

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

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

February 5, 2019  
Meeting No. 21  
Regular Meeting

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

**BOARD OF EDUCATION MEETING NO. 21  
Administration Center**

**February 5, 2019**

*“Preparing our students for their future.”*

|                          |  |
|--------------------------|--|
| <b>Please Note Times</b> |  |
| <b>4:30 P.M. -</b>       | <b>Opening,<br/>Presentation,<br/>Acknowledgements and Recognitions,<br/>Public Communications,<br/>Student Board Member Report,<br/>Information</b> |
|                          | <b>Closed Session</b>  |
| <b>7:30 P.M. -</b>       | <b>Regular Meeting,<br/>Public Communications,<br/>Information - continued,<br/>Action, Consent Calendar,<br/>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 Desi Valdes, a 6<sup>th</sup> grade student from Verdugo Woodlands 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**

**a. National African American History Month** – Commemorating the contributions that African Americans have made to American history in their struggles for freedom and equality and deepens our understanding of our Nation’s history.

**C. ACKNOWLEDGEMENTS AND RECOGNITIONS**

**a. PTA Reflections** – Approx. 44 students will receive awards from Glendale Council PTSA to commemorate their outstanding working in this annual District competition, which is part of the state and national Reflections Program. Students compete in six categories; literature, music composition, film/video production, dance, photography and visual arts. Tonight we are honoring the “Special Artists” in the categories of Film, Literature, and Visual Arts.

**b. GUSD Students Earn a Place on the All Southern California Honor Ensembles** – Students from Dunsmore, Fremont, Lincoln, Mountain Avenue, Verdugo Woodlands Elementary, Rosemont Middle, and Crescenta Valley High Schools have earned a place on one of the five possible honor ensembles for the Southern California Honor Ensembles sponsored by the Southern California School Band & Orchestra Association (SCSBOA).

**c. Six GUSD Students Earn a Place on the All State Honor Ensembles** – Students from Rosemont Middle School and Crescenta Valley High School earned a place on the All State Honor Ensembles sponsored by the California Band Director Association (CBDA) and the California Orchestra Director’s Association (CODA).

**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 Interim 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. Executive Search Transition Process** **10**

This report provides an opportunity for the Board to discuss the executive search process.

**2. Purple Ribbon Committee Update** **22**

This report is to provide the Board of Education an update to the Strategic Listening Sessions held at Hoover High School in November and December of 2018. Members of Hoover High School's Purple Ribbon Committee will share their experiences with the Listening Sessions and the January 23, 2019, Purple Ribbon Committee meeting.

**3. Acknowledgements of Service** **24**

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.

**F. INFORMATION - continued**

- 4. Governor’s 2019-20 January Budget Proposal and Update on GUSD 2019-20 Budget Planning 26**

This report will provide an overview of the Governor’s budget proposals for 2019-20 and update on GUSD 2019-20 Budget Planning.

**G. CLOSED SESSION**

- 1. Instructing designated representative, Dr. Kelly King, Interim 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 Interim 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. INFORMATION - continued**

- 5. 2020-2021 Student Attendance Calendars 32**

This report will provide the Board of Education information on the 2020-2021 student attendance calendars. These calendars have been approved by the Glendale Teachers Association at its negotiations session on January 17, 2019.

- 6. Full-Day Transitional Kindergarten and Kindergarten Proposal 37**

This report will provide the Board of Education with information on implementing Full-Day Transitional Kindergarten (TK) and Kindergarten in the Glendale Unified School District.

- 7. Low-Performing Students Block Grant 45**

This report will provide the Board of Education with information on a new state grant program that will provide funds for students identified as low-performing on state English language arts or Math assessment.



**J. INFORMATION - continued**

**8. Proposed New and Revised Board Policies Relating to Philosophy-Goals-Objectives and Comprehensive Plans; Community Relations; Students; and Bylaws of the Board 47**

This report will provide the Board of Education with information on the need to create new or revise existing Board Policies (BP) 0460 (Local Control Accountability Plan); BP 1220 (Citizen Advisory Committees); BP 5141.52 (Suicide Prevention); BP 9100 (Annual Organization Meeting); BP 9322 (Agenda/Meeting Materials); and BP 9324 (Minutes of Board of Education Meetings) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**9. Recommendation for Instructional Material Adoption for Precalculus 70**

This report will provide the Board of Education with the rationale and process followed for adopting new instructional materials for Precalculus for GUSD high schools.

**10. Board Member in Your Neighborhood Open House Visits 72**

This report will provide the Board of Education with the schedule and format for “Board Member in Your Neighborhood” visits at each comprehensive high school as part of the high school open house events.

**11. Update on Measure S and Facility Programs 73**

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.

**K. ACTION**

**1. Approval of FLAG French and Italian Pathway Changes 74**

The Interim Superintendent recommends that the Board of Education approve pathway changes for French and Italian Foreign Language Academies of Glendale (FLAG) students to attend Toll Middle School starting with the 2019-2020 school year.

**2. Approval of Change Order No. 1 to Bid No. 178-18/19 with NR Development, Inc. for Shade Structure Installation at Glendale High and Verdugo Woodlands Elementary Schools and Notice of Completion 78**

The Interim Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 178-18/19 with NR Development, Inc. for Shade Structure installation at Glendale High and Verdugo Woodlands Elementary Schools in the amount of \$20,751.25 and a Notice of Completion.

**3. Approval of Change Order No. 1 to Bid No. 172-17/18 with Golden Phoenix Construction Co., Inc. for Installation of Portable Classroom Buildings at Dunsmore Elementary School, Phase II and Notice of Completion 81**

The Interim Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 172-17/18 with Golden Phoenix Construction Co., Inc. for the installation of portable classroom buildings at Dunsmore Elementary School, Phase II in the amount of \$9,145.74 and a Notice of Completion.

**4. Approval of Budget Allocation for Verdugo Woodlands Bridge Project 84**

The Interim Superintendent recommends that the Board of Education approve a Budget Allocation for the Verdugo Woodlands Bridge project in the amount of \$2,000,000.

**K. ACTION - continued**

- 5. Administrative Regulation 4351 – Management Salary Schedule Regulations 85**
- The Interim Superintendent recommends that the Board of Education approve 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.
- 6. Approval to Extend Bid Number P-58-16/17 87**
- The Interim Superintendent recommends that the Board of Education extend Bid Number P-58-16/17 for one year to Los Angeles County Office of Education for District internet services and to increase bandwidth to accommodate current demand for a total amount of \$67,173.00, plus a one-time installation cost of \$1,500.00.
- 7. Acceptance of the California Newcomer Education and Well-Being (CalNEW) Project Funding 89**
- The Interim Superintendent recommends that the Board of Education accept the California Newcomer Education and Well-Being (CalNEW) Project funding in the amount of \$81,280 and authorize staff to execute an agreement with the California Department of Social Services.
- 8. Acceptance of the Low Performing Students Block Grant 90**
- The Interim Superintendent recommends that the Board of Education accept the Low Performing Students Block Grant entitlement funding in the amount of \$1,057,173.00 from the California Department of Education.
- 9. Approval for Additional Contract with Rockstar Recruiting - DBA StaffRehab 91**
- The Interim Superintendent recommends that the Board of Education approve an additional contract between Glendale Unified School District and Rockstar Recruiting - DBA StaffRehab in the amount of \$180,000 to provide nursing, speech, occupational and physical therapy, student support, individual psychological assessments and IEP services to Special Education students.
- 10. Approval of Contract with College Board 107**
- The Interim Superintendent recommends that the Board of Education approve a contract between the College Board and Glendale Unified School District in the amount of \$50,531 (actual total to be based on enrollment) for the Preliminary SAT/National Merit Scholarship Qualifying Test early Participation Program in the 2018-2019 school year.
- 11. Signature Authorization for Interim Superintendent 119**
- It is recommended that the Board of Education adopt Resolutions No. 16, 17, and 18, and approve the signature authorization for Dr. Kelly King, Interim Superintendent from January 30, 2019 to June 30, 2019.

**L. CONSENT CALENDAR**

All items under Consent Calendar are considered to be of a routine nature and are acted on with one motion. Any recommendation may be removed from the Consent Calendar at the request of any Board Member and placed under Action.

- 1. Minutes 123**
- The Interim Superintendent recommends that the Board of Education approve the Minutes, as listed.
- a. Regular Meeting No. 17 January 15, 2019
  - b. Special Meeting No. 18 January 22, 2019
  - c. Special Meeting No. 19 January 23, 2019
  - d. Special Meeting No. 20 January 29, 2019

**L. CONSENT CALENDAR - continued**

**2. Certificated Personnel Report No. 12 138**

The certificated report recommends approval of the following:

Maternity leaves of absence, change of maternity leaves of absence, extension of maternity leaves of absence, a parental leave of absence, a change of parental leave of absence, an extension of parental leave of absence, a health leave of absence, a change of health leave of absence, extension of health leaves of absence, family & medical leaves of absence, change of family & medical leaves of absence, extension of family & medical leaves of absence, a home responsibility leave of absence, additional assignments, changes of status, termination - without cause/buyout, elections hourly/daily, additional compensation, a transportation authorization, revision to previous personnel reports and personal services agreements.

**3. Classified Personnel Report No. 11 173**

The classified report recommends approval of the following:

Medical leave of absence; extension of medical leave of absence; family & medical leave of absence; extension of family & medical leave of absence; maternity leave of absence; extension of maternity leave of absence; parental leave of absence; military leave of absence; election from eligibility list; termination - exhaustion of benefits; termination - probationary; 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; and personal services agreements.

**4. Warrants 181**

The Interim Superintendent recommends that the Board of Education approve Warrants totaling \$12,022,617.82 for January 9, 2019 through January 29, 2019.

**5. Purchase Orders 182**

The Interim Superintendent recommends that the Board of Education approve Purchase Orders totaling \$922,204.36 for the period of January 2, 2019 through January 18, 2019.

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

Budget revisions and transfers reflect changes to existing budget appropriations necessitated by increases or decreases to previously established income and expenditure accounts. The Education Code requires Board of Education approval of all budget revisions and the transfer of funds between major expenditure accounts.

**7. Authorization to Dispose of Surplus Property 202**

The Interim Superintendent recommends that the Board of Education declare an ice machine located at Wilson Middle School, and various furniture and equipment items located at Crescenta Valley High School as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

**8. Approval of 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 205**

The Interim Superintendent recommends that the Board of Education approve 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) for use in high schools in the areas of Career Technical Education and Visual and Performing Arts.

**L. CONSENT CALENDAR - continued**

- 9. Approval of Supplementary Textbook for Use in High Schools in the Area of English 256**
- The Interim Superintendent recommends that the Board of Education approve the supplementary textbook, The Absolutely True Diary of a Part-Time Indian, for use in high schools in the area of English. The book has been reviewed for content and evaluated by the members of the English Curriculum Study Committee.
- 10. Approval of New and Revised Board Policies Relating to Philosophy-Goals-Objectives and Comprehensive Plans and Instruction 257**
- The Interim Superintendent recommends that the Board of Education approve new and revised 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.
- 11. Approval of Services Agreement between Glendale Unified School District and the California State PTA 270**
- The Interim Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and the California State PTA in the amount of \$20,200.00 to pilot a parent engagement program at four GUSD elementary schools.
- 12. Approval of Services Agreement with Firefly Digital, Inc., Smart Choice Technologies, for Early Education and Extended Learning Programs (EEELP) Electronic Enrollment for the 2019-2020 School Year 281**
- The Interim Superintendent recommends that the Board of Education approve a services agreement with Firefly Digital, Inc., Smart Choice Technologies in the amount of \$22,500 to provide electronic enrollment services in the Early Education and Extended Learning Programs' school-age programs in the 2019-2020 school year. The services will include facilitating the application process, lottery and waiting list for EEELP's After School Education and Safety Program (ASES).
- 13. Approval of Agreement with California State University, Northridge for Placement of Interns in GUSD Schools for Practical Fieldwork for Degree Programs 294**
- The Interim Superintendent recommends that the Board of Education approve an agreement between Glendale Unified School District and California State University, Northridge, for student interns to complete practical fieldwork for Master of Social Work degree programs at GUSD schools.
- 14. Acceptance of Gifts 303**
- The Interim Superintendent recommends that gifts to the District be accepted and that letters of appreciation be written to the donors.

**M. REPORTS AND CORRESPONDENCE**

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

**N. CLOSED SESSION**

- 1. Public Employment – Government Code §54957  
Title: Superintendent of Schools**

**O. RETURN TO REGULAR MEETING**

**P. ADJOURNMENT**

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 1

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
PREPARED IN: Office of the Superintendent  
SUBJECT: **Executive Search Transition Process**

---

On January 29, 2019, the Board of Education took action to release Superintendent Winfred Roberson from his existing contract. On January 30, 2019, Dr. Kelly King, Assistant Superintendent of Educational Services, assumed the duties of Interim Superintendent.

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

This report provides an opportunity for the Board to discuss the scope of the search, including whether to promote from within the district or broaden the search to include both internal and external candidates, and if external candidates will be considered, whether to conduct a statewide or nationwide search.

If the Board decides to contract with an individual, group or firm to carry out a search, then a request for proposal will be sent out to various search firms. The tentative timelines are as follows:

|                                       |   |
|---------------------------------------|---|
| Wednesday, February 6                 | Request for Proposal will be mailed or emailed to search firms and posted on the website.   |
| Wednesday, February 13<br>Time: noon  | Proposals due.  |
| Wednesday, February 13                | Board President and one Board Member will review the applications, select a maximum of three search firms for further consideration and notify finalists.   |
| Tuesday, February 19<br>Board meeting | Search firms make presentations to the Board (4-6 pm).<br>Board action to vote for one.   |
| TBD                                   | Special Meeting, 5 p.m., Superintendent's conference room: Meeting with the search firm selected to discuss specifications (i.e. Characteristics of the new superintendent, establishing timeline for the search, determining advertising venues, stakeholders meetings, etc.). |

|                                    |   |
|------------------------------------|---|
| Tuesday, March 12<br>Board meeting | Information Item – Search update                    |
| Tuesday, April 2<br>Board meeting  | Board update on finalists or interview of finalists |
| Tuesday, April 16<br>Board meeting | Information Item on the Selection Process           |

If the Board decides to have the district conduct the search directly, the timeline would be as follows:

|                            |   |
|----------------------------|---|
| Week of February 12 and 18 | Stakeholder Input meetings                                    |
| Monday, February 25        | Posting opens; Advertisement in EdCal, Edjoin and internally. |
| Monday, March 25           | Application deadline  |
| Week of March 25           | Special Board Meeting to review applications                  |
| Week of April 1 and 8      | HR conducts reference checks                                  |
| April 17, 18 or 19         | Special Board Meeting to interview applicants                 |
| April 25 or 26             | Second interviews   |
| May 6                      | Board approval  |

Staff does not recommend an internal search. Without a search firm, there are limited resources. Search firms often have a network for potential applicants and reference checks.

Some decisions that would need to be made include:

1. Who will design the application packet?
2. Who will design the reference check rubric?
3. Who will design the interview questions?
4. How will the position be published?
5. How would eligible candidates be approached and encouraged to apply?



**GLENDALE UNIFIED SCHOOL DISTRICT**

223 N. Jackson Street, Glendale, CA 91206 • (818) 241-3111

# **REQUEST FOR PROPOSAL FOR EXECUTIVE SEARCH PROFESSIONALS**

---

*To assist in the SUPERINTENDENT OF SCHOOLS search*

**DEADLINE: WEDNESDAY, February 13, 12 P.M. (Noon)**

223 N. Jackson Street, Room 402, Glendale, CA 91206



## Glendale Unified School District

223 N. Jackson Street, Glendale, CA 91206

### GENERAL INFORMATION ABOUT THE DISTRICT

Located within the district boundaries are all of the City of Glendale, a small portion of the City of La Cañada Flintridge, and the unincorporated Los Angeles County communities of La Crescenta and Montrose. The City of Glendale, a suburban community of about 200,000 residents, is the third largest city in Los Angeles County.

Enrollment in the district is approximately 26,000 students. School district facilities include twenty (20) elementary schools, four (4) middle schools, three (3) comprehensive high schools, one (1) magnet high school. In addition, the district has one (1) continuation high school, a developmental center for multi-handicapped students and numerous child care centers serving preschool or school-age children.

The district has more than 2,600 employees with a general fund budget of approximately \$300 million. In April 2011, Measure S was approved by 70% of the voters making available \$270 million dollars in general obligation bonds to renovate and improve schools in the Glendale Unified School District.

A five-member, elected Board of Education governs the district and appoints a superintendent who is in charge of daily operations. Trustees are elected to four-year terms. A non-voting student representative is appointed each fall and serves during the school year.

#### District Highlights:

- Nine district schools have earned the U.S. Office of Education's highest designation for a public school, the National Blue Ribbon.
- California Distinguished Schools - Twenty-six of the district's campuses have received California's highest award for excellence.
- Title 1 Schools: Seventeen (17) of eighteen (18) GUSD Title I schools have been named a Title I Achieving School.
- California Gold Ribbon Schools: All eight secondary schools have been named to receive California's highest award for excellence.
- CDE Model Continuation High School: Daily High School
- CABE Bilingual District of the Year: GUSD offers seven dual immersion programs starting from kindergarten with pathways into high schools-- Armenian, French, German, Italian, Japanese, Korean, and Spanish.

## **THE GLENDALE UNIFIED SCHOOL DISTRICT**

### **REQUEST FOR PROPOSALS - EXECUTIVE SEARCH PROFESSIONALS FOR SUPERINTENDENT OF SCHOOLS SEARCH**

The Glendale Unified School District invites proposals from qualified Executive Search PROFESSIONALS to assist the Board of Education in conducting a search for Superintendent of Schools.

The Assistant Superintendent of Educational Services is currently serving as the Interim Superintendent. The Board intends to conduct a thorough search in order to appoint a new, permanent superintendent no later than June 1, 2019.

#### EXPECTATIONS OF CONSULTANT

- To develop and conduct a thoughtful, timely process for gathering Board, staff, parent and community input for establishment of criteria for the selection process.
- To conduct a thorough search for appropriate applicants and ultimately produce for the Board a “pool” of highly qualified people who meet the criteria established.
- To complete other tasks necessary that result in selection and employment of a new superintendent.

#### PROPOSAL SPECIFICATIONS

Proposals should include the following:

- Suggested timeline of activities and major events in the search process.
- Responsibilities to be assumed by the Board of Education and the Search Consultant during each phase of the process.
- Recommended process for developing criteria that will be used for selecting the new superintendent.
- Recommended process for obtaining staff input.
- Recommended process for obtaining parent and community input.
- Description of the process the consultant suggests for advertising and recruitment, including measures to assure equal opportunity and other considerations.
- Recommended process for screening, reference checks, interviews, and final selection.
- Development of a transition plan to assist the Board
- Information about the consultant or firm making this proposal including:
  - a. Identification of the person who will make primary responsibility for the search with a resume.
  - b. Description of other superintendent searches conducted in the past five years for districts of similar or larger size or alternate experiences preparing them for this search.
  - c. Statement as to whether the individual or firm are currently engaged in other projects that coincide with or might affect the timeline of this search.
  - d. The shortest and longest tenure of superintendents appointed in other searches.

- e. Fees for this search, separating out anticipated expenses for each element of the search and outlining other anticipated expenses for the district.
- f. What type of guarantee does the firm provide in the event of an unsuccessful search?
- g. References. List at least three school districts for which you have worked. Include the names, addresses, and telephone numbers of the persons who can be contacted. Information obtained through the references will be evaluated by the District.

#### ADDITIONAL INFORMATION

- This solicitation shall not be construed in any manner to be an obligation by the District to enter into an agreement with any proposer.
- The District reserves the right to reject any or all proposals. The District may negotiate the terms of the contract with the selected Contractor prior to entering into a contract.
- The District reserves the right to revise in part this RFP. If the District cancels or revises the RFP, all respondents will be notified by addenda. The District also reserves the right to extend the date responses are due.
- Proposals and any other information submitted in response to this RFP shall become the property of the District. Notwithstanding any indication by Responder of confidential contents, and with the exception of bonafide confidential information, contents of proposals are public documents subject to disclosure under the California Public Records Act after award.
- The District will not provide compensation to Responders for any expenses incurred by Responders for proposal preparation or for any demonstration that may be made. Contractors submit proposals at their own risk and expense.
- Submission of a signed proposal will be interpreted to mean Bidder has agreed to all the terms and conditions set forth in the pages of this solicitation.
- This contract shall be in accordance with the laws of the State of California. The parties stipulate that this contract was entered into in the County of Los Angeles, in the State of California. The parties further stipulate that the County of Los Angeles, California is the only appropriate forum for any litigation resulting from a breach hereof or any questions risen here from.
- If any provisions, or portions of any provisions, of this contract are held invalid, illegal, or unenforceable, they shall be severed from the contract and the remaining provisions shall be valid and enforceable.
- All request for information concerning this RFP must be directed ONLY to:

Glendale Unified School District  
Office of the Superintendent of Schools  
223 N. Jackson Street  
Glendale, CA 91206  
(818) 241-3111, ext. 1215

(NOTE: Contacting a member of the Board of Education may be subject to disqualification.)

**Proposals must be received by noon on Wednesday, February 13.** Additionally, **Attachment A (Hold Harmless and Indemnification Agreement) must be completed and returned with the proposal.**

One original and six copies and one electronic version on CD of responses must be sent by mail, courier or hand-delivery. No faxes of proposals will be accepted.

SELECTION OF THE EXECUTIVE SEARCH PROFESSIONAL(S)

Proposals will be screened to three finalists. By February 14, 2019, the three finalists will be notified. **At the February 19, 2019** regular Board meeting, the three finalists will be invited to make an oral presentation (4-6 p.m., time subject to change). The Board will make a final selection at this meeting. A special meeting (date to be determined) will be called for the finalist to meet with the Board of Education to discuss specifications.

**GENERAL TERMS AND CONDITIONS**

- **PROPOSAL ACCEPTANCE.** Proposals are subject to acceptance by the signing of a contract and issuance of an appropriate purchase order at any time within sixty (60) days after the receipt of quotes unless otherwise stipulated. The District reserves the right to accept or reject any and all quotes and reserves the right to waive any informality in any quote.
- **EQUIPMENT AND LABOR.** The Provider shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to furnish the professional services herein described, the services to be performed at such time and places as directed by and subject to the approval of the authorized district representative indicated in the work specifications attached hereto.
- **SAFETY AND SECURITY.** It shall be the responsibility of the Provider to ascertain from the District the rules and regulations pertaining to safety, security and driving on school grounds, particularly when children are present.
- **TERMINATION.** This Contract may be terminated at any time by either party with five (5) business days' advance written notice.
- **DEFAULT BY PROVIDER.** When Provider shall fail to deliver any article or service or shall deliver any article or service which does not conform to the work specifications, the District may, upon five (5) business days' prior written notice describing the fault, at its option, annul and set aside the contract entered into with said Provider and make and enter into a new contract in such manner as seems to the Board of Education to be to the best advantage of the District. Any failure for furnishing such articles or services by reason of the failure of the Provider as above stated, shall be a liability against the Provider and his sureties. The Board of Education reserves the right to cancel any articles or services which the Provider may be unable to furnish because of economic conditions, governmental regulations or other similar causes beyond the control of the Provider provided satisfactory proof is furnished to the Board of Education, if requested
- **CONTRACT CHANGES.** No changes or alterations to this contract shall be made without specific prior written approval by the District.
- **SUBSTITUTIONS.** No substitutions of materials or service from those specified in the Scope of Work shall be made without the prior written approval of the District.
- **ACCESS TO WORK.** District representatives shall at all times have access to work wherever it is in preparation or progress.
- **PROTECTION OF WORK AND PROPERTY.** The Provider shall maintain at all times, as required by conditions and progress of work, all necessary safeguards for the protection of employees and the public. In an emergency affecting life and safety of life or of work or of adjoining property, Provider, without special instruction or authorization from District, is permitted to act at his discretion to prevent such threatened loss or injury.
- **ASSIGNMENT OF CONTRACT AND PURCHASE ORDER.** The Provider shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties, or obligations under this contract without the prior written consent of the District.
- **FORCE MAJEURE CLAUSE.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining,

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

- **HOLD HARMLESS AGREEMENT.** The Provider shall save, defend, hold harmless and indemnify the District from and against any and all losses, damages, liabilities, claims, and costs of whatsoever kind and nature for injury to or death of any person and for loss or damage to any property occurring in connection with or in any way incident to or arising out of the occupancy, use, service, operations, or performance of work on the property under the terms of this contract, resulting in whole or in part from the negligent acts or omissions of the Provider, any subproviders, or any employee, agent or representative of Provider and/or its subproviders.
- **PAYMENT.** Unless otherwise specified, the Provider shall render invoices in triplicate for materials delivered or services performed under the Contract/Purchase Order. The District shall make payment for materials, supplies or other services furnished under this Contract as agreed within thirty (30) days after delivery to and approval by the authorized District representative of all invoices and other documentary evidence reasonably required by the District (which approval shall not be unreasonably withheld).
- **PERMITS AND LICENSES.** The Provider shall secure and maintain in force, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of services, materials, or supplies herein listed.
- **PROVIDER NOT OFFICER, EMPLOYEE, OR AGENT OF DISTRICT.** While engaged in carrying out other terms and conditions of the purchase order, the Provider is an independent Provider, and not an officer, employee, agent, partner, or joint venture of the District.
- **ANTI-DISCRIMINATION.** Pursuant to Board Policy 4030, Glendale Unified School District prohibits discrimination and/or harassment of any person based on race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex or sexual orientation. Therefore, the Provider agrees to comply with the applicable Federal and California Laws, including, but not limited to, the California Fair Employment Practice Act, beginning with Labor Code, Section 1410 and Labor Code, Section 1735. In addition, the Provider agrees to require such compliance by all subproviders employed on the Contract by him.
- **PROVIDER'S INSURANCE.** The Provider shall not commence work under this Contract until he has obtained the insurance required under this paragraph and satisfactory proof of such insurance has been submitted to District and said insurance has been approved by the District. Except for worker's compensation insurance, the policy shall not be amended or modified and the coverage amounts shall not be reduced without the District's prior written consent, and, the District shall be named as an additional insured and be furnished thirty (30) days written notice prior to cancellation. In the event that the insurance requirements cannot be met, please turn in a signed "Hold Harmless and Indemnification Agreement."

(a) **PROVIDER'S PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE** The Provider shall procure and shall maintain during the life of his contract, Provider's Public Liability Insurance in an amount not less than \$1,000,000 for injuries, including accidental death to any one person, and subject to the limit for each person, in an amount not less than \$1,000,000 on account of one accident, and Provider's Property Damage Insurance in an amount not less than \$1,000,000.

- **COMPLIANCE WITH LAWS.** Provider shall give all notices and comply with all laws, ordinances, rules and regulations bearing on conduct or work as indicated or specified. If Provider observes that any of the work required by this contract is at variance with any such laws, ordinances, rules or regulations, Provider shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of work shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Provider's receipt of a written termination notice from the District. If Provider performs any work knowing it to be in violation of such laws, ordinances, rules or regulations, and without first notifying the District of such violation, Provider shall bear all costs arising therefrom.
- **TIME IS OF THE ESSENCE.** Time is of the essence in the performance of and compliance with each of the provisions and conditions of this contract.
- **GOVERNING LAW.** This contract shall be governed by and construed in accordance with the laws of the State of California.
- **ATTORNEYS' FEES.** If any action is brought by either party against the other party hereunder, each party shall be responsible for its own expenses, including legal and accounting fees, in connection with the prosecution or defense of such action.
- **NO ORAL MODIFICATION.** Any waiver, amendment, modification, consent or acquiescence with respect to this contract or any provision of this contract or with respect to any failure to perform in accordance therewith shall be set forth in writing and duly executed by or on behalf of the party to be bound thereby.
- **PROVISIONS REQUIRED BY LAW DEEMED INSERTED.** Each and every provision of law and clause required by law to be inserted in this contract shall be deemed to be inserted herein and this contract shall be read and enforced as though it were included herein.
- **IF WORKING WITH STUDENTS.** Any Provider working with a student(s) must be supervised by a credentialed person or must hold an Activity Supervisor Clearance Certificate issued through the California Commission on Teacher Credentialing (CTC).
- **TOBACCO/ALCOHOL/DRUG-FREE WORKPLACE.** Pursuant to Board Policies 4020 and 4021, Glendale Unified School District is a tobacco, alcohol, and drug-free district. The Provider shall not use or be under the influence of these substances while on District property or during the performance of the services of this Contract. Violation of this policy will result in immediate removal of the Provider from his or her duties and possible immediate termination of this Contract.

ATTACHMENT A

(This DOCUMENT MUST BE COMPLETED AND RETURNED WITH THE PROPOSAL)

**Glendale Unified School District**

Glendale, California

**HOLD HARMLESS AND INDEMNIFICATION AGREEMENT**

Provider agrees at all times to protect, indemnify, and hold the Glendale Unified School District, its Board of Trustees, officers, employees, members, representatives, agents, guests, invitee, and/or employees free and harmless, and to provide legal defense, from any and all liabilities, claims, losses, judgments, damage, demands or expenses resulting from the services provided by the Provider, Provider's use or occupancy of the District's facilities and premises [including travel to and from said facilities and premises] and/or the active or passive negligence of the Provider or of the District, its Board of Trustees, officers, employees, members, representatives, agents, guests, invitee, and/or employees, specifically including, without limitation, any liability, claim, loss, judgment, damage, demand, or expense, arising by reason of:

1. the loss of or damage to any of the District's facilities or premises including any building, structure, or improvement thereon, or any equipment to be used therein
2. the injury to or death of any person including, but not limited to, the officers, members, employees, representatives, agents, guests, invitee, and/or employees of the Provider or of the District; or
3. damage to any property arising from the use, possession, selection, delivery, return, condition or operation of the District's facilities.

Provider further agrees to reimburse the District for all liabilities, claims, losses, judgments, damage, demands, expenses, fines, penalties, including reasonable attorneys' fees imposed or incurred by the District because of the Provider's use or occupancy of the District's facilities, access to said facilities and premises, and/or active or passive negligence of the Provider or of the District, its Board of Trustees, officers, members, representatives, agents, guests, invitee, and/or employees.

THE UNDERSIGNED HAS READ AND VOLUNTARILY SIGNS THE RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT, and further agrees that no oral representation, statements of inducement apart from the foregoing written agreement have been made.

I HAVE READ THIS RELEASE

Signature of Provider: \_\_\_\_\_ Date: \_\_\_\_\_

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



## SEARCH FIRMS

|  |  |
|--|--|
| <p>Cosca Group<br/>4851 Mangels Blvd.<br/>Fairfield, CA 94534<br/>(707) 646-2846<br/><a href="mailto:tcgcorp@sbcglobal.net">tcgcorp@sbcglobal.net</a><br/><a href="http://www.thecoscagroup.com">www.thecoscagroup.com</a></p>   | <p>California School Boards Association<br/>Contact: McPherson &amp; Jacobson, L.L.C.<br/>7905 L St. Suite 310<br/>Omaha, NE 68127<br/>888.375.4814   402.991.7031<br/>Fax: 310.397.6001</p>   |
| <p>Dave Long &amp; Associates<br/>7636 Loretta Drive<br/>Laguna Beach, CA 92651<br/>(916) 616-6027<br/>(760) 219-5873<br/><a href="mailto:Dlong@dlassoc.com">Dlong@dlassoc.com</a><br/><a href="http://www.dlassoc.com">www.dlassoc.com</a></p>  | <p>Leadership Associates<br/>50-855 Washington St., #C-205<br/>La Quinta, CA 92253<br/><a href="mailto:lhunt@leadershipassociates.org">lhunt@leadershipassociates.org</a><br/><a href="http://www.leadershipassociates.org">www.leadershipassociates.org</a></p> |
| <p>Education Leadership Services<br/>Dr. Wendell Chun, Director<br/>10408 St. Andrews Drive<br/>Oakdale, CA 95461<br/>(209) 613-2409<br/><a href="mailto:wlchun@comcast.net">wlchun@comcast.net</a><br/><a href="http://www.edleadershipsservices.net">www.edleadershipsservices.net</a></p>       | <p>Ray and Associates, Inc.<br/>4403 1<sup>st</sup> Avenue, S.E., Suite 407<br/>Cedar Rapids, IA 52402-3221<br/>(319) 393-3115<br/><a href="mailto:glr@rayassoc.com">glr@rayassoc.com</a><br/><a href="http://www.ravassoc.com">www.ravassoc.com</a></p>         |
| <p>Hazard, Young, Attea &amp; Associates, Ltd.<br/>West Coast Regional Office<br/>530 Lytton Avenue, 2<sup>nd</sup> Floor<br/>Palo Alto, CA 94301<br/>(650) 617-3335<br/><a href="mailto:Hya@ecragroup.com">Hya@ecragroup.com</a><br/><a href="http://www.ecragroup.com">www.ecragroup.com</a></p> |  |

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Purple Ribbon Committee Update**

---

On January 23, 2019, more than 70 diverse parents, guardians, teachers, students, staff members and community representatives met at Hoover High School from 6:00-7:30 p.m. The purpose of the January 23 meeting was to transition from Strategic Listening to developing action plans for the school moving forward. This meeting was a continuation of the work done with the Aspire Group in November and December of 2018.

During the seven listening sessions, five critical areas of concern were identified:

1. Racial/Cultural Issues
2. Prevention/Intervention
3. Student/School Safety
4. Communication
5. GUSD Relationship

The work for the “Purple Ribbon Group” on January 23 was to discuss the identified areas of concern and work on strategies, activities, and programs to address and move toward resolving the areas of concern.

Each attendee was given an opportunity to “vote” for areas of concern that they felt were most important to them or a high priority for the school. The top two areas of concern were:

1. Racial/Cultural Issues
2. Prevention and Intervention for Students

The Purple Ribbon Committee then worked on suggestions for action moving forward. The suggestions include:

- Anti-Bias Training for Staff
  - Community Circles school wide
  - Offer lunch groups for new students or groups who need support

- New Student Support
  - Orientation for Newcomer Students
  - Mentorship for Newcomer Students
- Restorative Justice for Conflict
  - Create a Restorative Justice Student Center
  - Get all administrators and counselors trained in Restorative Practices
- Empathy Curriculum for Students
  - Start at Elementary
- Create Interracial Group Opportunities
  - Create art, gardens, etc., that demonstrate unity and can be refreshed yearly
  - Celebrate cultures
- Opportunities for Students or Families to “Break Bread”
  - “Dinner with 12 strangers” (UCLA Model)
  - Lunch time groups for students
- Student Opportunities for Unification
  - Volunteer opportunities
  - More events like Challenge Day and Relay For Life
- Armenian Genocide Instruction
  - Include all cultures impacted by Genocide

Hoover High School will host two more sessions with the Purple Ribbon Group. The group will work on recommendations for the other areas of concern. The meetings will be on Wednesday, February 6, and Wednesday, February 20, from 6:00-7:30 p.m., at Hoover High School, Room 12101.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: ACKNOWLEDGEMENTS OF SERVICE

---

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

Resignations:

1. Almazan, Seth Effective 12/21/18  
Multimedia Technology Assistant  
Cerritos Elementary School
2. Aguilar, Raul Effective 1/08/19  
Custodian I  
Facility and Support Operations Department
3. Baba, Nora Effective 1/10/19  
Education Assistant I  
Cerritos Elementary School
4. Cortez, Walter Effective 1/28/19  
Education Assistant I  
Pacific Avenue
5. Gergi, Ilona Effective 1/25/19  
Early Education Teacher  
EEELP
6. La Torre Saldana, Nohelia Effective 1/11/19  
Education Assistant I  
Pacific Avenue

Resignations: Continued

- |     |   |                   |
|-----|---|-------------------|
| 7.  | Anita Manoukian<br>Education Assistant I<br>Horace Mann Elementary School           | Effective 1/15/19 |
| 8.  | Marquez, Adriana<br>Behavior Intervention Assistant<br>Special Education Department | Effective 1/18/19 |
| 9.  | Melkonian, Helen<br>Education Assistant I<br>John Muir Elementary School            | Effective 1/18/19 |
| 10. | Pineda, Rhina<br>Early Education Teacher<br>Pacific/Edison Preschool                | Effective 2/15/19 |

Retirements:

- |    |   |  |
|----|---|--|
| 1. | Hoonanian, Ashkhen<br>Education Assistant II-Armenian<br>Glendale High School | Effective 3/16/19<br>23 years, 3 months of service |
| 2. | Ortiz, Jose<br>Groundswoker<br>Facility & Support Operations Department       | Effective 2/21/19<br>31 years, 5 months of service |
| 3. | Severa, Jeffrey<br>History Teacher<br>Wilson Middle School                    | Effective 6/13/19<br>30 years of service           |

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Karineh Savarani, Director, Financial Services

SUBJECT: **Governor's 2019-2020 January Budget Proposal and Update on GUSD 2019-20 Budget Planning**

---

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

**State Revenues**

On Thursday, January 10, 2019, Governor Gavin Newsom unveiled his first proposed State Budget for the 2019-20 fiscal year. In Governor Newsom's first State Budget proposal, we see a continued commitment to the Local Control Funding Formula (LCFF) by providing the statutory cost-of living adjustment (COLA); but nothing more, like we saw during the gap closure years. The additional ongoing Proposition 98 dollars above the required amount are proposed to address specific purposes, and not at the complete discretion of the Local Educational Agencies (LEAs). The economy continues to outperform expectations, but the recovery from the Great Recession is in its tenth year and some fear a downturn is looming.

