. Students will break down laws, codes, case law into their elements as well as how to interpret/apply them to different scenarios conducted throughout

the introductory course. Lastly, students will be introduced to various cases (Mapp v. Ohio 1961; Miranda vs. Arizona 1966; Graham v. Connor 1989; Tennessee v. Garner 1985) and their importance of these cases as applied to law enforcement today. At the completion of the unit, students will have knowledge on how to read, research, interpret, and analyze various laws, California codes and cases.

At the conclusion of the unit on Laws, Codes and Cases, students will be given a scenario based problem related to the criminal justice system in which they will then prepare a legally based argument in support of or in opposition of capital punishment as to whether or not it is constitutionally reasonable or unreasonable (in violation of the 8th Amendment). Students will be evaluated on the validity of their arguments, evidence provided (case law/precedent) and their interpretation of the reasonableness of the court's actions. Evaluations will be conducted by instructors with prior courtroom experience as well as industry professionals.

#### Unit 4: Incident Command System

(4 weeks)

##### STANDARDS

Public Services Anchor Standard:	1.0, 2.0, 3.1, 3.2, 3.4-3.6, 3.9, 4.0, 5.0, 6.2, 6.4-6.6, 7.0, 8.0, 9.0, 10.0, 11.0
Public Service Industry Standard:	CTE.PS.A.2.10, A.4.4, A.5.3, B.2.6, B.3.8, B.4.4, B.9.7, MPD.KPAS.2.1
Common Core State Standards:	CCSS: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7

- A. During the Incident Command System (100 series) students will be introduced to the ICS 100 series which is an Interactive Web Based Course designed by FEMA and U.S. Department of Homeland Security. By the end of this unit, students will understand that ICS is a standardized, on-scene, all-hazards approach to incident management and will earn a certificate of completion, as well as the skills to coordinate with response partners from all levels of government and the private sector.
- B. Assignments: Students will learn about ICS by completing six lessons: Course Welcome and ICS Overview, ICS Features and Principles, Incident Commander and Command Staff Functions, General Staff Functions, Unified Command and Coordination and Course Summary. In the Course Welcome students will learn what ICS is, the origins, ICS needs whole community involvement, National Incident Management System which is a consistent, nationwide, systematic approach to incidents, the lessons learned from ICS, why it is important, and when ICS is used. At the end of ICS Features and Principles unit students will describe the basic features of ICS, select the correct terminology for ICS facilities,

and identify common tasks related to personal accountability. In the Incident Commander and Command Staff Functions unit, students will identify the five major ICS management functions, describe the role and function of the Incident Commander, describe the selection and transfer of Incident Commanders, Identify the position titles associated with the Command Staff and finally, Describe the role and function of the Command Staff. In lesson four, General Staff Functions, students will identify the ICS titles used for general staff members and describe the roles and functions of the four sections.

In the Unified Command and Coordination unit, students will define unified command, list the advantages of unified command, and differentiate between command and coordination. In the Course Summary, the students will be ready to follow ICS principles. In addition, the lesson summarizes the key points presented in the course. By the end of this unit, students will explain the differences of leadership as opposed to management, learn how to build trust in others through exercises that build confidence between leaders and subordinates when delegating authority, pitfalls of micromanagement, choosing competent leaders, ensuring tasks are completed in a timely manner and accounting for checks and balances. Students will learn the different functional positions, what positions are needed based on the specific incident, identify the tools to include demonstrating and application of ICS Forms needed to facilitate the optimal outcome in navigating a critical incident. Students will show mastery of the ICS 100 series by also utilizing the proper documentation regarding a critical incident, holding appropriate level briefings to staff members and show how organizational flexibility is essential in include the modular organization is used in dealing with five different types of critical incidents to include but not limited transferring command via scenario based training. Incident Command Systems (100 Series) will assess the students' knowledge of implementing organizational, administration, planning, financial and operational systems into basic disaster responses. Within the ICS 100 Series, there are multiple assessments to include written and/or scenario assessments. These assessments are established by the Federal Emergency Management Agency (FEMA). Successful completion of this unit will result in federal certification and will be evaluated by instructors with First Responder experience and industry professionals.

#### Unit 5: **Medical/Emergency Medical Services**

*(4 weeks)*

#### STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 5.0, 6.0, 7.0, 9.0, 10.0, 11.0

Public Safety Pathway Standard: B 1.1, B1.2, B 2.3, B 2.4, B 9.1, B 9.2, B 9.4 B 9.6, B 9.7, B 9.9, B 9.10

Common Core State Standards: : LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1 NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1.B

- A. In this unit, students will gain basic knowledge of the body systems, receive hands-on training for life-saving maneuvers, and use their gained knowledge to solve scenarios that subject-area experts would encounter. Students will understand and evaluate the responsibilities of a first responder and the components of the EMS activation. They will apply fundamental knowledge of the EMS system to the provision of emergency care. The lesson will provide the students with a road map for learning the skill and knowledge domains of the EMS systems. Additionally, students will identify the personal characteristics, time involved, and education required for careers in medical field. They will understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.
- B. Assignments: First, students will learn the major body systems, (integumentary, skeletal, muscular, digestive, urinary, respiratory, cardiovascular, lymphoid, nervous, endocrine and reproductive), their functions and the major organs. Students will learn how these systems can impact the selected career pathways. Students will learn and receive certification in Cardiopulmonary Resuscitation (hands only). As well as, how to respond to others who are in distress, deliver an appropriate response; which includes assessment, and checking for vital signs (Airway, Breathing and Chest/ABC's). Students will receive lecture from industry professionals ranging in paramedics, Emergency medical technicians (EMTs), Flight Nurses, Emergency Room Nurses, doctors and other medical professionals whom have experience in working in a critical incident. Students will engage guest speakers and research specific industry standards related to each speaker; during the presentation, students will generate meaningful and relevant questions that will help further their understanding of the content and application of skills. Medical/Emergency Medical Services utilizes a scenario based assessment. Students will work in pairs as many EMTs/Paramedics do in the emergency medical field. Students will be dispatched to classroom where they will conduct a basic medical assessment of an ill individual suffering from food allergy. Students will be assessed on their evaluation of the patient, appropriate response to the patient and their final decision as to whether or not transport the individual to an emergency room for further medical treatment. This assessment will be conducted by medical professionals and instructors with prior first responder experience.

## Second Semester-Course Content

### Unit 6: Creating a Safer Campus Community

(5 weeks)

#### STANDARDS

Public Services Anchor Standard: 2.0, 3.0, 4.0, 6.0, 7.8., 8.0, 9.0., 10.0, 11.0

Public Safety Pathway Standard: A 2.0, A 6.0 , B 1.4, B 1.5, B2.1, B 3.0, B 8.8

Common Core State Standards: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1

- A. Using knowledge gained from career research, students will research safety aspects on their school campus applying how various law and public safety fields can and should affect the safety of the school community. Students will assess, through listening and speaking activities and research, how to create a safer school community through these jobs and now as a student. Students will research the role of government in determining how schools operate safely. Students will conduct formal interviews and produce written transcripts of their research: possible interview subjects could be the school resource officer, support faculty (security, school psychologist, administration, local police and firefighters, etc.). Students will locate and analyze existing school safety documents, research school safety statistics, and research the evolution of school safety procedures. With findings from their research, students will identify gaps/flaws in current school safety plans, in order to create and propose a new plan or changes to current plans. Students will formally present findings and proposal in a formal speech.
- B. Assignments: Scavenger Hunt & Campus Walk: Students participate in a scavenger hunt of school safety equipment, materials, provisions, and procedures in documents to collect data about their school's current safety plans. Evaluate current School's Safety Plan. Students present their findings in **\*\*applicable Technical Writing format\*\*** to show completion of this assignment and to help them shape questions for the next assignment.
- Conduct a Professional Interview: Students will be tasked with finding an industry professional such as a school Resource Officer to conduct an interview with. Students will write and submit to the teacher a list of 10-15 questions that they plan to ask during the interview. Question focus should be about what the industry professional would suggest in regards to school safety plans and the needs they would recommend students address in their upcoming proposal. Students will professionally set up an interview time and conduct their interview. Students will transcribe their interview and submit the transcript as completion of this assignment. ~Connect to idea of court transcripts - format, etc.
- Multimedia Safety Project: Based on findings in previous assignment, students identify one or two specific flaws or needs in the current School's Safety Plan. Students present their proposal in a multimedia presentation. Explaining what they had done to identify the need, their proposal to fix the needs, and their steps to take for the school to address the need.
- Argumentative Essay: Students will write an argumentative essay addressing the counter argument(s) to their proposal for the School Safety Plan.
- Deliverable: Students will create a deliverable such as go-packs, models, brochures, checklists, etc. that students will have available for their audience during their upcoming Safety Presentation Speech.
- Safety Presentation Speech Students will plan, practice, and execute a formal oral speech presenting their School Safety Plan proposal. Students will use their multimedia presentation concurrently with their oral speech, and also have their deliverable available and explained during their presentation.



Unit 7: **Personal Health Issues and Substance Use/Abuse in Teens**

(5 weeks)

STANDARDS

Public Services Anchor Standard: 8.0, 9.0, 10.0

Public Safety Pathway Standard: A 5.0, A 6.0, A 7.0, A 8.0, B 3.6, B 3.7, B 4.2, B 4.6, B 8.2, B 9.0, B 9.1, B 9.3, B 9.6, B 9.8, B 9.10

Common Core State Standards: LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

NGSS: CC 1, 2, 3, 4, 5, 6

- A. In order to become knowledgeable about the potential obstacles between completing high school and entering a law or public safety field, students will research and analyze scholarly journal articles regarding health preparedness, nutrition, avoidance of reckless behavior, the effects of substance use/abuse and general wellbeing. Using this research, students generate interview questions and then interview both high school graduates as well as industry professionals to gain insights into the personal and mental health associated with these professions. Students will reflect on the importance of time between high school and entering an academy, as well as the physical and mental challenges and the availability of support groups for families and professionals within the fields. Students will compile a teacher-selected number of note cards bearing their collected research information using correct citation format.
- B. Assignments: Reckless Behavior Awareness- focusing on substance use and abuse in teens: Students will evaluate current substance use/abuse knowledge and study the national, state and local statistics of teens and substance use/abuse, then use the gained information to implement a realistic public service awareness campaign via video, written and printed media sources. Students will study the effects, both mentally and physically, of the use of mind altering substances. After having compiled responses from interviews, information from articles, and reflecting on their individual substance use/abuse awareness plans, students will collaborate and create a webpage including: a philosophy for lifelong wellbeing, a discussion of mental challenges and demands associated with their selected fields, and supplemental materials (i.e. links, books, reference material). Students will demonstrate their mastery of informative writing by creating at least two informative articles which address topics pertinent to their website. Student web pages will be tasked with maintaining a formal and consistent tone demonstrating their understanding of author's purpose and audience.

Unit 8: **Law Enforcement/Fire Services and Medical Professionals and their Respective Educational Standards**

*(4 weeks)*

STANDARDS

Public Services Anchor Standard: 1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0

Public Safety Pathway Standard: A 1.0, A 2.0, B 1.1, B 1.2, B 1.3, B 1.4, B 3.2, B 6.4

Common Core State Standards: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6

- A. During the Law Enforcement/Fire Service and Medical Professions & Their Respective Educational Standards unit, students will be introduced to various career paths of the law enforcement profession along with the many educational requirements. Students will engage guest speakers and research specific industry standards related to each speaker; during the presentation, students will generate meaningful and relevant questions that will help further their understanding of the content and application of skills.
- B. Assignments: Building on all knowledge gained throughout the year, students will research and identify multiple ethical issues associated with the law and public safety sectors, (for example theft or mishandling of evidence), to gain insights into ethical issues unique to their profession, as well as the impact on the profession and the public they serve. Using the information gathered, students will create an incident report in accordance with industry guidelines outlining one problematic incident/issue and use their incident report to prepare for and participate in a Socratic Seminar on ethics and professionalism within the career sector. Students will gather information from both the incident reports and Socratic Seminar, in order to create an argumentative research paper and final culminating speech about the chosen ethical dilemmas within their chosen profession. At the culmination of this unit and course, students will have gained an overarching understanding of the various demands, rigors, and challenges facing an individual in the law and public safety sector.

Presenters from various Law Enforcement/Fire Service and Medical Professions agencies along with various positions within their agencies will present on their own personal experiences, trainings, education and goals as they pertain to a successful career path in law enforcement. These presenters will be civilian background investigators, district attorneys, California Peace Officer Standards & Training (POST) representatives, defense lawyers, civilian evidence technicians, detectives and law enforcement administrators. In these presentations, students will engage in their learning by documenting the differences in agencies, missions, educational standards, training requirements, professional standards along with collateral duties held these individuals throughout their careers. Students will take the knowledge learned and apply to creating a college fair for younger students, as well as, a policy manual that will

be presented to subject-area experts to be evaluated on the accuracy and relevancy to the selected career pathway.

Students will participate in the California Peace Officer's Standards & Training (POST) Law Enforcement Written Entrance Exam, the POST Physical Agility Exam and lastly a mock oral interview. Students will be assessed on their performance and guidelines set forth by California POST. Students will then participate in a mock hiring process where they will perform a physical agility assessment, writing assessment and oral interview which will test their skills gained throughout the school year.

Students learn basic police report writing. They first document what their understanding is of sentence structure, format, and content. They describe what nouns, pronouns, verbs, and adjectives are and then apply their skills by putting pen to paper. Students read a crime scene scenario and various police report forms that are commonly used by law enforcement agencies and recognized by the courts, district attorney's offices, public defenders offices, etc.... After students receive all the facts to the case, students prepare a report based on what the crime is and correct California Penal Code or other applicable code section using what skills they've learned in regards to correct report format. Students are graded upon how well they document the facts, articulation to these facts, details provided and documentation including all the corpus delicti (elements of the crime or body of the crime). Standard English language conventions will be used in all writing and speaking assignments. Writing should also reflect appropriate manuscript requirements.

Students will research how the Occupational Safety and Health Administration (OSHA) and the National Fire Protection Agency (NFPA) 1500 are critical to the operations of firefighting. Students will survey the school site and identify critical areas that would affect operational firefighting procedures imposed by OSHA and NFPA. Students will then create a safety plan and list the required education and training, equipment, and physical agility standards that must be met and followed by a firefighters scope of practice.

Glendale Unified School District School

High School

Date

(Meeting date will be typed in after Board Approval)

Department: Career Technical Education

Course Title: Public Safety Capstone

Course Code: 5591V/5592V

Grade Level(s): 11-12

School(s)  
Course Offered: Hoover High School

UC/CSU Approved  
(Y/N, Subject): Yes; "g" General Elective

Course Credits: 10

Recommended  
Prerequisite: C or better in Introduction to Public Safety 3-4

Recommended  
Textbook(s): *Fire Fighter Skills*, 2nd edition/2009, Jones and Barletter Publishers, LLC  
*National Fire Protection Association* ISBN-13: 978-0-7637-5342-9

Course Overview: Public Safety Capstone is the capstone course in the Public Services industry sector, Public Safety Pathway, designed for individual projects. Students will complete project-based assignments related to realistic situations and industry careers. Students build upon their knowledge and experiences from prior years (CTE and core classes) to produce a diverse range of projects representing different professional applications from public safety, emergency response, disaster preparedness, PSA Games, multimedia presentations, and asset and financial responsibility. This course culminates with a graduation portfolio and its presentation to peers and educators demonstrating growth, accomplishments, meeting of standards, and readiness for work or higher learning. Each project will be student-lead and involve research, synthesizing information, writing, listening and speaking, multimedia, and an evaluation by industry partners. The purpose of these capstone projects is to provide our graduating students with realistic situations to

prepare them for post-secondary college and/or career endeavors.

## First Semester-Course Content

### Unit 1: Public Safety Project

(3 weeks)

#### STANDARDS

Anchor Standards:

2.0, 3.0, 4.0, 8.0, 9.0, 10.0

CTE Public Service Standards:

A1.0, A.2.0, A6.0, B 1.4, B 1.5, B 3.0, B 8.8,

CCSS:

LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1

- A. Students choose a criminal justice, forensic science, or Department of Defense focused project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher. Projects must have the following components: intensive writing, academic connections to other content areas, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, outline, draft, abstract, and final product. The objective of this unit is for students to receive the endorsement of public safety agencies on their final product and present to peers.
- B. Choice A: Red Ribbon Week - Following the guidelines by local crime prevention personnel and the National Family Partnership (National Red Ribbon Campaign™), students will synthesize the current year's focus and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to the community, peers, and educators on drug awareness. Students will also contact the California Narcotic Officer's Association for research and guest speakers. Students will be modeling the position of crime prevention personnel and drug awareness educators.
- Choice B: Crime Prevention Week - Using the National Crime Prevention Council's "Resources and Programs" portal, students will synthesize a prevention or safety method and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to the community, peers, and educators on crime prevention. Students will be modeling the position of crime prevention personnel.
- Choice C: The Innocence's Project - Using The Innocence's Project's "The Cases" portal, students will research and summarize a case where forensic science was used to exonerate the person. Included will be the history and current trends regarding the forensic science method. Students will present their findings to peers and educators. Students will be modeling the position of criminal defense attorneys/personnel.

Unit 2: **Emergency Response Project**

(3 weeks)

STANDARDS

Anchor Standards:	1.0, 2.0, 5.0, 6.0, 7.0, 10.0, 11.0
CTE Public Service Standards:	AB 1.1, B 1.2, B 9.1, B 9.4 B 9.6, B 9.7, B 9.9, B 9.10
CCCSS:	LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1 NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; LS 1.B

A. Students choose a fire or emergency medical services focused project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher. Projects must have the following components: intensive writing, academic connections to other content areas, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, outline, draft, abstract, and final product. The objective of this unit is for students to receive the endorsement of emergency response agencies on their final product and present to peers.

B. Choice A: Fire Prevention Week - Following the guidelines by local fire prevention personnel and the National Fire Protection Association, students will synthesize the current year's focus and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to the community, peers, and educators on fire prevention and safety. Student will be modeling the position of fire prevention personnel.

Choice B: Emergency Medical Services Week - Following the guidelines by American Medical Response and the American Heart Association, students will synthesize the current year's World CPR Challenge and produce educational material (brochure and multimedia presentation in English and Spanish) and assist AMR at the annual Hands-Only World CPR Challenge in May. In addition, students will inform the community, peers, and educators on Hands-Only CPR and the education and training available through the American Heart Association and American Red Cross. Students will be modeling the positions of AMR, AHA, ARC instructors/personnel.

Choice C: Fire Safety & Prevention - Following the National Fire Protection Association's "Public Education" portal, students will research and summarize a prevention or safety method and produce educational material (brochure and multimedia presentation in English and Spanish). Students will present at a booth to inform the community, peers, and educators on fire prevention and safety. These are different methods than those used in Choice A. Students will be modeling the position of emergency response personnel.

Unit 3: Disaster Preparedness Project

(3 weeks)

STANDARDS

Anchor Standards: 12.0, 5.0, 6.0, 9.0, 10.0

CTE Public Service Standards: AB 1.1, B 1.2, B 1.0, B 1.1, B.1.4, B 2.3, B 3.0, B 3.1, B 3.8, B 8.6, B 9.11

CCSS: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1 NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; PS 1.A, B, 2.A, C, 3.D, LS 1.A, B, 2.A, B, ETS 1; CC 2, 5, 6, 7

- A. Students choose a disaster preparedness focused project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher. Projects must have the following components: intensive writing, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, outline, draft, abstract, and final product (written with diagrams). The objective of this unit is for students to receive the endorsement of disaster preparedness, public safety, and/or emergency response agencies on their final product and present to peers.
- B. Choice A: The Great California ShakeOut - Following the State's "The Great California Shake Out" and local emergency protocols, students will research earthquake preparedness and response and design a plan for the school-wide drill. In addition, they will produce educational material (brochure and multimedia presentation in English and Spanish) for the community, peers, and educators. Students will be modeling the position of public safety, emergency response, and Emergency Management Department personnel.

Choice B: Active Shooter - Following the Department of Homeland Security and local public safety and emergency response agency protocols, students will research and design a plan for the school-wide drill. In addition, they will produce educational material (brochure and multimedia presentation in English and Spanish) for the community, peers, and educators. Students will be modeling the position of Department of Homeland Security, Emergency Management Department, and local public safety and emergency response personnel.

Choice C: Emergency Action Plan - Following the district's, high school's and local public safety and emergency response agency protocols, students will research, summarize, review, update, and amend the site emergency action plan. Our industry partners and district have included PSA students as part of the high school's emergency action plan. Therefore, students are expected to know its contents and to utilize their training appropriately. Students will be modeling

the position of district and site emergency preparedness, Emergency Management Department, and/or local public safety and emergency response personnel.

Unit 4: **PSA Games**

(2 weeks)

STANDARDS

Anchor Standards:

1.0, 2.0, 5.0, 6.0, 7.0, 9.0, 10.0

CTE Public Service Standards:

A 1.0, A 2.0, B 3.0, B 3.1, B 3.8, B 8.6, B 9.11

CCSS:

LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1 NGSS: SEP 1, 2, 3, 4, 5, 6, 7, 8; PS 1.A, B, 2.A, C, 3.D, LS 1.A, B, 2.A,B, ETS1

A. Modeled after the industry's "World Police and Fire Games," students choose a public safety, emergency response, or team building focused event to create. They may choose from one of the six prescribed projects, listed below, which must have the following components: intensive writing, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, storyboard, draft, abstract, and final (written with diagrams). These games are held in the spring of each year, where PSA 9th through 11th grade students will compete by demonstrating their knowledge of career related skills and collaboration, while the 12th graders facilitate the games. The ten events (seven student lead and three industry partner lead) are specific to our CTSO competitions from SkillsUSA and industry skills.

B. Choice A: Crime Scene Investigation Event - Following SkillsUSA standards and competencies, students will synthesize and design one to two activities that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment, and clarity of their written directions. For example: A mock crime scene investigation where students collect evidence, diagram the scene, take photographs, and lift latent fingerprints.

Choice B: Criminal Justice Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students maneuver through obstacles while wearing law enforcement equipment and then accurately and legally handcuff a subject.

Choice C: Firefighting Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities related to the CPAT



(Candidate Physical Ability Test) that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students must don/doff firefighting personal protective equipment and then maneuver through an obstacle course dragging a fire hose.

Choice D: First Aid / CPR Event - Following SkillsUSA standards and competencies, students will synthesize and design two activities related to bandaging and CPR that meet SkillsUSA and industry expectations. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students will utilize manikins to demonstrate a patient assessment and render first aid and/or CPR as needed.

Choice E: Team Sports Event - Following team building standards and competencies, students will synthesize and design two activities related to all grade levels working collaboratively to accomplish a task. Students will need to consider the number of students, time allocated for each event, access to equipment and clarity of their written directions. For example: Students will work together using sportsmanship to compete in soccer, flag football, and/or Tug of War.

## Second Semester-Course Content

### Unit 5: Multimedia Project

(6 weeks)

#### STANDARDS

Anchor Standards: 2.0, 3.0, 4.0, 8.0, 9.0, 10.0,

CTE Public Service Standards: A 1.0, A 2.0, BB 1.4, B 1.5, B 3.0, B6.4, B 8.8, B9.0,

CCSS: LS 11-12.1, 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1

- A. Students choose an educational, promotional, or training focused video-project to complete. They may choose from one of the three prescribed projects, listed below, or they may complete a unique project under the guidance of their CTE teacher, which must have the following components: intensive writing, academic connections to other content areas, critical thinking, creative problem-solving, real world application, use of technology, presentation, feedback, and reflection. Each of these projects contains an assignment, where the students are required to create a proposal, storyboard, draft, abstract, and final product. Part of the assignment is strategic planning, while the media element is exciting, the focus on this project is the importance of content accuracy, professionalism, and collaborating as a team. The objective of this unit is for students to leave a positive and educational impact on the community, peers, and educators and present to their peers.

- B. Choice A: Public Safety Academy Promotional Video – Students will reorganize the previous year’s PSA video for recruitment and public education. Students, following a rubric, will update the existing video to ensure PSA is represented accurately and in a positive manner. Students will include all current PSA grades levels, industry partners, field trips, and activities.

Choice B: Public Service Announcements Video – Students will choose current and relative public health or safety concerns for their community and peer population. They will research the history of public service announcements and their topic. Students will then produce a current public service announcement with their fellow high school students as their audience.

Choice C: Training Video – Students will choose from CTE content areas and SkillsUSA competitions to design and produce a training video for fellow and future PSA students. The objective of this project is to provide an accurate reference to the methods in which we train for post-secondary endeavors and competitions. Video choices: crime scene investigations, criminal justice, firefighting, first aid / CPR, and disaster preparedness.

Unit 6: **Assets & Finance Project**

*(5 weeks)*

STANDARDS

Anchor Standards:

8.0, 9.0, 10.0,

CTE Public Service Standards:

B 3.0, B6.4, B 8.8, B9.0,

CCSS:

LS 11-12.2, 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7;

WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1

- A. During Units 1-5, a team of students will rotate through this unit. Students will learn the proper nomenclature, care and maintenance, inventorying, and financial aspects of maintaining public safety and emergency response assets. Students will learn how to use product websites and manuals and Microsoft Excel and Google Sheets to verify, amend, and update PSA's assets and inventory documents. They will work with industry partners as needed. The purpose of this unit is to provide students with a better understanding of the care and maintenance of industry assets (equipment), the financial cost of public safety and emergency response equipment, and the users’ responsibility to taxpayers.
- B. Assets & Finance Assignment - Students will research and review PSA’s current assets and inventory documents. Students will be divided into teams to specialize in crime scene investigations, criminal justice, fire service, emergency medical services, and disaster preparedness. Students will then prioritize which assets need replenishing, repair, and/or replacing and what assets are ready for competitions.

Unit 7: **Portfolio & Presentation**

(5 weeks)

STANDARDS

Anchor Standards: 9.0, 10.0,

CTE Public Service Standards: B6.4, B 8.8, B9.0,

CCSS: LS 11-12.6; WS 11-12.4, 11-12.5, 11-12.6, 11-12.7; WHSST 11-12.4, 11-12.5, 11-12.6; RSIT 11-12.1

- A. For this final unit, students prepare and orally present their graduation portfolio to peers and educators. Students will demonstrate their command of technology, discuss, explain, and defend their project and communicate effectively using appropriate public speaking techniques. Next, they assemble and organize their best work for their paper portfolio and create a digital presentation, with care taken for organization, professionalism, and creative and appropriate design. Students will deliver their presentation in an academy wide event, commanding the technology, content, and audience. After they have answered questions and their presentation is complete, students will reflect on feedback provided to them by peers.
  
- B. Portfolio Assignment – Students will compile their best work from their PSA CTE and core academic courses, abstracts on field trips, training, job shadow, and internship experiences, certificates and community service hours, resume, college applications, 10-Year Plan, extra-curricular activities, and letters of reference. Students will compose a writing piece acknowledging those who helped them earn their diploma and a reflection on their education. The portfolio will be an ongoing project beginning in the 9th grade. Students will have a paper portfolio in a 3-ring binder and an online website version.

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 6

TO: Board of Education

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

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Proposed Supplementary Textbook for Use in High Schools in the Area of English**

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The proposed supplementary textbook, The Absolutely True Diary of a Part-Time Indian, is submitted for review and discussion by the Board of Education. The book has been reviewed for content and evaluated by members of the English Curriculum Study Committee. In accordance with Glendale Unified School District Board Policy 6161.1, the textbook was available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbook to the Board of Education.

**HIGH SCHOOLS**

**Department: English**

English, Grade 9  
The Absolutely True Diary of a Part-Time Indian  
by Sherman Alexie (Supplementary)  
Published by Little, Brown and Company, 2007

## GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

### INFORMATION REPORT NO. 7

TO: Board of Education

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

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

PREPARED BY: Hagop Eulmessekian, Director, Student Support Services

SUBJECT: **Yellow Ribbon Week – January 22-25, 2019**

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### **BACKGROUND**

Yellow Ribbon Week in the Glendale Unified School District is Violence Prevention Week. It takes place the week beginning with the Dr. Martin Luther King, Jr. holiday commemoration in January every year. This school year, it will occur the week of January 22-25, 2019. This annual recognition supports GUSD's Safe and Drug Free Schools message that schools must be safe havens for students to excel and develop skills for a successful future. Yellow Ribbon Week not only raises awareness about keeping California's schools safe and violence free, but also honors the victims of school violence and reminds us to do all in our power to ensure that these senseless tragedies never happen again. GUSD students and schools participate in activities throughout this week in partnership with Dignity Health/Glendale Memorial Hospital and The Great Kindness Challenge.

### **YELLOW RIBBON WEEK and THE GREAT KINDNESS CHALLENGE**

The highlight and centerpiece of Yellow Ribbon Week is the participation in The Great Kindness Challenge. Because of the active participation of students and schools, GUSD is recognized as a Kindness Certified School District, proudly displaying the Kindness Certified School District Seal on the GUSD website. Additionally, the GUSD logo is placed on the Great Kindness Challenge website in recognition of its districtwide kindness campaign. The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The Great Kindness Challenge is devoted to students performing as many acts of kindness as possible. Using the provided checklist of 50 kind acts, students accept the challenge and show the world that KINDNESS MATTERS! The 50 kind acts are to be accomplished on campus. The students are encouraged to continue sharing their kindness at home, in their communities, and in the world. All kids deserve to learn in a safe, supportive, and dynamic environment. The Great Kindness Challenge provides a powerful tool that

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actively engages students, teachers, administration, families, and community in creating a school culture of acceptance, tolerance, unity, and respect.

Simply put, in the Glendale Unified School District, it is believed that KINDNESS is strength and has the power to change the world for GOOD!

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 8

TO: Board of Education

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

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

SUBJECT: **Administrative Regulation 4351 – Management Salary Schedule Regulations**

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This report presents modifications to Administrative Regulation 4351 – Management Salary Schedule Regulations. The proposed modification is being made to permit payment of a 5% increase over the current monthly salary rate for any classified management employee assigned to a higher level assignment in the Measure S Funded Program.

In an effort to support Board Priority 4, “Maintain district solvency and financial responsibility: Develop and implement a financial plan that reduces and eventually eliminates deficit spending”, it is being recommended that the District not fill, and possibly eliminate, the vacant Administrator: Planning, Development and Facilities Department position. This plan would establish a stipend to assign to an existing Facilities Project Manager in order to complete the projects that are currently under Measure S Funding.

Additionally, in support of Board Priority 2, “Create a culture of learning: Ensure the safety and support the social, emotional, and physical needs of our students and staff”, this recommendation would result in over \$300,000 Measure S dollars being directed back to school site facility projects over the remaining lifetime of Measure S.

Management Salary Schedule Regulations

A. Schedule assumes all administrators will have a Master's Degree.

1. Management employees holding an earned doctorate degree will be paid \$200.00 per month for each full month of assigned service in addition to their monthly salary.

B. Credit for Years of Management Experience

1. Each person shall be credited with one year of experience for each year he/she has served in that exact management position.
2. Seventy-five percent (75%) of all working days within each year must be worked before credit for a year of service may be claimed.

C. Out of Class Management Stipend

1. Any classified management employee assigned to a higher level assignment in the Measure S funded program will receive payment of a 5% increase over their current monthly salary rate. To qualify for the 5% increase, the employee must have been assigned to the same high level assignment for five (5) working days in a fifteen (15) day period. Compensation at the higher rate of pay shall be retroactive to the first day of the assignment.

Rules Approved: 12/04/79  
Rules Revised: 11/04/86; 06/06/89; 07/16/96; 02/03/04; 09/07/04; 05/03/05;  
9/27/13; 9/26/14; 08/01/2016; \_\_\_\_\_

Formerly AR 4310



GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

INFORMATION REPORT NO. 9

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

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This agenda item is in support of Board Priority No. 2 – Create a Culture of Learning. Staff will make a presentation, which will include an update on the following items:

1. Superintendent's Facility Advisory Committee (SFAC)
  - Review of Future Item – Approval of Project Authorization for Hoover High School Pool Expansion and Renovation Project
2. Items on this Agenda
  - Approval of Resolution No. 14 in Support of Applications for Eligibility Determination and Funding Authorization to Sign Applications and Associated Documents
  - Approval of Resolution No. 15 for Contractor Prequalification and Guidelines Regarding Best Value Evaluation of Contractors for Lease-Leaseback Projects
3. Measure S Project Update
  - Details of current Measure S and other Planning & Development projects
  - Comprehensive Information Report is scheduled for March Board meeting and will update the Board on all projects

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

ACTION REPORT NO. 1

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Resolution No. 14 in Support of Applications for Eligibility Determination, Applications for Funding, and Authorization to Sign Applications and Associated Documents**

---

The Superintendent recommends that the Board of Education approve Resolution No. 14 in support of Applications for Eligibility Determination, Applications for Funding, and authorization to sign applications and associated documents.

This agenda item is in support of Board Priority No. 2 – Create a Culture of Learning. In previous years, staff has submitted applications under the School Facility Program in order to obtain additional funding for various District projects.

In late 2018, Planning & Development staff began working on determining the District's eligibility to obtain additional funding for future projects. Staff intends to submit applications for eligibility determination and funding programs including modernization, new construction, CTE, and various others throughout the District. Staff also intends to submit applications for reimbursement of projects that have already been completed, which would allow for additional funding for future projects.

A condition of processing the various applications is the adoption of a Resolution from the District's governing body in support of those applications. Staff is recommending the approval of Resolution No. 14 in support of Applications for Eligibility Determination, Applications for Funding, and authorization to sign applications and associated documents.

**RESOLUTION NO. 14**

**A RESOLUTION OF THE BOARD OF EDUCATION OF THE GLENDALE UNIFIED SCHOOL DISTRICT IN SUPPORT OF APPLICATIONS FOR ELIGIBILITY DETERMINATION AND FUNDING AUTHORIZATION TO SIGN APPLICATIONS AND ASSOCIATED DOCUMENTS**

**WHEREAS**, the Glendale Unified School District intends to file applications for funding under the School Facility Program (commencing with Section 17070.10 et. Seq., of the Education Code) as provided in Senate Bill 50;

**WHEREAS**, a condition of processing the various applications under the School Facilities Program will be a resolution in support of those applications from the Glendale Unified School District Board of Education and signatures of the Glendale Unified School District Administration; and

**WHEREAS**, the Glendale Unified School District wishes to submit applications for eligibility determination and funding for programs including, but not limited to, modernization, new construction, career technical education, joint use, charter school, facility hardship, seismic, and/or overcrowding relief grant;

**NOW THEREFORE**, BE IT HEREBY RESOLVED that the Board of Education is in support of the above applications under the School Facilities Program and that the individuals identified below are authorized to sign all documents and papers associated with the applications for funding:

1. Superintendent of Schools
2. Chief Business and Financial Officer

**APPROVED, PASSED, AND ADOPTED** by the Glendale Unified School District Board of Education this 15<sup>th</sup> day of January, 2019 by the following vote:

Ayes \_\_\_\_\_

Noes \_\_\_\_\_

Absent \_\_\_\_\_

Abstained \_\_\_\_\_

\_\_\_\_\_  
President of the Board of Education  
Glendale Unified School District

\_\_\_\_\_  
Clerk of the Board of Education  
Glendale Unified School District

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

ACTION CALENDAR NO. 2

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: **Resolution No. 15 for Contractor Prequalification and Guidelines Regarding Best Value Evaluation of Contractors for Lease-Leaseback Projects**

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The Superintendent recommends that the Board of Education approve Resolution No. 15 for Contractor Prequalification and Guidelines Regarding Best Value Evaluation of Contractors for Lease-Leaseback Projects.

This agenda item is in support of Board priority #2 - Create a Culture of Learning and ensure safety of our students and staff.

Pursuant to California Education Code Section 17406, the governing board of a school district must adopt and publish required procedures and guidelines for evaluating the qualifications of prospective lease-leaseback contractors. The procedure would ensure that the best value selection by the school district was conducted in a fair and impartial manner. Thus, the adoption of Resolution No.15, which includes a standardized evaluation procedure, would authorize the award of a lease-leaseback contract based on a competitive solicitation process to the contractor providing the best value to the District as required by Education Code Section 17406.

**GLENDALE UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 15**

**ADOPTING PROCEDURES FOR EVALUATING QUALIFICATIONS OF LEASE-LEASEBACK CONTRACTORS AND APPROVAL OF THE ISSUANCE OF A REQUEST FOR QUALIFICATIONS FOR CONSTRUCTION SERVICES (LEASE-LEASEBACK)**

**WHEREAS**, the Glendale Unified School District (“District”) desires to utilize the lease-leaseback delivery method for the construction of certain District projects; and

**WHEREAS**, pursuant to Education Code section 17406, school districts must award lease-leaseback contracts based on a competitive solicitation process to the proposer providing the best value to the district; and

**WHEREAS**, before awarding a lease-leaseback contract, the governing board of the school district must adopt and publish required procedures and guidelines for evaluating the qualifications of prospective lease-leaseback contractors (“Evaluation Procedures”) which ensure that the best value selections by the District, if that selection process is used, are conducted in a fair and impartial manner; and

**WHEREAS**, District staff has developed the Evaluation Procedures, which are included in the District’s Request for Qualifications for Construction Services (“SOQ”), an exemplar of which in substantially similar form, is attached hereto as **Exhibit A**; and

**WHEREAS**, the District desires to adopt the Evaluation Procedures as required pursuant to Education Code section 17406 (a)(2); and

**WHEREAS**, the District desires to issue a SOQ for prospective contractors for certain District Projects as lease-leaseback projects; and

**WHEREAS**, once the pool of qualified lease-leaseback contractors is established it shall be valid for a minimum of one year and up to a maximum of two years; and

**WHEREAS**, as part of the Evaluation Procedures, the District will issue request for proposal(s) (“RFP(s)”) for some or all of those projects for the pool of qualified lease-leaseback contractors to submit proposals in response to the RFP(s); and

**WHEREAS**, the contractor for each project shall be selected based on a “best value” determination by the District according to the “best value” criteria and scoring for the RFPs attached hereto as **Exhibit B**, which is as part of the Evaluation Procedures; and

**WHEREAS**, as part of the Evaluation Procedures to select a contractor for a project, District staff may conduct interviews with some or all of the contractors that respond to an RFP in order to seek clarification from contractors related to their proposals, but will not use these interviews to allow contractors to substantively revise or change their proposals; and

**WHEREAS**, some of the RFPs as part of the Evaluation Procedures may require the contractors to qualify their subcontractors, which will be through a separate procurement process that shall comply with the District's requirements for the procurement of subcontractors and Education Code section 17406 as indicated in **Exhibit C** attached hereto.

**NOW, THEREFORE**, the Governing Board of Glendale Unified School District hereby finds, determines, declares, orders and resolves as follows:

**Section 1.** That the above recitals are true and correct.

**Section 2.** The Board adopts the Evaluation Procedures, attached hereto as **Exhibit A** through **Exhibit C**, as required pursuant to Education Code section 17406 (a)(2).

**Section 3.** That the District's Superintendent, or his/her designee, is authorized to implement the Evaluation Procedures and is authorized to make revisions to the criteria that do not impact the overall fair and impartial solicitation process (for example, changing the size and number of past projects in the prequalification, or the range of points assigned to any given criteria within the existing ranges, etc., as identified in the attached Request to Prequalify and Statement of Qualifications)

**Section 4.** The Board authorizes the District's Superintendent, or his/her designee to issue a Request to Prequalify and Statement of Qualifications for prospective contractors for certain District projects as a lease-leaseback projects and is authorized to make revisions to the criteria that do not impact the overall fair and impartial solicitation process.

**ADOPTED, SIGNED AND APPROVED** the 15th day of January 2019.

I, 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 said District at a meeting of said Board on the January 15, 2019, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Clerk of the Governing Board of Glendale Unified School District.

**Exhibit A**

**District's Request for Qualifications  
for Construction Services (Lease-Leaseback)**

## Exhibit B

### “Best Value” Criteria and Scoring for Contractor’s Proposals in Response to District’s Request for Proposals for Certain District Projects

The District intends that the Contractor with the **highest RFP score** for a District Project will be the successful Contractor for that Project.

	<u>Criteria</u>	<u>Possible Range of Points for Scoring</u>
1. Compensation	Either for preliminary services, general conditions, other pricing components, a complete Guaranteed Maximum Price, or a combination of these.	300-400
2. Experience	Firm demonstrates past experience and expertise performing similar scopes of services as the Project.	75-100
3. Staff / Personnel / Sub consultants	Firm’s team members listed in the RFP demonstrate applicable experience and expertise to perform construction services.	75-100
4. Staffing Capacity	With particular focus on all then-current projects and District’s reasonable determination of current workload on Contractor’s demonstrated ability to meet project requirements.	75-100
5. LLB Contract	Firm’s comments regarding the District LLB Form of Contract are reasonable.	75-100
6. Cost Savings / Value Engineering	With particular focus on the specific project(s) within the RFP.	25-50
7. Methodology and Approach	Firm’s amount and additional information provided to their approach for construction services	25-50
8. Accessories, Additional Components, and Upgrades	Firm’s pricing and ability to provide the District with accessories, additional components, and upgrades for the Project.	25-50
9. Financing Cost	Firm’s amount and additional information provided for financing of the Project’s construction cost	25-50
	<b>TOTAL POSSIBLE RANGE OF POINTS</b>	<b>700-1000</b>

#### **INTERVIEWS DURING RFP SELECTION**

The District, at its discretion and in order to seek clarification from Firm(s) related to proposals, may conduct interviews during its evaluation of RFPs with some or all of the Firms that respond to an RFP. These interviews will only be for this purpose and will **not** be an opportunity for Firms to substantively revise or change their proposals.



Exhibit C

Criteria for Subcontractor Procurement  
as Part of Response to Some RFP(s)

**Bidding for Subcontractor Work.** Contractor’s procurement/bidding for its subcontractors shall comply with the requirements set forth in Education Code section 17406 and as directed by the District in this RFP.

- If the District’s selection of a Contractor includes the selection of all subcontractors, then the subcontractor selection process will be as indicated in Education Code section 17406 and in that procurement document.
- In all other cases, the selected Contractor, when directed at a later date as determined by the District, shall provide a final lump sum Guaranteed Project Cost that shall include all scopes of work and pricing from subcontractors following the bidding procedures outlined herein. The subcontractor procurement process shall be adapted by the District as needed for the Project. The subcontractor procurement process for all Contractor’s subcontractors performing work valued in excess of ½ of 1% of the Guaranteed Project Cost shall be the following:

1. **Public Notice.** When directed by the District, the successful Contractor shall provide notice of bidding for subcontractors “in accordance with the publication requirements applicable to the District’s competitive selection process” to solicit Subcontractors in compliance with statutory requirements and the District’s process. **The District intends to work with the successful Contractor for this Project to issue an advertisement to solicit subcontractors in compliance with statutory requirements and the District’s process. Contractor’s subcontractor advertisement must be approved by the District prior to publication.**
2. **MEP Prequalification.** All mechanical, electrical and plumbing subcontractors with the following license classifications (C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and/or C-46) performing work on this Project must be prequalified with the District, and shall prequalify with the District by submitting the District’s Prequalification Questionnaire that can be obtained at the following website: <https://pqbids.com/glendale/>.
3. **Non-MEP Subcontractor Qualification Criteria and Standards.** Contractor shall use the following qualification criteria and standards for non-MEP subcontractors solicited for work on this Project. The Contractor may **not** add additional qualification criteria and standards unless the District consents in writing.

