

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

BOARD OF EDUCATION
AGENDA

June 4, 2019
Meeting No. 38
Regular Meeting

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

BOARD OF EDUCATION MEETING NO. 38
Administration Center

June 4, 2019

“Preparing our students for their future.”

| | |
|--------------------------|---|
| Please Note Times | |
| 4:30 P.M. - | Opening, Presentations, RECESS Presentation, Acknowledgements and Recognitions, Public Hearings, Student Board Member Report, Public Communications, Closed Session |
| 7:30 P.M. - | Regular Meeting, Public Communications, Information, Action, Consent Calendar, Reports |

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

AGENDA

ITEM

PAGE

A. OPENING – 4:30 P.M.

- 1. Call to Order and Roll Call**
- 2. Pledge of Allegiance led by Student Board Member Sophia James**
- 3. Certification of Compliance**

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

- 4. Approval of Agenda Order**

B. PRESENTATIONS

1. **Recognition of Certificated and Classified Retirees – 2018-2019 School Year** **11**
2. **Recognition of Classified Years of Service** – The Board of Education and the Personnel Commission will present “Classified Recognition Awards” to classified employees who, as of April 1, 2019, have achieved an anniversary of 10, 15, 20, 25, 30 and 35 years of service with the Glendale Unified School District. **15**
3. **Rita Adams Memorial Award for Administrative Secretary of the Year** –The Rita Adams Memorial Award is presented to an Administrative Secretary who shows exemplary secretarial and customer service skills as a tribute to and in memory of Rita Adams, a 37-year Administrative Secretary in GUSD. The recipient for 2018-2019 is Mrs. Margie Fester.

C. RECESS

D. PRESENTATION

1. **Glendale Unified School District Presents Promotional Video**
Staff will share with the Board the newly completed Career Technical Education (CTE) promotional video.

E. ACKNOWLEDGEMENTS AND RECOGNITIONS

- a. **Student Advisory Council** – The Board of Education acknowledges the services of high school students who served on the Student Advisory Council during the 2018-2019 school year.
- b. **Student Member, Board of Education** – Sophia James, senior at Crescenta Valley High School has served with distinction as the student representative to the Board of Education during the 2018-2019 school year.
- c. **Verdugo Academy ASB Students** – The Board of Education would like to recognize the ASB at Verdugo Academy for providing a prom for College View students.

F. PUBLIC HEARINGS

1. **Public Hearing on the District’s 2019-2020 Budget** **20**
This report has been prepared in order to provide members of the Board of Education an opportunity for discussion regarding the District’s 2019-20 Budget. Additionally, staff will make a presentation and answer questions from the Board.
2. **Public Hearing on the District’s 2017-2020 Local Control Accountability Plan** **64**
This LCAP report has been prepared in order to provide members of the Board of Education and the public an opportunity for discussion regarding the District’s proposed 2017-2020 LCAP. Additionally, staff will provide an LCAP overview presentation and answer questions from the Board.
3. **Public Hearing for Use of Education Protection Account Revenue for 2019-20 Non-Administrative Expenditures as Required by Article XIII, Section 36 of the California Constitution (Refer to Action No. 1)**

G. STUDENT BOARD MEMBER REPORT

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

H. 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.

I. 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**

J. RETURN TO REGULAR MEETING

- 1. Call to Order**

K. COMMUNICATIONS FROM PUBLIC

1. Public Communications

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L. INFORMATION

1. Acknowledgements of Service

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.

L. INFORMATION - continued

- 2. Proposed Revised or Retired Board Policies Relating to Community Relations, Instruction, and Bylaws of the Board 71**

This report will provide the Board of Education with information on the need to revise or retire existing Board Policies (BP) 1150 (Commendations and Awards); BP 1230 (School-Connected Organizations); BP 1330.1 (Joint Use Agreements); BP 1400 (Relations Between Other Governmental Agencies and the Schools); BP 1431 (Waivers); BP 6153.1 (Transportation - Field Trips); BP 9323.2 (Actions By The Board) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 3. English Learner Pathways in Middle and High School 94**

The Categorical Programs Department and the Teaching and Learning Department will update the Board of Education on changes to the English Language Development Pathways for middle and high schools based on state and federal requirements and the adoption of SpringBoard for English Language Arts and English Language Development.
- 4. Senate Bill 217 - Special Education Early Intervention Grant Program 97**

This report provides an opportunity for the Board of Education to discuss adopting a formal board resolution in support of SB 217—Special Education Early Intervention Grant Program—authored by Senators Portantino, Roth, and Beall.
- 5. Proposed Basic and Supplementary Textbooks for Use in Middle and High Schools in the Area of World Language and Culture 110**

The proposed basic and supplementary textbooks (Brandon Brown quiere un perro; Brandon Brown versus Yucatán; ¿Dónde está Eduardo?; Felipe Alou: Desde los valles a las montañas; Rebeldes de Tejas; Via del Corso: Corso Corsini Italiano; Ace the AP Italian Language and Culture Exam; and Strive for a 5 AP Japanese Practice Tests) are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the World Language and Culture Curriculum Study Committee. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.
- 6. Proposed New Course of Study Outlines for Use in Middle and High Schools in the Areas of English Language Arts and English Language Development 112**

The proposed course of study outlines (English Language Arts 6-12 Advanced/Honors; English Language Development 6-12 Bridging/Expanding) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the English and English Language Development 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.
- 7. Proposed New Course of Study Outline for Use in High Schools in the Areas of Career Technical Education and Science 269**

The proposed course of study outline (Honors Environmental GIS) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Career Technical Education and Science Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outline to the Board of Education.

L. INFORMATION - continued

8. Resolution in Support of Assembly Bills 1505 and 1507 – Regulating Charter Schools 278

This report provides an opportunity for the Board of Education to discuss adopting a formal board resolution in support of Assembly Bill 1505 (O'Donnell, Donta, McCarty & Smith) and Assembly Bill 1507 (Smith).

9. Update on Measure S and Facility Programs 312

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

M. ACTION

1. Resolution No. 35 – Use of Education Protection Account Revenue for 2019-20 Non-Administrative Expenditures as Required by Article XIII, Section 36 of the California Constitution. 317

The Interim Superintendent recommends that the Board of Education, following a public hearing, adopt Resolution No. 35 on the use of Education Protection Account Revenue for 2019-20 Non-Administrative Expenditures as required by Article XIII, Section 36 of the California Constitution.

2. Resolution No. 36 – In Support of Senate Bill 217 – Special Education Early Intervention Grant Program 320

The Interim Superintendent recommends that the Board of Education adopt Resolution No. 36 in support of Senate Bill 217 – Special Education Early Intervention Grant Program.

3. Approval for the Implementation of the California Next Generation Science Standards for GUSD High Schools 323

The Interim Superintendent recommends that the Board of Education approve implementation of the California Department of Education (CDE) specific three-course model with Earth and Space Science embedded beginning with the ninth grade class of the 2020-2021 school year. Additionally, the Interim Superintendent recommends changing the high school science graduation requirement to three (3) years of laboratory science to begin with the graduating class of 2024.

4. Award of Bid No. 185-18/19 for Construction of CMU Ball Walls, Site Work, & Striping at Lincoln and R.D. White Elementary Schools 328

The Interim Superintendent recommends that the Board of Education award Bid No. 185-18/19 for the construction of CMU ball walls, site work, and striping at Lincoln and R.D. White Elementary Schools to SS+K Construction, Inc. in the amount of \$140,272 funded by Measure S – Site Improvement Projects funds.

5. Rejection of Bids for Bid No. 186-18/19 for Balboa Elementary School Site Improvements and Portables Project, and Budget Adjustment 329

The Interim Superintendent recommends that the Board of Education reject the bids received for Bid No. 186-18/19 for site improvements and installation of portable building at Balboa Elementary School.

6. Award of Bid No. 187-18/19 for Exterior Painting at Four (4) School Sites 330

The Interim Superintendent recommends that the Board of Education award Bid No. 187-18/19 for exterior painting at four (4) school sites as follows: ISR Painting and Wall Covering, Inc. for Keppel Elementary School in the amount of \$72,000; Pacific Rim Painting Co., for Lincoln Elementary School in the amount of \$94,450; Astro Painting for Monte Vista Elementary School in the amount of \$109,000; and Omega Construction Co., Inc. for Valley View Elementary School in the amount of \$75,000. This project is funded by Measure S – Summer Projects funds.

M. ACTION - continued

- 7. Award of Bid No. 188-18/19 for LED Lighting Upgrades at Various School Sites 332**
- The Interim Superintendent recommends that the Board of Education award Bid No. 188-18/19 for LED lighting upgrades at sixteen school sites to Chalmers Construction Services, Inc. in the amount of \$455,500 funded by Proposition 39 funds.
- 8. Award of Bid No. 189-18/19 for Installation of Two (2) Ball Walls and Shade Structure at Verdugo Woodlands Elementary School 333**
- The Interim Superintendent recommends that the Board of Education award Bid No. 189-18/19 for the installation of two (2) ball walls and a shade structure at Verdugo Woodlands Elementary School to SS+K Construction, Inc. in the amount of \$112,500 funded by Measure S – Small Non-Tech Projects funds.
- 9. Award of Bid No. 190-18/19 for Installation of New Copper Piping at Wilson Middle School 334**
- The Interim Superintendent recommends that the Board of Education award Bid No. 190-18/19 for the installation of new copper piping at Wilson Middle School to Chalmers Construction Services, Inc. in the amount of \$78,000 funded by Measure S – Summer Projects funds.
- 10. Resolution No. 38 – In Support of Assembly Bills 1505 and 1507 – Regulating Charter Schools 335**
- The Interim Superintendent recommends that the Board of Education adopt Resolution No. 38, in support of Assembly Bills 1505 and 1507, regulating Charter Schools.

N. 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 338**
- The Interim Superintendent recommends that the Board of Education approve the Minutes, as listed.
- a. Regular Meeting No. 36, May 21, 2019
 - b. Regular Meeting No. 37, May 28, 2019
- 2. Certificated Personnel Report No. 19 351**
- 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, health leaves of absence, an extension of health leave of absence, family & medical leaves of absence, a change of family & medical leave of absence, extension of family & medical leaves of absence, additional assignments, elections hourly/daily, a transportation authorization, revision to previous personnel reports and conference/workshop/meeting authorizations.
- 3. Classified Personnel Report No. 18 378**
- The classified report recommends approval of the following:
- Election from eligibility list; suspension without pay - disciplinary; additional assignment temporary - at established rate of pay; change of assignments; revisions to previous board report; election of classified hourly substitutes; election of classified/non classified hourly substitutes; and personal services agreement.

N. CONSENT CALENDAR - continued

- 4. Warrants 389**
- The Interim Superintendent recommends that the Board of Education approve Warrants totaling \$1,266,426.76 for May 14, 2019 through May 24, 2019.
- 5. Purchase Orders 390**
- The Interim Superintendent recommends that the Board of Education approve Purchase Orders totaling \$478,020.69 for the period of May 13, 2019 through May 17, 2019.
- 6. Appropriation Transfer and Budget Revision Report 400**
- 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. District Membership in Designated Associations and Organizations for 2019-20 405**
- The Interim Superintendent recommends that the Board of Education approve District memberships in the designated associations and organizations for 2019-20.
- 8. Agreement with the Los Angeles County Office of Education for Data Processing Services, 2019-20 407**
- The Interim Superintendent recommends that the Board of Education approve an agreement with the Los Angeles County Office of Education (LACOE) for Labor Distribution Data Processing Services for fiscal year 2019-20 for \$3,500 funded by Unrestricted General Fund (01.0).
- 9. Agreement with the Los Angeles County Office of Education for Business and Financial Data Processing Services, 2019-20 415**
- The Interim Superintendent recommends that the Board of Education approve an agreement with the Los Angeles County Office of Education (LACOE) for financial online services for 2019-20 for \$129,372.64 funded by the Unrestricted General Fund (01.0).
- 10. Approval of Memorandum of Understanding with Davidian and Mariamian Educational Foundation for Rental of Unoccupied Space 430**
- The Interim Superintendent recommends that the Board of Education approve the Memorandum of Understanding with the Davidian and Mariamian Educational Foundation regarding rental of space at the Pacific Avenue Education Center.
- 11. Approval of Agreement with Glendale Community College for Use of Facilities 433**
- The Interim Superintendent recommends that the Board of Education approve the facility use agreement with Glendale Community College for the 2019-2020 school year.
- 12. Extension of Memorandum of Understanding with Glendale Young Women's Christian Association (YWCA) 436**
- The Interim Superintendent recommends that the Board of Education approve the Memorandum of Understanding with the Glendale Young Women's Christian Association (YWCA) regarding the rental of R.D. White parking lot for overflow parking.
- 13. Authorization to Dispose of Surplus Property 441**
- The Interim Superintendent recommends that the Board of Education declare various computer equipment located at the Education Technology and Information Services Department as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

N. CONSENT CALENDAR - continued

- 14. Final Expenditure Reports and Project Closeout of Various Measure S Projects 451**
- The Interim Superintendent recommends that the Board of Education approve the Final Expenditure Reports and Project Closeout of various Measure S projects.
- 15. Authorization for Utilization of the San Gabriel Valley Food Service Cooperative Purchasing Group 2019-20 Bid/RFP Contract Awards/Extensions 452**
- The Interim Superintendent recommends that the Board of Education authorize utilization of the San Gabriel Valley Food Service Cooperative Purchasing Group 2019-20 Bid/RFP Contract Awards/Extensions.
- 16. Approval of Revised Board Policy Relating to Community Relations 455**
- The Interim Superintendent recommends that the Board of Education approve revisions to Board Policy (BP) 1312.3 (Uniform Complaint Procedures) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.
- 17. Approval of a Memorandum of Understanding Between Glendale Unified School District and the Los Angeles County Office of Education for Sport2 Professional Development Services 461**
- The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and the Los Angeles County Office of Education for Sport2 Professional Development for Curriculum and Instructional Services.
- 18. Approval for Renewal of Contract with Panorama Education for Social-Emotional Learning Support in 2019-2020 472**
- The Interim Superintendent recommends that the Board of Education approve the renewal of a contract between Glendale Unified School District and Panorama Education in the amount of \$44,850 to provide social-emotional learning support in the 2019-2020 school year.
- 19. Approval of a Memorandum of Understanding Between Glendale Unified School District and the City of Glendale Public Library 479**
- The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and the City of Glendale Public Library to pilot a program to provide library cards to GUSD elementary students.
- 20. Approval of New Course of Study Outlines for Use in Middle and High Schools in the Areas of Career Technical Education and Visual and Performing Arts 494**
- The Interim Superintendent recommends that the Board of Education approve course of study outlines (Art Production; Middle School Ceramics; Stage Band; and Entertainment Technology and Live Production 3-4 Honors) for use in middle and high schools in the areas of Career Technical Education and Visual and Performing Arts.
- 21. Acceptance of DonorsChoose Awards 525**
- The Interim Superintendent recommends that the Board of Education accept funding from DonorsChoose to support projects submitted by Marshall Elementary School.
- 22. Resolution No. 37 – Board Member Compensation for an Absence in Accordance with Education Code Section 35120 527**
- The Interim Superintendent recommends that the Board of Education adopt Resolution No. 37 for Board member compensation for an absence in accordance with Education Code Section 35120.

N. CONSENT CALENDAR - continued

23. Acceptance of Gifts

529

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

O. REPORTS AND CORRESPONDENCE

1. Board

2. Interim Superintendent

P. ADJOURNMENT

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

PRESENTATION REPORT NO. 1

TO: Board of Education

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

SUBJECT: **Recognition of Certificated and Classified Retirements 2018-2019**

The Board of Education would like to recognize all Certificated and Classified personnel retiring from the District in the 2018-2019 school year.

2018-2019 Certificated/Classified Retirees

| Name | Title/Subject | Location | Years of Service | Retirement Date |
|------------------------|------------------------------------|----------------------|-------------------------|------------------------|
| Abgaryan, Mariam | Education Assistant II | Special Education | 11 years, 4 months | 2/20/2018 |
| Abramyan, Nerses | Physics | Hoover | 26 years | 6/18/2019 |
| Arutyunyan, Verzhine | Education Assistant II | Columbus | 23 years, 9 months | 6/8/2018 |
| Axelgard, Christian T. | Physical Education | Clark Magnet | 33 years | 3/28/2019 |
| Babakhanyan, Ada | Translator/Interpreter | Intercultural Office | 29 years, 4 months | 6/1/2019 |
| Bell, JoAnn | Administrative Secretary | Mann | 29 years, 7 months | 10/6/2018 |
| Beyers, Krystal | Science | Toll | 16 years | 6/8/2018 |
| Bezdikian, Nora | 3rd Grade | Balboa | 20 years, 6 months | 6/13/2019 |
| Bible, Marcelyn | English | Toll | 29 years | 6/13/2019 |
| Brown, Kaylynn | Clark Magnet High School | Clark Magnet | 17 years, 11 months | 12/3/2018 |
| Carlson, Tami R. | English | Wilson | 28 years | 10/20/2019 |
| Celani, Emil A. | Verdugo Academy | Daily | 25 years | 6/13/2019 |
| Claesson, Annagreta | Language, Speech & Hearing Spec. | Special Education | 19 years | 7/20/2019 |
| Coffin, Dana B. | Kindergarten | Valley View | 21 years | 6/13/2019 |
| Crowther, Rich A. | Health | Glendale | 25 years | 6/13/2019 |
| Cusati, Danute | Assistant - Physically Handicapped | Glendale | 25 years | 6/13/2019 |
| Danouk, Nina | Cafeteria Manager | Wilson | 26 years, 6 months | 6/16/2018 |
| Defaz, Petra | Library Assistant | Jefferson | 23 years, 2 months | 11/3/2018 |
| Donabedian, Mary K. | 4th Grade | Balboa | 22 years | 6/13/2019 |
| Esquivel, Glen | Lead Custodian | Hoover | 39 years, 3 months | 8/31/2018 |
| Fay, Andrea | Language, Speech & Hearing Spec. | Special Education | 17 years, 5 months | 2/4/2019 |
| Gallagher, Joanne | 2nd Grade | Balboa | 35 years | 6/9/2018 |
| Giles, Lorna | Typist Clerk II | Keppel | 31 years, 4 months | 6/9/2018 |
| Goliger, Janet | Physical Education | Mountain Avenue | 28 years | 6/13/2019 |
| Gossard, Thomas | 5th Grade | R.D. White | 20 years, 5 months | 2/1/2019 |

2018-2019 Certificated/Classified Retirees

| Name | Title/Subject | Location | Years of Service | Retirement Date |
|-------------------------|------------------------------------|-------------------|-------------------------|------------------------|
| Hammer, Les | Assistant - Physically Handicapped | Crescenta Valley | 17 years, 8 months | 6/12/2019 |
| Hardyment, Cathleen | Administrative Secretary | Mountain Avenue | 25 years, 3 months | 9/6/2018 |
| Hoonanian, Ashkhen | Education Assistant II - Armenian | Glendale | 23 years, 3 months | 3/16/2019 |
| Howe, Susan E. | Counselor | Clark Magnet | 42 years | 6/18/2019 |
| Hughes, Dennis M. | Health | Hoover | 34 years | 6/27/2018 |
| Jacobson, Nancy | Special Education | College View | 15 years, 4 months | 7/19/2019 |
| Kaziloghli, Souzan | Cafeteria Worker II | Dunsmore | 23 years | 10/8/2018 |
| Lancaster, Gerald | Gen Yes/Industrial Technology | Wilson | 27 years | 6/13/2019 |
| Madatyan, Rosa | Cafeteria Worker II | La Crescenta | 26 years, 5 months | 6/13/2019 |
| Marlowe, Robert | English | Daily | 26 years | 6/13/2019 |
| Marquez, Angelina | Coordinator III | Special Projects | 5 years | 7/1/2019 |
| Mejia, Estuardo | Custodian I | Cerritos | 15 years, 4 months | 5/25/2019 |
| Meyer, David | Carpenter | FASO | 21 years, 2 months | 3/1/2019 |
| Mooser, Tania | Teacher Specialist | Rosemont/CVHS | 31 years | 6/13/2019 |
| Mortensen, Ronald | Custodian II | Lincoln | 32 years, 2 months | 8/1/2018 |
| Nelson, Diana J. | RSP Special Education | Verdugo Woodlands | 21 years | 6/13/2019 |
| Nuanez, Christine L. | RSP | Monte Vista | 21 years | 6/13/2019 |
| Ophoven, Barbara | 1st Grade - German | Franklin | 9 years | 6/13/2019 |
| Ortiz, Jose | Groundsworker | FASO | 31 years, 5 months | 2/21/2019 |
| Ozawa, Joie | Math | Glendale | 38 years | 6/13/2019 |
| Rahn, Dana | Education Assistant II | Crescenta Valley | 16 years, 9 months | 6/8/2018 |
| Rhodes, Diane | Science-Biology & Chemistry | Glendale | 30 years | 7/18/2018 |
| Ritthamel, Nancy L. | Special Education | Rosemont | 31 years | 6/13/2019 |
| Rosenfeld-Ortiz, Elysa | Special Education | Cloud | 24 years | 6/13/2019 |
| Sajjadieh, Stephanie B. | English | Clark Magnet | 29 years | 6/13/2019 |
| Samore, Rose | Counselor | Hoover | 20 years | 7/1/2019 |

2018-2019 Certificated/Classified Retirees

| Name | Title/Subject | Location | Years of Service | Retirement Date |
|--------------------|----------------------------------|-------------------|-------------------------|------------------------|
| Severa, Jeffrey | History | Wilson | 30 years | 6/13/2019 |
| Sivelle, Donald J. | Custodian II | R.D. White | 27 years, 4 months | 6/13/2019 |
| Smiley, Krista | Custodial Supervisor | Glendale | 25 years | 5/1/2019 |
| Stephens, John | Assistant Operations Coordinator | FASO | 9 years, 2 months | 2/1/2019 |
| Stokes, Diane M. | 2nd Grade | Cerritos | 16 years | 6/13/2019 |
| Strauch, Clara | Cafeteria Worker I | Glendale | 23 years, 8 months | 6/8/2018 |
| Tam, Fanny | Typist Clerk II | Valley View | 32 years, 2 months | 12/29/2018 |
| Tarverdian, Diana | Typist Clerk II | CTE | 17 years, 9 months | 12/26/2018 |
| Teems, Lynda K. | Assistant Principal | Balboa | 30 years | 7/1/2019 |
| Tindol, Yayone A. | Spanish | Hoover | 23 years | 6/13/2019 |
| Trevis, Gabriel | Lead Custodian | Crescenta Valley | 30 years, 2 months | 12/20/2018 |
| Walker, Carla T. | Principal | Marshall | 30 years | 6/29/2019 |
| Wammack, Nancy V. | 1st Grade | Monte Vista | 19 years | 6/13/2019 |
| Yi, Sookmin | Math | Glendale | 22 years | 6/13/2019 |
| Yoho, Patricia A. | Teacher Specialist | Special Education | 25 years | 6/30/2019 |
| Zamanis, Pamela | Pathways to College; ASB | Roosevelt | 34 years | 7/1/2019 |
| Zamanyan, Grachui | Cook/Baker | College View | 18 years, 8 months | 6/8/2018 |

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

PRESENTATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: Classified Service Awards

Each school year, the District recognizes our classified employees who are observing service anniversaries of five (5) year increments beginning in the tenth year of service. This year, we will be recognizing classified employees who have achieved an anniversary of 10, 15, 20, 25, 30, and 35 years of service as of April 1, 2019.

Glendale Unified School District Classified Service Awards for Years of Service

10 YEARS

| | | | |
|-----------|---------------|----------------------------------|-------------------------------------|
| Roobina | Aghakianest | Education Assistant II | Roosevelt Middle School |
| Juan | Aguilar | Lead Custodian | Roosevelt Middle School |
| Sunitha | Alagala | Education Assistant I | Jefferson Elementary School |
| Nelli | Asatryan | EA - Intensive Support | Special Education Department |
| Anahid | Avanessian | Account Clerk III | Planning & Development |
| Jenik | Boghdeserian | Education Assistant I | Jefferson Elementary School |
| Sonia | Boller | Clerk II | Human Resources Department |
| Lorena | Bonilla | Custodian I | Verdugo Woodlands Elementary School |
| Lidosh | Cardarodi | Cafeteria Worker I | Hoover High School |
| Manik | Chilgevorgian | Cafeteria Worker I | Glendale High School |
| Adrinh | Danielians | Cafeteria Worker I | Rosemont Middle School |
| Rita | Dermenjian | Education Assistant II | Fremont Elementary School |
| Evelyn | Farhadian | Cafeteria Worker I | Clark Magnet High School |
| Aristeo | Hernandez | Custodian I | Glendale High School |
| Michael | Hernandez | Custodian I | Crescenta Valley High School |
| Carla | Kiljian | Education Assistant I | Monte Vista Elementary School |
| Stephanie | Kovach | Job Developer/Coach | SELPA |
| Eufrocina | Liwanag-Cruz | Accounting Technician | EEELP Department |
| Monica | Macias | Cafeteria Worker I | Glendale High School |
| Vartouhi | Matousian | Cafeteria Worker I | Balboa Elementary School |
| Violet | Matteossian | Education Assistant I | Horace Mann Elementary School |
| Raymond | Mikaily | Maintenance Project Supervisor | Planning & Development |
| Michele | Montellano | Assistant Physically Handicapped | Lincoln Elementary School |
| Maha Dali | Nahat | EA - Intensive Support | Special Education Department |
| Christian | Nunez | Physical Education Assistant | R.D. White Elementary School |
| Venancio | Saban | Custodian I | Toll Middle School |
| Jesus | Sibal | Custodian I | Hoover High School |
| Rebecca | Stoker | Education Assistant I | Fremont Elementary School |
| Sonia | Tchakian | Education Assistant II | Crescenta Valley High School |
| Alis | Teknedjian | Behavior Intervention Assistant | Special Education Department |
| Suzanna | Theoharides | EA - Intensive Support | Special Education Department |
| Jimmy | Torres | Custodian I | Pacific/Edison Preschool |

**Glendale Unified School District
Classified Service Awards for Years of Service**

15 YEARS

| | | | |
|-----------|--------------|----------------------------------|--|
| Aurora | Alfaro-Rosas | Translator/Interpreter | Categorical Programs |
| Karine | Arutyunyan | Assistant Physically Handicapped | College View School |
| Hasmik | Avakian | Education Assistant II | Keppel Elementary School |
| Susanna | Avetikian | Education Assistant II | Glendale High School |
| Maria | Avila | EA - Intensive Support | Special Education Department |
| Margret | Baghoomian | Cafeteria Worker I | Toll Middle School |
| Alvard | Bouniatian | Education Assistant II | R.D. White Elementary School |
| Yean Joon | Chung | Assistant Physically Handicapped | Roosevelt Middle School |
| Juan | Covarrubias | Custodian II | Jefferson Elementary School |
| Herachik | Galustians | Assistant Physically Handicapped | Hoover High School |
| Rebeka | Khalulyan | Education Assistant II | Crescenta Valley High School |
| Carmen | Ledesma | Lead Custodian | Rosemont Middle School |
| Ae | Lee | Education Assistant II-Korean | Categorical Programs |
| Armond | Mailan | Construction Manager | Planning & Development |
| Asmik | Mavushyan | Education Assistant I | Pacific/Edison Preschool |
| Anita | McCarthy | Library Technician | Wilson Middle School |
| Narbeh | Milagardi | Assistant Physically Handicapped | Hoover High School |
| Gloria | Mole | Account Clerk III | Student Support Services Department |
| Juana | Montellano | Custodian I | Keppel Elementary School |
| David | Morales | Custodian II | Mountain Avenue Elementary School |
| Roberto | Munoz | Maintenance Worker II | Facility & Support Operations Department |
| Jorge | Oyuela | Custodian I | Balboa Elementary School |
| Krista | Perez | Assistant Operations Coordinator | Facility & Support Operations Department |
| Edgar | Rivas | Groundsworker | Facility & Support Operations Department |
| Anush | Sarkisyan | Cafeteria Worker I | Hoover High School |
| Melina | Shahverdian | Cafeteria Worker I | Hoover High School |
| Armine | Shamirian | Education Assistant II | Glenoaks Elementary School |
| Josephine | Tagayun | Account Clerk I | Financial Services Department |

**Glendale Unified School District
Classified Service Awards for Years of Service**

20 YEARS

| | | | |
|------------|-------------|----------------------------------|--|
| Sonia | Ahmed | Cafeteria Worker I | Rosemont Middle School |
| Harriet | Antista | Typist Clerk II | Crescenta Valley High School |
| Marine | Asoyan | Assistant Physically Handicapped | College View School |
| Medik | Avanessian | Typist Clerk II | Crescenta Valley High School |
| Jaklin | Barouni | Cafeteria Worker I | Rosemont Middle School |
| Janet | Boghosian | Cafeteria Worker I | Glendale High School |
| Mary | Burkholder | Physical Education Assistant | Monte Vista Elementary School |
| Rosa | Carrisoza | Education Assistant I | Pacific/Edison Preschool |
| Joel | Dela Resma | Custodian I | Wilson Middle School |
| Loocik | Delanchian | Typist Clerk III | EEELP Department |
| Jaklin | Ebrahimian | Cafeteria Worker I | Wilson Middle School |
| Romer | Ganiron | Assistant Director, ETIS | ETIS |
| Deborah | Green | Typist Clerk III | Special Education Department |
| Lusik | Grigoryan | Cafeteria Worker I | Clark Magnet High School |
| Aykanush | Isadzhanyan | Typist Clerk III | Teaching & Learning Department |
| Keith | Jones | Assistant Director, FASO | Facility & Support Operations Department |
| Gustavo | Juarez | Custodian I | Edison Elementary School |
| Adrineh | Khachikian | Accounting Technician | Financial Services Department |
| Athena | Kraskian | Accounting Technician | Special Education Department |
| Craig | Larimer | Financial Analyst | Business Services Department |
| Rohila | Malik | Education Assistant II | Crescenta Valley High School |
| Jose | Medina | Custodian II | La Crescenta Elementary School |
| Jason | Miller | Operations Coordinator | Facility & Support Operations Department |
| Sosseh | Ohanian | Education Assistant II | Columbus Elementary School |
| Eliseo | Perez | Maintenance Worker II | Facility & Support Operations Department |
| Jose | Robles | Pool Maintenance/Custodian | Facility & Support Operations Department |
| Carmen | Rodriguez | EA - Intensive Support | Special Education Department |
| Mitra | Solhtalab | Cook/Baker | Roosevelt Middle School |
| Gilda | Vardanyan | Education Assistant II-Armenian | Glendale High School |
| Washington | Vilar | Groundsworker | Facility & Support Operations Department |

Glendale Unified School District Classified Service Awards for Years of Service

25 YEARS

| | | | |
|---------|--------------|----------------------------------|--|
| Candace | Bratmon | Library Technician | Toll Middle School |
| Valerie | Burkhauser | Assistant Physically Handicapped | College View School |
| Suzan | Dunbar | SELPA Mgr, Foothill SELPA | SELPA |
| Efren | Formento | Assistant Physically Handicapped | College View School |
| Elmer | Giacoletti | Custodian II | Cerritos Elementary School |
| Cindy | Mai | Bonds Controls Specialist | Planning & Development |
| Heldik | Nazarian | Cafeteria Worker I | Rosemont Middle School |
| Hrachik | Sardarbegian | Clerk II | Hoover High School |
| John | Sichler | Maintenance Worker II | Facility & Support Operations Department |
| Nina | Stephanian | Cafeteria Worker II | Fremont Elementary School |

30 YEARS

| | | | |
|-----------|--------------|---------------------------------|--|
| Siroush | Assatourians | Typist Clerk III | Facility & Support Operations Department |
| Catherine | Bogle | Clerk III | Facility & Support Operations Department |
| Cynthia | Butchko | Typist Clerk III | Educational Services Department |
| Debbie | Dow | Multimedia Technology Assistant | Keppel Elementary School |
| Remegius | Galvan | Custodian I | Keppel Elementary School |
| Christina | Jenks | Education Assistant II-Spanish | Horace Mann Elementary School |
| Yolanda | Krivsky | Education Assistant II | Horace Mann Elementary School |
| Silvik | Nalbandian | Education Assistant II-Armenian | Dunsmore Elementary School |
| Rita | Ruelas | Custodian I | Wilson Middle School |
| Mark | Stone | Painter | Facility & Support Operations Department |
| Walter | Yoneda | Network Technician | ETIS |

35 YEARS

| | | | |
|---------|------|-------------------|-------------------------------|
| Trakhuc | Phan | Account Clerk III | Financial Services Department |
|---------|------|-------------------|-------------------------------|

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

PUBLIC HEARING NO. 1

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
Craig Larimer, Financial Analyst

SUBJECT: 2019-20 Proposed Budget

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

This Proposed Budget report provides a picture of the District’s financial condition after the May Revised Budget. The Los Angeles County Office of Education requires the Proposed Budget presented in the Public Hearing to be identical to the Adopted Budget.

Illustrated below is a summary of the State budget and budget guidelines, as well as, the financial condition of the Glendale Unified School District for the Proposed 2019-20 Budget Report. In addition, the 2019-20 Proposed Budget Report contains detailed budget assumptions, multi-year projections, and the reserve exceeding minimum Reserve for Economic Uncertainties for presentation at the public hearing.

The Governor’s May Revision is the last statutory step in the State Budget process before the Legislature adopts the State’s spending plan by June 15. There is a commitment to former Governor Brown’s Local Control Funding Formula (LCFF) with the inclusion of the statutory Cost-of-Living Adjustment (COLA), but Local Educational Agencies (LEAs) will continue to face budget challenges as LCFF funding flattens and costs rise. While Governor Newsom does not forecast an impending recession, his state spending plan is based on conservative economic and revenue assumptions and continues to plan for a “rainy day.” Given the automatic cost increases LEAs are facing, it is a significant challenge to merely maintain current programs, let alone augment them.

Local Control Funding Formula (LCFF) and Remaining Categorical Programs

The May Revision includes a COLA of 3.26% for the 2019-20 fiscal year, a slight decrease from the 3.46% estimated in January. With full funding of the LCFF targets reached because of the 2018-19 Budget, the COLA will have a more direct impact on the LCFF funding received by most Local Educational Agencies (LEAs).

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 | \$7,702 | \$7,818 | \$8,050 | \$9,329 |
| Class Size Reduction & Career Tech. Education | \$801 | | | \$243 |

- TK-3 grant is approximately \$801 in recognition of lower average class size of 24 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 54.74%).**
- **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 less than 55%, the District is NOT entitled to Concentration Grant.**

Due to lower Unduplicated Pupil Percentage and COLA, the 2019-20 LCFF calculation results in an estimated decrease in funding of \$2.0 million over the Second Interim projection. The total increase year over year is \$5.6 million. This is a net change of \$305 per ADA year over year, reflecting a 3.26% COLA, equating to **\$9,625** 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 3.26% COLA in the Governor’s Budget. The proposed budget does not include any additional funding in 2019-20 for Common Core State Standards or transportation.

The District’s 2019-20 Proposed Budget was developed based on the Governor’s “May Revise”, prior to legislature approval. The Los Angeles County Office of Education requires the Proposed Budget presented in the Public Hearing to be identical to the budget adopted in June.

2019-20 Governor's "May Revise" for the State Budget and K-12 Education

Per the Governor's "May Revise" budget for 2019-20, the current year (2018-19) minimum guarantee increased by \$279 million from the January Budget proposal to \$78.1 billion. The May Revision also proposes a \$389 million increase for 2019-20 from the January proposal in Proposition 98 funding to \$81.1 billion. However, there are no clear indications as to how these increases in Proposition 98 may impact the education fund. Also, there is no One-Time Discretionary funding in 2019-20.

The following pages contain multi-year budget assumptions, explanations and a summary of the District's proposed budget for 2019-20.

2019-20 Primary Budget Components

- The net impact of COLA, UPP and ADA changes, results in projected net revenue increase of \$5.6 million in 2019-20 and \$4.1 million in 2020-21.
- In January, Governor Newsom proposed a \$3 billion one-time non-proposition 98 General Fund payment to CalSTRS to reduce long-term liabilities by employers. At the May Revision, Governor Newsom increased this by \$150 million to reduce the 2019-20 contribution rate from 18.13% to 16.70%. The proposal retains the 2020-21 decrease of 19.10% to 18.10%. The current 2018-19 CalSTRS rate of 16.28% to a 16.70% for 2019-20 is an increase of 0.42%. However, the proposal of lowering rates from 17.10% from January budget to 16.70% from May Revision has a savings of \$490,000 for GUSD.
- The District's net increase of LCFF from 2018-19 to 2019-20 is \$305 per Average Daily Attendance (ADA).
- The District's estimated Unduplicated Pupil Percentage (UPP) for supplemental and concentration funding has decreased from 56.83% in Second Interim to 54.74%.
- Lottery revenue is estimated to be \$140 per ADA for unrestricted purposes and \$41 for restricted purposes.

Adjustments to the 2019-20 budgets that will be utilizing new revenues are listed in the Attachment B.

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

2019-20 General Fund Revenue Components

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

| Description | Unrestricted | Restricted | Combined |
|-------------------------------|-----------------------|----------------------|-----------------------|
| Local Control Funding Formula | \$ 239,969,886 | \$ - | \$ 239,969,886 |
| Federal Revenues | 200,000 | 14,271,497 | 14,471,497 |
| Other State Revenues | 4,970,957 | 19,240,835 | 24,211,792 |
| Other Local Revenues | 4,216,291 | 11,150,924 | 15,367,215 |
| TOTAL | \$ 249,357,134 | \$ 44,663,256 | \$ 294,020,390 |

2019-20 Operating Expenditure Components

The General Fund is used for the majority of the functions within the District. As illustrated below, the largest part of the expenditures are salaries and benefits that comprise approximately 90.73% of the District's unrestricted budget, and approximately 85.78% of the total General Fund budget.

| Description | Unrestricted | Restricted | Combined |
|------------------------------|-----------------------|----------------------|-----------------------|
| Certificated Salaries | \$ 105,068,086 | \$ 24,920,846 | \$ 129,988,932 |
| Classified Salaries | 27,071,456 | 17,437,233 | 44,508,689 |
| Benefits | 61,236,835 | 19,978,595 | 81,215,430 |
| Books and Supplies | 3,986,209 | 4,329,496 | 8,315,705 |
| Other Operating Expenditures | 16,486,281 | 16,897,910 | 33,384,191 |
| Capital Outlay | 299,592 | 55,250 | 354,842 |
| Other Outgo/Indirect Cost | (1,024,059) | 1,333,059 | 309,000 |
| TOTAL | \$ 213,124,400 | \$ 84,952,389 | \$ 298,076,789 |

Multi-Year Budget Assumptions Components

- The District's multi-year enrollment is projected to decrease 277 students in 2019-20 and staying flat in 2020-21.
- The District's projected net increase of LCFF per ADA in 2020-21 is \$281, and the projected net increase per ADA in 2021-22 is \$279.
- The unduplicated pupil percentage is 54.74% for 2019-20 and 54.29% for 2020-21.
- The Governor's proposals reflect categorical COLA's at 3.70% for 2018-19, 3.26% for 2019-20, 3.00% for 2020-21, and 2.80% for 2021-22. As stated previously, most state revenues have been shifted to the new LCFF account.
- The workers compensation rate is budgeted at 1.94% for 2019-20 and 2020-21.
- Health and Welfare 2019-20 (only) inflation reduced from 8% to 3.6% for a total cost of \$924,771. However, Health and Welfare inflation is estimated at 8% for the future years.

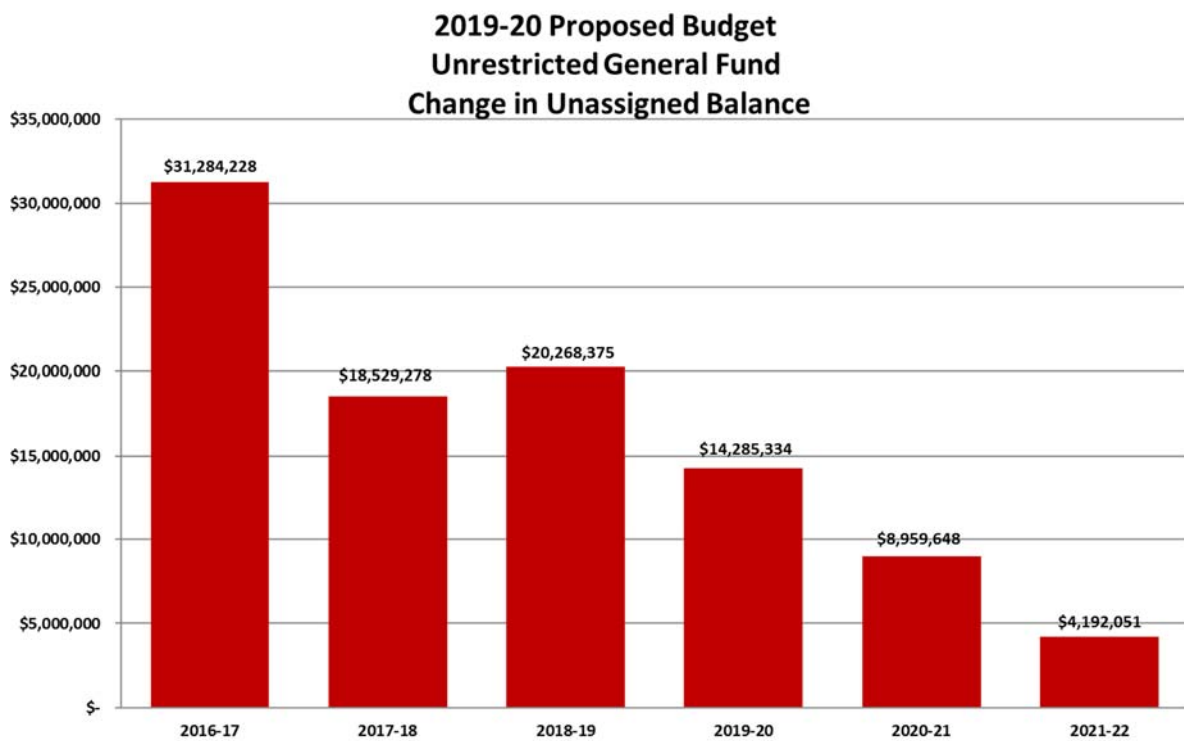
Maintain District Solvency and Financial Stability Plan

In the 2018-19 June Budget Adoption, there were expenditure reductions for District's Fiscal Stability Plan projected at \$3.6 million for 2018-19 and another \$5.0 million in 2019-20 to ensure that the District will be solvent in the next three years. The Board of Education committed to a \$5.0 million budget reduction for 2019-20. Now GUSD must begin to focus on a budget reduction for the 2020-21 fiscal year of at least another \$5.0 million.

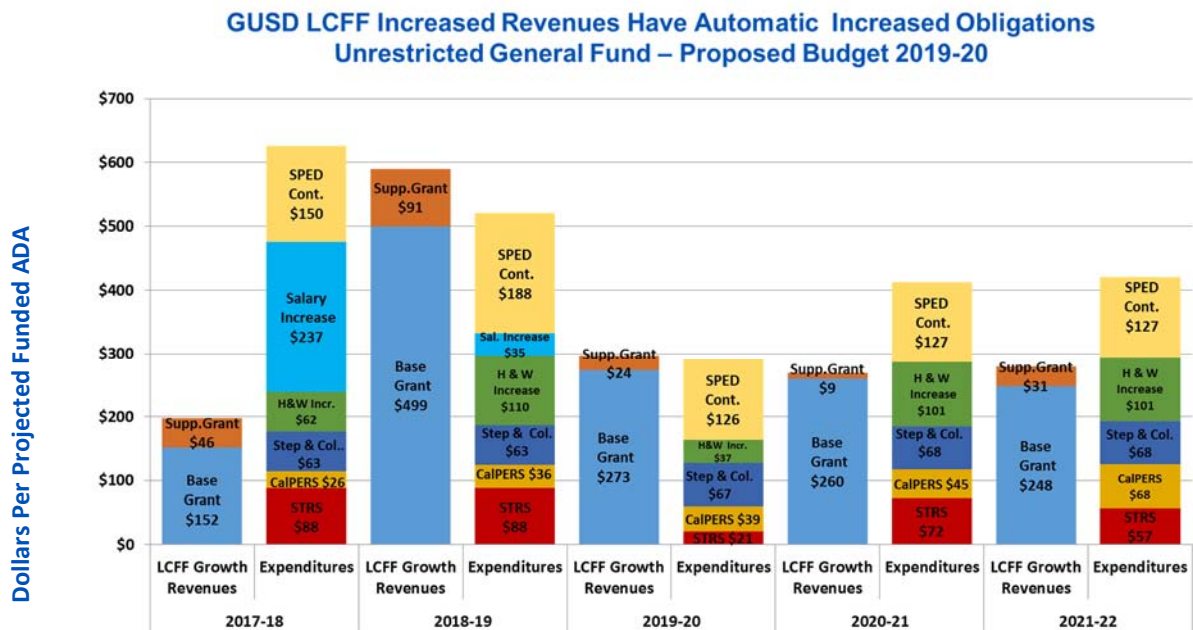
Attachment D shows the updated estimated savings and expenditure reductions as of May 2019. A continuous analysis of the Fiscal Stabilization Plan will be done to monitor the actual savings and to modify, change, or increase savings as needed.

Cautions and Challenges

- Projecting the budget forward, the Adjusted Ending Balance in the Unrestricted General Fund is estimated to be a positive \$4.0 million for 2021-22. This is taking into account a budget reduction of \$3.6 million in 2018-19, \$5.0 million in 2019-20, and an additional \$5.0 million in 2020-21. Even if the future funds materialize, the District needs to have a plan to reduce expenses to end the deficit spending pattern.



- Below is a visual comparison of the non-cumulative LCFF Base Funding and ONLY the non-cumulative CalSTRS/CalPERS, Health and Welfare, and Step and Column increases for the next four years. As illustrated, starting in 2020-21 base funding alone is less than the combined costs of STRS/PERS, Step and Column, and benefits. When considering all other District expenditures, such as salary increases, instructional material costs, technology replacement, etc., the actual gap between our revenues and expenditures is far worse. These spending deficits add to our already growing structural deficit, which will need to be rectified.



Note: The expenditures include the SPED CalSTRS/CalPERS and Step & Column Increases and Subject to Increase with changes in Salaries

Approval of the Reserve Exceeding Minimum Reserve for Economic Uncertainties (REU) in the District’s 2018-19 Adopted Budget

The passage of Proposition 2 in November 2014, required that districts would place limits on the level of reserves that school districts can maintain when certain conditions exist. Based on the 2015-16 State Budget Act, not all the conditions of the Proposition were met; therefore, the cap will not be triggered. However, starting in 2015-16, the State requires school districts proposing to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended Reserve for Economic Uncertainties (REU), to provide the ending balance components resulting in the excess and reasons for the excess. This report is in Attachment C for presentation in the public hearing by the Board of Education.

Conclusion

The projection supports that the District **will be able to meet its financial obligations for the current and two subsequent years only with a significant Fiscal Stabilization Plan of at least \$3.6 million in 2018-19, \$5.0 million in 2019-20 and \$5.0 million in 2020-21 for a total of \$13.6 million.** It is important to remember that the Governor's May Revision provides NO funding for Home-to-School Transportation Programs and NO funding to equalized Assembly Bill (AB) 602 base funding rates for Special Education. The Administration is concerned that if the "Fiscal Stabilization Plan" and future funding do not materialize, the District will not be able to maintain a minimum reserve of three percent in 2020-21, and additional reductions would be required.