**Summary of Education Funding**

For the current year, the Governor's Budget proposes lower revenues than projected in the Adopted 2017-18 and 2018-19 Budget Acts due to lower-than-anticipated ADA and year over year decline in General Fund revenue growth from 2017-18 to 2018-19. However, funding remains level due to maintaining a \$44 million "over-appropriation" for 2017-18 and using settle-up payments to offset unfunded 2018-19 obligations. The current year Proposition 98 guarantee is now estimated at \$77.9 billion, down approximately \$500 million from the enacted level. For 2019-20, the Governor's Budget proposed a Proposition 98 guarantee of \$80.7 billion, an increase of \$2.8 billion year over year. Some of the major K-12 proposals include the following:

- \$2.0 billion for Local Control Funding Formula (LCFF) reflecting the 3.46% COLA. This brings LCFF funding to \$63 billion.

- A 3.46% statutory COLA for the remaining categorical programs. COLAs for core discretionary fund are included in the LCFF target entitlement calculation.
- \$2.4 billion for Child Care and Universal Preschool, Full-Day Kindergarten to expand inclusive care and education settings for children up to 5 years old, which most are onetime investments and nearly all of them are funded with non-Proposition 98 dollars
- \$576 million (of which \$186 million is one-time) to support expanded Special Education Services and school readiness support at LEAs with high percentages of both students with disabilities and unduplicated students
- \$3 billion total in one-time non-Proposition 98 funds to buy down California State Teachers' Retirement System (CalSTRS) employer contribution rates in 2019-20 and beyond, and to reduce employers' long-term unfunded liability. This means \$700 million to decrease the CalSTRS employer contribution in 2019-20 of 18.13% to 17.1% and in 2020-21 from 19.1% to 18.1%, and \$2.3 billion toward employers' long-term unfunded liability which is estimated to reduce the contribution rates beyond 2020-21 of approximately half a percentage point.

**Local Control Funding Formula (LCFF) and Remaining Categorical Programs**

As stated earlier, the Governor's 2019-20 Budget continues LCFF funding with \$2.0 billion to fund the 3.46% COLA. The 2019-20 LCFF growth provides an average increase in-per-pupil funding of \$343 per ADA. Actual per-ADA increases for individual school districts will vary depending on the LEA gap between current funding and prior year funding.

The LCFF provides supplemental revenues through percentage weighting factors to increase or improve services for students who are not English language proficient, who are from low socioeconomic families or children who are in foster care.

The estimated 2019-20 Base, CSR, CTE, Supplemental and Concentration grant amounts are listed below:

- **Base Grant** - varies by grade level (TK-3...4-6...7-8...9-12).

| Factors                                       | TK-3    | 4-6     | 7-8     | 9-12    |
|---|---------|---------|---------|---------|
| Grade Span Base Grant per ADA                 | \$7,717 | \$7,833 | \$8,066 | \$9,347 |
| Class Size Reduction & Career Tech. Education | \$803   |         |         | \$243   |

- TK-3 grant is approximately \$803 in recognition of the benefit of negotiated class size not to exceed 26 to 1 per school site.

- **Per Student Supplemental Grant** - 20% of the base grant for each enrolled student who is an English learner, eligible for the Free and Reduced-Price Meals Program, or in foster care. **(The District's 3-year average range of unduplicated count for these three groups is approximately 56.25%, which may change).**
- **Per Student Concentration Grant** – an additional 50% would be provided for each eligible student enrolled that exceeds 55% of total enrollment. **Since the District's current range is more than 55%, the District is MAY BE entitled to Concentration Grant.**

For Glendale USD, the 2019-20 LCFF calculation results in an estimated increased funding of \$1.6 million over the First Interim projection. The total increase year over year is \$7.6 million. This is a net change of \$396 per ADA year over year, reflecting a 3.46% COLA, equating to **\$9,759** per ADA.

Funding for most categorical programs was consolidated into the LCFF in 2013-14. State categorical programs outside the LCFF, including Special Education and Child Nutrition are provided with the 3.46% COLA in the Governor's Budget. The proposed budget does not include any additional funding in 2019-20 for Common Core State Standards, an increased employer contribution for CalSTRS and CalPERS, or transportation.

### **Local Control Accountability Plan (LCAP)**

The LCFF moves school districts away from a system of rule/audit compliance to a system of accountability based on local needs and measured by progress towards annual goals. The LCAP is the mechanism used to determine if school districts are meeting their goals.

Glendale USD regularly revisits LCAP goals (with LCAP committee), which are in line with the eight State priorities. The Glendale USD's LCAP plan affirms that we are increasing and improving services to our unduplicated pupils. Ultimately, the District's goal is to improve outcomes for our unduplicated pupils and close the achievement gap for all.

### **California State Teachers' Retirement System (STRS)**

Governor Newsom's proposed State Budget recognizes the growing burden of pension rate increases that LEAs face. A total of \$3 billion in one-time non-Proposition 98 funds will be used to buy down the CalSTRS employer contribution rate in 2019-20 and beyond and to reduce employers' long-term unfunded liability. Based on current assumptions, the 2019-20 rate decreased from 18.13% to 17.1%, 2020-21 from 19.1% to 18.1%, 2021-22 from 18.6% to 18.1%, and 2022-23 from 18.1% to 17.6%.

### **Conclusion**

Governor Newsom enjoys a much more positive financial and economic environment at the release of his first State Budget than his predecessor, but the recovery from the Great Recession is in its



tenth year and some fear a downturn is looming. California is a “donor state,” meaning we give the federal government more than we get back. Despite significant improvements in school funding since the end of the Great Recession, California schools are still funded significantly below the national average.

It is prudent to remember that the Governor’s Proposed Budget provides NO funding for critical programs and obligations, including:

- NO one-time discretionary grants
- NO additional funding to increase the LCFF base grant target to reach the funding level of the top ten states
- NO new funding for Home-to-School Transportation Programs
- While new funding is provided for Special Education, funding for equalization of rates is not included in the Budget

Due to the increases in the CalSTRS, CalPERS, increased contributions, and other budget factors, as well as, the existing structural deficit, the District is now projecting out four years. Based on the Governor’s 2019-20 Budget proposal information, Unrestricted General Fund adjusted balance will be negative \$6 million in fiscal year 2021-22, which is an improvement from the projection at the time of the 2018-19 First Interim. This is with the complete use of LCFF growth in 2018-19 and currently projected growth in the out years, as well as, the Board commitment of \$5 million in solvency savings for 2019-20, to be finalized with the Second Interim.

Multi-Year Projections – Final Considerations:

- CalSTRS and CalPERS contributions are still increasing
- Health and welfare contributions are increasing
- Contributions to restricted programs continue to increase
- Declining enrollment will continue to make it difficult to balance the budget – See attachment “CALPADS Based Enrollment History
- Expectations are for COLA only years
- Federal funds for various state-administered programs could be cut
- Governor Newsom is making his mark and distinguishing himself in his proposed 2019-20 State Budget

- While respecting the education reform of Brown's LCFF, he is charting his own course in addressing the whole child through:
  - Early Childhood Education
  - Parental Leave
  - Health Care
  - Housing Insecurity

The next steps for Glendale USD for the remainder of the 2018-19 fiscal year are as follows:

- February 5, 2019 – Board Presentation and revised Budget Plan for Board Priority #4
- February 19, 2019 – Budget Update
- Date to be determined - Budget Study Session
- March 12, 2019 - Second Interim Budget Report, including Budget Plan for Board Priority #4
- Evaluate State May Revise Budget Impacts
- June 4, 2019 – District 2019-20 Budget Hearing
- June 18, 2019 - Board Adoption of 2019-20 District Budget and finalized Budget Plan for Board Priority #4



GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 5

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
SUBMITTED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources  
SUBJECT: **2020-2021 Student Attendance Calendars**

---

This report presents to the Board of Education for information the 2020-2021 student attendance calendars. These calendars were approved by the Glendale Teachers Association at its negotiations session on January 17, 2019.

The District and GTA have an agreement to publish three years of calendars on an ongoing basis. In compliance with the Board's decision to start each school year in the third full week of August or later and to end the first semester before Winter Break, attached are the 2020-2021 Elementary, Secondary, EEELP and Counselor calendars for the Board's review.

It is the District's intention to present these calendars as Action items at the February 19, 2019 Board of Education meeting and subsequently make them available on the District website.

GLENDALE UNIFIED SCHOOL DISTRICT  
Glendale, California

**ELEMENTARY ATTENDANCE CALENDAR 2020-2021 - DRAFT**

July 2020

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

August 2020

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

September 2020

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

October 2020

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

November 2020

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

December 2020

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

January 2021

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

February 2021

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

March 2021

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

April 2021

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

May 2021

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

June 2021

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

State Holiday     Minimum Day     Student Holiday, All Teachers on Duty     District Staff Dev. Day  
 Students Not in Attendance     Students Not in Attendance

**TOTAL DAYS OF INSTRUCTION 180**  
 District Staff Development Day - Aug. 17  
 Teacher Institute Day - Aug. 18  
 First Trimester Begins/School Opens - Aug. 19  
 Labor Day - Sept. 7  
 District Staff Development Day - Oct. 23  
 Election Day - Nov. 3  
 Veteran's Day - Nov. 11

End of First Trimester - Nov. 12  
 Student Holiday, Teachers on Duty- Nov. 13  
 Thanksgiving Recess - Nov. 23-27  
 Winter Recess - Dec. 21 - Jan. 6  
 Dr. Martin Luther King, Jr. Day - Jan. 18  
 Lincoln Day - Feb. 8  
 Washington Day - Feb. 15

End of Second Trimester - March 5  
 Spring Recess - March 15-19  
 District Staff Development Day - March 22  
 Memorial Day - May 31  
 End of Third Trimester - June 10  
 Student Holiday, Teachers on Duty - June 11

GLENDALE UNIFIED SCHOOL DISTRICT

Glendale, California

**SECONDARY ATTENDANCE CALENDAR 2020-2021 - DRAFT**

October 2020

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

September 2020

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

August 2020

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

July 2020

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

February 2021

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

January 2021

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

December 2020

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

November 2020

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

June 2021

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

May 2021

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

April 2021

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

March 2021

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

**TOTAL DAYS OF INSTRUCTION 180**

○ State Holiday   
 X Minimum Day   
 △ District Staff Dev. Day   
 / Students Not in Attendance

|   |  |   |
|---|--|---|
| District Staff Development Day - Aug. 17<br>Teacher Institute Day - Aug. 18<br>First Semester Begins/School Opens - Aug. 19<br>Labor Day - Sept. 7<br>First Quarter Ends - Oct. 16<br>District Staff Development Day - Oct. 23<br>Election Day - Nov. 3 | Veteran's Day - Nov. 11<br>Thanksgiving Recess - Nov. 23-27<br>Student Holiday, Teachers on Duty, End 1st Sem.-Dec.18<br>Winter Recess - Dec. 21 - Jan. 6<br>Dr. Martin Luther King, Jr. Day - Jan. 18<br>Lincoln Day - Feb. 8<br>Washington Day - Feb. 15 | Third Quarter Ends - March 12<br>Spring Recess - March 15-19<br>District Staff Development Day - March 22<br>Memorial Day - May 31<br>Second Semester Ends - June 10<br>Student Holiday, Teachers on Duty - June 11 |
|---|--|---|

GLENDALE UNIFIED SCHOOL DISTRICT

Glendale, California

**COUNSELOR ATTENDANCE CALENDAR 2020-2021 - DRAFT**

October 2020

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

September 2020

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

August 2020

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

July 2020

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

February 2021

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

January 2021

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

December 2020

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

November 2020

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

June 2021

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

May 2021

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

April 2021

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

March 2021

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

**TOTAL DAYS 201**

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

|   |  |   |
|---|--|---|
| District Staff Development Day - Aug. 17<br>Teacher Institute Day - Aug. 18<br>First Semester Begins/School Opens - Aug. 19<br>Labor Day - Sept. 7<br>First Quarter Ends - Oct. 16<br>District Staff Development Day - Oct. 23<br>Election Day - Nov. 3 | Veteran's Day - Nov. 11<br>Thanksgiving Recess - Nov. 23-27<br>Student Holiday, Teachers on Duty, End 1st Sem.-Dec.18<br>Winter Recess - Dec. 21 - Jan. 6<br>Dr. Martin Luther King, Jr. Day - Jan. 18<br>Lincoln Day - Feb. 8<br>Washington Day - Feb. 15 | Third Quarter Ends - March 12<br>Spring Recess - March 15-19<br>District Staff Development Day - March 22<br>Memorial Day - May 31<br>Second Semester Ends - June 10<br>Student Holiday, Teachers on Duty - June 11 |
|---|--|---|

**GLENDALE UNIFIED SCHOOL DISTRICT**  
Glendale, California

**EEELP ATTENDANCE CALENDAR 2020-2021 - DRAFT**

**July 2020**

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

22

**August 2020**

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

21

**September 2020**

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

21

**October 2020**

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

22

**November 2020**

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

18

**December 2020**

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

18

**January 2021**

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

19

**February 2021**

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

18

**March 2021**

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

23

**April 2021**

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

22

**May 2021**

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

20

**June 2021**

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

22

State Holiday     Minimum Day     District Staff Dev. Day     Students Not in Attendance  
 Student Holiday, All Teachers on Duty     Students Not in Attendance  
 Independence Day - July 3     Dr. Martin Luther King, Jr. Day - Jan. 18  
 Labor Day - Sept. 7     Lincoln Day - Feb. 8  
 Veteran's Day - Nov. 11     Washington Day - Feb. 15  
 Thanksgiving Recess - Nov. 26, 27     Memorial Day - May 31

**TOTAL DAYS OF INSTRUCTION 246**



GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Consideration of Full-Day Transitional Kindergarten and Kindergarten Schedule in GUSD**

---

The Department of Education recently published that 78% of California schools offer a full-day kindergarten program. In the January 10, 2019 budget proposal, Governor Newsom supports *Universal Full-Day Kindergarten*, citing the benefits to children's long-term academic attainment and to ensure access to 100% of kindergarten students. The Governor states that children who are emotionally, developmentally, and academically supported are more likely to continue to excel.

In December 2016, the *Assembly Blueprint for Responsible Budget Priorities* calls for requiring full-day kindergarten programs across the State. High quality, full-day kindergarten programs are associated with improved learning outcomes for students.

*“These outcomes include greater school readiness in a number of areas including language development, higher academic performance in math and reading, and less likelihood of being retained in later elementary grades”* EdSource, 2017.

The National Education Association (NEA) compiled an advocacy guide in 2006, which states:

*Full-day kindergarten provides an essential bridge between pre-kindergarten and the primary grades. It enables children to develop the academic, social and emotional skills they need to be successful. By laying a strong foundation, full-day kindergarten can boost student performance, access and attainment later in school.*

The NEA report cited the following benefits of a full-day kindergarten program from teachers' perspectives:

- Participating in full-day kindergarten eased the transition to first grade, helping children adapt to the demands of a six-hour school day.

- A longer school day offers more flexibility and more time to do activities during free-choice times.
- Having more time made kindergarten less stressful and less frustrating for children because they had time to develop interests and activities more fully.
- Participating in the full-day schedule allowed challenges that are more appropriate for children at all developmental levels.
- Children with developmental delays or those “at-risk” of experiencing school problems had more time for completing projects and for needed socializing with peers and teachers.
- More advanced students had time to complete long-term projects.
- Having full-day kindergarten assisted parents with childcare.
- Switching to full-day kindergarten gave teachers more time for curriculum planning, incorporating a greater number of thematic units in the school year, and offering more in-depth coverage of each unit.

In the United States, thirteen states now require a full-day kindergarten program.

Full-day kindergarten may increase enrollment, as less parents would send their children to private full-day kindergarten programs due to childcare concerns. For parents, there is more continuity in the child’s day, less disruption and more time for focused and independent learning. A 2000 study published by the National Center for Educational Statistics, found that after the second year of a full-day kindergarten program, 100 percent of full-day parents and 72 percent of half-day parents noted that, if given the opportunity again, they would have chosen full-day kindergarten for their child.

Based on GUSD enrollment data over the past two years, GUSD could enroll approximately 100 more kindergarten students a year.

| <b>GUSD Enrollment</b> | <b>Kindergarten</b> | <b>1<sup>st</sup> Grade</b> | <b>Difference</b> |
|------------------------|---------------------|-----------------------------|-------------------|
| 2018-2019              | 1,919               | 2,013                       | 94                |
| 2017-2018              | 1,898               | 1,996                       | 98                |

*California Education Code Section 8973* currently allows schools districts to extend the minutes in kindergarten if both of the following conditional areas are met:

- 1) The kindergarten program does not exceed the length of the primary school day.
- 2) The extended-day kindergarten program takes into account ample opportunity for both active and quiet activities with an integrated, experiential, and developmentally appropriate educational program.

On the same day that Governor Newsom's budget proposal was released, Assembly Member Shirley Weber introduced Assembly Bill 197 (copy attached) that would mandate a full-day kindergarten program beginning with the 2021-2022 school year. This legislation would require the minutes for kindergarten to be the same as the minutes that are offered in first grade if approved.

[Home](#)[Bill Information](#)[California Law](#)[Publications](#)[Other Resources](#)[My Subscriptions](#)[My Favorites](#)**AB-197 Full-day kindergarten.** (2019-2020)

SHARE THIS:



Date Published: 01/10/2019 09:00 PM

CALIFORNIA LEGISLATURE— 2019–2020 REGULAR SESSION

**ASSEMBLY BILL****No. 197****Introduced by Assembly Member Weber****January 10, 2019**

An act to amend Section 37202 of, to amend and repeal Sections 8973, 46111, 46117, 46118, and 46119 of, and to amend, repeal, and add Sections 46112 and 46114 of, the Education Code, relating to kindergarten.

**LEGISLATIVE COUNSEL'S DIGEST**

AB 197, as introduced, Weber. Full-day kindergarten.

Existing law provides that school districts offering kindergarten may maintain kindergarten classes at different schoolsites for different lengths of time.

This bill would require, commencing with the 2021–22 school year, school districts offering kindergarten to implement a full-day kindergarten program, thereby imposing a state-mandated local program. The bill would provide that a minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in 1st grade.

This bill also would make conforming changes to other provisions of existing law.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:**

**SECTION 1.** The Legislature finds and declares all of the following:

(a) All California public school kindergarten pupils deserve the opportunity to maximize their growth, development, and success at this critical time in their developmental process.

(b) Full-day kindergarten provides this opportunity through a longer instructional day that has proven to be successful where it has been implemented. School districts can obtain an example of an extended kindergarten curriculum to help them more easily transition to a full-day kindergarten program. One example curriculum that was designed for a full-day kindergarten program is available through the Los Angeles Unified School District, which has already implemented a full-day kindergarten program.

(c) Full-day kindergarten should provide time to meet the developmentally based instructional needs of the whole child. It should encompass all curricular areas, including visual and performing arts and physical education, as outlined in the state-adopted curriculum frameworks.

(d) In addition, full-day kindergarten must be a priority for school districts and reserving or obtaining space for the full-day kindergarten program must take precedence over all nonclass requirements.

**SEC. 2.** Section 8973 of the Education Code is amended to read:

**8973.** (a) Notwithstanding any other ~~provision of~~ law, the kindergarten schoolday in an early primary program conducted pursuant to Section 8972 may exceed four hours, exclusive of recesses, ~~provided that if~~ both of the following conditions are met:

~~(a)~~

(1) The governing board of a school district declares that the extended-day kindergarten program does not exceed the length of the primary schoolday.

~~(b)~~

(2) The extended-day kindergarten program takes into account ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

*(b) This section shall become inoperative on July 1, 2021, and as of January 1, 2022, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2022, deletes or extends the dates on which it becomes inoperative and is repealed.*

**SEC. 3.** Section 37202 of the Education Code is amended to read:

**37202.** (a) Except if a school has been closed by order of a city or a county board of health, or of the State ~~Board of Health, Department of Public Health~~, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the elementary day schools established by it for an equal length of time during the school year and all of the day high schools established by it for an equal length of time during the school year.

(b) Notwithstanding subdivision (a), a school district that is implementing an early primary program, pursuant to Chapter 8 (commencing with Section 8970) of Part ~~6, 6 of Division 1 of Title 1~~, may maintain kindergarten or transitional kindergarten classes for different lengths of time during the schoolday, either at the same or a different ~~schoolsite. schoolsite, except, with respect to a kindergarten program, as provided in subdivision (c).~~

*(c) Commencing with the 2021-22 school year, each school district shall implement a full-day kindergarten program.*

*(d) For purposes of this section, "full-day kindergarten" means, except as otherwise provided in this chapter, instruction provided for the same number of minutes per schoolday that is offered to pupils in first grade, exclusive of noon intermissions, but inclusive of recesses, in accordance with Section 46115.*

**SEC. 4.** Section 46111 of the Education Code is amended to read:

**46111.** (a) (1) ~~No-A~~ pupil in a kindergarten shall *not* be kept in school in any day more than four hours exclusive of ~~recesses recesses~~, except for pupils in Early Primary Programs, as set forth in Chapter 8 (commencing with Section 8970) of Part ~~6, 6 of Division 1 of Title 1~~.

(2) A pupil in a kindergarten in a school operating on a program of multitrack year-round scheduling pursuant to subdivision (a) of Section 37670 may be kept in school on any day for 265 minutes of instruction, exclusive of

recesses.

(b) This section ~~shall~~ *does* not apply to the Pasadena Unified School District or counties of the third class as determined pursuant to Section 28024 of the Government Code, as it read on January 1, 1977.

(c) This section ~~shall~~ *does* not apply to *a pupil of* the San Bernardino Unified School District ~~with regard to any pupil of that district~~ who is determined by the principal of the school in which that pupil is enrolled, pursuant to testing, teacher recommendation, or both, to be developmentally and academically suited for ~~the a~~ longer instructional day.

*(d) This section shall become inoperative on July 1, 2021, and as of January 1, 2022, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2022, deletes or extends the dates on which it becomes inoperative and is repealed.*

**SEC. 5.** Section 46112 of the Education Code is amended to read:

**46112.** (a) The minimum schoolday in grades 1, 2, and 3 in elementary schools, except in opportunity schools, classes, or programs, is 230 minutes, except ~~where~~ *if* the governing board of a school district has prescribed a shorter length for the schoolday because of *a* lack of school facilities ~~which that~~ requires double sessions, in which case the minimum schoolday in ~~such those~~ grades shall be 200 minutes.

*(b) This section shall become inoperative on July 1, 2021, and as of January 1, 2022, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2022, deletes or extends the dates on which it becomes inoperative and is repealed.*

**SEC. 6.** Section 46112 is added to the Education Code, to read:

**46112.** (a) The minimum schoolday in grades 1, 2, and 3 in elementary schools, except in opportunity schools, classes, or programs, is 230 minutes, except if the governing board of a school district has prescribed a shorter length for the schoolday because of a lack of school facilities that requires double sessions, in which case the minimum schoolday in those grades is 200 minutes.

(b) The minimum schoolday in kindergarten in elementary schools is the same number of minutes per schoolday that is offered to pupils in first grade.

(c) This section shall become operative on July 1, 2021.

**SEC. 7.** Section 46114 of the Education Code is amended to read:

**46114.** (a) The minimum schoolday in *a kindergarten implementing the full-day kindergarten program required by subdivision (c) of Section 37202, and in* grades 1, 2, and 3 in elementary schools may be computed by determining the number of minutes of attendance in any 10 consecutive schooldays and dividing that number by 10. If the resulting quotient is 230 or more, the pupils shall be deemed to have complied with Section 46112, even if the number of minutes attended in any one schoolday is less than 230, but not less than 170.

(b) The minimum schoolday in grades 4, 5, 6, 7, and 8 in elementary schools may be computed by determining the number of minutes of attendance in any 10 consecutive schooldays and dividing that number by 10. If the resulting quotient is 240 or more, the pupils shall be deemed to have complied with Section 46113, even if the number of minutes attended in any one schoolday is less than 240, but not less than 180.

(c) The minimum schoolday in kindergarten in elementary schools *that are not implementing the full-day kindergarten program required by subdivision (c) of Section 37202* may be computed by determining the number of minutes of attendance in any 10 consecutive schooldays and dividing that number by 10. If the resulting quotient is 180 or more, pupils shall be deemed to have complied with Section 46117, even if the number of minutes attended in any one schoolday is less than 180, but not less than 60.

~~No~~

*(d) A computation authorized by this section shall not result in any increase in state apportionments.*

*(e) This section shall become inoperative on July 1, 2021, and as of January 1, 2022, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2022, deletes or extends the dates on which it becomes inoperative and is repealed.*

**SEC. 8.** Section 46114 is added to the Education Code, to read:

**46114.** (a) The minimum schoolday in kindergarten and grades 1, 2, and 3 in elementary schools may be computed by determining the number of minutes of attendance in any 10 consecutive schooldays and dividing that number by 10. If the resulting quotient is 230 or more, the pupils shall be deemed to have complied with Section 46112, even if the number of minutes attended in any one schoolday is less than 230, but not less than 170.

(b) The minimum schoolday in grades 4, 5, 6, 7, and 8 in elementary schools may be computed by determining the number of minutes of attendance in any 10 consecutive schooldays and dividing that number by 10. If the resulting quotient is 240 or more, the pupils shall be deemed to have complied with Section 46113, even if the number of minutes attended in any one schoolday is less than 240, but not less than 180.

(c) The computation authorized by this section shall not result in any increase in state apportionments.

(d) This section shall become operative on July 1, 2021.

**SEC. 9.** Section 46117 of the Education Code is amended to read:

**46117.** (a) The minimum schoolday for ~~pupils a pupil~~ in ~~kindergartens a kindergarten other than a kindergarten that is implementing the full-day kindergarten program required by subdivision (c) of Section 37202 is~~ 180 minutes inclusive of recesses, and ~~no-units a unit~~ of average daily attendance shall *not* be credited for attendance in kindergarten classes if the minimum schoolday of ~~such those~~ classes is less than 180 minutes.

*(b) This section shall become inoperative on July 1, 2021, and as of January 1, 2022, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2022, deletes or extends the dates on which it becomes inoperative and is repealed.*

**SEC. 10.** Section 46118 of the Education Code is amended to read:

**46118.** (a) A single-session kindergarten class shall meet all of the following criteria:

~~(a)~~

*(1) The class is maintained for a minimum of 180 minutes per ~~schoolday~~. schoolday, unless the kindergarten is implementing the full-day kindergarten program required by subdivision (c) of Section 37202.*

~~(b)~~

*(2) The kindergarten class teacher is assigned to only one session of kindergarten daily as a principal teacher.*

~~(c)~~

*(3) The kindergarten teacher is a full-time certificated employee.*

~~(d)~~

*(4) The kindergarten teacher shall be available for assistance or assignment in the instructional program of the primary grades when not involved in the kindergarten program.*

*(b) This section shall become inoperative on July 1, 2021, and as of January 1, 2022, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2022, deletes or extends the dates on which it becomes inoperative and is repealed.*

**SEC. 11.** Section 46119 of the Education Code is amended to read:

**46119.** (a) The governing board of a school district ~~which that~~ has fewer than 40 pupils enrolled in kindergarten classes may ~~make-application~~ *apply* to the Superintendent ~~of Public Instruction requesting for~~ approval to maintain ~~two 2~~ kindergarten classes of 150 minutes each inclusive of recesses on the same day ~~which that~~ are taught by the same teacher. The average daily attendance for ~~such those~~ classes shall be adjusted by a multiplication factor of 0.500.

*(b) This section shall become inoperative on July 1, 2021, and as of January 1, 2022, is repealed, unless a later enacted statute that becomes operative on or before January 1, 2022, deletes or extends the dates on which it*

*becomes inoperative and is repealed.*

**SEC. 12.** If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

**SUBJECT: Low-Performing Students Block Grant**

---

The California Department of Education is providing funds through the Low-Performing Students Block Grant (LPSBG) for local educational agencies serving students identified as low-performing on State English language arts or Math assessment, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. This is a new one-time entitlement state program established by Assembly Bill 1808 in June 2018. Funding for the grant is allocated in the 2018-19 school year and is available for expenditure or encumbrance through the 2020-21 fiscal year. No application is required to receive LPSBG funds.

The funding for Glendale Unified School District is based on 535 students whose 2016-17 CAASPP assessment results in ELA and Math indicate:

- having not met standard (level 1), in ELA and Math
- having not met standard (level 1) in either ELA or Math and nearly met standard (level 2) in the other
- not having a valid score in either ELA or Math

These students are also not represented in the unduplicated pupil groups (low income, foster youth, English learners), and are not identified as receiving special education services

Glendale Unified School District is scheduled to receive a total entitlement of \$1,057,173.00 for fiscal year 2018-19. The first apportionment of \$528,587.00 has already been received and the second half is expected to be released in May/June 2019. Funds must be expended by June 2021.

A condition of receipt of funds is a requirement to develop and approve a plan describing how funds will increase or improve evidence-based services for the pupils identified to accelerate and close the achievement gaps. The plan must include how the effectiveness of services will be measured and how services align to and are described in the Local Control and Accountability Plan (LCAP).

The Board must adopt the plan on or before March 1, 2019 at a regularly scheduled Board of Education meeting.

Staff is recommending funds to provide evidence-based professional development activities in the areas of English Language Arts and Math to directly support pupil achievement and accelerate increases in the academic achievement of students.

The plan proposes year-long professional development activities for all certificated teaching staff focused on research-based effective instructional strategies and best practices for English Language Arts and Math to increase instructional rigor and provide differentiated approaches to effective instruction. The proposed plan supports and promotes LCAP goals and priorities, specifically Priority #1, Maximize Student Achievement and Priority #2, Create a Culture of Learning.

Professional development activities will be conducted by Glendale Unified School District's Teaching and Learning Departments and various content area experts/consultants. Professional development activities will take place two to three times throughout the year for each content area, English Language Arts and Math, and will align and support both the elementary and secondary curriculums. Teachers will be provided release days to participate in professional development activities to ensure a deep understanding and strong command of identified instructional strategies and teaching methods.

The effectiveness of professional development activities will be reviewed annually as measured by CAASPP assessment results and CAASPP Interim Assessments. For secondary schools, staff will also monitor course completion, D/F grade histories, and a-g completion rates for the identified students.

The plan will be presented at the February 19, 2019 Board meeting for the Board's consideration and approval.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 8

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBJECT: **Proposed New and Revised Board Policies Relating to Philosophy-Goals-Objectives and Comprehensive Plans; Community Relations; Students, and Bylaws of the Board**

---

This report will provide the Board of Education with information on the need to create new or revise existing Board Policies Board Policies (BP) 0460 (Local Control Accountability Plan); BP 1220 (Citizen Advisory Committees); BP 5141.52 (Suicide Prevention); BP 9100 (Annual Organization Meeting); BP 9322 (Agenda/Meeting Materials); and BP 9324 (Minutes of Board of Education Meetings) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

**BP 0460 - Local Control Accountability Plan**

CSBA Update: December 2018  
Last GUSD Update: January 2018

Board Policy (BP) 0460 is being updated to use CSBA language to reflect a new law (AB 2878), which expands the state priority on parent involvement that must be addressed in the local control accountability plan (LCAP) to include family engagement. The revised policy also reflects a new law (AB 1808) that requires consultation on plan development with special education local plan administrator(s) and by July 1, 2019, requires districts to develop a local control funding formula budget overview of parents/guardians in conjunction with the LCAP. It further reflects a new law (AB 1840) that requires the State Board of Education to expand the LCAP template by January 31, 2020 to include specified information. The section on “Technical Assistance/Intervention” has been updated to reflect AB 1808, which established a single statewide system of support for districts and schools, and AB 1840, which provides that a district receiving an emergency apportionment will be deemed to have been referred to the California Collaborative for Educational Excellence.

**BP 1220 - Citizen Advisory Committees**

CSBA Update: July 2007  
Last GUSD Update: December 2002

BP 1220 - Citizen Advisory Committees is being updated to reflect current CSBA language and legal references. Upon approval of the revisions, a new administrative regulation will be adopted and will include language related to:

- Committee Charge
- Committees Subject to Brown Act Requirements
- Committees Not Subject to Brown Act Requirements
- Committees Created by Superintendent

#### **BP 5141.52 - Suicide Prevention**

CSBA Update: December 2018  
Last GUSD Update: August 2017

BP 5141.62 is being updated, using CSBA language, to reflect a new law (AB 2639) which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary. Language from the previous board policy is being moved to the administrative regulation. Upon approval of the policy revisions, an accompanying regulation will be updated to reflect a new law (SB 972) which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. The regulation will also reflect a new law (AB 1808) which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.

#### **BP 9100 - Organization**

CSBA Update: July 2015  
Last GUSD Update: April 2009

BP 9100 - Organization - is being revised to set the date of the Board's annual organizational meeting. Beginning with the March 3, 2020 election cycle, the Board elections will be administered by the Los Angeles County Registrar-Recorder/County Clerk's office. GUSD's elections are no longer governed by the City Charter.

#### **BP 9322 - Agenda/Meeting Materials**

CSBA Update: December 2018  
Last GUSD Update: May 2016

Bylaw 9322 is updated to reflect requirement effective January 1, 2019, that districts post a direct link on the homepage of their website to the current board meeting agenda or to

the district's agenda management platform. Bylaw also clarifies that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee comprised exclusively of board members.

**BP 9324 - Minutes of Board of Education Meetings**

CSBA Update: December 2018  
Last GUSD Update: April 2016

BB 9324 (Minutes and Recordings) is being updated to reflect new law (SB 1036) which prohibits districts from including in board meeting minutes a student's directory information or a parent/guardian's personal information, as defined, when the student or parent/guardian requests that such information be excluded.

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 19, 2019, Board meeting for approval. Further, upon approval of the policies, updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

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

Philosophy, Goals, Objectives and Comprehensive Plans

Local Control and Accountability Plan

The Board of Education desires to ensure the most effective use of available state funding to improve outcomes for all students. A ~~community-based~~, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with state and local priorities and to the District budget and facilitate continuous improvement of District practices.

The Board shall adopt a Districtwide local control and accountability plan (LCAP), ~~using~~ based on the template provided adopted by the State Board of Education (SBE), ~~which that~~ addresses the state priorities ~~specified~~ in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the District budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, ~~or as otherwise defined by the Superintendent of Public Instruction (SPI).~~ (Education Code 52052)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each District school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP ~~or the annual update~~ are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other District and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the District's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update.

Philosophy, Goals, Objectives and Comprehensive Plans

Local Control and Accountability Plan

(Education Code 52064.1)

Any complaint that the District has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

Public Review and Input

The Board shall establish ~~the following committee(s)~~ a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include ~~at least one~~ at least one parents/guardians of ~~an~~ an unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever District enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP ~~or the annual update~~ to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification

## Philosophy, Goals, Objectives and Comprehensive Plans

### Local Control and Accountability Plan

possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

As part of the parent and community engagement process, the District shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the District is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

### Adoption of the Plan

~~Prior to adopting the district budget, but at the same public meeting, the~~ The Board shall adopt the LCAP prior to adopting the District budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

### Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, ~~the District budget, and the budget overview for parents/guardians,~~ the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the



## Philosophy, Goals, Objectives and Comprehensive Plans

### Local Control and Accountability Plan

County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

### Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by ~~him/her~~ the Superintendent and the Board, regarding the District's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of District and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

### Technical Assistance/Intervention

~~When it is in the best interest of the district~~ At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in ~~the identification of~~ identifying District strengths and weaknesses in regard to state priorities ~~and, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in~~ identifying effective, evidence-based programs or practices that ~~apply to the district's goals~~ address any areas of weakness.
2. Assistance from an academic, programmatic, or fiscal expert, or team of ~~academic~~ experts, ~~or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The District may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.~~
3. ~~Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074.~~

In the event that the County Superintendent requires the District to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant to Education Code 52071, the Board shall ~~review all recommendations received from~~

Philosophy, Goals, Objectives and Comprehensive Plans

Local Control and Accountability Plan

work with the County Superintendent or another advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062 service provider at District expense, and shall provide the County Superintendent timely documentation of the District's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071).

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the District shall implement the recommendations of that agency in order to accomplish the goals set forth in the District's LCAP. (Education Code 52071, 52074)

If the Superintendent of Public Instruction (SPI) identifies the District as needing intervention pursuant to Education Code 52072, the District shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1. Revision of the District's LCAP.
2. Revision of the District's budget in accordance with changes in the LCAP.
3. A determination to stay or rescind any District action that would prevent the District from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement.