<b>Non-MEP Subcontractor Qualification Criteria and Standards</b>	<b>Required Response for Non-MEP Subcontractor to Qualify</b>
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1. Has the subcontractor performed at least two (2) subcontracts for at least <b>90% of the value</b> of the current subcontract?	<b>Yes</b>
2. Has the subcontractor been found <b>non-responsible</b> , debarred, disqualified, forbidden, or otherwise prohibited from performing work and/or bidding on work for any public agency within California within the past five (5) years?	<b>No</b>
3. Has the subcontractor <b>defaulted</b> on a contract, been substituted off a project after beginning performance, or been terminated for cause by any prime contractor or public agency on any project within California during the past five (5) years and has that default, substitution or termination been upheld by a court or an arbitrator?	<b>No</b>
4. Has the subcontractor paid <b>liquidated damages</b> pursuant to a contract for a project with either a public or private owner within the past five (5) years?	<b>No</b>

**4. Low Bid, Best Value, or Combination of Both.**

- 4.1. The Contractor, **as determined by the District**, may be permitted to award some or all of its subcontracts based on a best value basis as developed by the District and the Contractor prior to subcontractor bid solicitation. Otherwise, the Contractor shall award to subcontractors with the lowest responsive, responsible bid to the Contractor and that have satisfied the above prequalification and/or qualification steps, as applicable.
- 4.2. Contractor may submit a request in writing to the District, if Contractor believes it is warranted to award a specific scope of work based on the best value basis. Contractor shall provide in writing its justification and supporting documentation to justify, to the District's satisfaction, its basis for the request prior to awarding subcontract(s) for specific scope(s) of work. The District, at District's sole discretion, may accept or deny Contractor's request. If the District denies Contractor's request Contractor shall award that specific scope of work to the subcontractor with the lowest responsive, responsible bid to the Contractor.
- 4.3. The selected Contractor, when directed later by the District, shall provide a final lump sum guaranteed project cost. Contractor shall also submit to the District, all documentation of its bid solicitation process and all proposing subcontractors' responses, including advertisements, bid evaluation criteria, bids submitted, and proposed award documentation.

**GLENDALE UNIFIED SCHOOL DISTRICT**  
**233 N. JACKSON STREET, GLENDALE, CA 91206**  
**January 16, 2019**

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**REQUEST FOR QUALIFICATIONS FOR CONSTRUCTION SERVICES  
FOR MULTIPLE DISTRICT PROJECTS (LEASE-LEASEBACK)**

The Glendale Unified School District (“**District**”) is requesting submission of:

1. A prequalification questionnaire (“**Prequalification Questionnaire(s)**”), and
2. A statement of qualifications (“**SOQ(s)**”)

(together, “**Response(s)**”), from qualified firms, partnerships, corporations, associations, persons, or professional organizations (“**Contractor(s)**” or “**Firm(s)**”) to perform construction services for projects pursuant to a lease-leaseback structure. (Education Code section 17406.) Some projects may include preliminary and/or preconstruction services.

**Pool.** This request is not a formal request for bids or an offer by the District to contract with any Contractor responding to this Request for Qualifications (“**RFQ**”). The District intends to create a pool of qualified Contractors from which proposals on certain projects will be solicited. The projects that the District intends to award at this time pursuant to this RFQ are listed in **Attachment 1** to this RFQ (“**Project(s)**”).

Contractors that intend to submit a Response must:

- Hold a Class B Contractors License, which is current, valid, and in good standing with the California Contractor's State License Board;
- Maintain a full-service office within seventy-five (75) miles of the District, and
- Prequalify through the District’s prequalification process.

**Responses.** Prequalification Questionnaires and SOQs must be received by the date indicated in the RFQ Schedule, with one (1) original and six (6) copies of requested materials as well as one (1) electronic copy, in PDF format with bookmarks on a thumb drive to: **The District Office located at Glendale Unified School District Administration Building, 233 N. Jackson, Room 305, Glendale, CA 91206, Attn.: Christine Ward, Director, Procurement & Contracts.**

**Questions.** Questions regarding this RFQ must be in writing and directed only to **Christine Ward, Director, Procurement & Contracts at cward@gusd.net** by the date indicated in the RFQ Schedule. Contractors are directed to **not** contact any other person regarding this RFQ. **ATTEMPTS BY A CONTRACTOR TO CONTACT ANY OTHER PERSON OR VISIT A SCHOOL SITE MAY RESULT IN DISQUALIFICATION OF THAT CONTRACTOR.**

**RFQ Addenda.** If the District issues addenda to this RFQ, Contractors are solely responsible for and must acknowledge receipt of addenda in the Contractor’s Response. Failure to acknowledge and respond to any addenda issued by the District may, in the District’s sole discretion, render the Contractor’s Response to be deemed non-responsive and may be rejected.

**RFQ Schedule.** The District has set the following RFQ Schedule that all Contractors must adhere to. The District reserves the right to modify this RFQ Schedule and will issue an addendum if it modifies this RFQ Schedule.

Event / Occurrence	Date / Deadline
District Issues RFQ	, 2019
Deadline for Contractors to submit questions regarding this RFQ	, 2019

District to respond to Contractors' questions regarding this RFQ	, 2019
Deadline for Contractors to submit Prequalification Questionnaires	, 2019
Deadline for Contractors to submit SOQ	, 2019
District to notify Contractors of qualification status	, 2019
District to interview qualified Contractors (optional)	, 2019
District Board approves short-list of Contractors	, 2019

Thank you for your interest in working with the Glendale Unified School District.

1. **General Information.**

- 1.1. **General Services.** The District invites qualified Contractors to submit a Response related to its ability to provide the Services, as more fully indicated herein. Contractors must have extensive experience with the California Building Standards Code (California Code of Regulations, Title 24) and the incorporated and/or applicable provisions of the Uniform Building Code and the International Building Code, the Americans with Disabilities Act, and the Division of the State Architect (“DSA”). Contractors must have extensive experience in the construction of public school facilities, working with public school district representatives, working with architects, contractors and other school facility related consultants, and establishing project scope, project budgets, and bidding procedures under both the Public Contract Code’s formal bidding process and under alternative construction delivery methods.
- 1.2. **Lease-Leaseback Structure.** The Projects may be funded from various sources, and any agreement reached will conform to the statutory framework for the lease-leaseback delivery method. (Education Code section 17406, et seq.) **The Contractor will be responsible for financing a portion of the construction of a Project.** During construction, the District shall pay tenant improvement payments. Once a Project is complete, the Contractor shall lease the facilities constructed back to the District for a pre-determined monthly lease payment amount and lease period. In addition, all Contractors awarded a project shall comply with the skilled and trained workforce hiring requirements set forth in Education Code section 17407.5.
- 1.3. **Scope of Services.** The selected Contractor for each Project must be willing and able to, in good faith, propose to construct one or more of the Project(s) listed in **Attachment 1** if and when the District issues Request(s) for Proposals (“RFP(s)”) for those Projects (“Services”).

2. **Prequalification.**

- 2.1. **Contractor Prequalification.** A completed Contractor Prequalification Questionnaire attached hereto as **Attachment 3 (“Prequalification Questionnaire”)** must be submitted by all contractors by the date indicated in this RFQ. All Contractors must submit the Prequalification Questionnaire as that process is the first step in the District’s consideration of Firms. The Prequalification Questionnaire shall be scored according to the scoring and criteria in **Attachment 4 (“District’s Prequalification Scoring for Contractors”)** attached hereto. The Prequalification Questionnaire is related to a contractor’s ability to provide the Services as indicated herein and must be maintained for the duration of the time frame for a Project identified in this RFQ. (Public Contract Code section 20111.6.)
- 2.2. **Subcontractor Prequalification.** The subcontractor prequalification process will **not** be part of this RFQ step. Each RFP that is later issued by the District shall require each Contractor to prequalify some or all subcontractors and comply with the process and requirements for the procurement of Subcontractors set forth In Education Code section 17406 and as directed by the District in each RFP.

3. **Contractors’ SOQs.** The Contractor’s SOQ must demonstrate Contractor’s qualifications, be concise, well-organized and shall **be no longer than seventy-five (75) single-sided pages, on 8½” x 11” paper**, inclusive of résumés, forms, and pictures. Each Contractor’s SOQ shall be numbered, tabbed and organized according to the structure reflected below and include the following subject matters and information:

- 3.1. **Table of Contents.** A table of contents of the material contained in the SOQ according to the structure reflected below and the corresponding page number for each subject matter.
- 3.2. **Letter of Interest.** A dated Letter of Interest must be submitted, including the legal name of the

Contractor, address, telephone, emails, and the name, title, and signature of the person authorized to submit the SOQ on behalf of the Contractor. The Letter of Interest should provide a brief statement of the Contractor's experience indicating the unique background and qualities of the Contractor, its personnel, and what will make the Contractor a good fit for work in the District.

- 3.3. Executive Summary.** The executive summary must include the following:
  - 3.3.1. Contractor's history, and, if a joint venture, a history of each participating entity;
  - 3.3.2. A brief summary of the Contractor's qualifications; and
  - 3.3.3. An outline of Contractor's construction philosophy.
- 3.4. Contractor's Experience with Lease-Leaseback.** Describe the Contractor's experience performing projects pursuant to a lease-leaseback structure. In addition, for all projects that you identify in "**Contractor Project References**" on the **Prequalification Questionnaire** attached hereto as **Attachment 3**, indicate all of those that were performed pursuant to a lease-leaseback structure.
- 3.5. Contractor's Financial Stability.** Provide a brief explanation of the Contractor's financial stability to manage a complex construction project.
- 3.6. Proposed Personnel/Contractor Team.** Include resumes of key personnel who would be performing Services for the District. Specifically, define the role of each person and outline his or her individual experience and responsibilities. Indicate personnel who will serve as primary contact(s) for the District. Indicate each person's availability to provide the Services.
- 3.7. Contractor's Ability to Perform Preliminary Services.** Describe the Contractor's ability and past experience performing the Preliminary Services as identified in **Attachment No. 2** to this RFQ.
- 3.8. Cost Savings / Value Engineering.** The District is seeking a Contractor that has direct experience and/or can demonstrate an aptitude to "value engineer" or analyze a project's plans, components, and features, and find more efficient and cost-effective methods or alternatives. Describe your Contractor's suggestions, recommendations, alternatives or other valuation determinations that the Contractor could implement on a Project.
- 3.9. Schedule.** Discuss the Contractor's ability to prepare and meet achievable construction schedules for construction projects, Contractor's schedule management procedures, and how the Contractor has successfully handled potential delays.
- 3.10. Budget.** Discuss the Contractor's ability to manage costs and stay within budgets on comparable projects.
- 3.11. Contractor's Approach to Work.** Describe how the Contractor intends to work with the District's administration officials to perform the Services, including assistant superintendents, facilities directors, teachers and site principals, to develop management techniques and responses related to the unique challenges of the District's educational program requirements.
- 3.12. Safety.** Discuss the Contractor's safety program, the content and frequency of its safety meetings, the basis for its current EMR number, its Injury and Illness Prevention Program and who the Contractor's safety officer would be and his/her qualifications for that position.
- 3.13. Environmental.** Describe the Contractor's experience and ability to ensure that it can perform its construction activities in an environmentally responsible manner. Also describe the Contractor's

experience in constructing LEED certified buildings.

**3.14. Contractor’s Current Work Commitments/Project Limitations.**

3.14.1. Specify the current and projected workload of Contractor. If applicable, provide a statement of all recent, current, or anticipated contractual obligations that relate in any way to similar work for the District that may have a potential to impede Contractor’s ability to provide the Services described herein to the District.

3.14.2. Indicate Contractor’s limitation or Surety restrictions related to the size of Project that Contractor can contract for and can effectively perform.

**3.15. Professional Development.** Indicate ongoing commitment to professional education of staff, total number of permanent employees, and any other data that may assist the District in understanding Contractor’s qualifications and expertise.

**3.16. Local Community Outreach.** Describe the Contractor’s involvement in the community and community outreach.

**3.17. Letters of References.** Include letters of reference or testimonials. Contractor should limit letters of references or testimonials to no more than ten (10).

**3.18. Additional Data.** Provide additional information about the Contractor as it may relate to Contractor’s SOQ.

**3.19. Compensation.** The District is not asking in this RFQ that Contractors provide a specific proposal for a specific Project or for a final price to construct a specific Project. At this time, Contractors must provide the following information only:

Item	Amount
<b>Staffing that would be part of Preliminary Services</b>	
Project Manager (hourly rate)	\$ _____
Constructability Reviewer (hourly rate)	\$ _____
Estimator (hourly rate)	\$ _____
Scheduler (hourly rate)	\$ _____
<b>Staffing that would be part of General Conditions</b>	
Project Executive (hourly rate)	\$ _____
Project Manager (hourly rate)	\$ _____
Project Superintendent (hourly rate)	\$ _____
Project Engineer (hourly rate)	\$ _____
Safety Officer (hourly rate)	\$ _____

Estimator (hourly rate)	\$ _____
Scheduler (hourly rate)	\$ _____
<b>Mark-up on Subcontractor work</b>	_____ %
<b>Mark-up on self-performed work</b>	_____ %
<b>Mark-up on Subcontractor change order work</b>	_____ %
<b>Mark-up on self-performed change order work</b>	_____ %
<b>Fee / overhead &amp; profit</b> (as a percentage of direct costs) if any, that is in addition to any mark-up	_____ %
<b>Bond cost</b> (as a percentage of direct costs)	_____ %
<b>Insurance cost</b> (as a percentage of direct costs)	_____ %
<b>Other costs</b> (identify in sufficient detail for evaluation, either as a lump sum or a percentage of direct costs)	\$ ____ or ____ %

4. **District's Evaluation / Best Value Selection Process.** The District shall evaluate Firms' Responses based on a best value determination process.

4.1. **Criteria for Best Value Selection Process.** The District wishes to retain Contractors that have the financial strength, management and expertise to deliver a Project within a proposed schedule and within an established budget. The Contractor will be selected based on qualifications and demonstrated competence that include relevant experience with California public school construction, with State of California's School Facilities Program, and a proven track record for cost-efficient and timely construction projects.

4.2. **Scoring.** The following table indicates how the District will score steps 1 – 4. The criteria and scoring for the Prequalification Questionnaire is attached hereto as **Attachment 4 ("District's Prequalification Scoring")**. The criteria and scoring for the SOQ and interviews is attached hereto as **Attachment 5 ("District's SOQ and Interview Criteria and Scoring")**. Only Firms that receive the minimum qualification points as required at each step will move to the next step. The District may, at its sole discretion, interview some or all of the Contractor(s) that submit a SOQ.

<b>STEP 1: Scoring of Prequalification Questionnaire</b>	<b>Minimum points required in STEP 1 for Firms to proceed to STEP 2: <u>75.</u></b> Total maximum possible points at the end of STEP 1 is <u>100.</u> <b>The District will only score SOQs of Firms that have the required minimum score after STEP 1.</b>
<b>STEP 2: Scoring of SOQ</b>	<b>Minimum points required in STEP 2 for Firms to proceed to STEP 3: <u>600.</u></b> Total combined maximum possible points at the end of STEP 2 is <u>700.</u> <b>The District will only interview Firms (if it conducts interviews of Firms) that have the required minimum score after STEP 2.</b>



<p><b>STEP 3: Scoring of Interviews</b></p>	<p>The District, <u>at its discretion</u>, may elect to forego conducting interviews.</p> <p>If the District conducts interviews, then the following shall apply:</p> <p style="text-align: center;"><b>Minimum points required in STEP 3 for Firms to proceed to STEP 4: <u>125.</u></b></p> <p>Total maximum possible points from an Interview is <u>150.</u></p>
<p><b>STEP 4: Scoring of Reference Checks</b></p>	<p>The District, <u>at its discretion</u>, may elect to forego conducting reference checks.</p> <p>If the District conducts reference checks, then the following shall apply:</p> <p style="text-align: center;"><b>Minimum points required in STEP 4 to be placed in pool of firms from which proposals on the Projects will be solicited: <u>90.</u></b></p> <p>Total combined maximum possible points at the end of STEP 4 is <u>120.</u></p> <p><b>The District will only contact references (if it conducts reference checks) that have the required minimum score after STEP 3.</b></p>

<p><b>SELECTION OF FIRMS TO BE PLACED IN DISTRICT'S POOL OF LLB CONTRACTORS</b></p>
<ul style="list-style-type: none"> <li>• If the District does not conduct interviews and does not conduct reference checks, the points required from STEP 2 shall determine the Firms to be placed in the pool of firms from which the District will solicit proposals for the Projects.</li> <li>• If the District conducts interviews and does not conduct reference checks, the points required from STEP 3 shall determine the Firms to be placed in the pool of firms from which the District will solicit proposals for the Projects.</li> <li>• If the District conducts reference checks, the points required from STEP 4 shall determine the Firms to be placed in the pool of firms from which the District will solicit proposals for the Projects.</li> </ul>

- 4.3. **Notification.** The District will notify Firms of their status upon completion of the process via a written letter from the District.
- 4.4. During the evaluation of the Responses, contact shall only be through the individual identified in the RFQ. Firms shall neither contact nor lobby evaluators during the evaluation process. Attempts by a Firm to contact and/or influence the District may result in disqualification of that Firm.
- 4.5. The District reserves the right to reject any Response as non-responsive, and not to contract with any Contractor for the Services described herein. The District makes no representation that participation in the RFQ process will lead to an award of contract or any consideration whatsoever. The District reserves the right to seek Responses from or to contract with any Contractor not participating in this process. The District shall in no event be responsible for the cost of preparing any SOQ. The District reserves the right to adjust the structure of the Project(s) and to request a successful Contractor provide initial pricing information, fee(s) for preliminary services, general conditions, partial construction services, etc., for the Project or a phase within the Project.

- 4.6.** All SOQs will become the property of the District and subject to the California Public Records Act, Government Code sections 6250, et seq. Those elements in an SOQ that are trade secrets as that term is defined in Civil Code section 3426.1(d) or otherwise exempt by law from disclosure and which are prominently marked as “TRADE SECRET,” “CONFIDENTIAL,” or “PROPRIETARY” may not be subject to disclosure. The District shall not be liable or responsible for the disclosure of any such records including, without limitation, those so marked if disclosure is deemed to be required by law or by an order of a Court. A Contractor that indiscriminately identifies all or most of its SOQ as exempt from disclosure without justification may be deemed non-responsive. In the event the District is required to defend an action on a Public Records Act request for any of the contents of an SOQ marked “Confidential,” “Proprietary,” or “Trade Secret,” the Contractor agrees, by submission of its SOQ, to defend and indemnify the District from all costs and expenses, including attorneys’ fees, in any action or liability arising under the Public Records Act.

**5. District’s Appeal Process**

- 5.1.** A Contractor may appeal the District’s “best value” determination. If a Contractor decides to appeal the District’s determination, it must follow the following procedure. Failure of a Contractor to timely follow all appeal steps shall be a waiver of the Contractor’s right to appeal the District’s determination.
- 5.1.1. The Contractor shall submit, in writing, within two (2) business days after receipt of notice of the District’s determination, a written request for a response from the District to explain the District’s determination.
- 5.1.2. Within two (2) business days from receipt of the District’s response to the Contractor’s request, Contractors may request in writing a meeting, which will be restricted to no more than two (2) persons from the Firm to have a discussion with District staff regarding that Contractor’s Proposal. All meetings will take place via a conference call or an in-person meeting, at the District’s sole discretion. Firms may submit with the request any and all information that it believes supports a finding that District’s determination should be changed.
- 5.1.3. If the Contractor continues to contest the District’s determination after that meeting with District staff, then the Contractor may address the Board at the next public noticed meeting of the District’s governing board, pursuant to the governing board’s procedures for public comment. In order for a Contractor to preserve its right to challenge the District’s determination, the Contractor must address the Board at the next public noticed meeting of the Board after the Contractor’s meeting with District staff.

**ATTACHMENT 1**

**POTENTIAL PROJECT(S) AND ANTICIPATED CONSTRUCTION (HARD COST) BUDGETS**

	<b><u>POTENTIAL PROJECT AND SITE</u></b>	<b><u>ANTICIPATED CONSTRUCTION (HARD COST) BUDGET</u></b>
1.	Glendale High School Aquatic Center Project	<u>\$9,500,000</u>
2.	Crescenta Valley High School Aquatic Center	TBD
3.	Herbert High School Aquatic Center	TBD
4.		
5.		

**ATTACHMENT 2**  
**PRELIMINARY SERVICES**

**[THE FOLLOWING TERMS ARE DRAFT PROVISIONS]**

1. **Scope of Contractor's Preliminary Services.** Contractor, as the District's development consultant and authorized representative as contemplated by Business and Professions Code 7040, agrees to perform the services described herein. Contractor shall perform management and coordination services, plan and specification constructability reviews, provide value engineering reviews and recommendations and other reviews as necessary to verify that the drawings and specifications are clear and reasonably accurate to minimize the need for changes during the construction phase of the project, including but not limited to the following ("**Preliminary Services**"):

**1.1. General Services.**

- 1.1.1. Contractor shall attend regular meetings during Project development between the Architect, the District, District site personnel, and any other applicable consultants of the District as required to discuss the Project, including budget, scope and schedule.
- 1.1.2. Contractor shall assist Architect with the making of a written record of all meetings, conferences, discussions and decisions made between or among the District, Architect and Contractor.
- 1.1.3. Contractor shall assist the Architect with making formal presentations to the governing board of District.
- 1.1.4. Contractor shall prepare and update the preliminary Project schedule.
- 1.1.5. Contractor shall prepare and update the components of the Guaranteed Project Cost and shall be primarily in control of ensuring that the Project can and is constructed for no more than that amount.
- 1.1.6. Contractor shall assist District with city land use issues;
- 1.1.7. Contractor shall assist District with DSA review, input, and timeframe for same;
- 1.1.8. Contractor shall provide review and comment upon geotechnical / soils investigation and report;
- 1.1.9. Contractor shall provide review and comment upon survey of the Project site;
- 1.1.10. Contractor shall provide review and comment upon any environmental impact report or other required California Environmental Quality Act ("CEQA") documents with District's CEQA consultant.

**1.2. Review of Design Documents.**

- 1.2.1. Contractor shall review Project design and budget with the District and the Architect during the Schematic Design Phase, the Design Development Phase, at 50% Construction Documents Phase, and at 100% Construction Documents Phase to:
  - 1.2.1.1. Contractor shall provide recommendations on site use and improvements, selection of materials, building systems and equipment and methods of Project delivery;

- 1.2.1.2. Contractor shall provide recommendations on relative feasibility of construction methods, availability of materials and labor, time requirements for procurement, installation and construction of the Project and subparts thereof if requested, and factors relating to cost including, but not limited to, construction costs of alternate designs of materials, preliminary budgets and possible economics that could be achieved through alternate methods or substitutions;
- 1.2.1.3. Contractor shall provide interim design phase estimates to establish and maintain the Project budget and scheduled costs; and
- 1.2.1.4. Contractor shall provide plan review.
- 1.2.1.5. **Value Engineering.** Contractor shall prepare a value engineering report for District review and approval that:
  - 1.2.1.5.1. Details areas of cost saving (e.g. construction processes/procedures, specified materials and equipment, and equipment or other aspects of the design documents that can be modified to reduce costs and/or the time for achieving final completion of the Project and/or to extend life-cycle and/or to reduce maintenance/operations costs, without diminution in the quality of materials/equipment/workmanship, scope or intended purposes of the Project);
  - 1.2.1.5.2. Provides detailed estimate for proposed value engineering items;
  - 1.2.1.5.3. Defines methodology or approaches that maximize value; and
  - 1.2.1.5.4. Identifies design choices that can be more economically delivered.
- 1.2.1.6. **Constructability Review.** Contractor shall prepare detailed interdisciplinary constructability review within thirty (30) days of receipt of the plans from the District that:
  - 1.2.1.6.1. Ensures construction documents are well coordinated and reviewed for errors;
  - 1.2.1.6.2. Identifies to the extent known, construction deficiencies and areas of concern;
  - 1.2.1.6.3. Back-checks design drawings for inclusion of modifications;
  - 1.2.1.6.4. Provides the District with written confirmation that:
    - 1.2.1.6.4.1. Requirements noted in the design documents prepared for the Project are consistent with and conform to the District's Project requirements and design standards; and
    - 1.2.1.6.4.2. Various components have been coordinated and are consistent with each other so as to minimize conflicts within or between components of the design documents.
- 1.2.2. **Confirm Modifications to Design Drawings.** If the District accepts Contractor's comments, including the value engineering and/or constructability review comments, Contractor shall review the design documents to confirm that those comments are properly incorporated into the final design documents.

### 1.3. Budget of Project Costs.

- 1.3.1. At each stage of plan review indicated above, Contractor shall update and refine the budget of its Guaranteed Project Cost based on the most recent set of design documents. Contractor shall also advise the District and the Architect if it appears that the total construction costs may exceed the Project budget established by the District and shall make recommendations for corrective action. Contractor will further provide input to the District

and Architect relative to value of construction, means and methods for construction, duration of construction of various building methods and constructability.

- 1.3.2. In each budget of the Guaranteed Project Cost, Contractor shall include values of scopes of work subdivided into component parts in sufficient detail to serve as the basis for progress payments during construction. This budget of the Guaranteed Project Cost shall include, at a minimum, the following information divided into at least the following categories:
  - 1.3.2.1. Overhead and profit;
  - 1.3.2.2. Supervision;
  - 1.3.2.3. General conditions;
  - 1.3.2.4. Layout & Mobilization (not more than 1%)
  - 1.3.2.5. Submittals, samples, shop drawings (not more than 3%);
  - 1.3.2.6. Bonds and insurance (not more than 2%);
  - 1.3.2.7. Close-out documentation (not less than 3%);
  - 1.3.2.8. Demolition;
  - 1.3.2.9. Installation;
  - 1.3.2.10. Rough-in;
  - 1.3.2.11. Finishes;
  - 1.3.2.12. Testing;
  - 1.3.2.13. Punchlist and acceptance.

Contractor shall indicate its willingness and ability to enter into the Contract Document to construct the Project for at or below that Guaranteed Project Cost, excluding unforeseen conditions or District-requested changes. This commitment will be a component of the Contract Documents.

#### **1.4. Construction Schedule and Phasing Plan.**

Contractor shall prepare a preconstruction schedule to guide the design team through the Notice to Proceed date. That schedule shall show the multi-phases and interrelations of design, constructability review, and estimating. Contractor shall also prepare a full construction schedule for the Project detailing the phasing and construction activities. Contractor shall further investigate, recommend and prepare a schedule for the District's purchase of materials and equipment requiring long lead time procurement, and coordinate the schedule with the early preparation of portions of the Contract Documents by the Architect.

#### **1.5. Construction Planning and Bidding.**

- 1.5.1. Contractor shall prepare and distribute specifications and drawings provided by District to facilitate bidding to Contractor's subcontractors.
- 1.5.2. Contractor shall review the drawings and specifications to eliminate areas of conflict and overlapping in the work to be performed by various subcontractors, and with a view to eliminating change order requests by the Architect or subcontractors.
- 1.5.3. Contractor shall conduct pre-bid conferences. Contractor shall coordinate with District and the Architect in responding to subcontractor questions or providing clarification to all subcontractors.

Contractor shall prepare appropriate subcontractor bid packages.

**ATTACHMENT 3**  
**CONTRACTOR PREQUALIFICATION QUESTIONNAIRE – STEP 1**

<b>CONTRACTOR (OR “FIRM”) INFORMATION</b>		
Contractor’s company name:		
Address:		
Telephone:		
Mobile telephone:		
E-mail:		
Years in business under current company name:		
Years at the above address:		
Types of work performed with own forces:		
Gross revenue of the Firm for the past three (3) years:		
\$	\$	\$
<b>Submit an audited or reviewed financial statement for the past two (2) full fiscal years. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.</b>		
Name of license holder exactly as on file with the California State License Board:		
License classification(s):		
License Number(s):		
License expiration date(s):		
<b>Department of Industrial Relations registration number (Per Labor Code section 1725.5):</b>		
Number of years license holder has held the listed license(s):		
Number of years Contractor has done business in California under contractor's license law:		
Number of years Contractor has done business in California under <b>current</b> Contractor's license:		
Has your Firm changed name(s) or license number(s) in the past five (5) years? ( Y / N ). If “yes”, explain on a separate signed sheet, including the reason for the change.		
Has there been any change in ownership of the Firm at any time in the past five (5) years? <b>NOTE:</b> A corporation whose shares are publicly traded is not required to answer this question. ( Y / N ). If “yes”, explain on a separate signed sheet, including the reason for the change.		
Is the Firm a subsidiary, parent, holding company, or affiliate of another construction firm? <b>NOTE:</b> Include information about other firms if one firm owns ten percent (10%) or more of another, or if an owner, partner, or officer of your Firm holds a similar position in another firm. ( Y / N ). If “yes”, explain on a separate signed sheet, the name of the related company(ies) and the percent ownership.		
Indicate the form of Contractor’s firm (type of business entity):		
<input type="checkbox"/> Individual <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Partnership <input type="checkbox"/> Limited Partnership <input type="checkbox"/> Corporation, State: _____ <input type="checkbox"/> Limited Liability Company <input type="checkbox"/> Joint Venture		

Other: \_\_\_\_\_  
 List the following for each corporation officer, general partner, limited partner, owner, etc. (as applicable) for the Contractor's type of entity. For joint ventures, include this information for each entity in the joint venture and the percent ownership of each joint venture. Attach all additional information on separate signed sheets as needed.

Name	Position	Years with Co.	% Ownership

Identify every construction firm, contractor and/or construction management firm that the Contractor or any person listed above has been associated with (as officer, general partner, limited partner, owner, RMO, RME etc.) at any time during the **past five (5) years** ("Associated Firm"). Include all additional references and/or information on separate signed sheets. NOTE: For this question, "owner" and "partner" refers to ownership of ten percent (10%) or more of the business, or ten percent (10%) or more of its stock if the business is a corporation. include all additional information on separate signed sheets as needed.

Name of Person at Associated Firm	Name of Associated Firm	Contractor's License No. of Associated Firm	Dates of Person's Participation with Associated Firm

**CONTRACTOR'S BONDING COMPANY (SURETY) INFORMATION**

Name(s) of bonding company(ies) your Firm has utilized over the past five (5) years (not broker or agency):  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Address(es) of those bonding company(ies):  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Number of years Contractor has been with those bonding company/surety:  

--	--	--

Name of broker/agent:  
 \_\_\_\_\_  
 Address of broker/agent:  
 \_\_\_\_\_



Telephone number of broker/agent:
E-mail of broker/agent:
Contractor's total current bonding capacity: \$

## CONTRACTOR'S INSURANCE INFORMATION

Name of insurance company(ies) your Firm has utilized over the past five (5) years (not broker or agency):


Address of those insurance company(ies):


"Best" rating(s) for those insurance company(ies):

--	--	--

Number of years Contractor has been with those insurance company(ies):

--	--	--

Name of broker/agent:

Address of broker/agent:

Telephone number of broker/agent:

E-mail of broker/agent:

Contractor's current insurance limits for the following types of coverage:

Commercial General Liability	Combined Single Limit (per occurrence)	\$
	Combined Single Limit (aggregate)	\$
Product Liability & Completed Operations	(aggregate)	\$
	(per occurrence)	\$
Automobile Liability – Any Auto	Combined Single Limit (aggregate)	\$
Automobile Liability – Any Auto	Combined Single Limit (per occurrence)	\$
Employers' Liability		\$
Builder's Risk (Course of Construction)		

Workers' Compensation Experience Modification Rate for the past five (5) premium years:

(1) Current year:	(2)	(3)
	(4)	(5)

# QUESTIONS

## Pass/Fail Questions (Essential Criteria)

1.	Has your Firm contracted for and completed construction of a minimum of: <ul style="list-style-type: none"> <li>• <b>Three (3)</b> California K-12 public school district construction projects,</li> <li>• Each with a value of at least <b>\$5,000,000</b>, and</li> <li>• All within the past <b>five (5) years?</b> (Please circle one).</li> </ul>	<u>YES NO</u> NO = cannot prequalify
<b>NOTE: You <u>must</u> list these projects in the “Contractor Project References” Section.</b>		
2.	Does your Firm currently hold all contractor’s license(s) necessary to perform the work and have those license(s) been consistently active for at least <b>ten (10) years</b> without revocation or suspension? (Please circle one).	<u>YES NO</u> NO = cannot prequalify
3.	Has your Firm or an Associated Firm been found non-responsible, debarred, disqualified, forbidden, or otherwise prohibited from performing work and/or bidding on work for any public agency within California within the past <b>ten (10) years?</b> (Please circle one).	<u>YES NO</u> YES = cannot prequalify
4.	Has your Firm or an Associated Firm defaulted on a contract or been terminated for cause by any public agency on any project within California within the past <b>ten (10) years</b> and, if so and if challenged, has that default or termination been upheld by a court or an arbitrator? (Please circle one).	<u>YES NO</u> YES = cannot prequalify
5.	Has your Firm or an Associated Firm or any of their owners or officers been convicted of a crime under federal, state, or local law involving: <ul style="list-style-type: none"> <li>(1) Bidding for, awarding of, or performance of a contract with a public entity;</li> <li>(2) Making a false claim(s) to any public entity; or</li> <li>(3) Fraud, theft, or other act of dishonesty,</li> </ul> to any contracting party within the past <b>ten (10) years?</b> (Please circle one).	<u>YES NO</u> YES = cannot prequalify
6.	Has a performance bond surety for your Firm or a performance bond surety for an Associated Firm had to: <ul style="list-style-type: none"> <li>(1) Take over or complete a project,</li> <li>(2) Supervise the work of a project, or</li> <li>(3) Pay amounts to third parties,</li> </ul> related to construction activities of your Firm or an Associated Firm within the past <b>ten (10) years?</b> (Please circle one).	<u>YES NO</u> YES = cannot prequalify
7.	Has your Firm’s Workers’ Compensation Experience Modification Rating averaged more than 1.25 over the past five (5) premium years? Attach proof of Worker’s Compensation Experience Mod Rating for the last 5 years.                 (Please circle one).	<u>YES NO</u> YES = cannot prequalify



**If you answered:**  
**“NO” to questions 1-2 or**  
**“YES” to questions 3-7, then STOP.**  
**You are not eligible for prequalification at this time.**

## Scored Questions

1.	<p>Has your Firm paid liquidated damages pursuant to a contract for a project with either a public or private owner within the past <b>ten (10) years</b>? (Please circle one).</p> <p style="text-align: center;">If YES, explain and indicate on separate signed sheet(s) the project name(s), damages(s), and date(s).</p>	<p><u>YES</u> <u>NO</u></p>
2.	<p>Has your Firm paid a premium of more than one percent (1.5%) for a performance and payment bond on any project(s) within the past <b>ten (10) years</b>? (Please circle one).</p> <p style="text-align: center;">If YES, explain and indicate on separate signed sheet(s) the project name(s), the premium amount(s), and date(s).</p>	<p><u>YES</u> <u>NO</u></p>
3.	<p>Has any insurer had to pay amounts to third parties that were in any way related to construction activities of your Firm within the past five (5) years? (Please circle one).</p> <p style="text-align: center;">If YES, explain and indicate on separate signed sheet(s) the project name(s), the amount(s) paid, and date(s).</p>	<p><u>YES</u> <u>NO</u></p>
4.	<p>Has there been a period when your Firm had employees but was without workers' compensation insurance or state-approved self-insurance within the past five (5) years? (Please circle one).</p> <p style="text-align: center;">If YES, explain and indicate on separate signed sheet(s) the reason(s) for not having this insurance and the applicable date(s).</p>	<p><u>YES</u> <u>NO</u></p>
5.	<p>Has your Firm declared bankruptcy or been placed in receivership within the past <b>ten (10) years</b>? (Please circle one).</p> <p style="text-align: center;">If YES, explain and indicate on separate signed sheet(s) the type of bankruptcy, the Firm's current recovery plan, and the applicable date(s).</p>	<p><u>YES</u> <u>NO</u></p>
6.	<p>Has your Firm been denied bond coverage by a surety company, or has there been a period of time when your Firm had no surety bond in place during a public construction project when one was required within the past <b>ten (10) years</b>? (Please circle one).</p> <p style="text-align: center;">If YES, provide details on a separate signed sheet indicating the date(s) when your Firm was denied coverage and the name of the company or companies which denied coverage; and the period(s) during which you had no surety bond in place.</p>	<p><u>YES</u> <u>NO</u></p>
7.	<p>Has a project owner, general contractor, architect, or construction manager filed claim(s) in an amount exceeding \$50,000 against your Firm, or has your Firm filed claim(s) in an amount exceeding \$50,000 against a project owner, general contractor, architect, or construction manager in the past <b>ten (10) years</b>?</p> <p style="text-align: center;">If YES, explain and indicate on separate signed sheet(s) the project name(s), claim(s) and the date(s) of claim(s).</p>	<p><u>YES</u> <u>NO</u></p>
8.	<p>Has your Firm or an Associated Firm been cited and/or assessed any penalties for non-compliance with state and/or federal laws and/or regulations, including public bidding requirements and Labor Code violations, within the past <b>ten (10) years</b>?</p> <p style="text-align: center;">If "YES," indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation(s) and/or assessment(s).</p>	<p><u>YES</u> <u>NO</u></p>
9.	<p>Has your Firm been cited and/or assessed penalties by the Environmental Protection Agency, any air quality management district, any regional water quality control board, or any other environmental agency within the past <b>ten (10) years</b>?</p> <p style="text-align: center;">If "yes," indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation.</p>	<p><u>YES</u> <u>NO</u></p>

10.	<p>Has CAL OSHA and/or federal Occupational Safety and Health Administration cited and assessed penalties against your Firm, including any “serious,” “willful” or “repeat” violations of safety or health regulations within the past <b>ten (10) years</b>?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation. If the citation was appealed and a decision has been issued, state the case number and the date of the decision.</p>	<p><u>YES</u> <u>NO</u></p>
11.	<p>Has your Firm been required to pay either back wages or penalties for its failure to comply with California’s prevailing wage laws, with California’s apprenticeship laws or regulations, or with federal Davis-Bacon prevailing wage laws within the past <b>ten (10) years</b>?</p> <p>If “yes,” indicate on separate signed sheet(s) the project name(s), the nature of the violation(s), the name and owner of the project(s), the number of employees who were initially underpaid and the amount of back wages and penalties that your Firm was required to pay.</p>	<p><u>YES</u> <u>NO</u></p>
12.	<p>Does your Firm require <b>weekly</b>, documented safety meetings to be held for construction employees and field supervisors during the course of a project?</p>	<p><u>YES</u> <u>NO</u></p>
13.	<p>Provide the name, address and telephone number of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your Firm for use on any public work project for which you are awarded a contract by the District.</p>	

## CONTRACTOR PROJECT REFERENCES

List **ALL** California K-12 public school projects in which your Firm has participated as the prime contractor during the past **five (5) years**.

You may limit your response to the **thirty (30)** most-recently completed projects but you **must** include:

- At least the **three (3)** most recent California K-12 public school projects with a contract value of more than **\$5 million** performed by your Firm.
- All the projects that the Firm performed pursuant to a lease-leaseback structure

Please include all information indicated below on separate signed sheets as necessary, and explain or clarify any response as necessary

Project name/identification:
Project address/location:
Project owner, contact person, and telephone:
Project architect name and telephone number:
If contractor was a subcontractor on the project, name of general contractor and telephone number:
Indicate if the project was under lease-leaseback, design-build, design-bid-build or other delivery structure:
Scope of work:
Original completion date:
Date completed:
Initial contract value (as of time of bid award):
Final contract value:

### CERTIFICATION

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct:

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

Proper Name of Contractor: \_\_\_\_\_

Signature: \_\_\_\_\_

By: \_\_\_\_\_ (Print Name)

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

**ATTACHMENT 4**  
**DISTRICT'S PREQUALIFICATION SCORING (STEP 1)**

1. **Confirm Firm has passing answers for the "Pass/Fail Questions."**
2. **Confirm Firm has submitted the required financial statements.** If not, notify Firm in writing that its submittal is non-responsive for failing to include the required financial statements.
3. **Score the "Scored Questions."**
4. **Scoring.** If you are prequalifying based only on the written Scored Questions, a Total Score from the "Scored Questions" **at or above 100** will prequalify this Contractor or Subcontractor.
5. The following scoring will be used in evaluating the Prequalification Questionnaires:

Topic/Question	Scoring & Max. Poss. Score	Score
1. Liquidated Damages	No = 10 points; Yes = 0 points	10
2. Surety Premium	No = 10 points; Yes = 0 points	10
3. Insurer Pay	No = 5 points; Yes = 0 points	5
4. Workers' Comp.	No = 5 points; Yes = 0 points	5
5. Bankruptcy	No = 5 points; Yes = 0 points	5
6. Denied Bond	No = 10 points; Yes = 0 points	10
7. Filed Claims	No = 15 points; Yes = Deduct 5 points for each claim; do not score lower than 0 points.	15
8. Labor Code Citations	No = 5 points; Yes = 0 points	5
9. EPA Citations	No = 5 points; Yes = 0 points	5
10. OSHA Citations	No = 10 points; Yes = 0 points	10
11. Prevailing Wage Penalties	No = 10 points; Yes = 0 points	10
12. Safety Meetings	Yes = 5 points; No = 0 points	5
13. Apprenticeship Program	Listed = 5 points; None listed = 0 points	5
<b>Total Score</b>		<b>100</b>

**ATTACHMENT 5**  
**DISTRICT’S SOQ, REFERENCE CHECK, AND INTERVIEW CRITERIA AND SCORING**

**STEP 2 – SOQ CRITERIA AND SCORING**

The following scoring will be used in evaluating the Firm’s SOQ responses to the following criteria, which will be determined by review all portions of the SOQ, including the “Content of SOQs” section of the RFQ.

Item	Description	Maximum Qualification Points	Firm’s Qualification Points
1. Compensation	Firm’s Compensation information provided is competitive and within the District’s past experience for compensation for similar construction projects.	400	
2. LLB Projects	Firm demonstrates past experience and expertise with LLB process.	200	
3. Financial Stability	Firm demonstrates the financial stability in order to manage complex construction projects.	75	
4. Personnel / Subconsultants	Firm’s team members, especially team leaders, demonstrate applicable experience and expertise to perform Services.	25	
5. Preliminary Services	Firm demonstrates past experience and expertise to perform all Preliminary Services.	25	
6. Cost Savings / Value Engineering	Firm demonstrates past experience and expertise to perform value engineering services for the Projects.	25	
7. Schedule	Firm demonstrates ability to prepare and meet achievable construction schedules schedule management procedures, and successful handling of potential delays.	25	
8. Budget	Firm demonstrates past experience and expertise to manage costs and stay within budgets on LLB projects.	25	
9. Approach to Work	Firm demonstrates how it intends to work with the District and develop management techniques related to the District’s educational program requirements.	20	
10. Safety	Firm demonstrates a strong commitment to project safety and indicates a history of safe worksites.	20	
11. Environmental	Firm indicates its past experience performing in an environmentally responsible manner.	20	
12. Current Work Commitments	Firm describes current and projected workload.	20	
13. Professional Development	Firm describes its commitment to ongoing professional development and education.	10	
14. Local Community Outreach	Firm demonstrates involvement in community and efforts at community, student, and veteran outreach.	5	
15. Additional Information	Strength of additional information provided by Firm.	5	
	<b>Total Score</b>	<b>900</b>	

**STEP 3 – INTERVIEW CRITERIA AND SCORING (IF INTERVIEWS ARE CONDUCTED)**

Firms meeting or exceeding the minimum total qualification points through Step 2 may be invited to interview with the District. The subject matter for the interview will be at the District’s discretion but shall include, at a minimum, the following topics.