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

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

Multi-year Projections – Final Considerations:

- CalSTRS and CalPERS contributions are still increasing
- Health and welfare contributions are increasing
- Contributions to restricted programs continue to increase
- Declining enrollment will continue to make it difficult to balance the budget
- Federal funds for various state-administered programs could be cut given the new direction of the president
- Budgets will continue to be tight with what we call the "Big Three" indicators that most districts are dealing with now.
 - Declining enrollment
 - Pension cost increases
 - Special Education program costs

**2018-19 Estimated Actuals and 2019-20 Proposed Budget
Multi-Year Budget Assumptions**

ATTACHMENT A

| Category | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|-------------|--------------|-------------|-------------|-------------|
| <u>Local Control Funding Formula</u> | | | | | |
| - Projected Net District LCFF Revenue Increase | \$4,997,546 | | | | |
| Adopted Budget 2018-19 (June 2018) | | \$15,907,706 | \$7,464,670 | \$6,426,577 | \$9,083,723 |
| State Budget Adoption | | \$17,779,033 | \$7,526,803 | \$6,445,989 | \$9,153,361 |
| First Interim | | \$15,749,667 | \$6,045,041 | \$6,700,528 | \$8,427,508 |
| Second Interim | | \$16,028,542 | \$7,627,346 | \$5,078,182 | \$7,523,575 |
| Proposed Budget 2019-20 | | \$14,836,934 | \$5,575,759 | \$4,152,902 | \$6,866,349 |
| - Revenue Net Percentage Increase | 2.32% | 6.77% | 3.27% | 2.92% | 2.81% |
| - Projected Increase In Funding Per ADA | \$198 | \$591 | \$305 | \$281 | \$279 |
| - Total LCFF Funding Per ADA | \$8,729 | \$9,320 | \$9,625 | \$9,906 | \$10,185 |
| <u>Factors Utilized In Revenue Calculations</u> | | | | | |
| Unduplicated Percentage | 54.75% | | | | |
| Adopted Budget 2018-19 (June 2018) | | 55.16% | 55.59% | 55.40% | 55.27% |
| State Budget Adoption | | 55.16% | 55.59% | 55.40% | 55.27% |
| First Interim | | 55.46% | 56.25% | 56.46% | 56.46% |
| Second Interim | | 55.65% | 56.83% | 57.43% | 57.64% |
| Proposed Budget 2019-20 | | 54.61% | 54.74% | 54.29% | 54.49% |
| Cost of Living Adjustment (COLA) | 1.56% | | | | |
| Adopted Budget 2018-19 (June 2018) | | 3.00% | 2.57% | 2.67% | 3.42% |
| State Budget Adoption | | 3.70% | 2.57% | 2.67% | 3.42% |
| First Interim | | 3.70% | 2.57% | 2.67% | 3.42% |
| Second Interim | | 3.70% | 3.46% | 2.86% | 2.92% |
| Proposed Budget 2019-20 | | 3.70% | 3.26% | 3.00% | 2.80% |
| Gap Funding | 42.97% | | | | |
| Adopted Budget 2018-19 (June 2018) | | 100.00% | 100.00% | 100.00% | 100.00% |
| State Budget Adoption | | 100.00% | 100.00% | 100.00% | 100.00% |
| First Interim | | 100.00% | 100.00% | 100.00% | 100.00% |
| Second Interim | | 100.00% | 100.00% | 100.00% | 100.00% |
| Proposed Budget 2019-20 | | 100.00% | 100.00% | 100.00% | 100.00% |
| Revenue ADA (Funded, includes cnty ada) | 25,154 | | | | |
| Adopted Budget 2018-19 (June 2018) | | 25,424 | 25,509 | 25,550 | 25,606 |
| State Budget Adoption | | 25,424 | 25,509 | 25,550 | 25,606 |
| First Interim | | 25,162 | 25,035 | 25,035 | 25,035 |
| Second Interim | | 25,162 | 24,922 | 24,647 | 24,647 |
| Proposed Budget 2019-20 | | 25,152 | 24,935 | 24,647 | 24,647 |
| Enrollment | 26,071 | | | | |
| Adopted Budget 2018-19 (June 2018) | | 26,210 | 26,298 | 26,340 | 26,398 |
| State Budget Adoption | | 26,210 | 26,298 | 26,340 | 26,398 |
| First Interim | | 25,790 | 25,790 | 25,790 | 25,790 |
| Second Interim | | 25,788 | 25,511 | 25,511 | 25,511 |
| Proposed Budget 2019-20 | | 25,788 | 25,511 | 25,511 | 25,511 |
| Unduplicated Count - Enrollment | 14,560 | | | | |
| Adopted Budget 2018-19 (June 2018) | | 14,560 | 14,560 | 14,560 | 14,560 |
| State Budget Adoption | | 14,560 | 14,560 | 14,560 | 14,560 |
| First Interim | | 14,560 | 14,560 | 14,560 | 14,560 |
| Second Interim | | 14,704 | 14,704 | 14,704 | 14,704 |
| Proposed Budget 2019-20 | | 13,901 | 13,901 | 13,901 | 13,901 |
| <u>EMPLOYEE BENEFITS</u> | | | | | |
| - STRS Rates | 14.430% | 16.280% | 16.700% | 18.100% | 17.800% |
| - PERS Rates | 15.531% | 18.062% | 20.733% | 23.600% | 24.900% |
| - Workers Compensation | 2.399% | 2.232% | 1.940% | 1.940% | 1.940% |
| - Retiree Benefits | 1.298% | 1.298% | 1.357% | 1.357% | 1.357% |
| Utilizing Fund #67.1 Balance | --- | --- | --- | --- | --- |
| - Health & Welfare Insurance Increase (District-wide) | \$1,548,460 | \$2,775,767 | \$924,771 | \$2,482,948 | \$2,482,948 |

**Budget Adjustment Impact on Unrestricted General Fund Ending Balance
2018-19 Estimated Actuals And 2019-20 Proposed Budget**

| Major Changes | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|--|----------------------|----------------------|----------------------|----------------------|------------------------|----------------------|
| Adopted Budget 2018-19 Ending Balance | \$ 47,212,610 | \$ 35,417,831 | \$ 39,006,334 | \$ 32,909,661 | \$ 26,059,185 | \$ 22,584,886 |
| Adjustment For Actual 2017-18 Ending Balance | \$ - | \$ 4,386,793 | \$ 4,386,793 | \$ 4,386,793 | \$ 4,386,793 | \$ 4,386,793 |
| Revised 2018-19 Ending Balance Reflecting Actuals Adjustmen | \$ 47,212,610 | \$ 39,804,624 | \$ 43,393,127 | \$ 37,296,454 | \$ 30,445,978 | \$ 26,971,679 |
| Initial July Adjustments (After Governor Signed State Budget) | | | | | | |
| Revised LCFF Funding Variables | | | \$ 1,584,516 | \$ 1,646,649 | \$ 1,666,061 | \$ 1,735,699 |
| 2018-19 One-Time State Discretionary Funding Adjustment (from \$8.74 million down to \$4.40 million) | | | \$ (4,340,000) | \$ - | \$ - | \$ - |
| First Interim Adjustments | | | | | | |
| Revised LCFF Funding Variables | | | \$ (2,029,366) | \$ (3,511,128) | \$ (3,256,589) | \$ (3,982,442) |
| Cost of Converting Yard Duty Aides To Regular Monthly Employees | | | \$ (10,000) | \$ (20,000) | \$ (20,000) | \$ (20,000) |
| One-Time Additional Title II CSR Funds | | | \$ 200,000 | \$ - | \$ - | \$ - |
| Supplemental Program - Primarily Translator Cost Adjustments | | | \$ - | \$ (434,596) | \$ (434,596) | \$ (434,596) |
| ATSS Saturday School Program | | | \$ (30,328) | \$ (30,328) | \$ (30,328) | \$ (30,328) |
| CSEA 2017-18 Retroactive Settlement | | | \$ (1,296,086) | \$ (648,043) | \$ (648,043) | \$ (648,043) |
| Budget Prior Year Carry-Over | | | \$ (5,075,190) | \$ - | \$ - | \$ - |
| Misc. Other Income | | | \$ 1,392 | \$ - | \$ - | \$ - |
| Solvency Plan Savings For 2019-20 (ongoing) | | | | \$ 5,000,000 | \$ 5,000,000 | \$ 5,000,000 |
| Second Interim Adjustments | | | | | | |
| Revised LCFF Funding Variables (Governor's January Proposal & ADA Adjustments) | | | \$ 278,875 | \$ 1,861,180 | \$ 238,834 | \$ (665,099) |
| STRS Savings - Governor's January Budget Proposal | | | \$ - | \$ 1,279,615 | \$ 1,253,093 | \$ 1,263,948 |
| PERS Savings - Governor's January Budget Proposal | | | \$ - | \$ 36,399 | \$ 37,699 | \$ 38,999 |
| Special Education Services Projected Actuals vs. Budget | | | \$ (2,000,000) | \$ (2,000,000) | \$ (2,000,000) | \$ (2,000,000) |
| 2018-19 One-Time Projected Actuals vs. Budget | | | \$ 6,950,677 | \$ - | \$ - | \$ - |
| Minimum Wage Increase Impact To Salary Schedule | | | \$ - | \$ (6,518) | \$ (29,547) | \$ (68,445) |
| Minimum Wage Increase To Student Wages, Hourly & Overtime | | | \$ - | \$ (107,519) | \$ (214,988) | \$ (376,257) |
| TK-3 CSR Ratio From 26:1 to 24:1 | | | \$ - | \$ (2,000,000) | \$ (2,000,000) | \$ (2,000,000) |
| Misc. Other Income | | | \$ 1,446 | \$ - | \$ - | \$ - |
| End Of Year Adjustments | | | | | | |
| Revised LCFF Funding Variables (loss primarily from unduplicated count falling below 55%) | | | \$ (1,191,608) | \$ (3,243,195) | \$ (4,168,475) | \$ (4,825,701) |
| STRS Adjustment - Governor's May Revise | | | \$ - | \$ 496,938 | \$ 496,938 | \$ 496,938 |
| PERS Adjustment - Governor's May Revise | | | \$ - | \$ (12,012) | \$ (75,397) | \$ (155,994) |
| Revised Interest Income | | | \$ 147,000 | \$ 147,000 | \$ 147,000 | \$ 147,000 |
| FASO Wall | | | \$ - | \$ (275,000) | \$ - | \$ - |
| 2019-20 Workers Compensation Savings | | | \$ - | \$ 350,000 | \$ 350,000 | \$ 350,000 |
| Routine Restricted Maintenance CDE Formula Change | | | \$ - | \$ (185,453) | \$ (200,000) | \$ (200,000) |
| Additional 2 FTE CTE Teachers | | | \$ - | \$ (134,003) | \$ (134,000) | \$ (134,000) |
| Maintenance Cost For New Solar Arrays | | | \$ - | \$ (81,000) | \$ (83,500) | \$ (86,000) |
| Clark Transportation Cost Increase | | | \$ - | \$ (100,000) | \$ (100,000) | \$ (100,000) |
| PSAT Costs | | | \$ - | \$ (30,000) | \$ (29,357) | \$ (29,367) |
| AP Exam Costs For Income Eligible Students | | | \$ - | \$ (83,000) | \$ (83,000) | \$ (83,000) |
| 2019-20 Retire Benefits Cost Inflation | | | \$ - | \$ (93,000) | \$ (93,000) | \$ (93,000) |
| 2019-20 Health and Welfare Savings (from 8% to 3.6% inflation) | | | \$ - | \$ 925,000 | \$ 925,000 | \$ 925,000 |
| 2020-21 Health and Welfare Savings (from 9% to 8% inflation) | | | \$ - | \$ - | \$ 300,000 | \$ 300,000 |
| 2021-22 Health and Welfare Savings (from 9% to 8% inflation) | | | \$ - | \$ - | \$ - | \$ 300,000 |
| Low-Performing Students Block Grant Ends In 2020-21 (part of 2019-20 Solvency Plan) | | | \$ - | \$ - | \$ - | \$ (500,000) |
| Reverse Certain 1718 and 1819 Solvency Savings (a portion of SPED Transportation & Clerical) | | | \$ - | \$ (500,000) | \$ (500,000) | \$ (500,000) |
| 2020-21 Solvency Plan Tentative Estimation | | | \$ - | \$ - | \$ 5,000,000 | \$ 5,000,000 |
| Current Year Impact | \$ - | \$ - | \$ (6,808,672) | \$ (1,752,013) | \$ 1,313,805 | \$ (1,374,687) |
| Cumulative Impact to Ending Balance | \$ - | \$ - | \$ (6,808,672) | \$ (8,560,685) | \$ (7,246,881) | \$ (8,621,568) |
| Adjusted Ending Balance Projection | \$ 47,212,610 | \$ 39,804,624 | \$ 36,584,455 | \$ 28,735,768 | \$ 23,199,098 | \$ 18,350,111 |
| Assigned and Restricted Balances: | | | | | | |
| Revolving Cash | \$ 70,000 | \$ 70,000 | \$ 70,000 | \$ 70,000 | \$ 70,000 | \$ 70,000 |
| Stores | \$ 77,474 | \$ 80,096 | \$ 80,096 | \$ 80,096 | \$ 80,096 | \$ 80,096 |
| Prepaid Expenditures | \$ 888,655 | \$ 453,078 | \$ - | \$ - | \$ - | \$ - |
| 3% Mandated Reserve for Economic Uncertainties (not final yet) | \$ 8,442,375 | \$ 9,063,316 | \$ 9,152,447 | \$ 9,064,697 | \$ 9,133,713 | \$ 9,332,323 |
| Reserve For Future LACOE System Charges | \$ 1,400,000 | \$ 1,120,000 | \$ 840,000 | \$ 560,000 | \$ 280,000 | \$ - |
| Reserve for Carry-Overs, MAA, Board Elections | \$ 5,049,878 | \$ 6,059,745 | \$ 4,675,641 | \$ 4,675,641 | \$ 4,675,641 | \$ 4,675,641 |
| Reserve For 2017-18 CSEA 1.5% Salary Increase | \$ - | \$ 651,962 | \$ - | \$ - | \$ - | \$ - |
| Reserve for One-Time 2017-18 Discretionary Funding | \$ - | \$ 3,575,923 | \$ 1,222,896 | \$ - | \$ - | \$ - |
| Reserve for 2018-19 FASO Wall Costs | | \$ 201,226 | \$ 275,000 | \$ - | \$ - | \$ - |
| Unassigned Balance | \$ 31,284,228 | \$ 18,529,278 | \$ 20,268,375 | \$ 14,285,334 | \$ 8,959,648 | \$ 4,192,051 |
| Memo Items: | | | | | | |
| LCFF Net Income Growth less STRS/PERS/Special Ed. Increases | \$ - | \$ - | \$ - | \$ 2,781,770 | \$ 6,842,058 | \$ 17,549,147 |
| Unassigned Balance If All Net LCFF Income Growth Is Spent | \$ 18,529,278 | \$ 20,268,375 | \$ 11,503,564 | \$ 2,117,590 | \$ (13,357,097) | |

GLENDALE UNIFIED SCHOOL DISTRICT
2019-20 Proposed Budget

ATTACHMENT C

Per Education Code Section 42127(a)(2)(B), the following reserve exceeding minimum Reserve for Economic Uncertainties was presented at a public hearing on June 4, 2019 and to be Adopted on June 18, 2019.

| Components | Est. Actuals 2018-19 | MYP | | |
|---|-------------------------|-------------------|-------------------|------------------|
| | | 2019-20 | 2020-21 | 2021-22 |
| (A) 3% Mandated Reserve for Economic Uncertainties (REU) | 9,152,447 | 9,064,697 | 9,133,713 | 9,332,323 |
| (B) Assigned Amounts (from below F1 + F2 + F3 + F4 + F5+F6) | 7,013,537 | 5,235,641 | 4,955,641 | 4,675,641 |
| (C) Unassigned/Unappropriated Balance (CDE MYP lines D.3.e1 + D.3.e2) C = A + F8 | 29,420,822 | 23,350,031 | 18,093,361 | 13,524,374 |
| (D) Total of Assigned + Unassigned/Unappropriated Balance (B + C) | 36,434,359 | 28,585,672 | 23,049,002 | 18,200,015 |
| (E) Reserve Exceeding Minimum Reserve for Economic Uncertainties (REU) E = D - A (same as line F Sub-total below) | 27,281,912 | 19,520,975 | 13,915,289 | 8,867,692 |
| (F) Reasons for reserves in excess of minimum REU: | | | | |
| 1 Reserve for Future LACOE Charges | 840,000 | 560,000 | 280,000 | 0 |
| 2 Reserve for Regular Carry-Over & MAA | 4,675,641 | 4,675,641 | 4,675,641 | 4,675,641 |
| 3 Reserve for Salary Increase | 0 | 0 | 0 | 0 |
| 4 Reserve for One-Time 2017-18 Discretionary Funding | 1,222,896 | 0 | 0 | 0 |
| 5 Reserve for 2018-19 FASO Wall Costs (budgeted in 1920) | 275,000 | 0 | 0 | 0 |
| 6 Reserve for One-Time 2018-19 Discretionary Funding Is Released | 0 | 0 | 0 | 0 |
| 7 Unassigned Balance for Operational Solvency | 20,268,375 | 14,285,334 | 8,959,648 | 4,192,051 |
| Sub-total Reserve Exceeding Minimum REU (same as line E above) | 27,281,912 | 19,520,975 | 13,915,289 | 8,867,692 |

**GLENDALE UNIFIED SCHOOL DISTRICT
2019-20 Fiscal Stability Plan (Detail)**

| Dept | Program | Est. Savings |
|--------------|---|---------------------|
| T&L | Restructure funding source for professional development to LPS Block Grant | \$ 500,000 |
| DO | Eliminate (1) ETIS Sr. Info Analyst | \$ 104,000 |
| DO | Eliminate (1) Purchasing Agent | \$ 122,000 |
| DO | Eliminate (1) Accounts Payable Supervisor and Realign to Accounting Tech | \$ 6,000 |
| DO | Eliminate (1) TCIII in HR | \$ 36,000 |
| DO | Eliminate (2.5) TC in CTE/T&L/Student Services | \$ 111,000 |
| DO | 4.5% reduction in all DO department budgets - supplies, services, conferences | \$ 1,130,000 |
| DO | Reduce copier/printer equipment and supply costs due to new contract (phase-in) | \$ 150,000 |
| DO | Reduce annual increase in projected H&W rates from +9%/yr to +8%/yr | \$ 300,000 |
| FASO | Move up to 9 Grounds positions to Routine Restricted Maint funding | \$ 720,000 |
| FASO | Eliminate (1) Asst. Operations Coordinator | \$ 91,000 |
| FASO | Eliminate (1) Grounds position | \$ 85,000 |
| Elem | Eliminate (1) Asst. Principal | \$ 154,000 |
| Elem | Eliminate (2.5) Teaching positions | \$ 265,000 |
| Middle | Eliminate (7.2) Teaching positions due to declining enrollment | \$ 617,000 |
| HS | Eliminate (7.2) Teaching positions due to declining enrollment | \$ 617,000 |
| Total | | \$ 5,008,000 |

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

Long Range Financial Projection (V1)

| Description | Account Codes | Base Year 2019/20 | Proj. 1 2020/21 | Proj. 2 2021/22 | Proj. 3 2022/23 | Proj. 4 2023/24 | |
|---|---------------|-------------------|-----------------|-----------------|-----------------|-----------------|---|
| A. REVENUES | | | | | | | |
| 1) Revenue Limit Sources | 8010-8099 | 239,969,886 | 244,122,788 | 250,989,137 | 250,989,136 | 250,989,136 | (|
| 2) Federal Revenues | 8100-8299 | 200,000 | 200,000 | 200,000 | 200,000 | 200,000 | (|
| 3) Other State Revenues | 8300-8599 | 4,970,957 | 4,972,457 | 4,973,899 | 4,975,572 | 4,975,572 | (|
| 4) Other Local Revenues | 8600-8799 | 4,216,291 | 4,216,291 | 4,216,291 | 4,216,291 | 4,216,291 | (|
| 5) TOTAL REVENUES | | 249,357,134 | 253,511,536 | 260,379,327 | 260,380,999 | 260,380,999 | (|
| B. EXPENDITURES | | | | | | | |
| 1) Certificated Salaries | 1000-1999 | 105,068,086 | 105,025,771 | 106,222,203 | 106,234,869 | 106,247,705 | (|
| 2) Classified Salaries | 2000-2999 | 27,071,456 | 28,371,456 | 29,671,456 | 30,971,456 | 32,271,456 | (|
| 3) Employee Benefits | 3000-3999 | 61,236,835 | 66,562,478 | 69,974,902 | 72,405,384 | 74,967,728 | (|
| 4) Books and Supplies | 4000-4999 | 3,986,209 | 3,986,209 | 3,986,209 | 3,986,209 | 3,986,209 | (|
| 5) Services, Other Operatin Expense | 5000-5999 | 16,486,281 | 16,744,613 | 17,015,862 | 17,300,673 | 17,599,725 | (|
| 6) Capital Outlay | 6000-6999 | 299,592 | 299,592 | 299,592 | 299,592 | 299,592 | (|
| 7) Other Outgo | 7100-7299 | 220,000 | 220,000 | 220,000 | 220,000 | 220,000 | (|
| 8) Direct Support/Indirect Cost | 7300-7399 | (1,244,059) | (1,243,334) | (1,243,331) | (1,243,331) | (1,243,331) | (|
| 9) TOTAL EXPENDITURES | | 213,124,400 | 219,966,785 | 226,146,893 | 230,174,852 | 234,349,084 | (|
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | | | | | |
| | | 36,232,734 | 33,544,751 | 34,232,434 | 30,206,147 | 26,031,915 | (|
| D. OTHER FINANCING SOURCES/USES | | | | | | | |
| 1) Interfund Transfers | | | | | | | |
| a) Transfers In | 8910-8929 | 0 | 0 | 0 | 0 | 0 | (|
| b) Transfers Out | 7610-7629 | 0 | 0 | 0 | 0 | 0 | (|
| 2) Other Sources | | | | | | | |
| Other Adjustments | 8930-8979 | 0 | (5,000,000) | (5,000,000) | (5,000,000) | (5,000,000) | (|
| 3) Contributions to Restrict Programs | | | | | | | |
| | 8980-8999 | (44,081,421) | (44,081,421) | (44,081,421) | (44,081,421) | (44,081,421) | (|
| 4) TOTAL, OTHER SOURCES/USES | | (44,081,421) | (39,081,421) | (39,081,421) | (39,081,421) | (39,081,421) | (|

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

Long Range Financial Projection (V1)

| Description | Account Codes | Base Year 2019/20 | Proj. 1 2020/21 | Proj. 2 2021/22 | Proj. 3 2022/23 | Proj. 4 2023/24 | |
|--|---------------|-------------------|-----------------|-----------------|-----------------|-----------------|---|
| E. NET INCREASE (DECREASE) | | | | | | | |
| IN FUND BALANCE | | | | | | | |
| What If? Sources | | 0 | 0 | 0 | 0 | 0 | (|
| What If? Uses | | 0 | 0 | 0 | 0 | 0 | (|
| Total (What If + C + D4) | | (7,848,687) | (5,536,670) | (4,848,987) | (8,875,274) | (13,049,506) | (|
| F. FUND BALANCE, RESERVES | | | | | | | |
| 1) Beginning Balance | | 36,584,455 | 28,735,768 | 23,199,098 | 18,350,111 | 9,474,837 | (|
| a) Adjustments | | 0 | 0 | 0 | 0 | 0 | (|
| b) Net Beginning Balance | | 36,584,455 | 28,735,768 | 23,199,098 | 18,350,111 | 9,474,837 | (|
| 2) Ending Balance (E + F1b) | | 28,735,768 | 23,199,098 | 18,350,111 | 9,474,837 | (3,574,669) | (|
| COMPONENTS OF ENDING FUND BALANCE | | | | | | | |
| a) Reserved Amounts | | | | | | | |
| Revolving Cash | 9711 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | (|
| Stores | 9712 | 80,096 | 80,096 | 80,096 | 80,096 | 80,096 | (|
| Other, Prepay, Etc. | 9719 | 0 | 0 | 0 | 0 | 0 | (|
| General Reserve | 9730 | 0 | 0 | 0 | 0 | 0 | (|
| Legally Restricted Balances | 9740 | 0 | 0 | 0 | 0 | 0 | (|
| b) Designated Amounts | | | | | | | |
| For Economic Uncertainties | 9770 | 9,064,697 | 9,133,713 | 9,332,323 | 9,468,487 | 9,593,714 | (|
| Other Designated | 9780 | 5,235,641 | 4,955,641 | 4,675,641 | 4,675,641 | 46,756,410 | (|
| | 97yy | 0 | 0 | 0 | 0 | 0 | (|
| c) FREE Balance | 9790 | 14,285,334 | 8,959,648 | 4,192,051 | 0 | 0 | 0 |
| d) (DEFICIT) Balance | 9790 | 0 | 0 | 0 | (4,819,387) | (60,074,889) | 0 |

GENERAL FUND
Restricted Program Only
REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE

Long Range Financial Projection (V1)

| Description | Account Codes | Base Year 2019/20 | Proj. 1 2020/21 | Proj. 2 2021/22 | Proj. 3 2022/23 | Proj. 4 2023/24 |
|---|---------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| A. REVENUES | | | | | | |
| 1) Revenue Limit Sources | 8010-8099 | 0 | 0 | 0 | 0 | 0 |
| 2) Federal Revenues | 8100-8299 | 14,271,497 | 14,271,497 | 14,271,497 | 14,271,497 | 14,271,497 |
| 3) Other State Revenues | 8300-8599 | 19,240,835 | 19,698,869 | 20,139,192 | 20,650,042 | 20,650,042 |
| 4) Other Local Revenues | 8600-8799 | 11,150,924 | 11,150,924 | 11,150,924 | 11,150,924 | 11,150,924 |
| 5) TOTAL REVENUES | | 44,663,256 | 45,121,290 | 45,561,613 | 46,072,463 | 46,072,463 |
| B. EXPENDITURES | | | | | | |
| 1) Certificated Salaries | 1000-1999 | 24,920,846 | 25,082,586 | 25,228,436 | 25,397,677 | 25,397,675 |
| 2) Classified Salaries | 2000-2999 | 17,437,233 | 17,521,291 | 17,604,189 | 17,700,379 | 17,700,379 |
| 3) Employee Benefits | 3000-3999 | 19,978,595 | 20,091,883 | 20,200,051 | 20,325,564 | 20,325,563 |
| 4) Books and Supplies | 4000-4999 | 4,329,496 | 4,332,799 | 4,334,944 | 4,337,444 | 4,337,444 |
| 5) Services, Other Operatin Expense | 5000-5999 | 16,897,910 | 16,995,525 | 17,092,385 | 17,204,770 | 17,204,770 |
| 6) Capital Outlay | 6000-6999 | 55,250 | 53,095 | 53,227 | 53,380 | 53,380 |
| 7) Other Outgo | 7100-7299 | 530,000 | 533,425 | 537,608 | 542,461 | 542,461 |
| 8) Direct Support/Indirect Cost | 7300-7399 | 803,059 | 802,334 | 802,331 | 802,331 | 802,331 |
| 9) TOTAL EXPENDITURES | | 84,952,389 | 85,412,938 | 85,853,171 | 86,364,006 | 86,364,003 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | | | | |
| | | (40,289,133) | (40,291,648) | (40,291,558) | (40,291,543) | (40,291,540) |
| D. OTHER FINANCING SOURCES/USES | | | | | | |
| 1) Interfund Transfers | | | | | | |
| a) Transfers In | 8910-8929 | 0 | 0 | 0 | 0 | 0 |
| b) Transfers Out | 7610-7629 | 3,842,773 | 3,841,435 | 3,841,418 | 3,841,415 | 3,841,415 |
| 2) Other Sources | | | | | | |
| Other Uses | 8930-8979 | 0 | 0 | 0 | 0 | 0 |
| | 7630-7699 | 237,000 | 235,953 | 235,952 | 235,952 | 235,952 |
| 3) Contributions to Restrict Programs | | | | | | |
| | 8980-8999 | 44,081,421 | 44,081,421 | 44,081,421 | 44,081,421 | 44,081,421 |
| 4) TOTAL, OTHER SOURCES/USES | | 40,001,648 | 40,004,033 | 40,004,051 | 40,004,054 | 40,004,054 |

GENERAL FUND
Restricted Program Only
REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE

Long Range Financial Projection (V1)

| Description | Account Codes | Base Year 2019/20 | Proj. 1 2020/21 | Proj. 2 2021/22 | Proj. 3 2022/23 | Proj. 4 2023/24 | |
|--|---------------|-------------------|-----------------|-----------------|-----------------|-----------------|---|
| E. NET INCREASE (DECREASE) | | | | | | | |
| IN FUND BALANCE | | | | | | | |
| What If? Sources | | 0 | 0 | 0 | 0 | 0 | (|
| What If? Uses | | 0 | 0 | 0 | 0 | 0 | (|
| Total (What If + C + D4) | | (287,485) | (287,615) | (287,507) | (287,489) | (287,486) | (|
| F. FUND BALANCE, RESERVES | | | | | | | |
| 1) Beginning Balance | | 7,986,802 | 7,699,317 | 7,411,702 | 7,124,195 | 6,836,706 | (|
| a) Adjustments | | 0 | 0 | 0 | 0 | 0 | (|
| b) Net Beginning Balance | | 7,986,802 | 7,699,317 | 7,411,702 | 7,124,195 | 6,836,706 | (|
| 2) Ending Balance (E + F1b) | | 7,699,317 | 7,411,702 | 7,124,195 | 6,836,706 | 6,549,220 | (|
| COMPONENTS OF ENDING FUND BALANCE | | | | | | | |
| a) Reserved Amounts | | | | | | | |
| Revolving Cash | 9711 | 0 | 0 | 0 | 0 | 0 | (|
| Stores | 9712 | 0 | 0 | 0 | 0 | 0 | (|
| Other, Prepay, Etc. | 9719 | 0 | 0 | 0 | 0 | 0 | (|
| General Reserve | 9730 | 0 | 0 | 0 | 0 | 0 | (|
| Legally Restricted Balances | 9740 | 7,699,317 | 7,411,702 | 7,124,195 | 6,836,706 | 6,549,220 | (|
| b) Designated Amounts | | | | | | | |
| For Economic Uncertainties | 9770 | 0 | 0 | 0 | 0 | 0 | (|
| Other Designated | 9780 | 0 | 0 | 0 | 0 | 0 | (|
| | 97yy | 0 | 0 | 0 | 0 | 0 | 0 |
| c) FREE Balance | 9790 | 0 | 0 | 0 | 0 | 0 | 0 |
| d) (DEFICIT) Balance | 9790 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Long Range Financial Projection (V1)

| Description | Account Codes | Base Year 2019/20 | Proj. 1 2020/21 | Proj. 2 2021/22 | Proj. 3 2022/23 | Proj. 4 2023/24 |
|---|---------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| A. REVENUES | | | | | | |
| 1) Revenue Limit Sources | 8010-8099 | 239,969,886 | 244,122,788 | 250,989,137 | 250,989,136 | 250,989,136 |
| 2) Federal Revenues | 8100-8299 | 14,471,497 | 14,471,497 | 14,471,497 | 14,471,497 | 14,471,497 |
| 3) Other State Revenues | 8300-8599 | 24,211,792 | 24,671,326 | 25,113,091 | 25,625,614 | 25,625,614 |
| 4) Other Local Revenues | 8600-8799 | 15,367,215 | 15,367,215 | 15,367,215 | 15,367,215 | 15,367,215 |
| 5) TOTAL REVENUES | | 294,020,390 | 298,632,826 | 305,940,940 | 306,453,462 | 306,453,462 |
| B. EXPENDITURES | | | | | | |
| 1) Certificated Salaries | 1000-1999 | 129,988,932 | 130,108,357 | 131,450,639 | 131,632,546 | 131,645,380 |
| 2) Classified Salaries | 2000-2999 | 44,508,689 | 45,892,747 | 47,275,645 | 48,671,835 | 49,971,835 |
| 3) Employee Benefits | 3000-3999 | 81,215,430 | 86,654,361 | 90,174,953 | 92,730,948 | 95,293,291 |
| 4) Books and Supplies | 4000-4999 | 8,315,705 | 8,319,008 | 8,321,153 | 8,323,653 | 8,323,653 |
| 5) Services, Other Operatin Expense | 5000-5999 | 33,384,191 | 33,740,138 | 34,108,247 | 34,505,443 | 34,804,495 |
| 6) Capital Outlay | 6000-6999 | 354,842 | 352,687 | 352,819 | 352,972 | 352,972 |
| 7) Other Outgo | 7100-7299 | 750,000 | 753,425 | 757,608 | 762,461 | 762,461 |
| 8) Direct Support/Indirect Cost | 7300-7399 | (441,000) | (441,000) | (441,000) | (441,000) | (441,000) |
| 9) TOTAL EXPENDITURES | | 298,076,789 | 305,379,723 | 312,000,064 | 316,538,858 | 320,713,087 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | | | | |
| | | (4,056,399) | (6,746,897) | (6,059,124) | (10,085,396) | (14,259,625) |
| D. OTHER FINANCING SOURCES/USES | | | | | | |
| 1) Interfund Transfers | | | | | | |
| a) Transfers In | 8910-8929 | 0 | 0 | 0 | 0 | 0 |
| b) Transfers Out | 7610-7629 | 3,842,773 | 3,841,435 | 3,841,418 | 3,841,415 | 3,841,415 |
| 2) Other Sources | 8930-8979 | 0 | 0 | 0 | 0 | 0 |
| Other Uses / Adjustments | 7630-7699 | 237,000 | (4,764,047) | (4,764,048) | (4,764,048) | (4,764,048) |
| 3) Contributions to Restrict Programs | 8980-8999 | 0 | 0 | 0 | 0 | 0 |
| 4) TOTAL, OTHER SOURCES/USES | | (4,079,773) | 922,612 | 922,630 | 922,633 | 922,633 |

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

Long Range Financial Projection (V1)

| Description | Account Codes | Base Year 2019/20 | Proj. 1 2020/21 | Proj. 2 2021/22 | Proj. 3 2022/23 | Proj. 4 2023/24 | |
|--|---------------|-------------------|-----------------|-----------------|-----------------|-----------------|---|
| E. NET INCREASE (DECREASE) | | | | | | | |
| IN FUND BALANCE | | | | | | | |
| What If? Sources | | 0 | 0 | 0 | 0 | 0 | (|
| What If? Uses | | 0 | 0 | 0 | 0 | 0 | (|
| Total (What If + C + D4) | | (8,136,172) | (5,824,285) | (5,136,494) | (9,162,763) | (13,336,992) | (|
| F. FUND BALANCE, RESERVES | | | | | | | |
| 1) Beginning Balance | | 44,571,257 | 36,435,085 | 30,610,800 | 25,474,306 | 16,311,543 | (|
| a) Adjustments | | 0 | 0 | 0 | 0 | 0 | (|
| b) Net Beginning Balance | | 44,571,257 | 36,435,085 | 30,610,800 | 25,474,306 | 16,311,543 | (|
| 2) Ending Balance (E + F1b) | | 36,435,085 | 30,610,800 | 25,474,306 | 16,311,543 | 2,974,551 | (|
| COMPONENTS OF ENDING FUND BALANCE | | | | | | | |
| a) Reserved Amounts | | | | | | | |
| Revolving Cash | 9711 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | (|
| Stores | 9712 | 80,096 | 80,096 | 80,096 | 80,096 | 80,096 | (|
| Other, Prepay, Etc. | 9719 | 0 | 0 | 0 | 0 | 0 | (|
| General Reserve | 9730 | 0 | 0 | 0 | 0 | 0 | (|
| Legally Restricted Balances | 9740 | 7,699,317 | 7,411,702 | 7,124,195 | 6,836,706 | 6,549,220 | (|
| b) Designated Amounts | | | | | | | |
| For Economic | | | | | | | |
| Uncertainties | 9770 | 9,064,697 | 9,133,713 | 9,332,323 | 9,468,487 | 9,593,714 | (|
| Other Designated | 9780 | 5,235,641 | 4,955,641 | 4,675,641 | 4,675,641 | 46,756,410 | (|
| | 97yy | 0 | 0 | 0 | 0 | 0 | (|
| c) FREE Balance | 9790 | 14,285,334 | 8,959,648 | 4,192,051 | 0 | 0 | (|
| d) (DEFICIT) Balance | 9790 | 0 | 0 | 0 | (4,819,387) | (60,074,889) | (|

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Unrestricted General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| LCFF/Revenue Limit | | | | | | | |
| LCFF/Base Revenue Limit | 165,117,512 | 182,221,414 | 204,294,373 | 214,753,764 | 219,410,004 | 234,394,127 | 239,969,886 |
| State Deficit | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub-total | 165,117,512 * | 182,221,414 | 204,294,373 | 214,753,764 | 219,410,004 | 234,394,127 | 239,969,886 |
| Unemployment Insurance Adjustment | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Summer School (moved to Other State in 07/08) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Minimum Teacher Salary (moved to base in 10/11) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Continuation/Community Day School Adjustment | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PERS Reduction | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Continuation Ed Transfer | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Community Day School Transfer | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Ed Transfer | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PERS Reduction Transfers | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Prior Year Adjustment, County Transfers & Misc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total LCFF/Revenue Limit | 165,117,512 | 182,221,414 | 204,294,373 | 214,753,764 | 219,410,004 | 234,394,127 | 239,969,886 |
| Federal Revenue | | | | | | | |
| Medical Administrative Activities | 0 | 0 | 456,285 | 341,345 | 622,259 | 175,000 | 175,000 |
| ROTC | 58,461 | 65,075 | 65,674 | 64,324 | 55,706 | 25,000 | 25,000 |
| Other Federal | 79,037 | 60,939 | 62,484 | 59,356 | 78,095 | 0 | 0 |
| Total Other Federal Revenue | 137,498 | 126,014 | 584,443 | 465,025 | 756,059 | 200,000 | 200,000 |

* 2013-14 LCFF/Revenue Limit includes the consolidation of 32 categorical programs previously reported in the Restricted General Fund.

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Unrestricted General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| State Revenue | | | | | | | |
| Mandated Costs / Discretionary Income | 952,142 | 2,624,936 | 14,272,182 | 6,330,701 | 4,686,849 | 5,388,209 | 1,160,000 |
| Lottery | 3,383,165 | 3,419,846 | 3,881,553 | 3,817,435 | 4,104,238 | 3,668,980 | 3,760,957 |
| Supplemental Instructional Programs (was Rev. L.) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year Round School Incentive | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Education Lawsuit Settlement | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standardized Testing and Reporting (STAR/CELDT) | 158,632 | 60,538 | 42,934 | 78,110 | 96,119 | 50,000 | 50,000 |
| Class Size Reduction - 9th Grade, English | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Class Size Reduction - K-3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Staff Development Day Buy Back | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other State Revenue | 206,097 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other State Revenue | 4,700,036 * | 6,105,320 | 18,196,669 | 10,226,246 | 8,887,206 | 9,107,189 | 4,970,957 |
| Local Revenue | | | | | | | |
| Leases & Rentals | 1,775,926 | 1,752,553 | 1,787,541 | 1,835,972 | 1,869,394 | 1,783,827 | 1,861,291 |
| Interest | 337,206 | 281,352 | 415,978 | 705,469 | 1,062,298 | 1,077,000 | 1,077,000 |
| All Other Fees and Contracts | 406,432 | 410,539 | 433,706 | 451,764 | 424,523 | 608,502 | 560,000 |
| Other Local Income | 3,649,317 | 4,218,795 | 4,171,796 | 3,582,560 | 4,253,440 | 812,053 | 718,000 |
| Total Local Revenue | 6,168,882 | 6,663,239 | 6,809,022 | 6,575,765 | 7,609,656 | 4,281,382 | 4,216,291 |
| TOTAL REVENUES | 176,123,928 | 195,115,986 | 229,884,508 | 232,020,800 | 236,662,926 | 247,982,698 | 249,357,134 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Unrestricted General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Expenditures | | | | | | | |
| Certificated Salaries | | | | | | | |
| 1100 - Teachers' Salaries | 73,453,658 | 76,073,751 | 85,146,101 | 87,153,608 | 89,836,937 | 89,884,254 | 92,295,056 |
| 1200 - Certificated Pupil Support Salaries | 2,713,194 | 2,823,114 | 3,005,798 | 3,120,966 | 3,377,900 | 3,443,452 | 3,299,002 |
| 1300 - Certificated Supervisors' & Admin Salaries | 7,499,442 | 7,816,646 | 8,897,567 | 9,035,231 | 9,877,374 | 9,158,909 | 9,447,385 |
| 1900 - Other Certificated Salaries | 32,694 | 40,083 | 37,708 | 37,082 | 26,094 | 16,343 | 26,643 |
| Total Certificated Salaries | 83,698,989 | 86,753,595 | 97,087,174 | 99,346,887 | 103,118,305 | 102,502,958 | 105,068,086 |
| Classified Salaries | | | | | | | |
| 2100 - Instructional Aides | 807,144 | 1,097,579 | 1,910,360 | 2,552,836 | 3,288,861 | 3,818,438 | 5,331,788 |
| 2200 - Classified Support Salaries | 6,574,075 | 6,654,070 | 7,193,679 | 7,398,747 | 7,551,172 | 7,717,089 | 7,759,382 |
| 2300 - Classified Supervisors' & Admin Salaries | 1,543,744 | 1,668,915 | 1,826,396 | 2,067,732 | 1,997,181 | 2,136,266 | 2,046,758 |
| 2400 - Clerical and Offices Salaries | 6,833,983 | 6,894,639 | 7,939,036 | 7,993,026 | 8,731,945 | 8,325,175 | 8,540,861 |
| 2900 - Other Classified | 1,173,195 | 1,598,542 | 1,954,354 | 2,211,955 | 2,356,216 | 3,739,875 | 3,392,667 |
| Total Classified Salaries | 16,932,141 | 17,913,747 | 20,823,826 | 22,224,296 | 23,925,375 | 25,736,843 | 27,071,456 |
| Employee Benefits | | | | | | | |
| 3100 - STRS | 6,737,025 | 7,532,621 | 10,139,039 | 12,194,885 | 14,513,989 | 16,557,812 | 17,311,616 |
| 3200 - PERS | 1,879,742 | 1,990,531 | 2,310,975 | 2,876,722 | 3,540,378 | 4,487,374 | 5,212,229 |
| 3300 - OASDI/Medicare/Alternative | 2,497,091 | 2,618,812 | 3,009,416 | 3,170,868 | 3,378,545 | 3,718,218 | 3,638,855 |
| 3400 - Health and Welfare Benefits | 19,087,596 | 20,223,005 | 22,236,576 | 24,158,635 | 25,549,682 | 27,725,654 | 30,660,872 |
| 3500 - Unemployment Insurance | 49,735 | 51,781 | 58,358 | 60,273 | 62,978 | 66,863 | 65,810 |
| 3600 - Workers' Compensation | 3,230,412 | 3,493,639 | 3,541,501 | 3,334,671 | 3,047,778 | 2,943,460 | 2,565,690 |
| 3700 - Retiree Benefits | 914,350 | 97,998 | 1,580,270 | 1,577,429 | 1,650,891 | 1,714,045 | 1,791,763 |
| 3800 - PERS Reduction | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3900 - Other Employee Benefits | 1,755,536 | 1,788,644 | 797,655 | 798,634 | 827,957 | 83,791 | 0 |
| Total Employee Benefits | 36,151,486 | 37,797,030 | 43,673,790 | 48,172,117 | 52,572,197 | 57,297,217 | 61,236,835 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Unrestricted General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Books & Supplies | | | | | | | |
| 4100 - Approved Textbooks and Core Curriculum Materials | 461 | 5,651 | 46,331 | 46,378 | 2,812,130 | 840,919 | 327,230 |
| 4200 - Books and Reference Materials | 11,625 | 15,136 | 28,656 | 38,029 | 45,537 | 32,759 | 27,380 |
| 4300 - Materials and Supplies | 1,851,250 | 2,113,555 | 2,554,656 | 3,628,401 | 3,116,701 | 2,621,971 | 3,084,951 |
| 4400 - Noncapitalized Equipment | 1,437,398 | 2,107,793 | 1,117,167 | 736,293 | 1,273,560 | 1,329,830 | 546,648 |
| 4700 - Food | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Books & Supplies | 3,300,735 | 4,242,135 | 3,746,810 | 4,449,101 | 7,247,927 | 4,825,479 | 3,986,209 |
| Contracted Services | | | | | | | |
| 5100 - Subagreements for Services | 4,795,000 | 5,789,906 | 5,778,890 | 5,353,107 | 5,775,624 | 5,304,490 | 5,456,640 |
| 5200 - Travel/Conferences/Mileage | 144,713 | 229,641 | 259,695 | 278,303 | 228,837 | 292,223 | 199,604 |
| 5300 - Dues and Membership | 57,697 | 53,719 | 42,810 | 31,837 | 51,072 | 69,115 | 62,373 |
| 5400 - Insurance | 1,003,298 | 1,002,416 | 1,001,816 | 1,001,366 | 1,001,049 | 1,001,244 | 1,000,000 |
| 5500 - Utilities | 4,244,548 | 4,609,438 | 4,755,061 | 4,888,216 | 4,716,921 | 5,085,645 | 5,166,645 |
| 5600 - Rentals, Leases, Repairs, and Noncapitalized Improvements | 421,218 | 404,617 | 421,725 | 416,832 | 553,506 | 2,915,211 | 1,411,629 |
| 5710 - Transfers of Direct Costs | (182,553) | (157,017) | (181,375) | (951,394) | (929,228) | (953,465) | (1,670,877) |
| 5750 - Transfers of Direct Costs - Interfund | (251,214) | (201,888) | (114,691) | (119,174) | (107,351) | (121,174) | (121,174) |
| 5800 - Professional Services and Operating Expenditures | 3,968,662 | 3,785,079 | 3,666,107 | 4,344,382 | 4,584,638 | 4,695,815 | 3,958,556 |
| 5900 - Communications | 775,440 | 265,304 | 958,087 | 744,908 | 646,935 | 1,023,747 | 1,022,885 |
| Total Contracted Services | 14,976,808 | 15,781,214 | 16,588,126 | 15,988,382 | 16,522,002 | 19,312,851 | 16,486,281 |
| Capital Outlay | | | | | | | |
| 6100 - Sites and Improvements of Sites | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6170 - Land Improvements | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6200 - Buildings and Improvements of Buildings | 19,894 | 34,698 | 42,290 | 78,486 | 92,928 | 366,690 | 277,592 |
| 6400 - Equipment | 192,917 | 102,604 | 133,596 | 15,591 | 96,419 | 191,964 | 22,000 |
| 6500 - Equipment Replacement | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Capital Outlay | 212,811 | 137,302 | 175,887 | 94,077 | 189,347 | 558,654 | 299,592 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Unrestricted General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Other Outgo | | | | | | | |
| 7438 - Debt Service Interest | 66,181 | (2,473) | 126,917 | 56,886 | 52,081 | 0 | 0 |
| 7439 - Debt Service Principal | 61,819 | 12,473 | 158,083 | 120,114 | 143,919 | 0 | 0 |
| 7130 - State Special Schools | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7142 - Payments to County Offices | 172,112 | 175,197 | 147,676 | 183,572 | 205,459 | 220,000 | 220,000 |
| Total Other Outgo | 300,112 | 185,197 | 432,676 | 360,572 | 401,459 | 220,000 | 220,000 |
| Direct Support / Indirect Support | | | | | | | |
| 7310 - Transfers of Indirect Costs | (560,147) | (561,102) | (866,232) | (950,782) | (882,165) | (861,858) | (803,059) |
| 7350 - Transfers of Indirect Costs - Interfund | (320,544) | (373,009) | (490,510) | (498,959) | (495,960) | (401,000) | (441,000) |
| 7370 - Transfers of Direct Support Costs | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7380 - Transfers of Direct Support Costs - Interfund | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Direct Support / Indirect Support | (880,692) | (934,110) | (1,356,741) | (1,449,741) | (1,378,125) | (1,262,858) | (1,244,059) |
| Total Expenditures | 154,692,390 | 161,876,109 | 181,171,546 | 189,185,692 | 202,598,487 | 209,191,144 | 213,124,400 |
| Other Financing Sources/Uses | | | | | | | |
| Contribution From Restricted Funds (8990) | | | | | | | |
| 07810.1 U-Car Explor & Dev For 7/8 Grd | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 09635.1 U-ROP-Classroom/Prg. Alloc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 09635.2 U-ROP - Support Allocation | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contribution To Restricted General Fund (8980) | | | | | | | |
| Special Ed IDEA Local Assistance | 0 | 0 | 0 | 0 | 0 | (23,193) | 68,539 |
| Title II - Principal Training Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Title II - Federal CSR | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EETT Competitive Grant | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Education | (22,059,654) | (24,477,790) | (27,219,557) | (26,021,671) | (26,486,547) | (33,234,932) | (30,714,399) |
| Gifted and Talented | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Instructional Materials Block Grant | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Unrestricted General Fund - Fund #01.0