Legal Reference: Education Code, Sections 305-306; 17002; 33430-33436; 41020; 41320-41322; 42127; 42238.01-42238.07; 44258.9; 48985; 51210; 51220; 52052; 52059.5; 52060-52077; 52302; 52372.5; 54692; 60119; 60605.8; ~~60811.3~~; 64001; 99300-99301  
Welfare and Institutions Code, Section 300  
Code of Regulations, Title 5, Sections 15494-15497  
United States Code, Title 20, Sections 6312; 6826

Policy Adopted: 09/02/2014

Policy Revised: 09/20/2016; 09/05/2017; 01/16/2018; --/--/2019

Community Relations

Participation by the Public -- Citizen Advisory Committees

- A. ~~The Board of Education may appoint a committee or task force of staff, parents and other citizens to assist in gathering information, evaluating the needs and desires of the community, and advising the Board on the implementation of certain plans or actions. Such a group may serve in an advisory capacity only. The Board of Education makes the final decision on all matters of action.~~
- B. ~~Specific topics for study or areas of activity shall be defined by the Board of Education in its charge to the committee or task force. Such groups should not continue for a prolonged period of time without a definite assignment.~~
- C. ~~The advisory committee or task force should follow an organized and systematic plan for carrying out its assignment. A sample guideline for operation of an advisory committee is as follows:~~
- ~~1. Selection of members.~~
  - ~~2. Orientation of members.~~
  - ~~3. Outline of the charge and procedures to be followed.~~
  - ~~4. Organization of the committee and selection of subcommittees, as needed.~~
  - ~~5. Selection of materials and resources.~~
  - ~~6. Action on the assignment.~~
  - ~~7. Preliminary reports to the committee by members.~~
  - ~~8. Consensus on reports.~~
  - ~~9. Development of recommendations.~~
  - ~~10. Presentation of recommendations to District representatives.~~
  - ~~11. Discussion of recommendations by District Staff.~~
  - ~~12. Presentation to Board of Education for review and public discussion.~~
  - ~~13. Staff recommendations.~~
  - ~~14. Notification to public regarding recommendations.~~
  - ~~15. Action by the Board of Education.~~
  - ~~16. Notification of Board action to the staff and community.~~
  - ~~17. Dissolution of the committee by the Board of Education.~~
- D. ~~The Board of Education shall determine when the committee or task force shall be dissolved. This action usually will take place at the completion of the assigned task.~~
- E. ~~Board approved District advisory committees are subject to open meeting laws (the Brown Act), with the exception of Government Code 54954, 54955, 54955.1 and 54956. Open meeting laws do not apply to administrative advisory committees.~~

The Board of Education recognizes that citizen advisory committees enable the Board to better

Community Relations

Participation by the Public -- Citizen Advisory Committees

understand the interests and concerns of the community.

The Board shall establish citizen advisory committees when required by law, to strengthen the effectiveness of District and school operations, or to enhance student learning. The purpose of any such committees shall be clearly defined and aligned to the District's vision, mission, and goals. The Board may dissolve any advisory committee not required by law when the committee has fulfilled its duties or at any time the Board deems it necessary.

The Superintendent or designee may establish advisory committees which shall report to him/her in accordance with law, Board policy, and administrative regulation.

Citizen advisory committees shall serve in an advisory capacity; they may make recommendations, but their actions shall not be binding on the Board or Superintendent.

The membership of citizen advisory committees should reflect the diversity of the community and represent a diversity of viewpoints.

The Superintendent or designee shall provide training and information, as necessary, to enable committee members to understand the goals of the committee and to fulfill their role as committee members.

Within budget allocations, the Superintendent or designee may approve requests for committee travel and may reimburse committee members for expenses at the same rates and under the same conditions as those provided for District employees.

Legal References:     Education Code, Sections 8070; 11503; 15278-15282; 15359.3; 17387-17391; 35147; 35160, 35169, 35172-44032; 52060; 52063; 52176; 52852; 54425; 5444.1-5444.2; 56190-56194; 62002.5; 64001  
                              Government Code, Sections 810.2; 810.4; 815.2; 820.9; 6250-6270; 54950-54963  
                              United States Code, Title 42, Section 1758b  
                              Court Decisions: Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Policy Adopted:       06/1959

Policy Amended:      08/1985; 05/1994; 12/17/2002; --/--/2019

Students

Suicide Prevention

The Board of Education recognizes that suicide is a ~~major~~ leading cause of death among youth and ~~should be taken seriously that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance.~~ In order to attempt an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive measures and strategies and for suicide prevention, intervention, and postvention procedures.

~~The~~ In developing measures and strategies for use by the District, the Superintendent or designee may involve consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

A. ~~Prevention and Instruction~~

- ~~1. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.~~
- ~~2. The district's comprehensive health education program shall promote the healthy physical, mental, emotional, and social development of students including, but not limited to, the development of problem solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.~~
- ~~3. The Superintendent or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, protective factors, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.~~

B. ~~Staff Development~~

~~Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district~~

Students

Suicide Prevention

~~counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:~~

- ~~1. Research identifying risk factors, such as previous suicide attempt(s); youth bereaved by suicide; family history of suicide or violence; youth with disabilities, mental illness, or substance use disorders; a recent severe stressor or loss; youth experiencing homelessness or in out-of-home settings, such as foster care; lesbian, gay, bisexual, transgender, or questioning youth; and other factors.~~
- ~~2. Warning signs that may indicate suicidal intentions, including changes in students' achievement, appearance, personality, or behavior.~~
- ~~3. Research based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.~~
- ~~4. School and community resources and services.~~
- ~~5. District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide.~~

~~C. Intervention~~

- ~~1. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.~~
- ~~2. Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.~~
- ~~3. The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school sponsored activity. These procedures include postvention/follow up and reducing suicide contagion.~~

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school

Students

Suicide Prevention

counselors, and other District employees who interact with students.

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students.
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the District's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
6. Crisis intervention procedures for addressing suicide threats or attempts.
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

Legal Reference: Education Code, Sections 215; 215.5; 216; 32280-32289; 49060-49079; 49602; 49604  
Government Code, Sections 810-996.6  
Penal Code, Sections 11164-11174.3

Students

Suicide Prevention

Welfare and Institutions Code, Sections 5698; 5850-5883

Court Decisions: Corales v. Bennett (Ontario-Montclair School District),  
(2009) 567 F.3d 554

Policy Adopted: 08/15/2017

Policy Revised: --/--/2019



Annual Organization Meeting

~~In non election years, the Board of Education shall meet in the Board Room of the Administration Center at the first Regular Board Meeting in April of each year; and at the meeting, effect an organization of the Board for the year, and readopt the Board Policies.~~

~~In an election year, the Board shall hold its organizational meeting, for the purposes above, on the second Monday after the first Tuesday.~~

Each year, the Governing Board shall hold an annual organizational meeting. In non-election years, the Board of Education shall hold its organizational meeting on the 3<sup>rd</sup> Tuesday in April in the Board Room of the Administration Center. In election years, the Board shall hold its organizational meeting on the third Tuesday in April, subject to the certification of the election results as presented by the Los Angeles County Registrar-Recorder/County Clerk's Office.

At this meeting, the Board shall effect an organization of the Board for the year, readopt the Board Policies, and authorize signatures. The Board will also elect one of its members to serve as a representative to the Los Angeles County School Trustees Association and one to serve on the County Committee on School District Organization.

A. Selection of Officers

1. The selection of officers may be determined by a rotation of seats.
2. The seats on the Board of Education are:
  - Seat 1 - President
  - Seat 2 - Vice President
  - Seat 3 - Clerk
  - Seat 4 - Board Member
  - Seat 5 - Board Member
3. In non-election years and in years when there are no newly-elected Members, the outgoing President may rotate to Seat 5 and other Members may rotate forward.
4. When newly-elected Members join the Board:
  - a. New Member(s) may assume seats 5 (4, 3) in the order of election votes received with the forward seat receiving the most votes;
  - b. The outgoing President may rotate to the seat preceding the new Member(s).

B. Vacancy in Office

1. If a vacancy occurs, Board Members will advance to the next seat in the rotation process.
2. If the vacancy occurs in the first half of the year, the rotation will be considered one rotation. If the rotation occurs in the last half of the year, it will be considered an early rotation for the following year.
3. If the Board Member wishes to forego rotation to the next seat, that Board Member will assume Seat 5 and the other Members will rotate forward.

C. Non Rotation

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

The election of Board officers shall be conducted during an open session of the annual organizational meeting.

Legal Reference: Education Code ,Sections 35022; 35025; 35034; 35036; 35037; 35039;  
35040; 35041.5; 35121; 35143; 35160; 35250  
Education Code, Sections 35010-35014

Policy Adopted: 12/04/1956

Policy Amended: 01/18/1977; 03/19/1985; 08/23/1994; 05/18/1999; 04/25/2000;  
04/02/2002; 04/01/2003; 06/24/2003; 04/03/2007; 04/20/2009; --/--/2019

Formerly BP 9130, BP 9140

Agenda/Meeting Materials

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning.

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

~~The Board of Education will adopt annually a calendar of regular meetings which shall, in accordance with law, specify the time, place and date of each regular meeting scheduled before the next organizational meeting. Revision in the calendar may be made as required.~~

~~Board meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session.~~

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters ~~address the Board at regular meetings~~ on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Each ~~meeting~~ agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of agenda documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting.

The agenda shall include information regarding how, when, and to whom a request should be made if ~~specify that~~ an individual ~~who~~ requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting, ~~should contact the Public Information Office with reasonable advanced notice.~~

## Agenda/Meeting Materials

### Agenda Preparation

The Board president and the Superintendent, as secretary of the Board, shall work together to develop the agenda for each regular and special meeting. ~~Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.~~

Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information. If any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote; or an information item that does not require immediate action. ~~or a consent item that is routine in nature and for which no discussion is anticipated.~~

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature ~~or~~ and items for which ~~no~~ Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. ~~However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that~~

### Agenda/Meeting Materials

~~members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it.~~

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda.

Any public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

### Agenda Dissemination to Board Members

~~A copy of the agenda and appropriate accompanying materials shall be forwarded to each Board member at least three days before each regular meeting.~~

~~When special meetings are called, the Superintendent and president shall make every effort to distribute the agenda and support materials to Board members as soon as possible.~~

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

### Agenda Dissemination to Members of the Public

~~The Superintendent or designee shall provide in a timely manner a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items.~~

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Agenda/Meeting Materials

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board, ~~provided the document is a public record under the Public Records Act. The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting.~~

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet are subject to an annual fee as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Agenda/Meeting Materials

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Legal Reference: Education Code, Sections 35144; 35145; 35145.5  
Government Code, Sections 6250-6270; 53635.7; 54954.1; 54954.2;  
54954.3; 54954.5; 54956.5; 54957.5; 54960.2  
United States Code, Title 42, 12101-12213  
Code of Federal Regulations, Title 28, 35.160, 36.303

Policy Adopted: 03/19/1985

Policy Amended: 06/24/2003; 12/14/2010; 05/03/2016, --/--/2019

Formerly BP 9449

Minutes of Board of Education Meetings

The Governing Board recognizes that maintaining accurate minutes of Board meetings ~~provides a record of Board actions for use by district staff and the public and~~ helps foster public trust in Board governance and provides a record of Board actions for use by district staff and the public.

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records. A copy of the minutes shall be kept in the Superintendent's Office at the Administration Center for inspection by any citizen. The official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

The minutes of Board meetings shall include, but not be limited to:

1. ~~The minutes shall reflect~~ A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure.
2. ~~In order to ensure that the minutes are focused on Board action, the minutes shall include only~~ A brief summary of the Board's discussion on each topic, but shall not include rather than a verbatim record of each Board member's specific points of view during the discussion, the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.
3. A summary of the public comments made on agendized items and unagendized topics.
4. ~~The minutes shall include~~ The specific language of each motion and the names of the Board members who made and seconded the motion.
5. ~~The minutes shall also report~~ Any action taken and the vote or abstention on that action of each member present.

~~The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.~~

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

The Board agenda shall include a statement of the option and process for students and parents/guardians to request that such information be excluded from the minutes.



Minutes of Board of Education Meetings

The superintendent or designee shall distribute a copy of the “unapproved” minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the President and the Clerk of the Board of Education.

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records.

Recording or Broadcasting of Meetings

The district may tape, film, stream, or broadcast any open Board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made during a meeting are public records and, upon request, shall be made available for inspection by members of the public on a district recorder without charge.

Legal Reference: Education Code, Sections 35012; 35145(a); 35163; 35164; 49061;  
49073.2  
Government Code, Sections 54952.2; 54053; 54953.5; 54953.6; 54957.2;  
54960  
Penal Code, Section 632  
Code of Regulations, Title 5, 16020-16027

Policy Adopted: 12/04/1956

Policy Amended: 01/02/1979; 03/19/1985; 03/16/1999; 06/24/2003; 12/14/2010;  
04/05/2016; --/--/2019

Formerly BP 9448

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 9

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Dr. Chris Coulter, Director, Teaching & Learning

PREPARED BY: Melanie Doody, Teacher Specialist, Teaching & Learning

**SUBJECT: Recommendation for Instructional Material Adoption for Precalculus**

---

**Background**

California State Standards for Mathematics call for a fourth year of high school math, Precalculus. In previous standards, this course was called Math Analysis. GUSD’s Math Analysis textbooks are in need of replacement and not aligned to current standards.

**Textbook Review**

The Mathematics Curriculum Study Committee (CSC) formed an adoption committee with two representatives per site from Clark Magnet, Crescenta Valley, Glendale, and Hoover High Schools to review Precalculus materials from various publishers. The eight-person committee, along with the Secondary Math Teacher Specialist, met to delve into current Precalculus standards and the *Mathematics Framework*. Using the Precalculus and Instructional Materials chapters of the *Framework*, teachers revised the “Instructional Materials Evaluation Tool” provided by the Los Angeles County Office of Education.

Using the revised tool, the Precalculus textbook adoption committee agreed on the following dual adoption recommendation to CSC:

- *Precalculus: Mathematics for Calculus* by Stewart, Redlin, Watson
- CPM: *Precalculus* by Elizabeth Coyner, Leslie Dietiker, Judy Kysh, Karen Wootton

The four schools who teach Precalculus unanimously approved the recommendation at the December 11, 2018 Math CSC meeting. It is expected that sites using CPM for Integrated Math will continue with CPM for Precalculus and sites that use HMH for Integrated Math will use the Stewart book for Precalculus. The AP calculus book, which was adopted by all sites last year, is also authored by Stewart.

The Secondary Education Council approved the CSC recommendation at the January 23, 2019 Principals’ meeting and recommended the dual adoption to the Interim

Superintendent. Textbook information for both books was posted on the GUSD website for public comment for two weeks ending February 1, 2019.

**Recommendation**

The Interim Superintendent recommends a six-year dual adoption of *Precalculus: Mathematics for Calculus* by Stewart, Redlin, Watson, and CPM: *Precalculus* by Elizabeth Coyner, Leslie Dietiker, Judy Kysh, Karen Wootton, with sites determining which textbook they will use as a department. This recommendation will be brought as an action item for Board consideration at the Board of Education meeting on February 19, 2019.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 10

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Kristine Nam, Communications Director

SUBJECT: **“Board Member in Your Neighborhood” Open House Visits**

---

This spring, GUSD will host “Board Member in Your Neighborhood” visits at each comprehensive high school as part of the high school open house events. This will give stakeholders the opportunity to meet with GUSD Board of Education Members one-on-one or in small groups in a casual setting to share their thoughts and ideas for how we can continuously improve our schools.

In accordance with Brown Act, we recommend that two Board Members attend each comprehensive high school open house event. We recommend Board Members attend the following events based on Trustee voting areas and 2018-19 school site assignments:

- Hoover HS (February 28, 6:00 p.m.): Greg Krikorian, Nayiri Nahabedian
- Crescenta Valley HS (March 7, 5:30 p.m.): Jennifer Freemon, Greg Krikorian
- Glendale HS (April 4, 6:00 p.m.): Armina Gharpetian, Shant Sahakian

**Format**

A table will be set up in a room at each high school and refreshments will be provided by GUSD. The Public Information Office will advertise “Board Member in Your Neighborhood” visits in the weeks leading up to each open house and provide signs and flyers at the open house events directing stakeholders to the appropriate room.

The Public Information Office will provide information sheets on important GUSD issues, such as budget and Measure S, as well as promotional materials for GUSD programs, such as CTE, FLAG Dual Immersion, and Restorative Practices, to share with stakeholders.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

INFORMATION REPORT NO. 11

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

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

---

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 Items
    - i. Budget Adjustment for Hoover High School Pool Expansion and Renovation Project
    - ii. Project Authorization for Hoover High School Pool Expansion and Renovation Project
2. Items on this Agenda
  - Approval of Change Order No. 1 to Bid No. 178-18/19 with NR Development, Inc. for shade Structure Installation at Glendale High and Verdugo Woodlands Elementary Schools and Notice of Completion
  - Approval of Change Order No. 1 to Bid No. 172-17/18 with Golden Phoenix Construction Co., Inc. for Installation of Portable Classroom Buildings at Dunsmore Elementary School, Phase II and Notice of Completion
  - Approval of Budget Allocation for Verdugo Woodlands Bridge Project
3. Hoover Pool Project Update

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 1

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
SUBMITTED BY: Dr. Nancy Hong, Coordinator I, FLAG Programs  
SUBJECT: **Approval of FLAG French and Italian Pathway Changes**

---

The Interim Superintendent recommends that the Board of Education approve pathway changes for French and Italian Foreign Language Academies of Glendale (FLAG) students to attend Toll Middle School starting with the 2019-2020 school year.

At its meeting on November 26, 2018 and December 11, 2018, the Board of Education was provided with information regarding the FLAG French and Italian pathways. The information focused on the impact to both Toll and Roosevelt Middle Schools if pathway changes were to be made for the FLAG French and Italian programs.

**Enrollment:**

The following charts show the enrollment trends, the elementary schools that feed into Roosevelt and Toll Middle Schools, and the number of students who are currently enrolled in the 7th grade class:

**Enrollment Trends for Roosevelt and Toll Middle Schools**

|           | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Roosevelt | 801       | 770       | 775       | 749       | 754       |
| Toll      | 1,156     | 1,241     | 1,243     | 1,243     | 1,172     |

In 2018-19, Roosevelt increased in student enrollment by 0.6% from 2017-18. At Toll, student enrollment decreased in 2018-19 from the previous year by 4%.

| Elementary Schools                     | Number of Students in 7th Grade Class at Roosevelt Middle School | Number of Students in 7th Grade Class at Toll Middle School |
|--|--|---|
| Balboa                                 | -  | 93  |
| Franklin                               | 9  | 15<br>(*intradistrict permit)                               |
| Cerritos                               | 36   | -   |
| Jefferson                              | -  | 72  |
| Muir                                   | 72   | -   |
| Edison                                 | 70   | 34  |
| Verdugo Woodlands                      | 1<br>(*intradistrict permit)                                     | -   |
| 6 <sup>th</sup> Grade Already Enrolled | 127  | 236   |
| Out of District                        | 6  | 20  |
| <b>Total</b>                           | <b>321</b>   | <b>470</b>  |

Out of the 7th grade class of 321 students at Roosevelt, , 2.8% matriculated from Franklin. There were 47 students in the 6th grade class at Franklin in 2017-18. From this group, 19% transitioned to Roosevelt Middle School.

For Toll, out of the 7th grade class of 470 students, 3% matriculated from Franklin. Out of the 47 students in the 6th grade class at Franklin in 2017-18, 31% went on to Toll Middle School.

#### Students at Roosevelt Middle School by FLAG Language Program

| Language Program | Feeder Schools | Total Students Enrolled in a Language Course at Toll |
|------------------|----------------|--|
| FLAG German      | Franklin       | 6  |
| FLAG Italian     | Franklin       | 8  |
| FLAG Spanish     | Franklin/Muir  | 42   |
| <b>Total</b>     |                | <b>56</b>  |

**Students at Toll Middle School by FLAG Language Program**

| <b>Language Program</b> | <b>Feeder Schools</b> | <b>Total Students Enrolled in a Language Course at Toll</b> |
|-------------------------|-----------------------|---|
| FLAG Armenian           | Jefferson             | 21  |
| FLAG Korean             | Keppel                | 34  |
| FLAG Spanish            | Edison                | 95  |
| <b>Total</b>            |                       | <b>150</b>  |

**Schedules of Middle/High School World Language Teachers Who Travel Between Sites:**

**Armenian World Language Teacher**

| <b>Period</b> | <b>Site</b>   | <b>Class</b>      | <b>Time</b>       |
|---------------|---------------|-------------------|-------------------|
| 1st           | Wilson MS     | FLAG Armenian 7   | 8:00-8:55 am      |
| 2nd           | Wilson MS     | FLAG Armenian 6   | 9:00-9:57 am      |
| 3rd           | Wilson MS     | FLAG Armenian 8   | 10:17-11:12 am    |
| 4th           | <b>TRAVEL</b> |                   | 11:17 am-12:12 pm |
| 5th           | Toll MS       | Prep              | 1:10-2:00 pm      |
| 6th           | Toll MS       | FLAG Armenian 7/8 | 2:05-2:55 pm      |



**Italian World Language Teacher**

| <b>Period</b> | <b>Site</b>   | <b>Class</b>                     | <b>Time</b>       |
|---------------|---------------|----------------------------------|-------------------|
| 1st           | Hoover HS     | Italian Language and Culture 5-6 | 8:00-8:56 am      |
| 2nd           | <b>TRAVEL</b> |                                  | 8:56-9:56 am      |
| 3rd           | Roosevelt MS  | Prep                             | 9:51-10:41 am     |
| 4th           | Roosevelt MS  | Prep                             | 10:59-11:49 am    |
| 5th           | Roosevelt MS  | ELD                              | 11:54 am-12:44 pm |
| 6th           | Roosevelt MS  | ELD                              | 1:20-2:10 pm      |
| 7th           | Roosevelt MS  | FLAG Italian 7/8                 | 2:15-3:05 pm      |

**Japanese World Language Teacher**

| <b>Period</b> | <b>Site</b>   | <b>Class</b>                      | <b>Time</b>       |
|---------------|---------------|-----------------------------------|-------------------|
| 1st           | Glendale HS   | Japanese Language and Culture 5-6 | 8:00-8:58 am      |
| 2nd           | Glendale HS   | Prep                              | 9:04-10:04 am     |
| 3rd           | <b>TRAVEL</b> |                                   | 10:17-11:12 am    |
| 4th           | Wilson MS     | FLAG Japanese 8                   | 11:17 am-12:12 pm |
| 5th           | Wilson MS     | FLAG Japanese 7                   | 12:52-1:47 pm     |
| 6th           | n/a           | n/a                               | n/a               |

Decreasing the amount of travel between sites would allow that period (equivalent to .2 FTE/teacher) to be used for instruction to the benefit of more students.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Change Order No. 1 to Bid No. 178-18/19 with NR Development, Inc. for Shade Structure Installation at Glendale High and Verdugo Woodlands Elementary Schools and Notice of Completion**

---

The Interim Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 178-18/19 with NR Development, Inc. for Shade Structure Installation at Glendale High and Verdugo Woodlands Elementary Schools in the amount of \$20,751.25 and a Notice of Completion.

This item is in support of Board Priority No. 2 – Create a Culture of Learning. On August 14, 2018, the Board approved the award of Bid No. 178-18/19 to NR Development, Inc. (Downey) for the installation of shade structures at Glendale High and Verdugo Woodlands Elementary Schools in the amount of \$104,500.00.

Change Order No. 1 in the amount of \$20,751.25 accounts for additional costs for the installation of different footings, due to unforeseen underground conditions. This Change Order represents an increase of 20% of the original contract, and increases the original contract total to \$125,251.25. Per Public Contract Code 20118.4, if the cost of the change or alteration is in excess of ten percent (10%) of the original contract price, the change or alteration is a necessary and integral part of the work under the contract, and bidding would delay the completion of the contract, a Resolution may be approved by the Board without the formality of bidding. Resolution No. 13, for Change Order No. 1, was passed by the Board on December 11, 2018 by unanimous vote. Below is a list of the Proposed Change Orders (PCO's) that are accounted for in Change Order No. 1:

| PCO Number | Responsibility Code | Change Amount      |
|------------|---------------------|--------------------|
| 1          | 1, 7                | \$20,751.25        |
|            | <b>Total:</b>       | <b>\$20,751.25</b> |

Responsibility Codes are defined as follows:

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

This project was completed in a satisfactory manner as of January 7, 2019 for a total cost of \$125,251.25. The project is funded by Measure S – District-Wide Shade Structures and ORG Project funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.



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

**Project Name:** 178-18/19 Glendale/Verd.  
**DSA No:** 03-118-702

**District PO No:** \_\_\_\_\_  
**District Contract No:** 178-18/19

**CHANGE ORDER (CO)**

|            |  |                |          |
|------------|--|----------------|----------|
| <b>To:</b> | NR Development, Inc.                     | <b>CO No.:</b> | 1        |
|            | 12307 Woodruff Avenue, Downey, CA. 90241 | <b>Date:</b>   | 1/2/2019 |

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

| <b>Item</b> | <b>Responsibility Code</b> | <b>Days</b> | <b>Change Amount</b> |
|-------------|----------------------------|-------------|----------------------|
| NR COR #001 | 1, 7                       | 7           | \$20,751.25          |
|             |                            |             |                      |
|             |                            |             |                      |
|             |                            |             |                      |
|             |                            |             |                      |
|             |                            |             |                      |

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

|  | Amount        | Cal. Days  |
|--|---------------|------------|
| The Original Contract Sum and Calendar Days .....                          | \$ 104,500.00 | 121        |
| Net Change by Previously Authorized Requests and Changes .....             | \$ 0.00       |            |
| The Contract Sum and Days prior to this Change Order were.....             | \$ 104,500.00 |            |
| The Contract Sum and Days will be increased/(decreased) by .....           | \$ 20,751.25  | 7          |
| The New Contract Sum and Days including this Change Order.....             | \$ 125,251.25 |            |
| The Date of Contract Completion as of this Change Order is therefore ..... |               | 01/07/2019 |
| Cumulative Percentage of Original Contract .....                           | % 20.00       |            |

| Authorized          | Signature          | Date     |
|---------------------|--------------------|----------|
| Owner               |                    |          |
| Contractor          | <i>[Signature]</i> | 1/2/2019 |
| Architect           | <i>[Signature]</i> | 1/9/19   |
| Project Manager     | <i>[Signature]</i> | 1/2/19   |
| Inspector of Record | <i>[Signature]</i> | 1/5/19   |

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

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

Recording Requested by  
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

### NOTICE OF COMPLETION

|           |  |  |
|-----------|--|--|
| PROPERTY: | Verdugo Woodlands E.S.                             | Glendale H.S.                                  |
| ADDRESS:  | 1751 N. Verdugo Road<br>Glendale, California 91208 | 1440 E. Broadway<br>Glendale, California 91205 |

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

|                     |                              |
|---------------------|------------------------------|
| IMPROVEMENT:        | Shade Structure Installation |
| BID NUMBER:         | Bid No. 178 - 18/19          |
| DATE of COMPLETION: | January 7, 2019              |
| CONTRACTOR:         | NR Development, Inc.         |
| CONTRACT DATE:      | August 21, 2018              |
| BOARD APPROVAL:     | August 14, 2018              |
| PURCHASE ORDER No.: | 0001024211                   |

### VERIFICATION

I, the undersigned, say: I am the Glendale Unified School District Official, the declarant of the foregoing notice of completion. I have read the Notice Of Completion and know the contents thereof: the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on February 6, 2019 at Glendale, California

Stephen Dickinson  
Glendale Unified School District  
Chief Financial Officer

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 3

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Approval of Change Order No. 1 to Bid No. 172-17/18 with Golden Phoenix Construction Co., Inc. for Installation of Portable Classroom Buildings at Dunsmore Elementary School, Phase II and Notice of Completion**

---

The Interim Superintendent recommends that the Board of Education approve Change Order No. 1 to Bid No. 172-17/18 with Golden Phoenix Construction Co., Inc. for the installation of portable classroom buildings at Dunsmore Elementary School, Phase II in the amount of \$9,145.74 and a Notice of Completion.

This item is in support of Board Priority No. 2 – Create a Culture of Learning. On June 4, 2018, the Board approved the award of Bid No. 172-17/18 to Golden Phoenix Construction Co., Inc. (Pasadena) for the installation of portable classroom buildings at Dunsmore Elementary School in the amount of \$168,000.00.

Change Order No. 1 in the amount of \$9,145.74 accounts for the installation of new gutters and an additional concrete curb, as well as a credit for the removal of seal coating and trenching from the scope of work. This Change Order represents an increase of 5.44% of the original contract and is included in the previously allocated 10% project contingency. This increases the original contract total to \$177,145.74. Below is a list of the Proposed Change Orders (PCO's) that are accounted for in Change Order No. 1:

| PCO Number | Responsibility Code | Change Amount     |
|------------|---------------------|-------------------|
| 1          | 1                   | \$9,764.36        |
| 2, 4, 5    | 4                   | (\$618.62)        |
|            | <b>Total:</b>       | <b>\$9,145.74</b> |

Responsibility Codes are defined as follows:

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

This project was completed in a satisfactory manner as of August 10, 2018 for a total cost of \$177,145.74. This project is funded by Developer Fees – Dunsmore Portables Project funds. The Superintendent's Facility Advisory Committee supports this recommendation.





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

**Project Name:** *Dunsmore - 90093*  
**DSA No:** *03-118937*

**District PO No:** **1017982**  
**District Contract No:**

**CHANGE ORDER (CO)**

**To:** Golden Phoenix  
 40 N. Altadena Dr. Suite 205, Pasadena CA 91107

**CO No. 1**  
**Date:** *January 10, 2018*

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

| <u>Item</u> | <u>Responsibility Code</u> | <u>Days</u> | <u>Change Amount</u> |
|-------------|----------------------------|-------------|----------------------|
| PCO 1       | 1- Differing Conditions    | 0           | \$ 9,764.36          |
| PCO 2, 4, 5 | 4- Value Enhancement       | 0           | \$ (618.62)          |

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

|  |    |                   |             |
|--|----|-------------------|-------------|
| The Original Contract Sum and Calendar Days .....                          | \$ | <i>168,000.00</i> | <i>51</i>   |
| Net Change by Previously Authorized Requests and Changes .....             | \$ | <i>0</i>          | <i>0</i>    |
| The Contract Sum and Days prior to this Change Order were.....             | \$ | <i>168,000.00</i> | <i>51</i>   |
| The Contract Sum and Days will be increased/(decreased) by .....           | \$ | <i>9,145.74</i>   | <i>0</i>    |
| The New Contract Sum and Days including this Change Order.....             | \$ | <i>177,145.74</i> | <i>51</i>   |
| The Date of Contract Completion as of this Change Order is therefore ..... |    | <i>8/10/18</i>    |             |
| Cumulative Percentage of Original Contract .....                           | %  |                   | <i>5.4%</i> |

| Authorized          | Signature | Date              |
|---------------------|-----------|-------------------|
| Owner               |           |                   |
| Contractor          |           | <i>1-14-19</i>    |
| Architect           |           | <i>1-11-19</i>    |
| Project Manager     |           | <i>1-14-19</i>    |
| Inspector of Record |           | <i>01-15-2019</i> |

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

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

Recording Requested by  
Glendale Unified School District.

When recorded please mail to:

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

(Space above this line for Recorders Use)

### NOTICE OF COMPLETION

PROPERTY: Dunsmore Elementary School  
ADDRESS: 4717 Dunsmore Avenue  
La Crescenta, California 91214

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

IMPROVEMENT: Installation of Portable Classrooms  
BID NUMBER: Bid No. 172-17/18  
DATE of COMPLETION: August 10<sup>th</sup>, 2018  
CONTRACTOR: Golden Phoenix Construction Co., Inc.  
CONTRACT DATE: June 6, 2018  
BOARD APPROVAL: June 4, 2018  
PURCHASE ORDER No.: 0001017982

### VERIFICATION

I, the undersigned, say: I am the Glendale Unified School District Official, the declarant of the foregoing notice of completion. I have read the Notice Of Completion and know the contents thereof: the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on February 6, 2019 at Glendale, California

Stephen Dickinson  
Glendale Unified School District  
Chief Financial Officer

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Kelly King., Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

**SUBJECT: Approval of Budget Allocation for Verdugo Woodlands Bridge Project**

The Interim Superintendent recommends that the Board of Education approve a budget allocation for the Verdugo Woodlands Bridge Project in the amount of \$2,000,000.

This item is in support of Board Priority No. 2 – Create a Culture of Learning.

On February 7, 2017, the Board approved the Verdugo Woodlands Bridge Project in the amount of \$1,500,000. This project was anticipated to be paid for out of uncommitted funds that were previously allocated for the Verdugo Woodlands Elementary School ORG Project.

Since this approval, Planning & Development staff has updated the budgets for all ORG projects and has determined that the uncommitted funds for the Verdugo Woodlands ORG project will be approximately \$1.6 million. Taking into consideration the needs of the school, staff has determined that these funds will need to be allocated to different projects based on their priority.

In working with NAC Architecture on the design of the bridge, revised construction costs are estimated to be approximately \$1,500,000. A recommendation is being made to authorize a new budget allocation of \$2,000,000 in Measure S funds for the completion of the Verdugo Woodlands Bridge Project. This allocation includes construction costs on the project, as well as soft costs such as architectural/engineering fees, inspection and laboratory testing fees, and project management.

This project will be funded by Measure S funds. The Superintendent's Facility Advisory Committee voted to support this recommendation.



GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION ITEM NO. 5

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

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

---

The Interim Superintendent recommends 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”, this modification of AR 4351 is being made in case the District decides to 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.

The following criteria have been established by the Los Angeles County Office of Education to qualify for this stipend:

1. The position must be vacant.
2. The employee assigned to the position must be doing 100% of the job duties.
3. The stipend must be identified on the salary schedule.
4. Written agreement must be documented.

After approval of the revision to AR 4351 by the Board of Education, it must be submitted to and approved by LACOE as the final step. Any changes to an existing salary schedule must be approved by LACOE. Once approved, the Board of Education will be notified.

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

February 5, 2019

ACTION REPORT NO. 6

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

**SUBJECT: Approval to Extend Bid Number P-58-16/17**

---

The Interim Superintendent recommends that the Board of Education extend Bid Number P-58-16/17 for one year to the Los Angeles County Office of Education for District internet services and to increase bandwidth to accommodate current demand for a total amount of \$67,173.00, plus a one-time installation cost of \$1,500.00.

Los Angeles County Office of Education (LACOE) is the internet service provider for the District. The current contract was executed July 1, 2016. The term was for three years and included two optional one-year extensions. Internet access is provided via two data circuits, one at the District Office, and one at Rosemont Middle School. All GUSD Internet traffic is shared across these two circuits, with each providing 1Gbps of bandwidth, for a total combined bandwidth of 2Gbps for the entire GUSD. Internet bandwidth demand within GUSD has steadily increased over time and is now approaching the 2Gbps limit.

It is recommended to approve a one-year extension of the contract with LACOE for bundled Internet Access. It is also recommended to increase the bandwidth for the LACOE circuit at the District Office from 1Gbps to 10Gbps to accommodate increased demand for Internet access.

The cost to extend the contract for one year and increase internet bandwidth is \$65,673.00 for the circuits plus a \$1,500.00 one-time cost for installation and configuration of the higher capacity circuit.

# Los Angeles County Office of Education Technology Services

NETWORK SERVICES AND SUPPORT  
LACOE SPIN (498 ID) - 143006363

## Exhibit A - Cost Estimate

**Do Not Forward Without LACOE Consent**

Site: **Glendale USD/Rosemont**  
Address: 223 N. Jackson St.  
Glendale CA 91206  
Contact: Frank Schlueter  
Tel: 818-433-8001  
Email: [fschlueter@gusd.net](mailto:fschlueter@gusd.net)

Service Description  
- P2P circuit back to LACOE  
- LACOE 24x7 circuit monitor and management  
- Access to Internet via LACOE 100 Gbps circuit to CalREN

Date:  
1/14/2019

Rosemont Elementary  
4725 Rosemont Ave, La Crescenta 91214

|                                   |  | Site<br>Jackson                | Site<br>Jackson     | Site<br>Rosemont    |           |             |
|-----------------------------------|--|--------------------------------|---------------------|---------------------|-----------|-------------|
|                                   |  | <b>A</b>                       | <b>B</b>            | <b>C</b>            | <b>D</b>  |             |
|                                   |  | <b>5Gb</b>                     | <b>10Gb</b>         | <b>1Gb</b>          | <b>NA</b> |             |
|                                   |  | AT&T                           | AT&T                | AT&T                | NA        |             |
| <b>ISP SERVICE RATE WORKSHEET</b> |  | Options<br>Bandwidth<br>Vendor |                     |                     |           |             |
| <b><u>E-rate Services</u></b>     |  |                                |                     |                     |           |             |
| 1                                 | MRC Circuit Bandwidth                    | \$ 3,842.72                    | \$ 2,878.20         | \$ 1,500.00         | \$        | 0.00        |
| 2                                 | MRC Direct-Port                          | \$ 960.68                      | \$ 719.55           | \$ 375.00           | \$        | 0.00        |
|                                   | <b>MRC Total</b>                         | <b>\$ 4,803.40</b>             | <b>\$ 3,597.75</b>  | <b>\$ 1,875.00</b>  | <b>\$</b> | <b>0.00</b> |
| 3                                 | NRC Setup (Equipment, Config, Install)   | \$ 1,500                       | \$ 1,500            | \$ 0                | \$        | 0           |
| 4                                 | NRC Cabling                              | \$ 0.00                        | \$ 0.00             | \$ 0.00             | \$        | 0.00        |
|                                   | <b>NRC Total</b>                         | <b>\$ 1,500.00</b>             | <b>\$ 1,500.00</b>  | <b>\$ 0.00</b>      | <b>\$</b> | <b>0.00</b> |
|                                   | <b>1st Yr E-rate Est [(MRCx12)+NRC]:</b> | <b>\$ 59,140.80</b>            | <b>\$ 44,673.00</b> | <b>\$ 22,500.00</b> | <b>\$</b> | <b>0.00</b> |
| <b><u>Non E-rate Services</u></b> |  |                                |                     |                     |           |             |
| 1                                 | Total Number of District VPN Users       | 0                              | 0                   | 0                   | \$        | 0.00        |
|                                   | MRC LACOE Business Services VPN          | \$ 0.00                        | \$ 0.00             | \$ 0.00             | \$        | 0.00        |
| 2                                 | Total Number of Staff and Students       | 0                              | 0                   | 0                   | \$        | 0.00        |
|                                   | MRC Content Filtering Service            | \$ 0.00                        | \$ 0.00             | \$ 0.00             | \$        | 0.00        |
|                                   | <b>MRC Total</b>                         | <b>\$ 0.00</b>                 | <b>\$ 0.00</b>      | <b>\$ 0.00</b>      | <b>\$</b> | <b>0.00</b> |
|                                   | <b>1st Yr Non E-rate Est (MRCx12):</b>   | <b>\$ 0.00</b>                 | <b>\$ 0.00</b>      | <b>\$ 0.00</b>      | <b>\$</b> | <b>0.00</b> |

[ NOTES ]

(1) Terms:

MRC - Monthly Recurring Charge  
NRC - Non Recurring Charge

(2) Pricing is based on existing LACOE contract C-16015 as the first 1 year extension

(3) Pricing is for an upgrade of an existing 1Gb circuit 14L1XN000010-001PT AT&T to 5Gb or 10Gb at 223 N Jackson St

(4) Potential fiber installation may delay project. Path must be provided prior to extending DMARC.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Dr. Lena Richter, Director, Categorical Programs & Interventions

SUBJECT: **Acceptance of the California Newcomer Education and Well-Being (CalNEW) Project Funding**

---

The Interim Superintendent recommends that the Board of Education accept the California Newcomer Education and Well-Being (CalNEW) Project funding in the amount of \$81,280, and authorize staff to execute an agreement with the California Department of Social Services.