Item	Maximum Qualification Points	Qualification Points
<b>1. Past Projects/Experience:</b> Firm’s articulation of Firm’s history, education, and background; Firm’s experiences working with similar, past projects; issues faced and how addressed (i.e. claims, bonding/surety involvement, owner relations, citations, etc.); and questions, concerns, and highlights from the SOQ.	<b>50</b>	
<b>2. District Projects:</b> Firm’s articulation of how it will perform preliminary services, construct the Projects, its ideas related to constructability, and other construction-specific ideas, concerns, or related issues (i.e. schedules, budgets, subcontractor selection, etc.).	<b>35</b>	
<b>3. Personnel/Leadership:</b> Firm’s articulation of its Project-designated personnel, leadership, subcontractor relations, apprenticeship program, etc.	<b>20</b>	
<b>4. Overall Ability and General Suitability.</b> Firm’s articulation of its overall skills, ability to complete the Projects, and general suitability for the District’s purposes (i.e. implementation of District policies and procedures, compliance with District Programs, political atmosphere, additional information, etc.)	<b>20</b>	
SUBTOTAL QUALIFICATION POINTS FROM STEP 3	<b>125</b>	



**STEP 4 – REFERENCE CHECK SCORING (IF REFERENCES ARE CHECKED)**

1. Contacts references from the Firm’s response to the “**Contractor Project References**” section of the Prequalification Questionnaire and scores those responses.
2. Fill out the information in Section I of the Qualification Evaluation – Reference Form and then call the contact person.
3. Ask the questions in Section II of the Qualification Evaluation – Reference Form. Ensure that you obtain the information regarding whether the Firm’s performance in that area was “unsatisfactory,” “below average,” “average” or “above average.” Assign the corresponding score for each answer in Section III.
4. Complete Section III of the Qualification Evaluation – Reference Form with the information received during the call.
5. Use a separate Qualification Evaluation – Reference Form for each call.
6. Make three (3) complete reference calls for each Firm.
7. Enter the “Total Score for This Project” of all the Qualification Evaluation – Reference Forms for that Firm into an “Averaging” Worksheet.

<b>Sample “Averaging” Worksheet for 3 reference calls per Firm – See next page</b>	
“Total Score for This Project” from first call	
“Total Score for This Project” from second call	
“Total Score for This Project” from third call	
<b>Total</b>	
<b>Total divided by three (÷ 3)</b> <b>[DIVIDE SCORE BY NUMBER OF CALLS]</b>	
This is the score for the Firm for the References Step in the evaluation process.	

**STEP 4 – REFERENCES SCORING (CONTINUED)**

**References – Qualification Evaluation Form**

**Section I - General Project Information**

Name of Firm:	Total Contract Costs:
	Contract Start/End Dates:
Project Title:	Actual Completion Date:
Scope of Work:	
Name of Public Agency:	Telephone Number of Contact Person:
Name of Contact Person:	Date and Time of Interview of Contact Person:
Architect Firm:	Principal Architect in Charge of Project:

**Section II – Telephone Interview Questions**

1. **Quality of Work.** Were there quality-related problems on the project? Were these problems attributable to the Firm? Was the Firm cooperative in trying to resolve problems?

**Response:**

- Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

2. **Scheduling.** Rate the Firm's performance with regard to adhering to project schedules. Did the Firm meet the project schedule? If not, was the delay attributable to the Firm?

**Response:**

- Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

3. **Subcontractor (Project) Management.** Rate the Firm's ability to manage and coordinate subcontractors (if no subcontractors, rate the Firm's overall project management). Was the Firm able to effectively resolve problems?

**Response:**

- Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

**STEP 4 – REFERENCES SCORING (CONTINUED)**

4. **Change Orders.** Rate the Firm's performance with regard to change orders and extras. Did the Firm unreasonably claim change orders or extras? Were the Firm's prices on change orders and extras reasonable?

**Response:**

Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

5. **Working Relationships.** Rate the Firm's working relationships with other parties (i.e. owner, designer, subcontractors, etc.). Did the Firm relate to other parties in a professional manner?

**Response:**

Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

6. **Responsiveness.** Rate the Firm's responsiveness to telephone calls, emails, meetings, requests for action, etc. Did the Firm respond to inquiries promptly and substantively?

**Response:**

Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

7. **On-Site Firm Staff.** Rate the Firm's on-site staff relating to their management of the site, communication and interaction with owner's staff, and familiarity with project scope and status.

**Response:**

Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

8. **Paperwork Processing.** Rate the Firm's performance in completing and submitting required project paperwork (i.e. submittals, drawings, requisitions, payrolls, etc.). Did the Firm submit the required paperwork promptly and in proper form?

**Response:**

Unsatisfactory       Below Average       Average       Above Average

*Comments/Examples (Optional)* \_\_\_\_\_

\_\_\_\_\_

**STEP 4 – REFERENCES SCORING (CONTINUED)**

**Section III - Numerical Rating**

If the contact person rates the Firm unsatisfactory in any area, please attempt to provide written comments in Section II to explain the rating(s) assigned.

Firm's Name: \_\_\_\_\_

	<b>Unsatisfactory</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Rating</b>
1. Quality of Work	0	5	10	15	
2. Scheduling	0	5	10	15	
3. Subcontractor (Project) Mgt.	0	5	10	15	
4. Change Orders	0	5	10	15	
5. Working Relationship	0	5	10	15	
6. Responsiveness	0	5	10	15	
7. On-Site Staff	0	5	5	10	
8. Paperwork Processing	0	2	5	10	
9. Value Engineering	0	2	5	10	
<b>Total Score for This Project</b>					

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

ACTION REPORT NO. 3

TO: Board of Education

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

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

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

SUBJECT: **Approval of Adjustment to Early Education and Extended Learning Programs Self Supporting Fees for 2019-2020**

---

The Superintendent recommends that the Board of Education approve a fee increase for the Early Education and Extended Learning Programs self-supporting programs to become effective in the 2019-2020 school year. This fee increase applies only to self-supporting preschool and school-age before and after school programs.

Effective July 1, 2019, the Early Education and Extended Learning Programs Department (EEELP) has determined to raise fees for its self-supporting programs to be in compliance with the Budget Act of 2018 that increased the Standard Reimbursement Rates (SRR) for General Child Care (CCTR) and California State Preschool Programs (CSPP). Rates for each program include a 2.795 percent increase to the SRR and a 2.71 percent Cost of Living Adjustment (COLA). This increases the SRR for CCTR to \$47.98. The SRR for CSPP contracts have been increased to \$48.28 for full-day care, and \$29.90 for part-day care.

The fee increase applies only to the following self-supporting programs:

- School-Age Before- and After-School Programs
- Self-Supporting Preschool

The EEELP Department was informed of the increases to the SRR on September 7, 2018 by the California Department of Education. All self-supporting child care programs are required to charge no less than the State's reimbursement rate for subsidized programs.

The charts on the following page outline the current fees and the fee increases for the two programs effective July 1, 2019.

**School-Age Self-Supporting Fees**

	<b>Current Daily Fee</b>	<b>Daily Fee effective 7/1/19</b>	<b>EEELP Program</b>
<b>Full-Time (6.5-10.5 hours)</b>	\$46	\$47.98	Non-school days: Fall, Winter, Spring and Summer Camps and days when school is not in operation.
<b>Three-Quarters Time (4-6.5 hours)</b>	\$34.50	\$35.98	Before and After school during school days
<b>Under 4 hours</b>	\$26.50	No Change	School-age care under 4 hours
<b>Bridge Programs</b>	\$12.50 (Morning Only) \$13.50 (Kinder Bridge)	No Change	Morning Only and Kinder Bridge for elementary students

**Self-Supporting Preschool Fee**

	<b>Current Monthly Fee</b>	<b>Monthly Fee effective 7/1/19</b>
<b>Full-Time</b>	\$938	\$989.74
<b>Three-Quarters Time</b>	\$703	\$742.30
<b>Half-Time</b>	\$510	\$538.20

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

ACTION REPORT NO. 4

TO: Board of Education

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

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

SUBJECT: **Request to Waive Minimum Instructional Minutes for Verdugo Woodlands Elementary School**

---

The Superintendent recommends that the Board of Education waive the Glendale Unified School District minimum instructional minutes for Verdugo Woodlands Elementary School for the 2018-19 school year.

Due to the anonymous bomb threat on December 17, 2018, Verdugo Woodlands Elementary School released students early, at 1:56 p.m. This early dismissal resulted in a loss of 49 instructional minutes for Grades 4-6, dipping below the GUSD Minimum Requirement of 54,060 minutes by 39 minutes. The school still exceeds the State Minimum Requirement of 54,000 minutes. The school maintained both State and District minimum instructional minutes for Transitional Kindergarten, Kindergarten and Grades 1-3.

Franklin Elementary School, who received a similar anonymous threat that day, maintained minimum requirements for both the State and District for all grade levels.

Staff is asking for Board approval to waive the GUSD Minimum Instructional Minutes for Verdugo Woodlands for the 2018-2019 school year, due to circumstances beyond the school's control. This waiver would allow the school to maintain their current schedules for the remainder of the year as long as there are no other variations that would result in dipping below the State's minimum requirements.

Please see the attached "Note to File" that includes more information regarding the calculation of instructional minutes for the schools.



December 19, 2018

**Note to File**  
**Modification to Yearly Instructional Minutes, Verdugo Woodlands Elementary School**  
**Due to Bomb Threat**

At 1:05pm on December 17, 2018 an anonymous phone call was received in the school office warning of a bomb placed "by the building." Students were evacuated to the playground and police were called. A similar phone threat was also received at Franklin Elementary School the same day.

A decision was made to send all Verdugo Woodlands students home early at 1:56pm. This results in the following changes to their instructional minutes:

Transitional Kindergarten and Kindergarten-

- Regular dismissal is at 12:50pm.
- No changes to instructional minutes.

Grades 1-3 –

- Regular dismissal is at 2:25pm
- The 1:56pm dismissal resulted in a loss of 29 minutes
- The school maintained the mandatory Minimum Day 10 Day Average and the Absolute Minimum Day Requirement
- The school continues to exceed the State's Minimum Requirement of 50,400 minutes and GUSD's Minimum Requirement of 50,460 with an adjusted total for 2018/2019 of 50,466 minutes

Grades 4-6 –

- Regular dismissal is at 2:45pm
- The 1:56pm dismissal resulted in a loss of 49 minutes
- The school maintained the mandatory Minimum Day 10 Day Average and the Absolute Minimum Day Requirement
- The school continues to exceed the State's Minimum Requirement of 54,000 minutes with an adjusted total for 2018/2019 of 54,021 minutes but does not meet GUSD's Minimum Requirement of 54,060. Grades 4-6 will either need to adjust their instructional minutes for the remainder of the 2018/2019 year to make up a minimum of 39 minutes or the Board of Education will need to waive those instructional minutes for the school.

A handwritten signature in blue ink that reads "Kelly King".

Kelly King, Ed.D.  
Assistant Superintendent, Educational Services





December 19, 2018

**Note to File**  
**Modification to Yearly Instructional Minutes, Franklin Elementary School**  
**Due to Bomb Threat**

At 1:13pm on December 17, 2018 an anonymous phone call was received in the school office warning of six bombs placed at the school. Students were evacuated to the playground and police were called. A similar phone threat was also received at Verdugo Woodlands Elementary School the same day.

A decision was made to send all Franklin students home early at 2:07pm. This results in the following changes to their instructional minutes:

**Kindergarten-**

- Regular dismissal is at 1:20pm.
- No changes to instructional minutes.

**Grades 1-3 –**

- Regular dismissal is at 2:15pm.
- The 2:07pm dismissal resulted in a loss of 8 minutes.
- The school maintained the mandatory Minimum Day 10 Day Average and the Absolute Minimum Day Requirement.
- The school continues to exceed the State's Minimum Requirement of 50,400 minutes and GUSD's Minimum Requirement of 50,460 with an adjusted total for 2018/2019 of 50,807 minutes.

**Grades 4-6 –**

- Regular dismissal is at 2:40pm.
- The 2:07pm dismissal resulted in a loss of 33 minutes.
- The school maintained the mandatory Minimum Day 10 Day Average and the Absolute Minimum Day Requirement.
- The school continues to exceed the State's Minimum Requirement of 54,000 minutes and GUSD's Minimum Requirement of 54,060 with an adjusted total for 2018/2019 of 54,587 minutes.

A handwritten signature in blue ink, appearing to read "Kelly King".

Kelly King, Ed.D.  
Assistant Superintendent, Educational Services

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

ACTION REPORT NO. 5

TO: Board of Education

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

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education  
Dr. Narineh Makijan, Coordinator III, Career Technical Education

**SUBJECT: Approval of Early College Academy**

---

The Superintendent recommends that the Board of Education approve the Early College Academy at Hoover High School for the 2019-2020 school year to allow Glendale Unified School District students the opportunity to enroll in the program.

At the November 26, 2018, Board of Education Meeting, the Board was presented with the Early College Academy Proposal. Upon approval of the Early College Academy, Glendale Unified School District will allow students the opportunity to enroll in the academy through an online application that will be available on the Glendale Community College (GCC) website.

Members of the planning committee included:

Dr. Jennifer Earl	GUSD	Principal, Hoover High School
Dr. Narineh Makijan	GUSD	CTE Coordinator
Mrs. Meg Chil-Gevorkyan	GCC	Interim Manager, Student Outreach Svcs.
Mrs. Tzoler Oukayan	GCC	Interim Dean of Student Affairs
Ms. Nahal Ghodousi	GCC	Transfer Center Counselor

The planning committee met on the following dates: April 23, 2018; May 11, 2018; May 24, 2018; September 26, 2018; October 10, 2018; November 14, 2018; December 4, 2018; and January 7, 2019.

The planning committee has created an Early College Academy brochure as well as the four-year plan that identifies the students' community college and high school course work. The Early College Academy's target student population is low-income youth, first-generation college goers, English language learners, students of color, and other young people from backgrounds underrepresented in higher education. The program will help

Glendale Unified School District

January 15, 2019

Action Report No. 5

Page 2

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propel students from underserved backgrounds to graduate high school and earn postsecondary degrees. The program will combine high school and college in a rigorous, yet supportive environment that embraces acceleration over remediation. A college for all culture helps to motivate students from backgrounds underrepresented in higher education to earn significant college credit by high school graduation at no cost to their families.

All students are encouraged to apply for the Early College Academy. Students who are college bound will also have an opportunity to apply for the academy. To ensure the target population is being served, Glendale Community College and Glendale Unified School District staff members are discussing a possible tiered admission. This will allow students identified as “college bound” to be admitted and still ensure that the target population is being served.

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

ACTION REPORT NO. 6

TO: Board of Education

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

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

SUBJECT: **Variable Term Waiver Request for Provisional Internship for the 2018-2019 School Year**

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The Superintendent recommends that the Board of Education approve the Variable Term Waiver Request for the hiring of a teacher on a waiver permit based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for needed position(s) as follows:

Campbell, Joseph-Single Subject Provisional Internship-Physical Education, Senior High School, Grades 9-12

Upon approval of this Variable Term Waiver Request by the California Commission on Teacher Credentialing (CCTC), the District will be permitted to hire waiver permit teacher for Single Subject Provisional Internship Authorization. Notwithstanding, Glendale Unified School District will hire waiver permit teachers only when qualified, capable, fully certified teachers are unavailable. This Waiver Request will remain in force until June 30, 2019.

Submission of the Waiver request by the local education agency is a prerequisite to the issuance of any waiver permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80021.1 requires that the request for the waiver be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The waiver will provide teachers additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment and staffing allocations for the 2018-2019 school year.

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

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

ACTION REPORT NO. 7

TO: Board of Education

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

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

SUBJECT: **Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2018-2019 School Year**

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The Superintendent recommends that the Board of Education approve the Variable Term Waiver Requests for the hiring of teachers on waiver permits based on an insufficient number of fully credentialed teachers who meet the District's employment criteria for needed position(s) as follows:

Yarijanyan, Ashkhen, Bilingual Crosscultural Academic Development (BCLAD), Elementary School, Grades K-5

Upon approval of this Variable Term Waiver Request by the California Commission on Teacher Credentialing (CCTC), the District will be permitted to hire waiver permit teachers for BCLAD/English Learner Authorization. Notwithstanding, Glendale Unified School District will hire waiver permit teachers only when qualified, capable, fully certified teachers are unavailable.

This Waiver Request will remain in force until June 30, 2019. Submission of the Waiver Request by the local education agency is a prerequisite to the issuance of any waiver permit by the California Commission on Teacher Credentialing. California Code of Regulations Section 80120 requires that the request for the waiver be adopted by the Governing Board at a regularly scheduled, public meeting of the Board. The waiver will provide teachers additional time to complete the requirements for the credential that authorizes the service assigned. The waiver is based on last year's actual needs, projected student enrollment and staffing allocations for the 2018-2019 school year.

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

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 1

TO: Board of Education  
FROM: Dr. 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. 15, December 11, 2018
- b) Special Meeting No. 16, December 18, 2018

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

**BOARD OF EDUCATION MEETING NO. 15**  
**UNADOPTED MINUTES**  
**REGULAR MEETING, December 11, 2018**

**CALL TO ORDER AND ROLL CALL**

The regular meeting of the Glendale Unified School District Board of Education was called to order by Greg Krikorian, president of the Board of Education, at 4:32 p.m. on Tuesday, December 11, 2018, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Jennifer Freemon, Dr. Armina Gharpetian, Nayiri Nahabedian, Shant Sahakian, and Greg Krikorian.

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

**PLEDGE OF ALLEGIANCE**

Aaron Houghton, a 12<sup>th</sup> grade student from Daily High School, led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

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

**APPROVAL OF AGENDA ORDER**

A motion was made by Ms. Nahabedian and seconded by Dr. Gharpetian to approve the agenda order, as presented. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, Sahakian, and Krikorian.

**PUBLIC HEARING**

1. Public Hearing to Review a Report of Developer Fee Revenue and Expenditures Prepared Pursuant to the Requirements of SB1693 and Government Code Sections 66001 and 66006 (Refer to Action Report No. 3)

Mr. Krikorian opened the public hearing at 4:38 p.m. and asked if anyone wished to speak. Hearing none, he closed the public hearing at 4:38 p.m.

PUBLIC COMMUNICATION

1. Taline Arsenian, GTA president, wished our district, GTA, CSEA and GSMA members, students, and community partners a happy holiday season. She thanked everyone for the work they do.

STUDENT BOARD MEMBER REPORT

Student Board Member Sophia James said at the last Student Advisory Council meeting, ASB members from all five high schools expressed concerns regarding teachers not updating the gradebook before finals. Knowing what their grades are before the finals might alleviate some of the stress the students are feeling. Clark Magnet High had a movie night fundraiser. Hoover High's art gallery grand opening is February 15. At Daily High, they had their trimester graduation. At Glendale High, they are working on the Mr. Nitro fundraiser. Winter recess for elementary begins on December 21 and for middle and high school students on December 20. She spoke about her experience at the California School Boards Association Annual Education Conference. There were 70 student board members in attendance. The two takeaways from the conference were making sure everyone's voice is heard and stressing inclusiveness in activities, thus ensuring school spirit and involvement.

INFORMATION

1. Acknowledgements of Service
2. District Audit Reports for 2017-18 (Refer to Action Report No. 1)
3. Update on Measure S and Facility Programs

CLOSED SESSION

The Board recessed to Closed Session at 5:11 p.m. to discuss the following:

1. Instructing designated representative, Dr. Winfred B. Roberson, Jr., Superintendent of Schools, regarding collective bargaining matters pursuant to Government Code §54957.6
2. Personnel matters relating to the appointment, employment or evaluation of school based and non-school based district management positions pursuant to Government Code §54957.
3. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.
4. Conference with Legal Counsel – Anticipated Litigation – Initiation of litigation pursuant to Government Code §54956.9(c): One potential case.



MINUTES: December 11, 2018 – Regular Board Meeting

CLOSED SESSIONS (Continued)

5. 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.

HOLIDAY MUSIC PROGRAM

Performance by the Hoover High School Choir led by teacher Amy Estep.

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 6:50 p.m.

REPORTING OUT OF CLOSED SESSION

None.

PUBLIC COMMUNICATIONS

1. Jaclyn Scott, GSMA president, announced that GSMA collected over \$1000 in gift cards to go to our students for the holiday season. On behalf GSMA, she wished everyone a wonderful holiday season and asked that we celebrate the season with kindness and joy.
2. Monna Johnson, Glendale Council PTA president, wished everyone a joyous holiday and a Happy New Year. She thanked our strong partners in helping them with our students.

INFORMATION (Continued)

4. Financial Literacy Update
5. FLAG Pathways Update
6. First Interim Financial Report and Certification (Refer to Action Report No. 2)
7. Joint Glendale Community College District & Glendale Unified School District Meeting Announcement

INFORMATION REPORTS (Continued)

8. Proposed Adjustment to EEELP Self-Supporting Fees for 2019-2010
9. Proposed Revised Board Policies Relating to Business and Noninstructional Operations, Personnel, and Instruction
10. Update on Property Exchange

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

ACTION REPORTS

1. District Audit Reports for 2017-2018

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

2. First Interim Financial Report and Certification – AB 1200

It was moved by Dr. Gharpetian and seconded by Mrs. Freemon to approve Action Report No. 2, as recommended, which is to approve a “qualified” certification (not “positive,” which was incorrectly typed on the agenda). Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, Sahakian, and Krikorian.

3. Developer Fee Report Prepared Pursuant to SB1693 and Government Code Sections 66001 and 66006

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

4. Approval of Budget Augmentation for the Crescenta Valley High School Science Lab Modernization Project

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

5. Approval of Amendment No. 2 to Project Authorization No. 18 with tBP Architecture for Architectural Services for Crescenta Valley High School Science Labs Modernization

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

ACTION REPORTS (Continued)

6. Approval of Resolution No. 13 for Change Order No. 1 with NR Development, Inc. for Additional Work at Glendale High School Shade Structure Installation

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

7. California School Boards Association's (CSBA) Delegate Assembly – Call for Nominations

It was moved by Dr. Gharpetian and seconded by Mr. Sahakian to nominate Jennifer Freemon for the delegate assembly. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, Sahakian, and Krikorian.

8. Approval of Clark Magnet High School Lottery Process for 2019-2020

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

9. Variable Term Waiver Request for Bilingual Crosscultural, Language and Academic Development (BCLAD) for the 2018-2019 School Year

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

10. Variable Term Waiver Request for Provisional Internship for the 2018-2019 School Year

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

CONSENT CALENDAR

1. Minutes
  - a) Regular Meeting No. 14, November 26, 2018
2. Certificated Personnel Report No. 10
3. Classified Personnel Report No. 9
4. Warrants totaling \$18,677,794.52 for November 1, 2018 through December 5, 2018
5. Purchase Orders totaling \$1,379,861.09 for the period of November 10, 2018 through November 30, 2018

CONSENT CALENDAR (Continued)

6. Appropriation Transfer and Budget Revision Report
7. Transfer of Funds from the Unrestricted General Fund to the Routine and Restricted Maintenance Program
8. Agreement with Grant Thornton to Provide GASB 75 Actuarial Valuation Services for 2018-19
9. Extension of Agreement in Response to RFP No. P-54A-17/18 for Armored Transportation Services
10. Approval of Fee Increase to Contract with Southland Disposal Company for Waste Disposal Services
11. Agreement with School Services of California, Inc. (SSC) to perform a Comprehensive Budget Review
12. Approval of Supplementary Textbooks for Use in Middle and High Schools in the Area of World Languages and Cultures
13. Approval of Course of Study Outline for Use in High Schools in the Area of English
14. Acceptance of California Partnership Academy Grants
15. Approval of New and Revised Board Policies Relating to Students, Students-Welfare, and Instruction
16. Acceptance of DonorsChoose Award
17. Authorization to Dispose of Surplus Property
18. Acceptance of Gifts

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

REPORTS FROM THE BOARD

Ms. Nahabedian enjoyed the Armenian American Museum project gala and the Hoover High PTA Tea. The Temple Sinai-Glendale Shabbat service was very meaningful, and she appreciated the invitation. She attended a Hoover High strategic listening session. She looks forward to seeing where the gaps are and what we can do to remedy the situation. At the CSBA Annual Education conference, she enjoyed Dr. Ruha Benjamin's speech on inequities. On January 19, 2019, "Living Diaspora-Armenian roots and language, connections, detachments, longings, and the future"

REPORTS FROM THE BOARD (Continued)

takes place at UCLA. The day includes a short documentary film contest and Living Diaspora Concert. We have a group of our high school students attending. She wished everyone a happy holiday and Happy New Year.

Dr. Gharpetian spoke about the CSBA conference. She attended a session on ethnic studies. She would like us to investigate ethnic studies curriculum. Another session she attended was the impact of marijuana legalization on California schools. Although SB 1127 was vetoed by Governor Brown, this bill will come back. The Hoover Tea and Boutique was very enjoyable. It was nice to see support from other schools. She congratulated those involved in the Armenian American Museum and Cultural Center inaugural gala. The Verdugo Woodlands Ribbon Cutting ceremony celebrating its new building was wonderful. This year, nine GUSD high school students are participating in the Glendale YMCA's Youth in Government program. She wished everyone a Happy New Year and a restful holiday.

Mrs. Freemon enjoyed hearing from those community partners who participated in the GEF *Principal for a Day* event. The Montrose Christmas parade was a lot of fun; it's the longest short parade. The Hoover listening session was a meaningful event. She spoke about two workshops she attended at the CSBA Annual Education Conference. One was on dual immersion and the other had to do with how to work with others, self-recognize and self-monitor. She acknowledged Mr. Sahakian's work with the Armenian American museum gala. On January 18, Verdugo Woodlands Elementary is hosting a blood drive. She asked that we be safe, be healthy, and have safe fun during the holidays.

Mr. Sahakian attended a service at Temple Sinai; it was beautiful. He wished the Jewish community a Happy Hanukah. He and his family enjoyed participating in the Montrose parade. At the CSBA conference, it was great to see other administrators, school board members, and to learn from the many workshops offered. He congratulated Hoover PTA for their Hoover Tea and Boutique; he was the honorary chair for this event. He and Dr. Gharpetian attended the GHS PTSA meeting last night, and he thanked them for all they do. He, too, enjoyed seeing our community members participate in the GEF *Principal for a Day*. He thanked the GTA for the opportunity to attend a rep council meeting for a Q&A. He extended his best for the holidays and looks forward to seeing everyone in 2019.

Mr. Krikorian reiterated that we have some budget challenges; he looks forward to hearing what staff is recommending to address it. We also have the Sagebrush territory exchange coming up. We will be calling our parents and community partners to help us. Losing this area will adversely affect our district. We currently have an open enrollment with La Cañada USD. He spoke about the tax initiative that the city of Pasadena passed where a portion is to go to the school district, the Glendale pool project, and the Stengel Field's improvement project. He would like us to create a "Green Ribbon Week" featuring financial literacy activities. He congratulated Hoover High marching band for their winning performance. He asked that everyone support our schools, as our schools are awesome. He extended his best wishes for a joyful holiday season and new year.

MINUTES: December 11, 2018 – Regular Board Meeting

REPORT FROM THE SUPERINTENDENT

Dr. Roberson announced the next LCAP community meeting is scheduled for December 13 and will focus on college and career readiness. The meeting will be livestreamed as we are trying to engage as many people as possible. He congratulated the 13 students from Daily High who recently graduated. He thanked Dr. Root and Dr. Molano for their efforts in their students' successes. He extended his best wishes as we celebrate the holiday season.

ADJOURNMENT

There being no further business, President Krikorian adjourned the meeting at 10:30 p.m.

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Gregory S. Krikorian  
President, Board of Education

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Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, December 11, 2018  
Recorded by: Ms. Phyllis F. Ishisaka, Executive Assistant to the Superintendent  
Approved by the Board of Education:

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

**BOARD OF EDUCATION MEETING NO. 16**  
**UNADOPTED MINUTES**  
**SPECIAL MEETING, December 18, 2018**

**CALL TO ORDER AND ROLL CALL**

The special meeting of the Glendale Unified School District Board of Education was called to order by President Greg Krikorian at 5:35 p.m. on Tuesday, December 18, 2018, in room 402 at the Administration Center, 223 North Jackson Street, Glendale, California. The following members were present for roll call: Jennifer Freemon, Dr. Armina Gharpetian, Nayiri Nahabedian, Shant Sahakian, and Greg Krikorian.

The following administrators were present: Dr. Winfred Roberson, Mr. Steve Dickinson, Dr. Cynthia Foley, and Dr. Kelly King.

**PLEDGE OF ALLEGIANCE**

Mr. Krikorian led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

Ms. Krikorian read the following statement: “To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting.”

**APPROVAL OF THE AGENDA ORDER**

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

**PUBLIC COMMUNICATION**

No one addressed the Board at this time.

**INFORMATION**

1. District Budget Update

The Board of Education reviewed the budget analysis report provided by School Services of California, Inc.

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

MINUTES: December 18, 2018 – Special Board Meeting

CLOSED SESSION

The Board recessed to Closed Session at 6:50 p.m. to discuss the following:

1. Instruction designated representative, Dr. Winfred B. Roberson, Jr., Superintendent of Schools, regarding collective bargaining matters pursuant to Government Code §54956.9: One potential case.
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 Legal Counsel – Anticipated Litigation – Initiation of litigation pursuant to section 54956.9(c): One potential case.

RETURN TO REGULAR MEETING

The meeting reconvened a 7:40 p.m.

REPORTING OUT OF CLOSED SESSION

None.

ADJOURNMENT

There being no further business, Mr. Krikorian adjourned the meeting at 7:40 p.m.

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Gregory S. Krikorian  
President, Board of Education

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Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes – Special Meeting, December 18, 2018

Recorded by: Ms. Phyllis Ishisaka, Executive Assistant to the Superintendent

Approved by the Board of Education:



GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CERTIFICATED PERSONNEL REPORT NO. 11

CONSENT CALENDAR NO. 2

TO: Board of Education

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

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 11

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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.	Park, Jenny Teacher, Regular 5 <sup>th</sup> Grade Monte Vista Elementary	2/04/19 through 6/07/19
2.	Reyes, Maria G. Teacher, Early Education Keppel Elementary EEELP	1/07/19 through 3/01/19
<u>Change of Maternity Leave of Absence</u>		
1.	Ishikawa, Sheena Teacher, Regular English Crescenta Valley High School	8/13/18 through 12/20/18
<u>Extension of Maternity Leave of Absence</u>		
1.	Mitropoulos, Daphane Teacher, RSP Special Education Glendale High School	9/15/18 through 1/20/19

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Parental Leave of Absence</u>		
1.	Svetich, Amanda Teacher, Regular Music Wilson Middle School	1/10/19 through 4/15/19
<u>Extension of Parental Leave of Absence</u>		
1.	Zargaryan, Victoria Teacher, Regular 2 <sup>nd</sup> Grade R.D. White Elementary	10/27/18 through 2/13/19
<u>Health Leave of Absence</u>		
1.	Barsegyan, Anush Teacher, Early Education Jefferson Elementary EEELP	12/06/18 through 1/15/19
2.	Hamdan, Joyce Teacher, Regular Art Roosevelt Middle School	1/30/19 through 3/31/19
3.	Mardirosian, Mary Assistant Principal Hoover High School	1/22/19 through 3/05/19
4.	Stanley, Christopher Teacher, Regular 5 <sup>th</sup> Grade Jefferson Elementary	11/13/18 through 1/19/19
<u>Extension of Health Leave of Absence</u>		
1.	Conrad, Sarah Language, Speech & Hearing Specialist	9/06/18 through 2/10/19
2.	Foster, Dennis Teacher, Regular Construction Academy Glendale High School	11/13/18 through 1/13/19
3.	Jasper, Elizabeth G. Teacher, Regular 4 <sup>th</sup> Grade Verdugo Woodlands Elementary	10/23/18 through 12/17/18

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Health Leave of Absence (Cont.)</u>		
4.	Mikaelian, Armineh Teacher, Regular Math Clark Magnet High School	9/28/18 through 1/17/19
5.	Vences, Myrna Psychologist Special Education	3/02/18 through 1/14/19
<u>Family &amp; Medical Leave of Absence</u>		
1.	Barsegyan, Anush Teacher, Early Education Jefferson Elementary EEELP	12/06/18 through 1/15/19
2.	Hamdan, Joyce Teacher, Regular Art Roosevelt Middle School	1/30/19 through 3/31/19
3.	Mardirosian, Mary Assistant Principal Hoover High School	1/22/19 through 3/05/19
4.	Park, Jenny Teacher, Regular 5 <sup>th</sup> Grade Monte Vista Elementary	2/04/19 through 5/08/19
5.	Stanley, Christopher Teacher, Regular 5 <sup>th</sup> Grade Jefferson Elementary	11/13/18 through 1/19/19
<u>Extension of Family &amp; Medical Leave of Absence</u>		
1.	Foster, Dennis Teacher, Regular Construction Academy Glendale High School	11/13/18 through 1/13/19
2.	Jasper, Elizabeth G. Teacher, Regular 4 <sup>th</sup> Grade Verdugo Woodlands Elementary	10/23/18 through 12/17/18

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Extension of Family &amp; Medical Leave of Absence (Cont.)</u>		
3.	Mikaelian, Armineh Teacher, Regular Math Clark Magnet High School	9/28/18 through 1/11/19

Certification Authorization

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

<u>NAME</u>	<u>SUBJECT</u>	<u>SCHOOL</u>
Petitti, Danielle Tess	Art	Toll Middle School
Chui, Peggy Yeafen	Business (Comp Sci)	

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

<u>NAME</u>	<u>SUBJECT</u>	<u>SCHOOL</u>
Berger, Nancy	Business/Computer Science	Wilson Middle School
Trinidad, Ryan E	Exploratory Wheel/Math	Toll Middle School

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

<u>NAME</u>	<u>SUBJECT</u>	<u>SCHOOL</u>
Lancaster, Gerald Wayne	Intro to Media Production	Wilson Middle School

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>	
<u>Additional Assignment</u>			
1.	Aguilar, Alejandro Arakelyan, Anahita Arntson, Jennifer Bringas, Karla Barber, Mary Carbajal, Laura Chung, Joanne Collaso, Margarita R. Demerjian, Betty Derusha, Lisa Doerflinger, Ariane Doom, Judith Dreyfuss, Kellie Echeverria, Diana Fong, Ann Marie Gerigorian, Ani Hartonian, Narineh Jaeger, Anita Junge, Jennifer Kane Hank, Elizabeth Khachikian, Talin Lau, Caroline Luna, Mariana Mancilla, Susana Martinez, Mary Meza, Emily Morgan, Jessica Morris, Sara Navarro, Nancy Nushi, Rachelle Ortega, Claudia Quinonez, Yvonne Roberts, Stella Romeo, Jennifer Sahakian, Lala Sanchez, Myrna Seaton, Kori Singh, Claudia Skywalker, Molly	Teachers, as needed, to attend ELA/ELD Pilot Trainings for 18-19 school year Teaching & Learning	7/01/18 through 6/30/19 \$27.00 per hour Not to exceed 10 hours each 01.0 07405.0 11100 10000 1130 0000618

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Additional Assignment (Cont.)</u>		
1.	Soghomonian, Armineh Soto, Melissa Sparks, Chrissandra Tanabe, Saki Tiscareno, Araceli Varela, Miriam Wells, Jana West, Jennifer Yapundjian, Narine Yegiyants, Anna Zazueta, Nahara Zohrehvand, Lisa	

Voluntary Decrease in Assignment

1.	Sheldon-Williams, Grace	Teacher, Regular ELA Roosevelt Middle School/ Glendale High School	Effective 1/07/19 From 100% to 60%
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Change of Assignment

1.	Babakhanian, Annette	TO: Teacher Specialist Glenoaks & Verdugo Woodlands Elementary	Effective 1/16/19
		FROM: Teacher, Regular Wilson Middle School	

Release – Temporary Employees

1. Pursuant to California Education Code 44954, the following temporary employees are to be released from service having completed their contractual assignment. Pending District determination of staffing needs for the 2019-20 school year, some or all of these employees may be rehired.

2018 ce – 581	Roosevelt Middle School	12/21/18
2018 ce – 646	Wilson Middle School	12/21/18

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election</u>			
1.	Abeleda, Jeanet	Teacher, Temp Contract Muir Elementary EEELP	11/28/18 through 6/30/19
2.	Castillo, Christa	Teacher, Temp Contract Cloud Preschool EEELP	1/16/19 through 6/30/19
3.	Herrera, Andrea	Teacher, Temp Contract Science Toll Middle School	1/16/19 through 6/12/19
4.	Manoukian, Anita	Teacher, Temp Contract Cerritos Elementary EEELP	1/16/19 through 6/12/19
5.	Nersisyan, Karine	Teacher, Temp Contract Math Wilson Middle School	1/16/19 through 6/12/19
6.	Schmeltz, Justin	Teacher, Temp Contract Special Education Roosevelt Middle School	1/16/19 through 6/12/19
7.	Yesayan, Sona	Teacher, Temp Contract Special Education Wilson Middle School	1/16/19 through 6/12/19

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
	<u>Election Hourly/Daily</u>	
1.	Extra-Curricular Assignments	First Semester 2018-2019
	<u>GLENOAKS ELEMENTARY</u>	
Maynes, Carrie	Robotics	
Soghomonian, Armine	Spelling Bee	
	<u>LA CRESCENTA ELEMENTARY</u>	
Derusha, Lisa D.	Invention Convention	
Lapostol, Diane E.	Spelling Bee	
	Coding	
Naka, Kimberli S.	LCES Robotics Team Grades 1-3	
	LCES Robotics Team Grades 4-6	
Savage, Suzanne S.	Coding	
	Spelling Bee	



	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
2.	Extra-Curricular Assignments	Fall Semester 2018-2019
<u>TOLL MIDDLE SCHOOL</u>		
Browne, Nicole	Electives	
Capdevila, Maria	Foreign Language	
Castagnari, Laura	Head Counselor 3	
De La Garza, Brad	Electives	
	Band/Orchestra	
	Stage Director	
	Choral Director	
Estep, Amy	Academic Coaching	
Grigorian, Grant	ESL	
Hall, Fonda	Special Education	
Hoppe, Julie	Academic Coaching	
Lee, Allison	Science	
Lisiewicz, Danica	Academic Coaching	
Lopez, Jr., Joel	Newspaper Sponsor 1	
	Audio-Visual Coordinator	
Mayer, Verjina	Drill Team Sponsor	
Neel, Cristina	Academic Coaching	
Nishimoto, Kathy	Academic Coaching	
Pakradouni, Aghavni	Academic Coaching	
Panikowski, Michael	Social Studies	
	Audio-Visual Coordinator	
	Yearbook Sponsor 1	
Perez, Rebecca	Special Education	
Sanchez, Jason	Academic Coaching	
Tashchian, Ani	Math	
Tcharkhoutian, Vahe	Student Body Advisor	
Torres, Nancy	Newspaper Sponsor 1	
Trinidad, Ryan	Science	
	Audio-Visual Coordinator	
Weaver, Elizabeth	English	
Witt, Kevin	Physical Education	

Effective Dates  
 And Salary Rate

Position

Election Hourly/Daily (Cont.)

CRESCENTA VALLEY HIGH SCHOOL

- |    |  |   |   |
|----|--|---|---|
| 2. | Allen, Megan<br>Atwal, Aneeka<br>Evans, Robert<br>Soto, Gianni | Pep Squad Coach<br>Pep Squad Coach<br>Cross Country – Boys<br>Pep Squad Coach |   |
| 3. | Blasi, Caroline<br>Liden, Evangelina                           | Substitute teachers, as<br>needed   | 1/07/19 through 7/15/19<br>\$165.00 per day<br>01.0 00000.0 19004 10000 1160<br>0004615 |
| 4. |  | Extra-Curricular<br>Assignments   | Summer 2018   |

HOOVER HIGH SCHOOL

- |    |   |  |   |
|----|---|--|---|
|    | Martinez, Jessie<br>Spargur, Comrad   | Wrestling – Boys<br>Water Polo – Girls<br>Water Polo – Boys  |   |
| 5. | Kang, Sarah<br>Kim, Cindy   | Teachers, as needed, for<br>Math Field Day at<br>Monte Vista Elementary  | 1/07/19 through 4/27/19<br>\$27.00 per hour for preparations<br>\$30.00 per hour to work with<br>students<br>Not to exceed \$1,300.00 total<br>01.0 01000.0 11100 10000 1130<br>3700000 |
| 6. | Galvez-Grado, Sylvia<br>Ramirez, Christine<br>Torabyan, Hermine<br>Urban, Wendy | Teachers from Cerritos<br>Elementary, as needed,<br>to attend after school<br>meetings to complete<br>PBIS planning and<br>preparation for the 18-19<br>school year<br>Teaching & Learning | 7/01/18 through 6/30/19<br>\$27.00 per hour<br>Not to exceed 12 hours each<br>01.0 00000.0 00000 21010 1130<br>0000618  |

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
7.	Clark-Reed, Shannon Hayrikian, Lilit Keefer, Lisa O'Malley, James C. Orue-Perea, Gabriela Sarhadian, Julie	Teachers, as needed, for class coverage for Induction Glendale High School
		1/07/19 through 6/30/19 Hourly rate of pay (varies per teacher approx. \$96.00) Not to exceed 16 hours each 01.0 07405.0 11100 10000 1160 0000618
8.	Ahmadi, Atossa	Teacher, as needed, for Early Education & Extended Learning Programs
		11/27/18 through 6/30/19 \$30.00 per hour Not to exceed 100 hours Child Development Activities 12.0 50251.0 85000 10000 1130 0000671 Child Development Activities 12.0 61051.0 85000 10000 1130 0000671 Self-Supporting Daycare 01.0 91400.0 85000 10000 1130 0000671 State Preschool 12.0 61050.0 85000 10000 1130 0000671 California State Preschool 12.0 61052.0 85000 10000 1130 0000671 Recreation After School Program 01.0 91100.0 85000 10000 1130 0000671 Self-Supporting Combined 01.0 91500.0 85000 10000 1130 0000671 Self-Support Preschool 01.0 91300.0 85000 10000 1130 0000671 After School Education & Safety 01.0 60100.0 11100 10000 1130 0000671

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>			
9.	Arakelian, Talin	Teacher, Regular Science Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
10.	Belou, Ibrahim	Teacher, Regular Physical Education Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
11.	Demirchyan, Armen	Teacher, as needed, to work with parents during a TUPE anti-tobacco presentation at Hoover High School	2/25/19 \$27.00 per hour Not to exceed 2 hours total Violence Prevention 01.0 00000.0 11309 10000 1130 0002682
12.	Driffill, Carol	Teacher, Regular History Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
13.	Khachturian, Soseh	Teacher, Regular Art Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000

		<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>			
14.	Kurtz, Cheryce	Teacher, Regular History Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
15.	Marcheque, Chester	Teacher, Regular Science Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
16.	Martin, Gregory	Teacher, Regular Science Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
17.	Mohr, Anthony	Teacher, Regular Special Education Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 65000.0 57701 11100 00006000
18.	Palmer, Kelly	Teacher, Regular English Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Election Hourly/Daily (Cont.)</u>		
19.	Pugel Gamez, Nicole Teacher, as needed, to supervise Bistro students to provide refreshments and food for the GHS ELD Holiday Open House at Glendale High School	11/29/18 through 12/12/18 \$30.00 per hour Not to exceed 8 hours total Supplemental 01.0 01000.0 11100 10000 1130 0200000
20.	Reuter, Andrea Teacher, as needed, to conduct a training on the DRA/EDL 2 Spanish reading assessment at Edison Elementary	10/19/18 \$27.00 per hour Not to exceed 4 hours total FLAG Support Fund 01.0 00000.0 00000 21004 1130 0008682
21.	Shiroyan, Hasmik Teacher, Regular Art Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000
22.	Venier, Daniel Teacher, Regular Science Glendale High School	1/07/19 through 6/11/19 One additional hour assignment at 1/5 daily rate of pay according to placement on Regular Teachers Salary Schedule 01.0 00000.0 11303 10000 1110 0200000

Transportation Authorization – 2018-2019

Increase in the auto allowance mileage rate to read: 58 ¢ per mile effective 1/01/19. Previous rate of 54.5 ¢ per mile expired on 12/31/18.