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Audited | Audited | Audited | Audited | Audited | Estimated | Proposed |
| | Actuals | Actuals | Actuals | Actuals | Actuals | Actuals | Budget |
| Home To School Transportation | 795,771 | 833,937 | 900,566 | 939,481 | 932,261 | 870,000 | 930,000 |
| Supplemental Program 01000.0 | 4,494,858 | 10,163,858 | 4,564,754 | 3,849,957 | 5,025,964 | 6,991,922 | 5,491,656 |
| S and C Miscellaneous 02000.0 | 0 | 0 | 5,540,760 | 5,351,851 | 5,506,795 | 6,814,053 | 6,639,049 |
| S and C Miscellaneous 03000.0 | 0 | 0 | 167,716 | 179,970 | 153,195 | 189,403 | 200,541 |
| BIA- General Fund 04000.0 | 0 | 0 | 792,271 | 1,148,243 | 1,862,744 | 2,800,000 | 2,892,440 |
| EAIS - S&C General Fund 05000.0 | 0 | 0 | 434,812 | 1,127,523 | 1,705,966 | 2,637,067 | 3,835,496 |
| CTE 09635.1 (1819 09635.0 Combined Inst. & Admin.) | 0 | 0 | 425,555 | 1,096,502 | 1,677,906 | 2,043,356 | 2,026,823 |
| CTE Administrative Program 09635.2 | 0 | 0 | 536,953 | 488,920 | 474,398 | 0 | 0 |
| Foster / Homeless / Attendance | 0 | 0 | 0 | 0 | 0 | 957,158 | 1,062,629 |
| Teaching & Learning (CCSS) - General 07405.0 | 0 | 0 | 950,962 | 1,054,018 | 2,360,556 | 2,387,327 | 1,970,681 |
| Special Education Transportation | 4,119,609 | 4,470,123 | 4,342,698 | 4,428,664 | 4,194,264 | 4,020,127 | 4,030,127 |
| Unrestricted Resource 00000.0 Offset | (9,410,238) | (15,467,918) | (18,657,048) | (19,665,130) | (23,894,049) | (29,710,413) | (29,079,442) |
| Staff Development Buyback | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Law Enforcement Grant | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ongoing and Major Maintenance | (4,676,133) | (5,787,970) | (7,346,350) | (8,290,495) | (8,541,602) | (8,679,987) | (9,264,697) |
| S and C Special Education 65002.0 | 0 | 0 | (1,471,075) | (4,344,163) | (4,012,094) | 0 | (4,095,864) |
| Continuation Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Advance Path | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Community Day School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ab1113-Violence Prevention | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School Library Improvement Block Grant | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Supplemental Counseling Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Instructional Materials Program - Interest Due | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | (941,252) | (72,896) | (160,414) | (258,393) | (572,287) | (73,611) | (75,000) |
| Interfund Transfer In | | | | | | | |
| Retiree Benefits Fund #20.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Debt Service Fund #56.0 | 0 | 0 | 1,370,025 * | 1,481,351 | 1,197,596 | 0 | 0 |
| Capital Outlay Fund #40.1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Transfers In | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interfund Transfer Out | | | | | | | |
| Special Reserve Fund #40.1 | (934,878) | (1,627,034) | (2,188,798) | (2,378,742) | (3,057,490) | 0 | 0 |
| Deferred Maint. Fund #14.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Measure K #21.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | (28,611,917) | (31,965,690) | (37,016,168) | (39,812,113) | (41,472,425) | (42,011,723) | (44,081,421) |
| Net Increase/Decrease in Fund Balance | (7,180,379) | 1,274,188 | 11,696,793 | 3,022,995 | (7,407,986) | (3,220,169) | (7,848,687) |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Unrestricted General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Beginning Fund Balance | 38,399,012 | 31,218,633 | 32,492,821 | 44,189,614 | 47,212,610 | 39,804,624 | 36,584,455 |
| Audit Adjustments | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjustments for Restatement | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | (7,180,379) | 1,274,188 | 11,696,793 | 3,022,995 | (7,407,986) | (3,220,169) | (7,848,687) |
| Ending Fund Balance | 31,218,633 | 32,492,821 | 44,189,614 | 47,212,610 | 39,804,624 | 36,584,455 | 28,735,768 |
| Components of Ending Fund Balance | | | | | | | |
| Revolving Cash Fund | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 |
| Stores | 91,332 | 70,806 | 61,631 | 77,474 | 80,096 | 80,096 | 80,096 |
| Economic Uncertainties - 3% | 6,778,978 | 7,263,669 | 8,045,298 | 8,442,375 | 9,063,316 | 9,152,447 | 9,064,697 |
| Other Designated Funds | | | | | | | |
| Prepaid Expenditures | 8,596 | 2,080,215 | 1,324,233 | 888,655 | 453,078 | 0 | 0 |
| Regular Carry-overs | 3,427,468 | 2,667,678 | 1,759,616 | 1,693,994 | 2,150,800 | 2,322,471 | 2,322,471 |
| Reserve MAA | 935,059 | 935,059 | 1,389,566 | 1,730,911 | 2,353,170 | 2,353,170 | 2,353,170 |
| Reserve Accreditation or City of Glendale Loan Code to the Future | 0 | 266,000 | 0 | 0 | 0 | 0 | 0 |
| Board Elections | 0 | 0 | 0 | 266,000 | 166,000 | 0 | 0 |
| Unrestricted CTE assigned | 0 | 0 | 200,000 | 0 | 0 | 0 | 0 |
| Supplemental program | 0 | 0 | 262,564 | 200,000 | 100,000 | 0 | 0 |
| Reserve for One-Time 2017-18 Discretionary Funding | 0 | 0 | 1,221,818 | 1,158,973 | 1,289,775 | 0 | 0 |
| Reserve for 2018-19 FASO Wall Costs | 0 | 0 | 0 | 0 | 3,575,923 | 1,222,896 | 0 |
| Reserve Planned Optional Draw | 2,604,225 | 2,470,397 | 2,142,282 | 0 | 201,225 | 275,000 | 0 |
| Future LACOE system charge | 0 | 0 | 0 | 1,400,000 | 1,120,000 | 840,000 | 560,000 |
| Reserve LCFF Net Increase Less STRS/PERS/Solvency | 0 | 6,913,122 | 0 | 0 | 0 | 0 | 0 |
| Reserve For 2017-18 CSEA 1.5% Salary Increase | 0 | 0 | 0 | 0 | 651,962 | 0 | 0 |
| Undesignated Balance | 17,302,975 | 9,755,875 | 27,712,606 | 31,284,227 | 18,529,279 | 20,268,374 | 14,285,334 |
| Total Components of Ending Fund Balance | 31,218,633 | 32,492,821 | 44,189,614 | 47,212,610 | 39,804,624 | 36,584,455 | 28,735,768 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Restricted General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenues | | | | | | | |
| LCFF/Revenue Limit | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Federal Revenue | 15,920,053 | 15,077,937 | 14,610,862 | 15,442,494 | 14,538,336 | 16,884,856 | 14,271,497 |
| State Revenue | 22,013,348 | 25,379,585 | 28,374,391 | 28,577,904 | 30,293,046 | 22,959,902 | 19,240,835 |
| Local Revenue | 5,395,119 | 6,116,228 | 7,394,277 | 8,210,781 | 8,976,775 | 14,412,326 | 11,150,924 |
| Total Revenues | 43,328,521 | 46,573,750 | 50,379,531 | 52,231,180 | 53,808,156 | 54,257,084 | 44,663,256 |
| Expenditures | | | | | | | |
| Certificated Salaries | 22,235,322 | 22,198,451 | 23,198,391 | 24,955,841 | 26,149,715 | 24,918,263 | 24,920,846 |
| Classified Salaries | 14,960,754 | 14,862,374 | 16,539,277 | 16,160,964 | 16,123,077 | 17,144,160 | 17,437,233 |
| Employee Benefits | 13,756,121 | 19,370,992 | 22,634,503 | 25,683,940 | 27,457,164 | 18,249,393 | 19,978,595 |
| Books & Supplies | 4,362,051 | 5,049,943 | 5,064,189 | 5,206,050 | 7,341,603 | 10,675,701 | 4,329,496 |
| Contracted Services | 13,500,915 | 15,824,113 | 15,668,243 | 16,116,900 | 16,999,585 | 17,165,801 | 16,897,910 |
| Capital Outlay | 366,610 | 200,848 | 192,358 | 237,563 | 489,298 | 2,286,486 | 55,250 |
| Other Outgo | 489,345 | 338,363 | 259,691 | 328,549 | 506,424 | 746,000 | 767,000 |
| Direct Support / Indirect Support | 560,147 | 561,102 | 866,232 | 950,782 | 882,165 | 861,858 | 803,059 |
| Total Expenditures | 70,241,266 | 78,406,185 | 84,422,883 | 89,540,589 | 95,958,031 | 92,047,662 | 85,189,389 |
| Other Financing Sources/Uses | | | | | | | |
| Transfers In/Out | (97,393) | (212,973) | (393,371) | (249,910) | (496,541) | (3,842,773) | (3,842,773) |
| Other Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contributions | 27,677,039 | 30,338,656 | 36,197,396 | 36,857,145 | 39,612,531 | 42,011,723 | 44,081,421 |
| Net Increase/Decrease in Fund Balance | 666,901 | (1,706,752) | 2,260,672 | 1,297,826 | (3,033,885) | 378,372 | (287,485) |
| Beginning Fund Balance | 8,125,503 | 8,792,403 | 7,083,817 | 9,344,489 | 10,642,315 | 7,608,430 | 7,986,802 |
| Restatements/Audit Adjustments | 0 | (1,835) | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 666,901 | (1,706,752) | 2,260,672 | 1,297,826 | (3,033,885) | 378,372 | (287,485) |
| Ending Fund Balance | 8,792,403 | 7,083,817 | 9,344,489 | 10,642,315 | 7,608,430 | 7,986,802 | 7,699,317 |

GLENDALE UNIFIED SCHOOL DISTRICT

2018-19 Estimated Actuals

Combined General Fund - Fund #01.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| LCFF/Revenue Limit | 165,117,512 | 182,221,414 | 204,294,373 | 214,753,764 | 219,410,004 | 234,394,127 | 239,969,886 |
| Federal Revenue | 16,057,552 | 15,203,951 | 15,195,305 | 15,907,519 | 15,294,395 | 17,084,856 | 14,471,497 |
| State Revenue | 26,713,384 | 31,484,905 | 47,071,060 | 38,804,150 | 39,180,252 | 32,067,091 | 24,211,792 |
| Local Revenue | 11,564,001 | 12,779,467 | 14,203,299 | 14,786,547 | 16,586,431 | 18,693,708 | 15,367,215 |
| TOTAL REVENUES | 219,452,449 | 241,689,737 | 280,764,038 | 284,251,980 | 290,471,082 | 302,239,782 | 294,020,390 |
| Expenditures | | | | | | | |
| Certificated Salaries | 105,934,311 | 108,952,046 | 120,285,565 | 124,302,728 | 129,268,020 | 127,421,221 | 129,988,932 |
| Classified Salaries | 31,892,895 | 32,776,121 | 37,363,102 | 38,385,260 | 40,048,452 | 42,881,003 | 44,508,689 |
| Employee Benefits | 49,907,607 | 57,168,022 | 66,308,293 | 73,756,056 | 80,029,361 | 75,546,610 | 81,215,430 |
| Books & Supplies | 7,682,787 | 9,292,078 | 8,810,999 | 9,655,152 | 14,589,530 | 15,501,180 | 8,315,705 |
| Contracted Services | 28,477,724 | 31,605,327 | 32,256,369 | 32,105,283 | 33,521,587 | 36,478,652 | 33,384,191 |
| Capital Outlay | 569,421 | 338,150 | 368,244 | 331,640 | 688,645 | 2,845,140 | 354,842 |
| Other Outgo | 789,456 | 523,560 | 692,367 | 689,121 | 906,883 | 966,000 | 987,000 |
| Direct Support / Indirect Support | (320,544) | (373,009) | (490,510) | (498,959) | (495,960) | (401,000) | (441,000) |
| Total Expenditures | 224,933,656 | 240,282,294 | 265,594,430 | 278,726,282 | 298,556,518 | 301,238,806 | 298,313,789 |
| Other Financing Sources/Uses | (1,032,271) | (1,840,007) | (1,212,144) | (1,204,876) | (2,356,435) | (3,842,773) | (3,842,773) |
| Net Increase/Decrease in Fund Balance | (6,513,478) | (432,564) | 13,957,464 | 4,320,822 | (10,441,870) | (2,841,797) | (8,136,172) |
| Beginning Fund Balance | 46,524,513 | 40,011,035 | 39,576,636 | 53,534,101 | 57,854,925 | 47,413,055 | 44,571,258 |
| Restatements/Audit Adjustments | 0 | (1,835) | 0 | 0 | (10,441,870) | (2,841,797) | (8,136,172) |
| Net Increase/Decrease in Fund Balance | (6,513,478) | (432,564) | 13,957,464 | 4,320,822 | (10,441,870) | (2,841,797) | (8,136,172) |
| Ending Fund Balance | 40,011,035 | 39,576,636 | 53,534,101 | 57,854,925 | 47,413,055 | 44,571,258 | 36,435,086 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Special Education Pass-Through Fund - Fund #10.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Federal Revenue | 5,222,223 | 3,685,221 | 4,714,348 | 4,124,235 | 1,308,755 | 4,899,882 | 4,899,882 |
| State Revenue | 5,923 | 2,702 | 0 | 0 | 6,492 | 11,000 | 11,000 |
| Local Revenue | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Revenue | 5,228,146 | 3,687,923 | 4,714,348 | 4,124,235 | 1,315,247 | 4,910,882 | 4,910,882 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Capital Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Direct Support/Indirect Support | 5,228,146 | 3,687,923 | 4,714,348 | 4,124,235 | 1,315,247 | 4,910,882 | 4,910,882 |
| Total Expenditures | 5,228,146 | 3,687,923 | 4,714,348 | 4,124,235 | 1,315,247 | 4,910,882 | 4,910,882 |
| Other Financing Sources/Uses | | | | | | | |
| Interfund Transfer In-From Fund # 01.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Beginning Fund Balance | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Audit Adjustments/Restatement | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Beginning Fund Balance | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ending Fund Balance | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Note:
According to our Auditors, since the monies we receive in Fund 10.0 belongs to La Canada and Burbank USDs, we must not accrue it as receivable to avoid overstating our assets. We will record the income in the year it is received and pay in the same year. In 2016-17 we won't have fund 10 as a reclassification item in our audit report. The plan is to record the in and out in the year it occurred.

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Child Development - Fund #12.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Federal | 1,030,287 | 1,028,653 | 764,793 | 779,668 | 850,584 | 870,794 | 776,890 |
| State | 2,003,125 | 2,224,687 | 2,723,647 | 2,971,104 | 3,504,502 | 3,125,897 | 2,946,904 |
| Parent Fees | 245,135 | 240,632 | 259,672 | 296,667 | 154,231 | 98,715 | 108,115 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest | 3,459 | 2,936 | 3,055 | 6,013 | 6,419 | 15,400 | 15,400 |
| Total Revenue | 3,282,006 | 3,496,908 | 3,751,167 | 4,053,452 | 4,515,837 | 4,110,806 | 3,847,309 |
| Expenditures | | | | | | | |
| Certificated Salaries | 1,318,665 | 1,407,817 | 1,500,377 | 1,653,377 | 1,787,271 | 1,803,407 | 1,713,907 |
| Classified Salaries | 948,694 | 990,907 | 1,117,592 | 1,060,680 | 1,171,806 | 1,283,393 | 1,227,928 |
| Employee Benefits | 786,556 | 902,388 | 1,032,267 | 1,212,675 | 1,380,509 | 1,480,991 | 1,353,059 |
| Books & Supplies | 119,588 | 175,679 | 244,742 | 127,752 | 301,621 | 153,305 | 153,305 |
| Contracted Services | 104,603 | 118,595 | 97,453 | 88,945 | 91,780 | 131,483 | 131,483 |
| Capital Outlay | 0 | 0 | 0 | 1,737 | 9,014 | 0 | 0 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Direct Support/Indirect Support | 93,098 | 111,559 | 149,051 | 152,182 | 162,506 | 111,000 | 111,000 |
| Total Expenditures | 3,371,205 | 3,706,945 | 4,141,483 | 4,297,348 | 4,904,509 | 4,963,579 | 4,690,682 |
| Other Financing Sources/Uses | | | | | | | |
| Interfund Transfer In-From Fund # 01.0 | 97,393 | 212,973 | 393,371 | 249,910 | 496,541 | 858,773 | 858,773 |
| Total Other Financing Sources/Uses | 97,393 | 212,973 | 393,371 | 249,910 | 496,541 | 858,773 | 858,773 |
| Net Increase/Decrease in Fund Balance | 8,194.23 | 2,936 | 3,055 | 6,014 | 107,869 | 6,000 | 15,400 |
| Beginning Fund Balance | 170,436 | 178,630 | 181,567 | 184,621 | 190,635 | 298,504 | 304,504 |
| Audit Adjustments/Restatement | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Beginning Fund Balance | 170,436 | 178,630 | 181,567 | 184,621 | 190,635 | 298,504 | 304,504 |
| Net Increase/Decrease in Fund Balance | 8,194 | 2,936 | 3,055 | 6,014 | 107,869 | 6,000 | 15,400 |
| Ending Fund Balance | 178,630 | 181,567 | 184,621 | 190,635 | 298,504 | 304,504 | 319,904 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Nutrition Services - Fund #13.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Food Services Sales | 1,876,391 | 1,886,483 | 2,022,283 | 2,094,916 | 2,111,523 | 2,072,970 | 2,015,800 |
| Federal Revenue: Child Nutrition Program | 6,285,808 | 6,265,572 | 6,123,498 | 6,015,386 | 6,805,465 | 6,973,590 | 6,725,000 |
| State Revenue: Child Nutrition Program | 485,073 | 523,712 | 483,413 | 453,865 | 456,821 | 600,000 | 600,000 |
| Interest | 30,118 | 33,047 | 34,739 | 39,589 | 48,258 | 45,000 | 54,100 |
| Total Revenue | 8,677,390 | 8,708,813 | 8,663,934 | 8,603,756 | 9,422,068 | 9,691,560 | 9,394,900 |
| Expenditures | | | | | | | |
| Classified Salaries | 2,785,428 | 2,821,960 | 3,150,896 | 3,213,043 | 3,271,909 | 3,491,292 | 3,413,808 |
| Employee Benefits | 1,274,109 | 1,325,284 | 1,435,525 | 1,537,807 | 1,579,804 | 1,816,496 | 1,896,644 |
| Book and Other Supplies | 3,628,936 | 3,766,940 | 3,877,715 | 4,018,307 | 4,155,740 | 3,951,660 | 3,951,660 |
| Contracted Services | 320,196 | 359,545 | 498,031 | 429,149 | 438,821 | 298,820 | 286,650 |
| Capital Outlay | 64,876 | 81,667 | 13,454 | 199,855 | 81,197 | 273,590 | 0 |
| Direct Support/Indirect Support | 227,446 | 261,450 | 341,459 | 346,776 | 333,453 | 290,000 | 330,000 |
| Total Expenditures | 8,300,991 | 8,616,845 | 9,317,080 | 9,744,937 | 9,860,924 | 10,121,858 | 9,878,762 |
| Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interfund Transfer in from Fund 01.0 | 0 | 52,163 | 42,197 | 57,576 | 52,419 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 52,163 | 42,197 | 57,576 | 52,419 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 376,400 | 144,131 | (610,949) | (1,083,605) | (386,437) | (430,298) | (483,862) |
| Beginning Fund Balance | 5,524,579 | 5,900,979 | 6,045,109 | 5,434,160 | 4,350,555 | 3,964,118 | 3,533,820 |
| Net Increase/Decrease in Fund Balance | 376,400 | 144,131 | (610,949) | (1,083,605) | (386,437) | (430,298) | (483,862) |
| Ending Fund Balance | 5,900,979 | 6,045,109 | 5,434,160 | 4,350,555 | 3,964,118 | 3,533,820 | 3,049,958 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Deferred Maintenance - Fund #14.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Allowance from State | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest | 31,593 | 33,842 | 39,665 | 55,786 | 80,313 | 108,000 | 108,650 |
| Total Revenue | 31,593 | 33,842 | 39,665 | 55,786 | 80,313 | 108,000 | 108,650 |
| Expenditures | | | | | | | |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Capital Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Financing Sources/Uses | | | | | | | |
| Transfer Out To General Fund | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfer In From General Fund | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 31,593 | 33,842 | 39,665 | 55,786 | 80,313 | 108,000 | 108,650 |
| Beginning Fund Balance | 4,965,879 | 4,997,473 | 5,031,314 | 5,070,979 | 5,126,765 | 5,207,078 | 5,315,078 |
| Net Increase/Decrease in Fund Balance | 31,593 | 33,842 | 39,665 | 55,786 | 80,313 | 108,000 | 108,650 |
| Ending Fund Balance | 4,997,473 | 5,031,314 | 5,070,979 | 5,126,765 | 5,207,078 | 5,315,078 | 5,423,728 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Measure S Projects Fund # 21.1

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|--------------------|-------------------|---------------------|-------------------|---------------------|-------------------|--------------------|
| | Audited | Audited | Audited | Audited | Audited | Estimated | Proposed |
| | Actuals | Actuals | Actuals | Actuals | Actuals | Actuals | Budget |
| Revenue | | | | | | | |
| Interest | 135,106 | 456,489 | 583,716 | 1,065,328 | 881,661 | 1,000,000 | 1,100,000 |
| Other Local Revenue | 0 | 142,121 | 1 | 66,864 | 39,525 | | |
| Total Revenue | 135,106 | 598,610 | 583,717 | 1,132,192 | 921,185 | 1,000,000 | 1,100,000 |
| Expenditures | | | | | | | |
| Certificated & Classified Salaries | 963,412 | 1,217,918 | 1,546,700 | 1,011,578 | 1,112,753 | 1,216,301 | 1,141,142 |
| Employee Benefits | 379,117 | 498,573 | 644,386 | 440,719 | 488,979 | 603,134 | 585,476 |
| Books & Supplies | 1,585,358 | 441,010 | 819,100 | 750,453 | 454,591 | 0 | 0 |
| Contracted Services | 628,868 | 369,958 | 158,192 | 249,982 | 294,430 | 0 | 0 |
| Capital Outlay | 18,116,686 | 29,348,487 | 54,101,503 | 56,765,417 | 31,841,277 | 14,162,682 | 7,729,000 |
| Other Outgo - COP Payment | 1,268,519 | 6,619,697 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 22,941,960 | 38,495,643 | 57,269,880 | 59,218,149 | 34,192,029 | 15,982,117 | 9,455,618 |
| Other Financing Sources/Uses | | | | | | | |
| Inter-Fund Transfer Out | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Inter-Fund Transfer In From Fund 40.1, 25.0, 35.0, 21.2 | 15,505,401 | 22,725,870 | 36,596,928 | 3,095,179 | 1,700,740 | 0 | 0 |
| Proceeds from Sale of Bonds | 0 | 70,000,000 | 0 | 70,000,000 | 0 | 37,765,000 | 0 |
| Total Other Financing Sources/Uses | 15,505,401 | 92,725,870 | 36,596,928 | 73,095,179 | 1,700,740 | 37,765,000 | 0 |
| Net Increase/Decrease in Fund Balance | (7,301,453) | 54,828,837 | (20,089,235) | 15,009,223 | (31,570,104) | 22,782,883 | (8,355,618) |
| Beginning Fund Balance | 28,189,338 | 20,887,885 | 75,716,722 | 55,627,487 | 70,636,709 | 39,066,606 | 61,849,489 |
| Audit Adjustments | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Beginning Fund Balance | 28,189,338 | 20,887,885 | 75,716,722 | 55,627,487 | 70,636,709 | 39,066,606 | 61,849,489 |
| Net Increase/Decrease in Fund Balance | (7,301,453) | 54,828,837 | (20,089,235) | 15,009,223 | (31,570,104) | 22,782,883 | (8,355,618) |
| Ending Fund Balance | 20,887,885 | 75,716,722 | 55,627,487 | 70,636,709 | 39,066,606 | 61,849,489 | 53,493,871 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Clean Renewable Energy Bonds Fund # 21.2

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Interest | 0 | 0 | 0 | 85,554 | 131,915 | 0 | 0 |
| Other Local Revenue | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Revenue | 0 | 0 | 0 | 85,554 | 131,915 | 0 | 0 |
| Expenditures | | | | | | | |
| Certificated & Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 0 | 0 | 0 | 36,492 | 112,426 | 0 | 0 |
| Capital Outlay | 2,430,405 | (1) | 573,808 | 634,347 | 5,248,405 | 4,688,771 | 0 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 2,430,405 | (1) | 573,808 | 670,839 | 5,360,830 | 4,688,771 | 0 |
| Other Financing Sources/Uses | | | | | | | |
| Inter-Fund Transfer Out to Fund 21.1 | (5) | 0 | 0 | 0 | 0 | 0 | 0 |
| Inter-Fund Transfer In | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Proceeds from Sale of Bonds | 0 | 0 | 0 | 10,740,814 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | (5) | 0 | 0 | 10,740,814 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | (2,430,410) | 1 | (573,808) | 10,155,529 | (5,228,916) | (4,688,771) | 0 |
| Beginning Fund Balance | 3,071,437 | 641,027 | 641,028 | 67,220 | 10,222,749 | 4,993,834 | 305,063 |
| Audit Adjustments | 0 | 0 | 0 | 67,220 | 10,222,749 | 4,993,834 | 305,063 |
| Adjusted Beginning Fund Balance | 3,071,437 | 641,027 | 641,028 | 67,220 | 10,222,749 | (4,688,771) | 0 |
| Net Increase/Decrease in Fund Balance | (2,430,410) | 1 | (573,808) | 10,155,529 | (5,228,916) | (4,688,771) | 0 |
| Ending Fund Balance | 641,027 | 641,028 | 67,220 | 10,222,749 | 4,993,834 | 305,063 | 305,063 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Measure S Project Funds - Fund # 21.1, 21.2 (Measure S G.O. Bond)

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Interest | 135,106 | 456,489 | 583,716 | 1,150,882 | 1,013,575 | 1,000,000 | 1,100,000 |
| Other Local Revenue | 0 | 142,121 | 1 | 66,884 | 39,525 | 0 | 0 |
| Total Revenue | 135,106 | 598,610 | 583,717 | 1,217,766 | 1,053,100 | 1,000,000 | 1,100,000 |
| Expenditures | | | | | | | |
| Certificated & Classified Salaries | 963,412 | 1,217,918 | 1,546,700 | 1,011,578 | 1,112,753 | 1,216,301 | 1,141,142 |
| Employee Benefits | 379,117 | 498,573 | 644,386 | 440,719 | 488,979 | 603,134 | 585,476 |
| Books & Supplies | 1,585,358 | 441,010 | 819,100 | 750,453 | 454,591 | 0 | 0 |
| Contracted Services | 628,868 | 369,958 | 158,192 | 286,474 | 406,856 | 0 | 0 |
| Capital Outlay | 20,547,091 | 29,348,487 | 54,675,311 | 57,399,764 | 37,089,681 | 18,851,453 | 7,729,000 |
| Other Outgo - COP Payment | 1,268,519 | 6,619,697 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 25,372,365 | 38,495,643 | 57,843,688 | 59,888,988 | 39,552,860 | 20,670,888 | 9,455,618 |
| Other Financing Sources/Uses | | | | | | | |
| Inter-Fund Transfer Out to Fund 21.1 | (5) | 0 | 0 | 0 | 0 | 0 | 0 |
| Inter-Fund Transfer in From Fund 40.1, 25.0, 35.0, 21.2 | 15,505,401 | 22,725,870 | 36,596,928 | 3,095,179 | 1,700,740 | 0 | 0 |
| Proceeds from Sale of Bonds | 0 | 70,000,000 | 0 | 80,740,814 | 0 | 37,765,000 | 0 |
| Total Other Financing Sources/Uses | 15,505,396 | 92,725,870 | 36,596,928 | 83,835,993 | 1,700,740 | 37,765,000 | 0 |
| Net Increase/Decrease in Fund Balance | (9,731,863) | 54,828,837 | (20,663,043) | 25,164,752 | (36,799,019) | 18,094,112 | (8,355,618) |
| Beginning Fund Balance | 31,260,775 | 21,528,912 | 76,357,749 | 55,694,706 | 80,859,458 | 44,060,439 | 62,154,551 |
| Audit Adjustments | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Beginning Fund Balance | 31,260,775 | 21,528,912 | 76,357,749 | 55,694,706 | 80,859,458 | 44,060,439 | 62,154,551 |
| Net Increase/Decrease in Fund Balance | (9,731,863) | 54,828,837 | (20,663,043) | 25,164,752 | (36,799,019) | 18,094,112 | (8,355,618) |
| Ending Fund Balance | 21,528,912 | 76,357,749 | 55,694,706 | 80,859,458 | 44,060,439 | 62,154,551 | 53,798,933 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Developer Fee - Fund #25.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Developer Fees | 1,324,997 | 4,487,654 | 3,847,174 | 1,540,225 | 1,417,157 | 1,000,000 | 1,000,000 |
| Redevelopment Agency Fees | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest | 49,229 | 39,544 | 80,491 | 113,142 | 153,506 | 200,000 | 211,000 |
| Total Revenue | 1,374,226 | 4,527,198 | 3,927,665 | 1,653,367 | 1,570,663 | 1,200,000 | 1,211,000 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 26,703 | 28,039 | 31,884 | 21,727 | 30,784 | 31,711 | 33,285 |
| Employee Benefits | 14,035 | 14,322 | 16,089 | 10,195 | 20,878 | 21,986 | 20,389 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 500 | 500 |
| Contracted Services | 22,130 | 13,595 | 7,253 | 33,314 | 24,028 | 0 | 363,000 |
| Capital Outlay | 0 | 0 | 0 | 0 | 54,809 | 0 | 485,129 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 62,867 | 55,956 | 55,226 | 65,236 | 130,500 | 54,197 | 912,303 |
| Other Financing Sources/Uses | | | | | | | |
| Interfund Transfer Out - Unrestricted General Fund | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interfund Transfer Out - Fund 21.1 and Fund 40.1 | (4,000,000) | 0 | (1,650,000) | (2,950,000) | (1,700,000) | (850,000) | 0 |
| Total Other Financing Sources/Uses | (4,000,000) | 0 | (1,650,000) | (2,950,000) | (1,700,000) | (850,000) | 0 |
| Net Increase/Decrease in Fund Balance | (2,688,641) | 4,471,242 | 2,222,440 | (1,361,869) | (259,837) | 295,803 | 298,697 |
| Beginning Fund Balance | 7,542,084 | 4,853,443 | 9,324,685 | 11,547,125 | 10,185,256 | 9,925,419 | 10,221,222 |
| Net Increase/Decrease in Fund Balance | (2,688,641) | 4,471,242 | 2,222,440 | (1,361,869) | (259,837) | 295,803 | 298,697 |
| Ending Fund Balance | 4,853,443 | 9,324,685 | 11,547,125 | 10,185,256 | 9,925,419 | 10,221,222 | 10,519,919 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
County School Facilities Fund - Fund #35.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| School Facilities Apportionment | 17 | 22,725,870 | 35,604,192 | 0 | 0 | 2,468,165 | 0 |
| Interest | 4,904 | 67,278 | 46,030 | 1,569 | 4 | 6,000 | 0 |
| Total Revenue | 4,921 | 22,793,148 | 35,650,223 | 1,569 | 4 | 2,474,165 | 0 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Capital Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Fin. Sources/Uses (Transfers Out) | (5,396) * | (22,725,870) ** | (35,596,928) * | (145,179) * | (740) | (2,468,165) | 0 |
| Total Other Financing Sources/Uses | (5,396) | (22,725,870) | (35,596,928) | (145,179) | (740) | (2,468,165) | 0 |
| Net Increase/Decrease in Fund Balance | (475) | 67,278 | 53,295 | (143,610) | (736) | 6,000 | 0 |
| Beginning Fund Balance | 24,252 | 23,777 | 91,055 | 144,350 | 740 | 4 | 6,004 |
| Net Increase/Decrease in Fund Balance | (475) | 67,278 | 53,295 | (143,610) | (736) | 6,000 | 0 |
| Ending Fund Balance | 23,777 | 91,055 | 144,350 | 740 | 4 | 6,004 | 6,004 |

* 2013-14 - Cash balance transfer from Fund 35.0 to Fund 21.1.
** 2014-15 - State ORG fund transfer to Fund 21.1 for Balboa ES \$7,086,430, R. D. White ES \$5,568,599 and Verdugo Woodlands ES \$10,070,841.
*** 2015-16 - State ORG fund transfer to Fund 21.1 for Fremont ES \$7,722,626, Jefferson ES \$6,801,903, La Crescenta ES \$4,687,357, Lincoln ES \$2,152,464, Muir ES \$3,696,014, Glendale HS \$5,899,297, and Hoover HS \$4,637,267.
**** 2016-17 - Interest of \$145,179 was transferred from Fund 35.0 to Fund 21.1

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Capital Outlay - Special Reserve Fund #40.1

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| State Revenue - (Prop 39) | 359,088 | 837,871 | 1,609,911 | 1,853,860 | 1,419,541 | 284,098 | 0 |
| Local Revenue | 230,237 | 414,121 | 537,478 | 422,548 | 893,896 | 1,015,000 | 1,015,000 |
| Interest and Other | 137,834 | 96,697 | 127,071 | 399,355 | 525,814 | 525,000 | 528,612 |
| Total Revenue | 727,159 | 1,348,689 | 2,274,460 | 2,675,764 | 2,839,251 | 1,824,098 | 1,543,612 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 42,836 | 75,679 | 80,823 | 89,466 | 92,135 | 0 |
| Employee Benefits | 0 | 19,832 | 31,535 | 35,364 | 38,876 | 41,963 | 0 |
| Books & Supplies | 13,383 | 21,493 | 3,292 | 99,008 | 6,828 | 5,000 | 872,002 |
| Contracted Services | 125,527 | 272,972 | 185,246 | 799,341 | 206,389 | 429,481 | 429,481 |
| Capital Outlay | 1,252,192 | 3,910,281 | 1,468,786 | 1,582,169 | 1,693,737 | 3,000,000 | 10,357,627 |
| Other Outgo (make COPS or CREBS Payment) | 770,281 | 501,258 | 492,446 | 483,520 | 1,209,874 | 1,330,198 | 1,323,563 |
| Total Expenditures | 2,161,383 | 4,768,673 | 2,256,985 | 3,080,224 | 3,245,169 | 4,898,777 | 12,982,673 |
| Other Financing Sources/Uses | | | | | | | |
| Interfund Transfers In | 934,878 | 1,574,871 * | 2,796,601 | 2,378,742 | 3,005,071 | 6,302,465 | 2,984,000 |
| Property Swap Net Proceeds | | 7,200,000 * | 0 | 0 | 0 | 0 | 0 |
| Interfund Transfers Out | (11,500,000) * | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | (10,565,122) | 8,774,871 | 2,796,601 | 2,378,742 | 3,005,071 | 6,302,465 | 2,984,000 |
| Net Increase/Decrease in Fund Balance | (11,999,346) | 5,354,888 | 2,814,077 | 1,974,281 | 2,599,152 | 3,227,786 | (8,455,061) |
| Beginning Fund Balance | 23,345,092 | 11,345,746 | 16,700,634 | 19,514,710 | 21,488,992 | 24,088,144 | 27,315,930 |
| Audit Adjustments | | | | | | | |
| Net Increase/Decrease in Fund Balance | (11,999,346) | 5,354,888 | 2,814,077 | 1,974,281 | 2,599,152 | 3,227,786 | (8,455,061) |
| Ending Fund Balance | 11,345,746 | 16,700,634 | 19,514,710 | 21,488,992 | 24,088,144 | 27,315,930 | 18,860,869 |

In 2011-12 and 2012-13 ongoing the COP payment will be made from Measure S Fund 21.1.

* 2013-14 - General Measure S Support - Reflects cash balance transfer from Fund 40.1 to 21.1

** 2014-15 - Cash balance transfer of \$1,329,629 and \$245,242 from Fund 01.0 to Fund 40.1 - tax increment funding for San Fernando Corridor and City of Glendale's Central Redevelopment project area respectively.

*** 2014-15 - PDCI/Palmer Property Swap Net Proceeds.

* 2015-16 - Cash balance transfer of \$1,256,806 and \$889,795 from Fund 01.0 to Fund 40.1 - tax increment funding for San Fernando Corridor and City of Glendale's Central Redevelopment project area respectively.

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Food Services Capital Outlay - Special Reserve Fund #40.2

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Interest | 7,534 | 8,070 | 9,459 | 13,303 | 18,670 | 20,000 | 24,000 |
| Total Revenue | 7,534 | 8,070 | 9,459 | 13,303 | 18,670 | 20,000 | 24,000 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Capital Outlay | 0 | 0 | 0 | 0 | 41,992 | 50,000 | 1,150,000 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 0 | 0 | 0 | 0 | 41,992 | 50,000 | 1,150,000 |
| Other Financing Sources/Uses | | | | | | | |
| Interfund Transfers In (mostly Fund 13.0) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 7,534 | 8,070 | 9,459 | 13,303 | (23,322) | (30,000) | (1,126,000) |
| Beginning Fund Balance | 1,184,205 | 1,191,739 | 1,199,809 | 1,209,268 | 1,222,571 | 1,199,249 | 1,169,249 |
| Net Increase/Decrease in Fund Balance | 7,534 | 8,070 | 9,459 | 13,303 | (23,322) | (30,000) | (1,126,000) |
| Ending Fund Balance | 1,191,739 | 1,199,809 | 1,209,268 | 1,222,571 | 1,199,249 | 1,169,249 | 43,249 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Bond Interest and Redemption - Fund #51.0 (County Administered)

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Federal Revenue | | | | | | | |
| All Other Federal Revenue | | | | | | | |
| State Revenue | 131,331 | 132,330 | 132,615 | 132,901 | 133,044 | 0 | 0 |
| Voted Indebtedness Levies | | | | | | | |
| Homeowners Exemptions | 72,547 | 103,446 | 86,858 | 96,538 | 88,224 | 0 | 0 |
| Local Revenue | | | | | | | |
| County & District Taxes - | | | | | | | |
| Secured Roll | 10,123,026 | 16,310,239 | 14,550,115 | 17,186,441 | 16,765,671 | 17,242,884 | 17,242,884 |
| Unsecured Roll | 337,827 | 345,701 | 573,108 | 444,864 | 478,884 | 232,872 | 232,872 |
| Prior Year's Taxes | 154,960 | 245,507 | 328,973 | 295,593 | 634,755 | 317,378 | 317,378 |
| Supplemental Taxes | 164,417 | 367,671 | 363,652 | 476,389 | 439,053 | 219,527 | 219,527 |
| Penalties and Interest | 45,792 | 52,121 | 44,000 | 41,358 | 53,785 | 0 | 0 |
| on Delinquent Non-Renewal Limit Taxes | | | | | | | |
| Other Local Revenue | 51 | 2,245,505 | 8,046 | 4,764,222 | 0 | 0 | 0 |
| Interest | 33,210 | 49,653 | 75,246 | 101,350 | 189,127 | 56,738 | 56,738 |
| Total Revenue | 11,063,161 | 19,852,173 | 16,162,613 | 23,539,656 | 18,782,543 | 18,069,399 | 18,069,399 |
| Expenditures | | | | | | | |
| Other Outgo | 11,330,397 | 12,390,274 | 19,049,866 | 17,793,314 | 21,163,557 | 20,873,870 | 20,873,870 |
| Total Expenditures | 11,330,397 | 12,390,274 | 19,049,866 | 17,793,314 | 21,163,557 | 20,873,870 | 20,873,870 |
| Other Financing Sources/Uses | | | | | | | |
| Debt Service - Principal Payment | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Debt Service - Interest Payment | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | (267,236) | 7,461,899 | (2,887,253) | 5,746,342 | (2,381,014) | (2,804,471) | (2,804,471) |
| Beginning Fund Balance | 9,960,112 | 9,692,876 | 17,154,775 | 14,267,522 | 20,013,864 | 17,632,850 | 14,828,379 |
| Net Increase/Decrease in Fund Balance | (267,236) | 7,461,899 | (2,887,253) | 5,746,342 | (2,381,014) | (2,804,471) | (2,804,471) |
| Ending Fund Balance | 9,692,876 | 17,154,775 | 14,267,522 | 20,013,864 | 17,632,850 | 14,828,379 | 12,023,908 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
Debt Service Fund #56.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Local Revenue | 95,906 | 102,731 | 120,136 | 141,066 | 198,623 | 200,000 | 240,000 |
| Interest | 95,906 | 102,731 | 120,136 | 141,066 | 198,623 | 200,000 | 240,000 |
| Total Revenue | | | | | | | |
| Expenditures | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Outgo (COPS Payment) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | | | | | | | |
| Other Financing Sources/Uses | | | | | | | |
| Interfund Transfers In | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interfund Transfers Out | 0 | 0 | 1,370,025 | 1,481,351 | 1,197,596 | 0 | 0 |
| Total Other Financing Sources/Uses | | | | | | | |
| Net Increase/Decrease in Fund Balance | 95,906 | 102,731 | (1,249,888) | (1,340,285) | (998,973) | 200,000 | 240,000 |
| Beginning Fund Balance | 15,074,594 | 15,170,500 | 15,273,231 | 14,023,342 | 12,683,057 | 11,684,084 | 11,884,084 |
| Net Increase/Decrease in Fund Balance | 95,906 | 102,731 | (1,249,888) | (1,340,285) | (998,973) | 200,000 | 240,000 |
| Ending Fund Balance | 15,170,500 | 15,273,231 | 14,023,342 | 12,683,057 | 11,684,084 | 11,884,084 | 12,124,084 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals

Self Insurance - Dental & Vision Insurance Fund # 67.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| In-District Premiums/Contrib Interest | 3,449,578 | 3,480,588 | 3,519,239 | 3,537,239 | 8,832,610 | 8,917,000 | 8,917,000 |
| All Other Local Revenue | 16,278 | 19,150 | 25,393 | 39,674 | 63,814 | 80,000 | 90,600 |
| | 0 | 21,485 | 0 | 0 | 559,801 | 0 | 0 |
| Total Revenue | 3,465,857 | 3,521,223 | 3,544,632 | 3,576,913 | 9,456,225 | 8,997,000 | 9,007,600 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 514 | 873 | 890 | 0 | 967 | 0 | 0 |
| Contracted Services | 3,263,447 | 3,110,757 | 3,227,171 | 3,104,253 | 9,062,237 | 8,917,000 | 8,917,000 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 3,263,961 | 3,111,630 | 3,228,061 | 3,104,253 | 9,063,204 | 8,917,000 | 8,917,000 |
| Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 201,895 | 409,593 | 316,571 | 472,660 | 393,021 | 80,000 | 90,600 |
| Beginning Fund Balance | 3,027,668 | 3,229,563 | 3,639,156 | 3,955,727 | 4,428,386 | 4,821,408 | 4,901,408 |
| Audit Adjustment | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Beginning Fund Balance | 3,027,668 | 3,229,563 | 3,639,156 | 3,955,727 | 4,428,386 | 4,821,408 | 4,901,408 |
| Net Increase/Decrease in Fund Balance | 201,895 | 409,593 | 316,571 | 472,660 | 393,021 | 80,000 | 90,600 |
| Ending Fund Balance | 3,229,563 | 3,639,156 | 3,955,727 | 4,428,386 | 4,821,408 | 4,901,408 | 4,992,008 |

GLENDALE UNIFIED SCHOOL DISTRICT

2018-19 Estimated Actuals

Self Insurance - Workers' Compensation Fund # 67.1

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| In-District Premiums/Contrib | 4,618,869 | 4,948,475 | 4,957,235 | 4,655,595 | 4,240,959 | 4,303,824 | 3,533,500 |
| Local Revenue | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest | 28,592 | 26,491 | 27,222 | 34,981 | 44,348 | 48,000 | 52,000 |
| Total Revenue | 4,647,461 | 4,974,966 | 4,984,457 | 4,690,577 | 4,285,307 | 4,351,824 | 3,585,500 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 3,121 | 0 | 0 | 0 | 0 | 0 | 10,000 |
| Pre 2005-06 Claims | (418,225) | 538,630 | (556) | (280,144) | (101,636) | 0 | 0 |
| Current Year Coverage | 4,616,593 | 4,925,391 | 4,946,108 | 4,658,922 | 4,277,392 | 4,143,824 | 3,373,500 |
| Misc. Contract Services | 119,770 | 128,852 | 116,229 | 127,027 | 141,779 | 150,000 | 150,000 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 4,321,258 | 5,592,873 | 5,061,781 | 4,505,804 | 4,317,535 | 4,293,824 | 3,533,500 |
| Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | 326,202 | (617,907) | (77,324) | 184,772 | (32,228) | 58,000 | 52,000 |
| Beginning Fund Balance | 2,041,737 | 2,367,940 | 1,750,033 | 1,672,709 | 1,857,481 | 1,825,253 | 1,883,253 |
| Audit Adjustment | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Beginning Fund Balance | 2,041,737 | 2,367,940 | 1,750,033 | 1,672,709 | 1,857,481 | 1,825,253 | 1,883,253 |
| Net Increase/Decrease in Fund Balance | 326,202 | (617,907) | (77,324) | 184,772 | (32,228) | 58,000 | 52,000 |
| Ending Fund Balance | 2,367,940 | 1,750,033 | 1,672,709 | 1,857,481 | 1,825,253 | 1,883,253 | 1,935,253 |

GLENDALE UNIFIED SCHOOL DISTRICT

2018-19 Estimated Actuals

Self Insurance - Early Retirement Benefits Fund # 67.2

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| In-District Premiums/Contrib Interest | 1,306,335 | 139,203 | 2,216,492 | 2,201,313 | 2,292,836 | 2,351,369 | 2,471,635 |
| Other Local Revenue | 24,193 | 13,470 | 3,069 | 4,549 | 5,027 | 5,000 | 6,000 |
| | 0 | 0 | 0 | 357 | 0 | 0 | 0 |
| Total Revenue | 1,330,528 | 152,672 | 2,219,561 | 2,206,219 | 2,297,863 | 2,356,369 | 2,477,635 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 2,954,600 | 2,501,690 | 2,284,097 | 2,165,439 | 2,312,380 | 2,351,369 | 2,471,635 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 2,954,600 | 2,501,690 | 2,284,097 | 2,165,439 | 2,312,380 | 2,351,369 | 2,471,635 |
| Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Financing Sources/Uses | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Increase/Decrease in Fund Balance | (1,624,072) | (2,349,018) | (64,535) | 40,779 | (14,518) | 5,000 | 6,000 |
| Beginning Fund Balance | 4,590,131 | 2,966,059 | 617,043 | 552,507 | 593,287 | 578,769 | 583,769 |
| Audit Adjustment | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Beginning Fund Balance | 4,590,131 | 2,966,059 | 617,043 | 552,507 | 593,287 | 578,769 | 583,769 |
| Net Increase/Decrease in Fund Balance | (1,624,072) | (2,349,018) | (64,535) | 40,779 | (14,518) | 5,000 | 6,000 |
| Ending Fund Balance | 2,966,059 | 617,043 | 552,507 | 593,287 | 578,769 | 583,769 | 589,769 |

GLENDALE UNIFIED SCHOOL DISTRICT
2018-19 Estimated Actuals
McLennan & Other Scholarships Trust Fund #73.0

| | 2013-14 Audited Actuals | 2014-15 Audited Actuals | 2015-16 Audited Actuals | 2016-17 Audited Actuals | 2017-18 Audited Actuals | 2018-19 Estimated Actuals | 2019-20 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Revenue | | | | | | | |
| Local, Interest, Transfers In | 2,642 | 2,780 | 4,916 | 3,832 | 5,284 | 5,935 | 9,600 |
| Total Revenue | 2,642 | 2,780 | 4,916 | 3,832 | 5,284 | 5,935 | 9,600 |
| Expenditures | | | | | | | |
| Certificated Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classified Salaries | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Books & Supplies | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Contracted Services | 0 | 0 | 0 | 1,000 | 0 | 0 | 0 |
| Capital Outlay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Outgo | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Expenditures | 0 | 0 | 0 | 1,000 | 0 | 0 | 0 |
| Other Financing Sources/Uses | | | | | | | |
| Other Uses | 3,142 | 2,490 | 3,656 | 3,666 | 5,582 | 5,935 | 9,600 |
| Total Other Financing Sources/Uses | 3,142 | 2,490 | 3,656 | 3,666 | 5,582 | 5,935 | 9,600 |
| Net Increase/Decrease in Fund Balance | (500) | 289 | 1,260 | (834) | (298) | 0 | 0 |
| Beginning Fund Balance | 336,395 | 335,895 | 336,185 | 337,445 | 336,611 | 336,313 | 336,313 |
| Net Increase/Decrease in Fund Balance | (500) | 289 | 1,260 | (834) | (298) | 0 | 0 |
| Ending Fund Balance | 335,895 | 336,185 | 337,445 | 336,611 | 336,313 | 336,313 | 336,313 |

GLENDAL UNIFIED SCHOOL DISTRICT

June 4, 2019

PUBLIC HEARING NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Public Hearing on the District's L 2017-2020 Local Control
Accountability Plan**

Following is an update on the process used to gather input and develop the draft update to the 2017-2020 Local Control Accountability Plan (LCAP). The LCAP is a community-based, comprehensive, data-driven planning process used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices. The Board is mandated to adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060 and any local priorities adopted by the Board. The LCAP is to be updated on or before July 1 of each year. GUSD is in the final year of a three-year LCAP cycle (2017-2020). In the 2019-20 school year, goals and priorities will be developed for the first year of the 2020-2023 LCAP 3-year cycle.

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

Process to Gather Input

In September 2018, an email was sent to all previous LCAP committee members asking for their interest in continuing on the 2018-2019 LCAP Stakeholder Committee. Additional members were invited to join the committee that was comprised mostly of parents, teachers, administrators/staff, counselors, classified employees, Board members, students and community members.

LCAP Stakeholder Committee Meetings were held on:

- Monday, October 22, 2018
- Thursday, December 13, 2018

- Monday, January 14, 2019
- Monday, March 4, 2019
- Monday, May 13, 2019

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

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

- Monday, October 1, 2018
- Monday, November 26, 2018
- Monday, January 28, 2019
- Monday, April 8, 2019
- Monday, May 20, 2019

Superintendent's Parent Advisory Meetings were held monthly to gather input directly from parents across the District. These meetings were held from 9:00-10:30 a.m. in the Board Room on:

- September 25, 2018
- October 23, 2018
- November 27, 2018
- January 22, 2019
- February 27, 2019
- March 26, 2019
- April 23, 2019
- May 28, 2019

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

GUSD Culture Surveys were administered to gather input from certificated and classified staff (1,388 responses), and parents (4,748 responses). This year, the Panorama student survey was administered twice to students, grades 4-12 (15,071 responses). The survey included questions on school culture, safety, academics and connectedness to school. Results are posted on the GUSD website for reference.

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

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

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

LCAP presentations during the May 13, 2019 LCAP Stakeholder Meeting and the May 20, 2019 District English Learner Advisory Committee Meeting outlined the local control funding formula, state priorities, GUSD Board priorities, dashboard indicators/metrics, and the proposed LCAP priorities and goals for the 2019-2020 LCAP.

Input and questions were solicited from participants during these meetings as well as input and questions from GUSD's local SELPA. All questions were answered in writing by the Interim Superintendent and posted on the GUSD website, in accordance with LCAP regulations. (*See Attachment #1: LCAP Public Questions*)

Proposed LCAP Annual Update

GUSD priorities are aligned with the eight state priorities. Important to note are the three years of data (2016-2019) and targets for 2019-2020, which will be available in June/July 2019, proposed actions and budget alignment.

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

1. Describe the overall implementation of the actions/services to achieve the articulated goal.

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

A new requirement for 2018-19 is the inclusion of the LCAP Federal Addendum, which is meant to supplement the LCAP to ensure LEAs have opportunities to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The LCAP Federal Addendum outlines the use federal program grants to increase and improve services, actions and programs for various student groups.

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

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the LCAP Stakeholder Committee, Superintendent's Parent Advisory Committee District English Language Advisory Committee members, principals, counselors, teacher specialists, students, staff, Board of Education and the Superintendent's Cabinet.

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

For the 2019-2020 LCAP year, the primary goal is to stay the course except in relation to class size averages in Grades TK through 3rd Grade in elementary. The GUSD Board of Education elected to move from a 26:1 average in TK-3rd Grade to an average of 24:1. This is consistent with state recommendations. School sites and District departments will continue to maintain committed to rigorous, relevant goals, actions, and services. Additional data will be shared at the public hearing to provide a thorough review of greatest needs and greatest areas of growth.

In conclusion, the LCAP is an internal document that will be used to complete the annual update 2017-2020 on the official template by the end of June 2019. The LCAP will be posted on the GUSD website for public review.

LCAP Questions and Answers

LCAP Town Hall Meeting May 13, 2019

DELAC Meeting, May 20, 2019

Superintendents Parent Advisory Committee, May 28, 2019

Question #1

How will GUSD maximize student achievement in their FLAG programs? You must acknowledge that students in these programs require extra help. In addition, reliance on parent-run foundations to fundraise for interns or intervention leaves some FLAG sites at a disadvantage if they do not have parents with resources, time or money to fundraise. I would like to see GUSD give these schools more budget for target-language intervention and teaching assistants, if language proficiency is the among the primary student achievement goal at these schools. Half if not more of the FLAG students do not speak the target languages at home, and more help during the day and after school is essential to their success as language learners.

Answer:

GUSD's LCAP Priority #1 is Maximize Student Achievement. This priority extends to all students and all programs. GUSD provides a FLAG coordinator, three targeted FLAG Teacher Specialists and 10 FLAG teachers. FLAG teachers hold regularly collaboration meetings with the FLAG coordinator throughout the year. Collaboration days are dedicated to FLAG curriculum to ensure articulation across schools. Dedicated professional development opportunities are designed to meet the specific needs of FLAG students.