The California Department of Social Services (CDSS) announced the receipt of state funding under the CalNEW Project for the fiscal year of 2018-2019. The CDSS has been awarded \$10,000,000 to provide additional services for refugees and other eligible school-age students served by the federal Office of Refugee Resettlement. In addition to the federal Refugee Student Impact (RSI) funds received by the District, Glendale Unified School District has been awarded \$81,280 for fiscal year 2018-19 by the California Department of Social Services to implement its CalNEW Project over the course of three years. Funding for the second and third year will be released in increments, subject to availability of funds and satisfactory progress of the District's program.

Currently, the RSI funds provide refugee students with tutoring services to improve academic performance, a summer program that promotes school readiness and supports remedial work, and parental involvement programs.

With the new state funds from the CalNew Project, refugees and eligible school-age students who have been in the U.S. five years or less will receive additional services to improve their academic performance and social adjustment through activities such as supplemental English language instruction; additional after-school tutoring hours to service those currently on the wait list; enhance the after-school/summer programs by including educational field trips; and partner with local community organizations to train refugee high school students and parents in job search readiness and employment skills.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 8

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Dr. Lena Richter, Director, Categorical Programs & Intervention

**SUBJECT: Acceptance of the Low-Performing Students Block Grant**

The Interim Superintendent recommends that the Board of Education accept the Low-Performing Students Block Grant entitlement funding in the amount of \$1,057,173.00 from the California Department of Education.

The California Department of Education is providing funds through the Low-Performing Students Block Grant (LPSBG) for local educational agencies serving students identified as low-performing on State English language arts or Math assessment, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. This is a new one-time entitlement state program established by Assembly Bill 1808 in June 2018. Funding for the grant is allocated in the 2018-19 school year and is available for expenditure or encumbrance through the 2020-21 fiscal year. No application is required to receive LPSBG funds.

The funding for Glendale Unified School District is based on 535 students whose 2016-17 CAASPP assessment results in ELA and Math indicate:

- having not met standard (level 1), in ELA and Math
- having not met standard (level 1) in either ELA or Math and nearly met standard (level 2) in the other
- not having a valid score in either ELA or Math

These students are also not represented in the unduplicated pupil groups (low income, foster youth, English learners), and are not identified as receiving special education services

Glendale Unified School District is scheduled to receive a total entitlement of \$1,057,173.00 for fiscal year 2018-19. The first apportionment of \$528,587.00 has already been received and the second half is expected to be released in May/June 2019. Funds must be expended by June 2021.

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 9

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval for Additional Contract with Rockstar Recruiting – DBA StaffRehab**

---

The Interim Superintendent recommends that the Board of Education approve an additional contract between Glendale Unified School District and Rockstar Recruiting – DBA StaffRehab in the amount of \$180,000 to provide nursing, speech, occupational and physical therapy, student support, individual psychological assessments and IEP services to Special Education students.

At its meeting of June 19, 2018, the Board of Education approved a contract with Rockstar Recruiting - DBA StaffRehab in the amount of \$100,000 to provide nursing, speech, occupational and physical therapy, student support, individual psychological assessments and IEP services to Special Education students. However, it is estimated that an additional \$180,000 will be needed to cover provided services for the remainder of the 2018-2019 school year. Special Education resources will be used to pay for these services.

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

**SERVICES AGREEMENT**

This **Agreement** for Professional Services (“Agreement”) is made and entered into as of the 14<sup>th</sup> day of January, 2019 by and between the Glendale Unified School District, (“District”) and Rockstar Recruiting-DBA StaffRehab a corporation, whose place of business is Newport Beach, CA [City], herein referring to as (“Contractor”), (together, “Parties”).

WITNESSETH: The parties do hereby contract and agree as follows:

1. *Services Description.* CONTRACTOR will perform the services described in the “Scope of Work” attached hereto as Addendum A and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on January 1, 2019 and will diligently perform as required and complete performance by June 30, 2019
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

- X   Signed Agreement
- X   Workers' Compensation Certification
- X   Fingerprinting/Criminal Background Investigation Certification
- X   Insurance Certificates and Endorsements
- X   W-9 Form
- X   Non-collusion Declaration
- X   Tuberculosis Clearance

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) One hundred eighty thousand dollars (\$ 180,000.00 ) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

**Note:** Accounts Payable will not process payment until the services have been completed. Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.

4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:
  - 4.1. **N/A**



5. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
6. **Materials.** Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
8. **Termination.**
  - 8.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
  - 8.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 8.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 8.3.1. material violation of this Agreement by the Contractor; or
    - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
    - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

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

9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers (“the indemnified parties”) from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity (“Claim”), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors’ and/or attorneys’ fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

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

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

10.1.1. **Commercial General Liability and Automobile Liability Insurance.**  
 Commercial General Liability Insurance and Any Auto Automobile Liability

Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

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

10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.

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

10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."

10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.

10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.

10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

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

11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

12. **Compliance with Laws. Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **Certificates/Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **Anti-Discrimination.** District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
  - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

21. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District:**

**Glendale Unified School District**  
223 N. Jackson Street  
Glendale, California 91206  
ATTN: Arik Panossian

**Contractor:**

StaffRehab  
5000 Birch St., Suite 3000 W  
Newport Beach, CA 92660  
ATTN: Sara Palmer

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. . In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
23. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District’s administrative offices are located.
24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
27. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
28. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney’s fees.
29. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

30. **Calculation of Time.** For the purposes of this Agreement, “days” refers to calendar days unless otherwise specified.
31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
32. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor’s expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District’s premises, possession or distribution of contraband, or the access to, and security of, the Party’s real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party’s premises. The operation of vehicles by either Party’s personnel on the other Party’s property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party’s property and involving either Party’s personnel shall be reported promptly to the appropriate Party’s personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

42. **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.



SIGNATURE PAGE

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

Company Name Rockstar Recruiting-DBA StaffRehab

By: [Signature]  
Signature  
Sera Palmer  
Print Name

Founder & CEO  
Title:  
Dated: 1/14, 2018

By: [Signature]  
Signature  
Lindsay Joseph  
Print Name

Director of Talent  
Title:  
Dated: 1/14, 2018

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

Information regarding Contractor:

License No.: \_\_\_\_\_  
Address: 5000 Birch St., Suite 3000 W  
Newport Beach, CA 92660  
Telephone: (888)835-0894 Ext. 123  
Facsimile: (949)258-5296  
E-Mail: spalmer@staffrehab.com

27-0834975

Employer Identification and/or  
Social Security Number

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

Type of Business Entity:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation, State: \_\_\_\_\_
- Limited Liability Company
- Other: \_\_\_\_\_

Glendale Unified School District

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

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

Print Name: Dr. Kelly King

Print Title: Interim Superintendent

**ATTACHMENT A**

**DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR**

Contractor's entire Proposal is **not** made part of this Agreement.

Contractor may provide the following General Services:

Consultant, as needed, to provide nursing, speech, occupational and physical therapy, student support, individual psychological assessments and IEP services to Special Education students.

Rates:

Speech Language Pathologist \$85 – \$90 per hour (TBD)

Occupational Therapist \$85 – \$90 per hour (TBD)

Physical Therapist \$85 – \$90 per hour (TBD)

School Psychologist PPS \$85 – \$90 per hour (TBD)

Special Education Teachers & Resource Specialists \$65 – \$80 per hour (TBD)

LVN \$45 – 55 per hour (TBD)

**EXHIBIT "A"**

**WORKERS' COMPENSATION CERTIFICATION**

Labor Code Section 3700 in relevant part provides:

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

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

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

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

Name of Contractor: Rockstar Recruiting - DBA StaffRehab

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

Print Name and Title: \_\_\_\_\_

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

**EXHIBIT "B"**

**FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION**

One of the three boxes below **must** be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Professional Services ("Agreement"):

The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows:

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

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

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

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

The undersigned does hereby certify that I am a representative of the Contractor currently under contract with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

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

Name of Contractor or Company: Rockstar Recruiting - DBA StaffRehab

Representative's Name and Title: \_\_\_\_\_

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

**EXHIBIT "C"**

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

The undersigned declares:

I am the \_\_\_\_\_ of Rockstar Recruiting-DBA StaffRehab, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on \_\_\_\_\_ [date], at \_\_\_\_\_ [city], \_\_\_\_\_ [state].

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

**EXHIBIT "D"**

**TUBERCULOSIS CLEARANCE**

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the Rockstar Recruiting-DBA StaffRehab ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

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

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

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

Print Name and Title: \_\_\_\_\_

**Services cannot be rendered until all documentation is submitted and final approval is received.**

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 10

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Approval of Contract with College Board**

---

The Interim Superintendent recommends that the Board of Education approve a contract between the College Board and Glendale Unified School District in the amount of \$50,531 (actual total to be based on enrollment) for the Preliminary SAT/National Merit Scholarship Qualifying Test Early Participation Program in the 2018-2019 school year.

The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The College Board supports this initiative by providing Local Education Agencies (LEAs) with access to additional savings when LEAs pay to engage at least one entire grade of students in taking the PSAT/NMSQT. Shifting this financial obligation from the student to the LEA provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

The College Board will furnish the PSAT/NMSQT and the following deliverables and reports to participating schools/students:

- PSAT/NMSQT test materials (student guides and test booklets)
- Student Paper Score Report (one copy sent to school)
- Student Online Score Report, delivered via the College Board website
- Access to Official SAT Practice on Khan Academy (students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance)

- School online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website
- School online access to AP Potential™
- The Official Educator Guide
- PSAT/NMSQT Supervisor Manual

The program is provided to the 10<sup>th</sup> and 11<sup>th</sup> grade students at Clark Magnet, Crescenta Valley, Glendale, and Herbert Hoover High Schools.

The term of this agreement, in the amount of \$50,531, was in effect on August 20, 2018 and will expire on June 30, 2019. The quoted cost is based on projected enrollment; therefore, there could be an adjustment in total cost should the enrollment numbers change. Further, applicable sales taxes will be added when numbers are finalized. Categorical Programs funding will cover the costs associated with these services through the College Readiness Block Grant.





**COLLEGE BOARD'S  
COLLEGE READINESS AND SUCCESS CONTRACT #: CB-00023052**

**THIS AGREEMENT**, including all appendices, exhibits, and schedules attached hereto (the "Agreement"), is made as of this **August 20, 2018** ("Effective Date"), by and between Glendale Unified School District ("Client") and the College Board (the "College Board").

**WHEREAS**, the College Board shall make available, and Client may order the following College Board exams, products, and services related to the College Board's College Readiness and Success System.

**NOW, THEREFORE**, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

**1.0 Services & Deliverables.** The College Board shall furnish Client with the exams, products, licenses, services and/or deliverables (collectively, "Deliverables") in accordance with the applicable schedules, which outline the Deliverables hereunder ("Schedule"); and attached hereto and incorporated herein by this reference. If Client has additional orders after the Effective Date of this Agreement, and during the Term (as defined in Section 2.1), the parties agree such Deliverables shall be added by an addendum signed by both parties.

**2.0 Term & Termination.**

**2.1 Term.** This Agreement shall be for a term beginning as of August 20, 2018 and, unless sooner terminated as provided herein, will expire on June 30, 2019 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to the College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If, during the Term, Client decides to have the College Board support Client's administration of a digital College Board assessment, the College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

**2.2 Termination.** If either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties or Ownership of Intellectual Property, or both, then the College Board shall have the right to terminate this Agreement immediately.

**2.2.1 Rights After Termination.** If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the Deliverables under that Schedule shall cease, and Client shall; (a) immediately cease all use of the applicable Deliverables and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, the College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

**2.2.2 Partial Payment Upon Termination.** Client will compensate the College Board for all services performed, products furnished, and licenses granted, including any costs associated with the initial deployment of resources in preparation for providing the services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by the College Board.

**2.2.3 Availability of Deliverables.** In addition to its other rights hereunder, the College Board may cease making certain Deliverables commercially available at any time by providing Client sixty (60) days written notice. In such event, the College Board will cease furnishing such Deliverable(s) under this Agreement and the Agreement shall continue in full force and effect, except for provisions specifically affecting such Deliverable(s). The College Board will refund Client any fees paid for the unused portion of such Deliverable(s).

**3.0 Fees and Payment.** Client shall pay those fees set forth in each Schedule for the services and deliverables furnished during the 2018-2019 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.



**4.0 Taxes.** Client agrees to pay any sales, use, value added or other taxes or import duties (other than the College Board's corporate income taxes) based on, or due as a result of, any fees paid to the College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status and Client has furnished the College Board with a valid tax exemption certificate.

**5.0 Representations and Warranties.**

**5.1 Authority.** Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

**5.2 College Board Services Warranty.** The College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

**5.3 College Board Disclaimer of Implied Warranties.** EXCEPT AS PROVIDED ABOVE, THE COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES AND DELIVERABLES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. THE COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. THE COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, THE COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE DELIVERABLES OR THE RESULTS OBTAINED THEREFROM OR THAT THE DELIVERABLES WILL SATISFY CLIENT'S REQUIREMENTS.

**6.0 Limitation of Liability.** TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF THE COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND THE COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY THE COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF THE COLLEGE BOARD OR THE COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

**7.0 Indemnification.** To the extent permitted by law and notwithstanding any other provision of this Agreement, Client agrees to indemnify, hold harmless, and defend the College Board from and against any and all liabilities, demands, claims, fines, penalties, damages, forfeitures, and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, contamination of or adverse effect on natural resources or the environment, any violation of local state or federal laws, regulations, or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such Damages are caused directly by the negligence or willful misconduct of the College Board.

**8.0 Ownership of Intellectual Property.** Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

**9.0 Miscellaneous.**



**9.1 Cooperation.** Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for the College Board to furnish the Deliverables as applicable, including but not limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

**9.2 Force Majeure.** No party will be responsible to the other, and such shall not be grounds to terminate this Agreement, for disruptions in usage of the Deliverables caused by acts of God, acts of terrorism, government action, curtailment of transportation facilities, Client's failure to cooperate as described in Section 9.1 (Cooperation), labor strikes, governmental authority, or all other events beyond the reasonable control of the party claiming rights under this Section (a "Force Majeure Event"); provided that the College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). The College Board's obligation to furnish the Deliverables shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Deliverables is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

**9.3 Governing Law and Choice of Forum.** This Agreement shall be construed in accordance with the terms and conditions set forth in this Agreement and the law of the State of California without regard to choice or conflict of laws principles that would cause the application of any other laws. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction in California State (or the Federal Court otherwise having territorial jurisdiction over such County and subject matter jurisdiction over the dispute), and not elsewhere, subject only to the authority of the Court in question to order changes of venue; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction.

**9.4 Notices.** All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

**To College Board:**

K-12 Contract Management

The College Board  
250 Vesey Street  
New York, NY 10281  
Tel: (212) 713-8000

Contractsmanagement@collegeboard.org

**With a copy to**

Legal Department

The College Board  
250 Vesey Street  
New York, NY 10281  
Tel: (212) 713-8000

Legalnotice@collegeboard.org

**To Client:**

Felix Melendez  
Executive Director  
Glendale Unified School District  
223 North Jackson Street  
Glendale, CA 91206-4334  
Tel: (818) 241-3111  
Email: fmelendez@gusd.net

**9.5 Publicity.** Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the products, services, and deliverables provided for under this Agreement.

**9.6 Relationship of the Parties.** The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and the College Board recognize and agree that the College Board is an independent contractor.

If the Client is using federal funds to pay for all or a portion of the Services and Deliverables furnished by the College Board under this Agreement, Client acknowledges and agrees that the College Board shall not be categorized as a "subrecipient" receiving a federal award as defined by OMB Circular Subpart A.210(c) of Circular No. A-133. The College Board shall be defined as a "vendor" that provides good and services within normal business operations, provides similar goods or services to other purchasers and operates in a competitive environment. Client acknowledges and agrees that the substance of the relationship with the College Board is that of a vendor not a subrecipient.



**9.7 Third-Party Rights.** Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

**9.8 Survival.** It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

**9.9 Amendment; Waiver.** Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

**9.10 Severability.** The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

**9.11 Order of Precedence.** In the event of conflict between the terms and conditions of any Schedule and the Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule hereto, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any Deliverable to ensure prompt payment for services and deliverables received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall override any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that the College Board may delay and/or withhold furnishing Deliverables if Client fails to issue the Client Purchase Order for such Deliverable, as applicable, prior to the scheduled delivery date for such Deliverable.

**9.12 Headings.** Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

**9.13 Integration, Execution and Delivery.** The Agreement includes the Schedules attached hereto and constitutes the entire agreement between the College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in the Agreement. Acceptance or acquiescence in a course of performance rendered under the Agreement shall not be relevant to determine the meaning of the Agreement and no waiver by a party of any right under the Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission, including through DocuSign, shall be equally as effective as delivery of an original executed counterpart of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement (except if the parties are using DocuSign), but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.



**GLENDALE UNIFIED SCHOOL DISTRICT**

**THE COLLEGE BOARD**

DocuSigned by:

*Felix Melendez*

59B5C4948B964C4...  
Signature

DocuSigned by:

*Jane Dapkus*

3DC99487B9AF4E2...  
Signature

Felix Melendez

Name

Executive Director, Secondary Education

Title

08/20/2018

Date

Jane Dapkus

Name

Vice President, SAT & PSAT Mgmt

Title

08/21/2018

Date



**PSAT/NMSQT  
EARLY PARTICIPATION PROGRAM  
FIXED FEE SCHEDULE**

**I. BACKGROUND**

The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT<sup>®1</sup> assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The College Board supports this initiative by providing Clients with access to additional savings when Clients pay to engage at least one entire grade of students in taking the PSAT/NMSQT as indicated on the budget schedule or elsewhere in this Schedule ('Participating Grade'). Shifting this financial obligation from the student to the Client provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

**II. DELIVERABLES**

The College Board shall furnish the PSAT/NMSQT and the following deliverables and reports to the schools designated by the Client in Section IV (List of Participating Schools):

**1. School and Student Deliverables:**

- a. PSAT/NMSQT test materials (student guides and test booklets)
- b. Student Paper Score Report (one copy sent to school)
- c. Student Online Score Report, delivered via the College Board website.
- d. Access to Official SAT Practice on Khan Academy; students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance
- e. School online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website.
- f. School online access to AP Potential<sup>™</sup>
- g. Educator Guide to the PSAT/NMSQT, PSAT 10 and PSAT 8/9 (one copy sent to each school)
- h. PSAT/NMSQT Coordinator Manual (copies sent to schools based on their test book order; one per 25 tests ordered)

**2. Client Deliverables:**

- a. Client online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website.
- b. Client online access to AP Potential

**3. Delivering SAT Practice Tools and Support.** In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through the College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the Khan Academy website (<http://satpractice.org>). Client and participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

**4. Required Information.** The Client shall furnish the College Board with: (i) a list of participating schools with their respective College Board school code as prescribed in Section IV (List of Participating Schools); (ii) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation For Service and Deliverables); and (iii) the Client's contacts as prescribed in Section VI (Contact Information), incorporated by reference herein. The Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation for Service and Deliverables). Changes to the list of participating schools cannot be made after **September 7, 2018**. Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the PSAT/NMSQT order deadline.

In the event that any of the Client's schools are omitted from the List of Participating Schools or listed without valid school codes, then such schools shall not be covered under this Schedule, and students in Participating Schools that incorrectly enter a grade or fail to enter grade on their answer sheets will be incorrectly depicted in words furnished under this Schedule, and no adjustments can be made to the reports furnished to Client under this Schedule as outlined in Section II (Deliverables).

<sup>1</sup> PSAT/NMSQT is a registered trademark jointly owned by the College Board and the National Merit Scholarship Corporation, and should be so noted in all communications.



### III. PSAT/NMSQT TERMS AND CONDITIONS

1. **Ownership of Intellectual Property.** The College Board is the exclusive owner of all rights in and to the PSAT/NMSQT examination, all individual test items (questions) and all data collected therefrom, including but not limited to student scores derived from the exam, and collected under the registration and administration of the exam. In addition, the College Board is the exclusive owner of the publications and reports described in [Section I](#) (Background), including all copyrights, trademarks<sup>3</sup>, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). The Client acknowledges and agrees that, nothing in this Schedule shall be interpreted to indicate that the College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client.
2. **PSAT/NMSQT Student Reports.** The College Board hereby grants the Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for internal purposes only, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. The Client may not use or distribute the score reports externally or to third parties without the express written consent of the College Board.
3. **Confidentiality.** All information exchanged hereunder to which either party shall have access in connection with this Schedule, is confidential ('Confidential Information'), and except as otherwise expressly provided in this Schedule and to the extent permitted by law, neither party will authorize or permit the other party's Confidential Information to be disclosed to any third party, provided, however, that Confidential Information shall exclude any data or information that: (a) is publicly disclosed or expressly approved for public disclosure by the act of an authorized agent of either party; (b) becomes publicly known without breach of any confidentiality obligation; or (c) is required to be disclosed pursuant to any applicable law or regulation, government authority or duly authorized subpoena or court order.
4. **PSAT/NMSQT Assessment Administration.** The test shall be administered on **October 10, 2018**. The alternate test administration is on **October 24, 2018**. Client shall comply with the published security and administration guidelines set forth in the PSAT/NMSQT Coordinator Manual and Educator Guide to the PSAT/NMSQT, PSAT 10, and PSAT 8/9.

### IV. LIST OF PARTICIPATING SCHOOLS

| DISTRICT NAME                    | SCHOOL NAME                  | SCHOOL CODE |
|----------------------------------|------------------------------|-------------|
| Glendale Unified School District | Clark Magnet High School     | 051301      |
| Glendale Unified School District | Crescenta Valley High School | 051313      |
| Glendale Unified School District | Glendale High School         | 051050      |
| Glendale Unified School District | Herbert Hoover High School   | 051060      |

### V. FEE CALCULATION FOR SERVICE AND DELIVERABLES

1. **Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule'), the official Free and Reduced Price Lunch (FRPL) percentage of the Client, and the assessment(s) purchased by the Client. The Client acknowledges that successful implementation of the Early Participation Program is contingent on the Client requiring 100% of their schools<sup>2</sup> to participate under this Agreement. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule the fee calculation represents a greater discount. Please see the table below for specifics. For purposes of Suite pricing under this Schedule, the PSAT/NMSQT and PSAT 10 are considered one assessment.

| Free and Reduced Price Lunch (FRPL) Percentage | PSAT/NMSQT and two other Suite assessments | PSAT/NMSQT and one other Suite assessment <u>OR</u> PSAT/NMSQT and more than one grade tested |
|--|--|---|
| ≥ 0% and < 50%                                 | \$12.00                                    | \$13.00   |
| ≥ 50% and < 75%                                | \$11.00                                    | \$12.50   |
| ≥ 75%  | \$10.00                                    | \$12.00   |

<sup>2</sup> The College Board acknowledges that certain high schools are excluded from this requirement, which include without limitation and by way of example, schools for the severely disabled, charter schools excluded from the administrative authority of the District, and schools primarily possessing students not enrolled to obtain a standard high school diploma.



Clients will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT/NMSQT assessments. The enrollment and total cost indicated in the Budget Schedule are estimates; the Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.

**2. Changes to Enrollment.** If the Client determines, after signing this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (up or down), the Client must provide the College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email (preferred method) to [AssessmentsProgram@collegeboard.org](mailto:AssessmentsProgram@collegeboard.org) or mail to: PSAT/SAT Assessments, College Board, 250 Vesey Street, New York, NY 10281 no later than **October 31, 2018**.

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds the Client's enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional students at the full test fee of \$16.00 per student.

**3. Restrictions.** No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT examination. Furthermore, there are no fee waivers granted for juniors should they be covered under this Schedule.

**4. Unused Tests.** Participating Schools will not incur unused test fees for Participating Grade(s); however, unused test fees will apply for all other grades ('non-Participating Grades'). A fee of \$4 per booklet will be charged if a school is calculated to have unused tests greater than 20% of their test books ordered by non-Participating Grade(s). Schools that use at least 80% of the tests ordered for non-Participating Grade(s) will not incur an unused test fee.




**VI. CLIENT CONTACT INFORMATION**

|                 | Primary <sup>3</sup>     | Data Recipient <sup>4</sup> | Billing <sup>5</sup>     | Bulk Registration (optional) <sup>6</sup> |
|-----------------|--------------------------|-----------------------------|--------------------------|---|
| Name:           | Stepan Mekhitarian       | Stepan Mekhitarian          | Stepan Mekhitarian       | Stepan Mekhitarian                        |
| Title:          | Coordinator              | Coordinator                 | Coordinator              | Coordinator                               |
| Address:        | 223 North Jackson Street | 223 North Jackson Street    | 223 North Jackson Street | 223 North Jackson Street                  |
| City/State/Zip: | Glendale, CA 91206-4334  | Glendale, CA 91206-4334     | Glendale, CA 91206-4334  | Glendale, CA 91206-4334                   |
| Phone:          | (818) 241-3111           | (818) 241-3111              | (818) 241-3111           | (818) 241-3111                            |
| Email:          | smekhitarian@gusd.net    | smekhitarian@gusd.net       | smekhitarian@gusd.net    | smekhitarian@gusd.net                     |

---

**Budget Schedule**

<sup>3</sup> This is the person to whom the College Board should direct primary communications.

<sup>4</sup> This is the person to whom the College Board should send applicable data/data access information for this Schedule, if different from the Primary Contact.

<sup>5</sup> This is the person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

<sup>6</sup> This is the person to whom the College Board should send the bulk registration information and access code for uploading the electronic file for processing.



Contract # CB-00023052

| Product Name                                | Start Date   | End Date         | Quantity | Unit Price | Cost        | Discount   | Total Cost  |
|---|--------------|------------------|----------|------------|-------------|------------|-------------|
| PSAT/NMSQT EPP<br>Fixed-Fee - 11th<br>Grade | July 1, 2018 | June 30,<br>2019 | 1951     | \$16.00    | \$31,216.00 | \$5,853.00 | \$25,363.00 |
| PSAT/NMSQT EPP<br>Fixed-Fee - 10th<br>Grade | July 1, 2018 | June 30,<br>2019 | 1936     | \$16.00    | \$30,976.00 | \$5,808.00 | \$25,168.00 |

Subtotal: \$62,192.00  
 Total Discount: \$11,661.00  
 Total Cost: \$50,531.00

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

ACTION REPORT NO. 11

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer  
SUBJECT: **Signature Authorization for Interim Superintendent**

---

It is recommended that the Board of Education adopt Resolutions No. 16, 17, and 18, and approve the signature authorization for Dr. Kelly King, Interim Superintendent, from January 30, 2019 to June 30, 2019.

The Board of Education, at its meeting on January 29, 2019, took action to release Superintendent, Dr. Winfred B. Roberson, Jr., from his existing contract without cause, effective immediately. Per Administrative Regulation 2220, the Board appointed Dr. Kelly King as the Interim Superintendent.

It is recommended that the Board adopt the following resolutions and approve the signature authorization for Dr. Kelly King, Interim Superintendent, from January 30, 2019 to June 30, 2019.

- Resolution No. 16 ..... Authorizing the Interim Superintendent and Secretary to the Board, and the Interim Superintendent's designee to Execute Documents for Said Board
- Resolution No.17 ..... Authorizing Certain Administrators to Sign Warrants and checks on various accounts
- Resolution No. 18 ..... Authorizing the Interim Superintendent or the designee to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval

RESOLUTION NO. 16

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

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

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 5th day of February 2019.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

---

Clerk, Board of Education

RESOLUTION NO. 17

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

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

Dr. Kelly King, Interim Superintendent  
and/or

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

Karineh Savarani, Director, Financial Services

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

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 5th day of February 2019.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

---

Clerk, Board of Education

RESOLUTION NO. 18

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

BE IT RESOLVED, by the Board of Education of the Glendale Unified School District of Los Angeles County, that Dr. Kelly King, Interim Superintendent, or her designee be authorized to sign for payment of items under \$75,000 related to Los Angeles County Office of Education (LACOE) contracts, student teaching, nursing, counseling intern, Special Education transportation, settlement agreements, and field trips without Board approval during the period of January 30, 2019 to June 30, 2019.

I HEREBY CERTIFY that the above resolution was approved and adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 5th day of February 2019.

BOARD OF EDUCATION  
GLENDALE UNIFIED SCHOOL DISTRICT

---

Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 1

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: **Minutes**

---

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

- a) Regular Meeting No. 17, January 15, 2019
- b) Special Meeting No. 18, January 22, 2019
- c) Special Meeting No. 19, January 23, 2019
- d) Special Meeting No. 20, January 29, 2019

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

**BOARD OF EDUCATION MEETING NO. 17**  
**UNADOPTED MINUTES**  
**REGULAR MEETING, January 15, 2019**

**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 4:35 p.m. on Tuesday, January 15, 2019, 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**

Abigail Chavez, a 5<sup>th</sup> grader from R.D. White, 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 Dr. Gharpetian and seconded by Mr. Sahakian to approve the agenda order, as presented. Motion approved by the following vote: AYES—Freemon, Gharpetian, Nahabedian, Sahakian, and Krikorian.

**PRESENTATIONS**

1. Glendale Educational Foundation – Elsa Chagolla, Eric Hamilton and Shakeh Haroutiounian presented the 2018-19 teacher grants.
2. International Day of Acceptance Proclamation – College View Principal Jay Schwartz, PTA President Azita Fatheree, students, and staff joined the Board in proclaiming January 18, 2019 at International Day of Acceptance in GUSD.



ACKNOWLEDGEMENTS

1. *School Board Recognition* – The governing board of California’s more than 1,000 school districts and county offices of education are being recognized for their commitment to providing quality public education to California’s schoolchildren. Dr. Roberson, on behalf of the district, honored our Board members for their outstanding support of our district and their contributions to education.
2. *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. The Board of Education recognized the students whose entries took first, second and third place at the event.
3. *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 following GUSD students were selected for the Pasadena Tournament of Roses Honor Band: Andres Gurza, Percussion (Tenor Drums); Grant Hilburn, Percussion (Cymbal); Hannah Roth, Flute; and Norah Krantz, Herald Trumpet; and Joshua Dardon, Trumpet.
4. *Hoover Marching Band takes Division Championship* – The Board recognized teacher Martin Rhees and the Hoover High School Marching Band for their fourth consecutive California State Band Championship.

PUBLIC COMMUNICATION

1. Jaclyn Scott, GSMA president, thanked the Board for their leadership and support of our staff, students, and parents. They are appreciative of the Board’s hard work.
2. Aidan Rooney and the Crescenta Valley High School Film team spoke about their short film project, *The Straight and Narrow*, which will be presented at the Verdugo Creative Technologies Consortium (VCTC) film expo in May. Last year’s short film, *Generation P*, won the best comedy at a film festival. The funding for this project is primarily through donations. Donations would be greatly appreciated.
3. Taline Arsenian, GTA president, congratulated the GEF grant recipients, the Invention Convention winners, and our Hoover Marching Band. She expressed her support to the UTLA. For more information, go to the website: [wearepublicschools.org](http://wearepublicschools.org). She is urging our community to support the educators by contacting LAUSD’s Board and superintendent. She encouraged everyone to walk the line with the LAUSD educators. She thanked the GUSD Board for continuing to work collaboratively with GTA and keeping charter schools out of the district.

STUDENT BOARD MEMBER REPORT

Student Board Member Sophia James shared upcoming events at some of our schools. All schools will be participating in Yellow Ribbon Week, focusing on kindness. The annual Middle School Spelling Bee takes place this Thursday at 7 p.m. in the board room. She extended her condolences to the family of the CVHS graduate who recently passed away. She asked that we adjourn the meeting in his memory.

INFORMATION

1. Acknowledgements of Service
2. Preview of the Governor's 2019-20 January Budget Proposal and GUSD Budget Update
3. Title I, Part A Comparability
4. Proposed New and Revised Board Policies Relating to Philosophy-Goals-Objectives and Comprehensive Plans and Instruction
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
6. Proposed Supplementary Textbook for Use in High Schools in the Area of English
7. Yellow Ribbon Week, January 22-25, 2019
8. Administrative Regulation 4351 – Management Salary Schedule Regulations
9. Update on Measure S and Facility Programs

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

CLOSED SESSION

The Board recessed to Closed Session at 6:30 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.

MINUTES: January 15, 2019 – Regular Board Meeting

CLOSED SESSION (Continued)

4. Conference with Legal Counsel – Anticipated Litigation – Initiation of litigation pursuant to Government Code §54956.9(c): One potential case.

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:30 p.m.

REPORTING OUT OF CLOSED SESSION

None.

PUBLIC COMMUNICATIONS

No one addressed the Board at this time.

ACTION REPORTS

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

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

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

3. Approval of Adjustment to Early Education and Extended Learning Programs Self-Supporting Fees for 2019-2020

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

4. Request to Waive Minimum Instructional Minutes for Verdugo Woodlands Elementary School

It was moved by Dr. Gharpetian 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.

MINUTES: January 15, 2019 – Regular Board Meeting

ACTION REPORTS (Continued)

5. Approval of Early College Academy

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

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

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

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

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

CONSENT CALENDAR

1. Minutes

- a) Regular Meeting No. 15, December 11, 2018
- b) Special Meeting No. 16, December 18, 2018

2. Certificated Personnel Report No. 11

3. Classified Personnel Report No. 10

4. Warrants totaling \$22,475,780.85 for December 1, 2018 through January 10, 2019

5. 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

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

8. Authorization to Dispose of Surplus Property

9. Approval of Solarwinds Web Help Desk

10. Approval of Administrative Panel for School Attendance Review Boards (SARB) Hearings

MINUTES: January 15, 2019 – Regular Board Meeting

CONSENT CALENDAR (Continued)

11. Quarterly Uniform Complaint Report Summary, Williams Settlement Legislation
12. 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
14. Acceptance of the Mary Pinola/Crescenta Valley Chamber of Commerce Educational Endowment Fund
15. Acceptance of a Japanese Business Association Grant Awards for the Dunsmore and Verdugo Woodlands Japanese Dual Immersion Programs
16. Agreement with California State University, Northridge
17. Memorandum of Agreement for Air Force Junior Reserve Officer Training Corps Program at Crescenta Valley High School
18. Acceptance of Gifts

It was moved by Ms. Nahabedian 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

Mr. Sahakian wished everyone a Happy New Year and a prosperous school year. He wished Taline Arsenian, GTA president, a happy birthday. Yesterday, we had an LCAP Townhall meeting on school safety; the room was packed. It is great to be a part of the GUSD family.

Mrs. Freemon also extended her best wishes for a Happy New Year. CBO Steve Dickinson's birthday is tomorrow, she wished him a happy birthday as well. We approved the Early College Academy program at Hoover High School. "The program will combined high school and college in a rigorous, yet supportive environment that embraces acceleration over mediation. 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." She is excited that we are able to offer this with GCC.

Dr. Gharpetian said our student board member, Sophia James, turned 18 two weeks ago and wished her a belated birthday. She attended the GHS AP parent and student meeting. The whole auditorium was filled with students and parents. They provided very valuable information on AP courses and testing. In addition, the 26<sup>th</sup> annual "I Love My Neighborhood" poster contest is approaching. She is looking forward to the GUSD and GCC meeting on January 22. She wished everyone a Happy New Year.

REPORTS FROM THE BOARD (Continued)

Ms. Nahabedian attended the meeting of the LA County Committee on School District Organization with Dr. Roberson and Steve Dickinson. On Saturday, she was at the Adelante Latinos committee meeting. The event takes place on April 15, 6 p.m. This awards reception recognizes Latino seniors who have achieved at least a 3.0 GPA. She is excited to see that the state is following up on the college savings-funding plan and that we are on track to do the applications. We have a commitment to our students to have college savings accounts, and we welcome partnerships for this program. She will also be at UCLA this Saturday with our students.

Mr. Krikorian wished everyone a Happy New Year. He dedicated this meeting to Noah Domingo, a CVHS graduate, who recently passed away. He extended his condolences to the family and asked for a moment of silence in Noah's memory.

REPORT FROM THE SUPERINTENDENT

None.

CLOSED SESSION

The Board recessed to Closed Session at 7:47 p.m. to discuss the following:

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

RETURN TO REGULAR MEETING

The meeting reconvened at 9:55 p.m.