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Transportation Authorization</u>		
1.	Choi, Unis Melkoian, Miganoush Taylor, Aya	Reimbursement for transportation expenses for travels to and from schools and district office in the performance of duties as a Teacher Specialist in charge of different languages under the FLAG Program Educational Services
		8/20/18 through 6/30/19 54.5 cents per mile (2018) 58 cents per mile (2019) Administration – Ed Services 01.0 00000.0 00000 71001 5210 0007616
2.	Altobelli, Kelly	Transportation for Teacher Specialist, as needed, to visit different school sites Categorical Program
		7/01/18 through 6/30/19 54.5 cents per mile (2018) 58 cents per mile (2019) General Account 01.0 00000.0 00000 21005 5210 0003673

Revision to Previous Personnel Report

1.	Revision to Board Report No. 9, November 26, 2018	
	<u>Page 3, Item 1</u>	
	Barchan, Lane Metalliuous, Anastasios	Substitute teachers, as needed, to provide after school activities at Toll Middle School
		8/22/18 through 6/11/19 \$30.00 per hour to teach Not to exceed \$720.00 each Supplemental 01.0 01000.0 11100 10000 1130 0700000
	Change to read: Barchan, Lane	Not to exceed \$1,440.00 total (2 different sports)
	Metalliuous, Anastasios	Not to exceed \$720.00 total

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
2.	Revision to Board Report No. 2, August 14, 2018	
	<u>Page 33, Item 7</u>	
	Various names	PBIS members to attend PBIS meetings as needed for the 2018-2019 school year Teaching & Learning
		7/01/18 through 6/30/19 54.5 cents per mile Mileage Reimbursement 01.0 00000.0 00000 21010 5210 0000618
	Add the following name: Scott-Sawyer, Shari	
3.	Revision to Board Report No. 10, December 11, 2018	
	<u>Page 7, Item 7</u>	
	Hong, Sun Kyoung	Substitute teacher, as needed, to support instruction for FLAG Korean students Monte Vista Elementary
		9/04/18 through 12/21/18 \$30.00 per hour Not to exceed 52 hours total 01.0 00000.0 00000 71001 1160 0007616
	Increase the total number of hours to read:	Not to exceed 72 hours total



Position

Effective Dates  
And Salary Rate

Revision to Previous Personnel Report (Cont.)

4. Revision to Board Report No. 8, November 5, 2018

Page 35, Item A1

It is recommended that approval be given to Neda Farhoumand (Community member, PTA Council Executive Vice-President); Taline Arsenian (President, Glendale Teachers' Association); Dr. Brook Reynolds (Valley View Principal); Jessica Isco (Valley View Special Education Teacher); Christine Aroyan (Valley View Teacher) and Karla Bringas (Valley View Teacher) to attend the advanced Restorative Practices and Restorative Circles training to be held in Denver, CO from November 5 – 7, 2018, with necessary substitute teacher expenses to be funded by Teaching & Learning. All other travel expenses, including food, will be paid by the National Education Association (NEA).

Teaching and Learning  
01.0 07405.0 11100 10000 1160 0000618

Change account number to read:

Teaching and Learning  
01.0 07405.0 11100 10000 5220 0000618

Add the following:

Additional expenses incurred were for transportation and meals, not to exceed \$600.00, that were not reimbursable by the conference sponsor.

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
5.	Revision to Board Report No. 5, September 17, 2018	
	<u>Page 4, Item 4</u>	
	DeLuna, Violet (Toll MS)	Teachers, as needed, to coordinate TUPE
	Doolittle, Jason (Toll MS)	activities and work with students in the
	Hutchinson, Breanna (Rosemont MS)	production and dissemination of
	Inglish, Mary (Rosemont MS)	materials for TUPE
	Pascale-Parra, Jean Marie (Roosevelt MS)	Project ABCD at all middle schools
	Weckerly, Ellen (Wilson MS)	Student Support Services
		8/20/18 through 6/30/19 \$30.00 per hour Not to exceed 100 hours each TUPE Grades 6-12, Cohort L, Tier 2 01.0 66902.0 11100 10000 1130 0000682 Violence Prevention 01.0 00000.0 11309 10000 1130 0002682
	Change funding source to read:	TUPE Grades 6-12, Cohort L, Tier 2 01.0 66902.0 11100 10000 1130 0000682 01.0 66950.0 11100 10000 1130 0000682 Violence Prevention 01.0 00000.0 11309 10000 1130 0002682
6.	Revision to Board Report No. 2, August 14, 2018	
	<u>Page 23, Item 12</u>	
	Gould, Bonnie	Retired administrator, as needed, to assist in preparations for assessment Assessment & Accountability
		7/31/18 through 6/30/19 \$578.73 daily rate of pay Not to exceed 10 days Administration – Ed Services 01.0 00000.0 00000 71001 1334 0007616
	Change to read:	Not to exceed 20 days

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
7.	Revision to Board Report No. 5, September 17, 2018	
	<u>Page 5, Item 7</u>	
	Barsegyan, Nana	8/20/18 through 6/30/19
	Chaolerytotin, Pearl	\$30.00 per hour
	Gharibian, Lilia	Not to exceed 30 hours each
	Teachers, as needed, to	TUPE Grades 6-12, Cohort L,
	work with students in	Tier 2
	the production and	01.0 66902.0 11100 10000 1130
	dissemination of TUPE	0000682
	materials for Wilson	Violence Prevention
	Middle School's TUPE	01.0 00000.0 11309 10000 1130
	Project ABCD	0002682
	Wilson Middle School	
	Change funding source to read:	TUPE Grades 6-12, Cohort L,
		Tier 2
		01.0 66902.0 11100 10000 1130
		0000682
		01.0 66950.0 11100 10000 1130
		0000682
		Violence Prevention
		01.0 00000.0 11309 10000 1130
		0002682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
8.	Revision to Board Report No. 6, October 2, 2018	
	<u>Page 5, Item 1</u>	
	Various names	8/20/18 through 6/30/19 \$30.00 per hour Not to exceed 30 hours each TUPE Grades 6-12, Cohort L, Tier 2 01.0 66902.0 11100 10000 1130 0000682 Violence Prevention 01.0 00000.0 11309 10000 1130 0002682
	Change funding source to read:	TUPE Grades 6-12, Cohort L, Tier 2 01.0 66902.0 11100 10000 1130 0000682 01.0 66950.0 11100 10000 1130 0000682 Violence Prevention 01.0 00000.0 11309 10000 1130 0002682

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Revision to Previous Personnel Report (Cont.)</u>		
9.	Revision to Board Report No. 5, September 17, 2018	
	<u>Page 5, Item 6</u>	
	Kho, Carminda	8/20/18 through 6/30/19
	Strange, Sarah	\$30.00 per hour
	Tavener, Jennifer	Not to exceed 30 hours each
	Teachers, as needed, to	TUPE Grades 6-12, Cohort L,
	work with students in	Tier 2
	the production and	01.0 66902.0 11100 10000 1130
	dissemination of TUPE	0000682
	materials for Toll	Violence Prevention
	Middle School's TUPE	01.0 00000.0 11309 10000 1130
	Project ABCD	0002682
	Toll Middle School	
	Change funding source to read:	TUPE Grades 6-12, Cohort L,
		Tier 2
		01.0 66902.0 11100 10000 1130
		0000682
		01.0 66950.0 11100 10000 1130
		0000682
		Violence Prevention
		01.0 00000.0 11309 10000 1130
		0002682

Position

Effective Dates  
 And Salary Rate

Revision to Previous Personnel Report (Cont.)

10. Revision to Board Report No. 5, September 17, 2018

Page 4, Item 5

Billings, Margaret  
 Gang, Mark  
 Grant, Stacey  
 Hoang, Kevin  
 Kracker, Shannon  
 Peters, Carol  
 Welsh, Janet

Teachers, as needed, to  
 work with students in  
 the production and  
 dissemination of TUPE  
 materials for Rosemont  
 Middle School's TUPE  
 Project ABCD  
 Rosemont Middle School

8/20/18 through 6/30/19  
 \$30.00 per hour  
 Not to exceed 30 hours each  
 TUPE Grades 6-12, Cohort L,  
 Tier 2  
 01.0 66902.0 11100 10000 1130  
 0000682  
 Violence Prevention  
 01.0 00000.0 11309 10000 1130  
 0002682

Change funding source to read:

TUPE Grades 6-12, Cohort L,  
 Tier 2  
 01.0 66902.0 11100 10000 1130  
 0000682  
 01.0 66950.0 11100 10000 1130  
 0000682  
 Violence Prevention  
 01.0 00000.0 11309 10000 1130  
 0002682

Personal Services Agreement

1. Baca, Angela  
 Consultant, as needed, to  
 teach and assist students  
 for the Elementary  
 Honors Orchestra  
 program

2/09/19 through 2/13/19  
 Not to exceed \$300.00  
 Instrumental Music  
 01.0 00000.0 17003 10000 5811  
 0005616

2. Hogan, Shawna  
 Consultant, as needed, to  
 provide counseling  
 services to students and  
 families at Toll Middle  
 School

1/16/19 through 6/11/19  
 \$60.00 per hour  
 Not to exceed \$15,600.00 total  
 Title I  
 01.0 30100.0 11100 10000 5811  
 0700865

	<u>Position</u>	<u>Effective Dates And Salary Rate</u>
<u>Personal Services Agreement (Cont.)</u>		
3.	Ladanyi, Kay Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra program	2/09/19 through 2/22/19 Not to exceed \$350.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616
4.	Moore, Phil Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra Program	2/09/19 through 2/13/19 Not to exceed \$300.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616
5.	Munday, Jennifer Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra Program	2/09/19 through 2/19/19 Not to exceed \$300.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616
6.	Young, David Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra Program	2/09/19 through 2/19/19 Not to exceed \$300.00 Instrumental Music 01.0 00000.0 17003 10000 5811 0005616

<u>Position</u>	<u>Effective Dates And Salary Rate</u>
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Conference/Workshop/Meeting Authorization

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

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

1. It is recommended that approval be given to David Black to travel with Clark Magnet High School students, to participate in the Las Vegas FIRST Robotics Competition Event. To be held at the University of Nevada, Las Vegas, Tomas & Mack Center, from March 27 to March 30, 2019, with all necessary expenses, including transportation, food and hotel accommodations to be paid, not to exceed \$22,000.

Funding for field trip will come from TEAM 626 ASB Account, Sponsor Funds, Student/Family Donations and CTE account.

CTE  
01.0 63870.0 38000 10000 5220 0000684

2. It is recommended that approval be given to Terri Coomes, Fourth Grade Teacher, from Incarnation Private School to attend the conference “Be an Exceptional Math Teacher”, to be held at the Ramada Burbank Airport. Burbank, CA on January 30, 2019. Expenses to include Conference Registration Fee – not to exceed \$229.

Title II  
01.0 40352.0 11100 10000 5220 0000673



GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CLASSIFIED PERSONNEL REPORT NO. 10

CONSENT CALENDAR NO. 3

TO: Board of Education  
FROM: Dr. Winfred B. Roberson, Jr., Superintendent  
PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources  
SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 10

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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>
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Minimum Wage Compliance

Effective January 1, 2019, the California Industrial Welfare Commission will establish the State Minimum wage at \$12.00 per hour.

At this time the classification of employees in the District affected by the minimum wage law are Babysitter, Facilities Use Worker, Translator, Yard Duty Assistant, Recreation Leader I, Recreation Leader II, Student Assistant I, High School Stage Crew I, High School Stage Crew II, High School Stage Crew III, Student JTPA - Limited Partnership and the Student - Mentor (JTPA).

Medical Leave of Absence

1. Behavior Intervention Assistant  
Sagolili, Donnah                      Special Education                      11/26/18 through 01/31/19
2. Cafeteria Worker I  
Ashegh Piralil, Sofiya                      Wilson                      01/07/19 through 02/17/19
3. Custodian I  
Torres, Luis                      Crescenta Valley                      10/18/18 through 04/01/19
4. Senior Heating and Air Conditioning Mechanic  
Camarena, Carlos                      FASO                      11/15/18 through 12/27/18

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Extension of Medical Leave of Absence</u>		
1. <u>Assistant Operations Coordinator</u> Stephens, John	FASO	10/01/18 through 01/31/19
2. <u>Behavior Intervention Assistant</u> Maravilla Gutierrez, Vanessa	Special Education	08/21/18 through 02/28/19
Shaumyan, Anna	Special Education	11/05/18 through 02/03/19
3. <u>Education Assistant I</u> Baba, Nora	Cerritos	10/01/18 through 01/09/19
<u>Family &amp; Medical Leave of Absence</u>		
1. <u>Custodian I</u> Torres, Luis	Crescenta Valley	10/18/18 through 01/24/19
2. <u>Senior Heating &amp; Air Conditioning Mechanic</u> Camarena, Carlos	FASO	11/15/18 through 12/27/18
<u>Extension of Family &amp; Medical Leave of Absence</u>		
1. <u>Assistant Operations Coordinator</u> Stephens, John	FASO	10/01/18 through 01/04/19
<u>Maternity Leave of Absence</u>		
1. <u>Education Assistant I</u> Moradimasahi, Tina	Valley View	01/19/19 through 05/30/19

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Extension of Maternity Leave of Absence

1. Behavior Intervention Assistant  
Hazarian, Lusine                      Special Education                      09/12/18 through 03/31/19
2. Custodian I  
Mack, Tynisha                              FASO    09/16/18 through 12/14/18

Change of Child Care Leave of Absence

1. Behavior Intervention Assistant  
Shaumyan, Anna                              Special Education                              02/04/19 through 08/19/19

Change of Parental Leave of Absence

1. Behavior Intervention Assistant  
Shaumyan, Anna                              Special Education                              02/04/19 through 02/21/19
2. Custodian I  
Mack, Tynisha                                      FASO    12/15/18 through 02/26/19

Military Leave of Absence

1. Behavior Intervention Assistant  
Martinez, Joseph                              Special Education                              10/12/18  
12/14/18 through 12/16/18  
01/04/19 through 01/18/19

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election from Eligibility List</u>		
1. <u>Account Clerk III</u> Luminario, Aileen	Special Education/ Health & Welfare	01/07/19; 12/8; 21-2 01.0 05641.0 00000 21000 2410 0000617=50% 01.0 56401.0 50011 21000 2410 0000600=50%
2. <u>Assistant Director, Nutrition Services</u> Williams, Kamilah	Nutrition Services	01/16/19; 12/8; M70-1 13.0 53100.0 00000 37005 2310 0000662
3. <u>Bond Controls Specialist</u> Mai, Cindy	Planning & Development	01/16/19; 12/8; M45-4 21.1 98000.0 90000 85051 2310 0000630
4. <u>Education Assistant ASES/RAP Site Leader</u> Nhabeet, Anna	Muir	01/07/19; 9.25/3.5; 6-2 01.0 91100.0 85000 10000 2110 0000671
5. <u>Education Assistant I</u> Dominguez, Edgar	Franklin	12/06/18; 9.25/3.5; 3-1 01.0 91100.0 85000 10000 2110 0000671
Flores, Christian	Pacific Avenue	12/06/18; 12/3; 3-1 12.0 61052/0 85000 10000 2110 0000671
Karapetyan, Mary	Muir	12/06/18; 9.25/3; 3-1 01.0 60100.0 11100 10000 2110 4000000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election from Eligibility List</u> - Continued		
5. <u>Education Assistant I</u> - Continued		
Kazazian, Kaspar	Toll	12/06/18; 9.25/3; 3-1 01.0 60100.0 11100 10000 2110 0700000
Khaloian, Araxia	Cerritos	12/06/18; 12/3; 3-1 12.0 61052.0 85000 10000 2110 0000671
Manoukian, Madlen	Muir	12/10/18; 9.25/3; 3-1 12.0 61051.0 85000 10000 2110 0000671
Santos, Betsy	Pacific Avenue	12/10/18; 12/3; 3-1 12.0 61052.0 85000 10000 2110 0000671
Sarkisyan, Elin	Toll	12/06/18; 9.25/3.5; 3-1 01.0 60100.0 11100 10000 2110 0700000
Shamiryan, Nareh	La Crescenta	12/06/18; 9.25/3; 3-1 01.0 91500.0 85000 10000 2110 0000671
Sinani, Narineh	Cerritos	12/06/18; 12/3; 3-1 12.0 61052.0 85000 10000 2110 0000671
Zohrabian, Alvar	Cerritos	12/06/18; 9.25/3; 3-1 12.0 61050.0 85000 10000 2110 0000671

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Reinstatement

- |  |                |  |
|--|----------------|--|
| 1. <u>Education Assistant I</u><br>Roman, Ibon | Pacific Avenue | 12/05/18; 12/3.5; 3-4<br>12.0 61052.0 85000 10000 2110 0000671 |
|--|----------------|--|

Reclassification

- |  |                                  |   |
|--|----------------------------------|---|
| 1. <u>Elevator Technician</u><br>Hernandez, Luis | FASO<br>From Electrician<br>31-9 | 09/19/18; 12/8; 33-9<br>01.0 81500.0 00000 81000 2211 0000640 |
|--|----------------------------------|---|

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Additional Assignment Temporary - At Established Rate of Pay</u>		
1. <u>Administrative Secretary</u> Barnard, Denise	Marshall	09/20/18 through 06/07/19 Assisting as Choral Director Not to exceed \$1,063.00 per semester at over time rate 01.0 00000.0 00000 27004 2440 3600000
2. <u>Education Assistant I</u> Deravanesian, Narineh	EEELP	10/01/18 through 06/30/19 Child Development Activities 12.0 61051.0 85000 10000 2160 0000671 Child Development Activities 12.0 61051.0 85000 10000 2130 0000671 Self Supporting Combined 01.0 91500.0 85000 10000 2130 0000671
Dominguez, Edgar Escobar-Flores, Christian Karapetyan, Mary Kaviani, Gita Kazazian, Kaspar Khaloian, Araxia Manoukian, Madlen Nahabeet, Anna Puma Santos, Betsy Sarkisyan, Elin Shamiryan, Nareh Sinani, Narineh Zohrabian, Alvart Dehbaskian Gharghani, Sabrina	EEELP	12/06/18 through 06/30/19 Child Development Activities 12.0 61051.0 85000 10000 2160 0000671 Child Development Activities 12.0 61051.0 85000 10000 2130 0000671 Self Supporting Combined 01.0 91500.0 85000 10000 2130 0000671
3. <u>Education Assistant II</u> Caballero, Jose	Glendale	06/11/18 through 07/13/18 Not to exceed \$2,016.00 total Title I 01.0 30100.0 11100 10000 2130 0200000

	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Change of Assignment</u>		
1. <u>Change of Location</u>		
a. <u>Cafeteria Worker I</u> Eleacyan, Knarik	Crescenta Valley From Marshall	10/09/18 13.0 53100.0 00000 37000 2212 0100000
2. <u>Election from a Transfer List</u>		
a. <u>Administrative Secretary</u> Sanchez, Maria	Keppel From Account Clerk III, 21-9, 12/8	01/07/19; 10.5/8; 21-9 01.0 00000.0 00000 27004 2410 3100000
3. <u>Voluntary Demotion</u>		
a. <u>Accounting Technician</u> Liwanag-Cruz, Eufrocina	EEELP from Accounting Supervisor, 12/8 M31-7	01/07/19; 12/8; M28-7 01.0 91500.0 00000 21000 2310 0000671 25% 12.0 61050.0 00000 21000 2310 0000671 30% 12.0 61051.0 00000 21000 2310 0000671 25% 12.0 61052.0 00000 21000 2310 0000671 20%
4. <u>Provisional Assignment</u>		
a. <u>Account Clerk I</u> Masoudi, Eva	EEELP From EA Site Leader, 6-4	01/01/19 through 01/31/19 8 hours a day 13-2 Self Supporting Combined 01.0 91500.0 85000 10000 2410 0000671
b. <u>Account Clerk II</u> Petrosian, Michelle	EEELP From Account Clerk I, 13-3	01/01/19 through 01/31/19 8 hours a day 17-2 Self Supporting Combined 01.0 91500.0 85000 10000 2410 0000671



Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Change of Assignment - Continued

4. Provisional Assignment - Continued

c. Administrator: Planning, Development & Facilities Department

Bohn, Jeffrey	Planning & Development M85-2	12/01/18 through 01/31/19 M90-2 21.1 98000.0 90000 85051 2310 0000630
---------------	------------------------------------	---

d. Administrative Secretary

Borjal, Kathryn	Mann From Multimedia Technology Asst. 8-9	01/01/19 through 01/31/19 8 hours a day 21-4 01.0 00000.0 00000 27004 2410 3500000
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e. Cafeteria Worker II

Khechoomian, Frida	Dunsmore From Cafeteria Worker I, 1-5	12/03/18 through 12/21/18 6.5 hours a day 4-5 13.0 53100.0 00000 37000 2212 0100000
--------------------	--	--

f. Cook/Baker

Amigon, Marisela	College View From Cafeteria Worker I, 1-5	12/03/18 through 12/21/18 4.5 hours a day 9-2 13.0 53100.0 00000 37000 2212 0200000
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Ebrahimian, Jaklin	College View From Cafeteria Worker I, 1-9	12/03/18 through 12/07/18 8 hours a day 9-6 13.0 53100.0 00000 37000 2212 0800000
--------------------	--	--

Kazarian, Vardanoush	Dunsmore From Cafeteria Worker I, 1-9	12/10/18 through 12/21/18 8 hours a day 9-6 13.0 53100.0 00000 37000 2212 0800000
----------------------	--	--

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Change of Assignment - Continued

3. Provisional Assignment - Continued

g. Manager, Cafeteria, Non-Transport

Ayvazian, Natasha	Wilson	12/03/18 through 12/21/18
	From Cook/Baker	8 hours a day
	Worker I,	M4-1
	9-6	13.0 53100.0 00000 37005 2310 0000662

Revisions to Previous Board Reports

1. Revision to Personnel Report #9, December 11, 2018

Page 6

Termination - Exhaustion of Benefits

2018-cl-82116

Effective 11/20/18

Change effective date to read:

Effective 11/27/18

2. Revision to Personnel Report #9, December 11, 2018

Page 13, Item 3

Election of Classified/Non Classified Hourly Substitutes through 06/30/19

Student Stage Crew I

Castro, Dean	Glendale/JWPAC	12/01/18 through 06/30/19
Reyes, Neil		\$11.00 per hour
		01.0 00000.0 81000 50001 2930 0000640

Change title to read:

Stage Crew Non-Student

Change hourly rate to read:

\$14.45 per hour

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Revisions to Previous Board Reports - Continued

3. Revision to Personnel Report #8, November 26, 2018

Page 16, Item 1

Election of Classified/Non Classified Hourly Substitutes through 06/30/19

Babysitter

Fernandez Garcia, Yamilka Cerritos  
 Harutyunyan, Alina

10/16/18 through 06/11/19  
 \$11.00 per hour  
 Not to exceed \$200.00 total  
 Supplemental  
 01.0 01000.0 11100 10000 2930 2200000

Change dates to read:

09/27/18 through 06/11/19

4. Revision to Personnel Report #7, November 5, 2018

Page 2, Item 1

Parental Leave of Absence

Benefits Technician

Msryan, Gevork Financial Services

11/05/18 through 02/12/19

Change dates to read:

11/05/18 through 02/07/19

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Revisions to Previous Board Reports - Continued

5. Revision to Personnel Report # 7, November 5, 2018

Page 28

Election of Classified Hourly Substitutes through 06/30/19

De Torres, Ebner	Mann	11/01/18 through 06/11/19
Sandoval, Sergio		Not to exceed \$2,320.00 total
Torres, America		Title I Alternative Support
Zendejas, Ana		01.0 30100.0 11100 10000 2130 3500865

Add name to read:

Haley, Ebed-Melech

6. Revision to Personnel Report # 7, November 5, 2018

Page 28

Election of Classified Hourly Substitutes through 06/30/19

Griffin, Angela	Lincoln	10/01/18 through 06/06/19
		Not to exceed \$4,621.00 and 320 hours
		Supplemental Funds
		01.0 01000.0 11100 10000 2430 3300000

Change account number to read:

01.0 01000.0 00000 27000 2430 3300000

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Revisions to Previous Board Reports - Continued

7. Revision to Personnel Report #7, November 5, 2018

Page 30, Item 2

Personal Services Agreement

Olson, Jacqueline

Consultant,  
as needed  
to translate  
instructional  
materials  
to French

07/01/18 through 06/30/19  
\$27.00 per hour  
Not to exceed 50 hours total  
01.0 07405.0 11100 10000 5811 0000618

Delete Item from Agenda

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Revisions to Previous Board Reports - Continued

8. Revision to Personnel Report #4, September 17, 2018

Page 18, Item 2

Personal Services Agreement:

Hee Eun Lee	Consultant, as needed, to provide lessons in in the art of Korean Rice Cake making to FLAG Korean classes at Monte Vista and Keppel Elementary Schools and Toll Middle School	09/18/18 through 06/07/19 Not to exceed \$2,844.00 total Monte Vista Korean Donation 01.0 94374.0 11100 10000 5811 0000611 =\$1,524.00 Keppel Korean Donation 01.0 94376.0 11100 10000 5811 0000611 =\$856.00 Toll Korean Donation 01.0 94382.0 11100 10000 5811 0000611 =\$464.00
-------------	---	--

Change to read as follows:

Consultant, as needed to provide lessons in the art of Korean Rice Cake making to FLAG Korean classes at Monte Vista and Keppel Elementary Schools, Rosemont Middle School, and Hoover High School	Not to exceed \$3,637.00 total Monte Vista Korean Donation 01.0 94374.0 11100 10000 5811 0000611 =\$1,524.00 Keppel Korean Donation 01.0 94376.0 11100 10000 5811 0000611 =\$856.00 Hoover Korean Donation 01.0 94384.0 11100 10000 5811 0000611 =\$732.00 Rosemont Korean Donation 01.0 94370.0 11100 10000 5811 0000611 =\$525.00
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<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Election of Classified Hourly Substitutes (Cafeteria Worker I) through 06/30/19</u>	
Gabriele, Nina	08/01/18 through 06/30/19
Guzman-Minkler, Lisa	13.0 53100.0 00000 37000 2232 0000662
Han, Juyoung	
Johnson, April	
Keshishian, Violeta	
Khachikian, Maral	
Khanjian, Marlene	
Mendizabal, Mario	
Mohamed-Soliman, Sayeda	
Murillo, Jessica	
You, Lisa	
Yousefkhaniian, Talin	
<u>Election of Classified Hourly Substitutes through 06/30/19</u>	
Gayle, Michael	Wilson 09/10/18 through 12/20/18
Lopez, Victor Hugo	Not to exceed \$750.00 each Not to exceed \$1,500.00 total Supplemental 01.0 01000.0 15000 42000 2170 0800000
Gayle, Michael	Wilson 03/01/19 through 05/30/19 Not to exceed \$750.00, total Supplemental 01.0 01000.0 15000 42000 2170 0800000
Lopez, Victor Hugo	Wilson 03/01/19 through 05/30/19 Not to exceed \$750.00, total Supplemental 01.0 01000.0 15000 42000 2170 0800000

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/19

1. Yard Duty Assistants

Ash, Reiko	Dunsmore	12/03/18 through 06/11/19
Bedjanyan, Armine		\$12.00 per hour
Cavender, Stephen		01.0 00000.0 19021 10000 2930 2400000
Heilman-Pollack, Leah		
Luna, Daniel		
Pagourtis, Maira		
Sinani, Karineh		
Williams, Krittika		

Yessai, Juliet	Mountain Avenue	12/14/18 through 06/30/19
		\$12.00 per hour
		01.0 00000.0 19021 10000 2930 3900000

2. Student Assistant I

Castaneda, Juan	SELPA	12/11/18 through 06/30/19
Deravakian, Christian		\$12.00 per hour
Garcia, Tanya		01.0 65200.0 57700 11100 2180 0000668
Ghoujournian, Aren		
Rodriguez, Jaime		
Pisua, Giulian		
Satterlee, Kellyel		



	<u>Location</u>	<u>Effective Dates, Months/Hours, and Salary Rating</u>
<u>Personal Services Agreement</u>		
1. Petros, Stella	Consultant, as needed to supervise Social Work interns assigned to perform individual and group Counseling to students district-wide	01/01/19 through 06/30/19 Not to exceed \$45,000.00 Child Welfare & Attendance 01.0 05641.0 11100 10000 5811 0000617
2. Petros, Stella	Consultant, as needed to provide mental Health counseling services to students district-wide and supervision of Social Work interns	01/01/19 through 06/30/19 Not to exceed \$2,000.00 \$60.00 per hour Child Welfare & Attendance 01.0 05641.0 11100 10000 5811 0000617
3. Rainey, Margaux	Coach, as needed to provide after school activities at Toll Middle School	12/03/18 through 06/11/19 Not to exceed \$720.00, total \$30.00 per hour Supplemental 01.0 01000.0 11100 10000 5811 0700000

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Transportation Authorization 2018-2019

Increase in the auto allowance mileage rate to read: 58 ¢ per mile effective 01/01/19.

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 4

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

The Superintendent recommends that “A” Form (Payroll Warrants) issued December 6, 2018 – January 10, 2019 as shown below totaling \$12,196,509.10, and “B” Form (Other than Payroll Warrants) issued December 1 – 31, 2018, totaling \$10,279,271.75 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.

This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility.

REGISTERED NUMBER	WARRANT NUMBER	DESCRIPTION	AMOUNT
338-N	5786722 - 5786722	Classified	\$ (1,309.60)
E4J-C		Certificated	418.55
E4J-N	5962217 - 5962316	Classified	1,373,533.11
339-N	5968059 - 5968068	Classified	1,281.16
C3E-C	5971940 - 5971941	Certificated	5,948.39
C3E-N	5971942 - 5972109	Classified	409,229.25
340-C	5978025 - 5978025	Certificated	1,719.06
340-N	5978026 - 5978028	Classified	528.33
341-C	5982065 - 5982065	Certificated	641.04
341-N	5982066 - 5982069	Classified	8,176.38
346-N	5984511 - 5984517	Classified	2,485.76
347-C	5985005 - 5985013	Certificated	1,932.02
347-N	5985014 - 5985036	Classified	2,971.92
348-N	5990769 - 5990771	Classified	(3,012.93)
E4K-N	5992268 - 5992361	Classified	1,231,438.42
351-C	5993821 - 5993821	Certificated	1,710.81
351-N	5993822 - 5993824	Classified	3,593.39
C1F-C	6003036 - 6003090	Certificated	7,071,774.22
C5F-C	6006295 - 6006373	Certificated	647,784.15
C5F-N	6006374 - 6006377	Classified	5,104.65
003-C	6008620 - 6008621	Certificated	1,394.24
E4L-N	6010688 - 6010797	Classified	1,429,166.78
<b>TOTAL</b>			<b>\$ <u>12,196,509.10</u></b>

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 DECEMBER 1 THRU DECEMBER 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>1.0 GENERAL FUND</b>			
3901	OTH BENF, CERT POSITIONS	1	\$ 30,071.68
3932	OTHER DISTRICT PAID BENEFITS	2	3,649.89
4110	TEXTBOOKS	17	13,503.21
4210	BOOKS & OTHER REFERENCE MATERIAL	14	22,549.12
4310	INST. MATERIALS & SUPPLIES	561	160,067.08
4312	INST. PERIODICALS & MAGAZINES	4	2,210.28
4350	OFFICE & OTHER SUPPLIES	110	14,784.35
4351	PRINTING & REPRODUCTION	12	8,319.84
4353	EDIBLE SUPPLIES	99	17,564.12
4360	TIRES, FUEL AND OIL	2	10,302.38
4370	CUSTODIAL/OPERATION SUPPLIES	71	9,723.64
4372	POOL SUPPLIES	11	3,616.13
4380	MAINTENANCE SUPPLIES	38	4,974.48
4381	REPAIR SUPPLY & MATERIALS	85	79,521.07
4420	NON-CAP EQUIP -UNTAGGED	164	88,162.27
4430	NON-CAP EQUIP - TAGGED	49	71,180.05
5100	SUBAGREEMENT FOR SERVICES	2	4,752.72
5210	MILEAGE & CAR ALLOWANCES	90	10,794.13
5220	TRAVEL AND CONFERENCES	112	52,435.18
5310	DUES AND MEMEBERSHIPS	2	3,110.00
5450	OTHER INSURANCE	1	169.00
5510	NATURAL GAS SERVICES	6	19,031.38
5520	ELECTRICITY SERVICES	30	179,006.81
5530	WATER	35	49,525.03
5561	TRASH DISPOSAL	4	19,045.26
5562	SEWER CHARGES	32	18,706.47
5610	RENTALS, LEASES AND REPAIRS	43	11,661.37
5630	REPAIRS	100	54,128.82
5632	ETIS PRINTER MAINTENANCE	2	36,805.86
5804	NON-PUBLIC SCHOOL	46	336,586.07
5811	PERSONAL SERVICES	100	165,414.89
5812	NON-PSA SERVICE AGREEMENT	97	409,112.89
5813	UNIFORM SERVICES	1	2,270.86
5814	TRANSPORTATION	12	8,730.84
5815	OPERATING SERVICES	152	774,088.99
5816	NON-PUBLIC SCHOOL SERVICES	73	379,814.39
5821	LEGAL FEES	13	21,066.54
5823	SPEC ED LEGAL SETTLEMENTS	2	27,900.00
5828	SPED PARENT ATTORNEY FEES	2	251,250.00
5830	ADVERTISEMENT	2	213.58
5852	NON-INSTRUCTIONAL, CONSULTANTS	10	30,572.13
5853	CONTRACTUAL SERVICES	1	1,647.40
5862	PHYSICALS FOR EMPLOYEES	5	976.32

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 DECEMBER 1 THRU DECEMBER 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
5911	POSTAGE/UPS/FEDEX	11	40,854.19
5912	TELEPHONE	9	15,707.53
5914	DATA LINE	1	32.35
5916	OTHER PHONES	4	7,085.72
6210	ARCHITECT FEES ON BUILDINGS	4	69,350.00
6227	FEES-FIRE DEPT.	1	300.00
6250	BUILDING CONSTRUCTION/IMPROV	6	63,007.20
8650	LEASES AND RENTALS	1	571.44
9320	STORES	3	7,953.37
9530	FRINGE BENEFITS SUBS - H&W	4	2,894,625.43
9543	DIRECT DEPOSIT PAYABLE	2	4,520.60
9551	SALES TAX PAYABLE	1	97.27
9552	USE TAX PAYABLE	44	4,806.48
		----- 2,306	----- 6,517,928.10
	<b>10.0 SELPA PASS THROUGH FUND</b>		
7211	TFR OF PMNTS-THRGH REV TO DIST	2	186,666.00
		----- 2	----- 186,666.00
	<b>12.0 CHILD DEVELOPMENT FUND</b>		
4310	INST. MATERIALS & SUPPLIES	3	1,578.19
4350	OFFICE & OTHER SUPPLIES	11	298.94
4353	EDIBLE SUPPLIES	12	2,054.95
4420	NON-CAP EQUIP -UNTAGGED	5	276.13
4430	NON-CAP EQUIP - TAGGED	1	623.11
5210	MILEAGE & CAR ALLOWANCES	1	31.45
5220	TRAVEL AND CONFERENCES	9	457.18
5630	REPAIRS	18	3,900.00
5812	NON-PSA SERVICE AGREEMENT	17	7,144.20
5911	POSTAGE/UPS/FEDEX	6	94.36
5916	OTHER PHONES	1	21.83
8673	CHILD DEVELOPMENT PARENT FEES	21	3,422.00
9552	USE TAX PAYABLE	1	27.47
		----- 106	----- 19,929.81
	<b>13.0 CAFETERIA FUND</b>		
4350	OFFICE & OTHER SUPPLIES	5	423.45
4351	PRINTING & REPRODUCTION	1	699.99

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 DECEMBER 1 THRU DECEMBER 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
4360	TIRES, FUEL AND OIL	4	1,050.68
4380	MAINTENANCE SUPPLIES	6	704.44
4381	REPAIR SUPPLY & MATERIALS	3	746.00
4395	NON-FOOD SUPPLIES	5	24,542.50
4420	NON-CAP EQUIP -UNTAGGED	2	115.61
4710	FOOD	62	225,261.75
5210	MILEAGE & CAR ALLOWANCES	1	375.91
5220	TRAVEL AND CONFERENCES	3	1,819.77
5563	PEST CONTROL	1	949.60
5610	RENTALS, LEASES AND REPAIRS	2	2,150.34
5630	REPAIRS	1	550.00
5815	OPERATING SERVICES	13	39,216.07
5817	MONEY PICK-UPS	1	2,736.00
5911	POSTAGE/UPS/FEDEX	1	14.21
5916	OTHER PHONES	1	143.34
6490	CAPITALIZED EQUIPMENT	2	28,808.96
8634	FOOD SERVICE SALES	4	272.40
9551	SALES TAX PAYABLE	1	835.37
9552	USE TAX PAYABLE	1	8.77
		----- 120	----- 331,425.16
 <b>21.1 MEASURE S PROJECTS FUND</b>			
4350	OFFICE & OTHER SUPPLIES	1	309.20
4420	NON-CAP EQUIP -UNTAGGED	4	1,407.53
4430	NON-CAP EQUIP - TAGGED	2	3,527.69
5610	RENTALS, LEASES AND REPAIRS	5	346.04
5852	NON-INSTRUCTIONAL, CONSULTANTS	1	4,125.00
5911	POSTAGE/UPS/FEDEX	1	40.73
6210	ARCHITECT FEES ON BUILDINGS	12	86,171.78
6226	FEES-SWPP	2	968.00
6231	DSA PLAN CHECK FEES	1	750.00
6252	OTHER CONSTRUCTION	41	154,218.03
6275	CONST TSTNG ON BLDNGS & IMPROV	3	9,385.50
6455	DATA/CABLING	15	229,615.31
		----- 88	----- 490,864.81
 <b>21.2 CLEAN RENEWABLE ENERGY BONDS</b>			
6275	CONST TSTNG ON BLDNGS & IMPROV	1	1,867.50
6280	BUILDING INSPECTIONS	1	4,590.00
		----- 2	----- 6,457.50

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
 DECEMBER 1 THRU DECEMBER 31, 2018

OBJECT CODE	DESCRIPTION	NUMBER OF ENTRIES	AMOUNT
<b>25.0 CAPITAL FACILITIES FUND</b>			
8681	MITIGATION/DEVELOPERS FEES	1	5,884.68
		-----	-----
		1	5,884.68
<b>40.1 SPEC RESERVE - CAPITAL PROJECTS</b>			
5520	ELECTRICITY SERVICES	2	388.63
5530	WATER	1	482.88
5562	SEWER CHARGES	2	309.82
5610	RENTALS, LEASES AND REPAIRS	2	6,254.00
5630	REPAIRS	5	5,039.58
5815	OPERATING SERVICES	1	132.02
6213	CONSTRUCTABILITY REVIEW	1	8,500.00
6252	OTHER CONSTRUCTION	7	39,253.46
9549	SECURITY DEPOSIT	1	1,095.00
		-----	-----
		22	61,455.39
<b>40.2 SPEC RESERVE - FOOD CAP. PROJECT</b>			
6252	OTHER CONSTRUCTION	1	21,617.00
		-----	-----
		1	21,617.00
<b>67.0 SELF-INSURANCE FUND</b>			
5872	DELTA ADMINISTRATIVE FEES	2	10,064.71
5873	VSP CLAIMS	12	46,903.51
5874	VSP ADMINISTRATIVE FEES	1	4,111.66
5875	DELTA PAYMENTS	1	147,625.85
5877	MEDIMPACT CLAIMS	1	9,382.05
5878	MEDIMPACT PAYMENTS	2	504,463.88
		-----	-----
		19	722,551.66
<b>67.1 WORKERS' COMPENSATION FUND</b>			
5815	OPERATING SERVICES	1	996,380.00
		-----	-----
		1	996,380.00
<b>67.2 EARLY RETIREMENT BENEFITS FUND</b>			
5815	OPERATING SERVICES	1	151,922.64
		-----	-----
		1	151,922.64

GLENDALE UNIFIED SCHOOL DISTRICT  
 CONSENT CALENDAR NO. 4

SUMMARY OF COMMERCIAL WARRANTS ISSUED FROM  
**DECEMBER 1 THRU DECEMBER 31, 2018**

<b>OBJECT CODE</b>	<b>DESCRIPTION</b>	<b>NUMBER OF ENTRIES</b>	<b>AMOUNT</b>
	<b>76.0 WARRANT PASS-THROUGH FUND</b>		
9517	VOLUNTARY DEDUCTIONS	14	399,569.00
9518	TAX SHELTER ANNUITY	1	360,014.00
9588	ROTH IRA-LACOE USED ONLY	1	6,606.00
		-----	-----
		16	766,189.00
	<b>TOTALS</b>	<b><u>2,685</u></b>	<b><u>\$ 10,279,271.75</u></b>



GLENDALE UNIFIED SCHOOL DISTRICT

JANUARY 15, 2019

CONSENT CALENDAR NO. 5

TO: Board of Education

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

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

SUBJECT: **PURCHASE ORDER LISTING**

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The Superintendent recommends that the Board of Education approve Purchase Orders totaling \$2,615,376.27 for the period of December 1, 2018 through December 31, 2018 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM DECEMBER 1, 2018 THROUGH DECEMBER 31, 2018.