Statement #1

I would like to see school libraries addressed in the LCAP, studies show that School libraries enhance student achievement. Research provides compelling evidence that school libraries and library staff have a positive impact on student achievement. ... The research into school library impact shows higher student performance: improved reading test scores.

Statement #2

The school library should be the hub of the school, and school librarians/library assistants should be the stewards of that space. Making library a priority by keeping books up to date and weeding out the outdated dusty books will bring more students into the library and excited to check-out current books. Starting a book club, if there is a librarian or library assistant present at school full-time could promote more reading.

Statement #3

Libraries can engage students with learning in many ways. ... Librarians/Library Assistants help students learn the best ways to access and use quality information and resources, help them to enhance their study and research skills and explain how to use the latest technologies to enhance their learning.

Response to Questions #1, #2, and #3:

School library aides and multi-media technology specialists are addressed in the LCAP under Goal 4, Priority #2, Create a Culture of Learning. This action/service intends to provide library

aides/multi-media technology specialist to support student access to technology and improve student learning opportunities. GUSD provides library aides/multi-media technology specialists to support student access to technology and improve student learning opportunities at all elementary schools. Library aides and multi-media technology specialists have allowed increased student and teacher access to the library and media center at each campus to develop 21st century learning skills, receive adult guidance in finding appropriate resources and effectively utilizing technology as a learning tool.

Question #2

Do we have a specific program in mind to teach Social Emotional Learning in secondary? Restorative and PBIS are great but we might want to consider Second Step or School Connect.

Answer:

In 2018-19, GUSD has implemented Panorama, a student survey tool to support social-emotional development. Students, grades 3-12, participate in the survey twice a year, September and February. The survey monitors social emotional learning across two areas for students:

Student Skills & Competencies: Grit, Growth Mindset, Emotional Regulation, Self-Management, and Social Awareness and

Student Supports & Environments: Sense of Belonging, Teacher-Student Relationships, School Safety, Student Engagement, Valuing of School

Survey results are used both at the District and school levels to set goals, guide decisions on potential interventions and programming for students aimed at designing continuous improvement plans that address students' social and emotional learning needs.

While GUSD has not identified a particular SEL program for secondary schools, each of the four middle schools had students between 65 and 120 assorted adult volunteers participate in Challenge Day, a day long workshop facilitated by trained professionals. Activities allow students to experience, first hand, their individual strengths and challenges in a safe environment.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 1

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. | Mikaelian, Hasmik Cafeteria Worker I Toll Middle School | Effective 5/17/19 |
|----|---|-------------------|

Retirements:

- | | | |
|----|---|--|
| 1. | Claesson, Annagreta Language, Speech & Hearing Specialist Special Education | Effective 7/20/19 19 years of service |
| 2. | Wammack, Nancy V. 1 st Grade Teacher Monte Vista Elementary | Effective 6/13/19 19 years of service |

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBJECT: **Proposed Revised or Retired Board Policies Relating to
Community Relations, Instruction, and Bylaws of the Board**

This report will provide the Board of Education with information on the need to revise or retire existing Board Policies (BP) 1150 (Commendations and Awards); BP 1230 (School-Connected Organizations); BP 1330.1 (Joint Use Agreements); BP 1400 (Relations Between Other Governmental Agencies and the Schools); BP 1431 (Waivers); BP 6153.1 (Transportation - Field Trips); and BP 9323.2 (Actions By The Board) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 1150 – Commendations and Awards

CSBA Update: July 2010
Last GUSD Update: December 2002

Staff recommends the Board update BP 1150 to reflect current California School Boards Association (CSBA) language and legal references.

BP 1230 – School-Connected Organizations

CSBA Update: May 2016
Last GUSD Update: February 2016

Staff recommends the Board update BP 1230 using CSBA language to clarify the relationship between the District and a school-connected organization, such as a booster club, parent-teacher organization, or other non-student organization. The policy adds material regarding the establishment of such organizations as separate legal entities subject to their own bylaws and rules, delegates the responsibility to approve organizations' fundraisers to the superintendent or designee, and reflects legal requirement that donations and participation in fundraising activities be voluntary.

BP 1330.1 – Joint Use Agreements (Formerly Exclusion of Alcoholic Beverages at School-Related Events)

CSBA Update: February 2010

Last GUSD Update: February 2002

Staff recommends the Board update BP 1330.1 to reflect current CSBA language and legal references. This revision replaces current language which is included elsewhere in Board Policy and names the BP 1330.1 Joint Use Agreements.

BP 1400 – Relations Between Other Governmental Agencies and the Schools

CSBA Update: July 2018
Last GUSD Update: February 2017

Staff recommends the Board revise BP 1400 using CSBA language to delete material regarding the use of school facilities as a polling place, now addressed in BP 1330 - Use of School Facilities. The policy adds material on collaboration with local government agencies, formerly in BP 1020 - Youth Services.

BP 1431 – Waivers

CSBA Update: August 2013
Last GUSD Update: November 2010

Staff recommends the Board update BP 1431 to reflect current CSBA language and legal references.

BP 6153.1 – Transportation - Field Trips

CSBA Update: N/A
Last GUSD Update: October 2002

Staff is recommending the Board retire BP 6153.1 (Transportation - Field Trips) since the relevant content is addressed elsewhere in AR 3541.1 - Transportation for School-Related Trips.

BP 9323.2 – Actions By The Board

CSBA Update: March 2019
Last GUSD Update: May 2016

BP 9323.2 (Actions by the Board) is being updated to reference the timelines by which a civil action may be filed to determine the applicability of the Brown Act to past board

actions, and to clarify the circumstances under which a board action cannot be invalidated. Exhibit 1 is updated to consolidate several items related to situating a community day school on an existing school site, add board action to respond to an emergency facilities condition without giving notice for bids to let contracts (requiring two-thirds vote for three-member boards, or four-fifths vote for five-member and seven-member boards), and reflect a new law (AB 2249), which amends the threshold requirements for public works projects bid pursuant to the Uniform Public Construction Cost Accounting Act. The section on "Actions Requiring a Unanimous Vote of the Board" is updated to further explain the ability to authorize the use of day labor or force account and/or waive the competitive bid process when the board determines that an emergency exists. Exhibit 2 contains minor revision for clarity.

The proposed revised and retired 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 June 18, 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 revised and retired policies are attached to this memo.

Community Relations

Communication with the Public— Commendations and Awards

~~The Board of Education believes that acknowledging accomplishments, contributions and service of students, employees and other individuals, groups and organizations within and outside the District is important to maintaining positive District and community relations. Further, the Board believes that commending such actions enhances understanding of and participation in programs that benefit teaching and learning.~~

~~The District should be proactive in identifying and including acknowledgements and recognitions at Board meetings and other school and District events. Further, the Board should maintain ongoing programs for the purpose of honoring individuals, groups and organizations for appropriate contributions to the betterment of the District.~~

~~In response to gifts to the District, the Board shall respond with appropriate letters of appreciation to the donors.~~

To encourage community involvement in District programs and activities, the Board of Education may publicly recognize and commend parents/guardians, community members, businesses, and organizations that make outstanding contributions or provide longstanding service to the District or District students.

Any Board member, employee, parent/guardian, student, or community member may recommend an individual or organization for Board recognition. He/she shall submit to the Superintendent or designee the name of the individual or organization and a description of the outstanding contribution or service.

At the Board's discretion, the Board may present a letter of recognition, Board resolution, plaque, or other award at a public Board meeting or may hold a reception or informal recognition activity. The Board also may designate a day, week, or month for special recognition of volunteers.

The Board encourages similar forms of recognition for achievement or services as part of school-level commendation programs.

Legal References: Education Code, Sections 35160, 35160.1, 44015
 California Constitution, Article 16, Section 6

Policy Adopted: 12/17/2002

Policy Updated: --/--/2019

Community Relations

Participation by the Public — School-Connected Organizations

The Board of Education recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting the District's educational program and/or extracurricular programs ~~such as athletic teams, debate teams, and musical groups~~. The Board appreciates the contributions made by such organizations ~~and encourages their interest and participation in supporting District activities and helping to achieve towards the District's~~ Board's vision for student learning and for providing all District students with high-quality educational opportunities. ~~Parent/guardian clubs shall be especially careful not to seek advantages for the activities they support if those advantages might be detrimental to the entire school program.~~

Persons proposing to establish a school-connected organization shall submit a request to the Board for authorization to operate within the District or at a District school.

~~The Board recognizes that school connected organizations are separate legal entities, independent of the District. The District's tax exempt status and federal identification number are not for use by school connected organizations. In order to help the Board fulfill its legal and fiduciary responsibility to manage District operations, any school connected organization that desires to raise money to benefit any District student shall submit a request for authorization to the Superintendent or designee, in accordance with Board policy and administrative regulation. In addition, the Superintendent or designee shall establish appropriate internal controls for the relationship between school connected organizations and the District.~~

~~The Board encourages school connected organizations to consider the impact of fund raising activities on the overall school and District program. School connected organizations may consult with the principal to determine school needs and priorities. Activities by school connected organizations shall not conflict with law, Board policies, administrative regulations, or any rules of the sponsoring school. No student shall be required to fundraise for, or pay any fees, deposits or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities.~~

~~The District shall maintain a list of all recognized school organizations and shall publish the list on its website. Additionally, once a year all teachers, coaches and school site staff will be provided with information on these requirements.~~

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or District. Each school-connected organization shall be subject to its own bylaws and operational

Community Relations

Participation by the Public — School-Connected Organizations

procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policies, administrative regulations, and any rules of the sponsoring school.

The Superintendent or designee shall establish appropriate rules for the relationship between school-connected organizations and the District.

A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a District school or the students at that school. (Education Code 51521)

A school-connected organization may consult with the principal to determine school needs and priorities.

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

Legal Reference: Education Code, Sections 200-262.4; 35160, 38131, 38134, 38130-38138; 48931; 48932; 49011; 49431-49431.7; 51520; 51521
 Business and Professions Code, Sections 17510-17510.95; 25608
 Government Code, Sections 12580-12599.7
 Penal Code, Sections 319-329
 Code of Regulations, Title 5, Sections 4900-4965; 15500; 15501; 15575-15578
 Code of Regulations, Title 20, Sections 1681-1688
 Code of Federal Regulations, Title 7, Sections 210.11; 220.12
 Court Decisions: Serrano v. Priest, (1976) 18 Cal. 3d. 728

Policy Adopted: 12/17/2002

Policy Amended: 11/03/2010, 02/16/2016; --/--/2019

Community Relations

~~Public Activities Involving Staff, Students or School Facilities — Use of School Facilities~~

~~Exclusion of Alcoholic Beverages at School-Related Events~~

Joint Use Agreements

~~The Glendale Board of Education views adult role modeling as an integral part of the education process of the students in the Glendale Unified School District.~~

~~To that end, it is the responsibility of parents, administrators, teachers and other staff members to ensure that students and accompanying staff not consume or profit from the sale of alcoholic beverages at any event or at any place sponsored by the school or school-related organization where students are present.~~

In order to ensure the efficient use of public resources and increase access to needed services, the Board of Education may enter into an agreement with any public agency, public institution, and/or community organization to use community facilities for school programs or to make school facilities or grounds available for use by those entities. Such an agreement shall be based on an assessment of student and community needs and may be designed to increase access to spaces for recreation and physical activity, library services, school health centers, preschool programs, child care centers, before- or after-school programs, or other programs that benefit students and the community.

When it is determined that joint use of facilities is in the best interest of the District and community, the Superintendent or designee shall identify a potential partner agency, institution, or organization. He/she shall involve that partner, appropriate District and school staff, and community members in establishing planning processes, goals and priorities for joint use, locations where programs or facilities are most needed, and protocols for ongoing communication and coordination between the partners.

The Superintendent or designee shall work with the partner agency, institution, or organization to develop a written site-specific joint use agreement that delineates the terms and conditions for joint use of the District or community facilities and the responsibilities of all parties. As appropriate, the agreement may address:

1. The underlying philosophy or reasons for entering into the joint use agreement
2. The specific District or community facilities or grounds that will be made available to the other party and areas that will be restricted
3. Priorities for use of the property

Community Relations

Public Activities Involving Staff, Students or School Facilities — Use of School Facilities

Exclusion of Alcoholic Beverages at School-Related Events

Joint Use Agreements

4. Hours that the property will be available for use by the District, the partner, or other parties
5. Projected capital costs, if any, and operating costs
6. Resources to be allocated by the District and the partner
7. Rental or other fees, if any, to be charged to either party or third parties using the facilities
8. Responsibilities for management, scheduling, maintenance, on-site supervision, accounting, and other operations
9. Procedures and timelines for requesting use of the facilities
10. Code of conduct for users of the facilities and consequences for violations of the code
11. Provision for regular inspection and notification of damage, as well as restitution and repair of property
12. Safety and security measures
13. Liability, insurance, and risk management issues
14. Duration of the agreement, process for amending the agreement, and the bases for cancelling or terminating the agreement before the expiration date
15. Process for resolving disputes regarding any aspect of the agreement
16. How any equipment purchased or other investments made through the agreement will be disposed of at the termination of the agreement

The agreement shall be reviewed by legal counsel and approved by the Board.

Community Relations

Public Activities Involving Staff, Students or School Facilities — Use of School Facilities

Exclusion of Alcoholic Beverages at School-Related Events

Joint Use Agreements

The Superintendent or designee shall provide regular reports to the Board regarding progress toward project goals, including, but not limited to, levels of participation in joint use programs held at school or community facilities, feedback from program participants, and any report of damage to property or harm to individuals resulting from the joint use. As needed, the Superintendent or designee shall recommend amendments to the joint use agreement.

Legal References: Education Code, Sections 8482-8484.6; 8484.7-8484.9; 10900-10914.5; 17051-17052; 17077.40-17077.45; 17565-17592; 35200-35214; 37220; 38130-38138; 44808
Business and Professions Code, Section 25608
Government Code, Sections 814-825.6; 830-840.6; 895-895.8; 989-991.2
United States Code, Title 20, Sections 7171-7176; 7905

Policy Adopted: 10/04/1988

Policy Amended: 02/01/2000; 12/17/2002; --/--/2019

(Formerly BP 1418)

Community Relations

Relations Between Other Governmental Agencies and the Schools

~~The Board of Education recognizes that agencies at all levels of government share its concern and responsibility. The Board of Education believes that District efforts to provide a high-quality education for students in the community can be enhanced by collaboration with other government and public agencies that are responsible for the health, safety, and welfare of children and youth. The Board and Superintendent or designee shall initiate and maintain good working relationships with representatives of these local agencies in order to help District schools and students make use of the resources which governmental agencies can provide to maximize student and family access to support services that will help students achieve to their highest potential.~~

~~The District may enter into agreements with other agencies which involve the exchange of funds or reciprocal services. Such agreements shall be approved by the Board and executed in writing.~~

~~The Board shall initiate or participate in collaborative relationships with city and county elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of District and community resources. To further such collaborations, the Board may establish or participate in formal structures for governance teams to regularly meet and discuss issues of mutual concern.~~

~~The Superintendent and appropriate staff shall cooperate with government and public agencies in the planning and implementation of joint projects or activities within the community. The Superintendent or designee may designate a coordinator to ensure effective implementation of the District's responsibilities in any such collaborative project.~~

~~In order to identify priorities for services, the Board shall encourage a periodic assessment of children's needs within the community, which may include, but not be limited to, needs based on poverty, child abuse and neglect, poor physical or mental health, substance abuse, violence, homelessness, placement in foster care, or lack of access to child care. The needs assessment should also examine the extent to which those needs are being met through existing services in the District and in the community, the costs of providing those services, and any gaps, delay, or duplication of services.~~

~~The Board shall approve the services to be offered by the District, the resources that will be allocated to support collaboration, any use of school facilities for services, and any development or joint use of facilities with other jurisdictions. All agreements with other agencies to coordinate services or share resources shall be in writing. The Board may establish joint powers agreements or memorandums of understanding, when feasible, to formalize the responsibilities and liabilities of all parties in a collaborative activity.~~

Community Relations

Relations Between Other Governmental Agencies and the Schools

The Superintendent or designee shall work with interagency partners to explore funding opportunities available through each agency, state and national grant programs, and/or private foundations for youth service coordination and delivery.

In order to facilitate service delivery or determination of eligibility for services, the District may share information with other appropriate agencies as long as the parent/guardian consents and the information is shared in accordance with laws pertaining to confidentiality and privacy.

The Board shall receive regular reports of progress toward the identified goals of the collaborative effort. The reports may include, but not be limited to, feedback from staff and families regarding service delivery, numbers of children and families served, specific indicators of conditions of children, and indicators of system efficiency and cost effectiveness.

The Board shall communicate with the community about the District's collaborative efforts and the conditions of children within the schools. The Board may advocate for local, state, and national policies, programs, and initiatives designed to improve the conditions of children and youth.

Elections/Voter Registration

~~If a city or county elections official specifically requests the use of a school building as a polling place, the Board may allow its use for such purpose. The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote tabulating devices. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elections Code 12283)~~

~~When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to disabled persons. (Elections Code 12283)~~

~~The Superintendent or designee shall designate a contact person at each high school for the Secretary of State to contact in order to facilitate the distribution of voter registration forms to eligible students. The Superintendent or designee shall provide the address, phone number, and email address of each contact person to the Secretary of State. (Elections Code 2148)~~

Community Relations

Relations Between Other Governmental Agencies and the Schools

~~To encourage students to participate in the elections process when they are eligible, the Superintendent or designee shall determine the most effective means of distributing the voter registration forms provided by the Secretary of State including, but not limited to, distributing the forms at the start of the school year, with orientation materials, at central locations, and/or with graduation materials.~~

Legal Reference: Education Code, Sections 8800-8807; 10900-10914.5; 12400; 12405; 17050; 17051; 32001; 32288; 35160; 35160.1; 48902; 48909; 49073; 49075; 49305; 49402; 49403; 49557.2; 51202
 Health and Safety Code, Sections 120440; 130100-130155
 ~~Elections Code Sections: 2145-2148; 12283~~
 Welfare and Institutions Code, Sections 828, 828.1 5850-5883; 18961.5; 18980-18983.8; 18986-18986.30; 18986.40-18986.46; 18986.50-18986.53; 18987.6-18987.62

Policy Adopted: 02/07/2017

Policy Amended: --/--/2019

Community Relations

Waivers

~~The Governing Board may request that the State Board of Education waive certain provisions of the Education Code, Title 5 regulations, or the federal law when such provisions prevent the district from offering its students the best possible educational program. The Superintendent or designee, advisory committees, or site councils shall identify the need for the Board to submit waiver requests and shall provide the Board with the necessary information to analyze the need for the waiver.~~

~~The Board shall hold a properly noticed public hearing on waiver requests, if required. (Education Code 33050)~~

The Board of Education recognizes that strict compliance with the law may sometimes hinder the District's ability to provide its students with an effective, well-rounded educational program. When it is in the interest of District students, the Board may request that the State Board of Education (SBE) waive any provision of state or federal law or regulation which it has authority to waive pursuant to Education Code 33050.

Any waiver request to be submitted to the SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

Prior to presenting the proposed request for Board approval, the Superintendent or designee shall consult with and obtain the approval of any advisory committee or site council when required by law.

In addition, the Superintendent or designee shall involve the exclusive representative of District employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050)

To receive public testimony on each waiver request proposal, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing, may be printed in a newspaper of general circulation or posted at each school and three public places in the District.

When the District has requested and received the same general waiver from the SBE for two consecutive years, the Board is not required to reapply annually if the information contained on the request remains current. However, the District shall apply annually for the renewal of any

Community Relations

Waivers

waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference: Education Code, Sections 5000-5033, ~~8750-8754~~, 10400-10407, 17047.5, 17291, 33050-33053, 37202, 41000-41360, 41381, 41600-41854, 41381; ~~41600-41854~~; 41920-42842, 44520-44534, 44666-44669, 44681-44689, 45108.7, 48660-48666, 48800, 49550-49560, 51224.5, 51745.6, ~~51870-51874~~, ~~52053-52055.55~~, ~~52055.600-52055.662~~, ~~52080-52090~~, ~~52122.6-52122.8~~, 52160-52178, ~~52180-52186~~, ~~52200-52212~~, ~~52340-52346~~, 52522, ~~52850-52863~~, ~~54000-54028~~, ~~54100-54145~~, 54407, 56000-56867, 58407, ~~58900-58928~~, 60119, ~~60422~~
Code Of Regulations, Title 5, Sections ~~4032~~, 3100, 3945, ~~9531~~, 11960, 11963.4, 13017, 13044
United States Code, Title 20, Sections 1400-1482, 7115

Policy Adopted: 11/03/2010

Policy Amended: --/--/2019

Instruction

Transportation – Field Trips

A. ~~"School buses" are recommended as the most desirable means of transportation. School bus contractors with whom the district has contracts should be used whenever they are available. All other carriers must be properly licensed as required by appropriate state and federal agencies.~~

~~School Principals shall be responsible for arranging the bus reservations.~~

B. ~~Private cars may be used for field trips. When private cars are used, the driver shall be required to sign the approved District form certifying the following:~~

- ~~1. The use of the car has been volunteered.~~
- ~~2. The name of the insurance carrier.~~
- ~~3. The following insurance is currently in effect:
 - ~~a. Public liability of \$50,000/\$100,000.~~
 - ~~b. Property damage of \$10,000.~~
 - ~~c. Passenger medical of \$1,500 per passenger.~~~~
- ~~4. The number of seated passengers which can be safely carried.~~
- ~~5. The vehicle is safe and in good mechanical condition.~~

C. ~~Teachers or other school employees driving private cars are covered as employees by the District's general liability insurance. Their vehicles are not covered by District casualty insurance.~~

D. ~~All passengers in private cars are to wear appropriate seatbelt/restraint system.~~

Policy Adopted: ~~01/16/1979~~

Policy Amended: ~~07/02/1985; 02/02/1993; 10/15/2002~~

(Formerly BP 6221)

Actions By The Board

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law.

An "action" by the Governing Board means:

1. A collective decision by a majority of the Board members.
2. A collective commitment or promise by a majority of the members to make a positive or negative decision.
3. A vote by a majority of the members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance.

The Board shall not take action by secret ballot, whether preliminary or final.

Actions taken by the Board in open session shall be recorded in the Board minutes.

Actions on Non-Agenda Items

After publicly identifying the item, the Board may take action on a subject not appearing on the posted meeting agenda under any of the following conditions: (Government Code 564954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5.
2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted.
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier.

Challenging Board Actions

~~The district attorney's office or any interested person may file an action in court to stop or prevent the Board's violation or threats of violations of the Brown Act, to determine the applicability of the Brown Act to ongoing or future threatened Board actions, to determine the validity, under the California or federal law, of any Board rule or action to penalize any of its members or otherwise discourage the member's expression, or to compel the Board to audio record its closed sessions because of its violation of any applicable Government Code provision.~~
The district attorney's office or any interested person may file an action in court for the purpose

Actions By The Board

of: (Government Code 54960, 54960.2)

1. Stopping or preventing the Board's violation or threatened violation of the Brown Act.
2. Determining the applicability of the Brown Act to ongoing or future threatened Board actions.
3. Determining the applicability of the Brown Act to a past action of the Board that is not specified in Government Code 54960.1, provided that:
 - a. Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.
 - b. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.
 - c. The action is brought within the time required by Government Code 54960.2.
4. Determining the validity, under state or federal law, of any Board rule or action which penalizes any of its members or otherwise discourages their expression.
5. Compelling the Board to audio record its closed sessions because of a court's finding of the Board's violation of any applicable Government Code provision.

~~The district attorney or any interested person may present a demand that the Board cure and correct a Board action which he/she alleges is in violation of law regarding any of the following: (Government code 54960.1)~~

The district attorney or any interested person may file an action in court to nullify a Board action which is alleged to be in violation of law regarding any of the following: (Government Code 54960.1)

1. Open meeting and teleconferencing
2. Agenda posting
3. Closed session item descriptions
4. New or increased tax assessments

Actions By The Board

5. Special meetings
6. Emergency meetings

Prior to bringing any action to nullify a Board action, the district attorney or other interested person shall present a demand to "cure and correct" the alleged violation. The demand shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place. (Government Code 54960.1)

~~Any demand to "cure and correct" an alleged violation shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session, but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place.~~

Within 30 days of receiving the demand, the Board shall do one of the following:

1. Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.
2. Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.
3. Take no action. If the Board takes no action within the 30-day review period, its inaction shall be considered a decision not to cure or correct the action.

Actions By The Board

Exhibit 1

ACTIONS REQUIRING A SUPER MAJORITY VOTE

~~Actions Requiring More Than a Majority Vote~~

Actions Requiring a Two-Thirds Vote of the Board:

1. Resolution declaring intention to sell or lease real property.
2. Resolution declaring intent of Board to convey or dedicate property to the state or any political subdivision for the purposes specified.
3. Resolution authorizing and directing the Board president to execute a deed of dedication or conveyance of property to the state or a political subdivision.
4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable.
5. Request for temporary borrowing of funds needed for immediate requirements of the district pursuant to Government Code 53820-53833, to pay District obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s).
6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district.
- ~~7. Resolution to transfer excess local funds from a deferred maintenance fund when state funds are insufficient to match local funds being held in the deferred maintenance fund.~~
- ~~7.~~ 8. Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district.
8. Resolution of intent to issue bonds within a school facilities improvement district with the approval of 55 percent of the voters of the school facilities improvement district (Education Code 15266)
9. Resolution to place a parcel tax on the ballot.

Actions By The Board

10. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use.

Actions Requiring a Two-Third Vote of the Board Members Present at the Meeting:

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required (Government Code 54954.2).
2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required.

Actions Requiring a Four-Fifths Vote of the Board:

1. ~~The~~ Expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval or air attack or sabotage, or to provide for adequate national or local defense.
2. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824).
3. Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year.
4. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification.
5. When the district has a five-member or seven-member Board, action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action. (Public Contract Code 22035, 22050)

Actions By The Board

6. Resolution to award a contract for a public works project at \$212,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the Uniform Public Construction Cost Accounting Act for projects of \$200,000 or less, all bids received are in excess of \$200,000, and the Board determines that the district's cost estimate was reasonable. (Public Contract Code 22034)

Actions Requiring a Unanimous Vote of the Board:

1. ~~Resolution authorizing and prescribing the terms of a community lease for extraction of gas.~~ lease of district property for extraction and taking of gas not associated with oil. (Education Code 17510-17511)
2. ~~Waiver of the competitive bid process pursuant to Public Contract Code 20111 when the Board determines that an emergency exists and upon approval of the County Superintendent of Schools.~~
Authorization of the use of day labor or force account, or waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property, and upon approval of the County Superintendent of Schools. (Public Contract Code 20113)

Actions Requiring a Unanimous Vote of the Board Members Present at the Meeting:

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property in the local dump or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale.

Roll Call Vote

~~A voice vote is the regular method of voting on any motion. The Board may, however, vote by roll call at the request of the Board President or any Board member or at the advice of the Superintendent. The Board shall vote by roll call on a specific action if required by law.~~

Abstentions

The Board believes that when no conflict of interest required abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall be considered neither in favor of or opposition to the Board's action.

Actions By The Board

Exhibit (2) 9323.2

UNCONDITIONAL COMMITMENT LETTER

To: (Name of district attorney or any interested person)

The Governing Board of (name of school district) has received your cease and desist letter dated (date) alleging that the following past action taken by the Board violates the Ralph M. Brown Act: (Describe alleged past action as set forth in the cease and desist letter.)

In order to avoid unnecessary litigation and without admitting any violation of the Ralph M. Brown Act, the Board hereby unconditionally commits that it will cease, desist from, and not repeat the challenged past action described above. The Board may rescind this commitment only by a majority vote of its membership taken in open session at a regular meeting and noticed on its posted agenda as "Rescission of Brown Act Commitment." You will be provided with written notice, sent by any means or media you provide in response to this message, to whatever address(es) you specify, of any intention to consider rescinding this commitment at least 30 days before any such regular meeting. In the event that this commitment is rescinded, a notice will be delivered to you by the same means as this commitment, or by mail to an address that you have designated in writing, and you will have the right to commence legal action pursuant to Government Code 54960(a).

Sincerely,

(Name)

(Title of Board President or other designee)

Legal References: Education Code, Sections 15266; 17466; 17481; 17510-17512; 17546;
17556-17561; 35140-35149; 35160-35178.4; 48660-48661
Code of Civil Procedure, Sections 425.16; 1245.240; 1245.245
Government Code, Sections 53090-53097.5; 53724; 53790-53792;
53820-53833; 53850-53858; 54950-54963; 54952.6; 54953; 54960-
54960.5; 65352.2
Public Contract Code, Sections 3400; 20111; 20113; 20114; 22034;
22035; 22050

Policy Adopted: 06/24/2003

Actions By The Board

Policy Amended: 05/03/2016; --/--/2019

Formerly BP 9447

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 3

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Dr. Chris Coulter, Director, Teaching & Learning
Jill Firstman, Coordinator, Teaching & Learning
Sandra Espinoza, Teacher Specialist, Teaching & Learning

SUBJECT: English Learner Pathways in Middle and High School

Overview:

Assembly Bill 2735 was signed into law in September 2018, providing for equitable educational opportunity and participation for English Learners. Beginning with the 2019 – 2020 school year, middle and high school English learners must have access to all core curriculum courses, courses required for high school graduation, courses for purposes of recognition for college admission, advanced placement and honors courses. The bill grants an exception to newcomer English Learners, who are recent immigrants.

The purpose of AB 2735 is to ensure that English Learners are not excluded from any core courses—including English language arts, mathematics, science, and history or social science. Studies have shown that many districts have been excluding English learners from a full core curriculum to provide them with intensive English instruction. However, research shows that English learners have greater educational benefit when enrolled in more rigorous course work that integrates language development.

Therefore, beginning in 2019-2020, GUSD English Learners will be enrolled in all core courses, which include one grade level English course and one grade level English Language Development (ELD) course. Students who are at the Emerging (beginning) level of proficiency will be enrolled in a two-hour block of English Language Development (ELD) to provide them with more intensive English language instruction.

New English Learner Pathway Process

The process towards a new English Learner pathway began during GUSD's new English Language Arts (ELA) and English Language Development (ELD) instructional materials adoption process. The ELD Curriculum Study Committee (CSC) voted unanimously to approve *SpringBoard* for adoption in ELD classes for students at the Expanding and Bridging ELD levels. The *SpringBoard* ELD program is closely aligned to the ELD standards and works seamlessly with the ELA materials to support ELD student success in grade level English classes.

For students to receive access to their grade level English course work, expanding and bridging students in ELD courses will be grouped by their grade level. Therefore, English Learners will receive ELD instruction that builds into and from English content instruction, as called upon in the California ELA/ELD framework.

Newcomer or Emerging ELD students will receive intensive ELD instruction using *Inside* or *Edge*, the current instructional curriculum, supplemented by the *SpringBoard* curriculum, in a two-period ELD block to support them in acquiring basic English language communication skills in social and academic contexts. Middle and high school emerging students will be in combined grade level ELD courses.

New GUSD English Learner Pathway Model

Middle School

| Grade | ELD Level | ELD Course | English Course |
|--------------|--------------------|-----------------------------------|-----------------------|
| Grade 6 - 8 | Emerging | Emerging ELD (Two-Hour ELD Block) | |
| Grade 6 | Expanding/Bridging | ELD 6 | English 6 |
| Grade 7 | Expanding/Bridging | ELD 7 | English 7 |
| Grade 8 | Expanding/Bridging | ELD 8 | English 8 |

High School

| Grade | Level | ELD Course | English Course |
|--------------|--------------------|-----------------------------------|-----------------------|
| Grade 9-12 | Emerging | Emerging ELD (Two-Hour ELD Block) | |
| Grade 9 | Expanding/Bridging | ELD 9 | English 9 |
| Grade 10 | Expanding/Bridging | ELD 10 | English 10 |
| Grade 11 | Expanding/Bridging | ELD 11 | English 11 |
| Grade 12 | Expanding/Bridging | ELD 12 | English 12 |

Presentation to Principals, Teacher Specialists, and Counselors

During the February and March principals' meetings, principals were presented with the new pathway model, and were informed of the new process and had opportunities to provide feedback. The process was then presented to teacher specialists and counselors with opportunities for questions and feedback.

Parent Communication

A letter will be sent home to inform parents of English Learners of the new English Learner pathway model. Parents may contact the teacher specialist or school counselor at their student's school site for more information.

Professional Development

A shared priority of the Teaching & Learning and Categorical Programs departments for the last year has been on training teachers to understand the ELD standards and provide resources and strategies to meet the needs of English Learners. Professional Development opportunities that address effective strategies to differentiate instruction for all types of learners will continue during the 2019-20 school year.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 4

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: Senate Bill 217—Special Education Early Intervention Grant Program

This report provides an opportunity for the Board of Education to discuss adopting a formal board resolution in support of SB 217—Special Education Early Intervention Grant Program—authored by Senators Portantino, Roth, and Beall.

SB 217 would require, for the 2019-20 school year and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten program who will have their 5th birthday after December 2 but during that same school year if the child is an individual with exceptional needs.

SB 217 would establish the Special Education Early Intervention Grant Program. This program would allocate to school districts \$4,000 per child who is three or four years of age, is an individual with exceptional needs, and receiving a majority of special education and related services in the regular education program. The bill would prohibit a school district from admitting a child meeting the definition of an individual with exceptional needs into the regular education program if that admittance would violate the child's individualized education program.

Additionally, SB 217 would require a school district, as a condition of receiving funds, to coordinate with its special education local plan area to provide specified data relating to the grant program to the State Superintendent of Public Instruction. The bill would require the State Superintendent of Public Instruction to report this data to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, the State Board of Education, and the Legislative Analyst's Office by March 1 of each year.

The accompanying resolution is presented to the Board of Education for review and comments and is an action item on this Board agenda.

GLENDALE UNIFIED SCHOOL DISTRICT
Resolution No.
In Support of Senate Bill 217 (Portantino/Roth/Beall)
Special Education Early Intervention Grant Program

WHEREAS, according to the Legislative Analyst's Office, approximately 50,000 children age three and four have been identified as having a disability; and

WHEREAS, current law requires Special Education Local Areas (SELPA's) to serve children with disabilities from age three or older. The AB 602 formula for special education funding provides SELPA's with funding based on a census model and uses the count of K-12 attendance including Transitional Kindergarten (TK) children. Children not in TK are not included in the attendance count for purposes of generating funding; and

WHEREAS, research supports the importance of quality early education programs for children with disabilities both for the potential to improve outcomes for children at earlier ages and to result in financial savings to school districts over the long-term; and

WHEREAS, California's Statewide Task Force on Special Education included a recommendation to improve access to high quality childcare and preschool for children with disabilities; and

WHEREAS, SB 217 would require, for the 2019-20 school year, and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten program who will have their 5th birthday after December 2, but during the same school year if the child is an individual with exceptional needs, subject to specified conditions; and

WHEREAS, SB 217 would established the Special Education Early Intervention Grant Program, which appropriates \$4,000 per child who is 3 or 4 years of age, is an individual with exceptional needs, and receiving a majority of special education and related services in the regular education program; and

WHEREAS, SB 217 would require a school district, as a condition of receiving funds, to coordinate with its special education local plan area to provide specified data relating to the grant program to the State Superintendent of Public Instruction. The bill would require the State Superintendent of Public Instruction to report this data to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, the State Board of Education, and the Legislative Analyst's Office by March 1 of each year.

WHEREAS, SB 217 is supported by the California Association of Suburban School Districts, California State PTA, and the California School Employees Association.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Glendale Unified School District supports passage and approval of Senate Bill 217, Special Education Early Intervention Grant Program, and urges the State Legislature to pass, and the Governor to sign, this critical legislation that would provide necessary funding for California public schools.

PASSED, APPROVED, AND ADOPTED this day of 2019, at a regular meeting of the Glendale Unified School District Board of Education, Los Angeles County, California.

Jennifer Freemon, President

Dr. Armina Gharpetian, Vice President

Shant Sahakian, Clerk

Nayiri Nahabedian, Member

Gregory S. Krikorian, Member


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SB-217 Special education: individuals with exceptional needs. (2019-2020)

SECTION 1. Section 48000 of the Education Code is amended to read:

48000. (a) A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year, if the child will have ~~his or her~~ *their* fifth birthday on or before one of the following dates:

- (1) December 2 of the 2011–12 school year.
- (2) November 1 of the 2012–13 school year.
- (3) October 1 of the 2013–14 school year.
- (4) September 1 of the 2014–15 school year and each school year thereafter.

(b) The governing board of the school district of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:

- (1) The governing board of the school district determines that the admittance is in the best interests of the child.
- (2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(c) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, and Chapter 3 (commencing with Section 47610) of Part 26.8, as applicable, a school district or charter school shall ensure the following:

(1) In the 2012–13 school year, a child who will have ~~his or her~~ *their* fifth birthday between November 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(2) In the 2013–14 school year, a child who will have ~~his or her~~ *their* fifth birthday between October 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(3) (A) In the 2014–15 school year and each school year thereafter, a child who will have ~~his or her~~ *their* fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

(B) In the 2019–20 school year and each school year thereafter, a child who will have their fifth birthday after December 2 but during the same school year and who is an individual with exceptional needs, as defined in Section 56026, shall be admitted to a transitional kindergarten program maintained by the school district or charter school, with the approval of the parent or guardian, subject to the following conditions:

(i) The governing board of the school district or governing body of the charter school determines that the admittance is in the best interests of the child to the extent permitted under the child's individualized education program.

(ii) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

~~(B)~~ (C) (i) For the 2015–16 school year and each school year thereafter, a school district or charter school may, at any time during a school year, admit a child to a transitional kindergarten program who will have ~~his or her~~

their fifth birthday after December 2 but during that same school year, with the approval of the parent or guardian, subject to the following conditions:

(I) The governing board of the school district or the governing body of the charter school determines that the admittance is in the best interests of the child.

(II) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(ii) Notwithstanding any other law, a pupil admitted to a transitional kindergarten program pursuant to clause (i) shall not generate average daily attendance for purposes of Section 46300, or be included in the enrollment or unduplicated pupil count pursuant to Section 42238.02, until the pupil has attained ~~his or her~~ *their* fifth birthday, regardless of when the pupil was admitted during the school year.

(d) For purposes of this section, "transitional kindergarten" means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

(e) A transitional kindergarten shall not be construed as a new program or higher level of service.

(f) It is the intent of the Legislature that transitional kindergarten curriculum be aligned to the California Preschool Learning Foundations developed by the department.

(g) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, a school district or charter school shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

(1) At least 24 units in early childhood education, or childhood development, or both.

(2) As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).

(3) A child development teacher permit issued by the Commission on Teacher Credentialing.

(h) A school district or charter school may place four-year-old children, as defined in subdivision (aj) of Section 8208, enrolled in a California state preschool program into a transitional kindergarten program classroom. A school district or charter school that commingles children from both programs in the same classroom shall meet all of the requirements of the respective programs in which the children are enrolled, and the school district or charter school shall adhere to all of the following requirements, irrespective of the program in which the child is enrolled:

(1) An early childhood environment rating scale, as specified in Section 18281 of Title 5 of the California Code of Regulations, shall be completed for the classroom.

(2) All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in Section 18272 of Title 5 of the California Code of Regulations.

(3) The classroom shall be taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Section 44065 and subdivision (b) of Section 44256 and who meets the requirements set forth in subdivision (g).

(4) The classroom shall be in compliance with the adult-child ratio as specified in subdivision (c) of Section 8264.8.

(5) Contractors of a school district or charter school commingling children enrolled in the California state preschool program with children enrolled in a transitional kindergarten program classroom shall report the services, revenues, and expenditures for the California state preschool program children in accordance with Section 18068 of Title 5 of the California Code of Regulations. Those contractors are not required to report services, revenues, and expenditures for the children in the transitional kindergarten program.

(i) Until July 1, 2019, a transitional kindergarten classroom that has in attendance children enrolled in a California state preschool program shall be licensed pursuant to Chapters 3.4 (commencing with Section 1596.70) and 3.5 (commencing with Section 1596.90) of Division 2 of the Health and Safety Code.

(j) A school district or charter school that chooses to place California state preschool program children into a transitional kindergarten program classroom shall not also include children enrolled in transitional kindergarten

for a second year or children enrolled in kindergarten in that classroom.

SEC. 2. *Section 56836.13 is added to the Education Code, to read:*

56836.13. *(a) The Special Education Early Intervention Grant Program is hereby established for the purpose of increasing inclusive access to early education programs, to the extent permitted under a child's individualized education program, and supporting young children with special needs.*

(b) Subject to an appropriation in the annual Budget Act or another statute for purposes of this section, the Superintendent shall allocate to school districts four thousand dollars (\$4,000) per child within the school district of residence who meets all of the following criteria:

(1) Is three or four years of age.

(2) Has been determined to meet the definition of an individual with exceptional needs.

(3) Is receiving a majority of special education and related services in the regular education program as reported through the California Annual Performance Report pursuant to the federal Individuals with Disabilities Education Improvement Act of 2004 (20 U.S.C. Sec. 1416(a)(3)(A)), except that a child enrolled in a transitional kindergarten shall be enrolled pursuant to subparagraph (B) of paragraph (3) of subdivision (c) of Section 48000.

(c) A school district shall not admit a child meeting the definition of an individual with exceptional needs into the regular education program if that admittance would violate the child's individualized education program, as required by Section 1414(d) of Title 20 of the United States Code.

(d) Grant funding apportioned to school districts pursuant to this section shall be used solely to provide services for individuals with exceptional needs pursuant to an individualized education program.

(e) (1) As a condition of receiving funds under this section, a school district shall coordinate with its special education local plan area to provide data to the Superintendent on the number of children with an individualized education program in each type of care setting, the percentage of children who received a majority of special education and related services in the regular education program, the expenditure of grant funds, and other outcome-related measures as determined by the Superintendent. The Superintendent shall report this data to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, the state board, and the Legislative Analyst's Office by March 1 of each year.

(2) The report required to be submitted to the Legislature pursuant to paragraph (1) shall be submitted in compliance with Section 9795 of the Government Code.

SEC. 3. *This act is contingent on an appropriation being made for its purposes in the annual Budget Act or another statute.*



California

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SB-217 Special education: individuals with exceptional needs. (2019-2020)

| Date | Action |
|----------|--|
| 05/24/19 | In Assembly. Read first time. Held at Desk. |
| 05/23/19 | Read third time. Passed. (Ayes 37. Noes 0.) Ordered to the Assembly. |
| 05/20/19 | Read second time. Ordered to third reading. |
| 05/17/19 | Read second time and amended. Ordered to second reading. |
| 05/17/19 | From committee: Do pass as amended. (Ayes 6. Noes 0.) (May 16). |
| 05/10/19 | Set for hearing May 16. |
| 04/29/19 | April 29 hearing: Placed on APPR. suspense file. |
| 04/18/19 | Set for hearing April 29. |
| 04/10/19 | From committee: Do pass and re-refer to Com. on APPR. (Ayes 7. Noes 0. Page 649.) (April 10). Re-referred to Com. on APPR. |
| 04/01/19 | From committee with author's amendments. Read second time and amended. Re-referred to Com. on ED. |
| 03/28/19 | Set for hearing April 10. |
| 03/18/19 | March 20 set for first hearing canceled at the request of author. |
| 03/07/19 | Set for hearing March 20. |
| 02/13/19 | Referred to Com. on ED. |
| 02/07/19 | From printer. May be acted upon on or after March 9. |
| 02/06/19 | Introduced. Read first time. To Com. on RLS. for assignment. To print. |

THIRD READING

Bill No: SB 217
Author: Portantino (D) and Roth (D), et al.
Amended: 5/17/19
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 4/10/19
AYES: Leyva, Wilk, Chang, Durazo, Glazer, McGuire, Pan
SENATE APPROPRIATIONS COMMITTEE: 6-0, 5/16/19
AYES: Portantino, Bates, Bradford, Hill, Jones, Wieckowski

SUBJECT: Special education: individuals with exceptional needs
SOURCE: Author

DIGEST: This bill creates the Early Intervention Grant Program to increase inclusive access to early education programs for children with exceptional needs and expands eligibility for transitional kindergarten to include children with exceptional needs turning five years old at any time during the school year.

ANALYSIS:

Existing law:

- 1) Establishes a “census-based” funding system for the allocation of state special education funds, providing most funding supporting special education programs on the basis of the average daily attendance (ADA), multiplied by a funding rate unique to each Special Education Local Plan Areas.
- 2) Requires local educational agencies to provide specially defined instruction, and related services, at no cost to parents, to meet the unique needs of children with exceptional needs. These services are in addition to what a non-special education student receives and are required for children with disabilities from age 3 to 22, or until they graduate from high school.
- 3) Defines “transitional kindergarten” as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

- 4) Specifies that, as a condition of a school district or charter school receiving a state apportionment for transitional kindergarten students, a child shall be admitted to transitional kindergarten if their fifth birthday is between September 2 and December 2.
- 5) Allows a school district or charter school to admit a child to transitional kindergarten if their fifth birthday will be after December 2, as specified. Such children do not generate ADA for state funding purposes until they turn five years old.

This bill:

- 1) Expands eligibility for transitional kindergarten, beginning in the 2019-20 school year, by specifying that a child who will have their fifth birthday after December 2 and during the same school year and who is an individual with exceptional needs shall be admitted to transitional kindergarten, with the approval of the parent or guardian, subject to the following conditions:
 - a) The governing board of the school district or charter school determines that the admittance is in the best interests of the child to the extent permitted under a child's individualized education program (IEP).
 - b) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.
- 2) Establishes the Special Education Early Intervention Grant Program for the purpose of increasing inclusive access to early education programs and supporting young children with special needs.
- 3) Requires the Superintendent of Public Instruction (SPI), subject to an appropriation in the annual Budget Act, to allocate \$4,000 per child within a school district of residence meeting the following criteria:
 - a) Is three or four years old.
 - b) Meets the definition of an individual with exceptional needs.
 - c) Is receiving a majority of special education and related services in the regular education program, except that a child enrolled in transitional kindergarten must meet the eligibility criteria for transitional kindergarten outlined above.
- 4) Prohibits any school district from admitting a child meeting the definition of an individual with exceptional needs into a regular education program if that admittance would violate the child's IEP, as required by Section 1414(d) of Title 20 of the United States Code.
- 5) Specifies that grant funding apportioned to school districts must be used solely to provide services for individuals with exceptional needs pursuant to an IEP.

- 6) Requires, as a condition of receiving funds, a school district to coordinate with its special education local plan area to provide data to the SPI on the number of children with an IEP in each type of care setting, the percentage of children who received a majority of special education and related services in the regular education program, the expenditure of grant funds, and other outcome-related measures as determined by the SPI.
- 7) Requires the SPI to report the aforementioned data to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, the state board, and the Legislative Analyst's Office by March 1 of each year.

Comments

- 1) Need for the bill. According to the author, "...approximately 50,000 children age 3 and 4 have been identified as having a disability. State Preschool and Head Start serve approximately 15,000 of these children. Of the 15,000, state preschool's serve less than 3,000 of these students. California does not do enough to support students with disabilities, which detrimentally affects this already marginalized group."

"Current law requires Special Education Local Plan Areas (SELPA's) to serve children with disabilities from age 3 or older. The AB 602 formula for Special Education funding provides SELPA's with funding based on a census model and uses the count of K-12 attendance including Transitional Kindergarten (TK). Children not included in TK are not included in the attendance count for purposes of generating funding."

"Research supports the importance of quality early education programs for children with disabilities both for the potential to improve outcomes for children at earlier ages and to result in financial savings to school districts over the long-term."

- 2) Special education funding history. In 1975, California developed its Master Plan for Special Education, which expanded the types of services schools were required to provide students with disabilities. In that same year, Congress passed the Individuals with Disabilities Education Act. The Master Plan also required all districts to join SELPA's responsible for coordinating special education among its member districts. Lastly, the Master Plan introduced a simplified funding system (J-50 system) based on the following three types of special education services: (1) special day classes attended only by students with disabilities, (2) resource specialists providing pull-out instructional support, and (3) designated instruction and services supplementing general instruction.

Under the J-50 funding system, schools received one rate for each special day class they operated, another rate for each resource specialist, and another for each employee providing designated instruction and services. Each SELPA's rates were set based on a statewide survey of special education costs in 1979-80, which no longer reflected the full

range of services offered by the mid-1990s. In response, the state adopted a new special education system based on overall attendance (AB 602 system) which is still used today.

- 3) Current special education funding system. Since the enactment of AB 602 in 1998, the state has funded SELPAs based on their overall attendance of students in kindergarten through grade 12, regardless of how many of these students are eligible for special education services, the specific disabilities of those students, or what types of services those students receive. This census-based approach was intended to eliminate the complexity and perverse incentives of the previous system.

When the AB 602 system was first introduced, the state set each SELPA's per-student funding rate equal to its total funding in the last year under the previous system divided by its total student population in that year. Because funding rates varied notably under the previous system, the new rates established under AB 602 also varied notably.

Although funding rates remain unequal, AB 602 has largely achieved the state's original goals of simplifying funding and encouraging instructional innovation. Regarding simplicity, schools no longer complete complicated paperwork based on intricate formulas before they receive state funding. Regarding innovation, the proportion of students with severe disabilities being served in mainstream settings has doubled since the late 1990s (from 15 to 30 percent).

- 4) Inclusive educational settings for preschool-age children with disabilities. Research confirms that most 3- to 5-year-olds with disabilities learn best when they attend preschools alongside their peers without disabilities to the greatest extent possible. These inclusive settings provide language and behavioral models that assist in children's development and help all children learn to be productively engaged with diverse peers. However, only one in five preschool-aged children with identified disabilities is enrolled in such settings as general education preschools are not available in every part of the state. The result is that, in many cases, students with disabilities are only offered more restrictive, isolated, and costly program settings. By not being educated with their nondisabled peers, these children often fail to attain the skills they need to succeed in school, and the schools incur a greater expense because of the additional services these students will require later.

State and federal laws require local educational agencies (LEAs) to provide services for three- and four-year-olds with exceptional needs. While some federal and local funds are available to assist with the costs for providing special education services for preschool-age children, no state funding is specifically provided through AB 602 for this purpose. It is estimated that LEAs spent approximately \$500 million in 2014-15 for special education preschool services.