ADJOURNMENT

There being no further business, President Krikorian adjourned the meeting in memory of Noah Domingo at 9:55 p.m.

---

Gregory S. Krikorian  
President, Board of Education

---

Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, January 15, 2019

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

**JOINT SPECIAL MEETING NO. 18**  
**GLENDALE BOARD OF EDUCATION &**  
**GLENDALE COMMUNITY COLLEGE DISTRICT**  
**UNADOPTED MINUTES**  
**January 22, 2019**

**CALL TO ORDER AND ROLL CALL**

The joint special meeting of the Glendale Unified School District Board of Education and the Glendale Community College District was called to order by President Greg Krikorian at 5:00 p.m. on Tuesday, January 22, 2019, 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, Dr. Kelly King, Dr. Mary Mason, Mr. Felix Melendez, and Dr. Deb Rinder.

**PLEDGE OF ALLEGIANCE**

GUSD student board member Sophia James and GCCD student board member William Melikyan led the Pledge of Alliance.

**CERTIFICATE OF COMPLIANCE**

Mr. Krikorian read the following statement: “To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting.”

**APPROVAL OF THE AGENDA ORDER**

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

**OPENING REMARKS**

GUSD Board President  
GCCD Board of Trustees President Ann Ransford

MINUTES: January 22, 2019 – Joint Special Board Meeting

## PUBLIC COMMUNICATION

No one addressed the Board at this time.

## INFORMATION

1. College Readiness and Success
  - Demographics and success measures of GUSD students attending GCCD  
Presented by: Dr. Michael Ritterbrown, GCC Vice President of Instructional Services
2. Career Pathways
  - Career Education Pathways Partnerships  
Presented by: Felix Melendez, GUSD Executive Director, Secondary Education  
Dr. Narineh Makijan, GUSD Coordinator, Career Technical Education  
Jan Swinton, GCC Dean, Career Education and Workforce Development  
Freddy Saucedo, GCC Interim Associate Dean, Career Ed. & Workforce Development

RECESS: The Board took a recess at 6:35 p.m.

## RETURN TO REGULAR MEETING

The meeting reconvened at 7:05 p.m.

## INFORMATION (Continued)

3. Early Postsecondary Opportunities
  - Dual and Concurrent Enrollment  
Presented by: Tzoler Oukayan, GCC Interim Dean, Student Affairs  
Dr. Narineh Makijan, GUSD Coordinator, Career Technical Education
4. School to College Transitions
  - Counselors and Faculty Collaborations
  - Early College Admissions Program  
Meg Chil-Gevorkyan, GCC Interim Program Manager  
Karine Turdjian, GUSD High School Counselor
5. GUSD and GCCD: Partnering for Fiscal Efficiency
  - Use of GUSD Facilities for GCC  
Dr. Anthony Culpepper, GCC Executive Vice President of Administrative Services

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



MINUTES: January 22, 2019 – Joint Special Board Meeting

ADJOURNMENT

There being no further business, Mr. Krikorian adjourned the meeting at 8:11 p.m.

---

Gregory S. Krikorian  
President, Board of Education

---

Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes – Special Meeting, January 22, 2019

Recorded by: Ms. Phyllis 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. 19**  
**UNADOPTED MINUTES**  
**SPECIAL MEETING, January 23, 2019**

**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 6:15 p.m. on Wednesday, January 23, 2019, 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 administrator was present: Dr. Winfred Roberson.

**PLEDGE OF ALLEGIANCE**

Mr. Krikorian led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

Mr. Krikorian read the following statement: “To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting.”

**APPROVAL OF THE AGENDA ORDER**

Motion to approve the agenda order, as presented, was made by Dr. Gharpetian 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.

**CLOSED SESSION**

The Board recessed to Closed Session at 6:17 p.m. to discuss the following:

1. Public Employee Performance Evaluation – Government code §54957  
Title: Superintendent of Schools

MINUTES: January 23, 2019 – Special Board Meeting

RETURN TO REGULAR MEETING

The meeting reconvened at 8:50 p.m.

REPORTING OUT OF CLOSED SESSION

None.

ADJOURNMENT

There being no further business, Mr. Krikorian adjourned the meeting at 8:50 p.m.

---

Gregory S. Krikorian  
President, Board of Education

---

Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes – Special Meeting, January 23, 2019

Recorded by: Ms. Phyllis 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. 20**  
**UNADOPTED MINUTES**  
**SPECIAL MEETING, January 29, 2019**

**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 6:09 p.m. on Tuesday, January 29, 2019, 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, Dr. Cynthia Foley, and Dr. Kelly King.

**PLEDGE OF ALLEGIANCE**

Mr. Krikorian led the Pledge of Allegiance.

**CERTIFICATE OF COMPLIANCE**

Mr. Krikorian read the following statement: “To accommodate the requirements of Government Code Section 54954.2 and in accordance with the Brown Act revisions, I declare that the agenda for the meeting was posted on the bulletin board in the lobby of the Administration Center and the GUSD website 24 hours prior to this meeting.”

**APPROVAL OF THE AGENDA ORDER**

Motion to approve the agenda order, as presented, was made by Dr. Gharpetian 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.

**CLOSED SESSION**

The Board recessed to Closed Session at 6:11 p.m. to discuss the following:

1. Public Employee Performance Evaluation – Government code §54957  
Title: Superintendent of Schools

MINUTES: January 29, 2019 – Special Board Meeting

CLOSED SESSION (Continued)

2. Public Employment - Government Code §54957  
Title: Superintendent of Schools
3. Public Employee Retention/Release – Government Code §54957

RETURN TO REGULAR MEETING

The meeting reconvened at 8:19 p.m.

REPORTING OUT OF CLOSED SESSION

Board President Krikorian read the following statement:

“At its closed session meeting, the Board of Education took action by a vote of 3-2 to immediately terminate and release Superintendent Winfred Roberson from his existing contract without cause pursuant to contract paragraph 11(c).”

AYES: Gharpetian, Sahakian, Krikorian

NAYS: Freemon, Nahabedian

ADJOURNMENT

There being no further business, Mr. Krikorian adjourned the meeting at 8:22 p.m.

---

Gregory S. Krikorian  
President, Board of Education

---

Dr. Armina Gharpetian  
Clerk, Board of Education

Board of Education Minutes – Special Meeting, January 29, 2019

Recorded by: Ms. Phyllis Ishisaka, Executive Assistant to the Superintendent

Approved by the Board of Education:

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CERTIFICATED PERSONNEL REPORT NO. 12

CONSENT CALENDAR NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: CERTIFICATED PERSONNEL REPORT NO. 12

---

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

|                                   | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u> |
|-----------------------------------|---|--|
| <u>Maternity Leave of Absence</u> |   |  |
| 1.                                | Kmbikyan, Marta<br>Teacher, Temp Contract<br>Independent Study<br>Daily High School       | 3/15/19 through 5/16/19                    |
| 2.                                | Manukyan, Christina<br>Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 3/04/19 through 6/07/19                    |

Change of Maternity Leave of Absence

|    |   |                         |
|----|---|-------------------------|
| 1. | Anderson, Patricia E.<br>Teacher Specialist<br>Muir Elementary                      | 2/19/19 through 4/22/19 |
| 2. | Kim, Ji Soo<br>Teacher, Temp Contract<br>4 <sup>th</sup> Grade<br>Keppel Elementary | 1/25/19 through 3/19/19 |
| 3. | Navarro, Mallory<br>Teacher, Regular<br>6 <sup>th</sup> Grade<br>Fremont Elementary | 1/07/19 through 4/25/19 |

|  | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u> |
|--|--|--|
| <u>Extension of Maternity Leave of Absence</u> |  |  |
| 1.   | Berberyan, Mariam<br>Teacher, Regular<br>2 <sup>nd</sup> Grade<br>Mann Elementary School | 12/14/18 through 3/06/19                   |
| 2.   | Mikaelian, Armineh<br>Teacher, Regular<br>Math<br>Clark Magnet High School               | 9/28/18 through 2/14/19                    |
| 3.   | Mitropoulos, Daphane<br>Teacher, RSP<br>Special Education<br>Glendale High School        | 9/15/18 through 2/17/19                    |
| <u>Change of Parental Leave of Absence</u>     |  |  |
| 1.   | Mitropoulos, Daphane<br>Teacher, RSP<br>Special Education<br>Glendale High School        | 2/18/19 through 5/21/19                    |
| <u>Parental Leave of Absence</u>               |  |  |
| 1.   | Gonzalez, Jose Alfredo<br>Teacher, Regular<br>Math<br>Daily High School                  | 5/17/19 through 6/12/19                    |
| <u>Extension of Parental Leave of Absence</u>  |  |  |
| 1.   | Mathias, Kimberly<br>Teacher, Regular<br>English<br>Crescenta Valley High School         | 11/12/18 through 2/28/19                   |
| <u>Health Leave of Absence</u>                 |  |  |
| 1.   | Grafius, Jennifer<br>Teacher, Early Education<br>Pacific/Edison Preschool<br>EEELP       | 1/14/19 through 3/03/19                    |

|  | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u> |
|--|--|--|
| <u>Change of Health Leave of Absence</u> |  |  |
| 1.                                       | Mardirosian, Mary<br>Assistant Principal<br>Hoover High School | 1/25/19 through 3/05/19                    |

|   |   |                          |
|---|---|--------------------------|
| <u>Extension of Health Leave of Absence</u> |   |                          |
| 1.  | Barsegyan, Anush<br>Teacher, Early Education<br>Jefferson Elementary<br>EEELP           | 12/06/18 through 2/07/19 |
| 2.  | Foster, Dennis<br>Teacher, Regular<br>Construction Academy<br>Glendale High School      | 11/13/18 through 1/20/19 |
| 3.  | Lapostol, Diane<br>Teacher, Regular<br>5 <sup>th</sup> Grade<br>La Crescenta Elementary | 11/26/18 through 1/21/19 |

|  |   |                         |
|--|---|-------------------------|
| <u>Family &amp; Medical Leave of Absence</u> |   |                         |
| 1.   | Grafius, Jennifer<br>Teacher, Early Education<br>Pacific/Edison Preschool<br>EEELP        | 1/14/19 through 3/03/19 |
| 2.   | Manukyan, Christina<br>Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 3/04/19 through 6/04/19 |

|  |   |                         |
|--|---|-------------------------|
| <u>Change of Family &amp; Medical Leave of Absence</u> |   |                         |
| 1.   | Anderson, Patricia E.<br>Teacher Specialist<br>Muir Elementary                      | 2/19/19 through 4/22/19 |
| 2.   | Kim, Ji Soo<br>Teacher, Temp Contract<br>4 <sup>th</sup> Grade<br>Keppel Elementary | 1/25/19 through 3/19/19 |
| 3.   | Mardirosian, Mary<br>Assistant Principal<br>Hoover High School                      | 1/25/19 through 3/05/19 |



|  | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--|--|--|
| <u>Change of Family &amp; Medical Leave of Absence (Cont.)</u> |  |  |
| 4.   | Navarro, Mallory<br>Teacher, Regular<br>6 <sup>th</sup> Grade<br>Fremont Elementary  | 1/07/19 through 4/10/19  |
| <u>Extension of Family &amp; Medical Leave of Absence</u>      |  |  |
| 1.   | Barsegyan, Anush<br>Teacher, Early Education<br>Jefferson Elementary<br>EEELP  | 12/06/18 through 2/07/19   |
| 2.   | Berberyan, Mariam<br>Teacher, Regular<br>2 <sup>nd</sup> Grade<br>Mann Elementary School   | 12/14/18 through 3/06/19   |
| 3.   | Foster, Dennis<br>Teacher, Regular<br>Construction Academy<br>Glendale High School   | 11/13/18 through 1/20/19   |
| 4.   | Lapostol, Diane<br>Teacher, Regular<br>5 <sup>th</sup> Grade<br>La Crescenta Elementary  | 11/26/18 through 1/21/19   |
| <u>Home Responsibility Leave of Absence</u>                    |  |  |
| 1.   | Mathias, Kimberly<br>Teacher, Regular<br>English<br>Crescenta Valley High School   | 3/01/19 through 6/12/19  |
| <u>Additional Assignment</u>                                   |  |  |
| 1.   | Ayala, Peter<br>Chavez, Julianna<br>Peterson, Julia<br>Ramirez, Christine<br>Teachers, as needed, for<br>after-school tutoring/<br>intervention<br>Cerritos Elementary | 1/07/19 through 6/19/19<br>\$27.00 per hour for prep time<br>\$30.00 per hour for tutoring/<br>intervention<br>Not to exceed \$4,023.50<br>Title I – Alternative Support<br>01.0 30100.0 11100 10000 1130<br>2200865 |

|                                      | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>  |
|--------------------------------------|---|---|
| <u>Additional Assignment (Cont.)</u> |   |   |
| 2.                                   | Boyadjian, Grigor<br>Teacher, Traveling Instructor,<br>as needed, for Choral<br>Director<br>Mann Elementary   | 8/22/18 through 6/11/19<br>Not to exceed \$1,063.00<br>per semester<br>Site budget<br>01.0 00000.0 17001 10000 1170<br>3500000  |
| 3.                                   | Galvez-Grado, Sylvia<br>Teacher Specialist, as needed,<br>to provide pull out<br>intervention to newcomers<br>twice a week<br>Cerritos Elementary   | 10/01/18 through 6/07/19<br>\$27.00 per hour for prep time<br>for 64 hours<br>Not to exceed \$1,728.00 total<br>Title I – Alternative Support<br>01.0 30100.0 11100 10000 1130<br>2200865 |
| 4.                                   | King, Kelly A.<br>Assistant Superintendent,<br>Educational Services, as<br>needed, to serve as Interim<br>Superintendent<br>Superintendent’s Office | 1/30/19 through 6/30/19<br>Regular rate of pay<br>01.0 000000.0 00000 71001 1314<br>0007616   |

Change of Status

|    |  |                   |
|----|--|-------------------|
| 1. | Aghazaryan, Silva<br>Teacher, Probationary, 1 <sup>st</sup> year<br>Franklin Elementary<br>EEELP | Effective 8/20/18 |
| 2. | Alva, Vanessa Valdez<br>Teacher, Probationary, 1 <sup>st</sup> year<br>La Crescenta Elementary   | Effective 8/20/18 |
| 3. | Balabanyan, Nvart<br>Teacher, Probationary, 2 <sup>nd</sup> year<br>Mann Elementary              | Effective 8/20/18 |
| 4. | Barkawitz, Carly Sue<br>Teacher, Probationary, 2 <sup>nd</sup> year<br>Pacific/Edison Preschool  | Effective 8/20/18 |
| 5. | Beecher, Alyson<br>Program Supervisor,<br>Probationary, 1 <sup>st</sup> year<br>EEELP            | Effective 8/20/18 |

|                                 |                         | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u> |
|---------------------------------|-------------------------|---|--|
| <u>Change of Status (Cont.)</u> |                         |   |  |
| 6.                              | Beers-Danerth, Laura    | Teacher, Probationary, 2 <sup>nd</sup> year<br>Crescenta Valley High School             | Effective 8/20/18                          |
| 7.                              | Beshavard, Simin        | Teacher, Probationary, 2 <sup>nd</sup> year<br>Special Education<br>Columbus Elementary | Effective 8/20/18                          |
| 8.                              | Brown, Nicole           | Teacher, Probationary, 2 <sup>nd</sup> year<br>Toll Middle School                       | Effective 8/20/18                          |
| 9.                              | Calva-Despard, Michelle | Teacher, Probationary, 1 <sup>st</sup> year<br>Edison Elementary                        | Effective 8/20/18                          |
| 10.                             | Calvario, Nathaniel     | Teacher, Probationary, 1 <sup>st</sup> year<br>Hoover High School                       | Effective 8/20/18                          |
| 11.                             | Choi, Tritia            | Teacher, Probationary, 1 <sup>st</sup> year<br>Mann Elementary                          | Effective 8/20/18                          |
| 12.                             | Cichy, Joseph D.        | Teacher, Probationary, 1 <sup>st</sup> year<br>Glenoaks Elementary                      | Effective 8/20/18                          |
| 13.                             | Curtis, Elizabeth M.    | Teacher, Probationary, 2 <sup>nd</sup> year<br>Rosemont Middle School                   | Effective 8/20/18                          |
| 14.                             | Elzanaty, Mohammed      | Teacher, Probationary, 2 <sup>nd</sup> year<br>Roosevelt Middle School                  | Effective 8/20/18                          |
| 15.                             | Estep, Amy Michelle     | Teacher, Probationary, 2 <sup>nd</sup> year<br>Hoover High School                       | Effective 8/20/18<br>80%                   |
| 16.                             | Fabanish, Katherine     | Teacher, Probationary, 1 <sup>st</sup> year<br>Toll Middle School                       | Effective 8/20/18                          |
| 17.                             | Fite, Karissa Anne      | Teacher, Probationary, 2 <sup>nd</sup> year<br>Crescenta Valley High School             | Effective 8/20/18                          |
| 18.                             | Gabriel, Michelle       | Teacher, Probationary, 1 <sup>st</sup> year<br>Clark Magnet High School                 | Effective 8/20/18                          |

|                                 |                         | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u> |
|---------------------------------|-------------------------|---|--|
| <u>Change of Status (Cont.)</u> |                         |   |  |
| 19.                             | Galstians, Pamela       | Teacher, Probationary, 1 <sup>st</sup> year<br>R.D. White Elementary<br>EEELP | Effective 8/20/18                          |
| 20.                             | Gao, Hezhu              | Teacher, Probationary, 1 <sup>st</sup> year<br>Glendale High School           | Effective 8/20/18                          |
| 21.                             | Gracias, Luisa          | Teacher, Probationary, 2 <sup>nd</sup> year<br>SAI Core<br>Mann Elementary    | Effective 8/20/18                          |
| 22.                             | Grigorian, Grant M.     | Teacher, Probationary, 2 <sup>nd</sup> year<br>Toll Middle School             | Effective 8/20/18                          |
| 23.                             | Hakobyan, Nare          | Teacher, Probationary, 2 <sup>nd</sup> year<br>Glendale High School           | Effective 8/20/18                          |
| 24.                             | Hernandez, Adriana      | Teacher, Probationary, 1 <sup>st</sup> year<br>Dunsmore Elementary<br>EEELP   | Effective 9/05/18                          |
| 25.                             | Hernandez, Connie M.    | Teacher, Probationary, 1 <sup>st</sup> year<br>Pacific/Edison Preschool       | Effective 8/20/18                          |
| 26.                             | Hintergardt, Brandon W. | Teacher, Probationary, 1 <sup>st</sup> year<br>Toll Middle School             | Effective 8/20/18                          |
| 27.                             | Hopp, Catherine A.      | Teacher, Probationary, 1 <sup>st</sup> year<br>Cloud Children's Center        | Effective 8/20/18                          |
| 28.                             | Janairo, Brenda         | Teacher, Probationary, 1 <sup>st</sup> year<br>Daily High School              | Effective 8/20/18                          |
| 29.                             | Khalatyan, Gohar        | Teacher, Probationary, 1 <sup>st</sup> year<br>Glendale High School           | Effective 8/20/18                          |
| 30.                             | Lim, Jessie Jihae       | Teacher, Probationary, 1 <sup>st</sup> year<br>Toll Middle School             | Effective 8/20/18                          |

|                                 |                        | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u> |
|---------------------------------|------------------------|--|--|
| <u>Change of Status (Cont.)</u> |                        |  |  |
| 31.                             | Malone, Margaret       | Teacher, Probationary, 2 <sup>nd</sup> year<br>Keppel Elementary                                       | Effective 8/20/18                          |
| 32.                             | McMillon, Sharon       | Teacher, Probationary, 2 <sup>nd</sup> year<br>Toll Middle School                                      | Effective 8/20/18                          |
| 33.                             | Miller, Robert D.      | Teacher, Probationary, 1 <sup>st</sup> year<br>Franklin Elementary                                     | Effective 8/20/18                          |
| 34.                             | Oh, Barbara            | Language, Speech & Hearing<br>Specialist, Probationary,<br>1 <sup>st</sup> year<br>College View School | Effective 8/20/18                          |
| 35.                             | Okaguchi, Sean Y.      | Teacher, Probationary, 1 <sup>st</sup> year<br>Educational Services                                    | Effective 8/20/18                          |
| 36.                             | Rivera-Elekes, Vanessa | Teacher, Probationary, 2 <sup>nd</sup> year<br>Columbus Elementary                                     | Effective 8/20/18                          |
| 37.                             | Rizzo, Christopher J.  | Teacher, Probationary, 1 <sup>st</sup> year<br>Wilson Middle School                                    | Effective 8/20/18                          |
| 38.                             | Sanchez, Martha O.     | Teacher, Probationary, 1 <sup>st</sup> year<br>Cerritos Elementary<br>EEELP                            | Effective 7/01/18                          |
| 39.                             | Tarverdians, Christina | Teacher, Probationary, 2 <sup>nd</sup> year<br>R.D. White Elementary                                   | Effective 8/20/18                          |
| 40.                             | Tashchian, Ani         | Teacher, Probationary, 2 <sup>nd</sup> year<br>Toll Middle School                                      | Effective 8/20/18                          |
| 41.                             | Taylor, Gina M.        | Teacher, Probationary, 1 <sup>st</sup> year<br>Wilson Middle School                                    | Effective 8/20/18                          |
| 42.                             | Thiesmeyer, Yolanda    | Teacher, Probationary, 1 <sup>st</sup> year<br>Cerritos Elementary<br>EEELP                            | Effective 8/20/18                          |

|                                 | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u> |
|---------------------------------|--|--|
| <u>Change of Status (Cont.)</u> |  |  |
| 43.                             | Vakian, Mike<br>Teacher, Probationary, 2 <sup>nd</sup> year<br>Special Education<br>Rosemont Middle School | Effective 8/20/18                          |
| 44.                             | Vallejo, Isias A.<br>Teacher, Probationary, 1 <sup>st</sup> year<br>Balboa Elementary                      | Effective 8/20/18                          |
| 45.                             | Yerkanyan, Zarui<br>Teacher, Probationary, 1 <sup>st</sup> year<br>Clark Magnet High School                | Effective 8/20/18                          |

Termination – Without Cause/Buyout

|    |               |                   |
|----|---------------|-------------------|
| 1. | 2019 co-51244 | Effective 1/29/19 |
|----|---------------|-------------------|

Election Hourly/Daily

|    |                                 |                          |
|----|---------------------------------|--------------------------|
| 1. | Extra-Curricular<br>Assignments | First Semester 2018-2019 |
|----|---------------------------------|--------------------------|

MOUNTAIN AVENUE ELEMENTARY

|    |   |                      |                           |
|----|---|----------------------|---------------------------|
|    | Garrubba, Jennifer<br>McFarlane, Laurie | FLL Club<br>FLL Club |                           |
| 2. | Extra-Curricular<br>Assignments         |                      | Second Semester 2018-2019 |

MOUNTAIN AVENUE ELEMENTARY

|                                    |                        |
|------------------------------------|------------------------|
| Hickman, Beverly<br>Leining, Carol | Math Team<br>Math Team |
|------------------------------------|------------------------|

CERRITOS ELEMENTARY

|  |  |
|--|--|
| Ayala, Peter<br>Dembekjian, Nicole<br>Hernandez, Pearl | Math Field Day<br>Spelling Bee<br>Spelling Bee |
|--|--|

|                                      |   | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>  |
|--------------------------------------|---|---|---|
| <u>Election Hourly/Daily (Cont.)</u> |   |   |   |
| 3.                                   | Fox, Frank<br>Rangel, Amy   | Teachers, as needed, to<br>plan and organize 2019<br>Music Festival | 1/02/19 through 3/02/19<br>\$27.00 per hour<br>Not to exceed 13.50 hours each<br>Administration Center Donation<br>01.0 94230.0 11100 10000 1130<br>0000819 |
| 4.                                   | Brewer, Marta<br>Darbinyan, Anna<br>Delgadillo, Aaron<br>Halawi, Zeinab S.<br>Kousoulas, Johanna<br>Lee, Eun Sook<br>Tierney, Timothy | Substitute teachers, as<br>needed for the 18-19<br>school year      | 1/22/19 through 7/15/19<br>\$165.00 per day<br>01.0 00000.0 19004 10000 1160<br>0004615   |

|                                      | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |  |
|--------------------------------------|--|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |  |  |  |
| 5.                                   | Allen, Jonathan<br>Beerman, Kathleen<br>Besoli, Amy<br>Blackwood, Vanessa<br>Choi, Joyce<br>DerMesropian, Sandra<br>Engen, Christina<br>Evans, Robert<br>Furutani, Derrel<br>Gregorian, Arin<br>Hall, Gavin<br>Harris, Alicia<br>Hart, Omar<br>Harvey, Brett<br>Johnson, Richard<br>Levering, Samuel<br>Markarian, Kathryn<br>McLeod, Amber<br>Merlo, Reid<br>Mucic, Jennifer<br>Neat, Gregory<br>Ngai, Ricky<br>Orchid, Darren<br>Patton, Julie<br>Platt, David<br>Sakonju, Jan<br>Beerman, Raymond<br>Flower, Michael<br>Manukyan, Christina<br>Tanahian, Edit<br>Tuason, Orenda<br>Waters, Jennifer<br>Saw, Win | Teachers, as needed, to<br>prepare students for the<br>Advanced Placement<br>Exam at Crescenta<br>Valley High School | 8/27/18 through 6/11/19<br>\$30.00 per hour<br>Not to exceed 325 hours total<br>Supplemental Program<br>01.0 01000.0 11100 10000 1130<br>1000000 |



|                                      | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>  |
|--------------------------------------|---|---|
| <u>Election Hourly/Daily (Cont.)</u> |   |   |
| 6.                                   | Bailey, Robert<br>Ciotti, Holly<br>Eberhart, Alan<br>Gebeshian, Peter<br>Hernandez, Erica<br>Jahshan, Nabila<br>Jarvis, Donald<br>Keefer, Jonathan<br>Keefer, Lisa<br>Kelly, Darnell<br>Kolodinski, Reiner<br>Martinez, Hector<br>Morrison, Sarah<br>Orue-Perea, Gabriela<br>O'Malley, James<br>Palmer, Kelly<br>Ravitz, Cindy<br>Shiroyan, Hasmik<br>Sinclair, Kimberley<br>Masouris, Nicoleta | Teachers, as needed, to<br>work in Tutoring Program<br>at Glendale High School<br><br>2/01/19 through 6/11/19<br>\$30.00 per hour<br>Not to exceed 10 hours each<br>Not to exceed \$6,000.00 total<br>Title I<br>01.0 30100.0 11100 10000 1130<br>0200000         |
| 7.                                   | Allen, Jon  | Teacher, Regular<br>Math<br>Crescenta Valley High School<br><br>1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 8.                                   | Avetyan, Zhenik   | Teacher, Regular<br>Science<br>Hoover High School<br><br>1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000       |

|                                      |                       | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|-----------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |                       |  |  |
| 9.                                   | Aviles, Gilbert       | Teacher, Regular<br>Physical Education<br>Wilson Middle School     | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0800000 |
| 10.                                  | Beard, David          | Teacher, Regular<br>Wrestling<br>Hoover High School                | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000 |
| 11.                                  | Beers-Dannerth, Laura | Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 12.                                  | Bishop, Joshua        | Teacher, Regular<br>Tech Literacy<br>Clark Magnet High School      | 1/07/19 through 3/15/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 13.                                  | Black, David          | Teacher, Regular<br>Engineering<br>Clark Magnet High School        | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |

|                                      | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |  |  |
| 14.                                  | Blackwood, Vanessa<br>Teacher, Regular<br>World Language<br>Crescenta Valley High School   | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 15.                                  | Blattner, Charles<br>Teacher, Regular<br>Math<br>Clark Magnet High School  | 1/07/19 through 3/15/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 16.                                  | Bourland, Barbara<br>Teacher, as needed, for<br>CPR classes<br>Health Services   | 12/01/18 through 6/30/19<br>\$50.00 per hour<br>Not to exceed 12 hours total<br>01.0 00000.0 11309 1000 1130<br>0002682  |
| 17.                                  | Brownstein, Gina<br>Teacher, Regular<br>TUPE<br>Hoover High School   | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 66902.0 11100 10000 1110<br>0000682 |
| 18.                                  | Burg, Carolyn<br>Teacher, as needed, to<br>provide after-school<br>math intervention to<br>grade 4 students at<br>Lincoln Elementary | 1/26/19 through 4/25/19<br>\$27.00 per hour for planning<br>\$30.00 per hour to work with<br>students<br>Not to exceed \$350.00<br>Intervention<br>01.0 02000.0 11304 10000 1130<br>3300000        |

|                                      |                      | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|----------------------|---|--|
| <u>Election Hourly/Daily (Cont.)</u> |                      |   |  |
| 19.                                  | Call, Sylvia         | Teacher, Regular<br>World Language<br>Crescenta Valley High School    | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 20.                                  | Cerda, Humberto      | Teacher, Regular<br>Physical Education<br>Roosevelt Middle School     | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 01000.0 11100 10000 1110<br>0500000 |
| 21.                                  | Contreras, Andrea    | Teacher, Regular<br>Fresh Start<br>Hoover High School                 | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 30100.0 11100 10000 1110<br>0300865 |
| 22.                                  | Davarhanian, Patrick | Teacher, Regular<br>English/AP Psychology<br>Clark Magnet High School | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 23.                                  | De Bruijn, Rens      | Teacher, Regular<br>Science<br>Wilson Middle School                   | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0800000 |

|                                      | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>  |
|--------------------------------------|---|---|
| <u>Election Hourly/Daily (Cont.)</u> |   |   |
| 24.                                  | Deitch, Patricia<br>Teacher, Regular<br>English<br>Crescenta Valley High School             | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 25.                                  | Der Mesropian, Sandra<br>Teacher, Regular<br>World Language<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 26.                                  | Engen, Christina<br>Teacher, Regular<br>Science<br>Crescenta Valley High School             | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 27.                                  | Filz, Myriam<br>Home Hospital teacher,<br>as needed<br>Health Services                      | 12/01/18 through 6/30/19<br>\$30.00 per hour<br>Not to exceed 6 hours per week<br>01.0 00000.0 19029 10000 1130<br>0005682  |
| 28.                                  | Fishback, Cassandra<br>Teacher, Regular<br>Science<br>Crescenta Valley High School          | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |

|                                      | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |  |  |
| 29.                                  | Flower, Michael<br>Teacher, Regular<br>VAPA<br>Crescenta Valley High School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 30.                                  | Franck, Dawn<br>Teacher, Regular<br>Science<br>Crescenta Valley High School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 31.                                  | Freemon, Allen<br>Teacher, Regular<br>Math<br>Crescenta Valley High School   | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 32.                                  | Ghavam, Amir<br>Teacher, Regular<br>Math<br>Clark Magnet High School   | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 33.                                  | Gilbaugh, Karen<br>Teacher, as needed, to<br>provide after-school<br>math intervention to<br>grade 6 students at<br>Lincoln Elementary | 2/21/19 through 5/23/19<br>\$30.00 per hour<br>Not to exceed \$720.00<br>Intervention Fund<br>01.0 02000.0 11304 10000 1130<br>3300000   |

|                                      |                      | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|----------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |                      |  |  |
| 34.                                  | Guarino, Maral       | Teacher, Regular<br>English<br>Clark Magnet High School            | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 35.                                  | Guzman, Javier       | Teacher, Regular<br>English<br>Roosevelt Middle School             | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 01000.0 11100 10000 1110<br>0500000 |
| 36.                                  | Hall, Gavin          | Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 37.                                  | Hart, Omar           | Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 38.                                  | Herington, Christina | Teacher, Regular<br>Physical Education<br>Wilson Middle School     | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0800000 |

|                                      | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |  |  |
| 39.                                  | Hugo, Pia<br>Teacher, Regular<br>Social Science<br>Crescenta Valley High School      | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 40.                                  | Keenan, Owen<br>Teacher, Regular<br>Math<br>Crescenta Valley High School             | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 41.                                  | Khachatryan, Narine<br>Teacher, Regular<br>English<br>Clark Magnet High School       | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 42.                                  | Kim, Peter<br>Teacher, Regular<br>Physical Education<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 43.                                  | Lamoreaux, Robin<br>Teacher, Regular<br>History<br>Wilson Middle School              | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0800000 |



|                                      |                   | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|-------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |                   |  |  |
| 44.                                  | Lee, Jen Ku       | Teacher, Regular<br>Math<br>Crescenta Valley High School           | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 45.                                  | Loaiza, Peter     | Teacher, Regular<br>PBIS<br>Roosevelt Middle School                | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 01000.0 11100 10000 1110<br>0500000 |
| 46.                                  | Lowe, Kristine    | Teacher, Regular<br>CTE<br>Hoover High School                      | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000 |
| 47.                                  | Marshall, Shannon | Teacher, Regular<br>English<br>Crescenta Valley High School        | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 48.                                  | McLeod, Amber     | Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |

|                                      | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |  |  |
| 49.                                  | Melik-Stepanyan, Edgar<br>Teacher, Regular<br>Social Science<br>Hoover High School   | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000 |
| 50.                                  | Melikian, Melany<br>Teacher, Regular<br>ELD<br>Hoover High School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000 |
| 51.                                  | Mikaelian, Ani<br>Teacher, Regular<br>Math<br>Clark Magnet High School   | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 52.                                  | Mooshagian, Gregory<br>Teacher, as needed, to<br>provide after-school<br>math intervention to<br>grade 2 students at<br>Lincoln Elementary | 1/26/19 through 5/25/19<br>\$27.00 per hour for planning<br>\$30.00 per hour to work with<br>students<br>Intervention Fund<br>01.0 02000.0 11304 10000 1130<br>3300000                             |
| 53.                                  | Nam, Joan<br>Teacher, Regular<br>Math<br>Wilson Middle School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0800000 |

|                                      |                  | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |                  |  |  |
| 54.                                  | Ohanian, Erebuni | Teacher, Regular<br>English<br>Clark Magnet High School  | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 55.                                  | Okaguchi, Sean   | Teacher, as needed, to<br>provide Music<br>Enrichment class for<br>sixth grade FLAG<br>students at Toll Middle<br>School | 2/05/19 through 6/11/19<br>\$30.00 per hour for teaching<br>\$27.00 per hour for planning<br>Not to exceed \$1,400.00 total<br>Supplemental<br>01.0 01000.0 1100 10000 1130<br>0700000             |
| 56.                                  | Orrantia, Joseph | Teacher, Regular<br>Tech Literacy<br>Clark Magnet High School  | 3/26/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 57.                                  | Orris, Christina | Teacher, Regular<br>Foods<br>Wilson Middle School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0800000 |
| 58.                                  | Panosyan, Tamara | Teacher, Regular<br>Science<br>Wilson Middle School  | 3/06/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0800000 |

|                                      | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |  |  |
| 59.                                  | Paronikyan, Yeranui<br>Teacher, Regular<br>Art<br>Clark Magnet High School         | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 60.                                  | Perez, Jason<br>Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 61.                                  | Peterson, Tyraysha<br>Teacher, Regular<br>VAPA<br>Crescenta Valley High School     | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 62.                                  | Pinsker, Jason<br>Teacher, Regular<br>CTE<br>Hoover High School                    | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000 |
| 63.                                  | Platt, David<br>Teacher, Regular<br>Science<br>Crescenta Valley High School        | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |

|                                      | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|---|--|
| <u>Election Hourly/Daily (Cont.)</u> |   |  |
| 64.                                  | Pogroszewski, Denise<br>Teacher, Regular<br>Science<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 65.                                  | Policky, Naeiri<br>Teacher, Regular<br>WASC Chair<br>Hoover High School             | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000 |
| 66.                                  | Pruitt, Conrad<br>Teacher, Regular<br>English<br>Clark Magnet High School           | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 67.                                  | Rodriguez, Corina<br>Teacher, Regular<br>Dance<br>Roosevelt Middle School           | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 01000.0 11100 10000 1110<br>0500000 |
| 68.                                  | Sajjadih, Stephanie<br>Teacher, Regular<br>English<br>Clark Magnet High School      | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |

|                                      | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>  |
|--------------------------------------|---|---|
| <u>Election Hourly/Daily (Cont.)</u> |   |   |
| 69.                                  | Sakonju, Jan<br>Teacher, Regular<br>Social Science<br>Crescenta Valley High School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 70.                                  | Saw, Win<br>Teacher, Regular<br>Math<br>Crescenta Valley High School                | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 71.                                  | Schilling, Paul<br>Teacher, Regular<br>English<br>Crescenta Valley High School      | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 72.                                  | Sheridan, Saul<br>Teacher, Regular<br>Math<br>Crescenta Valley High School          | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |
| 73.                                  | Smiley, James<br>Teacher, Regular<br>Social Science<br>Crescenta Valley High School | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000 |

|                                      |                  | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> |                  |  |  |
| 74.                                  | Smith, Herbert   | Teacher, Regular<br>CTE<br>Crescenta Valley High School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 75.                                  | Spink, Anne      | Teacher, Regular<br>Science<br>Crescenta Valley High School                                      | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 76.                                  | Tuason, Orenda   | Teacher, Regular<br>Science<br>Crescenta Valley High School                                      | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 1000 1110<br>0100000  |
| 77.                                  | Tupanjanin, Elke | Teacher, as needed, to<br>translate instructional<br>materials to German.<br>Teaching & Learning | 7/01/18 through 6/30/19<br>\$27.00 per hour<br>Not to exceed 5 hours<br>01.0 07405.0 11100 10000 5811<br>0000618   |
| 78.                                  | Van Patten, John | Teacher, Regular<br>CTE<br>Hoover High School  | 1/07/19 through 6/11/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1110<br>0300000 |

|                                      |                    | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------------|--------------------|---|--|
| <u>Election Hourly/Daily (Cont.)</u> |                    |   |  |
| 79.                                  | Wathen, Youngmi    | Teacher, as needed, to provide after-school math intervention to Grade 5 students at Lincoln Elementary | 1/26/19 through 5/23/19<br>\$30.00 per hour to teach<br>Not to exceed \$600.00<br>Intervention Fund<br>01.0 02000.0 11304 10000 1130<br>3300000  |
| 80.                                  | Woods, Geoffrey    | Teacher, Regular<br>Math<br>Clark Magnet High School  | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 81.                                  | Yahiayan, Hrant A. | Teacher, Regular<br>Science<br>Clark Magnet High School   | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |
| 82.                                  | Yerkanyan, Zarui   | Teacher, Regular<br>Math<br>Clark Magnet High School  | 1/07/19 through 6/12/19<br>One additional hour assignment<br>at 1/5 daily rate of pay according<br>to placement on Regular<br>Teachers Salary Schedule<br>01.0 00000.0 11303 10000 1100<br>0900000 |



|                                | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>   |
|--------------------------------|---|--|
| <u>Additional Compensation</u> |   |  |
| 1.                             | Chung, Joanne<br>Cutter, Emma<br>Gonzalez, Alina<br>Manaka, Patricia<br>Matthewsian, Ani<br>Pugel Gamez, Nicole<br>Roses, Lauren<br>Shahverdian, Estine<br>Yapundjian, Narine | Consulting Teachers, as<br>needed<br>Teaching & Learning<br>3/01/19 through 6/30/19<br>\$30.00 per hour<br>Not to exceed 200 hours per<br>teacher<br>Not to exceed \$6,000.00 per<br>year each<br>01.0 07405.0 11100 10000 1130<br>0000618 |
| 2.                             | Dugger, Thomas Mack<br>Teacher, as needed, to<br>pack and unpack due to<br>transfer<br>Teaching & Learning  | 1/28/19 through 1/29/19<br>Daily rate of pay<br>Not to exceed 2 days<br>01.0 00000.0 19004 1130<br>0001615   |