<b>Funding Source</b>	<b>Number of Purchase Orders</b>	<b>Amount</b>
UNRESTRICTED RESOURCES	160	359,222.19
FEDERAL RESTRICTED RESOURCES	56	148,582.01
STATE RESTRICTED RESOURCES	60	638,179.22
LOCAL RESTRICTED RESOURCES	102	137,280.17
CHILD DEVELOPMENT FUND	6	2,234.21
FOOD SERVICES FUND	13	176,244.79
MEASURE S PROJECTS FUND	17	122,981.72
CLEAN RENEWABLE ENERGY BONDS	1	81.62
CAPITAL PROJECTS & IMPROVEMENT FUND	4	34,190.34
WORKERS' COMPENSATION FUND	1	996,380.00
<b>TOTAL</b>	<b>420</b>	<b>\$2,615,376.27</b>

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PO NUMBER	UNRESTRICTED RESOURCES VENDOR	AMOUNT
0001020057	AMAZON CAPITAL SERVICES, INC. SCHOOL FURNITURE - MUIR ELEMENTARY SCHOOL	168.50
0001020058	AMAZON CAPITAL SERVICES, INC. BOOKS - DAILY HIGH SCHOOL	185.60
0001024307	SHARP BUSINESS SYSTEMS DUPLICATING EQUIPMENT MAINTENANCE AGREEMENT - MUIR ELEMENTARY SCHOOL	3,576.00
0001024308	ULINE SHIPPING SUPPLY	443.48
0001024310	GRAINGER	288.09
0001024311	O.H. LYNN PRINTING	37.23
0001024313	HADDAD PLUMBERS INC	225.00
0001024314	SHALOM PLUMBING & ROOTER	150.00
0001024318	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - FREMONT ELEMENTARY SCHOOL	1,000.00
0001024322	S.O.S. SURVIVAL PRODUCTS	131.40
0001024327	MAINTEX	38.38
0001024329	ATKINSON, ANDELSON, LOYA, RUUD PROFESSIONAL SERVICES - EDUCATIONAL SERVICES	1,086.04
0001024332	SCANTRON/HARLAND TECHNOLOGY SERVICES	250.12
0001024333	APPLE COMPUTER	332.41
0001024336	ULINE SHIPPING SUPPLY	512.47
0001024337	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - STUDENT SUPPORT SERVICES	43.79
0001024338	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - HEALTH SERVICES	13.45
0001024339	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	37.36
0001024350	AMERICAN EXPRESS CPS TARGET.COM - INSTRUCTIONAL SUPPLIES - TOLL MIDDLE SCHOOL	43.75
0001024354	IXL.COM	49.00
0001024357	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - TOLL MIDDLE SCHOOL	229.62
0001024358	DIANE BURBIE DBA THE ASPIRE GROUP SERVICE AGREEMENT TO DESIGN, FACILITATE AND DEBRIEF FIVE PARENT LISTENING SESSIONS AT HOOVER HIGH SCHOOL - EDUCATIONAL SERVICES	16,000.00
0001024359	CV FIRE PROTECTION, INC SERVICE CONTRACT TO PERFORM FIRE SPRINKLER TESTING - FACILITY AND SUPPORT OPERATIONS	4,480.00
0001024363	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA KING'S KITCHEN - FOOD PRODUCTS - HUMAN RESOURCES	121.83

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024365	EDUCATION ADMINWEB ADVISOR	899.00
0001024368	B & H PHOTO VIDEO CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	4,174.80
0001024369	BARNES & NOBLE	65.68
0001024372	WILLIAM V. MACGILL & CO.	269.11
0001024373	CLEAN SWEEP SUPPLY CO INC	196.64
0001024375	SOUTHWEST SCHOOL & OFFICE	163.24
0001024378	GREAT LAKES SPORTS PHYSICAL EDUCATION SUPPLY - ROSEMONT MIDDLE SCHOOL	1,668.57
0001024380	LAKESHORE	632.44
0001024381	LAKESHORE	44.72
0001024382	LAKESHORE	41.59
0001024385	GALE SUPPLY COMPANY	350.07
0001024387	GRAINGER	256.80
0001024389	COMMUSA	138.26
0001024391	TROXELL COMMUNICATIONS, INC. AUDIOVISUAL EQUIPMENT - JEFFERSON ELEMENTARY SCHOOL	5,061.09
0001024392	AMERICAN EXPRESS CPS LASERFICHE EMPOWER - CONFERENCE EXPENSES - PROCUREMENT & CONTRACT SERVICES	1,995.00
0001024396	U.S. BANK - PARS #6745025900 SUPPLEMENTARY RETIREMENT PLAN- BUSINESS SERVICES	30,071.68
0001024397	BUDGET ENTERPRISES INC dba SOLAR ART SERVICE CONTRACT TO APPLY SAFETY FILM ON DOORS AND WINDOWS - GLENDALE HIGH SCHOOL	5,410.00
0001024398	BUDGET ENTERPRISES INC dba SOLAR ART SERVICE CONTRACT TO APPLY SAFETY FILM ON DOORS AND WINDOWS - CLARK MAGNET HIGH SCHOOL	2,120.00
0001024399	BUDGET ENTERPRISES INC dba SOLAR ART SERVICE CONTRACT TO APPLY SAFETY FILM ON DOORS AND WINDOWS - WILSON MIDDLE SCHOOL	1,098.00
0001024400	BUDGET ENTERPRISES INC dba SOLAR ART SERVICE CONTRACT TO APPLY SAFETY FILM ON DOORS AND WINDOWS - GLENOAKS ELEMENTARY SCHOOL	2,690.00
0001024401	BUDGET ENTERPRISES INC dba SOLAR ART SERVICE CONTRACT TO APPLY SAFETY FILM ON DOORS AND WINDOWS - MONTE VISTA ELEMENTARY SCHOOL	1,022.00
0001024402	SCHOOL HEALTH CORP.	115.97
0001024406	MCMASTER	109.46
0001024407	ALL AMERICAN SPORTS CORP. ATHLETIC EQUIPMENT RECONDITIONING SERVICES - GLENDALE HIGH SCHOOL	23,478.45
0001024408	COPY CENTRAL	65.04

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001024412	MAXIM HEALTHCARE SERVICES, INC. SERVICE AGREEMENT TO PROVIDE NURSING SERVICES FOR STUDENTS - HEALTH SERVICES	2,583.00
0001024413	U.S. BANK OFFICE EQUIPMENT LEASE AGREEMENT - BUSINESS SERVICES	1,000.00
0001024417	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - COLUMBUS ELEMENTARY SCHOOL	468.13
0001024418	BARNES & NOBLE	162.17
0001024419	MCGRAW-HILL GLOBAL EDUCATION HOLDINGS	423.27
0001024424	OFFICE DEPOT BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	5,000.00
0001024431	THE ILINI COMPANIES, INC BLANKET PURCHASE ORDER FOR SWIMMING POOL SUPPLIES - FACILITY & SUPPORT OPERATIONS	15,462.92
0001024433	CUE	341.05
0001024439	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - STUDENT SUPPORT SERVICES	629.67
0001024442	BALL/FROST GROUP LLC MEMBERSHIPS - PUBLIC INFORMATION	3,000.00
0001024443	AMERICAN EXPRESS CPS EXPENSES RELATED TO VARIOUS BOARD MEETINGS AND CSBA CONVENTION AND TRADE SHOW IN SAN FRANCISCO - SUPERINTENDENT'S OFFICE	8,441.35
0001024444	OFFICE DEPOT	146.69
0001024445	GALE SUPPLY COMPANY	147.36
0001024449	CLEAN SWEEP SUPPLY CO INC MAINTENANCE SUPPLIES - GLENDALE HIGH SCHOOL	2,180.36
0001024450	GRAINGER	742.24
0001024452	MCMASTER	183.99
0001024456	GALE SUPPLY COMPANY	191.84
0001024457	GALE SUPPLY COMPANY	298.94
0001024458	WAXIE SANITARY SUPPLY	195.20
0001024459	CLEAN SWEEP SUPPLY CO INC	764.53
0001024460	ULINE SHIPPING SUPPLY	994.09
0001024461	COMMUSA	234.00
0001024462	COMPLETE BUSINESS SYSTEMS DUPLICATING EQUIPMENT SUPPLIES - TOLL MIDDLE SCHOOL	6,166.18
0001024463	GRAINGER	114.52
0001024464	SUPPLYWORKS	327.67
0001024466	COMMUSA	936.52
0001024473	VIRCO INC.	250.46
0001024474	VIRCO INC.	859.88
0001024477	CUE	321.05

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024478	LAKESHORE	155.99
0001024479	LAKESHORE	137.27
0001024480	SCHOOL SPECIALTY	332.99
0001024482	GLOBAL EQUIPMENT COMPANY	361.08
0001024483	SHIFFLER EQUIPMENT SALES, INC.	211.26
0001024484	MAINTEX	118.32
0001024488	AMERICAN EXPRESS CPS COLT'S LODGE - CONFERENCE EXPENSES - EDUCATIONAL SERVICES	649.14
0001024489	SHARP BUSINESS SYSTEMS EQUIPMENT MAINTENANCE AGREEMENT - RD WHITE ELEMENTARY SCHOOL	1,416.24
0001024491	O.H. LYNN PRINTING	74.46
0001024492	MINUTEMAN PRESS	236.52
0001024493	LANGUAGE TESTING INTERNATIONAL, INC REGISTRATION FEE FOR STUDENT EXAMS - STUDENT SUPPORT SERVICES	3,445.00
0001024495	DEPARTMENT OF TOXIC SUBSTANCES LICENSE/FEEES - FACILITY & SUPPORT OPERATIONS	1,257.50
0001024504	STUDIO SPECTRUM, INC VIDEOTAPING SERVICES - PUBLIC INFORMATION	7,753.70
0001024506	CALIFORNIA FITNESS SOURCE	165.14
0001024509	COMMUNICATION RESOURCES FOR SCHOOLS PROFESSIONAL SERVICES - PUBLIC INFORMATION	1,366.67
0001024510	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA COSTCO.COM - INSTRUCTIONAL SUPPLIES - GLENDALE HIGH SCHOOL	240.79
0001024511	HOME DEPOT CREDIT SERVICES	204.67
0001024513	B & H PHOTO VIDEO	611.51
0001024516	CLEAN SWEEP SUPPLY CO INC	421.14
0001024518	OFFICE DEPOT	968.00
0001024521	OFFICE DEPOT	124.80
0001024522	AMERICAN EXPRESS CPS SAN FRANCISCO MARRIOTT MARQUIS - CONFERENCE EXPENSES - HUMAN RESOURCES	2,110.50
0001024524	SUPPLYWORKS	409.41
0001024527	DICK BLICK ART MATERIALS	300.62
0001024534	UNIVERSITY AUXILIARY SERVICES, INC	550.00
0001024535	PITNEY BOWES INC. MAILING SERVICES - FACILITY & SUPPORT OPERATIONS	40,000.00
0001024537	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - TOLL MIDDLE SCHOOL	65.66
0001024547	LAKESHORE	600.22
0001024549	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL	63.49

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024554	O.H. LYNN PRINTING	405.00
0001024556	CLEAN SWEEP SUPPLY CO INC CUSTODIAL SUPPLIES - RDWHITE ELEMENTARY SCHOOL	1,106.50
0001024557	FIRST STUDENT TRANSPORTATION SERVICES - CRESCENTA VALLEY HIGH SCHOOL	1,193.36
0001024558	INGALLINA'S BOX LUNCH	174.85
0001024562	OFFICE DEPOT BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - MANN ELEMENTARY SCHOOL	1,000.00
0001024563	SHARP BUSINESS SYSTEMS EQUIPMENT MAINTENANCE AGREEMENT - MUIR ELEMENTARY SCHOOL	5,021.06
0001024564	O.H. LYNN PRINTING	52.56
0001024565	AMAZON CAPITAL SERVICES, INC. BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - GLENOAKS ELEMENTARY SCHOOL	1,988.00
0001024566	LOS GRINGOS LOCOS	305.00
0001024569	WILLIAM V. MACGILL & CO.	252.71
0001024574	SOUTHLAND DISPOSAL	500.58
0001024582	AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - GLENDALE HIGH SCHOOL	61.28
0001024590	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - CATEGORICAL PROGRAMS	306.59
0001024591	AMAZON CAPITAL SERVICES, INC. COMPUTER EQUIPMENT - DAILY HIGH SCHOOL	537.26
0001024595	APPERSON, INC	706.72
0001024599	CALIFORNIA MATHEMATICS LEAGUE	600.00
0001024600	PROFESSIONAL TURF SPECIALTIES, INC SERVICE CONTRACT FOR SOFTBALL FIELD REPAIRS AT CRESCENTA VALLEY HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	2,200.00
0001024601	PROFESSIONAL TURF SPECIALTIES, INC SERVICE CONTRACT FOR BASEBALL FIELD REPAIRS AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	4,400.00
0001024602	PROFESSIONAL TURF SPECIALTIES, INC SERVICE CONTRACT FOR BASEBALL FIELD REPAIRS AT HOOVER HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	4,400.00
0001024604	QUALITY WINDOW BLINDS SERVICE CONTRACT FOR WINDOW COVERING AT ROOSEVELT MIDDLE SCHOOL - FACILITY & SUPPORT OPERATIONS	1,518.00

PO NUMBER	UNRESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024605	QUALITY WINDOW BLINDS SERVICE CONTRACT FOR WINDOW COVERING AT EDISON ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	1,005.00
0001024606	BUDGET ENTERPRISES INC dba SOLAR ART SERVICE CONTRACT FOR SAFETY FILM APPLICATION ON ENTRANCE DOORS AT COLLEGE VIEW - FACILITY & SUPPORT OPERATIONS	8,369.00
0001024611	SHARP BUSINESS SYSTEMS EQUIPMENT MAINTENANCE AGREEMENT - MUIR ELEMENTARY SCHOOL	1,925.80
0001024612	TROPHY SHOPPE	312.44
0001024616	FLINN SCIENTIFIC INC	362.97
0001024617	APPLE COMPUTER COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL	2,509.19
0001024623	COMMUSA	234.00
0001024627	GRAINGER	11.83
0001024630	ZANER-BLOSER	274.28
0001024636	O.H. LYNN PRINTING	36.14
0001024637	O.H. LYNN PRINTING	131.40
0001024643	O.H. LYNN PRINTING	131.40
0001024644	CLEAN SWEEP SUPPLY CO INC	18.62
0001024645	SUPPLYWORKS	133.51
0001024650	GRAINGER	270.38
0001024652	M.F. HUSEBY CO., INC.	857.31
0001024655	HTS HAZARDOUS WASTE REMOVAL SERVICES AT CLARK MAGNET HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	5,574.33
0001024658	JOSTEN'S, INC. GRADUATION EXPENSES - GLENDALE HIGH SCHOOL	4,692.68
0001024659	ARDIANO, LUIS	720.00
0001024662	DECKER EQUIPMENT/SCHOOL FIX	334.11
0001024667	LIBERTY PAPER OFFICE SUPPLIES - GUSD WAREHOUSE STOCK	49,577.22
0001024669	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA DOLLAR TREE.COM - HEALTH OFFICE SUPPLIES - STUDENT SUPPORT SERVICES	8,040.00
0001024672	O.H. LYNN PRINTING OFFICE SUPPLIES - PROCUREMENT & CONTRACT SERVICES	2,693.70
0001024675	SHMOOP UNIVERSITY, INC. LICENSE FOR ONLINE SERVICES - CRESCENTA VALLEY HIGH SCHOOL	9,500.00
0001024678	YALE CHASE EQUIPMENT AND SERVICES INC EQUIPMENT REPAIR PARTS AND SERVICES - FACILITY & SUPPORT OPERATIONS	2,674.44

UNRESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001024683	COUNTY SANITATION DISTRICTS	89.90
0001024686	NICK'S NURSERY	975.75
0001024688	TWO GUYS FROM ITALY	143.60
0001024689	O.H. LYNN PRINTING	74.46
0001024696	GLENDALE BUILDER'S SUPPLIES	666.86
0001024697	SCOTTY'S INDUSTRIAL PRODUCTS	399.49
0001024699	S.O.S. SURVIVAL PRODUCTS	488.22
0001024707	PITNEY BOWES INC	764.39
	TOTAL	359,222.19
FEDERAL RESTRICTED RESOURCES		
0001024309	POCKET FULL OF THERAPY	112.02
0001024317	MERRICK, JOANN CONSULTANT TO PROVIDE PROFESSIONAL DEVELOPMENT WORKSHOPS FOR CHAMLIAN PRIVATE SCHOOL ADMINISTRATORS AND STAFF - CATEGORICAL PROGRAMS, BOARD APPROVED 11/26/2018	8,000.00
0001024331	JONES, ALBERT	500.00
0001024344	APPLE COMPUTER	500.00
0001024347	NEWSELA, INC LICENSE FOR ONLINE SERVICES - GLENDALE HIGH SCHOOL	13,000.00
0001024348	COMPLETE BUSINESS SYSTEMS DUPLICATING EQUIPMENT SUPPLIES - KEPPEL ELEMENTARY SCHOOL	1,301.47
0001024355	CURRICULUM ASSOCIATES INC	239.15
0001024356	MHS, INC INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	1,198.38
0001024362	A TREE OF KNOWLEDGE EDUCATIONAL SERVICES SERVICE AGREEMENT TO PROVIDE TUTORING SERVICES FOR ELIGIBLE STUDENTS AT HOLY FAMILY PRIVATE SCHOOL - CATEGORICAL PROGRAMS	2,876.00
0001024364	AMERICAN EXPRESS CPS SOUTHWEST AIRLINES - CONFERENCE EXPENSES - CATEGORICAL PROGRAMS	258.96
0001024376	NCS PEARSON	189.91
0001024377	NCS PEARSON INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	2,587.85
0001024388	PRESENTATION SYSTEMS SOUTH, INC	119.45
0001024395	PSC - PACIFIC SURF CAMP	250.00
0001024420	HOUGHTON MIFFLIN HARCOURT	91.95
0001024435	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA COSTCO.COM - CLEANING SUPPLIES - SPECIAL EDUCATION	120.40
0001024437	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA TARGET.COM - CLASSROOM EQUIPMENT - JEFFERSON ELEMENTARY SCHOOL	149.82



PO NUMBER	FEDERAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024446	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL	161.37
0001024454	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA SENSACALM.COM - TRAINING SUPPLIES - SPECIAL EDUCATION	361.19
0001024472	THE MAGIC BLANKET	206.96
0001024476	APPLE COMPUTER COMPUTER EQUIPMENT - SPECIAL EDUCATION	5,010.35
0001024485	OFFICE DEPOT	323.16
0001024486	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA MYCHARITYBOXES.COM - INSTRUCTIONAL SUPPLIES - TOLL MIDDLE SCHOOL	152.99
0001024501	BELLA PRINTING SERVICES	353.25
0001024514	OFFICE DEPOT COMPUTER EQUIPMENT - CLARK MAGNET HIGH SCHOOL	26,819.63
0001024520	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - ROOSEVELT MIDDLE SCHOOL	83.84
0001024539	COMMITTEE FOR ARMENIAN STUDENTS SERVICE AGREEMENT TO TO PROVIDE WORKSHOPS FOR PARENTS TO ACQUIRE KNOWLEDGE AND UNDERSTAND OF THE AMERICAN PUBLIC SCHOOL SYSTEM - ROOSEVELT MIDDLE SCHOOL	4,000.00
0001024541	CREATIVE MATHEMATICS	229.00
0001024544	AMAZON CAPITAL SERVICES, INC. CLASSROOM SUPPLIES - WILSON MIDDLE SCHOOL	212.61
0001024545	THE PRINCETON REVIEW LICENSE FEE FOR ONLINE TUTORING SERVICES - GLENDALE HIGH SCHOOL	39,500.00
0001024550	AMAZON CAPITAL SERVICES, INC. BOOKS - TOLL MIDDLE SCHOOL	12.82
0001024551	AMAZON CAPITAL SERVICES, INC. BOOKS - TOLL MIDDLE SCHOOL	146.88
0001024560	SCHOOL SPECIALTY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - MARSHALL ELEMENTARY SCHOOL	2,000.00
0001024584	NCTM CONFERENCE EXPENSES - TOLL MIDDLE SCHOOL	1,926.00
0001024585	CPM EDUCATIONAL PROGRAM	525.00
0001024586	THE COLLEGE BOARD, WRO	275.00
0001024588	CDW GOVERNMENT CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	2,638.95

FEDERAL RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001024593	NCS PEARSON	800.36
0001024594	NCS PEARSON	2,716.30
	INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	
0001024596	MHS, INC	180.68
0001024597	MHS, INC	321.67
0001024609	AMERICAN EXPRESS CPS	1,344.45
	EMBASSY SUITES BY HILTON - CONFERENCE EXPENSES - GLENDALE HIGH SCHOOL	
0001024615	NEWSELA, INC	8,000.00
	ANNUAL LICENSE FEES - CLARK MAGNET HIGH SCHOOL	
0001024621	NEWSELA, INC	2,500.00
	ANNUAL LICENSE FEES - ROSEMONT MIDDLE SCHOOL	
0001024638	NCS PEARSON	1,298.45
	INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION	
0001024639	WESTERN PSYCHOLOGICAL SERVICES	361.35
0001024641	NEWSELA, INC	4,000.00
	ANNUAL LICENSE FEES - CRESCENTA VALLEY HIGH SCHOOL	
0001024664	RUBBER STAMPS UNLIMITED, INC	114.14
0001024665	PRO-ED	734.75
0001024666	CDW GOVERNMENT	259.28
0001024670	AMERICAN EXPRESS CPS	480.54
	THE INN AT MORRO BAY - CONFERENCE EXPENSES - SPECIAL EDUCATION	
0001024674	SCRIPPS NATIONAL SPELLING BEE	167.50
0001024691	SHARP BUSINESS SYSTEMS	622.04
0001024703	MAX HERMAN	2,235.26
	PARENT REIMBURSEMENT - SPECIAL EDUCATION	
0001024710	WINSOR LEARNING, INC	5,992.39
	SERVICE AGREEMENT TO PROVIDE TEACHER TRAINING - SPECIAL EDUCATION	
0001024711	OFFICE DEPOT	18.49
	TOTAL	148,582.01
	STATE RESTRICTED RESOURCES	
0001020052	AMAZON CAPITAL SERVICES, INC.	32.84
	SMALL APPLIANCES - EEELP	
0001020054	AMAZON CAPITAL SERVICES, INC.	189.92
	INSTRUCTIONAL SUPPLIES - EEELP	
0001020055	SCHOOL SPECIALTY	363.67
0001024306	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA	79.00
	ZENVA.COM - SOFTWARE - ROOSEVELT MIDDLE SCHOOL	

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024330	DIVISION OF THE STATE ARCHITECT	500.00
0001024334	AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL	641.78
0001024335	WYNER LAW GROUP, PC PARENT REIMBURSEMENT - SPECIAL EDUCATION	247,350.00
0001024342	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	49.70
0001024343	OFFICE DEPOT	83.87
0001024352	AMAZON CAPITAL SERVICES, INC. BOOKS - FOOTHILL SELPA	35.03
0001024361	HOLLAR SPEECH & LANGUAGE SERVICES SERVICES AGREEMENT TO PROVIDE SPEECH, LANGUAGE ASSESSMENTS AND IEP SERVICES - SPECIAL EDUCATION	12,000.00
0001024370	SKILLS USA CALIFORNIA REGION 3	565.00
0001024374	OFFICE DEPOT	72.93
0001024383	AVID TECHNOLOGY CONFERENCE EXPENSES - EDUCATIONAL SERVICES	1,495.00
0001024384	CDW GOVERNMENT COMPUTER EQUIPMENT - EDUCATIONAL SERVICES	89,567.75
0001024403	DINA LOFTUS	555.61
0001024411	DIVISION OF THE STATE ARCHITECT DSA FEES FOR CRESCENTA VALLEY HIGH SCHOOL SPORTS MEDICINE BUILDING - EDUCATIONAL SERVICES	25,050.00
0001024416	AMERICAN EXPRESS CPS DOLLAR TREE - TRAINING SUPPLIES - FOOTHILL SELPA	16.43
0001024425	CDW GOVERNMENT COMPUTER EQUIPMENT - EDUCATIONAL SERVICES	96,830.00
0001024438	OFFICE DEPOT	147.56
0001024440	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - FOOTHILL SELPA	15.32
0001024465	RIFTON EQUIPMENT	127.29
0001024467	CITY OF GLENDALE	900.00
0001024468	LA COUNTY MTA TRANSPORTATION SERVICES - COLLEGE VIEW	3,031.20
0001024469	STUDENT RIGHTS ATTORNEYS PARENT REIMBURSEMENT - SPECIAL EDUCATION	3,900.00
0001024470	ATKINSON, ANDELSON, LOYA, RUUD PROFESSIONAL SERVICES - SPECIAL EDUCATION	7,706.00
0001024471	HATCH & CESARIO ATTORNEYS-AT-LAW PROFESSIONAL SERVICES - SPECIAL EDUCATION	4,029.00

PO NUMBER	STATE RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024475	SWEETMAN SYSTEMS COMPUTER EQUIPMENT - FOOTHILL SELPA	5,952.53
0001024481	BACKYARD BRAINS INCORPORATED	372.28
0001024490	MARIO'S IMPORTS	152.39
0001024502	TEK TIME SYSTEMS, INC	42.44
0001024503	O.H. LYNN PRINTING	37.23
0001024507	LA CANADA UNIFIED SCHOOL DISTRICT	609.06
0001024519	YESACCESSIBLE	169.73
0001024523	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA SANEFCS.COM - INSTRUCTIONAL MATERIALS - TOLL MIDDLE SCHOOL	2,231.00
0001024528	VINTAGE KING AUDIO BLANKET PURCHASE ORDER FOR CLASSROOM EQUIPMENT - EDUCATIONAL SERVICES	32,464.94
0001024532	FREEDOM SCIENTIFIC LICENSE FEES - FOOTHILL SELPA	1,423.50
0001024533	SKILLS USA CALIFORNIA REGION 3	5.00
0001024538	ACSA FOUNDATION FOR EDUCATIONAL ADMIN	425.00
0001024542	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA APPLE STORE - COMPUTER REPAIRS - SPECIAL EDUCATION	49.00
0001024548	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL	306.14
0001024555	MAXI AIDS	38.87
0001024577	B & H PHOTO VIDEO	87.07
0001024580	CAMERA REPAIR CENTER INC	709.00
0001024583	HOME DEPOT CREDIT SERVICES	787.31
0001024598	SKILLS USA CALIFORNIA REGION 3 MEMBERSHIP - EDUCATIONAL SERVICES	3,330.00
0001024614	KEY CODE MEDIA, INC. COMPUTER EQUIPMENT - EDUCATIONAL SERVICES	1,567.33
0001024619	AREY JONES EDUCATIONAL SOLUTIONS	950.19
0001024624	SOUTHWEST MEDICAL	326.41
0001024626	SONOVA USA INC	131.39
0001024628	OFFICE DEPOT	65.37
0001024640	LAKESHORE	140.53
0001024646	LOS ANGELES COUNTY OFFICE OF EDUCATION	950.00
0001024661	NASCO-MODESTO CLASSROOM EQUIPMENT - EDUCATIONAL SERVICES	5,643.30
0001024671	AMERICAN EXPRESS CPS EMBASSY SUITES BY HILTON - LODGING EXPENSES FOR CLARK MAGNET HIGH SCHOOL STUDENT TO ATTEND ROBOTICS REGIONAL COMPETITION IN LAS VEGAS - EDUCATIONAL SERVICES	16,000.00

STATE RESTRICTED RESOURCES (CONTINUATION)		
PO NUMBER	VENDOR	AMOUNT
0001024687	FIRST STUDENT	328.74
0001024690	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA	244.51
	COFFEE MACHINE DEPOT USA - REPAIR SERVICES - DAILY HIGH SCHOOL	
0001024692	PSC - PACIFIC SURF CAMP	250.00
0001024693	SO CAL LIFE GOES ON, INC	7,054.06
	LIFEGUARD CERTIFICATION FEES - EDUCATIONAL SERVICES	
0001024700	LILIT RESENBERG	60,000.00
	CONSULTANT TO PROVIDE ASSESSMENTS AND INDIVIDUAL COUNSELING SERVICES - SPECIAL EDUCATION, BOARD APPROVED 12/11/2018	
	TOTAL	638,179.22
	LOCAL RESTRICTED RESOURCES	
0001020051	HOME DEPOT CREDIT SERVICES	691.95
0001020053	AMAZON CAPITAL SERVICES, INC.	170.49
	INSTRUCTIONAL SUPPLIES - EEELP	
0001020055	SCHOOL SPECIALTY	267.97
0001024315	AMAZON CAPITAL SERVICES, INC.	1,056.00
	PHYSICAL EDUCATION EQUIPMENT - CERRITOS ELEMENTARY SCHOOL	
0001024316	SHARP BUSINESS SYSTEMS	467.97
0001024320	GMS ELEVATOR SERVICES, INC	3,400.00
	ELEVATOR SERVICES AT VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	
0001024321	GMS ELEVATOR SERVICES, INC	1,315.00
	ELEVATOR SERVICES AT VARIOUS SITES - FACILITY & SUPPORT OPERATIONS	
0001024323	CAL BLEND SOILS, INC	1,379.70
	GARDENING SUPPLIES - FACILITY & SUPPORT OPERATIONS	
0001024324	AA1 GRAPHICS & SIGNS	350.40
0001024325	PEST OPTIONS INC	255.00
0001024326	TOOL SHACK	39.37
0001024328	FERGUSON ENTERPRISES INC.#1350	63.32
0001024340	AMAZON CAPITAL SERVICES, INC.	43.84
	OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS	
0001024341	HOME DEPOT CREDIT SERVICES	223.25
0001024345	AMAZON CAPITAL SERVICES, INC.	90.34
	REPAIR PARTS - FACILITY & SUPPORT OPERATIONS	
0001024346	APPLE COMPUTER	822.81
0001024351	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA	82.13
	3E LOVE.COM - INSTRUCTIONAL SUPPLIES - COLLEGE VIEW	

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024353	RUNNING WARHOUSE LLC UNIFORMS - ROSEMONT MIDDLE SCHOOL	2,806.90
0001024366	OFFICE DEPOT COMPUTER EQUIPMENT - ROSEMONT MIDDLE SCHOOL	1,005.74
0001024371	OFFICE DEPOT	335.25
0001024379	S & S WORLDWIDE	936.05
0001024386	GALE SUPPLY COMPANY	49.63
0001024394	PRINTING BY HARVEY	109.50
0001024404	OFFICE DEPOT	280.00
0001024405	SMART & FINAL IRIS COMPANY BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL	1,200.00
0001024409	IBOOKPARK INC	985.50
0001024410	SHI INTERNATIONAL CORP. COMPUTER EQUIPMENT - EDUCATIONAL SERVICES	2,553.02
0001024415	MILES, CATHY CONSULTANT TO PROVIDE INTERVENTION TO STUDENTS AND PARENTS - VERDUGO WOODLANDS ELEMENTARY SCHOOL, BOARD APPROVED 6/19/2018	8,800.00
0001024421	ORIENTAL TRADING INC.	229.11
0001024422	TOKUMARU, YUKARI	250.00
0001024423	FIRST STUDENT TRANSPORTATION SERVICES - SPECIAL EDUCATION	3,191.19
0001024428	BSN SPORTS PHYSICAL EDUCATION SUPPLIES - GLENDALE HIGH SCHOOL	4,338.95
0001024432	SCHOOL SPECIALTY	184.62
0001024434	AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - WILSON MIDDLE SCHOOL	7.25
0001024436	AMAZON CAPITAL SERVICES, INC. SMALL APPLIANCES - EEELP	165.84
0001024448	GRAINGER	171.25
0001024451	AMAZON CAPITAL SERVICES, INC. TOOLS - FACILITY & SUPPORT OPERATIONS	196.73
0001024453	N2Y STORE SUBSCRIPTIONS - COLLEGE VIEW	1,139.36
0001024455	OFFICE DEPOT	340.33
0001024487	AMERICAN EXPRESS CPS EDUCREATIONS, INC. - SUBSCRIPTIONS - MONTE VISTA ELEMENTARY SCHOOL	149.00
0001024494	SUNBELT RENTALS, INC	764.59
0001024496	PLUMBING AND INDUSTRIAL SUPPLY REPAIR SUPPLIES - FACILITY & SUPPORT OPERATIONS	1,144.82
0001024497	CALIFORNIA AUTO DETAIL AND HAND WASH	160.00

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024498	GRAINGER	73.50
0001024499	ALL-PHASE ELECTRIC SUPPLY CO	187.03
0001024500	CITY OF GLENDALE FIRE DEPARTMENT ANNUAL FEES - FACILITY & SUPPORT OPERATIONS	1,967.00
0001024505	JOHNSTONE SUPPLY	165.51
0001024512	GOPHER	960.38
0001024515	CLEAN SWEEP SUPPLY CO INC	22.90
0001024518	OFFICE DEPOT COMPUTER EQUIPMENT - ROSEMONT MIDDLE SCHOOL	9,759.85
0001024525	PALOS SPORTS INC INSTRUCTIONAL SUPPLIES - EEELP	1,363.00
0001024526	PALOS SPORTS INC	920.44
0001024529	MAINTEX	116.77
0001024536	THEATREWORKS USA CORP ADMISSION FEES - FREMONT ELEMENTARY SCHOOL	1,128.50
0001024552	AMAZON CAPITAL SERVICES, INC. COMMUNICATION EQUIPMENT - LA CRESCENTA ELEMENTARY SCHOOL	74.95
0001024553	AMAZON CAPITAL SERVICES, INC. PHYSICAL EDUCATION EQUIPMENT - LA CRESCENTA ELEMENTARY SCHOOL	78.06
0001024559	GRUBHUB FOR WORK	276.71
0001024570	FIRST STUDENT BLANKET PURCHASE ORDER FOR TRANSPORTATION SERVICES - EDUCATIONAL SERVICES	1,000.00
0001024571	MCMASTER	91.25
0001024572	U.S. BLINDS	298.93
0001024573	CALIFORNIA QUALITY PLASTICS	451.69
0001024575	CITY OF GLENDALE FIRE DEPARTMENT ANNUAL FEES FOR GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,478.00
0001024576	CITY OF GLENDALE FIRE DEPARTMENT ANNUAL FEES FOR HOOVER HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	1,282.00
0001024578	COUNTY OF LOS ANGELES ANNUAL FEES - FACILITY & SUPPORT OPERATIONS	1,813.00
0001024579	LEGO EDUCATION INSTRUCTIONAL SUPPLIES - EDUCATIONAL SERVICES	2,255.43
0001024581	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - LA CRESCENTA ELEMENTARY SCHOOL	52.54
0001024592	ARTS ATTACK SUBSCRIPTION FOR ONLINE SERVICES - EDUCATIONAL SERVICES	22,000.00

PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024603	PROFESSIONAL TURF SPECIALTIES, INC SERVICE CONTRACT FOR BASEBALL FIELD REPAIRS AT STENGEL FIELD - FACILITY & SUPPORT SERVICES	2,200.00
0001024607	GARCIA'S FENCE CORP. SERVICE CONTRACT FOR INSTALLATION OF PEDESTRIAN GATE AT TOLL MIDDLE SCHOOL - FACILITY & SUPPORT OPERATIONS	1,785.00
0001024608	BOILER DYNAMICS INC. SERVICE CONTRACT FOR BOILERS AT GLENDALE HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS	3,255.00
0001024610	SMART & FINAL IRIS COMPANY	400.00
0001024613	DAKTRONICS, INC. MARQUEE REPAIR PARTS AT DUNSMORE ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS	1,667.50
0001024618	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA SMART & FINAL - EDIBLE SUPPLIES - EEELP	465.50
0001024620	CDW GOVERNMENT COMPUTER EQUIPMENT - ROSEMONT MIDDLE SCHOOL	1,319.48
0001024622	OFFICE DEPOT COMPUTER EQUIPMENT - ROSEMONT MIDDLE SCHOOL	10,727.85
0001024625	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA STONEFIRE GRILL - FOOD PRODUCTS - EEELP	392.93
0001024631	PALOS SPORTS INC ATHLETIC SUPPLIES - VERDUGO WOODLANDS ELEMENTARY SCHOOL	1,034.93
0001024632	S & S WORLDWIDE	186.73
0001024633	S & S WORLDWIDE	230.47
0001024635	S & S WORLDWIDE	296.65
0001024642	S & S WORLDWIDE	353.70
0001024647	WESTMONT COLLEGE	100.00
0001024649	EWING IRRIGATION PRODUCTS	681.10
0001024651	AMERICAN REFRIGERATION SUPPLIES	615.51
0001024653	VIRGIL'S GLENDALE HARDWARE CENTER	612.93
0001024654	HOME DEPOT CREDIT SERVICES	532.07
0001024656	ARC (AMERICAN REPROGRAPHICS COMPANY,LLC)	81.05
0001024657	ROTO-ROOTER PLUMBING SERVICES - FACILITY & SUPPORT OPERATIONS	5,314.00
0001024673	DEPARTMENT OF SOCIAL SERVICES	484.00
0001024679	CDW GOVERNMENT	145.25
0001024680	MILL SUPPLY, INC.	422.22
0001024681	AA1 GRAPHICS & SIGNS	156.88
0001024682	PACIFIC RADIO ELECTRONICS	207.23
0001024684	COAST APPLIANCE PARTS	398.58
0001024685	NAPA AUTO PARTS	562.39



PO NUMBER	LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR	AMOUNT
0001024694	ENTERPRISE FLEET MANAGEMENT VEHICLE LEASE AGREEMENT - FACILITY & SUPPORT OPERATIONS	9,179.52
0001024695	CITY OF GLENDALE FIRE DEPARTMENT	950.00
0001024696	GLENDALE BUILDER'S SUPPLIES	109.80
0001024697	SCOTTY'S INDUSTRIAL PRODUCTS	151.06
0001024698	TREMCO, INC. REPAIR MATERIALS - FACILITY & SUPPORT OPERATIONS	1,042.65
0001024708	STAR FORD	598.63
0001024709	CAMCOR, INC.	587.95
	TOTAL	137,280.17
	CHILD DEVELOPMENT FUND	
0001024349	CDW GOVERNMENT	241.98
0001024490	MARIO'S IMPORTS	304.66
0001024517	CLEAN SWEEP SUPPLY CO INC	272.44
0001024634	S & S WORLDWIDE	205.13
0001024648	SCHOOL SPECIALTY	613.00
0001024660	LAKESHORE	597.00
	TOTAL	2,234.21
	FOOD SERVICES FUND	
0001020056	AMAZON CAPITAL SERVICES, INC. OFFICE FURNITURE - EDISON ELEMENTARY SCHOOL	42.67
0001024319	KAROL'S GENERAL GARAGE & BODY SHOP	825.74
0001024505	JOHNSTONE SUPPLY	240.84
0001024508	HARRIS SCHOOL SOLUTIONS COMPUTER EQUIPMENT - FOOD SERVICES	151,086.50
0001024530	CHEFS' TOYS FOOD SERVICE EQUIPMENT	137.64
0001024531	ARROW RESTAURANT EQUIPMENT FOOD SERVICES EQUIPMENT - FOOD SERVICES	3,343.56
0001024567	FEDERAL EXPRESS CORP.	14.21
0001024568	UNITED REFRIGERATION, INC.	128.79
0001024653	VIRGIL'S GLENDALE HARDWARE CENTER	122.23
0001024663	CHEFS' TOYS FOOD SERVICE EQUIPMENT	224.54
0001024668	SCHOOLSFIRST FEDERAL CREDIT UNION - VISA LABEL OUTFITTERS.COM - OFFICE SUPPLIES - FOOD SERVICES	78.07
0001024701	CHAMPION FOODSERVICE LLC BLANKET PURCHASE ORDER FOR FOOD PRODUCTS - CRESCENTA VALLEY HIGH SCHOOL	10,000.00
0001024702	CHAMPION FOODSERVICE LLC BLANKET PURCHASE ORDER FOR FOOD PRODUCTS - GLENDALE HIGH SCHOOL	10,000.00
	TOTAL	176,244.79

PO NUMBER	MEASURE S PROJECTS FUND VENDOR	AMOUNT
0001024360	JACK CARDANI CONSTRUCTION INC. SERVICE CONTRACT TO FORM AND PLACE CONCRETE CURB- VERDUGO WOODLANDS ELEMENTARY SCHOOL	10,500.00
0001024390	CDW GOVERNMENT COMPUTER EQUIPMENT - EDISON ELEMENTARY SCHOOL	1,084.05
0001024393	IMPERIAL SPRINKLER SUPPLY	635.10
0001024427	IMPERIAL SPRINKLER SUPPLY BUILDING MAINTENANCE - LA CRESCENTA ELEMENTARY SCHOOL	3,519.81
0001024429	IMPERIAL SPRINKLER SUPPLY GROUND IMPROVEMENT - RD WHITE ELEMENTARY SCHOOL	40,610.89
0001024430	IMPERIAL SPRINKLER SUPPLY GROUND IMPROVEMENT - MUIR ELEMENTARY SCHOOL	4,328.54
0001024441	ARCHITECTURE 9, LLLP PROFESSIONAL SERVICES - MUIR ELEMENTARY SCHOOL	2,400.00
0001024540	CONVERGINT TECHNOLOGIES SECURITY CAMERA SERVICES - BALBOA ELEMENTARY SCHOOL	42,452.05
0001024543	AMAZON CAPITAL SERVICES, INC. COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES	183.30
0001024546	LAKESHORE SCHOOL FURNITURE - EDISON ELEMENTARY SCHOOL	11,560.82
0001024589	CDW GOVERNMENT COMPUTER EQUIPMENT - FREMONT ELEMENTARY SCHOOL	2,638.95
0001024629	CAMCOR, INC.	496.82
0001024676	INTERMOUNTAIN LOCK & SECURITY SUPPLY	89.34
0001024677	COUNTY SANITATION DISTRICTS	875.75
0001024704	HYDRAULIC INDUSTRIAL PLUMBING PLUMBING REPAIR SUPPLIES FOR JEFFERSON AND FREMONT ELEMENTARY SCHOOLS	1,420.86
0001024705	VIRGIL'S GLENDALE HARDWARE CENTER	63.95
0001024706	CERTIFIED WHOLESALE ELECTRIC	121.49
	TOTAL	----- 122,981.72
	CLEAN RENEWABLE ENERGY BONDS	
0001024706	CERTIFIED WHOLESALE ELECTRIC	81.62
	TOTAL	----- 81.62

CAPITAL PROJECTS & IMPROVEMENT FUND		
PO NUMBER	VENDOR	AMOUNT
0001024312	SHALOM PLUMBING & ROOTER	183.88
0001024367	ANDERSON AIR CONDITIONING	30,846.00
	SERVICE CONTRACT TO REPLACE HVAC UNIT AT CRESCENTA VALLEY HIGH SCHOOL - PLANNING, DEVELOPMENT & FACILITIES	
0001024414	CERTIFIED WHOLESALE ELECTRIC	185.46
0001024561	SCORPION PAINTING INC	2,975.00
	REPAIR SERVICES ON PALMER PROPERTY - FACILITY & SUPPORT OPERATIONS	
	TOTAL	----- 34,190.34
	WORKERS' COMPENSATION FUND	
0001024426	ALLIANCE OF SCHOOLS FOR COOP INSURANCE PROGRAMS	996,380.00
	INSURANCE - FINANCIAL SERVICES	
	TOTAL	----- 996,380.00

**LIST OF PO CHANGE ORDERS  
DURING THE PERIOD OF 12/1/2018 THROUGH 12/31/2018  
CONSENT CALENDAR NO. 5 - January 15, 2019**

Change Order Date	PO Number	Vendor	Reason of Change	Original Amount	Net Increase / Decrease	New Total
10/23/2018	0001020210	MODERN PARKING	Increased PO to cover the rent increase as of November 2018	\$12,000.00	\$700.00	\$12,700.00
12/3/2018	0001017994	CHALMERS CONSTRUCTION SERVICES, INC	BOE approval 11/5/20108 - Allowance Increase	\$56,100.00	\$5,818.00	\$61,918.00
12/5/2018	0001021399	CHALMERS CONSTRUCTION SERVICES, INC	PO Increased for additional prep work	\$19,000.00	\$700.00	\$19,700.00
12/5/2018	0001021401	CHALMERS CONSTRUCTION SERVICES, INC	PO Increased for additional scope of work	\$19,000.00	\$9,800.00	\$28,800.00
12/10/2018	0001021960	AMAZON	Increased PO to cover additional purchases	\$2,000.00	\$218.00	\$2,218.00
12/11/2018	0001010609	CONVERGINT TECHNOLOGIES	PO increased for sales tax increase	\$11,865.39	\$16.78	\$11,882.17
12/11/2018	0001008106	PREMIER INSPECTION SERVICES	PO Increased for additional services	\$35,100.00	\$11,437.50	\$46,537.50
12/11/2018	0001023745	CHALMERS CONSTRUCTION SERVICES, INC	PO Increased for additional materials	\$7,800.00	\$645.00	\$8,445.00
12/13/2018	0001023477	US BANK	PO Increased to cover the total payoff	\$3,000.00	\$1,483.94	\$4,483.94
12/13/2018	0001024360	JACK CARDANI CONSTRUCTION INC.	PO increased for additional work	\$9,750.00	\$750.00	\$10,500.00
12/13/2018	0001020856	OFFICE DEPOT	Increased PO for additional instructional supplies purchases	\$2,500.00	\$2,200.00	\$4,700.00
12/18/2018	0000908942	MURLEY, CLYDE	PO decreased temporarily for budget purposes	\$107,250.00	\$3,692.11	\$103,557.89
12/21/2018	00504344	tBP/ARCHITECTURE	PO increased based on final construction cost	\$243,497.81	\$44,350.48	\$287,848.29
12/21/2018	00504506	tBP ARCHITECTURE	Increased PO due to increase in the final construction cost, BOE 11/26/18	\$216,354.20	\$14,245.46	\$230,599.66

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 6

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

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

This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility.