This bill establishes an early intervention grant program, providing \$4,000 per preschool-age child and requiring school districts, as a condition of receiving funding, to provide inclusive and flexible preschool programs.

- 5) Transitional kindergarten. Transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Transitional kindergarten currently serves “older” four-year-olds and “young” five-year-olds who have their fifth birthday after the cut-off date for kindergarten (between September 2 and December 2). Eligibility for transitional kindergarten is limited to this cohort of students because they would have been eligible for kindergarten under the previous entry-age.

Most local educational agencies provide a four-hour or longer Transitional Kindergarten program. A report submitted by the California Department of Education, “Kindergarten in California: Implementation Evaluation of Transitional Kindergarten and Kindergarten Public School Programs in California” reported that approximately 70 percent of children eligible for transitional kindergarten attended a program in the 2015-16 school year. Of these attendees, 57 percent were from socioeconomically-disadvantaged families and 36 percent were learning English. Unlike preschool or other early education programs, transitional kindergarten teachers must meet the same requirements as kindergarten teachers, including being fully credentialed.

This bill expands eligibility for transitional kindergarten to all four year olds identified for special education services, expanding the array of preschool programs available to these children and increasing ADA for districts. This increase in ADA would generate additional funding for districts through all of the attendance-based state funding programs, including the Local Control Funding Formula (LCFF) and the special education program (AB 602) discussed above.

- 6) Governor’s special education concentration grant proposal. The 2019-20 Governor’s Budget includes a proposal to create special education concentration grants for local educational agencies (LEAs) with high percentages of students that are both disabled and low-income, in foster care, or learning English. Eligible LEAs can use these grants to fund services not currently included in an individualized education program.

This bill differs from the Governor’s proposal by providing funding to school districts based on the number of preschool-age children with disabilities they serve, with the goal of intensifying early interventions so fewer special education services will be needed later. The Governor’s proposal, on the other hand, would target funding to those districts already receiving additional funding under the LCFF (those serving low-income, foster, and English learning students) and those that identify a higher than average proportion of students with disabilities.

Would the Governor's proposal create a disincentive for LEAs to provide early interventions aimed at reducing special education services long-term given that a reduction in special education students would result in a reduction in funding? Would the Governor's lack of restricting the use of grant funds to special education services only result in districts supplanting school readiness programs that they were already planning to offer? Lastly, is the correlation between low-income, foster, and English-learning students and special education identification strong enough to warrant these factors being tied together in a funding formula?

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: No

According to the Senate Appropriations Committee:

- This bill's establishment of the Special Education Early Intervention Grant Program would be contingent upon an appropriation. However, assuming between 24,000 and 33,000 students are eligible to receive a program grant, this bill would create Proposition 98 General Fund cost pressure ranging from approximately \$227 million to \$450 million each year. This estimate factors in the base increases to the LCFF and special education program funding (AB 602) resulting from the new TK average daily attendance (ADA). A precise amount would depend on the actual increase in newly eligible TK students.
- Over the long-term, this bill's provisions are expected to produce financial savings to school districts resulting from the additional investment in early interventions for children with disabilities at an earlier age (so fewer and more costly special education services will be needed later).

SUPPORT: (Verified 5/15/19)

Avid Center

California Association of Private Special Education Schools

California Association of School Psychologists

California Association of Suburban School Districts California School Employees Association

California State PTA

Central Valley Education Coalition Disability Rights California

Fresno County Office of Education Riverside County Office of Education

Pasadena Unified School District

Placer County Office of Education

San Bernardino County District Advocates for Better Schools

Simi Valley Unified School District

Small School Districts Association

OPPOSITION: (Verified 5/15/19)

None received

Prepared by: Ian Johnson / ED. /

5/20/19 11:04:19

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 5

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Proposed Basic and Supplementary Textbooks for Use in Middle and High Schools in the Area of World Language and Culture**

The proposed basic and supplementary textbooks (Brandon Brown quiere un perro; Brandon Brown versus Yucatán; ¿Dónde está Eduardo?; Felipe Alou: Desde los valles a las montañas; Rebeldes de Tejas; Via del Corso: Corso Corsini Italiano; Ace the AP Italian Language and Culture Exam; and Strive for a 5 AP Japanese Practice Tests) are submitted for review and discussion by the Board of Education. The books have been reviewed for content and evaluated by members of the World Language and Culture Curriculum Study Committee. In accordance with Glendale Unified School District Board Policy 6161.1, the textbooks were available for review by parents and/or members of the community prior to being presented to the Board of Education for their consideration. The Secondary Education Council has reviewed the information and made a recommendation of approval of the textbooks to the Board of Education.

MIDDLE AND HIGH SCHOOLS

Department: World Language and Culture

Spanish 1-4, Grades 7/8-12

Brandon Brown quiere un perro, by Carol Gaab
Published by TPRS Publishing, Inc., 2013

Spanish 1-4, Grades 7/8-12

Brandon Brown versus Yucatán, by Carol Gaab
Published by TPRS Publishing, Inc., 2013

Spanish 1-4, Grades 7/8-12

¿Dónde está Eduardo?, by Lisa Ray Turner & Blaine Ray
Published by Blaine Ray Workshops, 2014

Spanish 1-4, Grades 7/8-12

Felipe Alou: Desde los valles a las montañas, by Carol Gaab
Published by TPRS Publishing, Inc., 2012

Spanish 1-4, Grades 7/8-12
Rebeldes de Tejas, by Mira Canion
Published by TPRS Publishing, Inc., 2009

Italian 1-2, Grades 8-12
Via Del Corso Corsini Italiano
by Telis Marin & Pierangela Diadori
Published by Edilingua, 2017

HIGH SCHOOLS

AP Italian, Grades 10-12
Ace the AP Italian Language and Culture Exam, 3rd edition
Published by Edizioni Farinelli, 2017

AP Japanese, Grade 10
Strive for a 5 AP Japanese Practice Tests
by Peterson, Hirano-Omizo, & Ady
Published by Cheng & Tsui Company, Inc., 2009

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 6

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Proposed New Course of Study Outlines for Use in Middle and High Schools in the Areas of English Language Arts and English Language Development**

The proposed course of study outlines (English Language Arts 6-12 Advanced/Honors; English Language Development 6-12 Bridging/Expanding) are submitted for review and discussion by the Board of Education. The course outlines have been reviewed for content and evaluated by the members of the English and English Language Development Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

MIDDLE SCHOOLS

Department: English Language Arts

Course Title: English 6

Grade Level(s): 6

School(s)
Course Offered: All GUSD middle and elementary schools with sixth grade, and Verdugo Academy

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

Course Credits: 10

Recommended
Prerequisite: None

Recommended

Textbook: *SpringBoard English Language Arts Grade 6*

Course Overview: The sixth grade year-long English Language Arts course is based on the California Common Core State Standards for English Language Arts. Students will progress through the strands of: Reading, Writing, Speaking and Listening, and Language. In addition to reading selections that are used for whole-class instruction, students are expected to read independently. The course provides students with the foundational English Language Arts/Literacy skills that are necessary for vertical articulation throughout the secondary standards. The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

Department: **English Language Arts**

Course Title: English 7 / English 7 Advanced

Grade Level(s): 7

School(s)

Course Offered: Roosevelt, Rosemont, Toll, Wilson, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 10

Recommended

Prerequisite: English 6

Recommended

Textbook: *SpringBoard English Language Arts Grade 7*

Course Overview: The seventh grade year-long English Language Arts course is

based on the California Common Core State Standards. Students will continue to build proficiency within the domains of Reading, Writing, Speaking and Listening, and Language. In addition to reading selections that are used for whole-class instruction, students are expected to read independently. Advanced English students will encounter more in-depth instruction and discussion that will lead to a more sophisticated products as they work toward mastery of the standards. They will also be exposed to a wider variety of materials and more challenging reading selections. The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

| | |
|------------------------------------|--|
| Department: | English Language Arts |
| Course Title: | English 8 / English 8 Advanced |
| Grade Level(s): | 8 |
| School(s) Course Offered: | Wilson, Roosevelt, Rosemont, Toll, Verdugo Academy |
| UC/CSU Approved (Y/N, Subject): | N/A |
| Course Credits: | 10 |
| Recommended Prerequisite: | English 7 / English 7 Advanced |
| Recommended Textbook: | <i>SpringBoard English Language Arts Grade 8</i> |
| Course Overview: | The eighth grade year-long English Language Arts course is based on the California Common Core State Standards. Students will continue to build proficiency within the domains of Reading, Writing, Speaking and Listening, and Language. In addition to reading selections that are used for whole-class instruction, |

students are expected to read independently. Advanced English students will encounter more in-depth instruction and discussion that will lead to a more sophisticated products as they work toward mastery of the standards. They will also be exposed to a wider variety of materials and more challenging reading selections. The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

Department: English Language Development

Course Title: ELD 6 Bridging

Grade Level(s): 6

School(s)

Course Offered: All middle schools and elementary schools with sixth grade, Verdugo Academy

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

N/A

Course Credits: 10

Recommended

Co-requisite: English 6

Recommended

Textbook: *SpringBoard English Language Arts Grade 6*

Course Overview: ELD 6 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 6 curriculum, and extends and enriches it with activities that help English Learners access the

background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 6 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 6 Expanding

Grade Level(s): 6

School(s)

Course Offered: All middle schools and elementary schools with sixth grade

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

N/A

Course Credits: 10

Recommended

Co-requisite: English 6

Recommended

Textbook: *SpringBoard English Language Arts Grade 6*

Course Overview: ELD 6 Expanding is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 6 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the

five thematic units of the ELD 6 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 7 Bridging

Grade Level(s): 7

School(s)

Course Offered: Roosevelt, Rosemont, Toll, Wilson, Verdugo Academy

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

N/A

Course Credits: 10

Recommended
Co-requisite:

English 7

Recommended
Textbook:

SpringBoard English Language Arts Grade 7

Course Overview: ELD 7 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 7 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 7 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 7 Expanding

Grade Level(s): 7

School(s)

Course Offered: Roosevelt, Rosemont, Toll, Wilson, Verdugo Academy

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

N/A

Course Credits: 10

Recommended

Co-requisite: English 7

Recommended

Textbook: *SpringBoard English Language Arts Grade 7*

Course Overview: ELD 7 Expanding is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 7 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 7 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 8 Bridging

Grade Level(s): 8

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

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

Course Credits: 10

Recommended
Co-requisite: English 8

Recommended
Textbook: *SpringBoard English Language Arts Grade 8*

Course Overview: ELD 8 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 8 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 8 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 8 Expanding

Grade Level(s): 8

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

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

Course Credits: 10

Recommended
Co-requisite: English 8

Recommended
Textbook: *SpringBoard English Language Arts Grade 8*

Course Overview: ELD 8 Expanding is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 8 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 8 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

HIGH SCHOOLS

Department: English

Course Title: English 9 Advanced

Grade Level(s): 9

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended
Prerequisite: English 8 / English 8 Advanced

Recommended
Textbook: *SpringBoard English Language Arts Grade 9*

Course Overview: English 9 Advanced is a year-long course intended to provide pre-AP level work to freshmen who will most likely take future honors and AP course in English Language Arts. In addition to reading complex texts from the English 9 curriculum -- poetry, short story, *To Kill a Mockingbird* and *Romeo and Juliet*, students will also read 2-4 additional texts which complement the units in the English 9 curriculum. The goal is to develop readers and writers who will be prepared to meet the challenges of AP courses in 10th-12th grades. Practicing deeper analysis, more frequent and rigorous writing assignments, and critical thought are stalwarts of the course.

The overarching focus for English 9 is an examination of the theme "Coming of Age." As students ponder essential questions related to what it means to "come of age," they will also engage in a yearlong genre study, which includes how genres develop certain techniques and styles, and how authors manipulate language to serve their purposes and to establish voice. Students will be required to identify various rhetorical and figurative devices, to examine their impact, and to use these devices in their own writing. Writings range from timed, on-demand writings to more extended, process-based literary analyses. Students will write in a variety of modes including narrative, argumentative, and explanatory. Students will also engage in seminars and oral presentations to establish their own voices but also to appreciate the voices of their peers. All instructional activities work towards student mastery of the skills outlined in the Common Core State Standards for 9th grade English Language Arts. Students will

demonstrate achievement of these skills through unit-embedded assessments, as well as other interim assessments and summative exams.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

Department: English

Course Title: English 9

Grade Level(s): 9

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 8 / English 8 Advanced

Recommended

Textbook: *SpringBoard English Language Arts Grade 9*

Course Overview: English 9 is a year-long course designed to provide an intellectually challenging blend of compelling nonfiction and complex fiction through a variety of sources, including multimedia and nonprint texts. The course emphasizes close reading, critical analysis, in-depth discussion, and writing for specific purposes. Students will engage in a variety of listening and speaking opportunities that encourage both academic and vocational discourse.

The overarching focus for English 9 is an examination of the theme “Coming of Age.” As students ponder essential questions related to what it means to “come of age,” they will also engage in a yearlong genre study, which includes how genres develop certain techniques and styles, and how authors manipulate language to serve their purposes and to establish voice. Students will be required to identify various rhetorical and figurative devices, to examine their impact, and to use these devices in their own writing. Writings range from timed, on-demand writings to more extended, process-based literary analyses. Students will write in a variety of modes including narrative, argumentative, and explanatory. Students will also engage in seminars and oral presentations to establish their own voices but also to appreciate the voices of their peers. All instructional activities work towards student mastery of the skills outlined in the Common Core State Standards for 9th grade English Language Arts. Students will demonstrate achievement of these skills through unit-embedded assessments, as well as other interim assessments and summative exams.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

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|------------------------------------|--|
| Department: | English |
| Course Title: | English 10 Honors |
| Grade Level(s): | 10 |
| School(s) Course Offered: | Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy |
| UC/CSU Approved (Y/N, Subject): | Y, “b” English |

Course Credits: 10

Recommended
Prerequisite: English 9 / English 9 Advanced

Recommended
Textbook: *SpringBoard English Language Arts Grade 10*

Course Overview: Students will analyze complex literary and non-fiction texts from a variety of genres and sources (including multimedia texts). They will think reflectively, critically, analytically, and produce aesthetically pleasing work throughout both terms. Students will advance their skills by examining techniques, replicating style, and integrating patterns of academic language and thought. Students will analyze the craft of expert writers to hone their own writing skills as they proceed through a variety of assignments using the writing modes outlined by the Common Core State Standards (argumentative, informative/explanatory, and narrative) and writing for a variety of purposes, audiences and disciplines. Writing tasks will build on previous units and students will draw on evidence to construct mature responses in a variety of modes—spoken, written, and visually represented. All the instructional activities work towards student mastery of the skills outlined in the CCSS for 10th grade English Language Arts (including the regular use of technology in reading, writing, presenting, and research).

This honors course is intended to be rigorous by drawing on a variety of readings, approaches to writing, listening and speaking skills. It is designed for students who want to challenge themselves academically and whose goals are AP readiness and college. The course follows all of the CCSS for 10th Grade English Language Arts, with the added dimension of the Honors distinction. As such, the expectations for readings, writing forms, analytical connections, participation and critical reasoning skills are above the norm. Students who enroll in the Honors course need to keep these expectations in mind regardless of their previous academic experience.

The core textbook for this course is SpringBoard. Sites may

determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

Department: English

Course Title: English 10

Grade Level(s): 9

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 9 / English 9 Advanced

Recommended

Textbook: *SpringBoard English Language Arts Grade 10*

Course Overview: English 10 will introduce students to complex fiction and non-fiction texts in a variety of genres and sources (including multimedia texts). Students will analyze their origins and contexts, and make both written and verbal presentations of these analyses. English 10 builds on the skills introduced in English 9, emphasizing close reading, critical analysis, writing for specific audiences, tasks, and purposes, and in-depth discussion. In response to readings from various eras and cultural traditions, including non-fiction texts, novels, short stories, oratory, and poetry, students will have a variety of listening and speaking opportunities that reflect both academic and vocational contexts.

The purpose of English 10 is to provide an intellectually

demanding and thought-provoking course of study that will prepare students for both college and vocational environments after graduation. Students will continue to develop skills in critical thinking, formal writing, and speaking strategies. To achieve these goals, students will analyze complex literary and non-fiction texts from a variety of genres and sources (including multimedia texts) to become well-informed, thoughtful and creative readers. They will learn to think reflectively, analytically, and effectively to express their thinking in refined, nuanced, and aesthetically pleasing formats. Students will benefit from analyzing the craft of expert writers to hone their own writing skills as they proceed through a variety of assignments using the writing modes outlined by the Common Core State Standards (argumentative, informative/explanatory, and narrative) and writing for a variety of purposes, audiences and disciplines. Writing tasks will build on previous units and will necessitate drawing on evidence to construct mature responses in a variety of expressive modes--spoken, written, and visually represented. All the instructional activities work towards student mastery of the skills outlined in the Common Core State Standards for 10th grade English Language Arts (including the regular use of technology in reading, writing, presenting, and research) and will be demonstrated through rigorous embedded assessments and exams.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

| | |
|------------------------------|--|
| Department: | English |
| Course Title: | English 11 |
| Grade Level(s): | 11 |
| School(s) Course Offered: | Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy |

UC/CSU Approved
(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended
Prerequisite: English 10 / English 10 Honors

Recommended
Textbook: *SpringBoard English Language Arts Grade 11*

Course Overview: English 11 is a one-year course that continues to develop students' ability to communicate in both written and spoken forms, building on skills introduced in previous courses. The course emphasizes close reading; critical analysis; writing for specific audiences, tasks and purposes; and in-depth discussion and evaluation of class discussion. In response to readings chosen from American literature - including non-fiction texts, novels, short stories, oratory, and poetry - students will engage in a variety of listening and speaking opportunities that reflect both academic and vocational discourse.

The purpose of this course is to provide an intellectually demanding and thought-provoking course of study that will prepare students for both admission to college and for vocational environments. Students will be required to identify figurative and rhetorical devices and their impact in various writing situations and employ these devices in their own writing. They will write multi-draft essays, conduct research, engage in seminars, prepare and deliver presentations.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

Department: English

Course Title: English 12

Grade Level(s): 12

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 11

Recommended

Textbook: *SpringBoard English Language Arts Senior English*

Course Overview: Senior English is a one-year course in which students will understand and analyze complex expository works as well as a variety of stories, poems, plays, and novels. Students will analyze literature through a variety of perspectives and evaluate the premises, arguments, and rhetoric present in expository texts. In Senior English, students demonstrate college and career readiness by making logical, well-reasoned, thorough arguments in both written and oral formats. The purpose of the course is to prepare students for the rigors of college and/or vocational environments they will enter after graduation.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site and district resources and district grade level articulation as recommended by the English CSC.

Department: English Language Development

Course Title: ELD 9 Bridging

Grade Level(s): 9

School(s)
Course Offered: Daily High School, Glendale High School, Hoover High School,
Clark Magnet High School, Crescenta Valley High School,
Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 9 or English 9 Advanced

Recommended
Textbook: *SpringBoard English Language Development Grade 9*

Course Overview: ELD 9 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 9 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 9 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 9 Expanding

Grade Level(s): 9

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 9 or English 9 Advanced

Recommended

Textbook: *SpringBoard English Language Development Grade 9*

Course Overview: ELD 9 Expanding is a designated English Language Development (ELD) course for English Learners at the expanding level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 9 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 9 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 10 Bridging

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 10 or English 10 Honors

Recommended
Textbook: *SpringBoard English Language Development Grade 10*

Course Overview: ELD 10 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 10 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 10 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 10 Expanding

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 10 or English 10 Honors

Recommended
Textbook: *SpringBoard English Language Development Grade 10*

Course Overview: ELD 10 Expanding is a designated English Language Development (ELD) course for English Learners at the expanding level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 10 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 10 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 11 Bridging

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 11

Recommended
Textbook: *SpringBoard English Language Development Grade 11*

Course Overview: ELD 11 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging levels of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 11 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 11 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 11 Expanding

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 11

Recommended
Textbook: *SpringBoard English Language Development Grade 11*

Course Overview: ELD 11 Expanding is a designated English Language Development (ELD) course for English Learners at the expanding level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 11 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 11 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 12 Bridging

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 12

Recommended
Textbook: *SpringBoard English Language Development Senior English*

Course Overview: ELD 12 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 12 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 12 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Department: English Language Development

Course Title: ELD 12 Expanding

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 12

Recommended
Textbook: *SpringBoard English Language Development Senior English*

Course Overview: ELD 12 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 12 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 12 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Glendale Unified School District

Middle School

Date

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

Department: English Language Arts

Course Title: English 6

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

Grade Level(s): 6

School(s)
Course Offered: All GUSD middle and elementary schools with sixth grade, and Verdugo Academy

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

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook: *SpringBoard English Language Arts Grade 6*

Course Overview: The sixth grade year-long English Language Arts course is based on the California Common Core State Standards for English Language Arts. Students will progress through the strands of: Reading, Writing, Speaking and Listening, and Language. In addition to reading selections that are used for whole-class instruction, students are expected to read independently. The course provides students with the foundational English Language Arts/Literacy skills that are necessary for vertical articulation throughout the secondary standards.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: Stories of Change

(approx. 40 days)

STANDARDS

Reading: Literature (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing (W.6.3, W.6.4, W.6.10)

Language (L.6.4, L.6.6)

- A. Unit One focuses on the integral nature of storytelling to our lives especially as stories communicate, entertain, and educate readers. By reading, analyzing, and creating texts, students examine changes that happen in their lives as well as in the world around them. The unit starts with exposing students to the concept of change and the craft of narrative writing. Students learn close reading as a means to explore the genre. Then students build practice in analyzing the various components and choices that authors use to develop narrative themes connected to the idea of Change. The narratives in this unit will serve as models for students to understand and analyze the craft of writing narratives from a variety of authors as well as the universal nature of storytelling. The student created narrative will serve as an embedded assessment in addition to any interim assessments.
- B. ASSIGNMENTS: Students will practice close reading techniques and build habits of multiple, deep reads of texts to make inferences and draw conclusions to determine themes in a narrative text. Students will use these deep reads as models to write a multi-paragraph story with a series of compelling events, conflict (real or imagined), a strong point of view, voice, and interesting setting. The narrative will be logically developed and include an engaging exposition, coherent transitions, and clear resolution. Students will demonstrate their understanding of language skills by using a variety of appropriate transitions, sensory language, and demonstrate command of sentence variety and dialogue punctuation.

Unit 2: The Power to Change

(approx. 35 days)

STANDARDS

Reading: Literature (RL.6.1, RL.6.2, RL.6.3, RL.6.4)

Reading: Informational Texts (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.9)

Writing (W.6.2, W.6.5, W.6.9, W.6.10)

Speaking & Listening (SL.6.1)

Language (L.6.3, L.6.4, L.6.5, L.6.6)

- A. In Unit Two students consider the idea that the only constant in life is change by looking at change and growth as a regular part of human nature. From studying characters in a novel and engaging in collaborative discussions to examine real-life

figures in literary nonfiction and conducting research, students analyze the power that internal and external forces have on an individual's life. Through these varied experiences, and in addition to other interim assessments, students complete an embedded assessment that requires them to learn to write an explanatory response that conveys their analysis of a novel and write an expository essay on their interpretations of and conclusions on how change is part of human nature.

- B. **ASSIGNMENTS:** Students will apply the conceptual understanding of the relationship between forces and change to reading a novel with multiple characters and conflicts. (Exemplar novels at this grade-level include *Walk Two Moons* by Sharon Creech, *Julie of the Wolves* by Jean Craighead George, *The Call of the Wild* by Jack London, *Where the Red Fern Grows* by Wilson Rawls, *My Life with Chimpanzees* by Jane Goodall and *Cesar Chavez: Fighting for Fairness* by Lila and Rick Guzman.) Students begin the novel study using a double-entry journal to practice recording textual evidence to support analysis about character, plot and subplot, and setting. As they continue reading the novel, students prepare for a Literature Circle discussion by practicing the skills of questioning the text, examining how language impacts meaning, summarizing and connecting. At the end of the novel, students collaboratively discuss their ideas from their extended close reading and analysis of the novel, which prepares them for an embedded assessment: to write an expository response to the novel.

Course Content-Second Semester

Unit 3: Changing Perspectives

(approx. 30 days)

STANDARDS

Reading: Informational Texts (RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6.)

Writing (W.6.5, W.6.4)

Speaking & Listening (SL.6.1, SL.6.3, SL.6.6)

Language (L.6.4, L.6.6)

- A. The third unit builds on the topic of change by asking students to consider Changing Perspectives. The unit engages students with identifying controversial topics and building arguments for specific audiences. Students analyze informational texts for credibility and reliability to use in creating arguments and argumentative texts. This work becomes the basis for collegial debates in which student demonstrate their speaking and listening skills based in logical reasoning and evidence. Thus students build a comprehensive understanding of the art of the argument including claims, evidence, and reasoning as well as counter-argument and concessions. Students will be assessed on the text of their arguments, the accuracy of their works cited, the use of formal language, and the participation in the debate as well as other interim assessments.

- B. **ASSIGNMENT:** Students will review information text that model the use of responsible research practice in order to understand how relevant evidence is used to support claims. Students will write a multiple paragraph argument with a clear claim and supported with compelling reasons, evidence and commentary. The argument will be organized with the consideration of pathos and logos including an introduction and conclusion and utilizing effective transitions to build coherency, and persuasive language to maintain tone and style. Furthermore, students will present the writing as a presentation with effective eye contact, volume, pacing, and clarity including the integration of visuals to enhance and clarify information. Students will avoid plagiarism.

Unit 4: **The Final Act**

(approx. 35 days)

STANDARDS

Reading: Literature (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.10)

Reading: Informational Texts (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7, RI.6.8)

Writing (W.6.1, W.6.2, W.6.7, W.6.8, W.6.10)

Speaking & Listening (SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6)

Language (L.6.3, L.6.5, L.6.6)

- A. Essential to becoming college and career ready is studying “works of exceptional craft and thought whose range extends across genres, cultures, and centuries” (CCSS). In this final unit, students do just this-become immersed in Shakespeare as a way to practice and refine a wide range of reading, writing, speaking/listening, and language skills. By analyzing a variety of literary and informational texts, writing to explain, researching to gather evidence, and experimenting with language, students will collaborate to complete, in addition to other interim assessments, embedded assessments which require them to present information to and perform for an audience of their peers. While engaging in experiences to deepen the skills they have learned, throughout the year, students will learn why Shakespeare and his writings are just as popular today as they were 400 years ago.
- B. **ASSIGNMENTS:** The unit begins with activities that guide students to think about why Shakespeare is so commonly taught in school. Students begin by reading articles and informational texts about Shakespeare and his society. They generate research questions, research for further information, and plan to present it. Students then begin to prepare for a Shakespeare performance by analyzing a variety of texts, including short stories, drama, and poetry, and practice techniques of effective oral interpretation using a variety of speaking, listening, and collaborative strategies. They conduct a close reading of excerpts from *The Taming of the Shrew* to analyze it and compare it to a film version. Students apply their understanding of the comedy, apply effective oral

interpretation skills, and demonstrate strong collaboration by preparing and presenting a Reader's Theater performance of a scene from *The Taming of the Shrew*.

Additional Recommended Materials – *A list of Board approved supplemental novels by grade-level appears on the district website.*

Glendale Unified School District

Middle School

Date

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

Department: English Language Arts

Course Title: English 7 / English 7 Advanced

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

Grade Level(s): 7

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

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

Course Credits: 10

Recommended
Prerequisite: English 6

Recommended
Textbook: *SpringBoard English Language Arts Grade 7*

Course Overview: The seventh grade year-long English Language Arts course is based on the California Common Core State Standards. Students will continue to build proficiency within the domains of Reading, Writing, Speaking and Listening, and Language. In addition to reading selections that are used for whole-class instruction, students are expected to read independently. Advanced English students will encounter more in-depth instruction and discussion that will lead to a more sophisticated products as they work toward mastery of the standards. They will also be exposed to a wider variety of materials and more challenging reading selections.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: The Choices We Make

(approx. 30 days)

STANDARDS

Reading (RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.6; RL 7.1, 7.2, 7.3, 7.4, 7.6)

Writing (W 7.2, 7.3, 7.3a, 7.3b, 7.3d, 7.3e, 7.4, 7.5, 7.7, 7.10)

Speaking and Listening (SL 7.1, 7.1a, 7.2)

Language (L 7.6)

- A. In this unit, students will explore storytelling as readers and writers. They will focus on the theme of choices and consequences, and they will write about their own real and imagined stories. Students will think figuratively and creatively, and they will learn to appreciate the writer's craft through their study and practice. Through attentive study of a published author's style and craft, students will be encouraged to emulate the writing style and techniques in the original narratives and myths they will write. There will be two embedded assessments for this unit.
- B. This unit requires students to write a personal narrative about choice. They will draft and revise their writing to include a beginning, middle, and end. They will also write a text explaining the revisions they made to improve their first draft and the effects these changes make on the final piece. During the study of this unit, students will also be creating an illustrated myth that explains a belief, custom, or natural phenomenon through the actions of gods or heroes. This myth will teach a lesson or a moral and include illustrations.

Unit 2: What Influences My Choices?

(approx. 32 days)

STANDARDS

Reading (RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.5a, 7.6, 7.8; RL 7.9)

Writing (7.1a, 7.1b, 7.1c, 7.1d, 7.1e, 7.2, 7.2a, 7.2b, 7.2c, 7.2f, 7.4, 7.5, 7.7, 7.8, 7.10)

Speaking and Listening (7.1, 7.1a, 7.4, 7.4a)

Language (7.2b)

- A. This unit focuses on the craft of informing, explaining, and convincing. The unit begins with reading informational texts and then learning specific advertising techniques to become aware of advertising's impact on youth. Students learn to generate ideas through close reading, purposeful research, and productive collaboration. Halfway through the unit, students will complete a formative assessment which will consist of an expository essay that synthesizes their research and draws conclusions. After learning how to write effective expository texts, students build on this knowledge to create convincing argumentative texts on relevant and engaging topics that focus on

the issue of targeted marketing of products to youths. The summative assessment for this unit builds on past learning by asking students to form and support a claim in an argumentative essay.

- B. The summative assessment for this unit requires students to write an argumentative essay. Throughout the unit, students will practice the skills required to write a successful argumentative essay and will research a topic in order to have relevant evidence to support their claim. Students will use rhetorical devices and counterclaims to strengthen their arguments. Independently, students will generate a new research question, form a claim, gather information, take their ideas through the writing process, and reflect on their learning.

Course Content-Second Semester

STANDARDS

Reading (RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.5a, 7.6, 7.7, 7.9, 7.10; RL 7.1, 7.2, 7.2a, 7.4, 7.3, 7.6, 7.9, 7.9a)

Writing (7.2, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.2f, 7.3b, 7.3d, 7.5, 7.6, 7.7, 7.8, 7.9, 7.9a)

Speaking and Listening (7.1, 7.1a, 7.1b, 7.2, 7.4, 7.5)

Language (7.1, 7.1a, 7.2b, 7.5, 7.5a, 7.6)

Unit 3: Choices and Consequences

(approx 31 days)

- A. Unit three uses novel study to focus on the idea of choices and consequences. Exemplar novels at this grade level include *Tangerine* by Edward Bloor, *The Outsiders* by S.E. Hinton, *Hatchet* by Gary Paulson, *Counting By 7s* by Holly Goldberg Sloan, and *Roll of Thunder, Hear My Cry* by Mildred D. Taylor. Students will interpret, analyze, and evaluate a novel in terms of point of view, character, structure, and other key literary elements that create a unique text. One strategy that students may employ to analyze the class novel is a double-entry journal. After reading the novel, students will complete their first embedded assessment, a literary analysis essay analyzing the choices made by the characters in the novel. Then students will relate the concept of choices and consequences to their own lives and lives of prominent leaders whose choices have made positive impacts on society and the world. Working collaboratively, students will create a multimedia presentation about a great leader whose choices have had positive consequences for society.
- B. The summative assessment of unit three requires students to work with a research group to create and deliver a biographical multimedia presentation of a great leader whose choices have had positive consequences for society. Students will consider how a leader's core beliefs and character traits positions the leader to be a great leader, and use that information to select relevant texts, visuals, quotes, and other material to include in their multimedia presentation on the leader of their choice. Students will work

collaboratively in discussion groups to analyze information, infer meaning, and understand its relevance to a multimedia presentation. Students will include an annotated bibliography to practice avoiding plagiarism.

Unit 4: **How We Choose to Act**

(approx 44 days)

STANDARDS

Reading (RI 7.2, 7.4; RL 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.9)

Writing (W 7.3, 7.3a, 7.3b, 7.3c, 7.3d, 7.3e, 7.5, 7.10)

Speaking and Listening (SL 7.1, 7.1a, 7.2, 7.4, 7.6)

Language (L 7.1b, 7.6).

- A. This unit focuses on contemporary and classic poems, monologues, and dialogues to refine understanding of how writers use language for effect. Students will learn to take their understanding of the written word and express meaning through vocal and visual delivery. Students have worked on collaboration skills all year, and in this unit they will collaborate to perform an original monologue as well as selected scenes from the comedy *Twelfth Night* by William Shakespeare. There will be two embedded assessments for this unit.
- B. The summative assessment for this unit requires students to write and present a monologue about a topic that sparks a strong emotion (e.g., amusement, regret, disappointment, excitement, joy, sadness, contentment, or anger). Students will have a choice to speak as themselves, or they may adopt a persona. During the study of this unit, students will also work collaboratively to plan, rehearse, and perform a dialogue from William Shakespeare's *Twelfth Night*.

For advanced students:

Advanced students will explore texts with heightened rigor and more depth and will apply analytical strategies to ultimately apply their understandings to a more sophisticated final product. Mastery of selected standards will be expected.

Additional Recommended Materials - *A list of Board approved supplemental novels by grade-level appears on the district website.*

Glendale Unified School District

Middle School

Date

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

Department: English Language Arts

Course Title: English 8 / English 8 Advanced

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

Grade Level(s): 8

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

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

Course Credits: 10

Recommended
Prerequisite: English 7 / English 7 Advanced

Recommended
Textbook: *SpringBoard English Language Arts Grade 8*

Course Overview: The eighth grade year-long English Language Arts course is based on the California Common Core State Standards. Students will continue to build proficiency within the domains of Reading, Writing, Speaking and Listening, and Language. In addition to reading selections that are used for whole-class instruction, students are expected to read independently. Advanced English students will encounter more in-depth instruction and discussion that will lead to a more sophisticated products as they work toward mastery of the standards. They will also be exposed to a wider variety of materials and more challenging reading selections.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: The Challenge of Heroism

(6-7 weeks)

STANDARDS

Reading (8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.10)

Writing (8.2, 8.3, 8.4)

Speaking and Listening (8.1, 8.4)

Language (8.5, 8.6)

- A. The word *heroism* is often used, yet rarely clearly defined. Rather than accepting the media's version of heroism, students think analytically and creatively about the concept of heroism to further challenge its definition. Using diverse perspectives, students study heroes from across time and cultures to discover similarities and differences between mythological, literary and real-life heroes, and to distinguish the media's heroes from their own. Through critical reading, collaborative discussions, and both narrative and expository writing, students will explore, identify, and analyze the elements that make up a hero. "The Challenges of Heroism" is explored through various poems, short stories, articles, and excerpts from novels. In this unit, students will research, read, and write to develop a more complex understanding of this significant societal and cultural concept.
- B. As a culminating assignment, using the writing process, students will craft an expository essay that defines heroes, using strategies of definition (function, example, and negation) to guide their writing. Students create a plan for their essay with prewriting strategies such as free writing and graphic organizers to help brainstorm ideas and organize examples. They will then independently respond to the prompt in outline form. Next, students will have the opportunity to evaluate and revise their work. Finally, they will check and edit to indicate completion. This process will demonstrate command of standard English conventions, establish and maintain a formal style, and enable students to thoroughly come to their own understanding of what makes a hero.

Unit 2: The Challenge of Utopia

(6-7 weeks)

STANDARDS

Reading (8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10)

Writing (8.1, 8.2, 8.3, 8.4, 8.7, 8.8, 8.9)

Speaking and Listening (8.5, 8.6)

Language (8.1, 8.3, 8.4)

- A. Students will read, write, and engage in various types of collaborative discussions to explore ideas that clarify the differences in interpretation for an ideal society. Students will then move from discussion and exposition into debate and effective argumentation as they research and develop an academic claim about a contemporary issue. In the

first half of the unit, while working on creating an expository essay about dystopia or the concept of the Hero's Journey, students will read either *Fahrenheit 451* or *The Giver*, as an example. Afterwards, they will choose a societal challenge to research and to learn the importance of understanding one's audience and using research and logic to support their academic claim. Students apply their understanding by writing a research-based argumentative essay about a their selected controversial social challenge.

- B. The embedded assessment allows for students to use the writing process to craft an argumentative essay in which they convince an audience to support their claim about a debatable idea. Students create a plan for their essay with prewriting strategies such as outlining or webbing to help brainstorm ideas and organize examples. Students will gather information and evaluate and interpret a variety of relevant, credible sources in order to present a logical, credible argument. Thereafter, students will have the opportunity to evaluate and revise their work. In the end, students will check and edit to indicate completion. This process will demonstrate a thorough understanding of a compelling, relevant argument with evidence of extensive research using a variety of persuasive appeals.

Course Content-Second Semester

Unit 3: The Challenge to Make a Difference

(9 weeks)

STANDARDS

Reading (8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.10)

Writing (8.1, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9)

Speaking and Listening (8.1, 8.4, 8.6)

Language (8.1, 8.2, 8.3, 8.4, 8.6)

- A. This unit emphasizes the importance of understanding the past in order to act on the future. Students will explore both informational and narrative texts about holocausts in depth and evaluate contemporary global issues through its lens. Through critical reading, collaborative discussions, and both expository and argumentative writing, students will research and develop ideas to foster their influence beyond the classroom walls. An overarching theme of "finding light in the darkness" will guide readers through visual prompts, poetry, novel excerpts, film, and allegory until their ideas culminate in a panel discussion which emphasizes their understanding of key themes. The second half of the unit has students apply their newfound understanding towards contemporary issues by researching challenges in today's world. News articles, PSAs, and speeches will be utilized by students for research purposes. Afterwards, students will harness their newfound understanding of the aforementioned rhetorical devices to ultimately craft a plan which addresses a defined need and a call for action using multimedia channels.
- B. Students will create a multimedia presentation that informs their peers about an issue of national or global significance and raises a call to action. In small groups, students

will work to plan, research, draft, rehearse, and ultimately, present their work. The task will enable students to keenly understand contemporary global issues, credible sources, citing others' work, rhetorical devices, incorporating multimedia, active-listening, creating a bibliography, and organization of ideas.

Unit 4: **The Challenge of Comedy**

(9 weeks)

STANDARDS

Reading (8.1, 8.2, 8.3, 8.4, 8.5, 8.8)

Writing (8.2, 8.3, 8.7, 8.9, 8.10)

Speaking and Listening (8.1, 8.4, 8.6)

Language (8.1, 8.4, 8.5, 8.6)

- A. Students will explore the elements of humor in multimedia forms. Although previous units have emphasized the hardship of overcoming difficult obstacles, *The Challenge of Comedy* will allow students to examine how finding humor in life will help along the way. The first half of the unit has students observe comedy through a genre study. Students will perform critical analysis of various humorous texts and will ultimately craft an analytical, expository essay which closely examines a humorous text. In the second half of the unit, students will apply their newfound ideas of humor and apply them closely to William Shakespeare's *A Midsummer Night's Dream*. Working in groups, students will first compare play to film and, ultimately, interpret and perform a scene from the play for their peers. Through these key tasks, students will make careful observations of textual detail, draw interpretative conclusions about the meaning of a piece of writing, become aware of how stylistic effects are achieved by writers, and will apply effective strategy and techniques to their own writing. Further, in the final assessment, they will learn to control tone, establish voice, and achieve appropriate emphasis through diction and sentence structure.
- B. Students will present a scene from *A Midsummer Night's Dream* in front of their peers to demonstrate understanding of the text, its elements of comedy, and performance. They will go through the process of planning, rehearsing, performing, and listening in order to accomplish the task in sequential order. Through the process, students will learn to collaborate with their peers, read text closely to assess meaning, and mark scripts to pronounce words clearly, emphasize words, gestures, and movements appropriately. Further, they will learn to give and receive feedback on eye contact, volume, and inflection. Finally, they will develop a keen attention to how ideas and emotions are express or emphasized through a performance.

For advanced students: Advanced students will explore texts with heightened rigor and more depth and will apply analytical strategies to a more sophisticated final product. Mastery of selected standards will be expected.

Additional Recommended Materials - *A list of Board approved supplemental novels by grade-level appears on the district website.*

Glendale Unified School District

Middle School

Date

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

Department: English Language Development

Course Title: ELD 6 Bridging

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

Grade Level(s): 6

School(s)
Course Offered: All middle schools and elementary schools with sixth grade,
Verdugo Academy

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

Course Credits: 10

Recommended
Co-requisite: English 6

Recommended
Textbook: *SpringBoard English Language Arts Grade 6*

Course Overview: ELD 6 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 6 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 6 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **Stories of Change: Analyzing and Creating Narratives**

(7 weeks)

STANDARDS

PI.6 Br, PII.6 Br

- A. Unit 1 introduces the idea of “change” as the conceptual focus for the year. By reading, analyzing, and creating texts, students will examine changes in their lives as well as the world around them. Through responses to texts, students will gain a deeper understanding that change is threaded through all our lives, and change is a good tool through which authors tell stories.

In part one of the unit, students will develop language resources to use in one’s speaking and writing about personal narratives. Students will closely read, annotate, and engage in academic conversations around “The Jacket” by Gary Soto. They will apply understanding of how personal narratives are structured and find the language resources the author uses to establish character, setting, and incident. Students will focus on first- and third-person pronouns as they write a brief personal narrative. After evaluating and analyzing figurative language in “The Jacket,” they will write a short argument to explain the meaning of a simile or metaphor from the text and why it is effective.

In part two, students will continue to develop language resources towards a close reading of “Thank You, M’am” by Langston Hughes. Students will annotate the text and engage in academic conversations to express and support their opinions. They will analyze and explain in conversation and writing how sensory language such as vivid verbs produces effects on the reader. They will analyze story structure in the text and compare and contrast personal narratives with short stories.

In part three, students will apply their understanding of story structure to develop language resources in the short story, “Eleven,” an excerpt from *Woman Hollering Creek and Other Stories*, by Sandra Cisneros. They will explain the plot structure, and explain in conversation how figurative language used in the short story produces effects on the reader.

- B. In the Embedded Assessment, students will write a personal narrative about a difficult but positive incident in their lives. Students should:
- Establish the incident (setting, conflict, character).
 - Describe the response (feelings and actions).
 - Write from the first-person point of view and include details about the narrator’s and other characters’ feelings.

- Use figurative language such as similes and metaphors to let readers know how the narrator feels.
- End the story by reflecting on how the narrator grew or learned from the incident.

Unit 2: **The Power to Change: Analyzing Literature and Creating Expository Text** (7 weeks)

STANDARDS

PI.6 Br, PII.6 Br

A. In this unit, students will reflect on the techniques that authors use to explain their ideas and apply them to their own expository writing. In part one, students will develop language resources to use in one's speaking and writing about narrative elements and compare the literal and figurative meaning of vocabulary words. Students will closely read and engage in academic conversations around an excerpt from *Walk Two Moons* by Sharon Creech to explain the similarities and differences between characters. Students will study the use of adjectives and adjectival phrases in the development of characterization and use transitions as they write a brief argument.

In part two, students will express inferences and draw conclusions based on a close reading of an excerpt of the memoir, *Travels with Charley* by John Steinbeck. Students will analyze and evaluate the use of vivid verbs and sentence construction within the text, then write a brief argument on the effectiveness of the figurative language.

In part three, students will closely read "Dogs Make Us Human" from *Animals in Translation* by Temple Grandin and Catherine Johnson and annotate key details. Students will focus on the use of dependent and independent clauses and the use of transitions to add details

B. In the Embedded Assessment, students write an expository essay about an important topic. Students should:

- State a strong thesis statement with a central idea.
- Include supporting details and evidence.
- Use a variety of dependent and independent clauses.
- Use transitions to add details about the central idea.
- End your expository paragraph by restating your thesis.

Course Content-Second Semester

Unit 3: **Changing Perspectives: Analyzing and Creating Arguments**

(7 weeks)

STANDARDS

PI.6 Br, PII.6 Br

- A. In unit 3, students will analyze how authors write and create argumentative and informative texts. In part one, they will develop the language resources required in speaking and writing about an argument. They will closely read the editorial, “Don’t Ban Peanuts at School, but Teach about the Dangers” by the Des Moines Register Editorial Board to identify the author’s claim, make inferences, and draw conclusions. They will study subject-verb agreement and prepositional phrases in the text, and the persuasive language and structure of a debate.

In part two, students closely read “Most Dangerous ‘Sport’ of All May Be Cheerleading” by Lisa Ling and Arash Ghadishah and annotate the text. They examine the use of regular and irregular verbs and appositives.

In part three, Students read “The First Americans” by Scott H. Peters, Grand Council Fire American Indians and annotate the text for the author’s claim and appeals to pathos and logos. They analyze the use of precise words and passive and active verbs.

- B. In the Embedded Assessment, students write an argumentative letter to persuade their audience to accept the argument they present. To do this, the letter should:
- State a clear claim, or overall position on an issue.
 - Provide reasons for why the claim should be accepted.
 - Include evidence—facts, details, and other information—that supports reasons.
 - Use a formal style and tone to present argument.
 - Include rhetorical appeals, such as logos and pathos, to make argument more persuasive.

Unit 4: **The Final Act: Analyzing and Performing Shakespeare**

(7 weeks)

STANDARDS

PI.6 Br, PII.6 Br

- A. Unit 4 introduces students to the language and society of William Shakespeare. Students extend their presentation skills to perform scenes from Shakespeare’s comedy, *The Taming of the Shrew*. In part one, students develop the language resources to use in speaking and writing about the informational text, “Shakespeare’s Life” from *The British Library*. As they closely read the text, they examine the use of subordinate conjunctions and sentence variety. Students will research Shakespeare and cite text evidence in a brief explanatory text.

In part two, students read the poem “Oranges” by Gary Soto and annotate the text for words and phrases that appeal to the senses. They examine the use of punctuation and rhythm to create mood and dramatic effect. Students write their own poem using sensory language and imagery.

In part three, students read an excerpt from Act 1, Scene II, of *The Taming of the Shrew* by William Shakespeare. They study the use of context clues and morphology to determine the meaning of unknown words.

B. In the Embedded Assessment, students perform part or all of Act I, Scene 2, from *The Taming of the Shrew* by William Shakespeare. Students should:

- Work collaboratively to prepare and present all or part of a scene from Shakespeare's *The Taming of the Shrew*.
- Work collaboratively to make meaning of the text.
- Look for clues in the text that show how the characters would act and model those actions in the performance.
- Create and revise a performance plan presentation.
- Plan a clear beginning, middle, and end for the presentation.
- Review and rehearse the presentation.
- Speak clearly, loudly, and slowly, with expression.
- Convey meanings of unfamiliar words.
- Maintain eye contact.

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

Glendale Unified School District

Middle School

Date

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

Department: English Language Development

Course Title: ELD 6 Expanding

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

Grade Level(s): 6

School(s)
Course Offered: All middle schools and elementary schools with sixth grade

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

Course Credits: 10

Recommended
Co-requisite: English 6

Recommended
Textbook: *SpringBoard English Language Arts Grade 6*

Course Overview: ELD 6 Expanding is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 6 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 6 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: Stories of Change: Analyzing and Creating Narratives

(7 weeks)

STANDARDS

PI.6 Ex, PII.6 Ex

- A. Unit 1 introduces the idea of “change” as the conceptual focus for the year. By reading, analyzing, and creating texts, students will examine changes in their lives as well as the world around them. Through responses to texts, students will gain a deeper understanding that change is threaded through all our lives, and change is a good tool through which authors tell stories.

In part one of the unit, students will develop language resources to use in one’s speaking and writing about personal narratives. Students will closely read, annotate, and engage in academic conversations around “The Jacket” by Gary Soto. They will apply understanding of how personal narratives are structured and find the language resources the author uses to establish character, setting, and incident. Students will focus on first- and third-person pronouns as they write a brief personal narrative. After evaluating and analyzing figurative language in “The Jacket,” they will write a short argument to explain the meaning of a simile or metaphor from the text and why it is effective.

In part two, students will continue to develop language resources towards a close reading of “Thank You, M’am” by Langston Hughes. Students will annotate the text and engage in academic conversations to express and support their opinions. They will analyze and explain in conversation and writing how sensory language such as vivid verbs produces effects on the reader. They will analyze story structure in the text and compare and contrast personal narratives with short stories.

In part three, students will apply their understanding of story structure to develop language resources in the short story, “Eleven,” an excerpt from *Woman Hollering Creek and Other Stories*, by Sandra Cisneros. They will explain the plot structure, and explain in conversation how figurative language used in the short story produces effects on the reader.

- B. In the Embedded Assessment, students will write a personal narrative about a difficult but positive incident in their lives. Students should:
- Establish the incident (setting, conflict, character).
 - Describe the response (feelings and actions).
 - Write from the first-person point of view and include details about the narrator’s and other characters’ feelings.

- Use figurative language such as similes and metaphors to let readers know how the narrator feels.
- End the story by reflecting on how the narrator grew or learned from the incident.

Unit 2: **The Power to Change: Analyzing Literature and Creating Expository Text** (7 weeks)

STANDARDS

PI.6 Ex, PII.6 Ex

A. In this unit, students will reflect on the techniques that authors use to explain their ideas and apply them to their own expository writing. In part one, students will develop language resources to use in one's speaking and writing about narrative elements and compare the literal and figurative meaning of vocabulary words. Students will closely read and engage in academic conversations around an excerpt from *Walk Two Moons* by Sharon Creech to explain the similarities and differences between characters. Students will study the use of adjectives and adjectival phrases in the development of characterization and use transitions as they write a brief argument.

In part two, students will express inferences and draw conclusions based on a close reading of an excerpt of the memoir, *Travels with Charley* by John Steinbeck. Students will analyze and evaluate the use of vivid verbs and sentence construction within the text, then write a brief argument on the effectiveness of the figurative language.