Transportation Authorization

|    |   |   |
|----|---|---|
| 1. | Filz, Myriam<br>Home Hospital teacher,<br>as needed, for<br>transportation to various<br>sites<br>Health Services | 12/01/18 through 6/30/19<br>54.50 cents per mile (2018)<br>58.00 cents per mile (2019)<br>01.0 00000.0 19029 10000 5210<br>00005682 |
|----|---|---|

Revision to Previous Personnel Report

|    |  |  |
|----|--|--|
| 1. | Revision to Board Report No. 8, November 5, 2018<br><br><u>Page 13, Item 17</u><br>Melkoian, Miganoush<br>Minasyan, Nina<br>Yarijanyan, Ashken | Teacher, Teacher Specialist,<br>as needed, to create and<br>develop an Armenian test<br>to assess the language<br>fluency of students<br>applying for dual<br>immersion in Armenian<br>Student Support Services<br>8/25/18 through 9/15/18<br>\$27.00 per hour<br>Not to exceed 24 hours each<br>FLAG Support Fund<br>01.0 00000.0 00000 21004 1130<br>0008682 |
|----|--|--|

Change the dates to read:

Not to exceed 52 hours each

Effective Dates  
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

2. Revision to Board Report No. 4, September 4, 2018

Page 13, Item 8

Retirees

Allen, Richard  
 Brown, Cynthia  
 Graney, Robin Lee  
 Graves, Mardell  
 Hacopian, Armineh  
 Harrold, Patricia  
 Mabry, Elizabeth  
 McDonald, Sharon  
 Mullan, Judith  
 Parras, Loretta  
 Pierce, Karen Pfeiffer  
 Stanton, Miles  
 Wells, Patricia  
 Zarian, Annette

Retired teachers and  
 substitute teachers, as  
 needed, to attend Initial  
 ELPAC training and  
 provide initial ELPAC  
 testing at various  
 school sites  
 Assessment & Evaluation

9/03/18 through 6/30/19  
 \$27.00 per hour for training  
 \$30.00 per hour for testing  
 Not to exceed \$100,000.00 total  
 Assessment & Accountability  
 (ELPAC)  
 01.0 00000.0 11100 10000 1130  
 0004616

Substitutes

Barzegar, Anayis  
 Nazari, Anoush

Add the following name:  
 Gallagher, Joanne (Retiree)

Effective Dates  
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

3. Revision to Board Report No. 6, October 2, 2018

Page 8, Item 11

|                        |                       |                               |
|------------------------|-----------------------|-------------------------------|
| Albin, Deborah         | Teachers and Teacher  | 10/09/18 through 6/30/19      |
| Altobelli, Kelly       | Specialists needed to | \$27.00 per hour              |
| Emmett, RaeEtta        | meet and work on the  | Not to exceed \$4,500.00      |
| Espinoza, Sandra       | EL Task Force         | Title III EL Program          |
| Hall, Fonda            | Categorical Programs  | 01.0 42030.0 47600 10000 1130 |
| Hardash-Pitt, Kimberly |                       | 0000673                       |
| Kerr, Karen            |                       |                               |
| Kleinberg, Sarah       |                       |                               |
| Markarian, Kathryn     |                       |                               |
| Mooser, Tania          |                       |                               |
| Rios, Wendy            |                       |                               |
| Robertson, Lynde       |                       |                               |
| Shahverdian, Estine    |                       |                               |

Add the following name:  
 Ventresca, Dianne

4. Revision to Board Report No. 9, November 26, 2018

Page 13, Item 11

|              |                        |                               |
|--------------|------------------------|-------------------------------|
| Cady, Yelena | Teacher, as needed, to | 10/01/18 through 5/03/18      |
|              | provide after-school   | \$30.00 per hour to work with |
|              | math intervention      | students                      |
|              | to grade 2 students    | \$27.00 per hour for planning |
|              | at Lincoln Elementary  | Supplemental Funds            |
|              | School                 | 01.0 01000.0 11100 10000 1130 |
|              |                        | 3300000                       |

Increase amount to read: Not to exceed \$800.00 total

Effective Dates  
And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

5. Revision to Board Report No. 4, September 4, 2018

Page 13, Item 8

Retirees

Allen, Richard  
 Brown, Cynthia  
 Graney, Robin Lee  
 Graves, Mardell  
 Hacopian, Armineh  
 Harrold, Patricia  
 Mabry, Elizabeth  
 McDonald, Sharon  
 Mullan, Judith  
 Parras, Loretta  
 Pierce, Karen Pfeiffer  
 Stanton, Miles  
 Wells, Patricia  
 Zarian, Annette

Retired teachers and  
 substitute teachers, as  
 needed, to attend Initial  
 ELPAC training and  
 provide initial ELPAC  
 testing at various  
 school sites  
 Assessment & Evaluation

9/03/18 through 6/30/19  
 \$27.00 per hour for training  
 \$30.00 per hour for testing  
 Not to exceed \$100,000.00 total  
 Assessment & Accountability  
 (ELPAC)  
 01.0 00000.0 11100 10000 1130  
 0004616

Substitutes

Barzegar, Anayis  
 Nazari, Anoush

Add the following names:

Retirees

Cody, Keith  
 La Com, Sharon  
 Lalaian, Anita  
 Malcolm, Kathleen  
 Veeh, Christine

Position

Effective Dates  
 And Salary Rate

Revision to Previous Personnel Report (Cont.)

6. Revision to Board Report No. 7, October 16, 2018

Page 12, Item 13  
 Galfayan, Gagik  
 Sahakian, Azniv

Teachers, as needed, to  
 run the robotics program  
 at Jefferson Elementary

10/01/18 through 5/17/19  
 \$30.00 per hour to work with  
 students  
 Not to exceed \$3,480.00 total  
 Supplemental Program  
 01.0 01000.0 11100 10000 1130  
 3000000

Add the following name:  
 Vargas, Guadalupe (sub)

Personal Services Agreement

1. Atneyel, Sharareh

Consultant, as needed, to  
 provide individual  
 counseling and  
 psychological services  
 for GUSD students,  
 including assessment  
 reports and meeting  
 attendance  
 Special Education

2/01/19 through 6/30/19  
 \$75.00 per hour  
 5 days a week, 8 hours per day  
 Not to exceed \$60,000.00  
 Special Education  
 01.0 65120.0 50011 21000 5811  
 0000600

|  | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>  |
|--|---|---|
| <u>Personal Services Agreement (Cont.)</u> |   |   |
| 2.   | Chitilian, Nora<br><br>Consultant, as needed, to provide counseling services based on student's IEP or 504 plan; consultation and collaboration with District staff; complete case disposition; participate in IEP meetings; attend case consultation meetings and submit LEA Medi-Cal billing via Paradigm on a monthly basis<br>Special Education | 2/01/19 through 6/30/19<br>\$60.00 per hour<br>Not to exceed \$12,000.00<br>01.0 65120.0 50011 21000 5811<br>0000600  |
| 3.   | Choi, Stephanie<br>(aka Seung Y<br>Stephanie Choi)<br><br>Consultant, as needed, to teach and assist students for the Elementary Honors Orchestra program   | 2/09/19 through 2/22/19<br>Not to exceed \$350.00<br>Instrumental Music<br>01.0 00000.0 17003 10000 5811<br>0005616   |
| 4.   | Interiano, Ludwin<br><br>Audiologist, to provide educational audiological services with District equipment and materials, consultation on classroom equipment, attend IEP meetings and conduct audiological in-service for teachers<br>Special Education  | 2/01/19 through 6/30/19<br>\$180.00 per hour<br>Not to exceed \$30,000.00<br>01.0 65000.0 50011 21000 5811<br>0000600 |
| 5.   | Kami, Andrew<br><br>Consultant, as needed, to provide parent workshops<br>Roosevelt Middle School   | 12/12/18 through 6/30/19<br>Not to exceed \$15,000.00 total<br>Title I<br>01.0 30100.0 11100 10000 5811<br>0500000    |

|  | <u>Position</u>   | <u>Effective Dates<br/>And Salary Rate</u>  |
|--|---|---|
| <u>Personal Services Agreement (Cont.)</u> |   |   |
| 6.   | Montgomery, Tanya<br>Consultant, as needed, to provide counseling services based on student's IEP or 504 plan; consultation and collaboration with District staff; complete case disposition; participate in IEP meetings; attend case consultation meetings and submit LEA Medi-Cal billing via Paradigm on a monthly basis<br>Special Education | 2/01/19 through 6/30/19<br>\$60.00 per hour<br>Not to exceed \$30,000.00<br>01.0 65120.0 50011 21000 5811<br>0000600  |
| 7.   | Pickering, Lindsay<br>Consultant, as needed, to provide individual counseling and psychological services for GUSD students, including assessment reports and meeting attendance<br>Special Education  | 2/01/19 through 6/30/19<br>\$75.00 per hour<br>4 days a week, 8 hours per day<br>Not to exceed \$40,000.00<br>Special Education<br>01.0 65120.0 50011 21000 5811<br>0000600 |
| 8.   | Spencer, Heidi<br>Consultant, as needed, to provide individual counseling and psychological services for GUSD students, including assessment reports and meeting attendance<br>Special Education  | 2/01/19 through 6/30/19<br>\$75.00 per hour<br>2 days a week, 8 hours per day<br>Not to exceed \$26,000.00<br>Special Education<br>01.0 65120.0 50011 21000 5811<br>0000600 |

|  | <u>Position</u>  | <u>Effective Dates<br/>And Salary Rate</u>  |
|--|--|---|
| <u>Personal Services Agreement (Cont.)</u> |  |   |
| 9.   | Terzian, Garik<br>Consultant, as needed, to<br>teach and assist students<br>for the Elementary Honors<br>Orchestra Program | 2/09/19 through 2/19/19<br>Not to exceed \$300.00<br>Instrumental Music<br>01.0 00000.0 17003 10000 5811<br>0005616 |



GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CLASSIFIED PERSONNEL REPORT NO. 11

CONSENT CALENDAR NO. 3

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
PREPARED BY: Dr. Cynthia M. Foley, Assistant Superintendent, Human Resources  
SUBJECT: CLASSIFIED PERSONNEL REPORT NO. 11

---

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

|  | <u>Location</u>      | <u>Months/Hours, and<br/>Salary Rating</u> |
|--|----------------------|--|
| <u>Medical Leave of Absence</u>                |                      |  |
| 1. <u>Groundswoker</u><br>Gomez, Carlos        | FASO                 | 01/30/19 through 04/28/19                  |
| 2. <u>Typist Clerk III</u><br>Butchko, Cynthia | Educational Services | 01/02/19 through 02/03/19                  |

Extension of Medical Leave of Absence

|   |                   |                           |
|---|-------------------|---------------------------|
| 1. <u>Behavior Intervention Assistant</u><br>Sagolili, Donnah | Special Education | 11/26/18 through 03/31/19 |
|---|-------------------|---------------------------|

Family & Medical Leave of Absence

|  |                      |                           |
|--|----------------------|---------------------------|
| 1. <u>Typist Clerk III</u><br>Butchko, Cynthia | Educational Services | 01/02/19 through 02/03/19 |
|--|----------------------|---------------------------|

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Extension of Family & Medical Leave of Absence

1. Typist Clerk II  
Allen, Stephanie                      Monte Vista                      11/17/18 through 02/28/19

Maternity Leave of Absence

1. Behavior Intervention Assistant  
Borjas, Madeleine                      Special Education                      02/16/19 through 04/02/19

Extension of Maternity Leave of Absence

1. Typist Clerk II  
Allen, Stephanie                      Monte Vista                      11/17/18 through 02/28/19

Parental Leave of Absence

1. Assistant Physically Handicapped  
Jacobson, Katherine                      College View                      02/04/19 through 03/29/19

Military Leave of Absence

1. Behavior Intervention Assistant  
Martinez, Joseph                      Special Education                      03/04/19

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Election from Eligibility List

|  |                    |   |
|--|--------------------|---|
| 1. <u>Account Clerk II</u><br>Aivazi, Sona | Financial Services | 02/04/19; 12/8; 17-9<br>01.0 00000.0 00000 72007 2410 0000669 |
| Kielpinski, Birgit                         | Financial Services | 02/12/19; 12/8; 17-1<br>01.0 00000.0 00000 72007 2410 0000669 |
| Quintero, Maria                            | Financial Services | 02/12/19; 12/8; 17-1<br>01.0 00000.0 00000 72007 2410 0000669 |

Termination - Exhaustion of Benefits  
 2019-cl-80249

02/06/19

Termination - Probationary  
 2019-cl-82061

01/25/19

Additional Assignment Temporary - At Established Rate of Pay

|   |          |  |
|---|----------|--|
| 1. <u>Health Assistant LVN/RN</u><br>Nicolas, Aimee | Columbus | 01/01/19 through 06/19/19<br>Not to exceed 80 hours total<br>Supplemental Program<br>01.0 01000.0 00000 27000 2430 2300000 |
|---|----------|--|

Effective Dates,  
 Months/Hours, and  
Salary Rating

Location

Change of Assignment

1. Change of Location

a. Custodian I

Jose, Michael

FASO  
 From Lincoln

01/22/19  
 01.0 00000.0 00000 81006 2211 0000640

b. Education Assistant II

Sahakyan, Susanna

Special Education  
 From College View

01/16/19  
 01.0 33100.0 57700 11100 2110 0000600

2. Provisional Assignment

a. Library Assistant

Boghossian Rezaieh,  
 Linda

Muir  
 from Education  
 Assistant I,  
 3-2

01/01/19 through 01/31/19  
 3 hours a day  
 8-1  
 01.0 01000.0 00000 24203 2910 4000000

b. Account Clerk I

Masoudi, Eva

EEELP  
 From EA Site  
 Leader,  
 6-4

02/01/19 through 02/28/19  
 8 hours a day  
 13-2  
 Self Supporting Combined  
 01.0 91500.0 85000 10000 2410 0000671

c. Account Clerk II

Petrosian, Michelle

EEELP  
 From Account  
 Clerk I,  
 13-3

02/01/19 through 02/28/19  
 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

Revisions to previous Board Reports

1. Revision to Personnel Report #8, November 26, 2018

Page 7, Item 3b

Provisional Assignments

Account Clerk II

Petrosian, Michelle

EEELP  
 From Account  
 Clerk I,  
 13-2

11/05/18 through 12/31/18  
 8 hours a day  
 17-2  
 Self Supporting Combined  
 01.0 91500.0 85000 10000 2410 0000671

Change classification to read:  
Change range and step to read:

Account Clerk III  
 21-1

2. Revision to Personnel Report # 10, January 15, 2019

Page 8, Item 4,b

Provisional Assignments

Account Clerk II

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

Change classification to read:  
Change range and step to read:

Account Clerk III  
 21-1

Effective Dates,  
Months/Hours, and  
Salary Rating

Location

Revisions to previous Board Reports - Continued

3. Revision to Personnel Report #6, October 16, 2018

Page 3, Item 2

Additional Assignment Temporary - At Established Rate of Pay

Education Assistant II

Ghazaryan, Laura

Clark

09/10/18 through 06/12/19

Not to exceed \$4,000.00 total

Title I

01.0 30100.0 11100 10000 2130 0900000

Add name to read:

Gabuchian, Narine

| <u>Location</u>  | <u>Effective Dates,<br/>Months/Hours, and<br/>Salary Rating</u> |
|--|---|
| <u>Election of Classified Hourly Substitutes through 06/30/19</u>                        |   |
| Barrios, Jennifer  | 07/01/18 through 06/30/19                                       |
| Escobar, Emitterio   |   |
| Flores, Lilith   |   |
| Hernandez, Michele   |   |
| Jordan, Esther   |   |
| Moosakhani, Ninet  |   |
| Osorno, Alexa  |   |
| Ruiz Gomez, Veronica   |   |
| Trelles, Elizabeth   |   |
| Vardanyan, Ararat  |   |
| Farsakh, Ishaq Khalil  |   |
| <u>Election of Classified Hourly Substitutes (Yard Duty Assistants) through 06/30/19</u> |   |
| Aghakhani, Judith  | 01/01/19 through 06/30/19                                       |
| Avina, Leticia   |   |
| Minasyan, Varditer   |   |
| Qassam, Taghreed   |   |
| Shahkarami, Roobina  |   |
| Babakhanians, Armineh  |   |
| Odjakhian, Helen   |   |
| <u>Election of Classified/Non Classified Hourly Substitutes through 06/30/19</u>         |   |
| 1. <u>Student Assistant I</u>  |   |
| Acevedo, Stephanie   | SELPA 01/15/19 through 06/30/19                                 |
| Adams, Lucien  | \$12.00 per hour  |
| Aghazaryan, Nareg  | 01.0 65200.0 57700 11100 2180 0000668                           |
| Alas, Nathan   |   |
| Concepcion, Bianca   |   |
| Deroche, Anna  |   |
| Gomez, Alejandro   |   |
| Medina, Haliey   |   |
| Olson, Daniel  |   |
| Pandy, Sarah   |   |
| Pilgeen, Noah  |   |
| Pabon, Erlinda   |   |
| Ruiz, Juan   |   |
| Tenuta, Krista   |   |
| Snyder, Adrian   |   |
| Vasquez, Emma  |   |

|                                    | <u>Location</u>   | <u>Effective Dates,<br/>Months/Hours, and<br/>Salary Rating</u>  |
|------------------------------------|---|--|
| <u>Personal Services Agreement</u> |   |  |
| 1. Benjamin, Arthur                | Consultant,<br>as needed<br>to perform<br>the Art<br>of Mental<br>Calculation,<br>at Math<br>Field Day  | 02/01/19 through 06/30/19<br>Not to exceed \$1,000.00<br>Supplemental<br>01.0 01000.0 11100 10000 5811 0000673                       |
| 2. Kim, Jeannie                    | Consultant,<br>as needed<br>to provide<br>Korean<br>Drum lessons<br>to Hoover<br>High School<br>students,<br>as well as<br>perform at<br>Annual Arts<br>Day | 01/28/19 through 03/13/19<br>Not to exceed \$945.00 total<br>Hoover Korean Donation Account<br>01.0 94384.0 11100 10000 5811 0000611 |



GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 4

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
PREPARED BY: Karineh Savarani, Director, Financial Services  
SUBJECT: **Warrants – District Funds**

---

The Interim Superintendent recommends that “A” Form (Payroll Warrants) issued January 9, 2019 – January 29, 2019 as shown below totaling \$12,022,617.82, 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<br>NUMBER | WARRANT<br>NUMBER | DESCRIPTION  | AMOUNT                         |
|----------------------|-------------------|--------------|--------------------------------|
| 007-C                | 6015331 - 6015337 | Certificated | \$ 3,146.96                    |
| 007-N                | 6015338 - 6015338 | Classified   | 477.14                         |
| C3F-N                | 6018768 - 6018933 | Classified   | 326,590.90                     |
| 008-N                | 6023876 - 6023876 | Classified   | 1,466.51                       |
| 011-C                | 6025067 - 6025067 | Certificated | 4,347.35                       |
| 011-N                | 6025068 - 6025073 | Classified   | 1,423.05                       |
| 014-N                | 6025478 - 6025478 | Classified   | 360.28                         |
| 016-N                | 6026222 - 6026223 | Classified   | 898.98                         |
| E4M-N                | 6028473 - 6028560 | Classified   | 11,228,459.07                  |
| 023-N                | 6033453 - 6033458 | Classified   | 19,826.28                      |
| R27-C                | 6034971 - 6034977 | Certificated | 874.20                         |
| R27--N               | 6034978 - 6036253 | Classified   | 438,830.39                     |
| 024-N                | 6033576 - 6033577 | Classified   | 121.00                         |
| 025-N                | 6035420 - 6036281 | Classified   | (4,204.29)                     |
| <b>TOTAL</b>         |                   |              | <b>\$ <u>12,022,617.82</u></b> |

#

GLENDALE UNIFIED SCHOOL DISTRICT

FEBRUARY 5, 2019

CONSENT CALENDAR NO. 5

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Christine J. Ward, Director, Procurement & Contract Services

SUBJECT: **PURCHASE ORDER LISTING**

---

The Interim Superintendent recommends that the Board of Education approve Purchase Orders totaling \$922,204.36 for the period of January 2, 2019 through January 18, 2019 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM JANUARY 2, 2019 THROUGH JANUARY 18, 20019

| <b>Funding Source</b>               | <b>Number of Purchase Orders</b> | <b>\$ Amount</b>    |
|-------------------------------------|----------------------------------|---------------------|
| UNRESTRICTED RESOURCES              | 103                              | \$280,976.85        |
| FEDERAL RESTRICTED RESOURCES        | 33                               | 142,327.18          |
| STATE RESTRICTED RESOURCES          | 42                               | 271,378.05          |
| LOCAL RESTRICTED RESOURCES          | 68                               | 136,348.13          |
| CHILD DEVELOPMENT FUND              | 5                                | 2,113.19            |
| FOOD SERVICES FUND                  | 7                                | 23,876.64           |
| MEASURE S PROJECTS FUND             | 6                                | 63,155.72           |
| CLEAN RENEWABLE ENERGY BONDS        | 2                                | 1,1138.60           |
| CAPITAL PROJECTS & IMPROVEMENT FUND | 1                                | 890.00              |
| <b>TOTAL</b>                        | <b>267</b>                       | <b>\$922,204.36</b> |

---

| PO NUMBER  | UNRESTRICTED RESOURCES<br>VENDOR  | AMOUNT    |
|------------|---|-----------|
| 0001020059 | OFFICE DEPOT  | 57.77     |
| 0001024715 | SCHOOL SPECIALTY  | 41.60     |
| 0001024725 | SOLARWINDS<br>SOFTWARE - EDUCATIONAL TECHNOLOGY & INFORMATION<br>SERVICES   | 18,053.75 |
| 0001024729 | CULVER-NEWLIN, INC<br>OFFICE FURNITURE - SECONDARY SERVICES   | 1,324.95  |
| 0001024731 | MEGAPLEX<br>INSTALL SAFETY FILM ON DOORS AND WINDOWS AT<br>ROOSEVELT MIDDLE SCHOOL - FACILITY & SUPPORT<br>OPERATIONS | 4,369.14  |
| 0001024735 | SUPPLYWORKS   | 79.42     |
| 0001024736 | PRIVATIZER TECHNOLOGIES LLC<br>REPAIR SERVICES - EDUCATIONAL TECHNOLOGY &<br>INFORMATION SERVICES                     | 1,233.88  |
| 0001024739 | AMERICAN EXPRESS CPS<br>TARGET.COM - OFFICE FURNITURE - FRANKLIN ELEMENTARY<br>SCHOOL                                 | 227.74    |
| 0001024740 | AMERICAN EXPRESS CPS<br>TOTE BAG FACTORY.COM - OFFICE SUPPLIES - STUDENT<br>SUPPORT SERVICES                          | 1,243.92  |
| 0001024743 | RYDIN DECAL   | 309.08    |
| 0001024744 | SCANTRON/HARLAND TECHNOLOGY SERVICES<br>INSTRUCTIONAL SUPPLIES - HOOVER HIGH SCHOOL                                   | 1,889.76  |
| 0001024747 | MCGRAW-HILL EDUCATION   | 834.76    |
| 0001024748 | ULINE SHIPPING SUPPLY   | 250.59    |
| 0001024749 | ULINE SHIPPING SUPPLY   | 49.34     |
| 0001024753 | SCHOOL SPECIALTY<br>ART SUPPLIES - ROSEMONT MIDDLE SCHOOL   | 1,124.99  |
| 0001024760 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>QLABS - SOFTWARE - GLENDALE HIGH SCHOOL                                   | 399.00    |
| 0001024762 | CDW GOVERNMENT  | 383.25    |
| 0001024763 | CLEAN SWEEP SUPPLY CO INC<br>CUSTODIAL SUPPLIES - MONTE VISTA ELEMENTARY SCHOOL                                       | 1,052.85  |
| 0001024764 | COMPLETE BUSINESS SYSTEMS   | 885.90    |
| 0001024765 | C.A.S.H.  | 225.00    |
| 0001024770 | CDW GOVERNMENT<br>CLASSROOM EQUIPMENT - GLENOAKS ELEMENTARY SCHOOL  | 1,773.91  |

| PO NUMBER  | UNRESTRICTED RESOURCES (CONTINUATION)<br>VENDOR   | AMOUNT    |
|------------|---|-----------|
| 0001024771 | CAMCOR, INC.  | 587.95    |
| 0001024775 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - FRANKLIN ELEMENTARY               | 213.42    |
| 0001024777 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - MARSHALL ELEMENTARY<br>SCHOOL     | 28.99     |
| 0001024778 | AMAZON CAPITAL SERVICES, INC.<br>BOOKS - DAILY HIGH SCHOOL                                  | 133.90    |
| 0001024780 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCITONAL SUPPLIES - MONTE VISTA ELEMENTARY<br>SCHOOL  | 104.18    |
| 0001024781 | DUAL LANGUAGE EDUCATION OF NEW MEXICO   | 56.17     |
| 0001024782 | PEARSON EDUCATION   | 665.77    |
| 0001024785 | WAXIE SANITARY SUPPLY   | 256.23    |
| 0001024786 | DOCUMENT TRACKING SERVICES,LLC<br>SOFTWARE LICENSES - CATEGORICAL PROGRAMS                  | 7,095.00  |
| 0001024787 | SUPPLYWORKS<br>CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL                            | 2,412.87  |
| 0001024788 | SUPPLYWORKS<br>CUSTODIAL SUPPLIES - ROSEMONT MIDDLE SCHOOL                                  | 1,140.81  |
| 0001024793 | WESTED<br>BLANKET PURCHASE ORDER FOR ONLINE SERVICES -<br>STUDENT SUPPORT SERVICES          | 7,200.00  |
| 0001024795 | FOUNDATION FOR KOREAN LANGUAGE & CULTURE<br>BOOKS -ROSEMONT MIDDLE SCHOOL                   | 1,686.42  |
| 0001024796 | POSITIVE PRESS  | 793.87    |
| 0001024797 | N P E INC   | 784.00    |
| 0001024800 | O.H. LYNN PRINTING  | 290.18    |
| 0001024803 | O.H. LYNN PRINTING  | 74.46     |
| 0001024804 | IMAGECUBE   | 783.96    |
| 0001024808 | SHALOM PLUMBING & ROOTER  | 286.30    |
| 0001024809 | COOPERATIVE STRATEGIES, LLC<br>PROFESSIONAL SERVICES - BUSINESS SERVICES                    | 1,050.00  |
| 0001024810 | MARIO'S IMPORTS   | 137.95    |
| 0001024811 | CHARLES MUSIC   | 65.00     |
| 0001024812 | OFFICESPECIALTIES.COM   | 513.84    |
| 0001024820 | AREY JONES EDUCATIONAL SOLUTIONS<br>COM PUTER EQUIPMENT - LA CRESCENTA ELEMENTARY<br>SCHOOL | 10,797.64 |

| PO NUMBER  | UNRESTRICTED RESOURCES (CONTINUATION)<br>VENDOR  | AMOUNT    |
|------------|--|-----------|
| 0001024823 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>COMPUTER SUPPLIES - R. D. WHITE ELEMENTARY SCHOOL                              | 148.42    |
| 0001024824 | AMERICAN EXPRESS CPS<br>EXPENSES RELATED TO GUSD MEETINGS AND CONFERENCES -<br>ROBERSON - SUPERINTENDENT                   | 1,310.26  |
| 0001024825 | CRESCENTA VALLEY CHAMBER OF COMMERCE   | 150.00    |
| 0001024835 | OFFICE DEPOT<br>INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY<br>SCHOOL  | 5,000.00  |
| 0001024838 | ULINE SHIPPING SUPPLY  | 412.82    |
| 0001024842 | VETERAN BUILDING MAINTENANCE, LLC<br>EMERGENCY SUPPLIES - STUDENT SUPPORT SERVICES   | 6,622.56  |
| 0001024847 | AMAZON CAPITAL SERVICES, INC.<br>OFFICE SUPPLIES - STUDENT SUPPORT SERVICES  | 46.76     |
| 0001024851 | DISCOUNT SCHOOL SUPPLY   | 482.37    |
| 0001024853 | DECKER EQUIPMENT/SCHOOL FIX  | 248.20    |
| 0001024858 | O.H. LYNN PRINTING   | 111.69    |
| 0001024868 | ULINE SHIPPING SUPPLY<br>OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS   | 1,707.48  |
| 0001024871 | CDW GOVERNMENT   | 301.21    |
| 0001024875 | LEGO EDUCATION   | 459.85    |
| 0001024876 | CAMCOR, INC.   | 489.47    |
| 0001024877 | HIGBEE & ASSOCIATES CLIENT TRUST ACCOUNT   | 660.00    |
| 0001024884 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>MANCHESTER GRAND HYATT SAN DIEGO - CONFERENCE<br>EXPENSES - FINANCIAL SERVICES | 662.80    |
| 0001024885 | SPECIALIZED TRAINING   | 649.00    |
| 0001024887 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>CALIFORNIA SCHOOL BOARD ASSOCIATION - CONFERENCE<br>EXPENSES - HUMAN RESOURCES | 501.90    |
| 0001024889 | SMART & FINAL IRIS COMPANY<br>BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES -<br>DAILY HIGH SCHOOL                     | 3,200.00  |
| 0001024891 | CHALLENGE DAY<br>PROVIDE WORKSHOPS AND TRAINING TO MIDDLE SCHOOLS -<br>SECONDARY SERVICES                                  | 14,300.00 |
| 0001024892 | ACCOUNTANT STATIONERS & PRINTERS   | 82.36     |
| 0001024893 | O.H. LYNN PRINTING<br>OFFICE SUPPLIES - FINANCIAL SERVICES   | 2,349.43  |

| PO NUMBER  | UNRESTRICTED RESOURCES (CONTINUATION)<br>VENDOR   | AMOUNT    |
|------------|---|-----------|
| 0001024895 | ATKINSON, ANDELSON, LOYA, RUUD<br>PROFESSIONAL SERVICES - EDUCATIONAL SERVICES                                      | 2,556.25  |
| 0001024897 | MARK SCHMIDT<br>REPAIR SERVICES - GLENDALE HIGH SCHOOL  | 1,300.00  |
| 0001024902 | HOME DEPOT CREDIT SERVICES  | 154.39    |
| 0001024903 | STATE OF CA DEPT OF INDUSTRIAL RELATIONS<br>ELEVATOR MAINTENANCE - FACILITY & SUPPORT<br>OPERATIONS                 | 1,025.00  |
| 0001024906 | JON'S MARKET  | 300.00    |
| 0001024907 | CITY OF GLENDALE  | 164.00    |
| 0001024917 | SUPPLYWORKS   | 27.05     |
| 0001024918 | FULL COMPASS SYSTEMS<br>AUDIOVISUAL EQUIPMENT - GLENDALE HIGH SCHOOL  | 1,649.21  |
| 0001024920 | FULL COMPASS SYSTEMS  | 99.00     |
| 0001024921 | AMAZON CAPITAL SERVICES, INC.<br>OFFICE SUPPLIES - CATEGORICAL PROGRAMS   | 120.20    |
| 0001024923 | NELSON SOUND INC<br>AUDITORIUM REPAIR MATERIALS & SERVICES AT HOOVER<br>HIGH SCHOOL - FACILITY & SUPPORT OPERATIONS | 4,954.25  |
| 0001024932 | INSIGHT PUBLIC SECTOR, INC.   | 25.87     |
| 0001024933 | NIPPON SHOSEKI HANBAI, INC.   | 269.39    |
| 0001024944 | AMAZON CAPITAL SERVICES, INC.<br>COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY &<br>INFORMATION SERVICES               | 262.58    |
| 0001024945 | CDW GOVERNMENT<br>COMPUTER SUPPLIES - EDUCATIONAL TECHNOLOGY &<br>INFORMATION SERVICES                              | 4,599.00  |
| 0001024946 | CLEAN SWEEP SUPPLY CO INC   | 909.95    |
| 0001024949 | CDW GOVERNMENT<br>COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY &<br>INFORMATION SERVICES                             | 4,204.80  |
| 0001024950 | AMAZON CAPITAL SERVICES, INC.<br>OFFICE SUPPLIES - DAILY HIGH SCHOOL  | 40.50     |
| 0001024951 | GALE SUPPLY COMPANY   | 890.44    |
| 0001024952 | LACOE<br>PROVIDE TRAINING AND CONSULTING SERVICES<br>DISTRICTWIDE - EDUCATIONAL SERVICES                            | 97,500.00 |
| 0001024954 | GLENDALE CHAMBER OF COMMERCE  | 50.00     |

| PO NUMBER  | UNRESTRICTED RESOURCES (CONTINUATION)<br>VENDOR   | AMOUNT     |
|------------|---|------------|
| 0001024955 | MONOPRICE INC.  | 98.94      |
| 0001024956 | MAINTEX   | 157.70     |
| 0001024961 | OFFICE DEPOT  | 15.55      |
| 0001024964 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - DUNSMORE ELEMENTARY<br>SCHOOL | 108.46     |
| 0001024966 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - DAILY HIGH SCHOOL             | 60.13      |
| 0001024969 | LAKESHORE   | 215.95     |
| 0001024971 | HEXAGRAMMBOOKS<br>BOOKS - FRANKLIN ELEMENTARY SCHOOL                                    | 1,351.93   |
| 0001024973 | OFFICE DEPOT<br>COMPUTER EQUIPMENT - ROOSEVELT MIDDLE SCHOOL                            | 23,802.42  |
| 0001024974 | SUPPLYWORKS   | 179.33     |
| 0001024975 | OFFICE DEPOT<br>COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY &<br>INFORMATION SERVICES   | 13,409.82  |
| 0001024977 | MONOPRICE INC.  | 399.26     |
| 0001024978 | GRAINGER  | 48.49      |
| 0001024979 | TPRS PUBLISHING INC<br>INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL                | 4,995.39   |
| 0001024980 | SPINITAR  | 310.59     |
| 1024307A   | TIAA COMMERCIAL FINANCE, INC<br>LEASE OF EQUIPMENT - MUIR ELEMENTARY SCHOOL             | 1,854.92   |
|            | TOTAL   | 280,976.85 |