GLENDALE UNIFIED SCHOOL DISTRICT  
 January 15, 2019  
 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	\$15,075
8910-8999 Transfers In/Contributions	\$0	(\$700)
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$14,375</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	(\$3,996)	\$2,349
2000 Classified Salaries	\$3,750	\$8,260
3000 Employee Benefits	\$246	\$2,921
4000 Instructional Supplies	\$6,832	\$15
5000 Contract Services	(\$6,832)	\$1,894
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$0
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$15,439</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$1,064)</b>
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GLENDALE UNIFIED SCHOOL DISTRICT  
 January 15, 2019  
 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	\$52,544
8300-8599 Other State	\$0	\$0
8600-8799 Local	\$0	\$104,238
8910-8999 Transfers In/Contributions	\$0	\$700
<b>TOTAL REVENUES</b>	<b>\$0</b>	<b>\$157,482</b>

APPROPRIATION OBJECT	BUDGET TRANSFERS	BUDGET ADJUSTMENTS
1000 Certificated Salaries	(\$98)	\$1,812
2000 Classified Salaries	\$0	\$1,547
3000 Employee Benefits	\$0	\$839
4000 Instructional Supplies	\$46,145	\$82,201
5000 Contract Services	(\$46,047)	\$73,191
6000 Capital Outlay	\$0	\$0
7000 Other Outgo/Indirect/Transfers Out	\$0	\$1,850
<b>TOTAL BUDGETED APPROPRIATIONS</b>	<b>\$0</b>	<b>\$161,440</b>

<b>NET INCREASE/DECREASE IN FUND BALANCE</b>	<b>\$0</b>	<b>(\$3,958)</b>
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GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 7

TO: Board of Education

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

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

SUBJECT: **Extension of Contract and Fee Increase for Security Guard Services at Various Sites**

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The Superintendent recommends that the Board of Education approve extension of contract for security guard services at various sites with Absolute International Security (Covina) and American Guard Services, Inc. (Carson).

This agenda item is in support of Board priority #2 - Create a Culture of Learning and ensure safety of our students and staff.

Pursuant to California Education Code Section 17596, service contracts may be renewed by mutual consent for up to five (5) years. The Board of Education, at its meeting on December 13, 2016, approved the award of RFP No. P-18-16/17 for security guard services at various sites to Absolute International Security and American Guard Services, Inc. In accordance with established procedures, Procurement completed solicitation of proposals from qualified vendors for security guard services at schools and other District locations. Security guards are used on our campuses to secure facilities and enhance student safety.

Due to the increase in the minimum wage rate pursuant to the Living Wage Act, both companies are increasing their rates for the 2019 calendar year. It is recommended that the Board of Education approve the increase effective January 1, 2019:

Absolute International Security: \$22.70/hr.

American Guard Services: \$18.74/hr. (unarmed guard) \$19.59/hr (unarmed vehicle patrol)

Funding for these services has been incorporated within the District's General Fund (Fund 01.0).

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 8

TO: Board of Education  
FROM: Dr. 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 various computer equipment listed on the attached as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner. This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility.

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
31104	9013155153		Laptop	Microsoft	Surface Pro 4	Admin	6/5/2018
14856	CNF3470TTF		Laptop	HP	NX9010	RMS	6/5/2018
30111	C02NMB4RG3QC		Laptop	Apple	Macbook Pro	CLA	6/7/2018
30193	C02NMCT7G3QC		Laptop	Apple	Macbook Pro	CLA	6/7/2018
18176	CNU7310WDD		LAPTOP	HP	NP6120	RVM	6/7/2018
23581	W874818AWRQ		Desktop	Apple	iMac	FRE	6/7/2018
18513	CNRxx36339		printer	hP	LaserJet 4240n	DHS	6/12/2018
20215	CN0CB20662	804034	Printer	HP	HP LaserJet M3035	DHS	6/12/2018
32254	C02H9D7DDV7L		LAPTOP	Apple	Macbook Pro	COL	6/12/2018
42712	DMQMW5UTFK10		Tablet	Apple	iPad A1474	MAN	6/13/2018
30142	C02NMB91G3QC		Laptop	Apple	Macbook Pro	CLA	6/13/2018
40469	5CD51416YF		Chromebook	HP	Chromebook G3	JEF	6/13/2018
37458	5cd6081KGO		Chromebook	HP	Chromebook G3	Jef	6/13/2018
36654	5cd55200BW		chromebook	HP	Chromebook G3	JEF	6/13/2018
40377	5cd5093MRQ		chromebook	HP	Chromebook G3	JEF	6/13/2018
47527	5cd60327YY		chromebook	HP	Chromebook G3	JEF	6/13/2018
40499	5cd6081pw		chromebook	HP	Chromebook G3	JEF	6/13/2018
60914	5cd7323cg3	805880	chromebook	HP	Chromebook G3	JEF	6/13/2018
45455	5cd51416zx		Chromebook	HP	Chromebook G3	JEF	6/13/2018
38773	C02LC14KDV33		Laptop	Apple	Macbook Pro	Measure S	43265
60948	5cd7323c3p	805914	Chromebook	HP	Chromebook G3	JEF	6/13/2018
46005	5cd5256ygy		Chromebook	HP	Chromebook G3	JEF	6/13/2018
47931	5CD6116JND		Chromebook	HP	Chromebook G3	JEF	6/13/2018
42075	5CD55200bC		Chromebook	HP	Chromebook G3	JEF	6/15/2018
45492	5CD5256XCW		Chromebook	hp	Chromebook G3	JEF	6/15/2018
45446	5CD5256Y8Y		Chromebook	HP	Cromebook g3	JEF	6/15/2018
36880	3C14000389		Chromebook	HP	Chromebook G1	FRK	6/15/2018
42079	3A17001971		Chromebook	HP	Chromebook G1	FRK	6/15/2018
36609	3C14000083		Chromebook	HP	Chromebook G1	FRK	6/15/2018
36606	3C14000272		Chromebook	HP	Chromebook G1	FRK	6/15/2018
42053	3A15005266		Chromebook	HP	Chromebook G1	FRK	6/15/2018
36598	3C14000014		Chromebook	HP	Chromebook G1	FRK	6/15/2018
36719	3C12000314		Chromebook	HP	Chromebook G1	FRK	6/15/2018
36948	3C14000536		Chromebook	HP	Chromebook G1	FRK	6/15/2018
36721	3C14000340		Chromebook	HP	Chromebook G1	FRK	6/15/2018
36975	3C12000373		Chromebook	hp	Chromebook G1	FRK	6/15/2018
45430	5cd5256y6y		Chromebook	HP	Chromebook G3	JEF	6/19/2018
101780	707027		Overhead Projector	3M	9550	GHS	6/19/2018
28175	CNC0080L94	803366	Monitor	HP	LA1905WG	GHS	6/19/2018
28236	CND739151Z	803436	Monitor	HP	L1750	GHS	6/19/2018
17151	2UB537046J		Desktop	HP	Dc7600	GHS	6/19/2018
14559	USW3260448	801880	Desktop	HP	D510	GHS	6/19/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
22938	MXL74709HN		Desktop	HP	DC5700	GHS	6/19/2018
13948	W237KN9ZB268		Desktop	HP	D510	GHS	6/19/2018
	6X22JYHZ8142		Desktop	HP	D510	GHS	6/19/2018
26513			Desktop	HP	5800	GHS	6/19/2018
18499	MXL8240H30		Desktop	HP	5800	GHS	6/19/2018
	MXL74709HY		Desktop	HP	DC5700	GHS	6/19/2018
9788	2UB5120FDS		Desktop	HP	DC7100	GHS	6/19/2018
8983	2UB5120FBX		Desktop	HP	DC7100	GHS	6/19/2018
9796	2UB5120FFB		Desktop	HP	DC7100	GHS	6/19/2018
22810	90787		Presenter	Appollo	PC-9100	GHS	6/19/2018
8948	CNN4510528		CRT	HP	7540	GHS	6/19/2018
8944	CNN4510510		CRT	HP	7540	GHS	6/19/2018
	10927		Document Camera	ELMO	TT-02RX	GHS	6/19/2018
23931	551649	803118	Document Camera	ELMO	TT-02RX	GHS	6/19/2018
24891	630705	802310	Document Camera	ELMO	TT-02RX	GHS	6/19/2018
27992	124294	803281	Document Camera	ELMO	TT-02RX	GHS	6/19/2018
24285	589841	803243	Document Camera	ELMO	TT-02RX	GHS	6/19/2018
101756	668130		Overhead Projector	3M	9550	GHS	6/19/2018
18753	CNU84202NZ	803167	Laptop	HP	6710b	GHS	6/19/2018
	18168561		Overhead Projector	3M	1880	GHS	6/19/2018
18928	MXL91209GZ	804227	Desktop	HP	DC7900	GHS	6/19/2018
8904	CNN45106M2		CRT	HP	HP7540	GHS	6/19/2018
	W88391GL289		Desktop	Apple	Imac	GHS	6/19/2018
9806	2UB5120FF8		Desktop	HP	DC7100	GHS	6/19/2018
	2UB5120FDB		Desktop	HP	DC7100	GHS	6/19/2018
17001	2UB5340B8C		Desktop	HP	DC7100	GHS	6/19/2018
	2UB5120FCS		Desktop	HP	DC7100	GHS	6/19/2018
	USW419082Y		Desktop	HP	D530	GHS	6/19/2018
14587	USV3280866		Desktop	HP	XW4000	GHS	6/19/2018
26248	MXL9080W9W		Desktop	HP	DC7900	GHS	6/19/2018
14358	USW31609B9		Desktop	HP	D510	GHS	6/19/2018
	B012CG13D0233		Projector	Smart	UX60	GHS	6/19/2018
	2UA6230HGH		Desktop	HP	D510	GHS	6/19/2018
10841	W150JYHZB299		Desktop	HP	D510	GHS	6/19/2018
9822	CNBXC37483		Printer	HP	Laserjet 4250	GHS	6/19/2018
18927	MXL91209GY	804226	Desktop	HP	DC7900	GHS	6/19/2018
	MXL73219PN		Desktop	HP	DC5700	GHS	6/19/2018
28238	CNC0080LFZ	803438	Monitor	HP	1905wg	GHS	6/19/2018
104105	3cbf700777		TV	Samsung	txc2516	GHS	6/19/2018
13568	CNCV128763		Printer	HP	C7044A	GHS	6/19/2018
28179	CNC0080LFD	803370	Monitor	HP	LA1905WG	GHS	6/19/2018
28171	CNC0080LGB	803362	Monitor	HP	LA1905WG	GHS	6/19/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
	MXL8240H32		Desktop	HP	DC5800	GHS	6/19/2018
12973	V125FHGZB523		Desktop	Compaq	P1	GHS	6/19/2018
	W141FHGZB224		Desktop	Compaq	P1	GHS	6/19/2018
45440	5CD5256Y8H		Chromebook	HP	Chromebook 11 G3	JEF	6/19/2018
22557	CNU72611XD		Laptop	HP	6710b	EEELP	6/19/2018
23552	MXL7450RG6		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22515	MXL7240FPC		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22515	MXL7240FPZ		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22509	MXL7240FP9		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22510	MXL7240FPF		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22529	MXL7240T5V		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22534	MXL7240T5W		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
	MXL7240FQ3		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22520	MXL7240T5T		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22518	MXL7240FPB		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22517	MXL7240FQ5		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22536	MXL7240T5K		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22523	MXL7240T5Z		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22513	MXL7340ML8		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22511	MXL7340ML4		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22528	MXL7240FPJ		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22531	MXL7240FQ7		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22530	MXL7240T5P		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22527	MXL7240T5L		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22522	MXL7240FP8		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22512	MXL7240FPH		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22533	MXL7240T5J		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22537	MXL7240T5N		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22508	MXL7240T5X		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22507	MXL7240T60		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22516	MXL7240FPK		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22525	MXL7240T5Q		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22506	MXL7240T5G		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
18408	MXL80406Y2		Desktop	HP	HP Compaq dc7800	FRK	6/19/2018
	MXL7240T5F		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22521	MXL7240FQ6		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22526	MXL7240FQ0		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22535	MXL7240FPY		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22504	MXL7240FPD		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22514	MXL7240FPG		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22503	MXL7240T5Y		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
22502	MXL7240T5M		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
22519	MXL7240FQ2		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
	MXL7240T5H		Desktop	HP	HP Compaq dc5700	FRK	6/19/2018
	C02H9C5BDV7L		Laptop	Apple	Macbook pro	ADM	6/20/2018
24902	C02GJ52CDRJC		Laptop	Apple	Macbook pro	ADM	6/26/2018
22567	CNBJN47939		Printer	HP	HP Laserjet P 2015DN	FRK	6/28/2018
24908	C02GJ28MDRJC		Laptop	Apple	Macbook pro	ADM	6/28/2018
32266	C02H9C5BDV7L						
219			Overhead Projector	3M		CLA	6/29/2018
405			Overhead Projector	3M		CLA	6/29/2018
22083	W86472RGVUX		Desktop	Apple	iMac	CLA	6/29/2018
22082			Desktop	Apple	iMac	CLA	6/29/2018
20574	H0118025EUG	804047	Desktop	Apple	Mac Pro	CLA	6/29/2018
20464	YM052044EUF		Desktop	Apple	Mac Pro	CLA	6/29/2018
804049	H0118024EUG		Desktop	Apple	Mac Pro	CLA	6/29/2018
15750			Desktop	Apple	Mac Pro	CLA	6/29/2018
41231	C02MK5E4FD56		Laptop	Apple	Macbook Pro Retina	ETIS	7/6/2018
51004	8CG6375Q07		Chromebook	HP	Chromebook G5	HHS	7/10/2018
50923	8CG6375PY3		Chromebook	HP	Chromebook G5	HHS	7/10/2018
50920	8CG6375PXL		Chromebook	HP	Chromebook G5	HHS	7/10/2018
50941	8CG6375Q0S		Chromebook	HP	Chromebook G5	HHS	7/10/2018
46149	5CD5256Y5Q		Chromebook	HP	Chromebook G4	HHS	7/10/2018
46143	5cd5256y3t		Chromebook	hp	Chromebook G3	hhs	7/10/2018
50907	8cg6375hy7	804631	Chromebook	HP	Chromebook G5	hhs	7/10/2018
42089	3a18004091		Chromebook	HP	Chromebook G1	BAL	7/11/2018
37299	3c12000079		Chromebook	HP	Chromebook G1	BAL	7/11/2018
37298	3c12000367		Chromebook	HP	Chromebook G1	BAL	7/11/2018
36959	3C12000231		Chromebook	HP	Chromebook G1	FRK	7/11/2018
40931	3A17002457		Chromebook	HP	Chromebook G1	FRK	7/11/2018
36936	3C14000661		Chromebook	HP	Chromebook G1	FRK	7/11/2018
42074	3A22001299		Chromebook	HP	Chromebook G1	FRK	7/11/2018
42080	3A28000485		Chromebook	HP	Chromebook G1	FRK	7/11/2018
36931	3927003151		Chromebook	HP	Chromebook G1	FRK	7/11/2018
36607	3C14000211		Chromebook	HP	Chromebook G1	FRK	7/11/2018
36932	3C14000223		Chromebook	HP	Chromebook G1	FRK	7/11/2018
42030	3A25017137		Chromebook	HP	Chromebook G1	FRK	7/11/2018
36717	3C14000398		Chromebook	HP	Chromebook G1	FRK	7/11/2018
17323	2UB540054F		Desktop	hp	dc7600	TLM	7/11/2018
17283	2UB540054M		Desktop	hp	dc7600	TLM	7/11/2018
23555	MXL7450RGK		Desktop	hp	dc5700	TLM	7/11/2018
17230	CNU5381HFP		Laptop	hp	nc6120	TLM	7/11/2018
17239	CNU5381DC9		Laptop	hp	nc6120	TLM	7/11/2018
17247	CNU538284W		Laptop	hp	nc6120	TLM	7/11/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
17271	CNU53828B0		Laptop	hp	nc6120	TLM	7/11/2018
17180	CNU53405V4		Laptop	hp	nc6120	TLM	7/11/2018
17236	CNU5381FP3		Laptop	hp	nc6120	TLM	7/11/2018
17237	CNU5381D21		Laptop	hp	nc6120	TLM	7/11/2018
17227	CNU5381D9L		Laptop	hp	nc6120	TLM	7/11/2018
17206	CNU5381D6S		Laptop	hp	nc6120	TLM	7/11/2018
17279	CNU5381VDC		Laptop	hp	nc6120	TLM	7/11/2018
17270	CNU53828GG		Laptop	hp	nc6120	TLM	7/11/2018
17264	CNU5381D3V		Laptop	hp	nc6120	TLM	7/11/2018
17261	CNU53825XD		Laptop	hp	nc6120	TLM	7/11/2018
17276	CNU5381CTN		Laptop	hp	nc6120	TLM	7/11/2018
17273	CNU5382625		Laptop	hp	nc6120	TLM	7/11/2018
17259	CNU538285X		Laptop	hp	nc6120	TLM	7/11/2018
17260	CNU5381ZC6		Laptop	hp	nc6120	TLM	7/11/2018
17277	CNU5381F67		Laptop	hp	nc6120	TLM	7/11/2018
17242	CNU5381D0F		Laptop	hp	nc6120	TLM	7/11/2018
26612	CNU9163RS4	804167	Laptop	hp	6730b	TLM	7/11/2018
26604	CNU9163QMW	804159	Laptop	hp	6730b	TLM	7/11/2018
17230	CNU5381HFP		Laptop		nc6120	TLM	7/11/2018
21989	C02LP017DV33		Laptop	Apple	MacBook Pro	LaCrescenta ES	7/19/2018
	MXL7350L8C		Desktop	HP	dc5700	COL	7/20/2018
26285	MXL9090J8Z		Desktop	HP	DC5800	PAEC	7/25/2018
41324	MXL419210Z		Desktop	HP	EliteOne 800 G1 AIO	ADM	8/1/2018
28112			Case	Bretford	PowerSync Case (iPod)	Cerritos	8/1/2018
26523	MXL91610KG		Desktop	HP	DC7900	ADM	8/1/2018
	PTSG5P200412005A2		Desktop	Acer	M3970	FASO	8/2/2018
20982	P94F1Y1686L		Projector	Epson	PowerLie 93	Lincoln	8/6/2018
21501	5CB250325N		Laptop	HP	Probook 6570b	Clark	8/8/2018
10370	QT11331VFK34		Laptop	Apple	Power Book 400Mhz	Rosemont	8/8/2018
	B012DA2310102		Projector	Smart	UX60	EDI	8/13/2018
29893	SBX885-R2-0005082		Smartboard	Smart	Smartboard 800	EDI	8/13/2018
18838	CNU9010CPH		Laptop	HP	Compaq 6730b	ETIS	8/16/2018
22832	W8744065WRQ		All in one	Apple	iMac	GLK	8/23/2018
30615	39167252253		Tablet	microsoft	Surface 3	ADM	8/29/2018
	5CD30235D2		NETBOOK	HP	MINI 1104	EEELP	8/29/2018
	5CD30235B7		NETBOOK	HP	Mini 1104	EEELP	8/29/2018
	5cd30235bb		NETBOOK	HP	Mini 1104	EEELP	8/29/2018
	5CD30235CF		NETBOOK	HP	MINi 1104	EEELP	8/29/2018
24955	DMPGHECTDFHW		Tablet	Apple	IPAD	EEELP	8/29/2018
16605	W861372ZLVJ0		Laptop	Apple	Macbook pro	MTV	8/29/2018
10482	9955486		Laptop	Compaq	Armada e500	selpa	8/29/2018
	CNU6491SFP		Laptop	HP	NC6320	ADM	8/29/2018



Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
17781	CNU6402WK2		Laptop	HP	NC6320	SPED	8/29/2018
15445	1971VT		tablet	vantage	VT	selpa	8/29/2018
20224	M3002678		Communication Device	DynaVox	m3	SPED	8/29/2018
27921	V0011333		Communication Device	DynaVox	V	SPED	8/29/2018
	5769VT2		Communication Device	DynaVox	VT2	Sped	8/29/2018
	NEOAB060745797AQ		word processor	alphasmart	Neo	sped	8/29/2018
	akt110710818		word processor	Adv keyboard	fusion	sped	8/29/2018
	n/a		word processor	Adv keyboard	forte	sped	8/29/2018
32270	C02H97CYDV7L		Laptop	Apple	Macbook Pro	GLK	8/30/2018
24095	CNU75210YB		Laptop	HP	Compaq 6710b	MTV-EEELP	9/4/2018
22665	CNU72611M7		Laptop	HP	Compaq 6710b	MTV-EEELP	9/4/2018
22708	CNU7270S2B		Laptop	HP	Compaq nc6320	MTV-EEELP	9/4/2018
27944	ym0103pcpg6		Desktop	Mac	Mini 2008	CER	9/4/2018
27950	ym01'068f9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27744	ym0081dp9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27745	ym0081d49g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27924	ym0105db9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27931	ym01065l9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27925	ym0105d19g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27936	ym0111z89g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27930	um0103qd9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27737	ym0081jx9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27937	ym01065b9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
207740	ym00815k9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27946	ym01061e8g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27746	ym9512rj9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27926	ym0111xz9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
272938	ym0105dk9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27943	ym01060d9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27743	ym0081gb9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27945	ym0105d79g6		Desktop	Mac	Mini 2008	CER	9/4/2018
27949	ym0103sr9g6		Desktop	Mac	Mini 2008	CER	9/4/2018
			Desktop	Mac	Mini 2008	CER	9/4/2018
26285	MXL9090JBZ		Desktop	HP	DC5800	PAEC	9/5/2018
32443	638213		Document Camera	Elmo	TT-12	JEF	9/5/2018
32425	805605		Document Camera	Elmo	tt-12	JEF	9/5/2018
32007	5CB1517LYJ		Laptop	HP	Probook 6550b	Admin	9/10/2018
21501	5CB250325		Laptop	HP	Probook 6570b	Admin	9/10/2018
15749	cy4390yspkm		monitor	Mac	Cinema Display	CVH	9/10/2018
	2UA2300GY8		Desktop	HP	Z420	CLA	9/11/2018
18864	MXL9010D9K		Desktop	HP	DC5800		9/13/2018
37010	3C14000091		Chromebook	HP	Chromebook white	GLK	9/17/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
39816	3A06001182		Chromebook	HP	Chromebook white	GLK	9/17/2018
39859	3C18001932		Chromebook	HP	Chromebook white	GLK	9/17/2018
37031	3C13000041		Chromebook	HP	Chromebook white	GLK	9/17/2018
37042	3A23001496		Chromebook	HP	Chromebook white	GLK	9/17/2018
36708	3C12000295		Chromebook	HP	Chromebook white	GLK	9/17/2018
37047	3C13000777		Chromebook	HP	Chromebook white	GLK	9/17/2018
39852	3C18001677		Chromebook	HP	Chromebook white	GLK	9/17/2018
39884	3C18001866		Chromebook	HP	Chromebook white	GLK	9/17/2018
39819	3C18001641		Chromebook	HP	Chromebook white	GLK	9/17/2018
39849	3C18001786		Chromebook	HP	Chromebook white	GLK	9/17/2018
39845	3C18001285		Chromebook	HP	Chromebook white	GLK	9/17/2018
39814	3C18001287		Chromebook	HP	Chromebook white	GLK	9/17/2018
WWSCB-019	3C13000654		Chromebook	HP	Chromebook white	WWS	9/18/2018
WWSCB-121	3C18002725		Chromebook	HP	Chromebook white	WWS	9/18/2018
40723	3C18003057		Chromebook	HP	Chromebook white	ETIS (ADM)	9/18/2018
37571	3C13000781		Chromebook	HP	Chromebook white	WWS	9/18/2018
40709	3C18003101		Chromebook	HP	Chromebook white	ETIS (ADM)	9/18/2018
40721	3c18003076		Chromebook	HP	Chromebook white	ETIS (ADM)	9/18/2018
33133	C02J27DDD33		Laptop	Apple	Macbook Pro	ETIS (ADM)	9/18/2018
40728	3C18002866		Chromebook	HP	Chromebook white	ETIS (ADM)	9/18/2018
40679	3C18003050		Chromebook	HP	Chromebook white	ETIS (ADM)	9/18/2018
40798	3C14001386		Chromebook	HP	Chromebook white	ETIS (ADM)	9/18/2018
20619	MXL11914G6		Med.Tower Desktop	HP	Compaq 8000 Elite	Rosemont MS	9/19/2018
32005	5CB1517LTP		Laptop	HP	Probook 6560b	Lincoln ES	9/19/2018
21337			Doc Camera	SMART	SDC-330		9.19.18
28066	MXL02103VD		Desktop	HP	Compaq 8000 Elite SFF	GLK	9/21/2018
33743	MXL2432CH1		Desktop	HP	Compaq Elite 8300 SFF	DHS	9/21/2018
37319	3A23001553		Chromebook	HP	G1	VRW	9/24/2018
37309	3C13000394		Chromebook	HP	G1	VRW	9/24/2018
37849	3C14000055		Chromebook	HP	G1	VRW	9/24/2018
33736	MXL2432CHH		Desktop	HP	Compaq Elite 8300 SFF	DHS	9/24/2018
39294	C02L94M4DV33		Laptop	MAC	MacBook Pro	GHS Measure S	9/24/2028
32186	C02H9C1PDV7L		Laptop	Mac	MacBook Pro	MAR Measure S	9/24/2028
38798	C02K28LSDV33		Laptop	Mac	MacBook Pro	GHS Measure S	9/24/2028
32228	C02HC04ZDV7L		Laptop	Apple	Macbook Pro	Measure S	9/24/2018
32322	C02H9FZ7DV7L		Laptop	Apple	Macbook Pro	Measure S	9/24/2018
33083	C02J1BWDDV33		Laptop	Apple	Macbook Pro	Measure S	9/24/2018
32756	C02HK5MPDV7L		Laptop	Apple	Macbook Pro	Measure S	9/24/2018
21251	C02HJ2K1DV7L		Laptop	Mac	MacBook Pro	VRW Measure S	9/24/2018
	QP7320D1WH4		Desktop	Apple	imac	VRW	9/24/2018
42151	3A15004575		Chromebook	HP	G1	VRW	9/24/2018
42152	3A28001248		Chromebook	HP	G1	VRW	9/24/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
42093	3A28003476		Chromebook	HP	G1	VRW	9/24/2018
42149	3A18004228		Chromebook	HP	G1	VRW	9/24/2018
42090	3A25015563		Chromebook	HP	G1	VRW	9/24/2018
42129	3A16003191		Chromebook	HP	G1	VRW	9/24/2018
30322	DLXP522QG5WQ		Tablet	Apple	iPad Air 2	SPED	9/24/2018
n/a	CNK7040G2d		Monitor	HP	PL766A	EEELP	9/24/2018
	MXL924100Y		Desktop	HP	dc7900	JEF	9/26/2018
27817	MXL0120YQD		Desktop	HP	8000	JEF	9/26/2018
33110	C02J27MQDV33		Laptop	Apple	Macbook Pro	ADM	9/26/2018
40706	3C18003029		Chromebook	HP	G1	ETIS	9/26/2018
40705	3C18003111		Chromebook	HP	G1	ETIS	9/26/2018
37481	3C13000639		Chromebook	HP	G1	WWS	9/26/2018
40747	3C14001134		Chromebook	HP	G1	ETIS	9/26/2018
40752	3C14001095		Chromebook	HP	G1	ETIS	9/26/2018
40057	3C18001431		Chromebook	HP	G1	WWS	9/26/2018
40320	3C16001817		Chromebook	HP	G1	WWS	9/26/2018
40055	3C18001476		Chromebook	HP	G1	WWS	9/26/2018
40750	3C16000073		Chromebook	HP	G1	ETIS	9/26/2018
40713	3C18003022		Chromebook	HP	G1	ETIS	9/26/2018
40570	3B04000071		Chromebook	HP	G1	WWS	9/26/2018
40695	3C18002932		Chromebook	HP	G1	ETIS	9/26/2018
40055	3C18001476		Chromebook	HP	G1	WWS	9/26/2018
40724	3C18003039		Chromebook	HP	G1	ETIS	9/26/2018
37577	3C13000726		Chromebook	HP	G1	WWS	9/26/2018
40549	3C13000598		Chromebook	HP	G1	WWS	9/26/2018
37547	3C13000705		Chromebook	HP	G1	WWS	9/26/2018
40719	3C18002982		Chromebook	HP	G1	ETIS	9/26/2018
40790	3C14001142		Chromebook	HP	G1	ETIS	9/26/2018
40324	3C17000463		Chromebook	HP	G1	WWS	9/26/2018
40691	3C18003073		Chromebook	HP	G1	WWS	9/26/2018
40708	3C18003096		Chromebook	HP	G1	ETIS	9/26/2018
40707	3C18003047		Chromebook	HP	G1	ETIS	9/26/2018
40746	3C14000595		Chromebook	HP	G1	ETIS	9/26/2018
37529	3C13000765		Chromebook	HP	G1	WWS	9/26/2018
40715	3C18003066		Chromebook	HP	G1	ETIS	9/26/2018
37551	3C12000291		Chromebook	HP	G1	WWS	9/26/2018
37561	3C13000467		Chromebook	HP	G1	WWS	9/26/2018
40727	3C18002759		Chromebook	HP	G1	ETIS	9/26/2018
40714	3C18003030		Chromebook	HP	G1	ETIS	9/26/2018
40748	3C16000374		Chromebook	HP	G1	ETIS	9/26/2018
40712	3C18003064		Chromebook	HP	G1	ETIS	9/26/2018
	CNU8062RJK		Laptop	HP	Compaq6710b	GHS	9/26/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
	CNU6491SDY		Laptop	HP	Compaq nc6320	GHS	9/26/2018
023974 018750	CNU84202P9	803166	Laptop	HP	Compaq6710b	GHS	9/26/2018
22144	G85245B4SCF	802987	Desktop	Apple	Emac	MAN	9/27/2018
	W8805CU6X86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CU5X86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CRQX86		Desktop	Apple	iMac	Kep	9/27/2018
	W80521YKDAS		Desktop	Apple	iMac	Kep	9/27/2018
	W88311TXZE3		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CVWX86		Desktop	Apple	iMac	Kep	9/27/2018
	W880735UX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CV9X86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CVVX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CPMX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CRUX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CWJX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8808240X86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CVMX86		Desktop	Apple	iMac	Kep	9/27/2018
	W88082LJX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CVAX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CUGX86		Desktop	Apple	iMac	Kep	9/27/2018
	H001614WDMV		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CUCX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CV7X86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CP1X86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CVQX86		Desktop	Apple	iMac	Kep	9/27/2018
	W880823VX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CPXX86		Desktop	Apple	iMac	Kep	9/27/2018
	W88082J1X86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CVSX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CT3X86		Desktop	Apple	iMac	Kep	9/27/2018
	W880823UX86		Desktop	Apple	iMac	Kep	9/27/2018
	W8805CU7X86		Desktop	Apple	iMac	Kep	9/27/2018
	W87363XR88		Desktop	Apple	iMac	Kep	9/27/2018
	W8837585ZE2		Desktop	Apple	iMac	Kep	9/27/2018
	H001614DDMV		Desktop	Apple	iMac	Kep	9/27/2018
	W8749ACHX85		Desktop	Apple	iMac	Kep	9/27/2018
	YM910AV30TF		Desktop	Apple	iMac	Kep	9/27/2018
	YM910ADJ0TF		Desktop	Apple	iMac	Kep	9/27/2018
	W873827MWRQ		Desktop	Apple	iMac	Kep	9/27/2018
	W8805BVNX86		Desktop	Apple	iMac	Kep	9/27/2018
	W87381J0WRQ		Desktop	Apple	iMac	Kep	9/27/2018
	W805213WDAS		Desktop	Apple	iMac	Kep	9/27/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
32218	C02H9FSPDV7L		Laptop	Apple	Macbook Pro	Measure S	9/27/2018
23840	MXL82006RY		Desktop	HP	DC5800	RMS	10/1/2018
23816	MXL82007JS		Desktop	HP	DC5800	RMS	10/1/2018
23826	MXL82007JG		Desktop	HP	DC5800	RMS	10/1/2018
23851	MXL82006RM		Desktop	HP	DC5800	RMS	10/1/2018
23849	MXL82006RV		Desktop	HP	DC5800	RMS	10/1/2018
23825	MXL82006RR		Desktop	HP	DC5800	RMS	10/1/2018
37635	3C13000300		Chromebook	HP	G1	Toll	10/1/2018
40333	4224000294		Chromebook	HP	G1	Mur	10/1/2018
40332	3C17000172		Chromebook	HP	G1	Mur	10/1/2018
40318	3C17000423		Chromebook	HP	G1	Mur	10/1/2018
39624	4327000037		Chromebook	HP	G1	Mur	10/1/2018
18820	cnu9010csb		Laptop	HP	Compaq 6730b	ETIS	10/2/2018
18835	cnu9010czs		Laptop	HP	Compaq 6730b	ETIS	10/2/2018
25240	mxl15014K0		Desktop	hp	8200	HH	10/4/2018
27813	MXL0120YRM	804413	Desktop	HP	8000	JEF	10/4/2018
27795	MXL0120YR3	802083	Desktop	HP	8000	JEF	10/4/2018
27814	MXL0120YQS	804430	Desktop	HP	8000	JEF	10/4/2018
27809	MXL0120YR9	804406	Desktop	HP	8000	JEF	10/4/2018
27802	MXL0120YRG	804418	Desktop	HP	8000	JEF	10/4/2018
27827	MXL0120YS4	804435	Desktop	HP	8000	JEF	10/4/2018
24848	MXL1360NQ9		Desktop	HP	8000	COL	10/4/2018
24845	MXL1360NQR		Desktop	HP	8000	COL	10/4/2018
37488	3C13000740		Chromebook	HP	G1	VRW	10/4/2018
42140	3A28001244		Chromebook	HP	G1	VRW	10/4/2018
37847	3C13000311		Chromebook	HP	G1	VRW	10/4/2018
42145	3A28003849		Chromebook	HP	G1	VRW	10/4/2018
42087	3A25000959		Chromebook	HP	G1	VRW	10/4/2018
37490	3A23001352		Chromebook	HP	G1	VRW	10/5/2018
42128	3A17000050		Chromebook	HP	G1	VRW	10/5/2018
42138	3A16004110		Chromebook	HP	G1	VRW	10/5/2018
42131	3A25001654		Chromebook	HP	G1	VRW	10/5/2018
37845	3C13000427		Chromebook	HP	G1	VRW	10/5/2018
37485	3C12000387		Chromebook	HP	G1	VRW	10/5/2018
42127	3A25001473		Chromebook	HP	G1	VRW	10/5/2018
42126	3A18001757		Chromebook	HP	G1	VRW	10/5/2018
37463	3C13000117		Chromebook	HP	G1	VRW	10/5/2018
42130	3A19004475		Chromebook	HP	G1	VRW	10/5/2018
42104	3A25016635		Chromebook	HP	G1	VRW	10/5/2018
	LUSFT021641510379		Netbook	Acer	Aspire One	WMS	10/5/2018
	LUSFT021641510393		Netbook	Acer	Aspire One	WMS	10/5/2018
	LUSFT021641510392		Netbook	Acer	Aspire One	WMS	10/5/2018

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
	LUSFT02164143231B		Netbook	Acer	Aspire One	WMS	10/5/2018
	LUSFT021641510379		Netbook	Acer	Aspire One	WMS	10/5/2018
	LUSFT021641510393		Netbook	Acer	Aspire One	WMS	10/5/2018
38148	c02k8dzadncr		Desktop	Apple	iMac	ETIS	10/8/2018
44874	5CD5256YV2		Chromebook	hp	G3	TLM	10/8/2018
39609	5CD552008F		Chromebook	hp	G3	MUR	10/8/2018
46068	5CD5256YFM		Chromebook	hp	G3	KEP	10/8/2018
	B012DD14I0248		Projector	Smart	UX60	VRW	10/5/2018
29241	MXL0421KLG	803577	Workstation PC	HP	Compaq 8000 Elite SFF	Clark MHS	10/9/2018
30152	c02nmb5pg3qc	1112	Laptop	Apple	MacBook Pro	CLA	10/10/2018
32307	C02H826WDV7L		Laptop	Apple	MacBook Pro	Measure S	10/16/2018
17691	CNU6230J69		Laptop	HP	Compaq nc 6120	JEF	10/16/2018
32189	C02H9C4WDV7L		Laptop	Apple	MacBook Pro	Mountain Ave ES	10/16/2018
	C1MGRWUBDV13		Laptop	Apple	MacBook Pro	Lincoln ES	10/16/2018
22991	MXL74709KF		Desktop	HP	DC5700	Dunsmore	10/17/2018
27810	MXL0120YS2	804414	Desktop	HP	8000 sff	JEF	10/18/2018
27791	MXL0120YR2	804396	Desktop	HP	8001 sff	JEF	10/18/2018
27796	MXL0120YR7	804412	Desktop	HP	8002 sff	JEF	10/18/2018
27830	MXL0120YR6	804432	Desktop	HP	8003 sff	JEF	10/18/2018
27789	MXL0120YR0	804398	Desktop	HP	8004 sff	JEF	10/18/2018
27777	MXL0120YRT	804394	Desktop	HP	8005 sff	JEF	10/18/2018
27671	MXL00518BG		Desktop	HP	8006 sff	JEF	10/18/2018
31727	DKVLT2YGDFHW		Tablet	Apple	iPad 2	SPED	10/23/2018
36870	5CD6081LMT		Chromebook	HP	G4	EDI	10/25/2018
32345	5CB20867LD		LAPTOP	HP	Probook 6560b	Lin	10/26/2018
38927	5CB3380DVD		LAPTOP	LAPTOP	Probook 6560b	Sped	10/26/2018
40420	3C18001942	40420	Chromebook	HP	G1 White	MTA ES	10/29/2018
	3C13000266	37394	Chromebook	HP	G1 White	LCR ES	10/29/2018
	5CD5256YMP	44778	Chromebook	HP	G3 Black	LCR ES	10/29/2018
Clark 3164	CN0266R1QY	802164	Printer	HP	Office Jet Pro 8500	Clark MHS	
37206	5CD6081KXR		Chromebook	HP	G4	MAR	11/2/2018
20328	qp035287db6		Desktop	Apple	iMac	adm	11/4/2018
23189	w874904rx85		Desktop	Apple	iMac	LIN	11/5/2018
32812	C02HK68HDV7L		Laptop	Apple	MacBook Pro	Measure S	11/9/2018
	632507		Doc Camera	Elmo	TT-02rx	JEF	11/13/2018
24526	4CZ1210BR8		Laptop	HP	6560b	ADM	11/20/2018
20459	CNU111M6J		Laptop	Hp	6550b	ADM	11/20/2018
28455	CNU02517Y7		Laptop	HP	6530B	ADM	11/20/2018
33832	5CB2461GT3		Laptop	HP	6560b	ADM	11/20/2018
36563	CNU35292K3		Laptop	HP	650	ADM	11/20/2018
41362	5CG423FTDN		Laptop	HP	650 G1	ADM-EEELP	

Asset Tag	Serial	Title I Tag (if applicable)	Type	Make	Model	Site	Date
38157	mxl313063q		desktop	hp	8300 elite	DHS	11/27/2018
	f3jwcp1		desktop	Dell	insprion 580	COL	11/28/2018
24849	mxl1360nq8		desktop	hp	8300	col	11/28/2018
24850	mxl1360nqg		desktop	hp	8300	COL	11/28/2018
26509	mxl91610I3		desktop	hp	dc7900	adm	11/29/2018
26117	mxl8511gq0		desktop	hp	dc7900	adm	11/29/2018
	mxl8240h31		desktop	hp	dc7900	adm	11/29/2018
18500	mxl8240h34		desktop	hp	dc7900	adm	11/29/2018
22602	mxl7250311	802060	desktop	hp	dc7700	ghs	11/29/2018
22307	mxl7110hjz		desktop	hp	dc5700	MAN	11/29/2018
26836	2ua924129c		desktop	hp	dc7900	LIN	11/29/2018
22350	W87243R5YA8		Laptop	apple	macbook	wws	11/29/2018
	CNF4452KRM		Laptop	hp	nx9030	wws	11/29/2018
17891	CNU6491SLL		Laptop	hp	nc6320	wws	11/29/2018
32287	C02H9D9DV7L		Laptop	Apple	MacBook Pro	Measure S	11/30/2018
	F9GNQHFEFP84		Tablet	Apple	iPad Mini	Special Ed	11/30/2018
26537	CNU9160CB5		Laptop	hp	6530b	MANN	12/6/2018
26748	CNU91435B5		Laptop	hp	6530b	MANN	12/6/2018
27309	CNU94147TJ		Laptop	hp	6530b	MANN	12/6/2018
26749	CNU914359Z		Laptop	hp	6530b	MANN	12/6/2018
24616	4CZ1270YNL		Laptop	hp	6560b	HHS	12/7/2018
33728	mxl2432ch4		desktop	hp	8300	dhs	12/13/2018
29214	MXL0421KLF	803593	desktop	hp	8000	CLA	12/19/2018

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 9

TO: Board of Education

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

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

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

SUBJECT: **Approval of Solarwinds Web Help Desk**

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The Superintendent recommends that the Board of Education approve the subscription to Solarwinds Web Help Desk in the amount of \$18,053.75.

By changing the Help Desk solution to which it subscribes, GUSD can reduce costs and take advantage of additional features. SchoolDude is the current Help Desk solution, which has a subscription cost of \$8,267.00 annually. It does not include an asset inventory component. The Intercultural Department uses an iPad app to manage asset inventory, which costs approximately \$10,000.00 annually.

After comparing several solutions and consulting with vendors, ETIS selected Solarwinds Web Help Desk to be the new technology Help Desk solution. It integrates with other systems and includes an asset inventory module. Intercultural and ETIS departments evaluated the Solarwinds Web Help Desk inventory capability and support the adoption of this solution, making it possible to consolidate inventory management among multiple departments.

The cost of the Solarwinds Web Help Desk subscription for the first year is \$18,053.75, which is approximately the same as the combined cost of the current SchoolDude system for ETIS and the current inventory system for Intercultural. However, the subscription drops to \$4,500.00 annually after the first year, saving approximately \$13,500.00 annually thereafter.

The Solarwinds subscription will be funded from the General Fund.