In part three, students will closely read "Dogs Make Us Human" from *Animals in Translation* by Temple Grandin and Catherine Johnson and annotate key details. Students will focus on the use of dependent and independent clauses and the use of transitions to add details

- B. In the Embedded Assessment, students write an expository essay about an important topic. Students should:
- State a strong thesis statement with a central idea.
 - Include supporting details and evidence.
 - Use a variety of dependent and independent clauses.
 - Use transitions to add details about the central idea.
 - End your expository paragraph by restating your thesis.

Course Content-Second Semester

Unit 3: **Changing Perspectives: Analyzing and Creating Arguments**

(7 weeks)

STANDARDS

PI.6 Ex, PII.6 Ex

- A. In unit 3, students will analyze how authors write and create argumentative and informative texts. In part one, they will develop the language resources required in speaking and writing about an argument. They will closely read the editorial, “Don’t Ban Peanuts at School, but Teach about the Dangers” by the Des Moines Register Editorial Board to identify the author’s claim, make inferences, and draw conclusions. They will study subject-verb agreement and prepositional phrases in the text, and the persuasive language and structure of a debate.

In part two, students closely read “Most Dangerous ‘Sport’ of All May Be Cheerleading” by Lisa Ling and Arash Ghadishah and annotate the text. They examine the use of regular and irregular verbs and appositives.

In part three, Students read “The First Americans” by Scott H. Peters, Grand Council Fire American Indians and annotate the text for the author’s claim and appeals to pathos and logos. They analyze the use of precise words and passive and active verbs.

- B. In the Embedded Assessment, students write an argumentative letter to persuade their audience to accept the argument they present. To do this, the letter should:
- State a clear claim, or overall position on an issue.
 - Provide reasons for why the claim should be accepted.
 - Include evidence—facts, details, and other information—that supports reasons.
 - Use a formal style and tone to present argument.
 - Include rhetorical appeals, such as logos and pathos, to make argument more persuasive.

Unit 4: The Final Act: Analyzing and Performing Shakespeare

(7 weeks)

STANDARDS

PI.6 Ex, PII.6 Ex

- A. Unit 4 introduces students to the language and society of William Shakespeare. Students extend their presentation skills to perform scenes from Shakespeare’s comedy, *The Taming of the Shrew*. In part one, students develop the language resources to use in speaking and writing about the informational text, “Shakespeare’s Life” from *The British Library*. As they closely read the text, they examine the use of subordinate conjunctions and sentence variety. Students will research Shakespeare and cite text evidence in a brief explanatory text.

In part two, students read the poem “Oranges” by Gary Soto and annotate the text for words and phrases that appeal to the senses. They examine the use of punctuation and

rhythm to create mood and dramatic effect. Students write their own poem using sensory language and imagery.

In part three, students read an excerpt from Act 1, Scene II, of *The Taming of the Shrew* by William Shakespeare. They study the use of context clues and morphology to determine the meaning of unknown words.

- B. In the Embedded Assessment, students perform part or all of Act I, Scene 2, from *The Taming of the Shrew* by William Shakespeare. Students should:
- Work collaboratively to prepare and present all or part of a scene from Shakespeare's *The Taming of the Shrew*.
 - Work collaboratively to make meaning of the text.
 - Look for clues in the text that show how the characters would act and model those actions in the performance.
 - Create and revise a performance plan presentation.
 - Plan a clear beginning, middle, and end for the presentation.
 - Review and rehearse the presentation.
 - Speak clearly, loudly, and slowly, with expression.
 - Convey meanings of unfamiliar words.
 - Maintain eye contact.

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

Glendale Unified School District

Middle School

Date

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

Department: English Language Development

Course Title: ELD 7 Bridging

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

Grade Level(s): 7

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

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

Course Credits: 10

Recommended
Co-requisite: English 7

Recommended
Textbook: *SpringBoard English Language Arts Grade 7*

Course Overview: ELD 7 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 7 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 7 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **The Choices We Make: Analyzing and Creating Narratives**

(7 weeks)

STANDARDS

PI.7 Br, PII.7 Br

- A. This unit introduces the year-long focus on “choices,” using a variety of genres to investigate this theme. Students will examine texts that present characters who have made choices about the way they live their lives. They will analyze fiction and nonfiction texts and create and present original works that express the concept of choice.

In part one, students will closely read “The Scholarship Jacket” by Marta Salinas and annotate the text structure of a personal narrative. They will analyze the use of adverbs and adverb phrases in the text to determine the effects of the author’s language choices. In part two, students will closely read “Why Couldn’t I Have Been Named Ashley?” by Imma Achilike and annotate the text to find language resources an author uses to tell a story. They will identify and analyze figurative language and sensory details, as well as study the use of simple, compound, and complex sentences. In part three, students closely read “Arachne” by Olivia E. Coolidge, annotating the text structure of a myth and the use of transitions.

- B. In the Embedded Assessment, students will write an illustrated myth that explains a natural phenomenon through the actions of gods or heroes. They should:
- Use the elements of plot structure, including an exposition, rising action, climax, falling action, and a resolution.
 - Add adverbs and adverb phrases to enhance the descriptions in the myth.
 - Use sensory and figurative language to vividly tell the story.
 - Include details about the characters’ responses to the event, including their thoughts and feelings.
 - Use a variety of sentences to improve the flow of the story and to connect ideas.
 - Find or create three visuals to illustrate key parts of the myth.
 - End the story by clearly detailing the lesson learned.

Unit 2: **What Influences My Choices?: Evaluating and Creating Informational Texts** (7 weeks)

STANDARDS

PI.7 Br, PII.7 Br

- A. In this unit, students will investigate how advertising influences the lives of youth by critically reading informational text, and analyze an argument by reading an argumentative essay and a news article. In part one, students closely read the informational text, “\$211 Billion and So Much to Buy,” and annotate the text to make inferences and draw conclusions while analyzing the use of adverbial clauses. They will write a summary of one of the main points of the article and explain the evidence that they consider best supports the author’s claim.

In part two, students closely read the news article, “Marketing to Kids Gets More Savvy with New Technologies,” and annotate the text to evaluate the language resources an author uses to make a claim. Students summarize the article, focusing on the use of verbs and verb tenses, and write an explanatory text on informal and formal language. Students give an oral presentation of their analysis of how effective marketers are at targeting teenagers.

In part three, students read the essay, “America the Not-So-Beautiful” by Andrew A. Rooney, analyzing and evaluating noun and pronoun referents in the text. Students evaluate how well writers and speakers use language to support ideas and arguments with detailed evidence.

- B. In the Embedded Assessment, students will write an argumentative essay, similar to “America the Not-So-Beautiful,” about an important topic that they feel strongly about. They should:
- Modify sentences with adverbs to provide details.
 - Vary verbs and verb tenses.
 - Clearly state a claim.
 - Include supporting details and evidence.
 - Use formal language to state facts and give evidence.
 - Use precise and formal language to convey ideas.

Course Content-Second Semester

Unit 3: Choices and Consequences: Comparing Texts to Create a Literary Analysis (7 weeks)

STANDARDS

PI.7 Br, PII.7 Br

- A. In this unit, students will explore how decisions can determine one's character and values. They will read an excerpt from the novel, *Tangerine* by Edward Bloor, that focuses on one young man's split-second decisions during a terrifying event. They will continue reflecting on choices by reading informational texts about a world leader whose many decisions had far-reaching consequences.

In part one, students read an excerpt from *Tangerine* (or an alternative Board approved novel) and annotate the text. They will write an expository analysis of the author's use of imagery and sensory language, and how the use of verbs or verb phrases can make writing more descriptive.

In part two, students closely read "The Nobel Peace Prize 1993, Biography of Nelson Mandela" and annotate to understand the structure of the informational text. They study how transitions establish coherence, and practice condensing ideas as they summarize the text.

In part three, students read an excerpt from Nelson Mandela's autobiography *Long Walk to Freedom* and annotate the text for the effectiveness of Mandela's language choices. Students study the use of correlative conjunctions and parallelism. They will summarize the text, noting examples of shades of meaning and figurative language.

- B. In the Embedded Assessment, students will write and present a biography about a person who made an important contribution to a particular field: science, mathematics, technology, politics, business, or the arts. They can choose to write about a famous musician, a world leader, or a person who advanced medical science. In planning the presentation about that person's life, students should:
- State a central idea about the person and his or her contribution.
 - Include supporting details and evidence.
 - Use interesting verbs and verb phrases.
 - Use transitions to create text coherence and integrate ideas.
 - Write sentences that use correlative conjunctions and parallelism.
 - Search for interesting multimedia to include in a presentation about the person they chose.

Unit 4: **How We Choose To Act: Analyzing Poetry and Plays to Interpret and Present Shakespeare**

(7 weeks)

STANDARDS

PI.7 Br, PII.7 Br

- A. In this unit, students will analyze how writers make choices about their use of language based on their intended effect. Students will practice reading and analyzing poetry as well as portraying various characters in group and individual performances. The unit will culminate with a student performance of a scene from the Shakespearean comedy, *Twelfth Night*.

In part one, students will closely read and annotate “The Raven” by Edgar Allan Poe, noting various poetic devices and the effect they create. They will write an explanatory paragraph to identify and analyze Poe’s language, imagery and mood.

In part two, students closely read and annotate “Little Red Riding Hood and the Wolf” by Roald Dahl, noting the use of verb tenses within the structure of the plot and the effectiveness of dialogue. Students will write a news report to summarize the story, including appropriate verb tenses to report the events and to quote the people involved.

In part three, students read a monologue from Shakespeare’s *Twelfth Night*, annotating for sensory details, tone, and rhyme. Students analyze imagery and the use of pronoun referents.

- B. In the Embedded Assessment, students will write and present a modern version of the duke’s opening monologue in *Twelfth Night*. They should:

- Decide what overall point about love the duke is making.
- Use the first-person point of view and modern language and images.
- Consider how the duke’s feelings shift during his monologue and how that shift will be portrayed..
- Include imagery, sensory language, and word choices that reflect the duke’s tone.
- Include poetic devices that contribute to the tone and mood of the monologue.
- Use verb tenses and pronoun references to help the audience understand.

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

Glendale Unified School District

Middle School

Date

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

Department: English Language Development

Course Title: ELD 7 Expanding

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

Grade Level(s): 7

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

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

Course Credits: 10

Recommended
Co-requisite: English 7

Recommended
Textbook: *SpringBoard English Language Arts Grade 7*

Course Overview: ELD 7 Expanding is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 7 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 7 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **The Choices We Make: Analyzing and Creating Narratives**

(7 weeks)

STANDARDS

PI.7 Ex, PII.7 Ex

- A. This unit introduces the year-long focus on “choices,” using a variety of genres to investigate this theme. Students will examine texts that present characters who have made choices about the way they live their lives. They will analyze fiction and nonfiction texts and create and present original works that express the concept of choice.

In part one, students will closely read “The Scholarship Jacket” by Marta Salinas and annotate the text structure of a personal narrative. They will analyze the use of adverbs and adverb phrases in the text to determine the effects of the author’s language choices. In part two, students will closely read “Why Couldn’t I Have Been Named Ashley?” by Imma Achilike and annotate the text to find language resources an author uses to tell a story. They will identify and analyze figurative language and sensory details, as well as study the use of simple, compound, and complex sentences. In part three, students closely read “Arachne” by Olivia E. Coolidge, annotating the text structure of a myth and the use of transitions.

- B. In the Embedded Assessment, students will write an illustrated myth that explains a natural phenomenon through the actions of gods or heroes. They should:
- Use the elements of plot structure, including an exposition, rising action, climax, falling action, and a resolution.
 - Add adverbs and adverb phrases to enhance the descriptions in the myth.
 - Use sensory and figurative language to vividly tell the story.
 - Include details about the characters’ responses to the event, including their thoughts and feelings.
 - Use a variety of sentences to improve the flow of the story and to connect ideas.
 - Find or create three visuals to illustrate key parts of the myth.
 - End the story by clearly detailing the lesson learned.

Unit 2: **What Influences My Choices?: Evaluating and Creating Informational Texts** *(7 weeks)*

STANDARDS

PI.7 Ex, PII.7 Ex

- A. In this unit, students will investigate how advertising influences the lives of youth by critically reading informational text, and analyze an argument by reading an argumentative essay and a news article. In part one, students closely read the

informational text, “\$211 Billion and So Much to Buy,” and annotate the text to make inferences and draw conclusions while analyzing the use of adverbial clauses. They will write a summary of one of the main points of the article and explain the evidence that they consider best supports the author’s claim.

In part two, students closely read the news article, “Marketing to Kids Gets More Savvy with New Technologies,” and annotate the text to evaluate the language resources an author uses to make a claim. Students summarize the article, focusing on the use of verbs and verb tenses, and write an explanatory text on informal and formal language. Students give an oral presentation of their analysis of how effective marketers are at targeting teenagers.

In part three, students read the essay, “America the Not-So-Beautiful” by Andrew A. Rooney, analyzing and evaluating noun and pronoun referents in the text. Students evaluate how well writers and speakers use language to support ideas and arguments with detailed evidence.

B. In the Embedded Assessment, students will write an argumentative essay, similar to “America the Not-So-Beautiful,” about an important topic that they feel strongly about.

They should:

- Modify sentences with adverbs to provide details.
- Vary verbs and verb tenses.
- Clearly state a claim.
- Include supporting details and evidence.
- Use formal language to state facts and give evidence.
- Use precise and formal language to convey ideas.

Course Content-Second Semester

Unit 3: Choices and Consequences: Comparing Texts to Create a Literary Analysis (7 weeks)

STANDARDS

PI.7 Ex, PII.7 Ex

A. In this unit, students will explore how decisions can determine one’s character and values. They will read an excerpt from the novel, *Tangerine* by Edward Bloor, that focuses on one young man’s split-second decisions during a terrifying event. They will continue reflecting on choices by reading informational texts about a world leader whose many decisions had far-reaching consequences.

In part one, students read an excerpt from *Tangerine* (or an alternative Board approved novel) and annotate the text. They will write an expository analysis of the author’s use

of imagery and sensory language, and how the use of verbs or verb phrases can make writing more descriptive.

In part two, students closely read “The Nobel Peace Prize 1993, Biography of Nelson Mandela” and annotate to understand the structure of the informational text. They study how transitions establish coherence, and practice condensing ideas as they summarize the text.

In part three, students read an excerpt from Nelson Mandela’s autobiography *Long Walk to Freedom* and annotate the text for the effectiveness of Mandela’s language choices. Students study the use of correlative conjunctions and parallelism. They will summarize the text, noting examples of shades of meaning and figurative language.

- B. In the Embedded Assessment, students will write and present a biography about a person who made an important contribution to a particular field: science, mathematics, technology, politics, business, or the arts. They can choose to write about a famous musician, a world leader, or a person who advanced medical science. In planning the presentation about that person’s life, students should:
- State a central idea about the person and his or her contribution.
 - Include supporting details and evidence.
 - Use interesting verbs and verb phrases.
 - Use transitions to create text coherence and integrate ideas.
 - Write sentences that use correlative conjunctions and parallelism.
 - Search for interesting multimedia to include in a presentation about the person they chose.

Unit 4: How We Choose To Act: Analyzing Poetry and Plays to Interpret and Present

Shakespeare

(7 weeks)

STANDARDS

PI.7 Ex, PII.7 Ex

- A. In this unit, students will analyze how writers make choices about their use of language based on their intended effect. Students will practice reading and analyzing poetry as well as portraying various characters in group and individual performances. The unit will culminate with a student performance of a scene from the Shakespearean comedy, *Twelfth Night*.

In part one, students will closely read and annotate “The Raven” by Edgar Allan Poe, noting various poetic devices and the effect they create. They will write an explanatory paragraph to identify and analyze Poe’s language, imagery and mood.

In part two, students closely read and annotate “Little Red Riding Hood and the Wolf” by Roald Dahl, noting the use of verb tenses within the structure of the plot and the effectiveness of dialogue. Students will write a news report to summarize the story, including appropriate verb tenses to report the events and to quote the people involved.

In part three, students read a monologue from Shakespeare’s *Twelfth Night*, annotating for sensory details, tone, and rhyme. Students analyze imagery and the use of pronoun referents.

- B. In the Embedded Assessment, students will write and present a modern version of the duke’s opening monologue in *Twelfth Night*. They should:
- Decide what overall point about love the duke is making.
 - Use the first-person point of view and modern language and images.
 - Consider how the duke’s feelings shift during his monologue and how that shift will be portrayed.
 - Include imagery, sensory language, and word choices that reflect the duke’s tone.
 - Include poetic devices that contribute to the tone and mood of the monologue.
 - Use verb tenses and pronoun references to help the audience understand.

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

Glendale Unified School District

Middle School

Date

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

Department: English Language Development

Course Title: ELD 8 Bridging

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

Grade Level(s): 8

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

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

Course Credits: 10

Recommended
Co-requisite: English 8

Recommended
Textbook: *SpringBoard English Language Arts Grade 8*

Course Overview: ELD 8 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 8 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 8 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **The Challenge of Heroism: Evaluating Narratives to Define “Hero”** (7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students will read and write to develop a more complex understanding of the important societal and cultural concept of heroism. In part one, students closely read “The Drummer Boy of Shiloh” by Ray Bradbury, and annotate details that highlight the role of the protagonist. Students study the use of adjectives and adverbs, and how varying sentence lengths affect the pacing of the text.

In part two, students read an excerpt from Homer’s Odyssey and annotate the heroic acts of the protagonist. Students analyze the author’s use of diction, and the role of vivid verbs to portray action, danger, and drama. They will identify, analyze, and evaluate the epic’s imagery, and write a dialogue between characters that summarizes main events.

In part three, students read “O Captain! My Captain!” by Walt Whitman and apply understanding of how an allegory is structured to comprehend the text. Students will analyze the tone and mood of the poem.

- B. In the Embedded Assessment, students will write an explanatory essay that defines a hero based on one or two of the characters from this unit. Students should:
- State a strong thesis statement that defines three characteristics of a hero.
 - Include supporting details and examples from the text.
 - Use transitions to add details about the central idea.
 - Use a variety of adjectives, adverbs, and vivid verbs to describe and explain the heroic qualities.
 - Vary sentence structure by using long, short, or combined clauses.
 - End expository paragraph by restating the thesis.

Unit 2: **The Challenge Of Utopia: Analyzing and Evaluating Literary and Informational Texts**

(7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students study utopian societies to deepen their of the understanding Hero’s Journey archetype. In part one, students read “Harrison Bergeron” by Kurt Vonnegut, Jr. and annotate the text for words and phrases that have strong connotations and figurative language that help visualize the characters, setting, and events. Students analyze the effects of using vivid verbs, and find textual evidence that

supports the theme. They write an essay that compares and contrasts the attitudes about personal choice in the story's society with the attitudes in our society.

In part two, students read an excerpt of *The Giver* by Lois Lowry and and annotate the text to find the main character's changing ideas about choices. They will identify examples of the five verbal moods in the text and practice writing them in an opinion paragraph. They will then write a scene of dialogue in which a young person and an older person engage in a Socratic discussion about an aspect of today's society.

In part three, students read the Chicago Tribune article, "Cellphones and driving: As dangerous as we think?" By Matthew Walberg and annotate to explain ideas and identify evidence that support the author's claim. They analyze the use of active and passive verbs, and the author's use of embedded quotations.

- B. In the Embedded Assessment, students write an argumentative essay that states a claim on one side or the other of the following question: Should parents use devices or apps that disable the use of cell phone in cars by their teenage drivers? They will decide which side of the debate to stand on, and write an essay to convince parents to agree with the student. Students should:
- Make a strong claim that clearly states their position on the issue.
 - Consider their audience and the reasons and evidence that will best convince them.
 - Gather information from credible sources.
 - Introduce and respond to one counterclaim by their audience.
 - Use vivid verbs and connotative language that supports their claim and reasons.
 - Weave evidence and quotations smoothly into their argument.

Course Content-Second Semester

Unit 3: **The Challenge to Make a Difference: Evaluating and Presenting Arguments** (7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students will apply the lessons of the past to start making a difference today by raising awareness and encouraging people to take action about a significant national or global issue. In part one, students read an excerpt from *The Boy in the Striped Pajamas* by John Boyne and annotate the text for dialogue that suggests the theme of the story. Students study pronoun antecedents and study the use of dialogue to understand character and theme.

In part two, students read an excerpt from Elie Wiesel’s Nobel Acceptance Speech, and annotate the text to explain how word choice produces effects on the audience. Students focus on adverbial and adjectival clauses, Using the SOAPStone strategy to analyze the Wiesel speech, students write their own speech modeled after the text.

In part three, students read “Address by Cesar Chavez, President United Farm Workers of America, AFL-CIO” and annotate the text for specific evidence that uses appeals to logos (reason) and pathos (emotion). Students focus on present progressive verb tenses, and study the use of fragments within the speech.

- B. In the Embedded Assessment, students identify an important social issue they are interested in and feel strongly about. They will write a brief informational introduction to use for presenting a multimedia campaign with a group. Students should:
- Engage and inform the audience in the introduction.
 - State their topic and claim clearly.
 - Cite text evidence (logos and pathos) from their research to support the claim.
 - State the call to action and reinforce it in the conclusion.

Unit 4: **The Challenge of Comedy: Critiquing and Creating Comedy**

(7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students will learn how authors create humor and how they use humor to reveal a universal truth (theme). In part one, students read the essay, “Made You Laugh” by Marc Tyler Nobleman, and annotate the text to explain how phrasing or different common words with similar meanings produce different effects on the audience. Students create compound sentences and analyze precise diction. In part two, students read the comedic essay, “i’ve got a few pet peeves about sea creatures” by Dave Barry, and analyze comic syntax, vivid verbs, and adjectives. In part three, students read an excerpt from Shakespeare’s A Midsummer Night’s Dream, and annotate the text to find the language resources an author uses to establish character, setting, and incident. Students study exclamations, written verbal language, and modifying and creating nouns with affixes.
- B. In the Embedded Assessment, students create their own version of the dialogue between Helena and Hermia in partners. Their task is to rewrite the scene in modern-day English. The comic dialogue should:
- Paraphrase the original dialogue.
 - Follow the original action.
 - Maintain an overall humorous tone.
 - Substitute modern words and phrases for old-fashioned terms.
 - Use vivid verbs and adverbs to create color.

- Use comic syntax, including colorful description, juxtaposition of ideas, and repetition.
- Include exclamations, words, and phrases that express the characters' feelings.

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

Glendale Unified School District

Middle School

Date

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

Department: English Language Development

Course Title: ELD 8 Expanding

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

Grade Level(s): 8

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

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

Course Credits: 10

Recommended
Co-requisite: English 8

Recommended
Textbook: *SpringBoard English Language Arts Grade 8*

Course Overview: ELD 8 Expanding is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 8 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 8 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: The Challenge of Heroism: Evaluating Narratives to Define “Hero” (7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students will read and write to develop a more complex understanding of the important societal and cultural concept of heroism. In part one, students closely read “The Drummer Boy of Shiloh” by Ray Bradbury, and annotate details that highlight the role of the protagonist. Students study the use of adjectives and adverbs, and how varying sentence lengths affect the pacing of the text.

In part two, students read an excerpt from Homer’s Odyssey and annotate the heroic acts of the protagonist. Students analyze the author’s use of diction, and the role of vivid verbs to portray action, danger, and drama. They will identify, analyze, and evaluate the epic’s imagery, and write a dialogue between characters that summarizes main events.

In part three, students read “O Captain! My Captain!” by Walt Whitman and apply understanding of how an allegory is structured to comprehend the text. Students will analyze the tone and mood of the poem.

- B. In the Embedded Assessment, students will write an explanatory essay that defines a hero based on one or two of the characters from this unit. Students should:
- State a strong thesis statement that defines three characteristics of a hero.
 - Include supporting details and examples from the text.
 - Use transitions to add details about the central idea.
 - Use a variety of adjectives, adverbs, and vivid verbs to describe and explain the heroic qualities.
 - Vary sentence structure by using long, short, or combined clauses.
 - End expository paragraph by restating the thesis.

Unit 2: The Challenge Of Utopia: Analyzing and Evaluating Literary and Informational Texts (7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students study utopian societies to deepen their of the understanding Hero’s Journey archetype. In part one, students read “Harrison Bergeron” by Kurt Vonnegut, Jr. and annotate the text for words and phrases that have strong connotations and figurative language that help visualize the characters, setting, and events. Students analyze the effects of using vivid verbs, and find textual evidence that

supports the theme. They write an essay that compares and contrasts the attitudes about personal choice in the story's society with the attitudes in our society.

In part two, students read an excerpt of *The Giver* by Lois Lowry and and annotate the text to find the main character's changing ideas about choices. They will identify examples of the five verbal moods in the text and practice writing them in an opinion paragraph. They will then write a scene of dialogue in which a young person and an older person engage in a Socratic discussion about an aspect of today's society.

In part three, students read the Chicago Tribune article, "Cellphones and driving: As dangerous as we think?" By Matthew Walberg and annotate to explain ideas and identify evidence that support the author's claim. They analyze the use of active and passive verbs, and the author's use of embedded quotations.

- B. In the Embedded Assessment, students write an argumentative essay that states a claim on one side or the other of the following question: Should parents use devices or apps that disable the use of cell phone in cars by their teenage drivers? They will decide which side of the debate to stand on, and write an essay to convince parents to agree with the student. Students should:
- Make a strong claim that clearly states their position on the issue.
 - Consider their audience and the reasons and evidence that will best convince them.
 - Gather information from credible sources.
 - Introduce and respond to one counterclaim by their audience.
 - Use vivid verbs and connotative language that supports their claim and reasons.
 - Weave evidence and quotations smoothly into their argument.

Course Content-Second Semester

Unit 3: The Challenge to Make a Difference: Evaluating and Presenting Arguments (7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students will apply the lessons of the past to start making a difference today by raising awareness and encouraging people to take action about a significant national or global issue. In part one, students read an excerpt from *The Boy in the Striped Pajamas* by John Boyne and annotate the text for dialogue that suggests the theme of the story. Students study pronoun antecedents and study the use of dialogue to understand character and theme.

In part two, students read an excerpt from Elie Wiesel's Nobel Acceptance Speech, and annotate the text to explain how word choice produces effects on the audience. Students focus on adverbial and adjectival clauses, Using the SOAPStone strategy to analyze the Wiesel speech, students write their own speech modeled after the text.

In part three, students read "Address by Cesar Chavez, President United Farm Workers of America, AFL-CIO" and annotate the text for specific evidence that uses appeals to logos (reason) and pathos (emotion). Students focus on present progressive verb tenses, and study the use of fragments within the speech.

- B. In the Embedded Assessment, students identify an important social issue they are interested in and feel strongly about. They will write a brief informational introduction to use for presenting a multimedia campaign with a group. Students should:
- Engage and inform the audience in the introduction.
 - State their topic and claim clearly.
 - Cite text evidence (logos and pathos) from their research to support the claim.
 - State the call to action and reinforce it in the conclusion.

Unit 4: **The Challenge of Comedy: Critiquing and Creating Comedy**

(7 weeks)

STANDARDS

PI.8 Br, PII.8 Br

- A. In this unit, students will learn how authors create humor and how they use humor to reveal a universal truth (theme). In part one, students read the essay, "Made You Laugh" by Marc Tyler Nobleman, and annotate the text to explain how phrasing or different common words with similar meanings produce different effects on the audience. Students create compound sentences and analyze precise diction. In part two, students read the comedic essay, "I've got a few pet peeves about sea creatures" by Dave Barry, and analyze comic syntax, vivid verbs, and adjectives. In part three, students read an excerpt from Shakespeare's A Midsummer Night's Dream, and annotate the text to find the language resources an author uses to establish character, setting, and incident. Students study exclamations, written verbal language, and modifying and creating nouns with affixes.
- B. In the Embedded Assessment, students create their own version of the dialogue between Helena and Hermia in partners. Their task is to rewrite the scene in modern-day English. The comic dialogue should:
- Paraphrase the original dialogue.
 - Follow the original action.
 - Maintain an overall humorous tone.
 - Substitute modern words and phrases for old-fashioned terms.
 - Use vivid verbs and adverbs to create color.

- Use comic syntax, including colorful description, juxtaposition of ideas, and repetition.
- Include exclamations, words, and phrases that express the characters' feelings.

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

Glendale Unified School District

High School

Date

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

Department: English

Course Title: English 9 Advanced

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

Grade Level(s): 9

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 8 / English 8 Advanced

Recommended

Textbook: *SpringBoard English Language Arts Grade 9*

Course Overview: English 9 Advanced is a year-long course intended to provide pre-AP level work to freshmen who will most likely take future honors and AP course in English Language Arts. In addition to reading complex texts from the English 9 curriculum -- poetry, short story, *To Kill a Mockingbird* and *Romeo and Juliet*, students will also read 2-4 additional texts which complement the units in the English 9 curriculum. The goal is to develop readers and writers who will be prepared to meet the challenges of AP courses in 10th-12th grades. Practicing deeper analysis, more frequent and rigorous writing assignments, and critical thought are stalwarts of the course.

The overarching focus for English 9 is an examination of the theme "Coming of Age." As students ponder essential questions related to what it means to "come of age," they will also engage in a yearlong genre

study, which includes how genres develop certain techniques and styles, and how authors manipulate language to serve their purposes and to establish voice. Students will be required to identify various rhetorical and figurative devices, to examine their impact, and to use these devices in their own writing. Writings range from timed, on-demand writings to more extended, process-based literary analyses. Students will write in a variety of modes including narrative, argumentative, and explanatory. Students will also engage in seminars and oral presentations to establish their own voices but also to appreciate the voices of their peers. All instructional activities work towards student mastery of the skills outlined in the Common Core State Standards for 9th grade English Language Arts. Students will demonstrate achievement of these skills through unit-embedded assessments, as well as other interim assessments and summative exams.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: Coming of Age

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.3, RL.9-10.4, RL.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.8; W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.10; SL.9-10.1, SL.10.2; L.9-10.1, L.9-10.5, L.9-10.6

- A. Coming to high school is a new chapter of every teen ager's life and confronting with the challenges can be exciting, yet overwhelming. Students need to start finding their true identity and one of the best ways to do so would be through fictional characters and real people in non-fiction pieces. Therefore, the opening unit introduces "coming of age" as the thematic focus of the year. As the unit starts, the idea and the concept of "Coming of Age" is introduced; however, this unit is designed to embed the concept of coming of age and voice. Reading a variety of short coming-of-age texts, namely excerpts of the novel *Speak* by Laurie Halse Anderson, The short story "Marigolds" by Eugenia Collier, and Luis J. Rodriguez's memoir *Always Running* and poem "Race' Politics" will allow students to refine their comprehension of these concepts.
- B. Unit Assignment:
In order to ensure student mastery, they will interact with these texts with quickwrites, dialectical journals, reading discussion groups & collaborative discussions. Although the main focus of the unit is the concept of coming of age, the second half of the unit broadens the students' perspective by educating them to realize the value of post-secondary education through the genre of argumentation.

Embedded Assessment 1: Students learn to apply the elements of voice to their own writing through mentor texts “WMDs” By Brian O’Connor and an interview of Chuck Liddel by Steven Yaccino. Next, students synthesize the concepts by planning and conducting an interview. By close reading of various argumentative texts, students will analyze the elements, language, and appeals of a successful argument. In preparation for writing an interview narrative for Focus texts come from a variety of modes such as speeches, editorials, and government data reports, anchored by President Barack Obama’s 2009 remarks to Virginia high school students in “America’s Schoolchildren”, and OpEd pieces from Star Tribune, The Huffington Post, and Time. Students will apply these skills in Embedded Assessment 2.

Embedded Assignment 2: Students will interview a person who has attended a postsecondary institution (i.e., a two- or four-year college, a training or vocational school, the military) and write an interview narrative that effectively portrays the voice of the interviewee while revealing how the experience contributed to his or her coming of age. In order to complete this assignment, students need to keep detailed notes and choose meaningful quotes that would create an authentic voice and be able to draft a narrative with precise imagery and deliberately chosen diction. Finally, students will present their final interview narrative to the interviewee for final approval and recognition. This assignment helps students refine their understanding of voice, review and deepen their understanding of narrative and argumentative elements, and establish themselves as mature writers.

Unit 2: Defining Style

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7; RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10; W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.9, W.9-10.10; SL.9-10.1, SL-10.2; L.9-10.1, L.9-10.5, L.9-10.6

- A. Readers have often experienced being fascinated by a creative plot that underlines the author’s style. The first half of the unit is focused on the use of literary devices, such as point of view, imagery, symbolism, foreshadowing and irony, which authors use to build complex ideas and make connections to real life situations. The unit begins with a review of the elements that contribute to the craft and structure of a short story and, through several close-reading activities (focused on “The Gift of the Magi” by O. Henry, “The Stolen Party” by Liliana Heker, and “the Cask of Amontillado” by Edgar Allen Poe) asks students to take deeper look at the stylistic techniques. The second half of the unit shifts the students thinking process about the concept of style in literature to understanding and closely analyzing of a film as a text. The students will read clips from the films *Charlie and the Chocolate Factory* and *Edward Scissorhands* by director Tim Burton, as well as analyzing the complementary biographical essay “Tim Burton: Wickedly Funny, Grotesquely Humorous” and excerpts of Raold Dahl’s novel *Charlie and the Chocolate Factory*. These activities introduce students to directorial choices and

engage them in the expository writing practice they will draw upon for their style analysis essay.

- B. Analyzing literature, will enable students to understand the purposes and effects of unique stylistic choices that authors make to create a storyline. Students will demonstrate their knowledge of the narrative text type and movie clips by writing an original narrative from real and/or imagined experiences or events.

Assessment 1: Writing the narrative, should demonstrate the students comprehension of the literary elements. The story must include a variety of narrative techniques – such as foreshadowing, point of view, figurative language, imagery, symbolism, and/or irony – as well as effective details and a well-structured sequence of events.

Assessment 2: Students will choose three or four stylistic devices (cinematic techniques) that are common to the Tim Burton films viewed and analyzed in class and write an essay analyzing the cinematic style of director Tim Burton. The essay should focus on the ways in which the director uses stylistic techniques across films to achieve a desired effect and use detailed evidence from the films and classroom reading to develop and support their analysis.

End-of-Semester 1 Assessment - Students will write a synthesis, argumentative essay with a thesis where they incorporate an additional nonfiction or fiction work in addition to three other works from Units 1 and 2. This will be a process essay. Additionally, students will receive two readings of opposing perspectives on race, class and gender - students will analyze both texts, synthesize their arguments, create a defense of one using textual evidence to develop and support their argument. This essay will mirror the AP Language and Composition argumentative essay and be a timed, on-demand writing.

Course Content-Second Semester

Unit 3: Coming of Age in Changing Times

(7 weeks)

STANDARDS

RL:9-10.1, RL. 9-10.2, RL.9-10.3, RL 9-10.5, RL 9-10.7; RL.9-10.1; RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.7, RI. 9-10.8, RI. 9-10.9, RI.9-10.10; W. 9-10.1, W. 9-10.2, W. 9-10.7, W. 9-10.8, W. 9-10.9, W.9-10.10; SL.9-10.2, SL.9-10.4, SL 9-10.5, SL 9-10.6; L.9-10.3, L.9-10.6

- A. In this unit, students engage in a study of a longer literary work of exceptional craft and thought, Harper Lee’s classic novel, *To Kill a Mockingbird*. While studying the novel, students will also read informational texts, research, and present information to their peers regarding the novel’s social, cultural, historical, and geographical context.

Working in collaborative groups, students analyze informational texts on Jim Crow laws and the Civil Rights Movement. Sources include “Jim Crow Laws” from the Martin Luther King, Jr. National Historic Site, “Jim Crow: Shorthand for Separation by

Rick Edmonds, and “Letter from Birmingham Jail” by Martin Luther King, Jr. After students have understood the context for the novel, the second half of the unit asks students to apply active reading skills and conduct a comparative analysis between text and film during Part One of the novel. In Part Two, instructional emphasis shifts to close textual analysis of Harper Lee’s language and literary elements.

- B. In this full-length novel study, activities and assignments reinforce the importance of context on a literary text and how that context informs an author’s choice. Embedded assessments which correlate to the unit ask students to engage in academic discourse, collaborative discussions, and the writing process.

Embedded Assessment 1: Student groups research the historical, cultural, social, or geographical context of the novel *To Kill a Mockingbird* and investigate how individuals, organizations, and events contributed to change in the United States during the Civil Rights Movement. The end product is an oral presentation with multimedia support and guiding questions for their audience.

Embedded Assessment 2: Students will write an essay explaining how the literary elements in a key coming-of-age passage help develop the theme of the novel.

Unit 4: **Exploring Poetic Voices**

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7; RI.9-10.2, RI.9-10.4; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.9, W.9-10.10; SL.9-10.4; L.9-10.3, L.9-10.6

- A. By this point in the year, students have delved into the power of language -- of words, phrases, structure and images to convey emotion and ideas. Nowhere is the power of language more apparent than in the study of poetry. In this unit, students will study classic and contemporary poetry that offers diverse perspectives on the coming-of-age theme. By reading strategically, writing creative and explanatory responses, collaborating in diverse groups, and performing oral interpretations, students deepen their understanding of poetic effects in writing. The first half of the unit asks students to examine the literary devices within poems and their impact on the reader. Diverse poems include Pablo Neruda’s “Poetry” to Gwendolyn Brooks’s “We Real Cool”, Nikki Giovanni’s “Ego Tripping” and “Abuelito Who” by Sandra Cisneros, to Shakespeare’s Sonnet 18. Students will come away from the unit with an understanding of structure, diction and imagery, use of extended metaphors and hyperbole, and theme.

The second half of the unit prepares students to critically analyze a collection of work from a single poet. Students examine poets, such as Gladys Cardiff, William Wordsworth, Langston Hughes, and Emily Dickinson, and they present an oral interpretation where they demonstrate understanding of structure and ideas. Then, the class engages in an in-depth poet study.

- B. In this poetry unit, students will learn to appreciate language as a matter of craft by researching a poet, emulating style, and developing a signature style in their own poetry. By writing in their unique voices, students will contribute to the literary community. Academic discourse, collaborative discussions, presentation, and writing and revision make up much of the unit.

Embedded Assessment 1: Students will use technology to create their own anthology of original poems with complementary visuals. They will also write a reflection that explains the style and content of the work.

Embedded Assessment 2: Students will write a style-analysis essay of a poet's collected works and choose one of the poems to present as an oral interpretation to the class.

Unit 5: **Coming of Age on Stage**

(8 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7, RL.9-10.10; RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8; W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.7; SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6; L.9-10.6

- A. Students end the year with Shakespeare's coming-of-age play, *Romeo and Juliet*. Students will have ample opportunity to hear and speak Shakespeare's language, view filmed interpretations, and collaboratively interpret scenes from the play. They will also read related information texts, research diverse viewpoints about the play, and write an argument for or against the tragedy's merit as a relevant, timeless drama worthy of study.

The first part of the unit helps students build a historical and rhetorical context for *Romeo and Juliet* while helping them to gain confidence speaking in front of an audience. With guidance and close reading, students will interpret and analyze Shakespeare's language, characters, and plot. Students will also view portions of film interpretations to examine and critique directors' choices. This study as well as identification of theatrical elements will help students collaboratively plan their own performances.

In the second part of the unit, students will read diverse opinions of published authors regarding Shakespeare's relevance to life in such pieces as "On the Bard's Birthday, Is Shakespeare Still Relevant?" by Alexandra Petri, an excerpt from *How Shakespeare Changed Everything*, by Stephen Marche, and "Why It's Time to Give the Bard the Heave-ho!" by Brando Tobshaw. Students learn the importance of using rhetorical appeals of logos, ethos, and pathos; supporting claims and counterclaims with clear reason and evidence; and maintaining a formal, academic style and tone. Students produce a multiparagraph, argumentative essay that synthesizes evidence.

- B. Shakespeare's play will serve as the springboard for a performance with peers of a key scene from *Romeo and Juliet*. After their study of the play, students will assess Shakespeare's relevance for today.

Embedded Assessment 1: Students in an "acting company" create a notebook with textual evidence and commentary on their planned scene. Students interpret, rehearse, and perform a scene from Shakespeare's *Romeo and Juliet*. Students will also write a reflection evaluating their final performance.

Embedded Assessment 2: Students will synthesize and cite evidence in an argumentative essay that maintains a formal, academic style to evaluate Shakespeare's relevance and influence in today's world. Students will follow the writing process for this embedded assessment.

End-of-Semester 2 Assessment - In order to demonstrate readiness for English 10 Honors and future AP courses, students will select an area of focus from the readings of Units 3-5; demonstrating academic integrity, by writing a research paper presenting evidence that supports their findings.

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

Glendale Unified School District

High School

Date

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

Department: English

Course Title: English 9

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

Grade Level(s): 9

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 8 / English 8 Advanced

Recommended

Textbook: *SpringBoard English Language Arts Grade 9*

Course Overview: English 9 is a year-long course designed to provide an intellectually challenging blend of compelling nonfiction and complex fiction through a variety of sources, including multimedia and nonprint texts. The course emphasizes close reading, critical analysis, in-depth discussion, and writing for specific purposes. Students will engage in a variety of listening and speaking opportunities that encourage both academic and vocational discourse.

The overarching focus for English 9 is an examination of the theme "Coming of Age." As students ponder essential questions related to what it means to "come of age," they will also engage in a yearlong genre study, which includes how genres develop certain techniques and styles, and how authors manipulate language to serve their purposes and to establish voice. Students will be required to identify various rhetorical

and figurative devices, to examine their impact, and to use these devices in their own writing. Writings range from timed, on-demand writings to more extended, process-based literary analyses. Students will write in a variety of modes including narrative, argumentative, and explanatory. Students will also engage in seminars and oral presentations to establish their own voices but also to appreciate the voices of their peers. All instructional activities work towards student mastery of the skills outlined in the Common Core State Standards for 9th grade English Language Arts. Students will demonstrate achievement of these skills through unit-embedded assessments, as well as other interim assessments and summative exams.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: Coming of Age

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.3, RL.9-10.4, RL.9-10.5; RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.8; W.9-10.1, W.9-10.2 W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.10; SL.9-10.1, SL-10.2; L.9-10.1, L.9-10.5, L.9-10.6

- A. Unit Overview: Coming to high school is a new chapter of every teen ager's life and confronting with the challenges can be exciting, yet overwhelming. Students need to start finding their true identity and one of the best ways to do so would be through fictional characters and real people in non-fiction pieces. Therefore, the opening unit introduces "coming of age" as the thematic focus of the year. As the unit starts, the idea and the concept of "Coming of Age" is introduced; however, this unit is designed to embed the concept of coming of age and voice. Reading a variety of short coming of-age texts, namely excerpts of the novel *Speak* by Laurie Halse Anderson, The short story "Marigolds" by Eugenia Collier, and Luis J. Rodriguez's memoir *Always Running* and poem "'Race' Politics" will allow students to refine their comprehension of these concepts.
- B. Unit Assignment: In order to ensure student mastery, they will interact with these texts with quickwrites, dialectical journals, reading discussion groups & collaborative discussions. Although the main focus of the unit is the concept of coming of age, the second half of the unit broadens the students' perspective by educating them to realize the value of post-secondary education through the genre of argumentation.

Embedded Assessment 1: Students learn to apply the elements of voice to their own writing through mentor texts "WMDs" By Brian O'Connor and an interview of Chuck

Liddel by Steven Yaccino. Next, students synthesize the concepts by planning and conducting an interview. By close reading of various argumentative texts, students will analyze the elements, language, and appeals of a successful argument. In preparation for writing an interview narrative for Focus texts come from a variety of modes such as speeches, editorials, and government data reports, anchored by President Barack Obama's 2009 remarks to Virginia high school students in "America's Schoolchildren", and OpEd pieces from Star Tribune, The Huffington Post, and Time. Students will apply these skills in Embedded Assessment 2.

Embedded Assignment 2: Students will interview a person who has attended a postsecondary institution (i.e., a two- or four-year college, a training or vocational school, the military) and write an interview narrative that effectively portrays the voice of the interviewee while revealing how the experience contributed to his or her coming of age. In order to complete this assignment, students need to keep detailed notes and choose meaningful quotes that would create an authentic voice and be able to draft a narrative with precise imagery and deliberately chosen diction. Finally, students will present their final interview narrative to the interviewee for final approval and recognition. This assignment helps students refine their understanding of voice, review and deepen their understanding of narrative and argumentative elements, and establish themselves as mature writers.

Unit 2: Defining Style

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7; RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10; W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.9, W.9-10.10; SL.9-10.1, SL-10.2; L.9-10.1, L.9-10.5, L.9-10.6

- A. Readers have often experienced being fascinated by a creative plot that underlines the author's style. The first half of the unit is focused on the use of literary devices, such as, point of view, imagery, symbolism, foreshadowing and irony, which authors use to build complex ideas and make connections to real life situations. The unit begins with a review of the elements that contribute to the craft and structure of a short story and, through several close-reading activities (focused on "The Gift of the Magi" by O. Henry, "The Stolen Party" by Liliana Heker, and "the Cask of Amontillado" by Edgar Allan Poe) asks students to take deeper look at the stylistic techniques. The second half of the unit shifts the students thinking process about the concept of style in literature to understanding and closely analyzing of a film as a text. The students will read clips from the films Charlie and the Chocolate Factory and Edward Scissorhands by director Tim Burton, as well as analyzing the complementary biographical essay "Tim Burton: Wickedly Funny, Grotesquely Humorous" and excerpts of Roald Dahl's novel Charlie and the Chocolate Factory. These activities introduce students to directorial choices and engage them in the expository writing practice they will draw upon for their style analysis essay.

- B. Analyzing literature, will enable students to understand the purposes and effects of unique stylistic choices that authors make to create a storyline. Students will demonstrate their knowledge of the narrative text type and movie clips by writing an original narrative from real and/or imagined experiences or events.

Assessment 1: Writing the narrative, should demonstrate the students comprehension of the literary elements. The story must include a variety of narrative techniques – such as foreshadowing, point of view, figurative language, imagery, symbolism, and/or irony – as well as effective details and a well-structured sequence of events.

Assessment 2: Students will choose three or four stylistic devices (cinematic techniques) that are common to the Tim Burton films viewed and analyzed in class and write an essay analyzing the cinematic style of director Tim Burton. The essay should focus on the ways in which the director uses stylistic techniques across films to achieve a desired effect and use detailed evidence from the films and classroom reading to develop and support their analysis.

Course Content-Second Semester

Unit 3: Coming of Age in Changing Times

(7 weeks)

STANDARDS

RL:9-10.1, RL. 9-10.2, RL.9-10.3, RL 9-10.5, RL 9-10.7; RL.9-10.1; RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.7, RI. 9-10.8, RI. 9-10.9, RI.9-10.10; W. 9-10.1, W. 9-10.2, W. 9-10.7, W. 9-10.8, W. 9-10.9, W.9-10.10; SL.9-10.2, SL.9-10.4, SL 9-10.5, SL 9-10.6; L.9-10.3, L.9-10.6

- A. In this unit, students engage in a study of a longer literary work of exceptional craft and thought, Harper Lee’s classic novel, *To Kill a Mockingbird*. While studying the novel, students will also read informational texts, research, and present information to their peers regarding the novel’s social, cultural, historical, and geographical context.

Working in collaborative groups, students analyze informational texts on Jim Crow laws and the Civil Rights Movement. Sources include “Jim Crow Laws” from the Martin Luther King, Jr. National Historic Site, “Jim Crow: Shorthand for Separation by Rick Edmonds, and “Letter from Birmingham Jail” by Martin Luther King, Jr. After students have understood the context for the novel, the second half of the unit asks students to apply active reading skills and conduct a comparative analysis between text and film during Part One of the novel. In Part Two, instructional emphasis shifts to close textual analysis of Harper Lee’s language and literary elements.

- B. In this full-length novel study, activities and assignments reinforce the importance of context on a literary text and how that context informs an author’s choice. Embedded assessments which correlate to the unit ask students to engage in academic discourse, collaborative discussions, and the writing process.

Embedded Assessment 1: Student groups research the historical, cultural, social, or geographical context of the novel *To Kill a Mockingbird* and investigate how individuals, organizations, and events contributed to change in the United States during the Civil Rights Movement. The end product is an oral presentation with multimedia support and guiding questions for their audience.

Embedded Assessment 2: Students will write an essay explaining how the literary elements in a key coming-of-age passage help develop the theme of the novel.

Unit 4: **Exploring Poetic Voices**

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7; RI.9-10.2, RI.9-10.4; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.9, W.9-10.10; SL.9-10.4; L.9-10.3, L.9-10.6

A. By this point in the year, students have delved into the power of language -- of words, phrases, structure and images to convey emotion and ideas. Nowhere is the power of language more apparent than in the study of poetry. In this unit, students will study classic and contemporary poetry that offers diverse perspectives on the coming-of-age theme. By reading strategically, writing creative and explanatory responses, collaborating in diverse groups, and performing oral interpretations, students deepen their understanding of poetic effects in writing. The first half of the unit asks students to examine the literary devices within poems and their impact on the reader. Diverse poems include Pablo Neruda's "Poetry" to Gwendolyn Brooks's "We Real Cool", Nikki Giovanni's "Ego Tripping" and "Abuelito Who" by Sandra Cisneros, to Shakespeare's Sonnet 18. Students will come away from the unit with an understanding of structure, diction and imagery, use of extended metaphors and hyperbole, and theme.

The second half of the unit prepares students to critically analyze a collection of work from a single poet. Students examine poets, such as Gladys Cardiff, William Wordsworth, Langston Hughes, and Emily Dickinson, and they present an oral interpretation where they demonstrate understanding of structure and ideas. Then, the class engages in an in-depth poet study.

B. In this poetry unit, students will learn to appreciate language as a matter of craft by researching a poet, emulating style, and developing a signature style in their own poetry. By writing in their unique voices, students will contribute to the literary community. Academic discourse, collaborative discussions, presentation, and writing and revision make up much of the unit.

Embedded Assessment 1: Students will use technology to create their own anthology of original poems with complementary visuals. They will also write a reflection that explains the style and content of the work.

Embedded Assessment 2: Students will write a style-analysis essay of a poet's collected works and choose one of the poems to present as an oral interpretation to the class.