FEDERAL RESTRICTED RESOURCES

|            |  |           |
|------------|--|-----------|
| 0001024724 | MONACO & ASSOCIATES INC.   | 231.82    |
| 0001024727 | SOLUTION TREE<br>PROFESSIONAL SERVICES - ROOSEVELT MIDDLE SCHOOL | 13,600.00 |
| 0001024730 | REFUGEE FORUM OF LOS ANGELES                                     | 200.00    |
| 0001024732 | NETOP  | 195.00    |
| 0001024737 | WINSOR LEARNING, INC<br>ONLINE SERVICES - SPECIAL EDUCATION      | 2,750.00  |
| 0001024746 | MHS, INC<br>INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION           | 1,095.00  |

| PO NUMBER  | FEDERAL RESTRICTED RESOURCES (CONTINUATION)<br>VENDOR  | AMOUNT    |
|------------|--|-----------|
| 0001024756 | NCS PEARSON  | 19.44     |
| 0001024790 | AMAZON CAPITAL SERVICES, INC.<br>BOOKS - HOOVER HIGH SCHOOL  | 172.79    |
| 0001024841 | BRIDGE OF KNOWLEDGE, LLC<br>PROVIDE TUTORING SERVICES TO GUSD STUDENTS -<br>CATEGORICAL PROGRAMS             | 13,698.00 |
| 0001024852 | WESTERN PSYCHOLOGICAL SERVICES   | 133.70    |
| 0001024869 | CDW GOVERNMENT<br>COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL  | 4,007.70  |
| 0001024874 | APPLE COMPUTER<br>COMPUTER EQUIPMENT - GLENDALE HIGH SCHOOL  | 6,538.60  |
| 0001024881 | SCKC, INC.<br>CONFERENCE EXPENSES - SPECIAL EDUCATION  | 1,584.00  |
| 0001024888 | SUPER DUPER PUBLICATIONS   | 87.82     |
| 0001024898 | SOUTHWEST SCHOOL & OFFICE<br>BLANKET PURCHASE ORDER FOR INSTRUCTIONAL SUPPLIES -<br>BALBOA ELEMENTARY SCHOOL | 12,000.00 |
| 0001024899 | SOUTHWEST SCHOOL & OFFICE<br>BLANKET PURCHASE ORDER FOR OFFICE SUPPLIES - BALBOA<br>ELEMENTARY SCHOOL        | 3,000.00  |
| 0001024910 | SUPER DUPER PUBLICATIONS   | 218.95    |
| 0001024911 | PRO-ED   | 48.18     |
| 0001024912 | PRO-ED   | 108.41    |
| 0001024913 | NCS PEARSON  | 86.65     |
| 0001024914 | NCS PEARSON  | 48.33     |
| 0001024915 | NCS PEARSON<br>TEST MATERIALS - SPECIAL EDUCATION  | 10,487.96 |
| 0001024926 | NCS PEARSON<br>INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION  | 13,463.69 |
| 0001024927 | OPTOMETRIC EXTENSION FOUNDATION  | 274.30    |
| 0001024928 | WESTERN PSYCHOLOGICAL SERVICES<br>INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION                                 | 1,314.11  |
| 0001024929 | MHS, INC<br>INSTRUCTIONAL SUPPLIES - SPECIAL EDUCATION   | 3,839.70  |
| 0001024930 | THERAPRO, INC.<br>TRAINING SUPPLIES - SPECIAL EDUCATION  | 4,322.20  |



| PO NUMBER  | FEDERAL RESTRICTED RESOURCES (CONTINUATION)<br>VENDOR           | AMOUNT     |
|------------|---|------------|
| 0001024947 | CDW GOVERNMENT<br>CLASSROOM EQUIPMENT - ROOSEVELT MIDDLE SCHOOL | 4,007.70   |
| 0001024948 | ATTAINMENT COMPANY  | 789.88     |
| 0001024965 | BARNES & NOBLE<br>BOOKS - WILSON MIDDLE SCHOOL                  | 4,300.00   |
| 0001024968 | SCHOLASTIC INC  | 144.30     |
| 0001024976 | OFFICE DEPOT<br>COMPUTER EQUIPMENT - ROOSEVELT MIDDLE SCHOOL    | 16,427.02  |
|            | TOTAL   | 142,327.18 |

| PO NUMBER  | STATE RESTRICTED RESOURCES<br>VENDOR  | AMOUNT   |
|------------|---|----------|
| 0001024712 | SKILLS USA  | 64.56    |
| 0001024716 | GALE SUPPLY COMPANY   | 38.87    |
| 0001024720 | AMERICAN EXPRESS CPS<br>SOUTHWEST AIRLINES - CONFERENCE EXPENSES - DAILY<br>HIGH SCHOOL                 | 199.96   |
| 0001024721 | AMERICAN EXPRESS CPS<br>SOUTHWEST AIRINES - CONFERENCE EXPENSES - DAILY HIGH<br>SCHOOL                  | 180.96   |
| 0001024738 | AMERICAN EXPRESS CPS<br>MOLE-RICHARDSON COMPANY - CLASSROOM EQUIPMENT -<br>CRESCENTA VALLEY HIGH SCHOOL | 9,072.32 |
| 0001024757 | REGISTRATIONS FOR YOU<br>CONFERENCE EXPENSES - SECONDARY SERVICES                                       | 3,450.00 |
| 0001024758 | WAREHOUSE DISCOUNT CENTER<br>CLASSROOM EQUIPMENT - GLENDALE HIGH SCHOOL                                 | 5,684.89 |
| 0001024766 | HIGH SIGHT LLC<br>CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL  | 6,784.68 |
| 0001024768 | HIGH SIGHT LLC<br>CLASSROOM EQUIPMENT - CRESCENTA VALLEY HIGH   | 6,784.68 |
| 0001024769 | HIGH SIGHT LLC<br>CLASSROOM EQUIPMENT - GLENDALE IGH SCHOOL   | 6,784.68 |

| PO NUMBER  | STATE RESTRICTED RESOURCES (CONTINUATION)<br>VENDOR   | AMOUNT    |
|------------|---|-----------|
| 0001024772 | KNORR SYSTEMS, INC  | 591.30    |
| 0001024784 | AREY JONES EDUCATIONAL SOLUTIONS<br>COMPUTER CARTS - WILSON MIDDLE AND CLARK MAGNET<br>HIGH SCHOOLS   | 2,344.03  |
| 0001024792 | AMERICAN EXPRESS CPS<br>SOUTHWEST AIRLINES - CONFERENCE EXPENSES -<br>SECONDARY SERVICES  | 361.92    |
| 0001024802 | CITY OF LOS ANGELES - CAMP HOLLYWOODLAND<br>LEASE OF CAMP FACILITIES FOR TOLL, ROSEMONT,<br>ROOSEVELT & WISLON MIDDLE SCHOOLS - STUDENT<br>SUPPORT SERVICES | 3,665.00  |
| 0001024805 | HATCH & CESARIO ATTORNEYS-AT-LAW<br>PROFESSIONAL SERVICES - SPECIAL EDUCATION   | 15,335.00 |
| 0001024806 | LOS ANGELES TIMES   | 397.32    |
| 0001024807 | BURBANK UNIFIED SCHOOL DISTRICT   | 527.25    |
| 0001024822 | STUDENT RIGHTS ATTORNEYS<br>PARENT REIMBURSEMENT - SPECIAL EDUCATION  | 5,800.00  |
| 0001024828 | SBCSS-EVSELPA   | 150.00    |
| 0001024832 | DINA LOFTUS<br>PARENT REIMBURSEMENT - SPECIAL EDUCATION   | 1,168.01  |
| 0001024836 | BURBANK UNIFIED SCHOOL DISTRICT   | 150.00    |
| 0001024837 | LA CANADA UNIFIED SCHOOL DISTRICT<br>SALARIES & BENEFITS - FOOTHILL SELPA   | 3,569.49  |
| 0001024843 | REGISTRATIONS FOR YOU<br>CONFERENCE EXPENSES - SECONDARY SERVICES   | 3,450.00  |
| 0001024870 | B & H PHOTO VIDEO<br>CLASSROOM APPLIANCES - GLENDALE HIGH SCHOOL  | 18,309.51 |
| 0001024872 | B & H PHOTO VIDEO<br>CLASSROOM EQUIPMENT - CLARK MAGNET HIGH SCHOOL   | 18,309.51 |
| 0001024873 | B & H PHOTO VIDEO<br>CLASSROOM EQUIPMENT - CRESCENTA VALLEY HIGH  | 18,309.51 |
| 0001024878 | STUDENT RIGHTS ATTORNEYS<br>PARENT REIMBURSEMENT - SPECIAL EDUCATION  | 4,250.00  |
| 0001024879 | ATKINSON, ANDELSON, LOYA, RUUD<br>PROFESSIONAL SERVICES - SPECIAL EDUCATION   | 21,911.50 |

| PO NUMBER  | STATE RESTRICTED RESOURCES (CONTINUATION)<br>VENDOR                                     | AMOUNT            |
|------------|---|-------------------|
| 0001024880 | AMERICAN EXPRESS CPS<br>SOUTHWEST AIRLINE - CONFERENCE EXPENSES -<br>SECONDARY SERVICES | 180.96            |
| 0001024886 | CHILDREN'S HOSPITAL LOS ANGELES   | 400.00            |
| 0001024890 | CLARENCE AND SUZETTE MAJOR<br>PARENT REIMBURSEMENT - SPECIAL EDUCATION                  | 23,000.00         |
| 0001024908 | COCHLEAR AMERICAS   | 285.89            |
| 0001024909 | APPLE COMPUTER<br>COMPUTER EQUIPMENT - WILSON MIDDLE SCHOOL                             | 10,760.71         |
| 0001024934 | S & S WORLDWIDE   | 477.32            |
| 0001024942 | HAAS FACTORY OUTLET   | 718.68            |
| 0001024943 | HAAS FACTORY OUTLET   | 126.22            |
| 0001024953 | WOODSMALL LAW GROUP CLIENT TRUST ACCOUNT<br>PARENT REIMBURSEMENT - SPECIAL EDUCATION    | 13,800.00         |
| 0001024957 | JOELLE & FADI BEYROUTHY<br>PARENT REIMBURSEMENT - SPECIAL EDUCATION                     | 63,400.00         |
| 0001024959 | SKILLS USA  | 39.42             |
| 0001024960 | SKILLS USA  | 210.24            |
| 0001024967 | AMAZON CAPITAL SERVICES, INC.<br>OFFICE SUPPLIES - EEELP                                | 123.48            |
| 0001024972 | CALIFORNIA AFTERSCHOOL NETWORK  | 210.18            |
|            | TOTAL   | <u>271,378.05</u> |

LOCAL RESTRICTED RESOURCES

|            |  |          |
|------------|--|----------|
| 0001024713 | SCHOOL SPECIALTY   | 157.71   |
| 0001024714 | SCHOOL SPECIALTY   | 35.58    |
| 0001024718 | AMERICAN EXPRESS CPS   | 39.22    |
| 0001024726 | C.A.S.H.   | 275.00   |
| 0001024733 | CDW GOVERNMENT   | 472.38   |
| 0001024734 | SUPPLYWORKS  | 284.97   |
| 0001024741 | AMERICAN EXPRESS CPS   | 412.47   |
| 0001024742 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>SPORTSTOP.COM - PHYSICAL EDUCATION EQUIPMENT -<br>ROSEMONT MIDDLE SCHOOL | 3,327.71 |
| 0001024750 | LAKESHORE<br>TRAINING SUPPLIES - SPECIAL EDUCATION   | 2,671.21 |

| PO NUMBER  | LOCAL RESTRICTED RESOURCES (CONTINUATION)<br>VENDOR   | AMOUNT    |
|------------|---|-----------|
| 0001024754 | SCHOOL SPECIALTY  | 14.38     |
| 0001024755 | GOPHER  | 680.92    |
| 0001024773 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - EDISON ELEMENTARY SCHOOL                        | 45.49     |
| 0001024774 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - ROSEMONT MIDDLE SCHOOL                          | 68.97     |
| 0001024779 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - COLLEGE VIEW                                    | 318.55    |
| 0001024783 | SOUTHLAND INSTRUMENTS, INC<br>SCIENCE EQUIPMENT REPAIR SERVICES - ROOSEVELT<br>MIDDLE SCHOOL              | 2,197.65  |
| 0001024789 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - KEPPEL ELEMENTARY SCHOOL                        | 2,484.07  |
| 0001024791 | EVERWOOD INDUSTRIES INC   | 106.54    |
| 0001024794 | FIRST STUDENT<br>BLANKET PURCHASE ORDER FOR TRANSPORTATION<br>SERVICES - CATEGORICAL PROGRAMS             | 1,000.00  |
| 0001024801 | SCHOOL SPECIALTY  | 300.00    |
| 0001024813 | PEP BOYS  | 189.33    |
| 0001024814 | SUNBELT RENTALS, INC<br>EQUIPMENT RENTALS - FACILITY & SUPPORT OPERATIONS                                 | 1,803.76  |
| 0001024815 | LAWN MOWER CORNER   | 69.24     |
| 0001024816 | AIRGAS USA, LLC   | 244.41    |
| 0001024817 | AMERICAN REFRIGERATION SUPPLIES   | 191.22    |
| 0001024818 | SPARTAN TOOL LLC  | 926.73    |
| 0001024819 | THYSSENKRUPP ELEVATOR   | 245.00    |
| 0001024821 | COAST APPLIANCE PARTS   | 120.79    |
| 0001024826 | LACOE-CI&A DIVISION   | 300.00    |
| 0001024829 | ADVANCED TECHNOLOGY VIDEO   | 161.90    |
| 0001024830 | AAA RENTS & EVENTS INC  | 367.30    |
| 0001024833 | THE DUMBELL MAN FITNESS EQUIPMENT<br>RECONDITION OF SPORTS EQUIPMENT - CRESCENTA VALLEY<br>HIGH SCHOOL    | 6,089.79  |
| 0001024834 | ENTERPRISE FLEET MANAGEMENT<br>VEHICLE LEASE - FACILITY & SUPPORT OPERATIONS                              | 9,179.52  |
| 0001024840 | BOILER DYNAMICS INC.<br>BOILER REPAIR SERVICES AT GLENDALE HIGH SCHOOL -<br>FACILITY & SUPPORT OPERATIONS | 14,435.00 |

| PO NUMBER  | LOCAL RESTRICTED RESOURCES (CONTINUATION)<br>VENDOR  | AMOUNT    |
|------------|--|-----------|
| 0001024844 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - ROOSEVELT MIDDLE SCHOOL  | 216.37    |
| 0001024845 | AMAZON CAPITAL SERVICES, INC.<br>PHYSICAL EDUCATION EQUIPMENT - MUIR ELEMENTARY<br>SCHOOL  | 1,866.08  |
| 0001024846 | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL SUPPLIES - MONTE VISTA ELEMENTARY<br>SCHOOL   | 66.76     |
| 0001024848 | DISCOUNT SCHOOL SUPPLY<br>INSTRUCTIONAL SUPPLIES - EEELP   | 1,970.23  |
| 0001024850 | DISCOUNT SCHOOL SUPPLY   | 62.36     |
| 0001024854 | KATHRYN SCHULTZ MILLER   | 143.40    |
| 0001024855 | CITY OF GLENDALE ALARM PROGRAM   | 328.00    |
| 0001024857 | PRINTING ZONE  | 134.32    |
| 0001024859 | KAROL'S GENERAL GARAGE & BODY SHOP<br>AUTOMOTIVE REPAIR SERVICES - FACILITY & SUPPORT<br>OPERATIONS  | 1,162.11  |
| 0001024860 | TREMCO, INC.   | 871.27    |
| 0001024861 | TENNANT SALES AND SERVICE  | 494.06    |
| 0001024862 | ROTO-ROOTER<br>PLUMBING REPAIR PARTS & SERVICES AT HOOVER HIGH AND<br>BALBOA ELEMENTARY SCHOOLS - FACILITY & SUPPORT<br>OPERATIONS             | 13,414.00 |
| 0001024863 | QUALITY WINDOW BLINDS<br>MAINTENANCE SUPPLIES - FACILITY & SUPPORT OPERATIONS  | 1,311.00  |
| 0001024864 | DECKER EQUIPMENT/SCHOOL FIX  | 600.61    |
| 0001024865 | PEST OPTIONS INC   | 255.00    |
| 0001024866 | VORTEX INDUSTRIES, INC<br>REPAIR MATERIALS AND SERVICES - FACILITY & SUPPORT<br>OPERATIONS   | 1,000.00  |
| 0001024867 | MCKINLEY EQUIPMENT CORPORATION   | 188.42    |
| 0001024882 | FLAGHOUSE  | 933.43    |
| 0001024883 | US GAMES   | 107.31    |
| 0001024900 | PRINTEFEX  | 525.60    |
| 0001024901 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>CUFAY LIBRAIRIE PAPETERIE - INSTRUCTIONAL MATERIALS<br>FOR FLAG PROGRAM - STUDENT SUPPORT SERVICES | 5,000.00  |
| 0001024904 | O.H. LYNN PRINTING   | 37.23     |
| 0001024907 | CITY OF GLENDALE   | 276.00    |
| 0001024916 | CDW GOVERNMENT   | 436.68    |
| 0001024922 | SIGNATURE FLOORING, INC<br>INSTALL FLOOR TILE AT EDISON ELEMENTARY SCHOOL -<br>FACILITY & SUPPORT OPERATIONS                                   | 4,058.00  |

| PO NUMBER              | LOCAL RESTRICTED RESOURCES (CONTINUATION)<br>VENDOR  | AMOUNT     |
|------------------------|--|------------|
| 0001024924             | A & P ELECTRIC, INC.<br>ELECTRICAL WORKS AT EDISON ELEMENTARY SCHOOL -<br>FACILITY & SUPPORT OPERATIONS            | 4,800.00   |
| 0001024931             | EPIC SPORTS INC  | 707.80     |
| 0001024935             | S & S WORLDWIDE  | 67.33      |
| 0001024936             | S & S WORLDWIDE  | 851.52     |
| 0001024937             | S & S WORLDWIDE  | 327.55     |
| 0001024938             | S & S WORLDWIDE  | 477.32     |
| 0001024958             | CROSBY PLUMBING<br>EMERGENCY REPAIR OF MAIN GAS AT GLENDALE HIGH<br>SCHOOL - FACILITY & SUPPORT OPERATIONS         | 42,600.00  |
| 0001024962             | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL MATERIALS - CRESCENTA VALLEY HIGH<br>SCHOOL                         | 842.47     |
| 0001024963             | AMAZON CAPITAL SERVICES, INC.<br>INSTRUCTIONAL MATERIALS - CLARK MAGNET HIGH SCHOOL                                | 625.69     |
| 0001024970             | CALIFORNIA SPORT DESIGN  | 373.40     |
|                        | TOTAL  | 136,348.13 |
| CHILD DEVELOPMENT FUND |  |            |
| 0001024751             | LAKESHORE  | 146.10     |
| 0001024752             | LAKESHORE  | 739.36     |
| 0001024799             | LAKESHORE  | 269.00     |
| 0001024831             | DISCOUNT SCHOOL SUPPLY   | 680.00     |
| 0001024849             | DISCOUNT SCHOOL SUPPLY   | 278.73     |
|                        | TOTAL  | 2,113.19   |
| FOOD SERVICES FUND     |  |            |
| 0001024798             | AQUATRON INC.  | 191.63     |
| 0001024827             | CSNA   | 55.00      |
| 0001024856             | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>DUKE SERVICE CO - REPAIR SERVICES - FOOD SERVICES                      | 300.00     |
| 0001024896             | PLUMBING AND INDUSTRIAL SUPPLY   | 212.27     |
| 0001024905             | BURBANK PAINT COMPANY INC  | 77.53      |
| 0001024919             | LEARNING ZONE XPRESS   | 110.21     |
| 001017941A             | BLU CONSTRUCTION<br>PROVIDE AND INSTALL FLOORING AT MUIR ELEMENTARY<br>SCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 22,930.00  |
|                        | TOTAL  | 23,876.64  |

| PO NUMBER  | MEASURE S PROJECTS FUND<br>VENDOR   | AMOUNT    |
|------------|---|-----------|
| 0001024719 | OFFICE DEPOT<br>COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY &<br>INFORMATION SERVICES | 14,541.45 |
| 0001024759 | SHARP BUSINESS SYSTEMS<br>CLASSROOM EQUIPMENT - EDISON ELEMENTARY SCHOOL              | 3,296.39  |
| 0001024761 | CDW GOVERNMENT  | 540.32    |
| 0001024894 | UNIFIRST CORPORATION  | 567.33    |
| 0001024925 | NJP SPORTS, INC<br>BUILDING MATERIALS - MANN ELEMENTARY SCHOOL                        | 2,473.32  |
| 0001024940 | OFFICE DEPOT<br>COMPUTER EQUIPMENT - EDISON ELEMENTARY SCHOOL                         | 41,736.91 |
|            | TOTAL   | 63,155.72 |

CLEAN RENEWABLE ENERGY BONDS

|            |  |          |
|------------|--|----------|
| 0001024745 | GLOBAL EQUIPMENT   | 558.24   |
| 0001024839 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA<br>NORTH HOLLYWOOD ICE CO - DRY ICE FOR HOOVER &<br>GLENDALE HIGH SCHOOLS - PLANNING, DEVELOPMENT &<br>FACILITIES | 580.36   |
|            | TOTAL  | 1,138.60 |

CAPITAL PROJECTS & IMPROVEMENT FUND

|            |                  |        |
|------------|------------------|--------|
| 0001024728 | tBP/ARCHITECTURE | 890.00 |
|            | TOTAL            | 890.00 |

**LIST OF PO CHANGE ORDERS  
DURING THE PERIOD OF 1/2/2019 THROUGH 1/18/2019  
CONSENT CALENDAR NO. 5 - FEBRUARY 5, 2019**

| Change Order Date | PO Number  | Vendor                  | Reason of Change   | Original Amount | Net Increase / Decrease | New Total    |
|-------------------|------------|-------------------------|--|-----------------|-------------------------|--------------|
| 1/14/2019         | 0001024736 | Privatizer Technologies | Increased PO to cover labor charges to service two report card machines. | \$826.02        | \$407.86                | \$1,233.88   |
| 1/16/2019         | 001010153A | Norman S. Wright        | Increased PO to cover Import Tarriff                                     | \$321,931.00    | \$38,399.00             | \$360,330.00 |
| 1/3/2019          | 0001020874 | Procure America Inc     | Increased PO for additional services                                     | \$100,000.00    | \$50,000.00             | \$150,000.00 |
| 1/9/2019          | 0001021526 | Office Depot            | Increased PO for additional purchases                                    | \$5,000.00      | \$3,000.00              | \$8,000.00   |
| 1/9/2019          | 0001021970 | Amazon                  | Increased PO for additional purchases                                    | \$200.00        | \$368.18                | \$2,368.18   |
| 1/15/2019         | 0001020857 | Office Depot            | Increased PO for additional purchases                                    | \$3,000.00      | \$1,000.00              | \$4,000.00   |
| 1/9/2019          | 0001020964 | Smart & Final Iris Co   | Increased PO for additional purchases                                    | \$1,500.00      | \$1,000.00              | \$2,500.00   |
| 1/10/2019         | 0001023898 | ChildCare Careers, LLC  | Increased PO for additional services                                     | \$21,600.00     | \$15,000.00             | \$36,600.00  |
| 1/10/2019         | 0001023902 | ChildCare Careers, LLC  | Increased PO for additional services                                     | \$9,600.00      | \$8,000.00              | \$17,600.00  |
| 1/10/2019         | 0001023903 | ChildCare Careers, LLC  | Increased PO for additional services                                     | \$7,200.00      | \$7,000.00              | \$14,200.00  |
| 1/15/2019         | 0001020859 | Office Depot            | Increasd PO for additional purchases                                     | \$4,000.00      | \$1,000.00              | \$5,000.00   |



GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 6

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
PREPARED BY: Craig Larimer, Financial Analyst  
SUBJECT: **Appropriation Transfer and Budget Revision Report**

---

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

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

GLENDALE UNIFIED SCHOOL DISTRICT  
 February 5, 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              | \$2,701            |
| 8910-8999 Transfers In/Contributions    | \$0              | \$0                |
| <b>TOTAL REVENUES</b>                   | <b>\$0</b>       | <b>\$2,701</b>     |

| APPROPRIATION OBJECT                    | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|---|------------------|--------------------|
| 1000 Certificated Salaries              | (\$743)          | \$0                |
| 2000 Classified Salaries                | \$810            | \$0                |
| 3000 Employee Benefits                  | (\$67)           | \$0                |
| 4000 Instructional Supplies             | (\$17,885)       | \$1,279            |
| 5000 Contract Services                  | \$17,885         | \$1,422            |
| 6000 Capital Outlay                     | \$0              | \$0                |
| 7000 Other Outgo/Indirect/Transfers Out | \$0              | \$0                |
| <b>TOTAL BUDGETED APPROPRIATIONS</b>    | <b>\$0</b>       | <b>\$2,701</b>     |

|  |            |
|--|------------|
| <b>NET INCREASE/DECREASE IN FUND BALANCE</b> | <b>\$0</b> |
|--|------------|

February 5, 2019  
 BUDGET TRANSFER AND ADJUSTMENT REPORT  
 CONSENT CALENDAR NO. 6  
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT  
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 00000.0 thru 19999.0

BUDGET TRANSFERS

| Dept./School | Program Description  | 1,000   | 2,000 | 3,000  | 4,000      | 5,000    | 6,000 | 7,000 | 9,000 | Total | Transfer provides funds for:       |
|--------------|----------------------|---------|-------|--------|------------|----------|-------|-------|-------|-------|------------------------------------|
|              |                      |         |       |        |            |          |       |       |       |       |                                    |
| CVHS         | General Fund         | 0       | 0     | 0      | (18,300)   | 18,300   | 0     | 0     | 0     | \$0   | Services                           |
| Various      | Supplemental Program | (743)   | 810   | (67)   | (85)       | 85       | 0     | 0     | 0     | \$0   | Classified salaries and Services   |
| Various      | Intervention Program | 0       | 0     | 0      | 0          | 0        | 0     | 0     | 0     | \$0   | Certificated salaries and Benefits |
| Fremont      | SDC Cluster program  | 0       | 0     | 0      | 500        | (500)    | 0     | 0     | 0     | \$0   | Supplies                           |
|              |                      |         |       |        |            |          |       |       |       |       |                                    |
|              |                      | (\$743) | \$810 | (\$67) | (\$17,885) | \$17,885 | \$0   | \$0   | \$0   | \$0   |                                    |

| Dept./School         | Program Description       | 1,000 | 2,000 | 3,000 | 4,000   | 5,000   | 6,000 | 7,000 | 9,000 | Total   | Adjustment appropriates funds for |
|----------------------|---------------------------|-------|-------|-------|---------|---------|-------|-------|-------|---------|-----------------------------------|
|                      |                           |       |       |       |         |         |       |       |       |         |                                   |
| CVHS                 | Athletics Support Program | 0     | 0     | 0     | 0       | 1,275   | 0     | 0     | 0     | \$1,275 | Athletics Stipend for Cheer       |
| Educational Services | Instrumental Music        | 0     | 0     | 0     | 269     | 0       | 0     | 0     | 0     | \$269   | Supplies                          |
| Educational Services | Instrumental Music        | 0     | 0     | 0     | 1,010   | 0       | 0     | 0     | 0     | \$1,010 | Supplies                          |
| FASO                 | Civic Center              | 0     | 0     | 0     | 0       | 49      | 0     | 0     | 0     | \$49    | Insurance                         |
| FASO                 | Civic Center              | 0     | 0     | 0     | 0       | 98      | 0     | 0     | 0     | \$98    | Insurance                         |
|                      |                           |       |       |       |         |         |       |       |       |         |                                   |
|                      |                           | 0     | 0     | 0     | 0       | 0       | 0     | 0     | 0     | \$0     |                                   |
|                      |                           | \$0   | \$0   | \$0   | \$1,279 | \$1,422 | \$0   | \$0   | \$0   | \$2,701 |                                   |

- Object Codes
- 1000 Certificated Salaries
  - 2000 Classified Salaries
  - 3000 Employee Benefits
  - 4000 Books & Supplies
  - 5000 Services & Other Operating Supplies
  - 6000 Capital Outlay
  - 7000 Other Outgo
  - 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT  
 February 5, 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              | \$0                |
| 8300-8599 Other State                   | \$0              | \$0                |
| 8600-8799 Local                         | \$0              | \$84,200           |
| 8910-8999 Transfers In/Contributions    | \$0              | \$0                |
| <b>TOTAL REVENUES</b>                   | <b>\$0</b>       | <b>\$84,200</b>    |

| APPROPRIATION OBJECT                    | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|---|------------------|--------------------|
| 1000 Certificated Salaries              | (\$2,165)        | \$0                |
| 2000 Classified Salaries                | \$500            | \$194              |
| 3000 Employee Benefits                  | \$1,665          | \$57               |
| 4000 Instructional Supplies             | (\$13,930)       | \$9,438            |
| 5000 Contract Services                  | \$0              | \$63,109           |
| 6000 Capital Outlay                     | \$13,930         | \$11,402           |
| 7000 Other Outgo/Indirect/Transfers Out | \$0              | \$0                |
| <b>TOTAL BUDGETED APPROPRIATIONS</b>    | <b>\$0</b>       | <b>\$84,200</b>    |

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 6  
BUDGET TRANSFER AND ADJUSTMENT REPORT  
GENERAL FUND, RESTRICTED (01.0) Resource Codes 20000.0 thru 99999.0

| BUDGET TRANSFERS     | Program Description                      | Resource  |       |         |            |      |          |      |      |      |       | Total                                  | Transfer provides funds for: |
|----------------------|--|-----------|-------|---------|------------|------|----------|------|------|------|-------|--|------------------------------|
|                      |  | 1000      | 2000  | 3000    | 4000       | 5000 | 6000     | 7000 | 9000 | 9000 |       |  |                              |
| Total Budget Trsfers | xx | 1000      | 2000  | 3000    | 4000       | 5000 | 6000     | 7000 | 9000 | 9000 | Total |  |                              |
|                      | Mountain Avenue                          |           |       |         |            |      |          |      |      |      |       |  |                              |
|                      | Various                                  | (500)     | 500   | 0       | (13,930)   | 0    | 13,930   | 0    | 0    | 0    | \$0   | Classified Salaries and Capital Outlay |                              |
|                      | Various                                  | (1,665)   | 0     | 1,665   | 0          | 0    | 0        | 0    | 0    | 0    | \$0   | Benefits                               |                              |
|                      |  | 0         | 0     | 0       | 0          | 0    | 0        | 0    | 0    | 0    | \$0   | Supplies                               |                              |
|                      |  | 0         | 0     | 0       | 0          | 0    | 0        | 0    | 0    | 0    | \$0   |  |                              |
|                      |  |           |       |         |            |      |          |      |      |      |       |  |                              |
|                      |  | (\$2,165) | \$500 | \$1,665 | (\$13,930) | \$0  | \$13,930 | \$0  | \$0  | \$0  | \$0   |  |                              |

| BUDGET ADJUSTMENTS              |   | Resource |            |              |             |                |                 |                 |            |            |                 | Total   | Adjustment appropriates funds for: |
|---------------------------------|---|----------|------------|--------------|-------------|----------------|-----------------|-----------------|------------|------------|-----------------|---|------------------------------------|
| Dept/Site                       | Program Description                           | Code     | 1000       | 2000         | 3000        | 4000           | 5000            | 6000            | 7000       | 9000       | 9000            |   |                                    |
| Categorical Programs            | Adelante Latinos                              | 94340.0  | 0          | 0            | 0           | 0              | 300             | 0               | 0          | 0          | \$300           | To allocate income                                    |                                    |
| EEELP                           | Admin Center Donations                        | 94230.0  | 0          | 0            | 0           | 170            | 0               | 0               | 0          | 0          | \$170           | To allocate income                                    |                                    |
| Dunsmore                        | Reimbursement to Dunsmore Foundation          | 95100.0  | 0          | 0            | 0           | 0              | (6,240)         | 0               | 0          | 0          | (\$6,240)       | To allocate income (To reimburse Dunsmore Foundatio   |                                    |
| Monte Vista                     | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 7              | 0               | 0               | 0          | 0          | \$7             | To allocate income                                    |                                    |
| Monte Vista                     | Donation from Crescentia Valley Chamber of Co | 95100.0  | 0          | 0            | 0           | 60             | 0               | 0               | 0          | 0          | \$60            | To allocate income                                    |                                    |
| Monte Vista                     | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 18,960          | 0               | 0          | 0          | \$18,960        | To allocate income (PSA Consultants)                  |                                    |
| Muir                            | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 8,400           | 0               | 0          | 0          | \$8,400         | To allocate income (Music program)                    |                                    |
| College View                    | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 81             | 0               | 0               | 0          | 0          | \$81            | To allocate income                                    |                                    |
| Verdugo                         | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 366             | 0               | 0          | 0          | \$366           | To allocate income                                    |                                    |
| Verdugo                         | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 1,036          | 0               | 0               | 0          | 0          | \$1,036         | To allocate income                                    |                                    |
| Verdugo                         | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 1,002          | 0               | 0               | 0          | 0          | \$1,002         | To allocate income                                    |                                    |
| EEELP                           | Admin Center Donations                        | 94230.0  | 0          | 0            | 0           | 46             | 0               | 0               | 0          | 0          | \$46            | To allocate income                                    |                                    |
| Fremont                         | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 64             | 488             | 0               | 0          | 0          | \$532           | To allocate income                                    |                                    |
| Fremont                         | Adelante Latinos                              | 94340.0  | 0          | 0            | 0           | 0              | 100             | 0               | 0          | 0          | \$100           | To allocate income                                    |                                    |
| Fremont                         | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 0               | 11,402          | 0          | 0          | \$11,402        | To allocate income (Building Improvement)             |                                    |
| Educational Services            | Donation from the Fondazione Italia           | 94369.0  | 0          | 0            | 0           | 0              | 0               | 0               | 0          | 0          | \$0             | To allocate income (Italian Flag program at HHS)      |                                    |
| Educational Services            | Donation from the Fondazione Italia           | 94372.0  | 0          | 0            | 0           | 0              | 13,000          | 0               | 0          | 0          | \$13,000        | To allocate income (Italian Flag program at Franklin) |                                    |
| Keppel                          | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 21,760          | 0               | 0          | 0          | \$21,760        | To allocate income                                    |                                    |
| Keppel                          | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 107             | 0               | 0          | 0          | \$107           | To allocate income                                    |                                    |
| GHS                             | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 2,623          | 0               | 200             | 0          | 0          | \$200           | To allocate income                                    |                                    |
| GHS                             | School Site Donations                         | 95100.0  | 0          | 194          | 57          | 0              | 0               | 0               | 0          | 0          | \$2,623         | To allocate income (athletic equipment for GHS)       |                                    |
| Balboa                          | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 0               | 0               | 0          | 0          | \$251           | To allocate income                                    |                                    |
| Educational Services            | Donation from the Fondazione Italia           | 94372.0  | 0          | 0            | 0           | 2,007          | 0               | 0               | 0          | 0          | \$2,007         | To allocate income                                    |                                    |
| EEELP                           | Admin Center Donations                        | 94230.0  | 0          | 0            | 0           | 296            | 0               | 1,275           | 0          | 0          | \$1,275         | To allocate income (Italian Flag program at Franklin) |                                    |
| Rosemont                        | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 96             | 0               | 0               | 0          | 0          | \$96            | To allocate income                                    |                                    |
| Rosemont                        | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 0              | 2,406           | 0               | 0          | 0          | \$2,406         | To allocate income                                    |                                    |
| Rosemont                        | School Site Donations                         | 95100.0  | 0          | 0            | 0           | 250            | 0               | 0               | 0          | 0          | \$250           | To allocate income                                    |                                    |
| Keppel                          | Donation from Assistance League of Glendale   | 95100.0  | 0          | 0            | 0           | 1,500          | 0               | 0               | 0          | 0          | \$1,500         | To allocate income (library books)                    |                                    |
| Mountain Avenue                 | Donation from Assistance League of Glendale   | 95100.0  | 0          | 0            | 0           | 1,500          | 0               | 0               | 0          | 0          | \$1,500         | To allocate income (library books)                    |                                    |
| GHS                             | School Site Donations                         | 92201.0  | 0          | 0            | 0           | 187            | 0               | 0               | 0          | 0          | \$187           | To allocate income                                    |                                    |
| Glendale                        | Donation from Parker-Anderson Learning Cent   | 95100.0  | 0          | 0            | 0           | 540            | 0               | 0               | 0          | 0          | \$540           | To allocate income                                    |                                    |
|                                 |   |          | 0          | 0            | 0           | 0              | 0               | 0               | 0          | 0          | \$0             |   |                                    |
|                                 |   |          | 0          | 0            | 0           | 0              | 0               | 0               | 0          | 0          | \$0             |   |                                    |
| <b>Total Budget Adjustments</b> |   |          | <b>\$0</b> | <b>\$194</b> | <b>\$57</b> | <b>\$9,438</b> | <b>\$63,109</b> | <b>\$11,402</b> | <b>\$0</b> | <b>\$0</b> | <b>\$84,200</b> |   |                                    |

Object Codes  
 1000 Certificated Salaries  
 2000 Classified Salaries  
 3000 Employee Benefits  
 4000 Books & Supplies  
 5000 Services & Other Operating Expenses  
 6000 Capital Outlay  
 7000 Other Outgo  
 8000 Income  
 9000 Designated Reserves

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 7

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer  
SUBJECT: **Authorization to Dispose of Surplus Property**

---

The Interim Superintendent recommends that the Board of Education declare an ice machine located at Wilson Middle School and various furniture and equipment items located at Crescenta Valley High School 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.







GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 8

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Approval of 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**

---

The Interim Superintendent recommends that the Board of Education approve 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) for use in high schools in the areas of Career Technical Education and Visual and Performing Arts.

The course of study outlines are submitted for approval by the Board of Education. The course outlines have been reviewed for content and evaluated by 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; 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            none  
Prerequisite:

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. One 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 it 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

February 5, 2019

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

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

---

The Interim Superintendent recommends that the Board of Education approve the supplementary textbook, The Absolutely True Diary of a Part-Time Indian, for use in high schools in the area of English. The book has been reviewed for content and evaluated by the 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

February 5, 2019

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

---

The Interim Superintendent recommends that the Board of Education approve new or revised Board Policies 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

This is 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

This is 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

This is 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

Board Policy 6162.54 is being revised 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

Board Policy 6164.6 is being revised to reflect current CSBA language and legal references.

Copies of the new and revised policies are attached to this report. Upon approval of the policies, updates to the accompanying Administrative Regulations will be made as needed following current District procedures.