## Quote

PO BOX 730720  
Dallas TX 75373  
United States  
866.530.8100  
<http://SolarWinds.com>

**Date** 12/18/2018  
**Quote #** QN1238274  
**Expires** 12/28/2018  
**Currency** USA  
**Customer ID** SW22091147  
**Terms** Net 30  
**End Customer** SW22091147 Glendale

### Bill To

Frank Schlueter  
Glendale Unified School District  
GSD-ETIS, ROOM B15  
223 N. Jackson St  
Glendale CA 91206  
United States

### Ship To

Frank Schlueter  
Glendale Unified School District  
GSD-ETIS, ROOM B15  
223 N. Jackson St  
Glendale CA 91206  
United States

SKU	Description	Quantity	Rate	Amount
13205	SolarWinds Web Help Desk Per Technician License (41 to 50 named users) - License with 1st-Year Maintenance	45	655.00	29,475.00
	PWHD15 - 15% Discount		-15.00%	-4,421.25

**Subtotal** 25,053.75  
**Discount (Discount)** -7,000.00  
**Total** \$18,053.75

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 10

TO: Board of Education

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

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

PREPARED BY: Hagop Eulmessekian, Director, Student Support Services  
Dr. Ilin Magran, Assistant Director, Child Welfare & Attendance

SUBJECT: **Approval of Administrative Panel for School Attendance  
Review Boards (SARB) Hearings**

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The Superintendent recommends that the Board of Education approve the listed organizations to serve as SARB Hearings Panel members for the 2018-2019 school year.

Education Code Sections 48263 states that:

“A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee.”

Board Policy 5113.12 states:

The District's SARB may include a parent/guardian as well as representatives of various agencies including, but not limited to, school districts; the county probation department; the county welfare department; the County Superintendent of Schools; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office (Education Code 48321). The membership of the District's SARB will be presented to the Board annually for approval.

In accordance with Board Policy 5113.12, the following GUSD employees and community members from the following organizations are invited to serve on the hearing panels.

- SARB Chair/Assistant Director of Child Welfare & Attendance
- Health Coordinator III, Student Support Services
- Lead Case Manager, Child Welfare & Attendance
- Attendance Clerk, Child Welfare & Attendance
- Foster & Homeless Counselor, Child Welfare & Attendance
- Therapist, Child Welfare & Attendance
- City of Glendale, Housing Authority, Program Supervisor
- Glendale Youth Alliance, Program Coordinator
- Glendale Police Department, School Resource Officers
- YMCA of Glendale, Program Director
- PTA of Glendale
- Department of Public Social Services, Social Worker
- Director of Pacific Clinics Advancing Behavioral Healthcare
- Los Angeles District Attorney, Hearing Officer
- Communitas Initiative, Executive Director
- Community Comprehensive Health Center, Program Coordinator
- Los Angeles County Probation Department
- Los Angeles Sheriff Department, School Resource Officer
- AGBU Generation Next, Program Director

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 11

TO: Board of Education

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

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

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

SUBJECT: **Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation**

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The Superintendent recommends that the Board of Education approve the submission of the Quarterly Uniform Complaint Report Summary, as mandated under the Williams Court Case Settlement, to the Superintendent of the Los Angeles County Office of Education.

Recent legislation regarding the settlement of the Williams Lawsuit requires Local Educational Agencies to file Quarterly Uniform Complaint Report Summaries to the school district Governing Board and to the County Office of Education. The Quarterly Report documents information regarding complaints about instructional materials, facilities, teacher vacancies and mis-assignments.

The Quarterly Uniform Complaint Report Summary for the period of October 1, 2018 through December 31, 2018 is attached and will be sent to the Los Angeles County Office of Education (LACOE).



**Los Angeles County  
Office of Education**  
Serving Students • Supporting Communities  
Leading Educators

## Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2018-2019

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

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

Person completing this form: \_\_\_\_\_

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

Quarter covered by this report (Check One Below):

- |                          |         |                          |                  |
|--------------------------|---------|--------------------------|------------------|
| <input type="checkbox"/> | 1st QTR | July 1 to September 30   | Due 19-Oct 2018  |
| <input type="checkbox"/> | 2nd QTR | October 1 to December 31 | Due 18- Jan 2019 |
| <input type="checkbox"/> | 3rd QTR | January 1 to March 31    | Due 10-Apr 2019  |
| <input type="checkbox"/> | 4th QTR | April 1 to June 30       | Due 19-Jul 2019  |

Date for information to be reported publicly at governing board meeting: \_\_\_\_\_

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
  
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL			

Print Name of District Superintendent \_\_\_\_\_

Signature of District Superintendent \_\_\_\_\_

Date \_\_\_\_\_

Return the **Quarterly Summary** to:  
Williams Legislation Implementation Project  
Los Angeles County Office of Education  
c/o Kirit Chauhan, Williams Settlement Legislation  
9300 Imperial Highway, ASM/Williams ECW 284  
Downey, CA 90242

Telephone: (562) 803-8382  
FAX: (562) 803-8325  
E-Mail: Chauhan\_Kirit@lacoed.edu

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 12

TO: Board of Education

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

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs**

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The Superintendent recommends that the Board of Education approve the Memorandum of Understanding with Los Angeles County Office of Education for District Referrals to County Community Schools and Specialized Secondary Programs.

The Los Angeles County Office of Education (LACOE) will provide Glendale Unified School District (GUSD) referred expelled students the mandated education placement. LACOE will continue to operate County Community Schools and Specialized Secondary Schools that serve students in grades 7-12. Both the County Community Schools and Specialized Secondary Schools will serve the following students:

- Expelled students and students who the GUSD determines are seriously at-risk and require a county-level alternative.
- Students whose parents have requested and received district approval to attend a community school.
- Probation Youth, Foster Youth and Homeless Youth, with or without documentation.
- Students at International Polytechnic High School (iPoly).
- Students at Los Angeles County High School for the Arts (LACHSA).

Under the new Local Control Funding Formula, the district of residence receives funding for students referred to and served by the County Office. LACOE will invoice the District for any student(s) from the District who is enrolled in a LACOE community school or specialized secondary school for 2018-19 school year.

This arrangement will:

1. Provide the county operated school the funding necessary to operate a safe, credible school program.
2. Provide the District the program necessary to satisfy legal requirements associated with student expulsions.
3. Place District in control over their referral program.

Billing for fiscal year 2018-19 to GUSD for the first half will be based on P-1 data and the final billing in July 2019 based on P-2 data, with any annual certification adjustments, payments, or credits, processed at the next billing period.

**Memorandum of Understanding  
For LACOE Specialized High Schools 9-12 Grade Students and LACOE County  
Community Schools 7-12 Grade Students for the 2018-2019 School Year  
Between the Los Angeles County Office of Education  
And  
Glendale Unified School District**

**LACOE Specialized High Schools**

The Los Angeles County Office of Education (LACOE) and the Glendale Unified School District have enjoyed an excellent working relationship for decades. Currently, Glendale Unified School District has students who are enrolled in one of two LACOE Specialized High Schools.

Under the Local Control Funding Formula, LACOE will not receive funding from the State of California for the above-described students who are enrolled in a Specialized High School. Those funds will be apportioned to the district of residence based on the attendance data submitted by LACOE to the CDE. Please note that the school district of residence (DOR) of any pupil enrolled in a specialized secondary school operated by a county superintendent of schools or county board of education shall not include the attendance of that pupil in any computation of average daily attendance for purposes of Education Code section 42238. Based on this background, the following agreement is established by the two agencies:

Beginning on July 1, 2018 and continuing through the remainder of the 2018-2019 school year, Glendale Unified School District will be billed using the District's funded portion of the base grant. The District will be billed for concentration and supplemental grants based on the number of students meeting the definition of "unduplicated pupil" pursuant to EC 2574(b)(2). Transportation and Targeted Instructional Improvement Grant (TIIG) funding will be excluded. The rates calculated will be multiplied by the grade level ADA data reported for the District for First, Second Principal, and Annual Apportionment periods for students from the District attending either of the following Specialized High Schools:

- a. International Polytechnic High School (IPoly)
- b. Los Angeles County High School for the Arts (LACHSA)

The District may deny any payment transfers for students who do not obtain an approved Inter-District Transfer Form from the District to LACOE Specialized High Schools. Release from the District to another district or program, or requests for records honored by a school site are not recognized as a release for purpose of meeting Inter-District Transfer approval. This also applies to foreign students with F1 and J1 visas.

**LACOE County Community Schools (CCS)**

In accordance with Education Code section 1981, Glendale Unified School District may refer Probation, expelled, or parent request with District-approval Referred students to the LACOE CCS Programs.

Beginning on July 1, 2018 and continuing through the remainder of the 2018-2019 school year, Glendale Unified School District will be billed using the District's funded portion of the base grant. The District will be billed for concentration and supplemental grants based on the number of students meeting the definition of unduplicated pupil count pursuant to EC 2574(b)(2). Transportation and Targeted Instructional Improvement Grant (TIIG) funding will be excluded.



The rates calculated will be multiplied by the grade level ADA data reported for the District for First, Second Principal, and Annual Apportionment periods for District students from the following groups, who are enrolled in LACOE CCS Programs:

- a. Students enrolled in grades 7 through 12 in county programs
- b. Expelled students
- c. Probation youth with Probation and District referral
- d. Parent request with District approval

This agreement shall remain in effect through the 2018-2019 school year with billing to the District in July based on P-2 data with any annual certification adjustments, payments, or credits processed at the next billing period. Final billing may include students who enrolled after the P-2 April submission.

The District may deny any payment transfers for students who do not obtain an approved LACOE enrollment referral from the District to LACOE schools or programs. Release from the District to another district or program, or requests for records honored by a school site are not recognized as a release for purposes of meeting Inter-District Transfer approval. As it relates to LACOE CCS programs, please note that in accordance with Education Code 2576, LACOE is required to provide immediate enrollment for all foster and homeless students, with or without a district referral.

Signature	Date	Signature	Date
District Representative (Name, Title) Glendale Unified School District		Ms. Kristen Kenton Interim Administrative Services Officer LACOE Representative (Name, Title) Los Angeles County Office of Education	

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 13

TO: Board of Education

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

SUBMITTED BY: Dr. Kelly King, Assistant Superintendent, Educational Services  
Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources

SUBJECT: **Approval of Revised Board Policies Relating to Business and Noninstructional Operations, Personnel, and Instruction**

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The Superintendent recommends that the Board of Education approve revisions to Board Policies (BP) 3350 (Travel Expenses); BP 4111, 4211, 4311 (Recruitment and Selection); BP 4119.11, 4219.11, 4319.11 (Sexual Harassment); 4140, 4240, 4340 (Bargaining Units); BP 6111 (School Calendar); and BP 6162.51 (State Academic Achievement Tests) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 3350 – Travel Expenses**

CSBA Update: August 2013  
Last GUSD Update: February 2003

Staff is bringing forward for consideration a revised Board Policy (BP) 3350, Travel Expenses, in conjunction with updated California School Boards Association (CSBA) legal guidance and recommendations.

The policy provides information on allowable travel expenses and reimbursements as they relate to mileage, meals, registration, and associated fees.

A corresponding Administrative Regulation (AR) will be created and reflect more specific information and current language from CSBA and federal and state laws.

**BP 4111, 4211, 4311 – Recruitment and Selection**

CSBA Update: March 2018  
Last GUSD Update: February 2004

This policy is updated to expand discussion of possible recruitment incentives and new law AB99, which establishes the California Educator Development grant program to assist districts with attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders. It also reflects new law AB168, which prohibits districts from seeking salary history information about an applicant and from relying on salary history information as a factor in determining whether to offer employment.

**Board Policy 4119.11, 4219.11, 4319.11 – Sexual Harassment**

CSBA Update: March 2018  
Last GUSD Update: January 2017

The policy is updated to provide a strong statement of the Board’s commitment to provide a safe work environment that is free of sexual harassment and intimidation and to align the process for filing complaints of sexual harassment with AR4030. Also, it is updated to reflect new law SB396, which requires districts to post a Department of Fair Employment and Housing poster on transgender rights and, if the district has 50 or more employees, to provide training to supervisors regarding harassment based on gender identity, gender expression and sexual orientation.

**Board Policy 4140, 4240, 4340 – Bargaining Units**

CSBA Update: July 2018  
Last GUSD Update: November 2017

The policy is updated to reflect new court decision (Janus v. AFSCME), which held that public employees cannot be compelled to pay mandatory “fair share service fees” to an employee organization. It also reflects new law which prohibits districts from deterring or discouraging employees or job applicants from becoming or remaining members of an employee organization and prohibits sharing the date, time, and place of new employee orientations with anyone other than employees, the exclusive representative or a vendor contracted to provide a service for the orientation. It further deletes material regarding the employee organization’s provision of a financial report, which is required by law to be submitted to the Public Employment Relations Board rather than the district board.

**BP 6111 – School Calendar**

CSBA Update: July 2011  
Last GUSD Update: October 2002

Staff is recommending the Board update Board Policy (BP) 6111 based upon California School Boards Association (CSBA) suggested language to reflect current practices and legal references.

**BP 6162.51 – State Academic Achievement Tests**

CSBA Update: December 2013  
Last GUSD Update: November 2002

Staff is recommending the Board update BP 6162.51 based upon CSBA suggested language and current legal references. The policy is updated to reflect the current State testing system, California Assessment of Student Performance and Progress (CAASPP).

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

Copies of the revised Board Policies are attached to this report.

Business and Noninstructional Operations

Travel Expenses

The Board of Education recognizes that District employees may incur expenses in the course of performing their assigned duties and responsibilities. To ensure the prudent use of public funds, the Superintendent or designee shall establish rules to keep such expenses to a minimum while affording employees a reasonable level of safety and convenience.

The Board shall authorize payment for actual and necessary travel expenses incurred by any employee performing authorized services for the District, whether within or outside District boundaries. (Education Code 44032)

The Superintendent or designee shall establish procedures for the approval of travel requests and the submission and verification of expense claims. He/she also shall establish reimbursement rates in accordance with law and Board policy.

An employee shall obtain approval from the Superintendent or designee prior to traveling. The Superintendent or designee may approve travel requests in accordance with the adopted budget and upon determining that the travel is authorized or assigned by the employee's supervisor, is necessary to attend a conference or other staff development opportunity that will enhance employee performance, and/or is otherwise necessary to the performance of the employee's duties. Travel expenses not previously budgeted may be approved on a case-by-case basis by the Superintendent or designee if he/she determines that the travel is essential and that resources may be obtained or redirected for this purpose.

All out-of-state travel for which reimbursement will be claimed shall be approved in advance by the Board.

Reimbursable travel expenses may include, but are not limited to, costs of transportation, parking fees, bridge or road tolls, lodging when District business reasonably requires an overnight stay, registration fees for seminars and conferences, telephone and other communication expenses incurred on District business, and other necessary incidental expenses.

The District shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on District-related business, personal use of an automobile, and personal losses or traffic violation fees incurred while on District business.

Except as otherwise provided, reimbursement of travel expenses shall be based on actual expenses as documented by receipts.

Business and Noninstructional Operations

Travel Expenses

Authorized employees shall be reimbursed for the use of their own private vehicles in the performance of assigned duties, on either a mileage or monthly basis as determined by the Superintendent or designee. (Education Code 44033)

The mileage allowance provided by the District for employees' use of their private vehicles shall be equal to the rate established by the Internal Revenue Service.

Vehicles should be shared whenever possible to minimize travel costs. No employee shall be entitled to reimbursement for automobile travel when he/she is transported free of charge or by another employee who is entitled to the expense reimbursement.

Meal costs shall be reimbursed based on documented actual expenses (itemized receipts) within the maximum amounts established by the Superintendent or designee and based on the location and time of day that travel for District business begins and ends. The daily amount should take into account meals that are already included at the conference or event.

Any expense that exceeds the maximum rate of reimbursement established by the District shall be reimbursed only with the approval of the Superintendent or designee.

All expense reimbursement claims shall be submitted on a District form, within 30 days following return from travel when possible. The form shall be accompanied by receipts and any explanation necessary to document that the expenses meet District criteria for reimbursement.

The Superintendent or designee shall approve expense claims only upon verifying that all necessary documentation is provided and that all expenses are appropriate and related to District business. If an expense claim is disallowed due to lack of documentation or inappropriate expenses, the employee may be personally responsible for any improper costs incurred.

When approved by the Superintendent or designee, an employee may be issued a District credit card for use while on authorized District business. Receipts documenting the expenses incurred on a District credit card shall be submitted promptly following return from travel. Under no circumstances shall personal expenses be charged on a District credit card, even if the employee intends to subsequently reimburse the District for the personal charges.

When necessary, the Superintendent or designee may approve a cash advance, not to exceed the estimated out-of-pocket reimbursable expenses, to an employee authorized to travel on District business. Within 10 working days following return from travel, the employee shall submit a final accounting with all necessary supporting documentation. He/she shall refund to the District any amount of cash advance exceeding the actual approved reimbursable expenses.

Business and Noninstructional Operations

Travel Expenses

Legal Reference: Education Code, Sections 42634, 44016, 44032, 44033, 44802

Policy Adopted: 12/06/1977

Policy Amended: 04/24/1990; 07/19/1994; 09/18/2002; 02/04/2003; 01/15/2019

Formerly BP 3542

### Recruitment and Selection

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the District's vision, mission, and goals.

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she shall also disseminate job announcements to ensure a wide range of candidates.

The District's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. He/she shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying.

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

### Incentives

With Board approval and in accordance with District needs, the District may provide incentives to recruit teachers and assistance with beginning teacher induction.



Recruitment and Selection

Legal Reference: Education Code, Sections 200-262.4; 35035; 44066; 44259; 44750;  
44830-44831; 44858; 44859; 45103-45139; 49406  
Government Code, Sections 815.2; 6250-6276.48; 12900-12996; 12940-  
12957  
Health And Safety Code, Sections 53570-53574  
Labor Code, Section 432.3  
United States Code, Title 5, Section 552  
United States Code, Title 8, Sections 1324a; 1324b  
United States Code, Title 20, Sections 1681-1688  
United States Code, Title 42, Sections 2000d-2000d-7: Title VI, Civil  
Rights Act of 1964; 2000e-2000e-17: Title VII, Civil Rights Act of 1964  
as amended; 12101-12213  
Code of Federal Regulations, Title 28, Sections 35.101-35.190  
Code of Federal Regulations, Title 34, Sections 106.51-106.61  
Court Decisions:  
C.A. v William S. Hart Union High School District et al., (2012) 138  
Cal.Rptr.3d 1  
Management Resources:  
California County Superintendents Educational Services Association  
Publications  
Teacher Recruitment in California: An Analysis of Effective Strategies,  
Research Brief, Veritas Research and Evaluation Group, October 2017  
Web Sites:  
California County Superintendents Educational Services Association:  
<http://ccsesa.org/recruit>  
California Department of Education: <http://www.cde.ca.gov>  
California Department of Fair Employment and Housing:  
<http://www.dfeh.ca.gov>  
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>  
Education Job Opportunities Information Network: <http://www.edjoin.org>  
Teach USA: <http://culturalvistas.org/programs/us/teach-usa>  
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Policy Adopted: 12/04/1956

Policy Amended: 11/04/1986; 02/03/2004; 01/15/2019

Formerly BP 4008, BP 4102

Personnel

Sexual Harassment

A. General Provisions

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against District employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim. This policy shall apply to all District employees and to other persons on District property or with some employment relationship with the District, such as interns, volunteers, contractors, and job applicants.

1. Sexual Harassment of and/or by Employees

It is the policy of the District that all employees, as well as job applicants, must be provided a workplace environment free from unsolicited and unwelcome sexual overtures or demands, and from other offensive conduct of a sexual nature. Further, it is the policy of the District that members of the community should be able to access District facilities and services without fear of such conduct.

2. Sexual or Inappropriate Social Conduct by Employees Toward Students

It is the policy of the District that employees shall not engage in sexual or inappropriate social conduct toward students, including those who are adults by age. "Sexual or inappropriate social conduct" includes, but is not limited to, dating, inappropriate sexual comments or innuendo, inappropriate physical contact and display or circulation of inappropriate visual or audio material. In the employee-student context, all such employee conduct is prohibited even if student initiated or consensual. Such conduct may also violate various federal and state statutes, and may require reporting to local child protective agencies under applicable child abuse statutes. Nothing in this policy shall prohibit employees from implementing the District's curriculum in the area of sex education. For further definition and examples of sexual harassment conduct prohibited by this policy, refer to Administrative Regulation 5145.7

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

Personnel

Sexual Harassment

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the District's sexual harassment policy to employees and others to whom the policy may apply.
3. Ensuring prompt, thorough, and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

B. Employee's Responsibility

If any employee becomes aware of any sexual harassment of another employee or a job applicant, or sexual or inappropriate social conduct by an employee toward students, this information should be communicated, without fear of retaliation, immediately to the appropriate administrator or supervisor or, if the employee prefers, to the District Human Resources Office. In addition, if the situation warrants, the employee must make a suspected child abuse report as required by law. (See Board Policy and Administrative Regulation 5141.4)

Any District employee or job applicant who feels that he/she has been sexually harassed in the performance of his/her District responsibilities or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her direct supervisor, another supervisor, the District's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman.

A supervisor, Principal or other District administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 – Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Personnel

Sexual Harassment

C. District Action

Prompt and necessary steps will be taken to investigate any complaint of sexual harassment of an employee or job applicant, or sexual or inappropriate social conduct toward students, and, if warranted, appropriate corrective or disciplinary action, up to and including termination will be taken. Appropriate records relating to such matters shall be maintained.

Any District employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

Legal Reference: Education Code, Sections 200-262.4  
Government Code, Sections 12900-12996; 12940; 12950; 12950.1  
Labor Code, Sections 1101; 1102.1  
Code Of Regulations, Title 2, Sections 11009; 11021; 11023; 11024;  
11034  
Code of Regulations, Title 5, Sections 4900-4965  
United States Code, Title 20, Sections 1681-1688 Title IX  
United States Code, Title 42, Sections 2000e-2000e-17 Title VII, Civil  
Rights Act of 1964, as amended  
Code of Federal Regulations, Title 34, Sections 106.1-106.9; 106.51-  
106.61  
Court Decisions:  
Department of Health Services v. Superior Court of California, (2003) 31  
Cal.4th 1026  
Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275  
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257  
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989  
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998  
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57  
Management Resources:  
U.S. Equal Employment Opportunity Commission Publications  
Promising Practices for Preventing Harassment, November 2017  
Web Sites:  
California Department of Fair Employment and Housing:

Personnel

Sexual Harassment

<http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy Adopted: 07/17/1990

Policy Amended: 03/02/1993; 10/18/1994; 01/21/1997; 02/03/2004; 11/16/2010;  
09/01/2015; 01/17/2017; 01/15/2019

Formerly BP 4012

## Personnel

### Bargaining Units

The Governing Board recognizes the right of District employees to form a bargaining unit, select an employee organization as their exclusive representative and be represented by that organization in their employment relationship with the District. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

The District shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it.

The District shall not deter or discourage employees from becoming or remaining members of an employee organization, impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)

### Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit.

The District may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the District, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. When represented by an employee organization, that organization shall not meet and negotiate with the District. For this purpose:

Personnel

Bargaining Units

(Government Code 3540.1, 3543.4)

1. Management employee means any employee who has significant responsibilities for formulating District policies or administering District programs, and whose position is designated as a management position by the Board.
2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Access to Employee Orientations and Contact Information

The District shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The District shall provide employee organizations at least 10 days' notice in advance of an orientation. However, in any specific instance where an unforeseeable, urgent need critical to the District's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the District and the exclusive representative, following a request to negotiate by either party. If the District and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The District and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the District's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of the orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

The Superintendent or designee shall provide an exclusive representative with the name, job title,

## Personnel

### Bargaining Units

department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the District, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information on all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor shall he/she disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or any employee who provides written request that the information not be disclosed for this purpose. Following receipt of a written request, the District shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the District unless the list is only used by the District to contact the employee. (Government Code 3558, 6207, 6254.3)

### Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the District shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the District, the District shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the District a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the District. The employee organization shall indemnify the District for any employee claims regarding payroll deductions made by the District in reliance on notification from the employee organization. (Education Code 45060, 45168)



Personnel

Bargaining Units

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the District shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the District. The employee organization shall be responsible for processing these requests. The District shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the District for any claims made by an employee for deductions made by the District in reliance on information from the employee organization. (Education Code 45060, 45168)

Legal Reference: Education Code, Sections 45060-45061.5; 45100.5; 45104.5; 45108.5; 45108.7; 45168; 45220-45320  
Government Code, Sections 3540-3549.3 (especially: 3540.1; 3543.4; 3545); 3550-3552; 3555-3559; 6205-6210; 6254.3; 6503.5; 53260-53264  
Code Of Regulations, Title 8, Sections 33015-33490; 33700-33710; 34020; 34055  
Court Decisions:  
Janus v. American Federation of State, County and Municipal Employees, Council 31, (2018) 138 S.Ct. 2448  
Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083  
County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905  
Management Resources:  
Web Sites:  
CSBA: <http://www.csba.org>  
Association of California School Administrators: <http://www.acsa.org>  
California Federation of Teachers: <http://www.cft.org>

Personnel

Bargaining Units

California School Employees Association: <http://www.csea.com>  
California Teachers Association: <http://www.cta.org>  
Public Employment Relations Board: <http://www.perb.ca.gov>

Policy Adopted: 02/03/2004 (BP 4140, 4240)

Policy Amended: 09/01/2015

Policy Adopted: 11/28/2017 (BP 4140, 4240, 4340); 01/15/2019

Formerly BP 4000

## Instruction

### School Calendar

For each District school, the Board of Education shall adopt a school calendar that meets the requirements of law as well as the needs of the community, students, and the work year as negotiated with the District's employee organization(s). As appropriate, the Superintendent or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support the District's goals for student achievement.

Each school calendar shall show the beginning and ending school dates, legal and local holidays, staff development days, orientation days, minimum days, vacation periods, and other pertinent dates.

The District shall offer a minimum of 175 days of instruction per school year, until it equals or exceeds the local control funding formula target established for it pursuant to Education Code 42238.02, at which time it shall offer 180 days or more of instruction per school year. (Education Code 41420, 46208)

Staff development days shall not be counted as instructional days.

Notification of the schedule of minimum days and student-free staff development days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days or student-free staff development days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and non-classified staff. (Elections Code 12283)

Legal Reference: Education Code, Sections 37200-37202; 37220-37223; 37600-37672; 41420; 41422; 42238.02; 46200-46208; 46300; 48980  
Elections Code, Section 12283  
Court Decisions:  
Butt v. State of California, (1992) 4 Cal 4th 668  
Public Employment Relations Board Decisions:  
Davis Joint Unified School District, (1984) PERB Decision No. 474

Policy Amended: 07/02/1985; 12/06/1994; 10/15/2002; 01/15/2019

(Formerly BP 6120)

## Instruction

### State Academic Achievement Tests

The Board of Education recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The Superintendent or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

The Board strongly encourages all students at the applicable grade levels to participate in the state assessments in order to maximize the usefulness of the data and enable the District to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

The Board shall annually examine state assessment results by school, grade level, and student subgroup as one measure of the District's progress in attaining its student achievement goals and shall revise the local control and accountability plan and other District or school plans as necessary to improve student achievement for underperforming student groups.

Legal Reference: Education Code, Sections 49076; 51041; 52052; 52060-52077; 56345;  
60600-60630; 60640-60649; 60660-60663; 60810; 99300-99301  
Code of Regulations, Title 5, Sections 850-864  
United States Code, Title 20, Sections 1412; 6311  
Code of Federal Regulations, Title 34, Section 200.1

Policy Adopted: 10/15/02

Policy Revised: 01/15/2019

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: **Acceptance of the Mary Pinola/Crescenta Valley Chamber of Commerce Educational Endowment Fund**

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The Superintendent recommends that the Board of Education accept grant funding in the amount of \$3,000 from the Mary Pinola/Crescenta Valley Chamber of Commerce Educational Endowment Fund for Dunsmore Elementary School.

Dunsmore Elementary School has been notified that they are a recipient of grant funding in the amount of \$3,000 from the Mary Pinola/Crescenta Valley Chamber of Commerce Educational Endowment Fund, a component fund managed by the Community Foundation of the Verdugos.

This funding will be used towards the purchase of a Chromebook cart with 40 Chromebooks for Dunsmore's sixth grade classrooms. The purchase will also include necessary chargers, storage, headphones, and a three-year warranty.

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Winfred B. Roberson, Jr., Superintendent

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

SUBJECT: **Acceptance of a Japanese Business Association Grant Awards for the Dunsmore and Verdugo Woodlands Japanese Dual Immersion Programs**

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The Superintendent recommends that the Board of Education accept the Japanese Business Association Grant Awards for the Dunsmore and Verdugo Woodlands Japanese Dual Immersion Programs in the total amount of \$2,225

The Japanese Business Association (JBA) has notified the Glendale Unified School District of two awards (Japanese Enrichment Grant) for the Japanese dual immersion programs. JBA is a nonprofit corporation whose mission is to develop and improve the business environment for Japanese companies in Southern California. One of their missions is to contribute to the local community and support school(s)/class(es) which practices Japanese language/cultural activities.

Following is a summary of the award amounts and how the funds will be used.

Dunsmore Elementary School: \$1,275

The funds will be used to purchase Japanese dictionaries for third and fourth grade. The items will be useful to check different kinds of kanji reading, and also to search vocabulary to create sentences.

Verdugo Woodlands Elementary School: \$950.00

The funds will be used to purchase materials (i.e. various sizes of brushes) for Japanese calligraphy.

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 16

TO: Board of Education  
FROM: Dr. Winfred B. Roberson, Jr., Superintendent  
PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources  
SUBJECT: **Agreement with California State University, Northridge**

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# The Superintendent recommends that the Board of Education approve the attached Clinical Partnership Agreement between Glendale Unified School District and California State University, Northridge and that the Assistant Superintendent, Human Resources, be authorized to execute the agreement.

The agreement will commence on January 15, 2019 and shall remain in effect for five years and may be terminated by one party to another with 30 days' written notice.

## CLINICAL INTERNSHIP AGREEMENT

This Agreement between GUSD ("Facility") and The Trustees of the California State University, on behalf of California State University, Northridge ("University"), is effective as of

- A. Facility owns and operates a general acute care Hospital or community based facility.
- B. University operates fully accredited health sciences programs offering an accredited undergraduate/graduate degree in Nursing, Social Work, Health Education, Social Work & Healthcare Administration.
- C. The parties will both benefit by making a clinical training program ("Program") available to University students at the specified facility (per the agreement)

The parties agree as follows:

### **I. GENERAL INFORMATION ABOUT THE PROGRAM**

A. The maximum number of University students who may participate in the Program during each training period shall be mutually agreed by both parties at least 30 days prior to the beginning of the training period.

B. The starting date and length of each Program training period shall be determined by mutual agreement.

C. California Board of Registered Nursing. In accordance with the Title 16, California Code of Regulations, Section 1427:

- 1) Facility and University shall assure the availability and appropriateness of the learning environment in relation to the Program's written objectives;
- 2) Facility shall provide for orientation of University's faculty and students;
- 3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students is provided in Section III, B;
- 4) Facility shall assure that Facility's staff is adequate in number and quality to insure safe and continuous health care services to patients;
- 5) Facility and University shall provide for continuing communication between the facility and the Program through the University's Program Coordinator and Preceptor; and
- 6) A description of the responsibilities of faculty assigned to the Facility utilized by the program.



## II. UNIVERSITY'S RESPONSIBILITIES

A. **Student Profiles** University shall advise each student enrolled in the Program to complete and send to Facility a student profile on a form to be agreed by the parties, which shall include the student's name and contact information. Facility shall regard this information as confidential and shall use the information only to identify each student.

B. **Schedule of Assignments** University shall notify Facility's designee of student assignments, including the name of the student, level of academic preparation, and length and dates of proposed clinical experience.

C. **Program Coordinator** University shall designate a faculty member to coordinate with Facility's designee in planning the Program to be provided to students.

D. **Records** University shall maintain all personnel records for its staff and all academic records for its students.

E. **Student Responsibilities** University shall notify students in the Program that they are responsible for:

- 1) Complying with Facility's clinical and administrative policies, procedures, rules and regulations;
- 2) Arranging for student's own transportation;
- 3) Submitting to health and background screenings as required by the Facility. Also assuming responsibility for personal illnesses, necessary immunizations, tuberculin tests, and annual health examinations;
- 4) Providing evidence of personal health insurance at student's own Expense.
- 5) Maintaining the confidentiality of patient information.
  - a) No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in the course of the Program is forbidden except as a necessary part of the practical experience.
  - b) Neither University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by Facility that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations.

- c) Facility shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents;
- 6) Complying with Facility's dress code and wearing name badges identifying themselves as students;
- 7) Attending an orientation to be provided by their University instructors and any orientation required by the Facility;
- 8) Notifying Facility immediately of any violation of state or federal laws by any student; and
- 9) Providing services to Facility's patients only under the direct supervision of Facility's professional staff in collaboration with University faculty.

F. **Payroll Taxes and Withholdings** University shall be solely responsible for any payroll taxes, withholdings, workers' compensation and any other insurance or benefits of any kind for University's employees and agents, if any, who provide services to the Program under this Agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, either from University or Facility. For purposes of this agreement, however, students are trainees and shall be considered members of Facility's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

### III. FACILITY'S RESPONSIBILITIES

A. **Clinical Experience** Facility shall accept from University the mutually agreed upon number of students enrolled in the Program and shall provide the students with supervised clinical experience.

B. **Facility Designee** Facility shall designate a member of its staff as Preceptor to participate with University's designee in planning, implementing, and coordinating the Program. The Preceptor agrees to serve as role model and teacher directing both pre and post licensure students learning in the clinical setting. Preceptors must demonstrate strong interpersonal skills and the abilities to set goals, to plan learning experiences, and to provide meaningful feedback about performance to the student. Preceptors are directly responsible to:

- 1) Submit curriculum vitae or other appropriate documents of expertise and academic preparation to University's Program Coordinator as requested.
- 2) Complete preceptor orientation to the University Nursing Program curriculum and clinical course (and other program).
- 3) Clarify expectations with and communicate concerns to the University

Program Coordinator as needed.

- 4) Review and revise with the student, her or his written learning contract/goals.
- 5) Assist student with agency orientation, scheduling, and opportunities for completing clinical objectives within the Facility, and provide opportunities for student integration into the Facility.
- 6) Coordinate learning experiences within the Facility.
- 7) Notify University's Program Coordinator and arrange for alternative preceptor in the event that the preceptor is unavailable during a student clinical day.
- 8) Monitor the progress of the student in meeting clinical objectives.
- 9) Consult with the University's Program Coordinator regularly during the clinical course.
- 10) Provide verbal feedback to both student and University's Program Coordinator on the student's progress toward meeting clinical course objectives.
- 11) Complete written documentation of student progress in meeting objectives at midterm and at the end of the semester.
- 12) Meet weekly with the student in order to clarify questions, goals, expectations, and progress.

**C. Orientation Program for University Instructors** Facility shall provide an orientation for University instructors who will oversee students in the Program, and shall include all information and materials that University instructors are to provide during the student orientation required in paragraphs and I. C. 2 and III. B. 5.

**D. Access to Facilities** Facility shall permit students enrolled in the Program access to Facility as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Facility's activities.

**E. Records and Evaluations** Facility shall maintain complete records and reports on each student's performance and provide an evaluation to University on forms the University shall provide.

**F. Withdrawal of Students** Facility may request that University withdraw from the program any student who Facility determines is not performing satisfactorily, refuses to follow Facility's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for Facility's request. University shall comply with the written request within five (5) days after receiving it.

G. **Emergency Health Care/First Aid** Facility shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, Facility shall have no obligation to furnish medical or surgical care to any student.

H. **Student Supervision** Facility shall permit students to perform services for patients only when under the supervision of a registered, licensed, or certified clinician/professional on Facility's staff. Such clinicians or professionals are to be certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their Facility-designated supervisors. Students are to be regarded as trainees, not employees, and are not to replace Facility's staff.

I. **Facility's Confidentiality Policies** As trainees, students shall be considered members of Facility's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Facility's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Facility shall provide students with the same training that it provides to its regular employees.

#### **IV. AFFIRMATIVE ACTION AND NON-DISCRIMINATION**

The parties agree that all students receiving clinical training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

#### **V. STATUS OF STUDENTS**

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of either Facility or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are, however, considered members of Facility's "workforce" for purposes of HIPAA compliance

#### **VI. INSURANCE**

A. **University Insurance** University shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by University's employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars (\$2,000,000) for each occurrence and four million dollars (\$4,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. The University shall maintain and provide evidence of workers' compensation and disability coverage as required by law. Insurance shall provide for not less than

thirty (30) day notice of cancellation to Facility. University shall provide Facility with evidence of the insurance required under this paragraph upon request of the Facility. University shall promptly notify Facility of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. **Student Insurance** School shall require that during the term of each student's clinical rotation, each student shall be covered by comprehensive general and professional liability insurance to protect the student, Facility and University against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such insurance shall be with limits not less than \$1 million each claim, \$3 million policy aggregate, on a claim made basis including three (3) years extended reporting period

C. **Facility Insurance** Facility shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars (\$2,000,000) for each occurrence and four million dollars (\$4,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A- or better by AM Best or a qualified program of self-insurance. Facility shall also maintain and provide evidence of workers' compensation and disability coverage for its employees as required by law. Insurance shall provide for not less than thirty (30) day notice of cancellation to University. Facility shall provide University with evidence of the insurance required under this paragraph upon request of the University. Facility shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

## VII. INDEMNIFICATION

A. University agrees to indemnify, defend and hold harmless Facility and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from University's negligence, or in proportion to the University's comparative fault.

B. Facility agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fee, arising out of or resulting from Facility's negligence, or in proportion to the Facility's comparative fault

## VIII. TERM AND TERMINATION

- A. **Term** This Agreement shall be effective as of the date first written above and shall remain in effect, for five (5) years.
- B. **Renewal** This Agreement may be renewed by mutual agreement.
- C. **Termination** This Agreement may be terminated at any time by the written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination shall take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.

## IX. GENERAL PROVISIONS

A. **Amendments** In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section II, Paragraph E, subdivisions 5.a), 4.b), and 4.c); Section II, Paragraph G, to the extent it provides that students are members of Facility's "workforce" for purposes of HIPAA; Section III, Paragraphs H and I; and Section V. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.

B. **Assignment** Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

C. **Captions** Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.

D. **Counterparts** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.

E. **Entire Agreement.** This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

F. **Governing Law.** The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

G. **Notices.** Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below in Section X.

**X. EXECUTION**

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

UNIVERSITY

FACILITY

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

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

Doris Glassberg, Buyer III  
Purchasing & Contract Admin


Name: *Cynthia M. Foley, Ed.D.*  
Title: *Asst. Supt, Human Resources*

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


Date: 1-15-19

CSU Northridge  
18111 Nordhoff Street  
Northridge, CA 91330-8231  
Email: [dglassberg@csun.edu](mailto:dglassberg@csun.edu)

Mission Community Hospital:  
14850 Roscoe Blvd.  
Panorama City, CA 91402  
E-mail:

 818/677-6538



 818/677-6544 (fax)



**Department of Nursing**

Dr. Hattar-Pollara Faculty, Department Chair  
Rosine Der-Tavitian, Clinical Coordinator



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/27/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


<b>PRODUCER</b> Alliant Insurance Services, Inc. 100 Pine Street - 11th Floor San Francisco, CA 94111	<b>CONTACT NAME:</b> PHONE (A/C No, Ext): 415-403-1400      FAX (A/C, No):	
	E-MAIL ADDRESS:	
<b>INSURED</b> The California State University (CSU) 401 Golden Shore, 5th Floor Long Beach, CA 90802	<b>INSURER(S) AFFORDING COVERAGE</b> <b>NAIC #</b>	
	INSURER A : Lloyds of London	
	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	

**COVERAGES**      **CERTIFICATE NUMBER:** 1314663142      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input checked="" type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PCSUR000618	7/1/2018	7/1/2019	EACH OCCURRENCE	\$ 2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$
							MED EXP (Any one person)	\$
							PERSONAL & ADV INJURY	\$ 2,000,000
							GENERAL AGGREGATE	\$ 4,000,000
							PRODUCTS - COMP/OP AGG	\$ 4,000,000
								\$
	<b>AUTOMOBILE LIABILITY</b>  <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE  <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y <input checked="" type="checkbox"/> N If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE	OTH-ER
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$
A	Student Academic Field Experience for Credit Liab Insurance Prog (SAFECLIP)			PCSUR000618	7/1/2018	7/1/2019	\$2,000,000 \$4,000,000	Each Claim Policy Aggregate

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
THIS CERTIFICATE IS PROVIDED FOR EVIDENCE ONLY. General Liability and Professional Liability coverage is provided on a claims-made basis including a 3 year extended reporting period. Coverage extends to students enrolled in covered academic courses. Coverage extends to any affiliate institution to whom the Named Insured is obligated by written agreement to add as Additional Insured. Coverage applies only when there exists a written agreement between the University and the affiliate institution, which is executed prior to an incident giving rise to a claim for a covered loss.

<b>CERTIFICATE HOLDER</b>  EVIDENCE OF COVERAGE ...	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE  
--	--





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/27/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Alliant Insurance Services, Inc. 100 Pine Street - 11th Floor San Francisco, CA 94111	<b>CONTACT NAME:</b> PHONE (A/C, No, Ext): 415-403-1400      FAX (A/C, No): E-MAIL ADDRESS:	
	<b>INSURER(S) AFFORDING COVERAGE</b> NAIC # INSURER A : Lloyds of London	
<b>INSURED</b> The California State University (CSU) 401 Golden Shore, 5th Floor Long Beach, CA 90802	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

**COVERAGES**      **CERTIFICATE NUMBER: 539670934**      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input checked="" type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PCSUR000418	7/1/2018	7/1/2019	EACH OCCURRENCE	\$ 2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$
							MED EXP (Any one person)	\$
							PERSONAL & ADV INJURY	\$ 2,000,000
							GENERAL AGGREGATE	\$ 4,000,000
							PRODUCTS - COMP/OP AGG	\$ 4,000,000
								\$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$
A	Student Professional Liability Insurance Program (SPLIP)			PCSUR000418	7/1/2018	7/1/2019	\$2,000,000 \$4,000,000	Each Claim Policy Aggregate

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
THIS CERTIFICATE IS PROVIDED FOR EVIDENCE ONLY. General Liability and Professional Liability coverage is provided on a claims-made basis including a 3 year extended reporting period. Coverage extends to students enrolled in covered academic courses. Coverage extends to any affiliate institution to whom the Named Insured is obligated by written agreement to add as Additional Insured. Coverage applies only when there exists a written agreement between the University and the affiliate institution, which is executed prior to an incident giving rise to a claim for a covered loss.

<b>CERTIFICATE HOLDER</b>  EVIDENCE OF COVERAGE ...	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE  



California State University Risk Management Authority

Endorsement No.: Per Blanket Additional Covered Party attached to Memorandum of Coverage of Coverage listed below  
Effective: 07/01/2018  
Forms a part of MOC No.: CSURMA-LIAB-1819  
Issued to: Per Attached Certificate of Coverage  
Issued by: California State University Risk Management Authority (CSURMA)  
Issued on behalf of Member: CSURMA Member On File With Company

*This Endorsement Changes The Memorandum of Coverage. Please Read It Carefully.*

#### ADDITIONAL COVERED PARTY

Section VI. DEFINITIONS - The definition of **Additional Covered Party** is amended to include as a covered party the person or organization shown as the entity "Issued To" above, but only with respect to bodily injury and property damage liability arising out of the "Described Lease or Activity" above for that covered party by or for you.

The coverage provided does not apply to any **occurrence** taking place:

1. Prior to the commencement of the **Members'** operations or occupation of the premises; or
2. After the **Members'** operations have been completed or occupation of the premises has ceased.