Unit 5: Coming of Age on Stage

(8 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3,RL.9-10.4, RL.9-10.5, RL.9-10.7, RL.9-10.10; RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8; W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.7; SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6; L.9-10.6

- A. Students end the year with Shakespeare’s coming-of-age play *Romeo and Juliet*. Students will have ample opportunity to hear and speak Shakespeare’s language, view filmed interpretations, and collaboratively interpret scenes from the play. They will also read related information texts, research diverse viewpoints about the play, and write an argument for or against the tragedy’s merit as a relevant, timeless drama worthy of study.

The first part of the unit helps students build a historical and rhetorical context for *Romeo and Juliet* while helping them to gain confidence speaking in front of an audience. With guidance and close reading, students will interpret and analyze Shakespeare’s language, characters, and plot. Students will also view portions of film interpretations to examine and critique directors’ choices. This study as well as identification of theatrical elements will help students collaboratively plan their own performances.

In the second part of the unit, students will read diverse opinions of published authors regarding Shakespeare’s relevance to life in such pieces as “On the Bard’s Birthday, Is Shakespeare Still Relevant?” by Alexandra Petri, an excerpt from *How Shakespeare Changed Everything*, by Stephen Marche, and “Why It’s Time to Give the Bard the Heave-ho!” by Brando Tobshaw. Students learn the importance of using rhetorical appeals of logos, ethos, and pathos; supporting claims and counterclaims with clear reason and evidence; and maintaining a formal, academic style and tone. Students produce a multiparagraph, argumentative essay that synthesizes evidence.

- B. Shakespeare’s play will serve as the springboard for a performance with peers of a key scene from *Romeo and Juliet*. After their study of the play, students will assess Shakespeare’s relevance for today.

Embedded Assessment 1: Students in an “acting company” create a notebook with textual evidence and commentary on their planned scene. Students interpret, rehearse, and perform a scene from Shakespeare’s *Romeo and Juliet*. Students will also write a reflection evaluating their final performance.

Embedded Assessment 2: Students will synthesize and cite evidence in an argumentative essay that maintains a formal, academic style to evaluate Shakespeare’s relevance and influence in today’s world. Students will follow the writing process for this embedded assessment.

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

Glendale Unified School District

High School

Date

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

Department: English

Course Title: English 10 Honors

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

Grade Level(s): 10

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 9 / English 9 Advanced

Recommended

Textbook: *SpringBoard English Language Arts Grade 10*

Course Overview: Students will analyze complex literary and non-fiction texts from a variety of genres and sources (including multimedia texts). They will think reflectively, critically, analytically, and produce aesthetically pleasing work throughout both terms. Students will advance their skills by examining techniques, replicating style, and integrating patterns of academic language and thought. Students will analyze the craft of expert writers to hone their own writing skills as they proceed through a variety of assignments using the writing modes outlined by the Common Core State Standards (argumentative, informative/explanatory, and narrative) and writing for a variety of purposes, audiences and disciplines. Writing tasks will build on previous units and students will draw on evidence to construct mature responses in a variety of modes—spoken, written, and visually represented. All the instructional activities work towards student mastery of the skills outlined in the CCSS for 10th grade English

Language Arts (including the regular use of technology in reading, writing, presenting, and research).

This honors course is intended to be rigorous by drawing on a variety of readings, approaches to writing, listening and speaking skills. It is designed for students who want to challenge themselves academically and whose goals are AP readiness and college. The course follows all of the CCSS for 10th Grade English Language Arts, with the added dimension of the Honors distinction. As such, the expectations for readings, writing forms, analytical connections, participation and critical reasoning skills are above the norm. Students who enroll in the Honors course need to keep these expectations in mind regardless of their previous academic experience.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: Cultural Conversations

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6, L.9-10.4, L.9-10.5, L.9-10.6

- A. The 21st century classroom and workplace are settings in which people from different cultures mix and work together. Unit 1 guides students' explorations of culture and its components--nationality, family, ethnicity, gender, race, and subgroups--examining how these components shape their perceptions of themselves and the world around them.

The unit begins with activities that guide students to think of culture as a prism through which they view themselves and are viewed by others. Students then apply their understanding to a variety of texts in a range of genres (informational text, personal essay, novel excerpt, art, poetry, and short story) that explore the central concepts of cultural identity and perspective, namely "What Is Cultural Identity?" by Elise Trumbull and Maria Pacheco, "Ethnic Hash," by Patricia Williams, and *Frida*, a Biography of Frida Kahlo, by Hayden Herrera. As students near the Embedded Assessment, they focus more specifically on language and detail to reveal the complex ideas associated with cultural identity. As a support, they will examine the mentor text "Multiculturalism Explained in One Word: HAPA," by Kristen Lee, as a model of the ideas, structure, and use of language expected in the Embedded Assessment in which

students will apply their understanding of cultural identity by writing a reflective essay explaining their own cultural identity.

Students next read a number of texts about the relationship between one's cultural makeup and the way one views the world—the essays “Two Ways to Belong in America,” by Bharati Mukherjee and “Where Worlds Collide,” by Pico Iyer, various poems, and the short story “Everyday Use” by Alice Walker. Throughout, students read a full-length memoir of their choice independently and in literature circles; they perform a comparative analysis of their memoir with the pieces read in class, then present an extensive panel discussion of their analysis that their classmates evaluate.

- B. Unit Assignment(s): For Embedded Assessment 1, students will write a reflective essay explaining their own cultural identity and comparing it to the memoir they read and analyzed independently. Throughout the unit, students will have completed some prewriting about their cultural identity and how it compares to the memoir they read. They will work through the stages of the writing process to create a reflective essay incorporating the skills and concepts learned in the unit so far, and utilize peer conferencing for revision and editing. The assignment prepares students for deeper analysis and synthesis required in the second half of the unit.

For Embedded Assessment 2, students will collaborate with peers to write an essay that defends their position on the extent to which one's culture informs the way one views others and the world; it will include evidence to support the claim from at least three different texts read, viewed, or listened to in this unit, as well as with personal experience and insights. Groups will compose their essay in collegial discussion groups to brainstorm, introduce a precise position, choose relevant authors, and refine claim(s), supplying evidence for each. They will then engage in preliminary planning to ensure that they work effectively within a collaborative group to successfully complete the assignment. After students finish the task, they will reflect on their learning in this unit.

These assignments require students to manipulate a variety of cultural perspectives, make connections to their own lives to better understand the interrelationships among multiple cultures, and engage in writing as a social process built on effectively communicating according to task, audience, and purpose.

Unit 2: **Cultural Perspectives**

(7 weeks)

STANDARDS

RL.9-10.1, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, RI.9-10.10, W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.9, W.9-10.10, SL.9-10.1, SL.9-10.2, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.5, L.9-10.6

- A. Students begin this unit by thinking about their own culture and how their perspectives of the world influence their their cultural stories. Students will analyze a variety of narratives for key elements and narrative techniques to use in their own

writing. They will then examine a variety of texts that take a stand or convey an argument.

Instruction begins with students considering how an author's culture is reflected in his/her writing, focusing on the excerpts from *Funny in Farsi* by Firoozeh Dumas and *Kaffir Boy* by Mark Mathabane. Students then review narrative elements in more complex texts, including *The Hunger for Memory* by Richard Rodriguez; then they apply these techniques in their own writing. For focus texts, they perform a deep analysis of the author's style and narrative techniques, then prepare and present panel discussions of their analysis that their classmates evaluate. As students read the selections in this half of the unit, they examine how the author's culture and perspective affect the narrative, and then create their own narrative for Embedded Assessment 1.

In the second half of the unit, students explore issues of justice in a variety of texts and examine how people have used these genres to argue for justice over time. Anchor texts that closely examine argumentation in speech include "On Civil Disobedience" by Mohandas K. Gandhi, "On Surrender at Bear Paw Mountain, 1877" by Chief Joseph, "On Women's Right to Vote" by Susan B. Anthony, and "Hope, Despair, and Memory" by Elie Wiesel. Students will develop an argument about an issue that resonates across cultures for Embedded Assessment 2.

B. Unit Assignment(s): By analyzing literature from various genres, students will recognize unique stylistic choices made by authors and apply that understanding to writing a narrative and to an argumentative research project. For both assessments, students will engage in academic discourse and collaborative discussions as they follow the writing process from brainstorming, to outline, to drafting and peer feedback, to revision and presentation.

For Embedded Assessment 1, students will write two narratives about an incident, either real or imagined, that convey a cultural perspective. The first will be a standard narrative; the second will be written imitating the style and voice of the author's writing they analyzed in class. Throughout this unit, students have studied narratives in multiple genres, and have explored a variety of cultural perspectives. Students will then select the genre that is most appropriate to convey a real or fictional experience that includes one or more elements of culture.

For Embedded Assessment 2, students will research an issue that resonates across cultures and develop an argument about the issue to present in an essay. They will choose a position, target audience, and genre to convey their argument to a wide audience.

Course Content-Second Semester

Unit 3: **Culture in Conflict**

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.9, RL.9-10.10, RI.9-10.1, RI.9-10.3, RI.9-10.4, RI.9-10.10, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.6

- A. This unit continues the exploration of culture by examining what happens to a community when outsiders try to influence it. As students read and analyze Chinua Achebe's novel *Things Fall Apart*, they will learn about the African Ibo culture, make connections to their own culture, and consider the novel's characters and their responses to the cultural change. Although the unit is primarily a novel study, students will conduct research and present their findings in a group presentation. They will also have opportunities to refine their academic writing skills. Two poems and an interview with Chinua Achebe complement the novel. By the end of this unit, students will become more proficient in close reading, formal writing, literary analysis, research, and communication.

The instructional sequence begins with pre-reading activities that build contextual knowledge for the study of the novel *Things Fall Apart*. Short and sustained research will be an important part of this unit, both to build knowledge prior to reading the novel and to deeply understand an aspect of the Ibo tribal culture for Embedded Assessment 1. As students read the novel, they will be asked to keep a double-entry journal. The journal is an important place for students to track their connections and thinking as they analyze aspects of the novel. Many activities will direct students to their journals; however, in some activities, they will still be expected to write in their books or on sticky notes.

After the first Embedded Assessment, students will continue to analyze the complex characters in the novel, the development of the theme, the cultural views of gender reflected in the novel, and the concept of a tragic hero. To prepare to successfully complete a literary analysis of the novel for Embedded Assessment 2, students will be given a variety of short writing tasks and asked to use evidence from the text to support their analysis.

- B. Unit Assignment(s): In this full-length novel study, the activities and assignments reinforce the impact of context on a literary text, and how it informs the author's development of plot, character, and theme. The embedded assessments also bring to light how texts and their contexts illustrate and illuminate the students' current reality. For both assessments, students will engage in academic discourse and collaborative discussions as they follow the creative process from brainstorming, to outline, to rough draft and peer feedback, to revision and presentation.

For Embedded Assessment 1, students will one aspect of tribal culture presented in *Things Fall Apart*, its significance to the Ibo community, and to compare and contrast how that cultural aspect changed from precolonial to postcolonial Nigeria. Students will create a presentation that reflects their research.

For Embedded Assessment 2, students will write an analytical essay about *Things Fall Apart* that examines a character's response to the cultural collision caused by the introduction of Western ideas into Ibo culture. Students' essays will analyze how the collision challenges the character's sense of identity, and explain how his or her response shapes the meaning of the work as a whole.

Unit 4: **Dramatic Justice**

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.9, W.9-10.10, SL.9-10.4, SL.9-10.6, L.9-10.6

- A. In this unit, students will explore how an author develops a character and uses character interaction to advance a narrative plot and to develop themes. By deconstructing monologues from Shakespeare's *The Tragedy of Romeo and Juliet* and *The Tragedy of Julius Caesar*, *Les Miserables* by Victor Hugo, and *Oedipus Rex* by Sophocles, and presenting them in an oral presentation, students will demonstrate an understanding of the methods of characterization and how they influence dramatic delivery.

The second half the unit will focus on the classic Greek drama *Antigone* by Sophocles, analyzing the playwright's use of characterization to create conflict and develop theme. Students use textual evidence to analyze characterization by making inferences about characters from *Antigone*, and then demonstrate their understanding of characterization by composing a character sketch. The student characterization deepens in the second part of the unit as students analyze how characters influence a narrative and develop theme. Various creative group activities scaffold the reading, writing, and language skills needed to write an analytical essay on the effect of character interaction in the development of Creon as a tragic hero in the play *Antigone*.

- B. Unit Assignment(s): For Embedded Assessment 1, students will research, analyze, and present an oral interpretation of a monologue. The student's monologue will represent a point of view or cultural experience reflected in a work of literature from outside the United States, and will demonstrate vocal and dramatic delivery to convey a complex character's voice. In addition, students will write a descriptive sketch of the character to be portrayed, evaluate their own and other students' performances, and finally write a reflection on their oral interpretation.

For Embedded Assessment 2, students will write an analytical essay about the effect of character interaction in *Antigone*. Students will choose a character whose words, actions,

or ideas contrast with Creon's character, then explain how these conflicting motivations contribute to Creon's development as a tragic hero and how the character interactions advance the plot or develop themes of the play.

Unit 5: **Building Cultural Bridges**

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.4, RL.9-10.7, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6

- A. Students will examine one issue in depth: global warming, or climate change, and the controversy that surrounds it. Students will study this issue with three purposes in mind: one, to understand the issue and the conflicts to which it contributes; two, to view professional documentaries as models for a culminating research project that students will present to the class; and, three, to use the knowledge gained throughout the unit to create a documentary proposal for a solution to the problem.

This unit and its culminating research project is designed to challenge students as readers, writers, researchers, collaborators, and speakers through a deep engagement with nonfiction texts in both print and non-print media. In particular, the unit introduces students to active viewing of nonfiction film texts, paralleling this activity to the process of reading nonfiction print texts. Students apply various viewing strategies to evaluate the subjectivity of documentary films (*March of the Penguins* directed by Luc Jacquet, *Life in the Freezer: The Big Freeze* directed by Alastair Fothergill, and *The 11th Hour* directed by Nadia Connors and Leila Connors Petersen). The unit immerses students in a collaborative research project, guiding them through the process of documenting, evaluating, and citing their sources. The unit and culminating research project also builds on the work done in previous units in structuring and presenting arguments, but here the focus shifts to mediating conflicting points of view in order to present a solution to a complex problem.

- B. Unit Assignment(s): For one of the Embedded Assessments, students will conduct group research of an environmental conflict and present a solution that addresses the conflict. Each group will deliver a presentation designed to contextualize the conflict for their classmates and justify their approach to resolving it. Students will use the study of nonfiction film to design a short film to also present to the class. Students will be responsible for identifying stakeholder positions. Student also evaluate subjectivity and credibility of sources, cite their sources, and use researched information to develop and present their solution.

As in previous units, students will engage in academic discourse and collaborative discussions, and will follow the creative process from brainstorming, to outline, to rough draft and peer feedback, to revision and presentation.

The final Embedded Assessment requires that students turn their presentation into a documentary proposal for a solution. Students must use research-based evidence, persuasive appeals, and documentary film techniques (which students study and discuss within the unit) to engage an audience and convince them of their argument.

The final reflection asks students to reflect on the process of creating a documentary film compared to planning a class presentation.

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

Glendale Unified School District

High School

Date

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

Department: English

Course Title: English 10

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

Grade Level(s): 9

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 9 / English 9 Advanced

Recommended

Textbook: *SpringBoard English Language Arts Grade 10*

Course Overview: English 10 will introduce students to complex fiction and non-fiction texts in a variety of genres and sources (including multimedia texts). Students will analyze their origins and contexts, and make both written and verbal presentations of these analyses. English 10 builds on the skills introduced in English 9, emphasizing close reading, critical analysis, writing for specific audiences, tasks, and purposes, and in-depth discussion. In response to readings from various eras and cultural traditions, including non-fiction texts, novels, short stories, oratory, and poetry, students will have a variety of listening and speaking opportunities that reflect both academic and vocational contexts.

The purpose of English 10 is to provide an intellectually demanding and thought-provoking course of study that will prepare students for both college and vocational environments after graduation. Students will

continue to develop skills in critical thinking, formal writing, and speaking strategies. To achieve these goals, students will analyze complex literary and non-fiction texts from a variety of genres and sources (including multimedia texts) to become well-informed, thoughtful and creative readers. They will learn to think reflectively, analytically, and effectively to express their thinking in refined, nuanced, and aesthetically pleasing formats. Students will benefit from analyzing the craft of expert writers to hone their own writing skills as they proceed through a variety of assignments using the writing modes outlined by the Common Core State Standards (argumentative, informative/explanatory, and narrative) and writing for a variety of purposes, audiences and disciplines. Writing tasks will build on previous units and will necessitate drawing on evidence to construct mature responses in a variety of expressive modes--spoken, written, and visually represented. All the instructional activities work towards student mastery of the skills outlined in the Common Core State Standards for 10th grade English Language Arts (including the regular use of technology in reading, writing, presenting, and research) and will be demonstrated through rigorous embedded assessments and exams.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: Cultural Conversations

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6, L.9-10.4, L.9-10.5, L.9-10.6

- A. Unit 1 guides students' explorations of culture and its components--nationality, family, ethnicity, gender, race, and subgroups. The goal is for students to understand how those components shape their sense of self and their perceptions of the world.

The unit begins with activities that guide students to think of culture as a prism through which they view themselves and are viewed by others. Students then apply their understanding to a variety of texts that explore the central concepts of cultural identity and perspective. These texts range from personal reflections to short stories and also consider film and art. Some examples include: "What Is Cultural Identity?" by Elise Trumbull; Maria Pacheco, "Ethnic Hash," by Patricia Williams; "Two Kinds" by Amy Tan; and *Frida, a Biography of Frida Kahlo*, by Hayden Herrera. As students near the Embedded Assessment, they focus more specifically on language and

detail to reveal the complex ideas associated with cultural identity. As a support, they will examine the mentor text “Multiculturalism Explained in One Word: HAPA,” by Kristen Lee, as a model of the ideas, structure, and use of language expected in the Embedded Assessment in which students will apply their understanding of cultural identity by writing a reflective essay explaining their own cultural identity.

Students next read a number of texts about the relationship between one’s cultural makeup and the way one views the world. Some texts include “Two Ways to Belong in America,” by Bharati Mukherjee and “Where Worlds Collide,” by Pico Iyer, various poems, and the short story “Everyday Use” by Alice Walker. Students analyze and evaluate an argument in the essay “An Indian Father’s Plea,” by Robert Lake, then complete activities that guide them through the process of synthesizing texts to support a well-reasoned argument. Embedded Assessment 2 builds on this learning by asking students to collaboratively write a synthesis paper in support of an argumentative claim, using evidence from a variety of texts.

- B. Unit Assignment(s): There are two “Embedded Assessments” in each unit, one coming in the middle of the unit and one at the end. For Unit 1’s first Embedded Assessment, students will write a reflective essay explaining their own cultural identity. Throughout the unit, students will have completed some prewriting about their cultural identity. They will work through the stages of the writing process to create a reflective essay incorporating the skills and concepts learned in the unit so far, and utilize peer conferencing for revision and editing. The assignment prepares students for deeper analysis and synthesis required in the second half of the unit.

For Embedded Assessment 2, students will collaborate with peers to write an essay that defends their position on the extent to which one’s culture informs the way one views others and the world; it will include evidence to support the claim from at least three different texts read, viewed, or listened to in this unit, as well as with personal experience and insights. Groups will compose their essay in collegial discussion groups to brainstorm, introduce a precise position, choose relevant authors, and refine claim(s), supplying evidence for each. They will then engage in preliminary planning to ensure that they work effectively within a collaborative group to successfully complete the assignment. After students finish the task, they will reflect on their learning in this unit.

Unit 2: Cultural Perspectives

(7 weeks)

STANDARDS

RL.9-10.1, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, RI.9-10.10, W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.9, W.9-10.10, SL.9-10.1, SL.9-10.2, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.5, L.9-10.6

- A. This unit asks students to think about their own culture and how their perspectives of the world influences not only their stories, but how they interpret the stories of others.

Students will analyze a variety of narratives for key narrative elements and narrative techniques to use in their own writing, then will examine a variety of texts that take a stand or convey an argument.

The sequence of instruction begins with students considering how an author's culture is reflected in his or her writing, focusing on "Where I'm From" by George Ella Lyon and Kaffir Boy by Mark Mathabane. Students then review narrative elements in texts to analyze their narrative techniques, including *The Hunger for Memory* by Richard Rodriguez. They then practice applying these techniques in their own writing. As students read the selections in this half of the unit, they examine how the author's culture and perspective affect the narrative, and then create their own narrative for Embedded Assessment 1.

In the second half of the unit, students explore issues of justice in a variety of texts and examine how people have used these genres to argue for justice over time. Anchor texts closely examine argumentation in speech by critically reading and listening to "On Civil Disobedience" by Mohandas K. Gandhi, "On Surrender at Bear Paw Mountain, 1877" by Chief Joseph, "On Women's Right to Vote" by Susan B. Anthony, and "Hope, Despair, and Memory" by Elie Wiesel. Student will develop an argument about an issue that resonates across cultures for Embedded Assessment 2.

B. Unit Assignment(s): By analyzing literature in various genres, students will understand the effects of unique stylistic choices made by authors and will apply that understanding to writing a narrative and an argumentative research project. For both assessments, students will engage in academic discourse and collaborative discussions as they follow the writing process from brainstorming, to outline, to drafting and peer feedback, to revision and presentation.

For Embedded Assessment 1, students will write a narrative about an incident, either real or imagined, that conveys a cultural perspective. Throughout this unit, students have studied narratives in multiple genres, and have explored a variety of cultural perspectives. Students will then select the genre that is most appropriate to convey a real or fictional experience that includes one or more elements of culture.

For Embedded Assessment 2, students will research an issue that resonates across cultures and develop an argument about the issue to present in an essay. They will choose a position, target audience, and effective genre to convey your argument to a wide audience.

Course Content-Second Semester

Unit 3: **Culture in Conflict**

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.9, RL.9-10.10, RI.9-10.1, RI.9-10.3, RI.9-10.4, RI.9-10.10, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.6

- A. This unit continues the exploration of culture by examining what happens to a community when outsiders try to influence it. Students will read Chinua Achebe's novel *Things Fall Apart*, learning about the African Ibo culture, making connections to their own culture, and considering their responses to the cultural changes. Although the unit is primarily a novel study, students will conduct research and present their findings in a group presentation. They will also have opportunities to refine their academic writing skills. Two poems and an interview with Chinua Achebe complement the novel. By the end of this unit, student should become more proficient in close reading, formal writing, literary analysis, research, and communication.

The instructional sequence begins with pre-reading activities to build contextual knowledge for the study of *Things Fall Apart*. Short and sustained research are important in this unit, both to build knowledge prior and to deeply understand an aspect of the Ibo tribal culture for Embedded Assessment 1. As students read the novel, they will keep a double-entry journal to track their connections and thinking as they analyze aspects of the novel. Many activities will direct students to their journals; however, in some activities, they will still be expected to write in their books or on sticky notes.

After the first Embedded Assessment, students will continue to analyze the complex characters in the novel, the development of the theme, the cultural views of gender reflected in the novel, and the concept of a tragic hero. To prepare to successfully complete a literary analysis of the novel for Embedded Assessment 2, students will be given a variety of short writing tasks and they will use evidence from the text to support their analysis.

- B. Unit Assignment(s): In this full-length novel study, the activities and assignments reinforce the impact of context on a literary text, and how it affects the author's development of plot, character, and theme. The embedded assessments also reveal how texts and their contexts illuminate the students' current reality. For both assessments, students will engage in academic discourse and collaborative discussions as they follow the creative process from brainstorming, to outline, to drafting and peer feedback, to revision and presentation.

For Embedded Assessment 1, students will choose one aspect of tribal culture in *Things Fall Apart*, explain its significance to the Ibo community, and then compare and

contrast how that cultural aspect changed from precolonial to postcolonial Nigeria. Students will create a presentation that reflects their research.

For Embedded Assessment 2, students will write an analytical essay about *Things Fall Apart* that examines a character's response to the cultural collision caused by the introduction of Western ideas into Ibo culture. Students' essays will analyze how the collision challenges the character's sense of identity, and explain how his or her response shapes the meaning of the work as a whole.

Unit 4: **Dramatic Justice**

(8 weeks)

STANDARDS

RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.9, W.9-10.10, SL.9-10.4, SL.9-10.6, L.9-10.6

- A. In this unit, students will explore how an author develops a character to advance a narrative plot and to develop themes. By deconstructing monologues from Shakespeare's *The Tragedy of Romeo and Juliet* and *The Tragedy of Julius Caesar*, *Les Misérables* by Victor Hugo, and *Oedipus Rex* by Sophocles, and presenting them in an oral presentation, students will demonstrate an understanding of the methods of characterization and how they influence dramatic delivery.

The second half the unit focuses on the classic Greek drama *Antigone* by Sophocles, analyzing the playwright's use of characterization to create conflict and develop a theme. Students use textual evidence to analyze characterization by making inferences about characters from *Antigone*, and then by composing a character sketch. These activities are deepened in the second part of the unit as students analyze how characters influence a narrative and develop a theme. Literature circles, reading notebooks, and collaborative discussion group activities scaffold the reading, writing, and language skills needed to write an analytical essay on the effect of character interaction in the development of Creon as a tragic hero in the play *Antigone*.

- B. Unit Assignment(s): For Embedded Assessment 1, students will research, analyze, and present an oral interpretation of a monologue. The student's monologue will represent a point of view or cultural experience reflected in a work of literature from outside the United States, and will demonstrate vocal and visual delivery to convey a complex character's voice. In addition, students will write a character sketch of the character to be portrayed, evaluate their own and other students' performances, and finally write a reflection on their oral interpretation.

For Embedded Assessment 2, students will write an analytical essay about the effect of character interaction in the play *Antigone*. Each student will choose a character whose words, actions, or ideas contrast with Creon's character, then explain how these conflicting motivations contribute to Creon's development as a tragic hero and how the character interactions advance the plot or develop themes of the play.

Unit 5: **Building Cultural Bridges**

(7 weeks)

STANDARDS

RL.9-10.1, RL.9-10.4, RL.9-10.7, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.10, SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6

- A. This unit and its culminating research project is designed to challenge students as readers, writers, researchers, collaborators, and speakers through a deep engagement with nonfiction texts in both print and non-print media. In particular, the unit introduces students to active viewing of nonfiction film texts, paralleling this activity to the process of reading nonfiction print texts. Students apply various viewing strategies to evaluate the subjectivity of documentary films (*March of the Penguins* directed by Luc Jacquet, *Life in the Freezer: The Big Freeze* directed by Alastair Fothergill, and *The 11th Hour* directed by Nadia Connors and Leila Connors Petersen). The unit immerses students in a collaborative research project, guiding them through the process of documenting, evaluating, and citing their sources. The unit and culminating research project also builds on the work done in previous units in structuring and presenting arguments, but here the focus shifts to mediating conflicting points of view in order to present a solution to a complex problem.
- B. Unit Assignment(s): For one of the Embedded Assessments, students will conduct group research of an environmental conflict and present a solution that addresses the conflict. Each group will deliver a presentation designed to contextualize the conflict for their classmates and justify their approach to resolving it. Students will use the study of nonfiction film to design a short film to also present to the class. Students will be responsible for identifying stakeholder positions. Student also evaluate subjectivity and credibility of sources, cite their sources, and use researched information to develop and present their solution.

As in previous units, students will engage in academic discourse and collaborative discussions, and will follow the creative process from brainstorming, to outline, to rough draft and peer feedback, to revision and presentation.

The final Embedded Assessment requires that students turn their presentation into a documentary proposal for a solution. Students must use research-based evidence, persuasive appeals, and documentary film techniques (which students study and discuss within the unit) to engage an audience and convince them of their argument. The final reflection asks students to reflect on the process of creating a documentary film compared to planning a class presentation.

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

Glendale Unified School District

High School

Date

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

Department: English

Course Title: English 11

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

Grade Level(s): 11

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 10 / English 10 Honors

Recommended

Textbook: *SpringBoard English Language Arts Grade 11*

Course Overview: English 11 is a one-year course that continues to develop students' ability to communicate in both written and spoken forms, building on skills introduced in previous courses. The course emphasizes close reading; critical analysis; writing for specific audiences, tasks and purposes; and in-depth discussion and evaluation of class discussion. In response to readings chosen from American literature - including non-fiction texts, novels, short stories, oratory, and poetry - students will engage in a variety of listening and speaking opportunities that reflect both academic and vocational discourse.

The purpose of this course is to provide an intellectually demanding and thought-provoking course of study that will prepare students for both admission to college and for vocational environments. Students will be required to identify figurative and rhetorical devices and their impact in

various writing situations and employ these devices in their own writing. They will write multi-draft essays, conduct research, engage in seminars, prepare and deliver presentations.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: The American Dream

(7 weeks)

STANDARDS

RL 11-12.1, RL 11-12.4, RL 11-12.9, RI 11-12.1, RI 11-12.1, RI 11-12.4, RI 11-12.5, RI 11-12.6, RI 11-12.7, RI 11-12.9, RI 11-12.10, W 11-12.1a, W 11-12.1b, W 11-12.1c, W 11-12.1d, W 11-12.1e, W 11-12.2a, W 11-12.2b, W 11-12.2c, W 11-12.2d, W 11-12.2e, W 11-12.2f, W 11-12.5, W 11-12.7, W 11-12.9, W 11-12.9a, W 11-12.10, SL11-12.1, SL11-12.1a, SL 11-12.1b, SL 11-12.1d, SL 11-12.4, SL 11-12.5, L.11-12.1a, L.11-12.2a, L.11-12.3, L.11-12.3a, L.11-12.4c-d, L.11-12.5b, L.11-12.6

- A. This unit introduces the American Dream as the thematic focus of the year by examining preconceived notions and exposing students to the historical and literary foundations of that dream. The first half of the unit asks students to revisit and challenge their understanding by exposing them to a variety of authors in multiple genres, all of whom have a different and interesting take on the American Dream and what it means to be an American. After analyzing a variety of contemporary and historical texts, students refine their working definitions of the American Dream and synthesize information from the unit to create a thoughtful and coherent essay defining what it means to be an American. By considering the American Dream in its historical context, being exposed to multiple viewpoints, working with seminal historical documents, and revisiting preconceived notions, students will begin to understand the complex and difficult task of synthesizing information to create a clear and insightful argument about whether or not American still provides access to the American Dream.
- B. The sequence of instruction begins with establishing students' understanding of the American Dream, as well as examining the definition of key terms such as freedom and patriotism. Once students have created a working definition of the American Dream, they will use a variety of strategies with multiple genres (poetry, nonfiction, drama, short story, etc.) to clarify their understanding and refine their analytical skills. Students will apply this knowledge, along with an understanding of primary/secondary sources, to write a definition essay in Embedded Assessment 1. With a clear understanding of the American Dream and the viewpoints of multiple writers, poets, and even their peers, students will work toward synthesizing this information into a coherent argument in Embedded Assessment 2.

Definition Essay: Students will write a multi-paragraph essay that defines their interpretation of what it means to be an American. This essay should use the strategies of definition and different perspectives from the unit to help develop a complex and thoughtful definition.

Synthesis Essay: Students will synthesize at least three to five sources and their own observations to defend, challenge, or qualify the statement that America still provides access to the American Dream.

Unit 2: **The Power of Persuasion**

(7 weeks)

STANDARDS

RL 11-12.2, RL 11-12.3, RL 11-12.4, RL 11-12.5, RL 11-12.6, RL 11-12.7, RL 11-12.9, RL 11-12.10, RI 11-12.1, RI 11-12.3, RI 11-12.6, RI 11-12.9, W 11-12.1a, W 11-12.1b, W 11-12.1c, W 11-12.1d, W 11-12.1e, W11-12.1f, W 11-12.3a-e, W 11-12.4, W 11-12.5, W 11-12.7, W 11-12.10, SL11-12.1a, SL 11-12.3, SL 11-12.4b, SL 11-12.5, SL 11-12.6, L.11-12.1a-b, L.11-12.3, L.11-12.3a, L.11-12.4, L.11-12.4a, L.11-12.4c-d, L.11-12.5, L.11-12.5a, L.11-12.6

- A. This unit sets a historical context by focusing on texts set in colonial and revolutionary America and continues to build on the idea of the American Dream. The unit highlights America's commitment to freedom of speech by looking closely at the rhetorical tools used by writers and speakers to persuade an audience and to make a statement about American society. The first part of the unit focuses on Arthur Miller's play *The Crucible*, as students examine the methods an author can incorporate within a work of fiction to persuade an audience to his or her point of view. Through a close reading of *The Crucible*, students gain an understanding of the significance of literature in America's social conscience. Then, the focus shifts to persuasive speeches and an investigation of how rhetorical appeals and rhetorical devices are used in classic American speeches such as Abraham Lincoln's Gettysburg Address and Franklin D. Roosevelt's First Inaugural Address.
- B. The sequence of instruction begins with a study of *The Crucible* by Arthur Miller as a literary text and as a vehicle of social commentary. Part of Miller's purpose was to persuade audiences that hysteria, bred of hypocrisy, deceit, and repression, leads to a loss of personal and social integrity. Students will analyze the craft of drama with an eye to Embedded Assessment 1, which asks them to create a dramatic scene that conveys social commentary. Students then participate in activities designed to continue building a receptive classroom environment for taking a stand on a contemporary issue. The activities move into a review of rhetorical appeals and an introduction of rhetorical devices so that students can apply this new knowledge to creating their own persuasive speech about an issue of importance to them.

Persuasive Speech: Students will write and present an original, persuasive speech that addresses a contemporary issue. They should incorporate rhetorical appeals and devices to strengthen their argument and to help them achieve their desired purpose.

Course Content-Second Semester

Unit 3: American Forums: The Marketplace of Ideas

(7 weeks)

STANDARDS

RL 11-12.1, RL 11-12.4, RL 11-12.5, RL 11-12.6, RL 11-12.10, RI 11-12.1, RI 11-12.4, RI 11-12.5, RI 11-12.6, RI 11-12.7, RI 11-12.10, W 11-12.1, W 11-12.1a, W 11-12.1c, W 11-12.2, W 11-12.2a, W 11-12.2b, W 11-12.2d, W 11-12.3, W 11-12.3a, W 11-12.4, W 11-12.5, W 11-12.7, W 11-12.10, SL 11-12.1, SL 11-12.1a-c, SL 11-12.2, SL 11-12.3, SL 11-12.5, L.11-12.1a-b, L.11-12.2b, L.11-12.3a, L.11-12.4a-d, L.11-12.5b, L.11-12.6

- A. Central to any democracy is the way writers use language to influence public opinion. Consequently, one of our foremost obligations as teachers of English may be to teach students how to discern between arguments that use careful reasoning based on sound evidence and those that rely instead on manipulation, biased language, and fallacious reasoning. This unit focuses on these issues, examining multiple genres through which writers make statements about issues of the day. Through careful study of how writers use language and evidence, the unit explores the distinction between persuasion and manipulation, and challenges students to craft their own, well-crafted texts.
- B. The unit begins by exploring the thematic issue of the relationship between news media (newspapers in particular) and the free exchange of ideas in a democracy. Students then explore the distinction between objective and biased reporting before moving into an exploration of the nature of editorial texts. To this end, students analyze how evidence, reasoning, and language all significantly contribute to the presentation of an opinion and whether this presentation is considered effective – and/or ethical – or not.

Op-Ed News Project: Students will work in groups to plan, develop, write, revise and present an informational article on a timely and debatable issue of significance to your school community, local community, or national audience. After the group completes its article, they will individually develop a variety of editorial products that reflect their point of view (agreement, alternative, or opposing) on the topic. They should include at least two different pieces, such as cartoons, editorials, letters, posters, photos, and so on.

Unit 4: **The Pursuit of Happiness**

(7 weeks)

STANDARDS

RI 11-12.1, RI 11-12.3, RI 11-12.4, RI 11-12.5, RI 11-12.7, RI 11-12.10, W 11-12.1, W 11-12.1a, W 11-12.1f, W 11-12.2, W 11-12.2a, W 11-12.2b W 11-12.2c, W 11-12.3, W 11-12.4, W 11-12.5, W 11-12.7, W 11-12.8, W 11-12.9, W 11-12.9b, W 11-12.10, SL 11-12.1b, SL 11-12.1d, SL 11-12.4a, SL 11-12.5. L.11-12.1, L.11-12.2, L.11-12.2b, L.11-12.3a, L.11-12.6

- A. Students have examined the idea of the American Dream and the ideas and ideals that make it an enduring symbol of aspiration and success. In this unit, students will consider the American Dream from the viewpoint of what it means to be happy and to pursue happiness. They will link this pursuit to the American Transcendentalist movement that finds its spiritual moorings in the natural world. Students explore this idea by analyzing a variety of texts, most significantly *Into the Wild* by Jon Krakauer. This and other works present similar and sometimes contrasting ideas of happiness and its pursuit. The texts in this unit invite students to question, challenge, and/or critique the multiple perspectives presented. Students will learn to appreciate the passion and stylistic techniques with which authors assert ideas, advance a theme, and convey meaning. With this knowledge, students will construct a personal essay and a multi-genre research project.
- B. The sequence of instruction begins with several close-reading activities that ask students to examine genre conventions within a variety of texts as they explore Transcendentalism and its impact on American literature and society. Students will then apply their understanding of stylistic elements (organizational structure, syntax, tone, detail, and diction) to their personal essay.

Personal Essay: Students will write a multi-paragraph reflective essay about a significant personal experience, being sure to describe the experience and their immediate response to it.

Unit 5: **An American Journey**

(8 weeks)

STANDARDS

RL 11-12.1, RL 11-12.2, RL 11-12.3, RL 11-12.5, RL 11-12.10, RI 11-12.3, RI 11-12.7, W 11-12.2, W 11-12.2a, W 11-12.2b, W 11-12.2c, W 11-12.2d, W 11-12.2f, W 11-12.6, W 11-12.7, W 11-12.8, W 11-12.9a, SL11-12.1, SL11-12.1a-d, SL 11-12.2, SL 11-12.5, L.11-12.1, L.11-12.1a, L.11-12.2, L.11-12.2b, L.11-12.5, L.11-12.5a, L.11-12.6

- A. In this unit, students will explore how the concept of a journey has evolved as a part of the American experience since the times of the Pilgrims. They will delve deeply into a work of fiction (*Their Eyes Were Watching God*, *Huckleberry Finn*, *The Great Gatsby*,

A Raisin in the Sun, or other work). They will research and analyze a variety of texts thematically related to the concept of a journey to prepare a collaborative presentation.

- B. The sequence of activities guides students through the context and examples of writing from the Harlem Renaissance before they begin to conduct research to present a particular aspect of this literary and artistic movement. Next, students examine several texts by Zora Neale Hurston as well as *Their Eyes Were Watching God*.

Multimedia Presentation: Students will present their reading and research about the theme of the journey as part of the American experience in a collaborative multimedia presentation.

Analytical Essay: Students will write an analytical essay in which they delve deeply into the themes and techniques of the selected full-length fiction.

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

Glendale Unified School District

High School

Date

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

Department: English

Course Title: English 12

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

Grade Level(s): 12

School(s)

Course Offered: Clark Magnet High School, Crescenta Valley High School, Daily High School, Glendale High School, Hoover High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "b" English

Course Credits: 10

Recommended

Prerequisite: English 11

Recommended

Textbook: *SpringBoard English Language Arts Senior English*

Course Overview: Senior English is a one-year course in which students will understand and analyze complex expository works as well as a variety of stories, poems, plays, and novels. Students will analyze literature through a variety of perspectives and evaluate the premises, arguments, and rhetoric present in expository texts. In Senior English, students demonstrate college and career readiness by making logical, well-reasoned, thorough arguments in both written and oral formats. The purpose of the course is to prepare students for the rigors of college and/or vocational environments they will enter after graduation.

The core textbook for this course is SpringBoard. Sites may determine which (alternate) core and supplemental novels meet the needs of their students with consideration for site & district resources and district grade level articulation as recommended by the English CSC.

Course Content-First Semester

Unit 1: Perception is Everything

(7 weeks)

STANDARDS

RL. 11-12.1, RL. 11-12.4, RI. 11-12.1, RI. 11-12.3, RI. 11-12.4, RI. 11-12.7, RI. 11-12.10, W.11-12.1a, W.11-12.2, W.11-12.2a, W.11-12.3, W.11-12.3a, W.11-12.3d, W.11-12.3e, W.11-12.5, W.11-12.7, W.11-12.9, W.11-12.10, SL.11-12.1, SL.11-12.1a, SL.11-12.1d, SL.11-12.4a, SL.11-12.5, L.11-12.3, L.11-12.3a, L.11-12.6

- A. In this unit students are introduced to the concept of perspective and are asked to consider how one's perception determines his or her interpretation of the world. A corollary of this fact is the idea that one's perception of reality is often filtered through various values, prejudices, and attitudes. In this unit, students will learn about and apply multiple literary theories as filters in order to have deeper and richer ways to think about, interpret, and critique literature and life. Literary theory is presented to introduce the idea that the world is full of ideologies, theories, and biases through which students construct an understanding of their own as well as others' experiences. Studying theory is a means to make students aware of competing visions of truth that they will examine and define from multiple perspectives.

Students will read, listen to, and apply the literary theories of Reader Response Criticism and Cultural Criticism to readings that illustrate three different themes: Perspectives from world to self, imperialism, and being a stranger. Texts include various poems (by Roethke, Cummings, Peter Davison, Plath, Edward Montez, Kipling, and George McNeill), non-fiction pieces (essays on colonial imperialism, pieces by Ralph Ellison, magazine advertisements, and speeches on women's suffrage), and fiction (vignettes from *The House on Mango Street* by Sandra Cisneros and chapters from Amy Tan's *The Joy Luck Club*). As they interact with the texts, students will focus on the theories' impact on point of view, imagery, diction, detail, syntax, and theme. They will utilize close reading, group discussions, and informal writing to not only explain their basic understanding of the texts, but also to construct thoughtful analyses of them. As the unit progresses, students move from reading texts for developing conceptual understanding of Reader Response Criticism and Cultural Criticism, to reading texts for applying the theories, to reading texts as models of the writing they will undertake. First, students interpret imagery of poetic texts and transform it into visual representations of poets' and readers' perspectives. Next, they examine models of argumentation and explore how argumentation can be supported with visual imagery, both in print and non-print texts. They then examine the function and use of stylistic elements in reflective essay writing and their impact on the reader. In the culminating reading, students take a deep dive into Ralph Ellison's reflective essay, "Stranger in the Village", through close reading, jigsaw activities, short writing assignments, and a Socratic seminar in order to synthesize their understanding of perspective and ultimately transfer their knowledge of the elements of rhetoric and critical theory to the creation of their own photo essay for Embedded Assessment 1 and a reflective essay for Embedded Assessment 2.

- B. **Assessment:** The first half of the unit focuses on analyzing and developing perspectives through written and visual rhetoric, culminating in an assignment to create and present a photo essay arguing a perspective or position on a topic of the student's choice. Students will draft, revise, and develop a written argument through a workshop process, then recast their argument in a visual format using at least 10 images. Also, the product will include the intended thesis and a written rationale explaining how the images convey this thesis. This assignment reinforces students' understanding that personal experience is the basis of reflective texts, and their ability to think in and communicate with images.

For the second half, students examine reflective writing and write a reflective essay based on an event that illustrates the concept of being perceived as a stranger, modeled on "Stranger in the Village" by Ralph Ellison. Their assignment is to write and formally present a reflective essay that illustrates an event in which one felt like a "stranger in the village" or were perceived as a stranger by some group. Students will work from preliminary drafts to flesh out memories or ideas, or to explore ideas for restructuring their narrative. In writing conferences, students will provide constructive feedback for each other and will use the scoring rubric as a tool for revision. Finally, students will work with partners to adapt their written essays to a formal oral presentation (to be delivered in class or submitted as shared digital video or audio). This assignment challenges students to apply the elements of narrative and reflective writing in their own work, and reinforces that texts are to be read and analyzed, but also serve as writing mentors.

Unit 2: The Collective Perspective

(8 weeks)

STANDARDS

RL.11-12.1, RL.11-12.2, RL.11-12.4, RL.11-12.7, RL.11-12.10, RI.11-12.1, RI.11-12.5, RI.11-12.6, W.11-12.2, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2d, W.11-12.2e, W.11-12.f, W.11-12.3, W.11-12.3a, W.11-12.b, W.11-12.c, W.11-12.d, W.11-12.e, W.11-12.4, W.11-12.5, W.11-12.9, W.11-12.10, SL.11-12.1, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.4b, L.11-12.6

- A. This unit provides an opportunity for students to continue their focus on critical perspectives including Archetypal, Feminist, and Marxist literary criticism. Students will be asked to focus their attention on characters, characterizations, and the relationship between and among individuals and groups in a variety of texts including fiction, drama, film, and nonfiction. This unit not only asks students to examine and analyze text, but also asks them to consider the social and cultural implications of presenting a text from a particular perspective. By studying texts this way, students will start to access various textual readings and reflect on how these perspectives enhance their enjoyment and understanding.

The sequence of instruction begins with activities establishing an understanding of key themes and components of Archetypal Criticism. Students will then examine the characters, dialogue, subtexts, and plot of a longer text such as George Bernard Shaw's

Pygmalion through various reading, writing, and performance pieces. With a clear understanding of the text, students will learn and apply the Marxist critical perspective. Having learned two more critical perspectives, students will be asked to transform a scene from the play to reflect a specific critical perspective in Embedded Assessment 1. In the second part of the unit, students will study Feminist Criticism and will apply their new understanding to a work of nonfiction, a folk tale, a children’s story, and a film, such as Alfred Hitchcock’s film *Rear Window*. Students apply Feminist Criticism to this film, not only by discussing and writing about the main plot and characters, but also by creating a graphic that represents a Feminist interpretation of minor characters and subplots. Finally, students are asked to apply Marxist and Archetypal Criticism to illuminate a different understanding of the story. These varied experiences will help students with the final embedded assessment.

- B. Assessment: Small groups of students will work collaboratively to brainstorm, draft, revise, and perform a scene that communicates a clear claim through characterization, dialogue, and subtext. This assignment will allow them to demonstrate a sophisticated understanding of drama in its multiple versions and how it conveys a critical perspective.

After practicing the assessment skills on Faulkner's "A Rose for Emily" as a class project, students will write an analytical essay applying the Feminist Critical Perspective to one of two short stories: "The Story of an Hour" by Kate Chopin or "The Chaser" by John Collier. Students will work through the reading and writing process through collaborative discourse in small groups, individual drafting, peer conferences, and final reflections, all to discover how their text analysis is shaped by the assumptions of the Feminist Criticism.

Course Content-Second Semester

Unit 3: Evolving Perspectives

(6 weeks)

STANDARDS

RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.7, RL.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.10, W.11-12.1, W.11-12.1a, W.11-12.1b, W.11-12.1c, W.11-12.1d, W.11-12.1e, W.11-12.1f, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7, W.11-12.9, W.11-12.9a, W.11-12.10, SL.11-12.1, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, SL.11-12.6, L.11-12.1a, L.11-12.6

- A. Looking at a classic play, such as William Shakespeare’s *The Tragedy of Othello, the Moor of Venice*, through the lens of Historical Criticism yields a rich perspective from which to view a play that has been in continuous production for more than 400 years. Shakespeare’s characters and conflicts continue to be relevant to every age and country in which his plays are produced. Unit 3 asks students to apply new critical perspectives to Shakespeare’s *Othello*. They will understand it as performers, and they will consider its ever evolving interpretations. Reading, listening to, and even watching a drama can have an impact on students, but only by speaking the lines and interpreting the parts can students truly make meaning and own a drama. Students read and grapple with

Shakespeare's text, analyze interpretations of scenes, apply critical perspectives, and plan and rehearse a presentation of a scene from Othello.

Throughout their reading and study of Othello, students will have opportunities to practice performing and staging Shakespeare's drama. They will also apply critical perspectives to scenes in anticipation of their own interpretive performances. In this unit, the class is transformed into an acting company; the "players" read and annotate scenes from Othello, then interpret them in various writing, speaking and listening activities in which they provide rationale for their interpretations. Small troupes perform their scene interpretations for feedback from the company, then follow with reflection and revision. Troupes then stage and perform their final draft of their scene that brings out a new, deeper understanding of Othello. As they view their performances and compare them with film and filmed stage versions of Othello, students see a variety of interpretations and understand how the various perspectives are shaped.

- B. Assessment: 1. Students construct an argumentative essay defending a critical lens that provides modern society with the most compelling view of literature--students will choose among Historical, Cultural, or Feminist for this assignment. Students will support their claim with valid reasoning and with relevant and sufficient evidence from their reading and observations of Shakespeare's Othello. 2. Students (in small groups) will interpret a scene from Othello using one of the critical perspectives studied and then plan, rehearse, and perform the scene.

Unit 4: Creating Perspectives

(6 weeks)

STANDARDS

RI.11-12.1, RI.11-12.5, RI.11-12.5a, RI.11-12.7, RI.11-12.8, W.11-12.1, W.11-12.1a, W.11-12.1b, W.11-12.1c, W.11-12.1d, W.11-12.1f, W.11-12.2, W.11-12.2a, W.11-12.2b., W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.1, SL.11-12.1a, SL.11-12.1b, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, L.11-12.6

- A. This unit asks students to assess how the various critical lenses they have been exploring may be applied to real-world events to inform an understanding of the underlying tensions that contribute to the resonance and importance of an event in the context of society. It is built around texts that explore the many issues surrounding the 2005 storm, Hurricane Katrina. These texts and documentaries are used to model investigation into a significant issue, since students will find their own issue to investigate for the Embedded Assessments.

The sequence of instruction begins with several close-reading activities that ask students to examine journalistic texts to identify the critical perspectives that inform them and to analyze how information and rhetoric (verbal or visual) are used to influence our understanding of the meaning of things. They start with examining the changing landscape of news through Frontline's documentary, "News War, Part III: What's Happening to the News (Chapters 16-18: A New Definition of News)" and a

study of bias in media with two articles with opposing viewpoints. With quickwrites, graphic organizers, and text-dependent questions, students analyze evidence of bias and the persuasive power of rhetorical slanters. They then consider how differing news sources create different representations of events by investigating texts' treatment of Hurricane Katrina and their personal reactions to them: a Congressional Act, a newspaper article, and President George W. Bush's speech outlining the government's hurricane relief efforts. As they explore these texts, they discover how personal and cultural experiences, assumptions, and biases influence perspectives on what is "true" about an event, becoming filters that strongly influence how we interpret the world. By studying how a single event is reported by different journalistic sources (both initially and over time), students will explore how the critical lenses they have examined influence the way we define truth.