Philosophy - Goals - Objectives and Comprehensive Plans

District Technology and Planning

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 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.

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  
                                 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; 02/05/2019

## 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: 02/05/2019

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: 02/05/2019

## 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: 02/05/2019

Instruction

Test Integrity/Test Preparation

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

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

1. Providing inappropriate test preparation.
2. Modifying test administration procedures, except as allowed by law.
3. Providing inappropriate assistance to students during test administration.
4. Changing or filling in answers on student answer sheets.
5. Providing inaccurate data on student header sheets.
6. Discouraging or excluding certain students from taking the test.
7. Engaging in any other practice to artificially raise student scores without actually improving underlying student achievement.

B. Appropriate Test Preparation

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

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

Instruction

Test Integrity/Test Preparation

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.

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 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: 02/05/2019

Instruction

Identification and Education Under Section 504

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

The Superintendent or designee shall provide 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; 1400-1482  
United States Code, Title 29, Sections 705; 794



Instruction

Identification and Education Under 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;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

Policy Adopted: 07/08/2014

Policy Amended: 02/05/2019

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Dr. Lena Richter, Director, Categorical Programs & Interventions

SUBJECT: **Approval of Services Agreement between Glendale Unified School District and the California State PTA**

---

The Interim Superintendent recommends that the Board of Education approve a services agreement between Glendale Unified School District and the California State PTA in the amount of \$20,200.00 to pilot a parent engagement program at four GUSD elementary schools.

In an effort to address Board Priority 3-1, Increase Engagement, Glendale Unified School District has contracted with the California State PTA to provide the *School Smarts Parent Engagement Program* at four GUSD elementary schools – Balboa, John Muir, Verdugo Woodlands and R.D. White.

The goal is that through the delivery of *School Smarts*, each group will increase parent and family involvement, promote inclusiveness, equip parents to engage in their own children's education and at their school in meaningful ways, and develop and support parent leaders.

The contract period is from January 1, 2019 through June 20, 2019. The total cost for these services is \$20,200, which will be covered by Supplemental funds.

## **School Smarts Parent Engagement Program Agreement**

This Agreement is made this eleventh day of December 2018, and is by and between the California State PTA and Glendale Unified School District (“School District”).

### **RECITALS**

**WHEREAS**, the School District, its school site(s) and the California State PTA share the common purposes of increasing parent and family involvement; promoting inclusiveness; equipping parents to engage in their own child’s education and at their school in meaningful ways; and in developing and supporting parent leaders; and

**WHEREAS**, to advance these shared purposes, the School District and California State PTA desire to enter into an agreement to provide the School Smarts Parent Engagement Program (the “Program”) at one or more school site(s) within the School District; and

**WHEREAS**, the Program includes a seven-session Parent Academy based on a curriculum developed by California State PTA leaders, parents and educators and is rooted in the National Standards for Family-School Partnerships; and

**WHEREAS**, the California State PTA represents itself able and willing to perform the services required by the School District and school site(s) to deliver the Program.

**NOW, THEREFORE**, for and in consideration of the promises hereinafter contained, the parties agree as follows:

#### **1. TERM OF THE AGREEMENT**

The Agreement shall become effective beginning December 17, 2018 and shall terminate on June 30, 2019, or upon completion of all the services described in **Appendix A**, “**Description of Program Services**,” attached hereto and incorporated by reference as though fully set forth herein.

#### **2. EFFECTIVE DATE OF AGREEMENT**

This Agreement shall become effective when both parties have signed this Agreement and have in their possession a signed copy of the Agreement.

#### **3. DESCRIPTION OF SERVICES**

California State PTA agrees to provide services to the School District as identified in **Appendix A**, “**Description of Program Services**.” The School District and participating school site(s) agree to participate in the Program by meeting the criteria as described in **Appendix B**, “**Description of Program Participation**,” attached hereto and incorporated by reference as though fully set forth herein.

**4. COMPENSATION**

The School District agrees to compensate California State PTA **in the total amount of \$20,200**, based upon the services described in Appendix A, \$5900 per NEW PTA participating school site. Payment shall be made no later than 60 days after the effective date of this Agreement. California State PTA will invoice the School District.

The amount of \$20,200 represents the full amount that the School District will compensate California State PTA. School District will not compensate for any additional travel or other expenses associated with the performance or duties, with the exception of any expenses that are described in Appendix B, or are mutually agreed upon and that are authorized in advance and in writing by the School District.

**5. INDEPENDENT CONTRACTOR**

Nothing contained herein shall be construed as creating the relationship of employer and employee between the School District and California State PTA or its agents and employees.

**6. CRIMINAL BACKGROUND CHECKS**

The California State PTA hereby certifies to the School District that its employees, representatives, subcontractors, agents, and volunteers who are associated with the Program (collectively referred to as “California State PTA Personnel”) will have no contact or limited contact with pupils of the School District. For purposes of this Agreement, “limited contact with pupils” exists when goods or services are delivered by California State PTA Personnel (a) directly to a non-classroom location at the school site(s); (b) before or after school hours; (c) when school is not in session, such as on a weekend, holiday, vacation break; and/or (d) only one to three times in a year and not pursuant to a yearly service contract.

The School District hereby finds and determines that the California State PTA and the California State PTA Personnel will have no contact or limited contact with the pupils of the School District and are thereby exempt from the fingerprinting and criminal background checks otherwise required by Educational Code Section 45125.1. Education Code Section 45125.1(d) authorizes a school district to make such a determination when a vendor’s employees have no contact or limited contact with pupils.

Initial: \_\_\_\_\_

**7. INDEMNIFICATION**

California State PTA agrees to indemnify, defend, and hold harmless School District and its governing board members, officers, employees and agents, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorneys’ fees, arising out of or resulting from the sole negligent acts or omissions or willful misconduct of the California State PTA and its directors and officers, or the California State PTA Personnel, in the performance of this Agreement, or in proportion to the comparative fault of California State PTA, its directors and officers, or the California State PTA Personnel. California State PTA’s obligation to indemnify School District and its governing board members, officers, employees, and agents, is not limited to CAPTA’s insurance coverage, but rather is unlimited and applies to all indemnified losses and

damages incurred by School District and its governing board members, officers, employees and agents.

School District agrees to indemnify, defend, and hold harmless California State PTA and its directors and officers, and the California State PTA Personnel, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorneys' fees, arising out of or resulting from the sole negligent acts or omissions or willful misconduct of School District or School District's governing board members, officers, employees, and agents, in the performance of this Agreement, or in proportion to the comparative fault of School District or School District's governing board members, officers, employees, and agents. School District's obligation to indemnify California State PTA and its directors and officers, and the California State PTA Personnel, is not limited to School District's insurance coverage, but rather is unlimited and applies to all indemnified losses and damages incurred by California State PTA and its directors and officers, and the California State PTA Personnel.

## **8. INSURANCE**

Each party hereto shall maintain throughout the term of this Agreement general liability, sexual abuse and molestation liability, professional liability, automobile liability, workers' compensation, and such other insurance as is necessary to protect against claims for injuries to persons or damages to property that may arise from or in connection with the performance of this Agreement by such party. All such insurance shall be equivalent to the coverage offered by a commercial general liability policy and shall include, without implied limitation, personal injury and contractual liability coverage for the performance of the indemnity provisions set forth in this Agreement. The policies shall include endorsements naming the other party as additional insured. Each party shall, upon request, provide the other party with a certificate of insurance satisfactory to the requesting party, which shall include originals of the endorsements that name the other party as an additional insured. Each party, at its sole option, may satisfy all or any portion of the general liability insurance requirement through a program of self-insurance, commercial insurance, or any combination thereof.

## **9. NON DISCLOSURE/PROPRIETARY INFORMATION**

The School District understands and agrees that, in its participation under this Agreement or in contemplation thereof, both parties may have access to private or confidential information that may be owned or controlled by the other party and that such information may contain proprietary details, the disclosure of which to third parties will be damaging to the other party. The School District understands that California State PTA retains the sole ownership and copyright of all Program materials and curriculum, and that it may not be reproduced without the written permission of the California State PTA executive director. Both the School District and California State PTA understand and agree that the disclosure of such information may violate state and/or federal law and may subject the party to civil liability. Consequently, both parties agree that all information disclosed by the other party shall be held in confidence and used only in performance of the Agreement.

**10. TERMINATION**

It is expressly understood and agreed that, although this Agreement terminates on June 30, 2019, it may be terminated for any cause prior to such time by either party. In the event a party decides to terminate this Agreement, that party shall provide the other party with thirty (30) days prior written notice of said termination. In the event this Agreement is terminated by either party pursuant to this section, the School District shall compensate California State PTA for all services performed or sub-contracted for, up to the effective date of the termination.

**11. NOTICES TO THE PARTIES**

All notices to be given by the parties hereto shall be in writing and served by depositing the same in the United States Post Office, postage prepaid and registered as follows:

For SCHOOL DISTRICT: Dr. Lena A. Richter  
Director, Categorical Programs  
223 N. Jackson Street  
Glendale, CA 94201  
(818) 241-3111 Ext. 1485  
LRichter@gusd.net

For California State PTA: Sherry Skelly Griffith, Executive Director  
California State PTA  
2327 L Street  
Sacramento, CA 95816  
Telephone: (916) 440-1985, ext. 119  
Email: [programsupport@capta.org](mailto:programsupport@capta.org)

**12. WAIVER**

Either party's failure at any time to enforce any default or right reserved to it, or to require performance of any of the Agreement's terms, covenants, or provisions by the other party at the time designated, shall not be a waiver of any such default or right to which the party is entitled, nor shall it in any way affect the right of the party to enforce such provisions thereafter.

**13. MODIFICATION OF AGREEMENT**

The parties may amend this Agreement in writing by mutual consent. Changes, including any increase or decrease in the amount of compensation, shall only be effective upon proper approval and execution of a duly authorized written amendment to this Agreement.

**14. REMEDY FOR AGREEMENT INTERPRETATION**

Should a question arise as to the meaning and intent of this Agreement, the School District and California State PTA shall attempt to resolve the matter in good faith prior to pursuing any other legal remedy.

**GOVERNING LAW**

The formation, interpretation and performance of this Agreement shall be governed by the laws of the State of California.

**15. SECTION HEADINGS**

The section headings contained herein are for convenience in reference.

**16. ENTIRE AGREEMENT**

The entire agreement between the parties is included herein and no warranties expressed or implied, representations, promises, or statements have been made by either party unless endorsed herein in writing and no change or waiver of any provision hereof shall be valid unless made in writing and executed in the same manner as this Agreement.

**17. COUNTERPARTS**

This Agreement may be executed in several counterparts, all of which taken together shall constitute one single agreement between the parties. Facsimile signatures shall constitute original signatures.

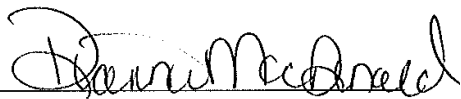
**18. SEVERABILITY**

If any term or provision of this Agreement shall be found illegal or unenforceable, such term or provision shall be deemed stricken and the remaining elements of this Agreement shall remain in full force and effect.

*IN WITNESS WHEREOF*, the Parties hereto have respectively caused this Agreement to be executed by their duly authorized officers on the dates set forth below.

**California State PTA**

**SCHOOL DISTRICT**



By: Dianna MacDonald

Title: President

Date: 1/23/19

\_\_\_\_\_  
Dr. Kelly King

Interim Superintendent

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

## APPENDIX A

### School Smarts Description of Program Services

January 1, 2018 – June 30, 2019

---

#### PERFORMANCE BY CALIFORNIA STATE PTA

During the term of this agreement, California State PTA and its employees and agents agree to exert all reasonable efforts to perform and/or provide the following for each site participating as part of the “Full-Service” and “On-going” package:

- An initial consultation by a California PTA School Smarts team member with school and/or district leaders to assess current family engagement goals and activities.
- \*A ~~facilitator stipend of \$850~~, a one-day facilitator training, sample lesson plans, facilitator handbook and additional web-based facilitator support and resources.
- A class set of 30 professionally developed and printed curriculum and materials available in multiple languages\*\*; additional curriculum are available for purchase for larger class sizes.
- Pre- and post-academy surveys and data to measure program effectiveness, report of outcomes and demonstrate progress towards LCAP objectives.
- Direct guidance and support from designated regional coordinator and state-level School Smarts team members/PTA leaders to assist sites, including forming a site Steering Committee and planning the Academy and graduation.
- Access to online resources, training videos and best practices for a successful program implementation.
- Customizable printed materials shipped to the school site to encourage participation in the campus-wide engagement event and promote the Parent Academy.
- A \$400 Parent Engagement Night (PEN) stipend for initial parent engagement event expenses.
- Art kit that contains all art materials necessary to complete lesson-plan activities for 30 participants.
- Certificates for graduates and guidance/best practices for post-academy engagement.
- School Smarts banner for participating school site and recognition as a California PTA School Smarts school.
- Access to School Smarts support center team for technical assistance.
- Access for steering committee members, facilitators and site participants to the School Smarts network and recognition as a California PTA School Smarts school.



California State PTA will collaborate with the School District to deliver the School Smarts program at FOUR sites which include: John Muir Elementary, Balboa Elementary, RD White Elementary, and Verdugo Woodlands Elementary at a total cost of \$20,200.

\*Fully executed facilitator agreements, for designated School Smarts sites, must be in place prior to School Smarts program implementation. California State PTA reserves the right to postpone a School Smarts program until all contractual requirements and obligations have been completed. NOTE: This does not apply to school districts that waive facilitator stipends as part of the contractual agreement as noted in this document.

\*\*Currently available languages are English, Spanish, Chinese, Arabic, Tagalog and Vietnamese

\*\*\* If a non-PTA site charters a PTA within a year, \$1,000 will be refunded.

## **APPENDIX B**

### **School Smarts Description of Program Participation**

**January 1, 2018 – June 30, 2019**

---

To achieve optimal results in the delivery of the School Smarts parent engagement program, collaboration is necessary among the school district, school site(s), California State PTA, and the unit, council and district PTAs.

Each of the groups listed above share the common purposes of increasing parent and family involvement; promoting inclusiveness; equipping parents to engage in their own children's education and at their school in meaningful ways; and developing and supporting parent leaders.

To advance these shared purposes, all of the parties above agree to work together in providing the School Smarts parent engagement program. The program involves a seven-session Parent Academy based on a curriculum developed by PTA leaders, parents and educators and rooted in the National Standards for Family-School Partnerships; it also features interactive arts lessons to help participants learn and to help foster a sense of community. The program may also include a campus-wide parent engagement event as well as post-Academy activities to promote ongoing parent involvement at the school.

The School District and its participating school site(s) agree to exert all reasonable efforts to provide the following:

- Assemble a site steering committee that includes but is not limited to the principal (or principal's representative), a teacher, parent group representative, ELAC representative (where applicable) and representatives from various parent communities at the school. This committee will coordinate planning for the campus-wide parent engagement event and the seven-session Parent Academy.
- Through the committee and/or other means, actively publicize the parent engagement event (if held) and the Parent Academy to encourage participation by a wide range of parents and family members at the school;
- At the engagement event and at each of the seven Parent Academy sessions, coordinate, provide for and ensure that each of the following is provided\*\*:
  - Light meals/snacks and beverages are provided for attendees;
  - Child care/babysitting;
  - Interpreter(s) and interpretation equipment as needed by the participants
  - Space on campus for event, academies and childcare

- Custodial service as needed
- (Optional) Additional on-site school staff assigned to support logistics & planning
- Encourage participation in all pre- and post-academy evaluations or surveys that are conducted as part of the School Smarts program;
- Encourage recognition for graduates in the school and/or district newsletter, website and at a school board meeting; and

\*\* NOTE: Based on research, the above items are critical best practices to the success of the School Smarts program. California State PTA is available to provide guidance to PTAs, schools and districts about how they can best support the local costs and utilize resources in their community. **The expenses for these activities are the sole responsibility of the School District, school site and/or local PTAs, and not the California State PTA.**

EXHIBIT "C"

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

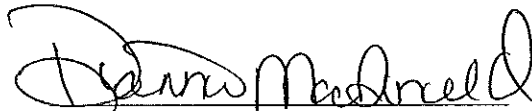
The undersigned declares:

I am the President of California State PTA, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 22 January 209 [date], at Sacramento [city], CA [state].



Signature

Dianna MacDonald

Print Name

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Services Agreement with Firefly Digital, Inc., Smart Choice Technologies, for Early Education and Extended Learning Programs (EEELP) Electronic Enrollment for the 2019-2020 School Year**

---

The Interim Superintendent recommends that the Board of Education approve a services agreement with Firefly Digital, Inc., Smart Choice Technologies, in the amount of \$22,500 to provide electronic enrollment services in the Early Education and Extended Learning Programs' school-age programs in the 2019-2020 school year. The services will include facilitating the application process, lottery and waiting list for EEELP's After School Education and Safety Program (ASES).

EEELP will be contracting with Firefly Digital, Inc., Smart Choice Technologies, to provide electronic enrollment services for EEELP's programs for 2019-2020 enrollment. Firefly Digital, Inc., Smart Choice Technologies will also be facilitating the application process, lottery, and waiting lists for EEELP's After School Education and Safety (ASES) program for the 2019-2020 school year.

The total cost of these services will be \$22,500 for the first year, with annual costs of \$7,500 for each year thereafter. Funding will be provided from a combination of Self-Supporting, Self-Supporting Combined, Recreational After School Program (RAP), and ASES funding.

This is the same system used by Student Support Services for FLAG/Magnet recruitment, Clark lottery recruitment, and permit applications.

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

**SERVICES AGREEMENT**

This **Agreement** for Professional Services ("Agreement") is made and entered into as of the 25 day of January, 2019 by and between the Glendale Unified School District, ("District") and Firefly Digital, Inc. | Smart Choice Technologies a corporation, whose place of business is Lafayette, LA [City], herein referring to as ("Contractor"), (together, "Parties").

WITNESSETH: The parties do hereby contract and agree as follows:

1. **Services Description.** CONTRACTOR will perform the services described in the "Scope of Work" attached hereto as Addendum A and made a part thereof.

NOW, THEREFORE, the Parties agree as follows:

1. **Term.** Contractor shall commence providing services under this Agreement on January 25, 2019 and will diligently perform as required and complete performance by June 30, 2019
2. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

|              |  |
|--------------|--|
| <u>  X  </u> | Signed Agreement   |
| <u>    </u>  | Workers' Compensation Certification                            |
| <u>    </u>  | Fingerprinting/Criminal Background Investigation Certification |
| <u>  X  </u> | Insurance Certificates and Endorsements                        |
| <u>  X  </u> | W-9 Form   |
| <u>  X  </u> | Non-collusion Declaration                                      |
| <u>    </u>  | Tuberculosis Clearance   |

3. **Compensation.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement (as needed, as requested) a total fee not to exceed (NTE) Twenty-two thousand, five hundred dollars (\$ 22,500) which includes reimbursable cost listed in item 4.1. District shall pay Contractor according to the following terms and conditions:

**Note:** Accounts Payable will not process payment until the services have been completed. Invoices should be submitted to Accounts Payable Department, Glendale Unified School District, 223 N. Jackson Street, Glendale, CA 91206.

4. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as follows:
  - 4.1. **N/A**

5. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, District being interested only in the results obtained.
6. **Materials.** Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as follows:
7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
8. **Termination.**
  - 8.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
  - 8.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
  - 8.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
    - 8.3.1. material violation of this Agreement by the Contractor; or
    - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
    - 8.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

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

9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its Board of Education, agents, representatives, officers, Contractors, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, suits, actions, costs, expenses, judgments, liability, loss, damage or injury of any kind, nature and description, in law or equity ("Claim"), to property or persons including, but not limited to, personal injury, bodily injury, death, property damage, and Contractors' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, Contractors, or agents, directly or indirectly arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement, including without limitation the payment of all consequential damages; or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the District. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

10. **Insurance.**

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

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

10.1.1. **Commercial General Liability and Automobile Liability Insurance.**  
 Commercial General Liability Insurance and Any Auto Automobile Liability



Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

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

10.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to the Contractor's profession.

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

10.2.1. A clause stating: "SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISION."

10.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to which cancellation and reduction notice will be sent, and length of notice period.

10.2.3. An endorsement stating that the District and its Board of Education, agents, representatives, employees, trustees, officers, Contractors, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.

10.2.4. All policies except the Professional Liability, Workers' Compensation Insurance, and Employers' Liability Insurance Policies shall be written on an occurrence form.

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

11. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

12. **Compliance with Laws, Debarment and Suspension.** Contractor warrants and certifies that neither Contractor, nor any person working for or acting on behalf of Contractor as part of this Agreement, has been or is debarred, penalized by, convicted, sanctioned, suspended, excluded or otherwise ineligible to participate in any state or federal program, or by any federal department or agency, or by Los Angeles County
13. **Certificates/Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of Services pursuant to this Agreement.
14. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
15. **Anti-Discrimination.** District programs, activities, practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
16. **Fingerprinting of Employees.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.
17. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:
  - 18.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.
  - 18.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).
19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue,

arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

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

21. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**District:**

**Glendale Unified School District**  
223 N. Jackson Street  
Glendale, California 91206  
ATTN: Stephen Dickinson

**Contractor:**

Firefly Digital, Inc.  
130 S. Buchanan St, Suite 100  
Lafayette, LA 70501  
Attn: Rebecca Logan

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. . In the event an express conflict between the terms of this Agreement and the terms of the any attachments or exhibits, the terms of this Agreement will prevail.
23. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California, in the County of Los Angeles. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located.
24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
26. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.
27. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
28. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
29. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal

representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

30. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
31. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
32. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
34. **Force Majeure Clause.** The parties to the Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party(ies), provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
39. **Amendments.** No alteration or variation of the terms of this Contract shall be valid unless made in writing and signed by the parties; no oral understanding or agreement not incorporated herein shall be binding on either of the parties; and no exceptions, alternatives, substitutes or revisions are valid or binding on District unless authorized by District in writing.
40. **Delivery.** Time of delivery of goods or services is of the essence in this Contract. District reserves the right to refuse any goods or services and to cancel all or any part of the goods not conforming to applicable specifications, drawings, samples or descriptions or services that do not conform to the prescribed statement of work. Acceptance of any part of the order of goods shall not District to accept shipments nor deprive it of the right to return goods already accepted at Contractor's expense. Over shipments and under shipments of goods shall be only as agreed to in writing by District. Delivery shall not be deemed to be complete until all goods or services have actually been received and accepted in writing by District.
41. **Conduct on District Premises.** Contractor shall, at all times, comply with and abide by all reasonable policies and procedures of the District (or that may be established thereby, from time to time) that pertain to conduct on the District's premises, possession or distribution of contraband, or the access to, and security of, the Party's real property or facilities, to the extent that the Contractor has been provided with a copy of each such policy or procedure. Contractor shall exercise due care and diligence to prevent any injury to persons or damage to property while on the other Party's premises. The operation of vehicles by either Party's personnel on the other Party's property shall conform to posted and other applicable regulations and safe-driving practices. Vehicular accidents occurring on a Party's property and involving either Party's personnel shall be reported promptly to the appropriate Party's personnel. Each Party covenants that at all times during the term it, and its employees, agents, and Subcontractors shall comply with, and take no action that results in the

other Party being in violation of, any applicable federal, state, and local laws, ordinances, regulations, and rules. Each Party's personnel shall clearly identify themselves as the appropriate Party's personnel and not as employees of the other Party. When on the other Party's premises, each Party's personnel shall wear and clearly display identification badges or tags, as approved by the other Party. Contractor's employees shall not smoke or use profanity or other inappropriate language while on site. Contractor's employees shall not enter the facility while under the influence of alcohol, drugs or other intoxicants and shall not have such materials in their possession. Contractor's employees shall plan their activities to minimize the number of times they must enter and exit a facility. They should transport all tools, equipment and materials needed for the day at the start of the work period and restrict all breaks to the absolute minimum.

42. **Employee Eligibility Verification:** The Contractor warrants that it fully complies with all Federal and State statutes and regulations regarding the employment of aliens and others and that all its employees performing work under this Contract meet the citizenship or alien status requirement set forth in Federal statutes and regulations. The Contractor shall obtain, from all employees performing work hereunder, all verification and other documentation of employment eligibility status required by Federal or State statutes and regulations including, but not limited to, the Immigration Reform and Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter amended. The Contractor shall retain all such documentation for all covered employees for the period prescribed by the law. The Contractor shall indemnify, defend with counsel approved in writing by District, and hold harmless, the District, its agents, officers, and employees from employer sanctions and any other liability which may be assessed against the Contractor or the District or both in connection with any alleged violation of any Federal or State statutes or regulations pertaining to the eligibility for employment of any persons performing work under this Contract.

SIGNATURE PAGE

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

Company Name Smart Choice Technologies

By: [Signature]  
Signature  
Michael L. Spears  
Print Name

President & CEO  
Title:  
Dated: January 29, 2019

By: [Signature]  
Signature  
Mallory J. Prejean  
Print Name

Director of Business Development  
Title:  
Dated: January 29, 2019

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

Information regarding Contractor:

License No.: \_\_\_\_\_  
Address: 130 S. Buchanan Suite 100  
Lafayette, LA 70501  
Telephone: 337 269 0299  
Facsimile: 800.579.3624  
E-Mail: info@smartchoicetech.com

72-1422958  
Employer Identification and/or  
Social Security Number

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

Type of Business Entity:  
 Individual  
 Sole Proprietorship  
 Partnership  
 Limited Partnership  
 Corporation, State: Louisiana  
 Limited Liability Company  
 Other: \_\_\_\_\_

Glendale Unified School District

By: \_\_\_\_\_  
Print Name: Dr. Kelly King  
Print Title: Interim Superintendent

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

**ATTACHMENT A**

**DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR**

Contractor's entire Proposal is **not** made part of this Agreement.

Contractor may provide the following General Services:

Firefly Digital, Inc. will provide the following:

\*Completed and operational digital application for EEELP programs including Morning Only, TK/Kinder Bridge, Expanded Learning, and RAP

\*Operational lottery component for ASES program

\*Functioning waitlist for all above programs

\*Customized template; production of a template using EEELP's brand assets to create a recruiting site that is visually consistent with the District's main website

\*Usability testing to ensure a consistent user experience across multiple web browsers

\*Training sessions for EEELP staff

\*Operational online support terminal

\*Operational system hosting site; implementation and administration of the hosting account/site



EXHIBIT "C"

**NONCOLLUSION DECLARATION TO BE EXECUTED BY  
BIDDER AND SUBMITTED WITH BID**

(Public Contract Code section 7106)

The undersigned declares:

I am the Firefly Digital, Inc. |  
Director of Business Development of Smart Choice Technologies, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 1/29/2019 [date], at Lafayette [city], Louisiana [state].



Signature

Mallory J. Prejean

Print Name

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 13

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Hagop Eulmessekian, Director, Student Support Services

PREPARED BY: Dr. Ilin Magran, Assistant Director, Child Welfare and Attendance

**SUBJECT: Approval of Agreement with California State University, Northridge, for Placement of Interns in GUSD Schools for Practical Fieldwork for Degree Programs**

---

The Interim Superintendent recommends that the Board of Education approve an agreement between Glendale Unified School District and California State University, Northridge, for student interns to complete practical fieldwork for Master of Social Work degree programs at GUSD schools.

This agreement is between Glendale Unified School District and California State University, Northridge, for the academic enhancement of students' experiences outside of the classroom setting. The agreement supports student social work interns who are enrolled for practical internships to fulfill the required field work hours at Glendale school sites.

Glendale Unified School District sites are designated for receiving appropriate field learning experiences from nominated students. Both parties comply with all codes, rules and regulations and requirements of all State and Federal authorities. There is no cost to the District for placing student interns at school sites.

The agreement begins on March 1, 2019 and is valid for a period of three years or until termination by either party upon ninety (90) days written notice to the other.

**SOCIAL WORK FIELD EDUCATION PRACTICUM AGREEMENT**

This Agreement is between the Glendale **Unified School District** (“Practicum Site”) and The Trustees of the California State University, California State University, Northridge (“University”), and is effective as of **March 1<sup>st</sup>, 2019**.

A. Practicum Site is a non-profit social services agency, general acute care hospital, medical center, correctional institution, skilled nursing facility, private practice clinic or is an independent or unified school district.

B. University operates a program offering a **Master of Social Work Degree**. This program is fully accredited by the Council on Social Work Education (CSWE).

C. The purpose of this agreement is to provide the graduate training for the **Master of Social Work**. The parties will both benefit by making a clinical training program (“Program”) available to University students at Practicum Site.

The parties agree as follows:

**I. UNIVERSITY’S RESPONSIBILITIES**

A. **Student Profile.** University shall make available to Practicum site a Field Application Student Profile which shall include the student’s name, address, telephone number, and other pertinent information. Each student shall be responsible for submitting his or her student profile before the Program training period begins. Practicum Site shall regard this information as confidential and shall use the information only to identify each student.

B. **Schedule of Assignments.** University shall notify the supervisor at Practicum site of student assignment, including the name of the student, level of academic preparation, and length and dates of proposed experience. The maximum number of students shall be mutually agreed by the parties. The starting date and length of each Program training period shall be mutually agreed by the parties.

C. **Program Coordinator.** University shall designate a faculty member to coordinate with Practicum Site’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 Practicum Site's clinical and administrative policies, procedures, rules and regulations;
- 2) Arranging for his/her own transportation and living arrangements;
- 3) Assuming responsibility for personal illnesses, necessary immunizations, tuberculin tests, annual health examinations and other requirements as identified by the Practicum Site;
- 4) 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 practicum 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 the 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 Practicum Site that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations.
  - c) Practicum Site 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.
- 5) Complying with Practicum Site's dress code and wearing name badges identifying themselves as students, if specified by Practicum site.
- 6) Insurance requirements. See Section 5, Paragraph B.

F. **Field Experience Plan.** University shall assist in establishing a plan/learning agreement for the field experience by mutual agreement between the Practicum Site's representative and the University's Field Faculty representative.

G. **Field Conference.** University shall facilitate periodic conferences between appropriate representatives of the Field Faculty and Practicum Site to evaluate the field experience program provided under this Agreement.

H. **Payroll Taxes and Withholdings.** University shall be solely responsible for any payroll taxes, withholdings, and insurance or benefits of any kind for University's employees, 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, from the University. For purposes of this agreement, however, students are trainees and shall be considered members of Practicum Site's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

## II. PRACTICUM SITE RESPONSIBILITIES

A. **Field Experience.** Practicum Site shall accept from University the student and shall provide the student with a supervised field experience.

B. **Practicum Site Designee.** Practicum Site shall designate a member of its staff to participate with University's designee in planning, implementing, and coordinating the Program. Practicum Site shall notify the University's Director of Field Education in advance of any change in the Practicum Site's personnel appointments that may affect the student field program.

C. **Access to Facilities.** Practicum Site shall permit students enrolled in the Program access to Practicum Site facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Practicum Site's activities.

D. **Records and Evaluations.** Practicum Site shall maintain complete records and reports on student's performance and provide an evaluation to University on forms the University shall provide.

E. **Withdrawal of Students.** Practicum Site may request that University withdraw from the program any student whom Practicum Site determines is not performing satisfactorily, refuses to follow Practicum Site's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing. Once the University receives the request in writing, the University will take appropriate steps to comply.

F. **Emergency Health Care/First Aid.** Practicum Site 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 otherwise provided in this agreement, Practicum Site shall have no obligation to furnish medical or surgical care to any student.

G. **Practicum Site's Confidentiality Policies.** As trainees, students shall be considered members of Practicum Site's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Practicum Site's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Practicum Site shall provide students with substantially the same training that it provides to its regular employees.

### III. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The parties agree that all students receiving field education 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.

### IV. 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 University or of the Practicum Site for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are considered members of Practicum Site's "workforce" for purposes of HIPAA compliance.

### V. 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) days' notice of cancellation to Practicum Site. University shall provide Practicum Site with evidence of the insurance required under this

paragraph upon request of the Practicum Site. University shall promptly notify Practicum Site of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. **Student Insurance.** University 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, Practicum Site 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 one million dollars (\$1,000,000) for each claim, three million dollars, (\$3,000,000) policy aggregate, on a claims made basis including three (3) years extended reporting period. In addition, University shall require that student procures and maintains in force health insurance coverage throughout the term of the student's clinical practica at the Clinical Site. Evidence of such insurance shall be provided to the Practicum Site prior to the start of each student's clinical rotation upon request.

C. **Practicum Site Insurance.** Practicum Site 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 Practicum Site's employees. Coverage under such professional and commercial general liability insurance shall not be 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 Best or a qualified program of self-insurance. The Practicum Site shall maintain and provide evidence of workers' compensation and disability coverage as required by law. Insurance shall provide for not less than thirty (30) days' notice of cancellation to the University. Practicum site shall provide University with evidence of the insurance required under this paragraph upon request of the University. Practicum Site shall promptly notify University of any cancellation, reduction, or other material change in the amount of scope of any coverage required hereunder.

## VI. INDEMNIFICATION.

A. University agrees to indemnify, defend and hold harmless Practicum Site 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's fees, arising out of or resulting from University's sole negligence, or in proportion to the University's comparative fault.

B. Practicum Site 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's fees, arising out of or resulting from Practicum Site's sole negligence, or in proportion to the Practicum Site's comparative fault.

## VII. TERM AND TERMINATION

A. **Term.** This Agreement shall be effective as of the date first written above and shall continue in perpetuity, unless terminated by either party upon 30 days' advance written notice by one party to the other.



B. **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 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.

## VIII. 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 I, Paragraph E, subdivisions 4.a), 4.b), and 4.c); Section I, Paragraph H, to the extent it provides that students are members of Practicum Site's "workforce" for purposes of HIPAA; Section II, Paragraph E; and Section IV. 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. **Attorney's Fees.** In the event that any action is brought by either party to enforce or interpret the terms of this Agreement, each party shall bear its own attorney's fees and costs.

D. **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.

E. **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.

F. **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.

G. **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.

H. **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.

**IX. 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**

California State University, Northridge

Purchasing & Contract Administration

18111 Nordhoff Street  
Northridge, CA 91330-8231

[dglassberg@csun.edu](mailto:dglassberg@csun.edu)

818/677-6538

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

Name: Doris Glassberg

Title: Buyer III, Purchasing &  
Contract Administration

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

**PRACTICUM SITE**

Glendale Unified School District

Child Welfare & Attendance

223 N. Jackson Street  
Glendale, CA 91206

[imagran@gusd.net](mailto:imagran@gusd.net)

(818)241-3111 ext. 1500

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

Name: Dr. Kelly King

Title: Interim Superintendent

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

Master of Social Work Program  
College of Social and Behavioral Sciences  
18111 Nordhoff Street  
Northridge, CA 91330-8226

GLENDALE UNIFIED SCHOOL DISTRICT

February 5, 2019

CONSENT CALENDAR NO. 14

TO: Board of Education  
FROM: Dr. Kelly King, Interim Superintendent  
SUBJECT: **Acceptance of Gifts**

---

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

- a. John C. Fremont PTA wishes to donate to the District \$467.97 to be used to pay for the copier maintenance agreement at Fremont Elementary School.
- b. Scoutit Inc. wishes to donate to the District \$64.21 to be used to purchase instructional materials and supplies for use at Fremont Elementary School.
- c. Parents and Community for Fremont School wish to donate to the District \$11,402.06 to be used to cover the salary for a Computer Tech in the 2017-2018 school year at Fremont Elementary School.
- d. Lila & Rich Ramirez wish to donate to the District through the Categorical Programs Department \$100.00 to be used to support the Adelante Latinos event.
- e. Fondazione Italia wishes to donate to the District through the Educational Services Department \$13,000.00 to be used to support the FLAG-Italian Program at Hoover High School for the 2018-2019 school year.
- f. Fondazione Italia wishes to donate to the District through the Educational Services Department \$21,760.00 to be used to support the FLAG-Italian Program at Franklin Elementary for the 2018-2019 school year.
- g. Fondazione Italia wishes to donate to the District through the Educational Services Department \$1,275.00 to be used to cover CILS exam for the FLAG-Italian Program at Franklin Elementary School for the 2018-2019 school year.
- h. French American Cultural Exchange (FACE) wish to donate to the District through the Educational Services Department \$4,000.00 to be used to support the FLAG-French Program at Franklin Elementary School for the 2018-2019 school year.

- i. Cumming Construction Management, Inc. wish to donate to the District through the Planning & Development Department \$75.00 to be used toward the ribbon cutting ceremony at Verdugo Woodlands Elementary School.
- j. Architecture 9 PLLLP wish to donate to the District through the Planning & Development Department \$75.00 to be used toward the ribbon cutting ceremony at Verdugo Woodlands Elementary School.
- k. Lincoln PTA wish to donate to the District \$2,602.05 to be used to purchase books for the library at Lincoln Elementary School.
- l. Arcelia Clementson wishes to donate to the District \$7.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- m. Crescenta Valley Chamber of Commerce wish to donate to the District \$60.00 to be used to purchase instructional materials and supplies for use at Monte Vista Elementary School.
- n. Monte Vista Elementary PTA wish to donate to the District \$18,960.00 to be used to provide Consultants at Monte Vista Elementary School.
- o. Assistance League of Glendale wish to donate to the District books for the library at Mountain Avenue Elementary School.
- p. John Muir Elementary Foundation wishes to donate to the District \$8,400.00 to be used to support the music program at Muir Elementary School.
- q. Verdugo Woodlands Elementary PTA wish to donate to the District \$1,036.36 to be used to purchase a lectern for use at Verdugo Woodlands Elementary School.