The limits of coverage will be limited to the limits required within the terms of the written contract or the limits of liability of this Memorandum, whichever is less, and will apply in excess of the **Members' retained limit** shown in the Declarations. CSURMA will not be obligated for limits of coverage shown in the written contract that are greater than the limits of liability of this Memorandum.

Any other coverage carried by a certificate holder which may be applicable shall be deemed excess and the **Member's** coverage primary notwithstanding any conflicting provisions in the **Member's** memorandum of coverage.

All other terms and conditions in the memorandum of coverage remain unchanged.  
CSURMA0001 (07/10)

Signed: \_\_\_\_\_

Date: 7/1/2018

*A Public Entity Joint Powers Authority*

c/o Alliant Insurance Services, Inc. • 100 Pine Street, 11th Floor, San Francisco, CA 94111-5101 • Phone: 415-403-1400 Fax: 415-874-4810

<b>CERTIFICATE OF COVERAGE</b>		DATE (MM/DD/YYYY) 6/15/2018
<b>PRODUCER</b>  Alliant Insurance Services, Inc. 100 Pine Street, 11th Floor San Francisco CA 94111	THIS CERTIFICATE IS ISSUED AS A MATTER OF EVIDENCE ONLY AND CONFERES NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE MEMORANDUM(S) OF COVERAGE BELOW.  THIS CERTIFICATE OF COVERAGE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING COVERAGE PROVIDER, AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.  <b>IMPORTANT:</b> IF THE CERTIFICATE HOLDER IS AN ADDITIONAL COVERED PARTY, THE MEMORANDUM OF COVERAGE MUST BE ENDORSED. A STATEMENT ON THIS CERTIFICATE DOES NOT CONFER RIGHTS TO THE CERTIFICATE HOLDER IN LIEU OF SUCH ENDORSEMENT(S).  <b>IMPORTANT:</b> IF SUBROGATION IS WAIVED, SUBJECT TO THE TERMS AND CONDITIONS OF THE MEMORANDUM(S) OF COVERAGE AN ENDORSEMENT MAY BE REQUIRED. A STATEMENT ON THE CERTIFICATE DOES NOT CONFER RIGHTS TO THE CERTIFICATE HOLDER IN LIEU OF SUCH ENDORSEMENT(S).	
<b>NAMED COVERED PARTY</b>  CSU, Northridge 18111 Nordhoff Street Northridge CA 91330-8355	<b>PROGRAM AFFORDING COVERAGE</b>	
	A: CSURMA	
	B:	
	C:	

**COVERAGES**

THIS IS TO CERTIFY THAT THE COVERAGE IS AFFORDED TO THE ABOVE NAMED MEMBER, AS PROVIDED BY THE MEMORANDUM(S) OF COVERAGE, FOR THE PERIOD SHOWN BELOW, NOT WITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED BY THE PROGRAM DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS, AND CONDITIONS OF SUCH MEMORANDUM(S) OF COVERAGE. THE FOLLOWING COVERAGE IS IN EFFECT.

JPA LTR	TYPE OF COVERAGE	MEMORANDUM NUMBER	COVERAGE EFFECTIVE DATE (MM/DD/YY)	COVERAGE EXPIRATION DATE (MM/DD/YY)	LIMITS
A	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Contractual Liab <input checked="" type="checkbox"/> SIR \$750,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> MEMOR-ANDUM <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC	CSURMA-LIAB-1819	7/1/2018	7/1/2019	EACH OCCURRENCE                    \$ 2,000,000 FIRE DAMAGE (Any one fire)       \$ MED EXPENSE (Any one person)    \$ PERSONAL & ADV INJURY            \$ GENERAL AGGREGATE                \$ 4,000,000 PRODUCTS-COMP/OP AGG            \$ 4,000,000
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS				COMBINED SINGLE LIMIT (Ea accident)                         \$ \$
A	<b>WORKERS' COMPENSATION AND EMPLOYERS LIABILITY</b> ANY PROPRIETOR/PARTNER/ EXECUTIVE/OFFICER/MEMBER EXCLUDED? IF YES, DESCRIBED UNDER SPECIAL PROVISION BELOW	CSURMA-WC-1819	7/1/2018	7/1/2019	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT                \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE      \$ 1,000,000 E.L. DISEASE - POLICY LIMIT      \$ 1,000,000
	OTHER				
	OTHER				

**DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL/PROVISIONS**  
Note: Workers' Compensation Coverage is provided as evidence only.  
The State of California, the Trustees of the California State University, California State University Northridge, The County of Los Angeles and its Special Districts, the Department of Boating and Waterways, and the employees, officers, and agents of each of them are named as additional covered parties as respects the use of facilities during the policy period.

**CERTIFICATE HOLDER**

CSU, Northridge  
18111 Nordhoff St  
Northridge CA 91330

**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED MEMORANDUM(S) OF COVERAGE BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE MEMORANDUM(S) OF COVERAGE PROVISIONS.

AUTHORIZED REPRESENTATIVE                    *R. Lee Jones*

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 17

TO: Board of Education

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

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

PREPARED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Memorandum of Agreement for Air Force Junior Reserve Officer Training Corps Program at Crescenta Valley High School**

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The Superintendent recommends that the Board of Education approve the Memorandum of Agreement for Air Force Junior Reserve Officer Training Corps Program at Crescenta Valley High School.

The current Memorandum of Agreement (MOA) between the United States Air Force (USAF) and all schools and school districts offering Air Force Junior Reserve Officers Training Corps (AFJROTC) will expire on June 30, 2019. The new agreement contains standard language, which is intended to institute a clear understanding of all responsibilities.

There are no substantive changes to the agreement between the USAF and Glendale Unified School District (GUSD) as they relate to costs or capital outlay. The job duties and responsibilities for all JROTC instructors remain the same. The new MOA requires the District to provide technology for the program. Glendale Unified School District already provides technology through Education Technology and Information Services and Career Technical Education funds. Additionally, the MOA clarifies that instructor candidate background checks are a function of the school/district. This is already the practice of GUSD and the Human Resources department. A third clarification in the MOA states that it is the school's responsibility to manage and evaluate JROTC instructors. This is already the practice in the Glendale Unified School District.

The new MOA requires the host school superintendent's signature and is to be returned to AFJROTC Headquarters by March 31, 2019. The new MOU will become effective July 1, 2019.



DEPARTMENT OF THE AIR FORCE  
AIR UNIVERSITY (AETC)

13 Nov 18

MEMORANDUM FOR ALL AFJROTC HOST SCHOOLS

FROM: Holm Center/CC  
130 West Maxwell Blvd  
Maxwell AFB AL 36112

SUBJECT: Update to Current Memorandum of Agreement

1. I sincerely value the current partnerships with all the schools who have chosen to host Air Force Junior Reserve Officers Training Corps (AFJROTC) units. To ensure our written guidance effectively supports this partnership, I have decided to revise the current Memorandum of Agreement (MOA). The current MOA verbiage has generated some confusion as well as inconsistencies in program application. To ensure the new agreement is in place at all host schools by the end of this academic year, all current MOAs worldwide will expire on 30 June 2019. The new agreement contains standard language which is intended to institute a clear understanding of all responsibilities.

2. Much of the current MOA language will endure but the primary changes are as follows:

- a) Revamps of the overall format to improve readability
- b) Removes language requiring the Air Force to furnish Information Technology equipment
- c) Clarifies that instructor candidate background checks are a function of the school
- d) Clarifies voluntary student enrollment, plus requirements for continued student enrollment
- e) Clarifies the Minimum Instructor Pay and Air Force cost share (reimbursement) process
- f) Requires establishment of organizational email accounts for monthly reimbursement statements
- g) Adds language explaining the dual chain of responsibility for AFJROTC instructors
- h) Clarifies the responsibilities of schools as they relate to managing AFJROTC instructors
- i) Adds language for schools to collect, maintain, report student academic and graduation metrics
- j) Adds language on continued MOA validity regardless of changes in original signatories

3. Please have the new MOA signed by the host-school Superintendent (or equivalent) and returned to us by 31 March 2019. Each host-school must have a separate, signed agreement. Each school's Senior Aerospace Science Instructor will help guide their specific MOA through their local school district's process. Once signed, please scan and email the entire document to [HQ-Assessments@afjrotc.com](mailto:HQ-Assessments@afjrotc.com).

4. AFJROTC Headquarters will obtain the Air Force representative's signature and upload a fully signed copy to our database. Once both signatures are obtained, the new agreement is valid. Your AFJROTC instructors can retrieve a signed MOA from the AFJROTC database, if necessary.

5. Thank you for your continued support of the Air Force JROTC program. Please direct specific questions or concerns to Mr. David Richerson at 334-953-7742 or [david.richerson.1@us.af.mil](mailto:david.richerson.1@us.af.mil).

A handwritten signature in black ink, appearing to read "Christopher J. Niemi", is positioned above the typed name.

CHRISTOPHER J. NIEMI  
Brigadier General, USAF  
Commander

# MEMORANDUM OF AGREEMENT TO ESTABLISH AND OPERATE AN AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS UNIT

Effective 1 July 2019

**TO:** Director, Air Force Junior Reserve Officer Training Corps  
60 West Maxwell Blvd  
Maxwell Air Force Base, Alabama 36112-6106

**FROM:**

Institution Information	
Name of School Hosting the AFJROTC Program	Crescenta Valley High School
Physical School Address (street, city, state, ZIP)	2900 Community Avenue La Crescenta CA 91214
School Mailing Address (if different than physical address)	

This Memorandum of Agreement (MOA) outlines responsibilities for the school district which hosts an AFJROTC program (hereafter referred to as the "Institution") and the United States Air Force. This agreement implements the provisions of Public Law 88-647, *The Reserve Officer Training Corps Vitalization Act of 1964*, and 10 United States Code, Chapter 102, Sections 2031-2033 (as amended), as well as Department of Defense (DoD) Instruction 1205.13. Requirements stated in Air Force Instruction 36-2010, Air Force Junior Reserve Officer Training Corps (AFJROTC) Instruction 36-2010, AFJROTC Operational Supplement and any subsequent operating policy modifications are hereafter referred to as "Air Force publications."

**SECTION 1. AIR FORCE AGREEMENT: Contingent upon Institution acceptance of this MOA and the continuing fulfillment of the conditions presented in Sections 2 and 3, the Air Force agrees as follows:**

- A. Establish and maintain an AFJROTC program.** The Air Force shall establish and maintain an AFJROTC program at the Institution named in this MOA, subject to the provisions of Public Law, DoD and Air Force publications, this MOA, continued approval by the Secretary of the Air Force (SECAF).
- B. Prescribe the course of study.** The Air Force shall prescribe all AFJROTC program academic course content, provide all curriculum text, teaching aides, and other academic text supplies associated with the conduct of the AFJROTC program.
- C. Provide basic instructor certification.** The Air Force shall issue and hold the basic certification for all AFJROTC instructors. The Air Force shall screen, approve, and certify

retired Air Force officers and enlisted to teach and administer the AFJROTC program in an Institution. As the certifying authority, the Air Force maintains an inherent need-to-know of any information related to an AFJROTC instructors' performance, conduct and employment status. The Air Force shall communicate with the Institution on all matters concerning instructor performance and conduct, as well as any changes in instructor certification.

**D. Provide supply support.** The Air Force shall issue to a Military Property Custodian appointed by the Institution all Air Force uniforms, supplies, and equipment authorized by applicable Air Force Tables of Allowance. The title of ownership for all property and equipment provided to the Institution is retained by the Air Force, unless expressly transferred to the Institution in writing.

**E. Provide financial support:**

1. The Air Force shall reimburse the Institution a minimum of one half the Minimum Instructor Pay, for each instructor, each month for a minimum of ten (10) months, each operating school year. The Air Force portion of the minimum AFJROTC instructor salary as established in 10 USC, Section 2031 and set forth in paragraph 2.B.6.
2. The Air Force shall reimburse the Institution, within the fund limitations imposed by the Air Force and within guidelines of Air Force publications, for costs incident to:
  - a) The procurement, transportation, packing, unpacking, crating, and normal maintenance of uniforms, supplies, equipment, and instructional materials required by the Air Force.
  - b) For required vehicle transportation for logistical support and field trips in support of the AFJROTC program. Rate of reimbursement shall not exceed the normal commercial rate schedule in the area or the usual rate that the Institution has established for staff travel.
  - c) Meals and lodging costs for AFJROTC students and instructors during official AFJROTC activities away from the Institution.

**F. Provide information management support:**

1. The Air Force shall publish and disseminate accurate and sufficient information and policy guidance concerning unit operations and instructor management to enable the Institution to properly operate the AFJROTC program and support the AFJROTC mission of citizenship development.
2. The Air Force shall provide the necessary software/database access to support the supply management, budget management, and other reporting functions required by the Air Force. Any information technology equipment provided to the Institution by the Air Force remains property of the Air Force (see Section 3.E.3).

**SECTION 2. INSTITUTION AGREEMENT. Contingent upon fulfillment of the conditions presented in Sections 1 and 3, the governing authorities of the Institution agree as follows**

**A. AFJROTC Program Infrastructure:**

- 1. Establish an AFJROTC program.** The Institution shall establish the AFJROTC program in accordance with the provisions of Public Law, DoD and Air Force publications, this MOA, and continued approval by the Secretary of the Air Force (SECAF).
- 2. Establish the AFJROTC department.** The AFJROTC program shall be established and operated as a separate, integral academic, and administrative department of the Institution.
- 3. Supervise the AFJROTC department.**
  - a) The Institution's principal (or equivalent) shall be the on-site person in charge of the supervision of the AFJROTC program.
  - b) The Senior Aerospace Science Instructor (SASI) shall be designated as the Head of the AFJROTC Department. The Institution's SASI shall be the AFJROTC instructor possessing the highest retired military grade. When two AFJROTC instructors are of equal retired grade, the Institution will decide which instructor they wish to designate as the SASI.
  - c) The SASI shall be granted all regular Department Head (or equivalent) rights, access and the authority necessary to operate the AFJROTC program under the leadership of the school principal (or equivalent) while complying with all Air Force publications.
  - d) The SASI shall be present in meetings where policies, recommendations, or decisions impacting the AFJROTC program are made, including space allocation/utilization, academic course scheduling, and the employment or discharge of other Institution AFJROTC instructors.
- 4. Provide classrooms, office space and technology.** The AFJROTC program shall be provided the necessary classroom facilities and office space for the efficient and effective accomplishment of both AFJROTC program academics, and other AFJROTC program activities and objectives. The facilities provided shall be equal to or greater (quantity/quality) than those provided to other programs/courses/activities in the same Institution. The Institution shall furnish appropriate and sufficient technology (i.e. computers, projectors, etc.) to conduct AFJROTC academics, and other AFJROTC program requirements.
- 5. Provide drill areas.** The Institution shall provide and maintain a minimum of 2,500 square feet of drill space to support drill instruction. The provided drill space shall be level, unobstructed space, free of vehicular or pedestrian traffic with student safety paramount.



Provisions shall be made for access to indoor drill space in locations when inclement weather prohibits outside drill activities. The SASI shall be an integral member of all space utilization/master scheduling meetings and discussions.

6. **Provide storage space.** The Institution shall provide and maintain a minimum of 400 square feet of climatically controlled storage space for the protection and care of uniforms, supplies, and equipment used in the AFJROTC program. The storage space shall be near the other AFJROTC facilities, must be appropriately organized (i.e. hanging racks, shelves, drawers, etc.) to neatly store and maintain Air Force property. The storage space must be limited to the exclusive use of the AFJROTC program, and must be constructed so that access is denied to unauthorized personnel. As the size of the AFJROTC program increases, additional storage space shall be provided in a proportional manner. Special consideration must be given to summer recess periods to ensure continued climatic controls are maintained. Any damage or loss to uniform items resulting from lack of continued climate control is expressly the responsibility of the Institution.
7. **Ensure security of replica weapons, air rifles, and sabers.** The Institution shall ensure that any AFJROTC replica weapon, air rifle, or saber, regardless of how purchased, is tracked, stored and secured in accordance with Air Force publications.

#### **B. AFJROTC Instructor Staffing:**

1. **Ensure minimum staffing in the AFJROTC program.** An Institution shall employ a minimum of two qualified/certified instructors, regardless of student enrollment in the AFJROTC program. Candidates for employment shall be only those approved by and referred to the Institution by the Air Force. The Institution shall make the ultimate determination if any candidate is suitable to be employed as their AFJROTC instructor.
2. **Perform background checks.** Any background check(s) required by the Institution for the purpose of screening an AFJROTC instructor candidate shall be conducted by the Institution at no expense to the Air Force.
3. **Provide instructor employment contracts.** The Institution shall provide AFJROTC instructors a contract of employment with the Institution as the employing agency. Per DoD Instruction 1205.13, the minimum contract duration for AFJROTC instructors will be ten (10) months, except for instructors initially employed after the beginning of, or during, the regular Institution school year. The contract may be administered using regular district procedures, but the minimum pay shall be in accordance with Section 2.B.4 below, must provide for an automatic adjustment when military salary increases, and must otherwise be in accordance with this MOA.
4. **Provide minimum instructor pay.** The Institution shall ensure AFJROTC instructors are compensated no less than the Minimum Instructor Pay (MIP). "MIP" is defined as a monthly amount equal to the difference between their entitled retired pay and their total active duty pay and allowances, excluding hazardous duty and proficiency pay, which they would receive if serving on Air Force active duty. Although the Institution is only required

to pay MIP, it is highly encouraged to pay instructors above the MIP commensurate with their military experience, education level, area cost of living, etc., in order to attract and retain the best instructors. NOTE: The Institution shall not delay full and timely payment to an AFJROTC instructor while awaiting an Air Force reimbursement (see Section 2.B.6).

5. **Consider extended contracts and targeted stipends.** Contract periods (above the statutory minimum of 10 months) are strongly encouraged to allow year-round management and control of Air Force Property, and to allow compensated time for AFJROTC summer events, such as summer leadership courses. Targeted stipends are also encouraged to compensate instructors for before school, after-school, and weekend AFJROTC activities.
6. **Receive Air Force MIP reimbursements.** Per the provisions of paragraph 1.E.1, the Air Force shall reimburse the Institution one half of the MIP, each month, 30 days in arrears. The Air Force's responsibility is limited to the period of employment specified in the contract up to ten (10) months or 300 calendar days from employment contract start date regardless of the Institution's distribution of pay. The Institution shall not delay full and timely payment to an AFJROTC instructor while awaiting an Air Force reimbursement.
7. **Establish financial communications.** Institutions shall maintain an organizational email account to facilitate timely two-way communications related to MIP and the Air Force reimbursement provided to the Institution. The Air Force calculates the MIP and will send a financial statement to the Institution via the organizational email account each month which details the MIP for each instructor and the Air Force reimbursement amount.
8. **Control AFJROTC instructor duties.** The Institution must ensure AFJROTC instructors perform only those duties connected with the instruction, operation, and administration of the AFJROTC program. AFJROTC instructors shall not teach or coach any class or activity, other than AFJROTC program academic courses and AFJROTC program activities, nor shall they teach or coach any class or activity which contains non-AFJROTC program students. NOTE: Exceptions are possible if the teaching or coaching of such classes/activities is conducted outside of the Institution's normal day of academic instruction and is contracted separately between the Institution and the individual AFJROTC instructor at no expense to the Air Force. However, before a contract of this type is executed, the Institution shall deliberately assess 1) the potential negative impacts to any before/after school AFJROTC program activities, and 2) the equitable distribution of AFJROTC program duties between instructors.
9. **Limit additional faculty duties.** Considering the restrictions stated in paragraph 2.B.8, AFJROTC instructors are not prohibited from serving on committees or performing routine duties that are typically distributed across the Institution's faculty members (e.g. lunchroom monitor, bus monitor, etc). However, the Institution shall not use AFJROTC program enrollment, AFJROTC class sizes, or AFJROTC instructor teaching load as a factor in determining an AFJROTC instructor's availability to perform additional duties.

- 10. Understand employment/certification relationship.** AFJROTC instructors are in a unique position where they are certified by the Air Force to perform instructor duties, but are employed and paid by the Institution they work within. In this capacity, AFJROTC instructors serve two chains of responsibility. AFJROTC instructors shall be responsible to both the Institution (their employer) and the Air Force (their certifier) for proper operation of the AFJROTC program and their continued professional conduct. In no event shall the Institution represent AFJROTC instructors as Air Force employees, agents, contractors, or active duty members. In addition to the Institution's mandatory requirements, AFJROTC instructors have mandatory responsibilities levied upon them by the Air Force. These include, but are not limited to operating a program that meets all Air Force expectations, submitting reports, meeting deadlines, tracking Air Force property, and identifying and reporting to the Air Force any Institution noncompliance with this MOA or other Air Force publications.
- 11. Credentialing and licensing of AFJROTC instructors.** AFJROTC instructors will receive AFJROTC-specific training and basic instructor certification from the Air Force. Any further professional development, training, licenses or credentialing requirements shall be accomplished at no expense to the Air Force.
- 12. Consider additional AFJROTC instructors.** Additional instructors may be authorized when an AFJROTC program's "teaching load" increases to 151, and increments of 100 thereafter. In absence of Institution support for an additional AFJROTC instructor position, the Institution shall cap student enrollment in the AFJROTC program. The definition of "teaching load" and specific enrollment caps are codified in Air Force publications.
- 13. Ensure professional instructor appearance.** The Institution must ensure AFJROTC instructors wear an approved Air Force uniform daily as defined in Air Force publications. Additionally, AFJROTC Instructors must meet and maintain DoD weight and body fat standards, and shall present a professional military appearance at all times.
- 14. Monitor and report instructor performance and behavior.** The Air Force holds the certification of all AFJROTC instructors, and therefore the Air Force maintains an inherent right to monitor instructor behavior and must receive any necessary information regarding instructor performance, professional conduct and employment status. Therefore, the Institution shall have effective and timely procedures in place which ensure the Air Force is advised of any disciplinary or administrative action levied upon an AFJROTC instructor (i.e. administrative leave, suspensions, letters of admonishment, etc.), the initiation of any investigation into alleged AFJROTC instructor misconduct (school or civil), or any changes in the employment status of an AFJROTC instructor. If any of the aforementioned items occur, the Institution shall officially notify the Air Force within one (1) business day.
- 15. Perform instructor evaluations (Institution-directed).** The Institution may conduct teacher evaluations of AFJROTC instructors using the same instruments and rubrics they use to evaluate other faculty members. Should poor performance be determined, the Institution shall report the findings to the Air Force within five (5) business days.

16. **Perform instructor evaluations (Air Force-directed).** When required by Air Force publications, the Institution shall complete, and submit to the Air Force, an AFJROTC instructor evaluation using an AFJROTC Form 98, *Instructor Evaluation*. These evaluations are normally event driven and are exclusively an AFJROTC process with protections and controls built in, and will not be not subject to internal Institution processes or procedures (including union agreements).
17. **Terminating instructors.** As the employer, the Institution has the right to terminate or non-renew the employment of AFJROTC instructors in accordance within normal Institutional rules and regulations, and without prior consultation with the Air Force. However, when a termination/non-renewal event occurs, the Institution shall inform the Air Force of the event, and the associated circumstances, within one (1) business day.
18. **Understand intra-district instructor transfers.** School districts wishing to transfer or reassign AFJROTC instructors between AFJROTC host-Institutions may do so in accordance with district policies, with consent of the AFJROTC instructor and with prior written approval from the Air Force. In no case will an AFJROTC instructor be transferred or reassigned to another Institution unless they fully meet Air Force transfer eligibility requirements as prescribed in Air Force publications, or they are provided an approved waiver from the Air Force.

### C. AFJROTC Student Enrollment.

1. **Conduct an all-inclusive AFJROTC program.** Voluntary student enrollment into the program, and continuing enrollment in the program, shall be conducted without any form of discrimination. This prohibition does not include denying enrollment into AFJROTC, or removing a student from AFJROTC, when that student does not agree to, or fails to meet and/or maintain AFJROTC standards of uniform wear, grooming and/or personal conduct.
2. **Meet minimum voluntary enrollment.** The Institution must maintain a minimum voluntary enrollment in the AFJROTC program of at least 1) 10 percent of the Institution's student population (grades 9-12 only), or 2) 100 students, whichever is less. While all students in the high school are encouraged to voluntarily enroll in the AFJROTC program, actual enrollment shall only be determined by counting those students who voluntarily meet, and subsequently maintain, the mandatory program requirements of continued enrollment in AFJROTC.
3. **Ensure minimum grade level enrollment in AFJROTC.** The Institution shall ensure voluntary AFJROTC enrollment is available to all high school students (grades 9-12 only).
4. **Ensure equitable class scheduling.** The scheduling of all AFJROTC program academic courses shall be executed in a manner that makes it equally convenient for students to participate in AFJROTC academic courses as it for other programs/courses offered by the Institution.

5. **Provide access to feeder schools.** The Institution shall ensure that AFJROTC instructors are granted the necessary time and access to feeder schools to effectively advertise and promote the AFJROTC program to future 9<sup>th</sup> grade students.
6. **Permit only voluntary student enrollment.** The Institution will ensure all enrollments of students into the AFJROTC program are conducted with the prior knowledge and endorsement of the SASI. Prospective AFJROTC students must be fully informed of all mandatory AFJROTC enrollment requirements before being allowed to enroll into the AFJROTC program. Only students who voluntarily choose to meet and maintain acceptable standards of AFJROTC uniform wear, AFJROTC grooming standards and personal conduct standards shall be enrolled into, and permitted to remain in, the AFJROTC program.
7. **Permit only full time student enrollment.** No student shall be enrolled in the AFJROTC program when non-AFJROTC academic requirements will create a period of absence for that student from taking a full AFJROTC academic course.
8. **Satellite units.** AFJROTC instructors shall not travel to other institutions. All AFJROTC program instruction shall take place at the host Institution. However, travel to an adjacent 9<sup>th</sup> grade academy operating directly under the host Institution is permitted.
9. **Consider crosstown enrollment agreements.** Students from other local schools may participate in the AFJROTC program at the host Institution under the following conditions:
  - a) Travel by students from other local schools to the host Institution to participate in AFJROTC academic courses, as well any before/after school AFJROTC program activities, is conducted at no expense to the Air Force.
  - b) Travel by students from other local schools to the host institution shall be scheduled in a manner which guarantees full class period attendance and the minimum 120 classroom hours is reached by all students in the AFJROTC course.
  - c) Principals from all schools involved must agree in writing.
  - d) The principal of the host Institution maintains overall supervisory responsibility of the AFJROTC program and may terminate the crosstown agreement at any time.
10. **Ensure students meet uniform wear, grooming and personal conduct standards.** Students enrolled in the AFJROTC program must wear the prescribed AFJROTC uniform a minimum of one day per week while simultaneously meeting AFJROTC grooming standards. Anytime students are wearing the AFJROTC uniform, they shall abide by all Air Force standards for correct uniform wear, proper grooming standards, and proper personal conduct. The once-per-week uniform wear requirement shall be an all-school-day requirement, not limited to an AFJROTC classroom or the AFJROTC class period, but will include all non-AFJROTC classes attended by the student. However, when other

clothing is specifically required by non-AFJROTC classes, such as shop, culinary, or physical education. Changing is allowed for the duration of the non-AFJROTC class only.

11. **Uphold continued enrollment rules.** Continued student enrollment in the AFJROTC program shall be in accordance with the provisions of Federal Law, supporting DoD, Air Force publications, and the provisions of this MOA. The Institution shall ensure any student enrolled in the AFJROTC program who does not meet and/or maintain AFJROTC program requirements, such as weekly mandatory uniform wear and/or grooming standards, or standards of personal conduct, is expeditiously removed from the AFJROTC program, so as not to create further disruption to those students who fully meet continued enrollment standards. Students enrolled in the AFJROTC program will have proper AFJROTC uniform wear, grooming, and personal conduct specifically included as a pass/fail mandate of continued enrollment in AFJROTC.
12. **Disenrollment of AFJROTC students.** The Institution shall not sanction, nor tolerate, the continued enrollment of any student who fails to meet continued enrollment rules of the AFJROTC program. The SASI shall be permitted to manage a fully compliant AFJROTC program, and with proper cause, be supported in removing a noncompliant student at any time during the academic year.

#### **D. Academic Requirements:**

1. **Present only AFJROTC curriculum.** Only the AFJROTC-prescribed curriculum will be presented by AFJROTC instructors. Deviating from the AFJROTC-prescribed curriculum is only permitted when specifically requested by the Institution and approved in writing by the Air Force.
2. **Grant academic credit.** All AFJROTC program academic courses shall be conducted by the Institution as full year/full credit course (not partial year/partial credit) and academic credit shall be granted toward graduation requirements for successful completion of an AFJROTC academic course. Academic credit granted shall be equivalent to the credit given for other academic courses in the Institution.
3. **Ensure minimum course length.** All AFJROTC program academic courses shall be conducted as regular, full time academic courses consisting of a minimum of 120 classroom hours per academic year.
4. **Collect and report academic metrics.** The Institution shall collect and maintain data related to the academic performance and graduation data of students currently, or previously enrolled in the AFJROTC program. This data shall be reported to the Air Force, or its agents, when requested by the Air Force.

#### **E. Logistical Support & Accountability:**

- 1. Provide a military property custodian (MPC).** The Institution shall appoint an employee of the institution as the MPC. Normally, AFJROTC instructors are appointed to this duty, but any Institution employee may be appointed when necessary. The MPC will be empowered to perform the required supply functions incident to the acquisition, accounting, and handling of supplies, equipment and uniforms issued to, or purchased with Air Force funds. The Institution shall also ensure that the appointed MPC conducts a full inventory of all Air Force funded items and performs required disposition actions before transferring the MPC duties to another individual. The school must always have an MPC appointed.
- 2. Provide instructional materials.** The Institution shall provide to the AFJROTC Department all the instructional supplies, materials, services, furniture, computer equipment and support, copiers, scanners and privileges afforded other academic departments at the institution.
- 3. Provide information technology (IT) support.** The Institution shall provide full IT support, updates and software for any Air Force funded/owned IT equipment. For any Air Force-provided/owned IT equipment, there are no restrictions on the Institution regarding IT support, software updates, troubleshooting, and/or operating system configuration.
- 4. Provide transportation.** The Institution shall provide transportation for AFJROTC field trips and other off-Institution activities comparable to the transportation provided for other Institution programs, activities, or courses.
- 5. Provide security and accounting of Air Force property.** The Institution shall conform to the publications of the Air Force relating to the issue, receipt, storage, safeguarding, and turn-in of Air Force uniforms, textbooks, supplies, equipment, and other educational materials at the institution.
- 6. Assume liability.** The Institution shall safeguard and retain liability for all Air Force property located at the Institution, making full restitution after all occurrences of theft, loss, and negligent or willful damage or destruction. If the Institution elects to provide an insurance policy, it shall name the United States Air Force as an additional insured.

#### **F. Understand AFJROTC Activity Reimbursements.**

- 1.** The Institution shall fund, in advance, purchases which are specifically authorized to receive reimbursement by the Air Force, within the fund limitations imposed by the Air Force. These purchases directly support AFJROTC program activities and operations and include, but are not limited to transportation, lodging, meals, uniform items, uniform alterations and dry cleaning. The Air Force provides a state tax exemption letter (with federal tax exemption number) for these purchases. The Institution (via the AFJROTC instructors) shall obtain and submit documentation for authorized reimbursements in accordance with Air Force publications.

2. The Defense Finance & Accounting Service requires Institutions to establish a direct deposit System for Award Management (SAM) account, enabling an electronic funds transfer of reimbursement payments. SAM accounts must be renewed annually. The Institution shall maintain and provide original invoices, receipts and other supporting documentation used for reimbursement in accordance with DoD and Air Force publications.

#### **G. Other Provisions.**

1. **Ensure publication compliance.** The Institution shall comply with all Air Force publications governing unit operations, AFJROTC curriculum, student performance, instructor management, logistics management and financial management. Current publications are available to AFJROTC instructors via the WINGS database.
2. **Provide reports and meet deadlines.** The Institution shall facilitate completion, through Air Force channels, of necessary instructor evaluations, unit self-assessment reports, program status reports, equipment inventories, academic metrics, and other recurring and periodic reports required by the Air Force.

#### **SECTION 3. BOTH PARTIES AGREEMENT. Contingent upon the acceptance of this MOA, both parties mutually agree as follows:**

- A. Maintain accreditation.** The Institution must maintain accreditation by a state or regional accreditation agency. Loss of accreditation shall be considered grounds for disestablishment action under paragraph 3.E.2 of this agreement.
- B. AFJROTC instructor training and credentialing.** The Air Force may conduct periodic workshops at Air Force expense for instructors hired to conduct the AFJROTC program. The Institution shall require instructors to attend these workshops, which may be scheduled during or outside the normal academic school year. Attendance waivers may be authorized by the Air Force in extenuating circumstances. The Institution shall afford AFJROTC instructors the same privileges and support in attending workshops and professional meetings as are given other faculty members.
- C. AFJROTC program evaluations.** Representatives of the Air Force shall be authorized to make visits to the Institution, both announced and unannounced, to evaluate the AFJROTC program, and ensure continued compliance with Air Force standards.
- D. Actions on AFJROTC instructor certifications.** The Air Force shall have the right to place AFJROTC instructors on probational certification for any breach of Air Force or AFJROTC program standards. The Air Force shall have the right to withdraw, suspend or permanently



remove the certification of AFJROTC instructors for any breach of standards and the Institution will remove decertified personnel from the AFJROTC program.

#### **E. MOA Termination Clauses.**

1. This agreement may be terminated at the completion of any regular school year by either party, or sooner by mutual agreement. If the governing authorities of an Institution decide to discontinue their AFJROTC program, they must notify the Director, Air Force JROTC in writing at: Holm Center/JR, 60 West Maxwell Blvd, Maxwell Air Force Base, Alabama, 36112-6106.
2. Institutions which do not fulfill the provisions prescribed in this MOA, or in applicable Air Force publications, may be placed on probation. The appropriate Institution authorities will be required to correct the deficiency within a specified timeframe or risk disestablishment of the AFJROTC program.
3. The Commander, Jeanne M. Holm Center for Officer Accessions & Citizen Development, may terminate this agreement and withdraw the AFJROTC program if the best interest of the Air Force would be served by doing so, regardless of the provisions of paragraphs 3.E.1 and 3.E.2 of this MOA.
4. The governing authorities of the Institution shall, in the event of mutual or unilateral termination of this agreement, or in the event of disestablishment as prescribed by the Secretary of the Air Force, return to the Air Force all Air Force-owned equipment, supplies, uniforms, and educational curriculum materials in the custody of the Institution (to include all such items purchased using funds provided to the institution by the Air Force) in accordance with procedures and guidance in existence or provided by the Air Force at the time of the termination of this agreement or disestablishment of the AFJROTC program.

#### **F. General Provisions.**

1. This is a standardized agreement and the language contained herein shall not be modified.
2. Regardless of changes in the original signatories, this agreement shall remain in effect until officially terminated, or superseded, under a provision of sub-section 3.E.
3. The agreement shall become effective upon signature by the Institution's Superintendent (or equivalent), and the Director of Air Force Junior ROTC.
4. This agreement represents the entire agreement and supersedes any prior agreement, understandings, or representations between the Air Force and the institution pertaining to the establishment and maintenance of an AFJROTC program.

5. This agreement will be reviewed for currency as determined by the Air Force. The Air Force reserves the right to require renewal of this agreement by both parties if significant program changes occur.
6. This agreement is governed by and shall be construed under Federal Law.
7. Unless expressly stated in writing, signed by the Air Force, the waiver by the Air Force of any act, duty, or obligation required of the institution hereunder shall not be construed as a waiver of any other, or of any future act, duty, or obligation to be performed by the Institution.
8. Nothing in this agreement will be construed as obligating the Air Force, their officers, employees, or agents to expend any funds in excess of appropriations authorized for such purposes in violation of the Federal Anti-Deficiency Act (31 USC Section 1341).
9. Each undersigned representative of the parties to this agreement certifies he or she is fully authorized to enter into the terms and conditions of this agreement and to execute the same so as to effectively bind each party to its terms.
10. The Institution shall adhere to a policy of non-discrimination against students or instructors based on race, ethnicity, religion, national origin, gender, or any other category prohibited by law.
11. Unless otherwise stated herein, notices under this agreement must be in writing and shall be effective upon positive confirmation of receipt.

**FOR THE INSTITUTION**

\_\_\_\_\_  
Dr. WINFRED ROBERSON, Superintendent  
Glendale Unified School District

\_\_\_\_\_  
(Date)

**FOR THE AIR FORCE**

\_\_\_\_\_  
PAUL C. LIPS, Col, USAF  
Director, AFJROTC

\_\_\_\_\_  
(Date)

GLENDALE UNIFIED SCHOOL DISTRICT

January 15, 2019

CONSENT CALENDAR NO. 18

TO: Board of Education

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

SUBJECT: **Acceptance of Gifts**

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

- a. Clark Magnet High School PTSA wish to donate to the District \$1,295.22 to be used to support staff and students and purchase instructional materials for use at Clark Magnet High School.
- b. Glendale Kiwanis Foundation wish to donate to the District \$2,500.00 to be used to purchase instructional materials and supplies for use at College View School.
- c. Marina B. Chahine wishes to donate to the District \$500.00 to be used to purchase instructional materials and supplies for use at College View School.
- d. YourCause, LLC Trustee for Wells Fargo Community Support Campaign wishes to donate to the District \$25.00 to be used to purchase instructional materials and supplies for use at College View School.
- e. YourCause, LLC Trustee for Wells Fargo Community Support Campaign wishes to donate to the District \$25.00 to be used to purchase instructional materials and supplies for use at College View School.
- f. KOH Charitable Foundation wish to donate to the District \$5,000.00 to be used to purchase instructional materials and supplies for use at College View School.
- g. Special Olympics Southern California wish to donate to the District \$1,400.00 to be used to purchase instructional materials and supplies for use at Columbus Elementary School.
- h. Columbus Associated Student Body wish to donate to the District \$2,000.00 to be used to pay for the Librarian to prepare monthly ASB accounting books at Columbus Elementary School.

- i. Columbus Associated Student Body wish to donate to the District \$2,000.00 to pay teachers for teaching after-school extracurricular activities at Columbus Elementary School.
- j. Columbus Associated Student Body wish to donate to the District \$198.00 to cover chorus teacher to conduct chorus assemblies at the Lions' Club and Columbus Elementary School.
- k. Mr. Donn Molzahn wishes to donate to the District 25 hardbound books for the library and 750 Accelerated Reader leveled books for use in the classrooms at Dunsmore Elementary School.
- l. Crescenta Valley Chamber of Commerce wish to donate to the District \$10.00 to be used toward the purchase of instructional materials for use at Fremont Elementary School.
- m. Parents and Community for Fremont School wish to donate to the District \$800.00 to be used for Play admission for Grade 2 field trip at Fremont Elementary School.
- n. Parents and Community for Fremont School wish to donate to the District \$220.65 to be used to purchase classroom supplies for use at Fremont Elementary School.
- o. Glenoaks Elementary School Foundation wish to donate to the District \$1,412.64 to be used to purchase a laptop for the GO Robotics Team at Glenoaks Elementary School.
- p. Glendale Community College Foundation, Inc. wishes to donate to the District through the Categorical Programs Department \$500.00 to be used to support the Adelante Latinos event.
- q. Anonymous donation to the District through the Categorical Programs Department of \$100.00 to be used to support the Adelante Latinos event.
- r. Pasadena Ice Skating Center wishes to donate to the District through the Categorical Programs Department four complimentary 2-pack guest passes to be used to support the Adelante Latinos event.
- s. The Arboretum wishes to donate to the District through the Categorical Programs Department a coupon certificate of \$25 off on a one year Family Membership to be used to support the Adelante Latinos event.
- t. O.H. Lynn Printing Co. wishes to donate to the District through the Categorical Programs Department one box of 500 printed envelopes to be used to support the Adelante Latinos event.

- u. Joanna & Jeff Junge wish to donate to the District through the Categorical Programs Department \$50.00 to be used to support the Adelante Latinos event.
- v. Dr. Ignacio Valdes wishes to donate to the District through the Categorical Programs Department \$250.00 to be used to support the Adelante Latinos event.
- w. Rotary Club of Glendale wishes to donate to the District through the Categorical Programs Department \$250.00 to be used to support the GATE-Invention Convention.
- x. Glendale Kiwanis Foundation wishes to donate to the District through the Categorical Programs Department \$500.00 to be used to support the GATE-Scholastic Bowl.
- y. Foundation for Korean Language and Culture in the USA wish to donate to the District through the Educational Services Department \$10,000.00 to support the Korean FLAG Program at Hoover High School for the 2018-2019 school year.
- z. Shahan Petrossian wishes to donate to the District through the Educational Services Department \$40.00 to be used to support the Korean FLAG Program at Hoover High School for the 2018-2019 school year.
- aa. Ann Sukyung Park wishes to donate to the District through the Educational Services Department \$20.00 to be used to support the Korean FLAG Program at Hoover High School for the 2018-2019 school year.
- bb. Shelly Y. Roh wishes to donate to the District through the Educational Services Department \$20.00 to be used to support the Korean FLAG Program at Hoover High School for the 2018-2019 school year.
- cc. Foundation for Korean Language and Culture in the USA wish to donate to the District through the Educational Services Department \$10,000.00 to support the Korean FLAG Program at Rosemont Middle School for the 2018-2019 school year.
- dd. The JBA Foundation wishes to donate to the District through the Educational Services Department \$950.00 to be used to support the Japanese FLAG Program at Verdugo Woodlands Elementary School.
- ee. The JBA Foundation wishes to donate to the District through the Educational Services Department \$1,275.00 to be used to support the Japanese FLAG Program at Dunsmore Elementary School.

- ff. Fondazione Italia wish to donate to the District through the Educational Services Department \$180.00 to be used to support the Italian FLAG Program at Franklin Elementary School.
- gg. Blake A. Scott wishes to donate to the District through the Educational Services Department \$180.00 to be used to support the Italian FLAG Program at Franklin Elementary School.
- hh. Joshua & Alyssa Levy wishes to donate to the District through the Educational Services Department \$70.00 to be used to support the Italian FLAG Program at Franklin Elementary School.
- ii. Chi-Yun Cheng wishes to donate to the District through the Educational Services Department \$65.00 to be used to support the Italian FLAG Program at Franklin Elementary School.
- jj. French American Cultural Exchange (FACE) wishes to donate to the District through the Educational Services Department \$4,500.00 to be used to support the French FLAG Program at Franklin Elementary School.
- kk. Donna Wray wishes to donate to the District \$150.00 to be used to purchase instructional materials and supplies for Special Education classes at Fremont Elementary School.
- ll. Judy Garnder Gillham wishes to donate to the District \$75.00 to be used toward books and supplies for the Kindergarten at Jefferson Elementary School.
- mm. La Crescenta Elementary Foundation wishes to donate to the District \$500.00 to be used to purchase instructional materials and supplies for use at La Crescenta Elementary School.
- nn. Abraham Lincoln Elementary School Foundation wishes to donate to the District \$339.40 to be used to fund the Renaissance periodical subscription at Lincoln Elementary School.
- oo. Monte Vista Elementary PTA wish to donate to the District \$458.51 to be used to purchase battery and supplies for the Automatic External Defibrillator (AED) at Monte Vista Elementary School.
- pp. Mr. & Mrs. Ahir wish to donate to the District \$12,000.00 to be used to purchase Chromebooks and Chromebook cart for use at Rosemont Middle School.
- qq. Katie Warren wishes to donate to the District a 3D Printer Mod-T by New Matter for use at Toll Middle School.