- B. **Assessment:** After their close look at Hurricane Katrina through multiple perspectives and purposes, students will then transfer their knowledge of cultural experiences, assumptions, and biases to a collaborative investigation and analysis of an issue or controversy of their choice. Group members will gather texts (both print and nonprint) that represent a variety of slants, perspectives, and understandings of their subject. After preparing and researching in a group, students will individually write an argument asserting that a certain critical perspective is the most appropriate way to understand an event they have researched. In their research groups, students will create a documentary media text for presentation to and evaluation by their peers.

Unit 5: **Multiple Perspectives**

(4 weeks)

STANDARDS

RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.10, W.11-12.1, W.11-12.1c, W.11-12.1f, W.11-12.2, W.11-12.2a, W.11-12.3, W.11-12.5, W.11-12.7, W.11-12.9, W.11-12.9a, W.11-12.10, SL.11-12.1, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, SL.11-12.3, SL.11-12.4, SL.11-12.5, L.11-12.6

- A. This unit expands students' understanding of critical perspectives by offering them opportunities to apply multiple critical perspectives to a single text, the graphic novel *The Arrival* by Shaun Tan. As students reflect on how different perspectives inform their understanding of the text, they begin to see the importance of multiple ways of looking at texts, at events, and at life.

The process of applying multiple critical perspectives and engaging in student-led discussion is scaffolded throughout the reading. Initially led by the teacher, students gradually move to greater independence throughout their reading. In various discussions, journal entries, and note-taking, students will examine the genre of graphic novels and comics and draw upon their understanding of literary and visual media elements to make meaning. They look at textual features of the genre, such as transitions and framing, and consider the effect of the author/illustrator's choices in short writings and extended timed writings. With guidance, students apply each of the

critical perspectives to various parts of the graphic novel, explaining their understanding in informal presentations and writings, and graphic representations.

The central focus of the unit is upon reading a second text, a novel or play agreed upon by students and teacher. Students select a critical perspective to trace while they read the text and discuss their findings with a small group of classmates who are applying other critical perspectives to the same text.

- B. Assessment: Students will work with a group to present a novel or play to an audience of their peers. They will choose a book or play to read independently and to analyze in Literature Circles--the text should have literary merit and lend itself to multiple perspectives--then will collaboratively prepare an analysis of the literary work through multiple critical perspectives and present it in a performance based or visual medium of its choice. The analysis should include a summary of the text in the format of a graphic novel. To complete the project, student groups will devise a plan and set up processes for completing the independent reading and discussion of a novel or play, as well as choosing and tracing a critical perspective and engaging in student-led discussions of the text and how applying a critical perspective can enrich the reading of it. As they read independently and engage in discussion, students will complete summaries and take notes in graphic organizers of their choice; they will also develop and implement checkpoints where they assess how effectively they trace their critical perspective. Once finished with reading and discussion, the group will plan, draft, evaluate and revise all aspects of their presentation: the summary, the visual component, and the group presentation. This assignment is the final opportunity for students to demonstrate their grasp of critical perspectives and the rigorous thinking required to apply it to their own reading of a complex text.

Additional Recommended Materials - Must be approved by Board of Education

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 9 Bridging

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

Grade Level(s): 9

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 9 or English 9 Advanced

Recommended

Textbook: *SpringBoard English Language Development Grade 9*

Course Overview: ELD 9 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 9 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 9 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **Coming of Age: Writing an interview Narrative**

(7 weeks)

STANDARDS

PI.9-10Br, PII.9-10Br

- A. In this unit, students will explore the theme of coming of age, and examine how writers create the voices of characters. In the first part of the unit, students will read an excerpt of the memoir, "Always Running," by Luis J. Rodriguez, and explain cause and effect relationships within the text. Students will examine how the author's language choices create different effects on the audience. In part two, students read the poem, "Race Politics," by Luis J. Rodriguez and compare and contrast elements in the two texts that describe the same event. In the third part of the unit, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on narratives as they read an editorial, "An Early Start to College," by the Minnesota StarTribune. Throughout the unit, students analyze the use of verbs, verb phrases, pronouns, compound and complex sentences, and transition words to develop an understanding of the workings of the English language, as specified in part II of the ELD standards.
- B. In the Embedded Assessment, students demonstrate understanding of what they have learned throughout the unit by writing and presenting an interview narrative. The assignment will include conducting an interview with a person about his or her coming of age experience, and writing a narrative using the details from the interview. Students will present their narratives orally to their peers.

The interview narrative must include a description of one or more incidents, a clear sequence of events with clear transitions, a variety of sentence structures, a consistent point of view, and direct and indirect quotations.

Unit 2: **Defining Style: Creating a Short Story**

(7 weeks)

STANDARDS

PI.9-10Br, PII.9-10Br

- A. In unit 2, students will explore elements of the modern short story and discover how authors create a distinct style. Edgar Allan Poe in the 1830s believed a short story should be read in one sitting. Students will examine how the authors O. Henry and Edgar Allan Poe build a storyline to a climactic moment and quickly reach a resolution in their short stories. Students will analyze literary elements such as symbolism, imagery, and irony in "The Gift of the Magi" by O. Henry, "The Cask of Amontillado" by Edgar Allan Poe, and other short stories. Students will read an excerpt from the

novel, *Charlie and the Chocolate Factory* by Roald Dahl to examine the language choices that authors make.

- B. The Embedded Assessment requires students to write an original short story about a real or imagined experience. The short story must include a coherent text structure, well-developed characters, well-structured sequence of events, consistent point of view, distinctive voice and style, different types of irony, figurative language to create imagery, complex and compound sentences, and effective grammatical structure.

Course Content-Second Semester

Unit 3: Coming of Age in Changing Times: Presenting a Historical Investigation (7 weeks)

STANDARDS

PI.9–10Br, PII.9-10Br

- A. In Unit 3, students will examine how social, cultural, geographical, and historical context can affect both the writer’s construction of a text and the readers’ responses to it. Students will read an excerpt from Martin Luther King Jr.’s “Letter from Birmingham Jail” and various informational texts to develop an understanding of the Civil Rights Movement. These texts will allow students to build background knowledge for reading an excerpt of the novel, *To Kill a Mockingbird* by Harper Lee. Finally, students will conduct and present research to understand the civil rights struggles introduced in the text.
- B. The Embedded Assessment requires students to research the role of civil resistance in social change and investigate how specific events or actions by individuals contributed to change in the United States during the civil rights movement. Students will work collaboratively to create an oral presentation of their findings with multimedia support and guiding questions for their audience.

The presentation should include a clear topic with a unifying focus, a claim, argument, or opinion with supporting evidence, a variety of sentence structures with varied verb phrases as well as modifying adverbials, and persuasive language.

Unit 4: Exploring Poetic Voices: Analyzing a Poet (7 weeks)

STANDARDS

PI.9–10Br, PII.9-10Br

- A. In Unit 4, students will analyze the stylistic elements of poetry to catalyze sound, symbolism, and rhythm. Students will read and analyze poetic devices in three poems: “Identity” by Julio Noboa Polanco, “Hanging Fire” by Audre Lorde, and “Prayer to the Pacific” by Leslie Marmon Silko. In addition, students will closely read informational texts, “Totem Poles” by Keri Dearborn and “Harlem Blooms” by Lisa Clayton Robinson, to make inferences, draw conclusions, and evaluate how authors’ language choices create different effects on an audience.
- B. The Embedded Assessment in this unit is an analysis essay. Students will write an essay analyzing the craft and style of a favorite poet. The essay should include a thesis statement that states a claim about the poet’s style and craft, an analysis of poems that show an understanding of poetic structure and elements such as figurative language, and an analysis of the poet’s style through word choice, tone, structure, diction, and syntax. Grammatical structures within the essay should include noun phrases, transition words, and preposition and verb phrases to add detail.

Unit 5: **Coming of Age on Stage: Writing a Synthesis Argument**

(7 weeks)

STANDARDS

PI.9–10Br, PII.9-10Br

- A. In unit 5, students will read and analyze an excerpt from Romeo and Juliet by William Shakespeare and learn how other writers have interpreted events from the play for modern audiences. Students will closely read informational texts, such as “On Love and War, Iraq Learns from Shakespeare” by Shelina Zahra Janmohamed and “The Lure of Shakespeare” by Robert W. Butler to evaluate evidence from a variety of sources about Shakespeare’s relevance and importance in today’s world. Upon this reflection, students will conduct research to support an argumentative essay about the relevance of studying Shakespeare today.
- B. In the Unit 5 Embedded Assessment, students will write an argumentative essay for or against the inclusion of William Shakespeare’s Romeo and Juliet in the ninth-grade curriculum. Students will research the topic and evaluate evidence from a variety of sources about Shakespeare’s relevance and importance in today’s world in order to explain why students should or should not study Shakespeare. Students will synthesize and cite evidence in a formal essay that states a clear position and reasons appropriate to purpose and audience. The essay should use logical reasoning and include the structural elements of an argument.

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

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 9 Expanding

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

Grade Level(s): 9

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 9 or English 9 Advanced

Recommended

Textbook: *SpringBoard English Language Development Grade 9*

Course Overview: ELD 9 Expanding is a designated English Language Development (ELD) course for English Learners at the expanding level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 9 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 9 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: Coming of Age: Writing an interview Narrative

(7 weeks)

STANDARDS

PI.9–10 Ex, PII.9-10 Ex

- A. In this unit, students will explore the theme of coming of age, and examine how writers create the voices of characters. In the first part of the unit, students will read an excerpt of the memoir, “Always Running,” by Luis J. Rodriguez, and explain cause and effect relationships within the text. Students will examine how the author’s language choices create different effects on the audience. In part two, students read the poem, “Race Politics,” by Luis J. Rodriguez and compare and contrast elements in the two texts that describe the same event. In the third part of the unit, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on narratives as they read an editorial, “An Early Start to College,” by the Minnesota StarTribune. Throughout the unit, students analyze the use of verbs, verb phrases, pronouns, compound and complex sentences, and transition words to develop an understanding of the workings of the English language, as specified in part II of the ELD standards.
- B. In the Embedded Assessment, students demonstrate understanding of what they have learned throughout the unit by writing and presenting an interview narrative. The assignment will include conducting an interview with a person about his or her coming of age experience, and writing a narrative using the details from the interview. Students will present their narratives orally to their peers.

The interview narrative must include a description of one or more incidents, a clear sequence of events with clear transitions, a variety of sentence structures,, a consistent point of view, and direct and indirect quotations.

Unit 2: Defining Style: Creating a Short Story

(7 weeks)

STANDARDS

PI.9–10 Ex, PII.9-10 Ex

- A. In unit 2, students will explore elements of the modern short story and discover how authors create a distinct style. Edgar Allan Poe in the 1830s believed a short story should be read in one sitting. Students will examine how the authors O. Henry and Edgar Allan Poe build a storyline to a climactic moment and quickly reach a resolution in their short stories. Students will analyze literary elements such as symbolism, imagery, and irony in “The Gift of the Magi” by O. Henry, “The Cask of Amontillado” by Edgar Allan Poe, and other short stories. Students will read an excerpt from the

novel, *Charlie and the Chocolate Factory* by Roald Dahl to examine the language choices that authors make.

- B. The Embedded Assessment requires students to write an original short story about a real or imagined experience. The short story must include a coherent text structure, well-developed characters, well-structured sequence of events, consistent point of view, distinctive voice and style, different types of irony, figurative language to create imagery, complex and compound sentences, and effective grammatical structure.

Course Content-Second Semester

Unit 3: **Coming of Age in Changing Times: Presenting a Historical Investigation** (7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10 Ex

- A. In Unit 3, students will examine how social, cultural, geographical, and historical context can affect both the writer's construction of a text and the readers' responses to it. Students will read an excerpt from Martin Luther King Jr.'s "Letter from Birmingham Jail" and various informational texts to develop an understanding of the Civil Rights Movement. These texts will allow students to build background knowledge for reading an excerpt of the novel, *To Kill a Mockingbird* by Harper Lee. Finally, students will conduct and present research to understand the civil rights struggles introduced in the text.
- B. The Embedded Assessment requires students to research the role of civil resistance in social change and investigate how specific events or actions by individuals contributed to change in the United States during the civil rights movement. Students will work collaboratively to create an oral presentation of their findings with multimedia support and guiding questions for their audience.

The presentation should include a clear topic with a unifying focus, a claim, argument, or opinion with supporting evidence, a variety of sentence structures with varied verb phrases as well as modifying adverbials, and persuasive language.

Unit 4: **Exploring Poetic Voices: Analyzing a Poet**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10 Ex

- A. In Unit 4, students will analyze the stylistic elements of poetry to catalyze sound, symbolism, and rhythm. Students will read and analyze poetic devices in three poems:

“Identity” by Julio Noboa Polanco, “Hanging Fire” by Audre Lorde, and “Prayer to the Pacific” by Leslie Marmon Silko. In addition, students will closely read informational texts, “Totem Poles” by Keri Dearborn and “Harlem Blooms” by Lisa Clayton Robinson, to make inferences, draw conclusions, and evaluate how authors’ language choices create different effects on an audience.

- B. The Embedded Assessment in this unit is an analysis essay. Students will write an essay analyzing the craft and style of a favorite poet. The essay should include a thesis statement that states a claim about the poet’s style and craft, an analysis of poems that show an understanding of poetic structure and elements such as figurative language, and an analysis of the poet’s style through word choice, tone, structure, diction, and syntax. Grammatical structures within the essay should include noun phrases, transition words, and preposition and verb phrases to add detail.

Unit 5: **Coming of Age on Stage: Writing a Synthesis Argument**

(7 weeks)

STANDARDS

PI.9–10 Ex, PII.9-10 Ex

- A. In unit 5, students will read and analyze an excerpt from Romeo and Juliet by William Shakespeare and learn how other writers have interpreted events from the play for modern audiences. Students will closely read informational texts, such as “On Love and War, Iraq Learns from Shakespeare” by Shelina Zahra Janmohamed and “The Lure of Shakespeare” by Robert W. Butler to evaluate evidence from a variety of sources about Shakespeare’s relevance and importance in today’s world. Upon this reflection, students will conduct research to support an argumentative essay about the relevance of studying Shakespeare today.
- B. In the Unit 5 Embedded Assessment, students will write an argumentative essay for or against the inclusion of William Shakespeare’s Romeo and Juliet in the ninth-grade curriculum. Students will research the topic and evaluate evidence from a variety of sources about Shakespeare’s relevance and importance in today’s world in order to explain why students should or should not study Shakespeare. Students will synthesize and cite evidence in a formal essay that states a clear position and reasons appropriate to purpose and audience. The essay should use logical reasoning and include the structural elements of an argument.

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

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 10 Bridging

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

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 10 or English 10 Honors

Recommended

Textbook: *SpringBoard English Language Development Grade 10*

Course Overview: ELD 10 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 10 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 10 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: Cultural Conversations: Writing about Cultural Identity

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will explore how different cultural experiences shape, impact, and influence one's identity and perceptions. Students will read texts in a variety of genres that reflect on the connection between a person's heritage and his or her sense of identity.

In the first part of the unit, students build academic and domain-specific vocabulary and language necessary for understanding a memoir. Students will closely read the memoir, "By Any Other Name" by Santha Rama Rau, using a variety of strategies and engage in academic conversations around the text. To learn how English works, students will focus on text structure and parallel structure and write a summary. To build background knowledge on the theme of cultural identity, students will read the informational text, "How Salt Shook an Empire" by Sara Wilson Etienne, about India's fight for independence.

In part two, students will closely read and engage in academic conversations around the poem, "My Mother Pieced Quilts" by Teresa Acosta, to draw inferences and conclusions and to evaluate the writer's language choices. Students learn about adding details to sentences and how to connect ideas using transition words. Students will write a reflective poem about a cultural element and read an informational text, "When Clothes Do the Talking" by Amita Sarin, about Gandhi's clothing style changes throughout his life.

In part three, students will build the vocabulary and language necessary for understanding a personal essay, "Two Ways to Belong in America" by Bharati Mukherjee. Students will closely read and engage in academic conversations around the text to apply their understanding of text structure. Students connect and condense ideas by writing compound and complex sentences as they write, revise, and present their own essays.

- B. In the Embedded Assessment, students will create a reflective essay describing their cultural identity. Students will describe the world they come from - your family or community - and describe how their culture has shaped their dreams and aspirations. The may include a reflection upon a conflict or conflicting perspectives about their culture. The essay should:
- follow a five-paragraph format
 - use parallel structure in sentences

- include a variety of sentence structures
- use vivid verbs and adjectives to add detail
- include imagery to help readers picture images in their minds
- use transition words to move the essay along

Unit 2: **Cultural Perspectives: Writing a Narrative**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. The selections in this unit will explore how culture influences the way we view and interact with others and the ways in which we perceive the world. Students will examine the role that culture plays in forming one’s identity and how that identity changes through experiences with others by reading an excerpt from a memoir by an Iranian-American writer, an excerpt from a graphic novel, and a speech. The unit will culminate with students writing their own narrative about culture.

In part one of the unit, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing about narratives throughout the unit. They will focus on the vocabulary and language necessary for understanding the memoir, *Funny in Farsi* by Firoozeh Dumas. Students will closely read the memoir to make inferences and conclusions and to analyze a writer’s language choices. To learn *How English Works*, students focus on chronological, or sequential, text structure and time order transition words. Finally, students read the informational text, “Pilgrim Feet” by Kathiann Kowalski, on immigration to build and activate background knowledge on the unit theme, cultural perspectives.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a graphic novel excerpt from *Persepolis* by Marjane Satrapi. Students closely read the graphic novel excerpt using a variety of strategies and engage in academic conversations around the close reading focus, examining the language choices of the author. Students learn about using adverbials and noun phrases to write detailed sentences and write a short graphic novel. At the end of part two students read an informational text, “Viva la Causa” by Diane Brooks, about Cesar Chavez and his fight for migrant farm workers.

Part three of the unit engages students to build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on narratives for the unit. They focus on the vocabulary and language necessary for understanding the speech, “On Civil Disobedience” by Mohandas Ghandi. Students closely read the speech to explain cause and effect relationships and to evaluate a writer’s language

choices. Students use transitions to create compound sentences and condense ideas to create precise sentences as they focus on writing and presenting a narrative.

- B. In the Embedded Assessment, students will be given the following narrative writing prompt:

People have different perspectives on culture - their own culture as well as other cultures. Think about an incident that conveys a perspective on culture. This event can be a real event in your own life or it can be an imagined event. This can be a serious narrative on religion or family history, or it can be a light-hearted story about a funny cultural tradition. Then decide on whether you want to tell your narrative in the first-person or third-person point of view. Your narrative should include:

- a consistent point of view, whether first-person or third-person
- compound and complex sentences that use a variety of transitions
- a clear purpose explained in the narrative
- details through the use of adverbials and noun phrases to support, enhance, and explain the story
- a cohesive text structure or story format

Course Content-Second Semester

Unit 3: Cultures in Conflict: Writing a Literary Analysis

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. The selections in this unit will explore how a culture might change when it encounters new ideas and members. The selections from the first two parts of the unit are excerpts from the novel *Things Fall Apart* by Chinua Achebe. The novel uses fictional characters and events to explore change within a culture. In the third part of the unit, students will read an interview with Achebe that discusses historical, social, and cultural influences that informed his novel. Using these texts, students will write a literary analysis about *Things Fall Apart*.

In part one of the unit, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. Students focus on the vocabulary and language necessary for understanding a novel excerpt. They will closely read to understand and explain cause and effect relationships and analyze how a writer's language choices create different effects on the audience. Students engage in academic conversations around the close reading focus. Students learn *How English Works* by focusing on cause/effect text structure and transitions for linking events. Students read an informational text, "The Niger River:

One of Africa’s Main Roads” by Ann Stalcup, on the Niger River to build and activate background knowledge on the unit theme, cultures in conflict.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding an additional excerpt from the novel. They closely read the excerpt to make inferences and draw conclusions and revisit how a writer’s language choices create different effects on the audience. Students engage in academic conversations around the close reading focus. Students learn about using verb phrases and adverbials to add details and focus on researching and writing a compare-and-contrast paragraph. Students continue learning about African culture by reading an informational text, “They Couldn’t Possibly Have Done It!” by Jans Beem, on theories about how Great Zimbabwe was built.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding an interview, “An African Voice” by Katie Bacon.. Students closely read the interview to analyze causes and effects and to evaluate a writer’s language choices and engage in academic conversations around the close reading focus. Students explore identifying and citing text evidence, adding a focus on transitions. Finally, students write a review of *Things Fall Apart*.

- B. In the Embedded Assessment, students will write a literary analysis to address the following prompt:

In this lesson, you will create a literary analysis. Think of a character from *Things Fall Apart*. How does he or she talk, think, and act? In what ways do his or her actions and attitudes change over time in response to the new culture? Write a literary analysis explaining what your character’s actions and words say about them. To do this, your analysis should:

- Use adverbials to provide details about time, manner, place, or cause.
- Include expanded sentences that use a variety of transitions.
- Have a clear thesis statement explained in the introduction.
- Follow a cohesive five-paragraph text structure.
- Use a variety of sentence structure.
- Make clear inferences and draw detailed conclusions that you support with specific evidence from the text.
- Offer a detailed analysis of a character from *Things Fall Apart*.

Unit 4: **Dramatic Justice: Presenting an Interpretation**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will explore how different societies address the complex issues of right and wrong. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding a drama selection, *The Tragedy of Romeo and Juliet* by William Shakespeare. Students closely read the drama to explain inferences and conclusions and analyze how a writer's language choices create different effects on the audience. Students engage in academic conversations around the close reading focus by asking and answering questions. To learn *How English Works*, they will focus on text structure and cohesion as they write an explanatory paragraph interpreting a character. Students will read an informational text, "A Rose by Any Other Name" by Marcia Amidon Lusted, to build and activate background knowledge on Shakespearean drama.

In part two and three, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the drama *Antigone* by Sophocles. Students closely read a drama excerpt to compare and contrast text relationships and analyze a writer's language choices. Students engage in academic conversations with a focus on offering and supporting opinions, and learn about expanding sentences with noun phrases and adverbials as they research and write a short report and a persuasive argument. Finally students read "...A Dancing Place" by Rosalie Baker, an informational text about theater in ancient Greece.

- B. In the Embedded Assessment, students will research, analyze, and present an oral presentation of a monologue by a character in one of the dramas students have read. To accomplish this, students must draw conclusions about the character based on a monologue. Students will write a character sketch to interpret the character's voice and motivations, and support their opinion with reasons and evidence from the text. In addition, students should:
- Combine and condense ideas with precise and detailed sentences.
 - Expand sentences with simple modifiers to provide details.
 - Use transition words to move the scene along.
 - Cite evidence from the work of literature they are interpreting.
 - Give persuasive reasons to support their opinions.
 - Speak loudly, enunciate clearly, and set a good pace.
 - Make eye contact when speaking to the audience.

Unit 5: Building Cultural Bridges: Presenting a Solution

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will examine one issue in depth - sea lions feeding on endangered salmon - and the controversy that surrounds it. Students will read texts in a variety of genres that study and examine this issue. They will analyze how writers use evidence to impact the persuasiveness of a claim, and how perceptions of a writer's ethics affect the credibility of a text. Students will work in small groups to research and present a solution to a current environmental conflict.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding an informational article, "A Roaring Battle over Sea Lions" by Bill Hewitt. Students will closely read the informational article to make inferences and conclusions about different stakeholders in the issue and analyze a writer's language choices in presenting the issue. Students will engage in academic conversations around the close reading focus. To learn How English Works, students will focus on expanding noun phrases and creating cohesion as they write a position paper. Students will read "All Bottled Up" by Jodie Mangor and Elizabeth Taft, an informational text on the growing use of bottled water to build and activate background knowledge on the unit theme, building cultural bridges.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the press release, "The HSUS and Wild Fish Conservancy File Suit to Stop Sea Lion Killing" by the Humane Society of the United States. Students will closely read the press release to identify supporting details of an argument and revisit how a writer's language choices affect the audience. Students will engage in academic conversations around the close reading focus, honing their persuasion skills. They will learn about text structure, modals, and verbs, to write and present. They will read "A Warning to the World" by Virginia Wadsworth, an informational text about Rachel Carson and environmental concerns.

In part three, students focus on the vocabulary and language necessary for understanding an editorial, "Sea Lions vs. Salmon: Restore Balance and Common Sense" by Fidelia Andy.. They closely read the editorial to explain evidence-based arguments and analyze the writer's language choices that appeal to the reader's emotions (pathos). Students engage in academic conversations around the close reading focus. To write and present, they will work to connect ideas and add details to their writing.

- B. In the Embedded Assessment, students present a solution to an environmental conflict that they researched in groups. Students will work collaboratively to deliver a group presentation that will explain the conflict to their classmates and justify their approach for resolving it. The presentation should include:
- a well-structured presentation of the issue

- evidence from credible sources that supports the claim
- a clear call to action
- integrated oral citations
- persuasive language adapted to the audience
- adverbials and noun phrases that add details
- modals, conjunctive adverbs, and transitions to connect ideas.

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

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 10 Expanding

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

Grade Level(s): 10

School(s)
Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 10 or English 10 Honors

Recommended
Textbook: *SpringBoard English Language Development Grade 10*

Course Overview: ELD 10 Expanding is a designated English Language Development (ELD) course for English Learners at the expanding level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 10 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 10 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **Cultural Conversations: Writing about Cultural Identity**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will explore how different cultural experiences shape, impact, and influence one's identity and perceptions. Students will read texts in a variety of genres that reflect on the connection between a person's heritage and his or her sense of identity.

In the first part of the unit, students build academic and domain-specific vocabulary and language necessary for understanding a memoir. Students will closely read the memoir, "By Any Other Name" by Santha Rama Rau, using a variety of strategies and engage in academic conversations around the text. To learn how English works, students will focus on text structure and parallel structure and write a summary. To build background knowledge on the theme of cultural identity, students will read the informational text, "How Salt Shook an Empire" by Sara Wilson Etienne, about India's fight for independence.

In part two, students will closely read and engage in academic conversations around the poem, "My Mother Pieced Quilts" by Teresa Acosta, to draw inferences and conclusions and to evaluate the writer's language choices. Students learn about adding details to sentences and how to connect ideas using transition words. Students will write a reflective poem about a cultural element and read an informational text, "When Clothes Do the Talking" by Amita Sarin, about Gandhi's clothing style changes throughout his life.

In part three, students will build the vocabulary and language necessary for understanding a personal essay, "Two Ways to Belong in America" by Bharati Mukherjee. Students will closely read and engage in academic conversations around the text to apply their understanding of text structure. Students connect and condense ideas by writing compound and complex sentences as they write, revise, and present their own essays.

- B. In the Embedded Assessment, students will create a reflective essay describing their cultural identity. Students will describe the world they come from - your family or community - and describe how their culture has shaped their dreams and aspirations. The may include a reflection upon a conflict or conflicting perspectives about their culture. The essay should:
- follow a five-paragraph format
 - use parallel structure in sentences

- include a variety of sentence structures
- use vivid verbs and adjectives to add detail
- include imagery to help readers picture images in their minds
- use transition words to move the essay along

Unit 2: **Cultural Perspectives: Writing a Narrative**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. The selections in this unit will explore how culture influences the way we view and interact with others and the ways in which we perceive the world. Students will examine the role that culture plays in forming one's identity and how that identity changes through experiences with others by reading an excerpt from a memoir by an Iranian-American writer, an excerpt from a graphic novel, and a speech. The unit will culminate with students writing their own narrative about culture.

In part one of the unit, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing about narratives throughout the unit. They will focus on the vocabulary and language necessary for understanding the memoir, *Funny in Farsi* by Firoozeh Dumas. Students will closely read the memoir to make inferences and conclusions and to analyze a writer's language choices. To learn *How English Works*, students focus on chronological, or sequential, text structure and time order transition words. Finally, students read the informational text, "Pilgrim Feet" by Kathiann Kowalski, on immigration to build and activate background knowledge on the unit theme, cultural perspectives.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a graphic novel excerpt from *Persepolis* by Marjane Satrapi. Students closely read the graphic novel excerpt using a variety of strategies and engage in academic conversations around the close reading focus, examining the language choices of the author. Students learn about using adverbials and noun phrases to write detailed sentences and write a short graphic novel. At the end of part two students read an informational text, "Viva la Causa" by Diane Brooks, about Cesar Chavez and his fight for migrant farm workers.

Part three of the unit engages students to build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on narratives for the unit. They focus on the vocabulary and language necessary for understanding the speech, "On Civil Disobedience" by Mohandas Gandhi. Students closely read the speech to explain cause and effect relationships and to evaluate a writer's language

choices. Students use transitions to create compound sentences and condense ideas to create precise sentences as they focus on writing and presenting a narrative.

- B. In the Embedded Assessment, students will be given the following narrative writing prompt:

People have different perspectives on culture - their own culture as well as other cultures. Think about an incident that conveys a perspective on culture. This event can be a real event in your own life or it can be an imagined event. This can be a serious narrative on religion or family history, or it can be a light-hearted story about a funny cultural tradition. Then decide on whether you want to tell your narrative in the first-person or third-person point of view. Your narrative should include:

- a consistent point of view, whether first-person or third-person
- compound and complex sentences that use a variety of transitions
- a clear purpose explained in the narrative
- details through the use of adverbials and noun phrases to support, enhance, and explain the story
- a cohesive text structure or story format

Course Content-Second Semester

Unit 3: Cultures in Conflict: Writing a Literary Analysis

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. The selections in this unit will explore how a culture might change when it encounters new ideas and members. The selections from the first two parts of the unit are excerpts from the novel *Things Fall Apart* by Chinua Achebe. The novel uses fictional characters and events to explore change within a culture. In the third part of the unit, students will read an interview with Achebe that discusses historical, social, and cultural influences that informed his novel. Using these texts, students will write a literary analysis about *Things Fall Apart*.

In part one of the unit, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. Students focus on the vocabulary and language necessary for understanding a novel excerpt. They will closely read to understand and explain cause and effect relationships and analyze how a writer's language choices create different effects on the audience. Students engage in academic conversations around the close reading focus. Students learn *How English Works* by focusing on cause/effect text structure and transitions for linking events. Students read an informational text, "The Niger River: One of Africa's Main Roads" by Ann Stalcup, on the Niger River to build and activate background knowledge on the unit theme, cultures in conflict.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding an additional excerpt from the novel. They closely read the excerpt to make inferences and draw conclusions and revisit how a writer's language choices create different effects on the audience. Students engage in academic conversations around the close reading focus. Students learn about using verb phrases and adverbials to add details and focus on researching and writing a compare-and-contrast paragraph. Students continue learning about African culture by reading an informational text, "They Couldn't Possibly Have Done It!" by Jans Beem, on theories about how Great Zimbabwe was built.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding an interview, "An African Voice" by Katie Bacon. Students closely read the interview to analyze causes and effects and to evaluate a writer's language choices and engage in academic conversations around the close reading focus. Students explore identifying and citing text evidence, adding a focus on transitions. Finally, students write a review of *Things Fall Apart*.

B. In the Embedded Assessment, students will write a literary analysis to address the following prompt:

In this lesson, you will create a literary analysis. Think of a character from *Things Fall Apart*. How does he or she talk, think, and act? In what ways do his or her actions and attitudes change over time in response to the new culture? Write a literary analysis explaining what your character's actions and words say about them. To do this, your analysis should:

- Use adverbials to provide details about time, manner, place, or cause.
- Include expanded sentences that use a variety of transitions.
- Have a clear thesis statement explained in the introduction.
- Follow a cohesive five-paragraph text structure.
- Use a variety of sentence structure.
- Make clear inferences and draw detailed conclusions that you support with specific evidence from the text.
- Offer a detailed analysis of a character from *Things Fall Apart*.

Unit 4: **Dramatic Justice: Presenting an Interpretation**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

A. In this unit, students will explore how different societies address the complex issues of right and wrong. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing

throughout the unit. They focus on the vocabulary and language necessary for understanding a drama selection, *The Tragedy of Romeo and Juliet* by William Shakespeare. Students closely read the drama to explain inferences and conclusions and analyze how a writer's language choices create different effects on the audience. Students engage in academic conversations around the close reading focus by asking and answering questions. To learn *How English Works*, they will focus on text structure and cohesion as they write an explanatory paragraph interpreting a character. Students will read an informational text, "A Rose by Any Other Name" by Marcia Amidon Lusted, to build and activate background knowledge on Shakespearean drama.

In part two and three, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the drama *Antigone* by Sophocles. Students closely read a drama excerpt to compare and contrast text relationships and analyze a writer's language choices. Students engage in academic conversations with a focus on offering and supporting opinions, and learn about expanding sentences with noun phrases and adverbials as they research and write a short report and a persuasive argument. Finally students read "...A Dancing Place" by Rosalie Baker, an informational text about theater in ancient Greece.

- B. In the Embedded Assessment, students will research, analyze, and present an oral presentation of a monologue by a character in one of the dramas students have read. To accomplish this, students must draw conclusions about the character based on a monologue. Students will write a character sketch to interpret the character's voice and motivations, and support their opinion with reasons and evidence from the text. In addition, students should:
- Combine and condense ideas with precise and detailed sentences.
 - Expand sentences with simple modifiers to provide details.
 - Use transition words to move the scene along.
 - Cite evidence from the work of literature they are interpreting.
 - Give persuasive reasons to support their opinions.
 - Speak loudly, enunciate clearly, and set a good pace.
 - Make eye contact when speaking to the audience.

Unit 5: **Building Cultural Bridges: Presenting a Solution**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will examine one issue in depth - sea lions feeding on endangered salmon - and the controversy that surrounds it. Students will read texts in a variety of genres that study and examine this issue. They will analyze how writers use evidence

to impact the persuasiveness of a claim, and how perceptions of a writer's ethics affect the credibility of a text. Students will work in small groups to research and present a solution to a current environmental conflict.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding an informational article, "A Roaring Battle over Sea Lions" by Bill Hewitt. Students will closely read the informational article to make inferences and conclusions about different stakeholders in the issue and analyze a writer's language choices in presenting the issue. Students will engage in academic conversations around the close reading focus. To learn How English Works, students will focus on expanding noun phrases and creating cohesion as they write a position paper. Students will read "All Bottled Up" by Jodie Mangor and Elizabeth Taft, an informational text on the growing use of bottled water to build and activate background knowledge on the unit theme, building cultural bridges.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the press release, "The HSUS and Wild Fish Conservancy File Suit to Stop Sea Lion Killing" by the Humane Society of the United States. Students will closely read the press release to identify supporting details of an argument and revisit how a writer's language choices affect the audience. Students will engage in academic conversations around the close reading focus, honing their persuasion skills. They will learn about text structure, modals, and verbs, to write and present. They will read "A Warning to the World" by Virginia Wadsworth, an informational text about Rachel Carson and environmental concerns.

In part three, students focus on the vocabulary and language necessary for understanding an editorial, "Sea Lions vs. Salmon: Restore Balance and Common Sense" by Fidelia Andy. They closely read the editorial to explain evidence-based arguments and analyze the writer's language choices that appeal to the reader's emotions (pathos). Students engage in academic conversations around the close reading focus. To write and present, they will work to connect ideas and add details to their writing.

- B. In the Embedded Assessment, students present a solution to an environmental conflict that they researched in groups. Students will work collaboratively to deliver a group presentation that will explain the conflict to their classmates and justify their approach for resolving it. The presentation should include:
- a well-structured presentation of the issue
 - evidence from credible sources that supports the claim
 - a clear call to action
 - integrated oral citations

- persuasive language adapted to the audience
- adverbials and noun phrases that add details
- modals, conjunctive adverbs, and transitions to connect ideas.

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

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 11 Bridging

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

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 11

Recommended

Textbook: *SpringBoard English Language Development Grade 11*

Course Overview: ELD 11 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging levels of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 11 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 11 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **The American Dream: Drafting an Argument**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In this unit, students will explore a variety of American ideas and define what it is to be an American. In the first part of the unit, students will closely read an excerpt of the short story, "America and I" by Anzia Yezierska, and explain inferences and conclusions within the text. Students will read an informational text about immigration to build and activate background knowledge of the unit theme, the American Dream. In part two, students read the essay, "Growing Up Asian in America" by Kesaya E. Noda to evaluate a writer's language to support key ideas and arguments. Students will learn about using adverbials and creating compound sentences as they revisit argument writing. In the third part of the unit, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse as they read the poem, "Ellis Island" by Joseph Bruchac. Throughout the unit, students engage in academic conversations around the close reading focus. Students will practice expanding noun phrases to create detailed sentences and condense ideas into complex sentences as they write and revise an argument.
- B. In the Embedded Assessment, students demonstrate understanding of what they have learned throughout the unit by writing an argument essay that states the qualities an immigrant must have to achieve the American Dream.
- Student will write a five-paragraph argument essay using the following guidelines:
- Reviewing all the texts within unit 1
 - Stating a clearly worded claim with three reasons for the claim
 - Citing at least one piece of direct text evidence for each reason to justify the claim

Unit 2: **The Power of Persuasion: Delivering a Persuasive Speech**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In unit 2, students will examine how the legacy of persuasive oral presentations and art has changed American society. In part one of the unit, students will closely read an excerpt of the drama, The Crucible by Arthur Miller to make inferences and evaluate how well a writer uses language for persuasive purposes. Students will write and present a brief argument focusing on the use of verb phrases and tenses. Finally, students will read an informational text, "Daily Life in the 1600s" by Anne de Ocejo, to

build background knowledge on what life was like then, helping them to contextualize the dramatic scene.

The second part of the unit focuses on the vocabulary and language necessary for understanding a seminal American speech. As students closely read "Speech to the Virginia Convention" by Patrick Henry, they will explain text relationships and ideas as they explore persuasive techniques. Students will also read an informational text about the Glory Soldiers, a group of black Civil War soldiers, to build their background knowledge about the American Civil War.

In the final part of the unit, students will closely read "The Gettysburg Address" by Abraham Lincoln, exploring how deliberate language choices can help them argue persuasively and justify their opinions.

- B. In the Embedded Assessment, students will write and deliver a persuasive speech about the importance of freedom of speech. Students will address the following questions:
How does freedom of speech affect the country as a whole?
How does it give power to people?
The speech should:
- include claims, reasons, and supporting evidence
 - address possible counterclaims
 - include rhetorical devices and appeals to pathos, logos, and ethos
 - show cohesion of ideas using compound and complex sentences
 - use language that is appropriate to the task, purpose, and audience

Course Content-Second Semester

Unit 3: American Forums: Writing a Satirical Essay

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In unit 3, students will study how American forums use satire as a persuasive technique in opinion essays and editorials. The first part of the unit focuses on the vocabulary and language necessary for understanding an editorial. Students will closely read the editorial, "Why I Hate Cell Phones" by Sara Reihani, to evaluate how the writer chooses language to persuade readers. Students use the elements of satire to write an argument, focusing on nouns, noun phrases, and pronouns. Students will then read an informational text, "Taking on Money Kings" by Gina DeAngelis, to build background knowledge about the role of the media in American democracy.

In the second part of the unit, students focus on the vocabulary and language of a satirical article, "Girl Moved to tears by Of Mice and Men Cliff Notes" by The Onion, explaining inferences and drawing conclusions. Students write a satirical argument, focusing on combining clauses to create compound and complex sentences, and condensing ideas with prepositional phrases. Students read the informational text, "South Africa's fresh Face of Comedy: Trevor Noah" by Marcia Amidon Lusted, to understand how comedy is another example of an American forum.

In the final part of the unit, students closely read the satirical essay, "How to Poison the Earth" by Linnea Saukko, to examine evidence-based arguments and the use of irony to make a point. Students analyze argument text structure, adding a focus on modal verb phrases. Students conduct online research and summarize their findings to prepare for their culminating writing of a satirical essay.

- B. In the Embedded Assessment, students will write a satirical essay on an aspect of our society. Students will review the texts from this unit and argue on one of these topics or a topic of their choosing. The essay should include the following:
- a claim, reasons, and supporting evidence
 - address possible counterclaims
 - Show cohesion of ideas and appropriate grammatical use
 - Use sarcasm, hyperbole, litotes, or irony to create ridicule

Unit 4: **The Pursuit of Happiness: Crafting a Personal Essay**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In unit 4, students will examine the ideas proposed by the Transcendentalists, who valued a simple life, nature, and learning from feelings rather than proof of evidence, and how these values continue to appeal to many people in America. Students will study the writing of Henry David Thoreau, Tupac Shakur, and Jon Krakauer, who all embraced the American Dream while seeking solitude within themselves, in nature, and in the wild. Students will gain a deeper grasp of the power of language choices in essays, poetry, and biographies. The culminating writing assessment will require students to craft a personal essay about their own pursuit of happiness.

Students will closely read the following texts in this unit:

- Essay Excerpt: "Where I Lived, and What I Lived For" by Henry David Thoreau
- Informational Text: "Thoreau, Following a Different Drummer" by Craig F. Blohm
- Poetry: "In the Depths of Solitude" by Tupac Shakur
- Informational Text: "Influenced by Transcendentalists" by D.P.Brown
- Biography Excerpt: *Into the Wild* by Jon Krakauer

- B. In the Embedded Assessment, student will write a personal essay an experience from their lives that involves the pursuit of happiness or a quest to achieve something. The essay should include the following:
- a story of a personal incident
 - response to the incident and reflection
 - graphic imagery and metaphors
 - cohesion through connecting and condensing ideas with compound and complex sentences
 - noun phrases and modal verb use
 - language appropriate to purpose, task, context, and audience

Unit 5: **An American Journey: Presenting a Literary Movement**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In unit 5, students will study the poetry and prose of the Harlem Renaissance and analyze its literary criticism. In the first part of the unit, students will closely read an adapted informational text, "The Harlem Renaissance" by Kathleen Drowne and Patrick Huber, to explain the authors' claims and evidence. They will then read the informational text, "The Harlem renaissance: Who's Who" by Lisa Clayton Robinson, to build background knowledge of the literary movement known as the Harlem renaissance. In the second part of the unit, students focus on the vocabulary and language of a literary criticism selection, "On 'From the Dark Tower" by Eugenia W. Collier, and explain how the writer's word choices affect the audience. Students practice expanding sentence with noun phrases and adverbials, and how to cite sources. In the third part of the unit, students read the short story excerpt, "Sweat" by Zora Neale Hurston, to explain inferences and draw conclusions. Students practice connecting and condensing ideas with a focus on pronouns and nominalizations. Students conduct online research and write a literary narrative.
- B. In the Embedded Assessment, students will write and present a slideshow on the Harlem Renaissance literary movement and how what it means to them. The presentation should include:
- Student's favorite aspect of the history of the movement
 - a reflection on student's favorite text from the movement
 - a reflection on favorite symbolism from the movement
 - how learning about the Harlem Renaissance changed student's view, values, or life
 - noun phrases and adverbials to add details
 - cohesion through connecting and condensing ideas, and the use of pronouns and nominalizations
 - language adapted to purpose, task, context, and audience

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

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 11 Expanding

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

Grade Level(s): 10

School(s)
Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved
(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended
Co-requisite: English 11

Recommended
Textbook: *SpringBoard English Language Development Grade 11*

Course Overview: ELD 11 Expanding is a designated English Language Development (ELD) course for English Learners at the expanding level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 11 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 11 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: **The American Dream: Drafting an Argument**

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12 Ex

- A. In this unit, students will explore a variety of American ideas and define what it is to be an American. In the first part of the unit, students will closely read an excerpt of the short story, "America and I" by Anzia Yezierska, and explain inferences and conclusions within the text. Students will read an informational text about immigration to build and activate background knowledge of the unit theme, the American Dream. In part two, students read the essay, "Growing Up Asian in America" by Kesaya E. Noda to evaluate a writer's language to support key ideas and arguments. Students will learn about using adverbials and creating compound sentences as they revisit argument writing. In the third part of the unit, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse as they read the poem, "Ellis Island" by Joseph Bruchac. Throughout the unit, students engage in academic conversations around the close reading focus. Students will practice expanding noun phrases to create detailed sentences and condense ideas into complex sentences as they write and revise an argument.
- B. In the Embedded Assessment, students demonstrate understanding of what they have learned throughout the unit by writing an argument essay that states the qualities an immigrant must have to achieve the American Dream.
- Student will write a five-paragraph argument essay using the following guidelines:
- Reviewing all the texts within unit 1
 - Stating a clearly worded claim with three reasons for the claim
 - Citing at least one piece of direct text evidence for each reason to justify the claim

Unit 2: **The Power of Persuasion: Delivering a Persuasive Speech**

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12 Ex

- A. In unit 2, students will examine how the legacy of persuasive oral presentations and art has changed American society. In part one of the unit, students will closely read an excerpt of the drama, *The Crucible* by Arthur Miller to make inferences and evaluate how well a writer uses language for persuasive purposes. Students will write and present a brief argument focusing on the use of verb phrases and tenses. Finally, students will read an informational text, "Daily Life in the 1600s" by Anne de Ocejó, to build background knowledge on what life was like then, helping them to contextualize the dramatic scene.

The second part of the unit focuses on the vocabulary and language necessary for understanding a seminal American speech. As students closely read "Speech to the Virginia Convention" by Patrick Henry, they will explain text relationships and ideas as they explore persuasive techniques. Students will also read an informational text about the Glory Soldiers, a group of black Civil War soldiers, to build their background knowledge about the American Civil War.

In the final part of the unit, students will closely read "The Gettysburg Address" by Abraham Lincoln, exploring how deliberate language choices can help them argue persuasively and justify their opinions.

B. In the Embedded Assessment, students will write and deliver a persuasive speech about the importance of freedom of speech. Students will address the following questions:

How does freedom of speech affect the country as a whole?

How does it give power to people?

The speech should:

- include claims, reasons, and supporting evidence
- address possible counterclaims
- include rhetorical devices and appeals to pathos, logos, and ethos
- show cohesion of ideas using compound and complex sentences
- use language that is appropriate to the task, purpose, and audience

Course Content-Second Semester

Unit 3: American Forums: Writing a Satirical Essay

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12 Ex

A. In unit 3, students will study how American forums use satire as a persuasive technique in opinion essays and editorials. The first part of the unit focuses on the vocabulary and language necessary for understanding an editorial. Students will closely read the editorial, "Why I Hate Cell Phones" by Sara Reihani, to evaluate how the writer chooses language to persuade readers. Students use the elements of satire to write an argument, focusing on nouns, noun phrases, and pronouns. Students will then read an informational text, "Taking on Money Kings" by Gina DeAngelis, to build background knowledge about the role of the media in American democracy.

In the second part of the unit, students focus on the vocabulary and language of a satirical article, "Girl Moved to tears by Of Mice and Men Cliff Notes" by The Onion, explaining inferences and drawing conclusions. Students write a satirical argument,

focusing on combining clauses to create compound and complex sentences, and condensing ideas with prepositional phrases. Students read the informational text, "South Africa's fresh Face of Comedy: Trevor Noah" by Marcia Amidon Lusted, to understand how comedy is another example of an American forum.

In the final part of the unit, students closely read the satirical essay, "How to Poison the Earth" by Linnea Saukko, to examine evidence-based arguments and the use of irony to make a point. Students analyze argument text structure, adding a focus on modal verb phrases. Students conduct online research and summarize their findings to prepare for their culminating writing of a satirical essay.

- B. In the Embedded Assessment, students will write a satirical essay on an aspect of our society. Students will review the texts from this unit and argue on one of these topics or a topic of their choosing. The essay should include the following:
- a claim, reasons, and supporting evidence
 - address possible counterclaims
 - Show cohesion of ideas and appropriate grammatical use
 - Use sarcasm, hyperbole, litotes, or irony to create ridicule

Unit 4: **The Pursuit of Happiness: Crafting a Personal Essay**

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12 Ex

- A. In unit 4, students will examine the ideas proposed by the Transcendentalists, who valued a simple life, nature, and learning from feelings rather than proof of evidence, and how these values continue to appeal to many people in America. Students will study the writing of Henry David Thoreau, Tupac Shakur, and Jon Krakauer, who all embraced the American Dream while seeking solitude within themselves, in nature, and in the wild. Students will gain a deeper grasp of the power of language choices in essays, poetry, and biographies. The culminating writing assessment will require students to craft a personal essay about their own pursuit of happiness.

Students will closely read the following texts in this unit:

- Essay Excerpt: "Where I Lived, and What I Lived For" by Henry David Thoreau
- Informational Text: "Thoreau, Following a Different Drummer" by Craig F. Blohm
- Poetry: "In the Depths of Solitude" by Tupac Shakur
- Informational Text: "Influenced by Transcendentalists" by D.P.Brown
- Biography Excerpt: *Into the Wild* by Jon Krakauer

- B. In the Embedded Assessment, student will write a personal essay an experience from their lives that involves the pursuit of happiness or a quest to achieve something. The essay should include the following:
- a story of a personal incident
 - response to the incident and reflection
 - graphic imagery and metaphors
 - cohesion through connecting and condensing ideas with compound and complex sentences
 - noun phrases and modal verb use
 - language appropriate to purpose, task, context, and audience

Unit 5: **An American Journey: Presenting a Literary Movement**

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12 Ex

- A. In unit 5, students will study the poetry and prose of the Harlem Renaissance and analyze its literary criticism. In the first part of the unit, students will closely read an adapted informational text, "The Harlem Renaissance" by Kathleen Drowne and Patrick Huber, to explain the authors' claims and evidence. They will then read the informational text, "The Harlem renaissance: Who's Who" by Lisa Clayton Robinson, to build background knowledge of the literary movement known as the Harlem renaissance. In the second part of the unit, students focus on the vocabulary and language of a literary criticism selection, "On 'From the Dark Tower" by Eugenia W. Collier, and explain how the writer's word choices affect the audience. Students practice expanding sentence with noun phrases and adverbials, and how to cite sources. In the third part of the unit, students read the short story excerpt, "Sweat" by Zora Neale Hurston, to explain inferences and draw conclusions. Students practice connecting and condensing ideas with a focus on pronouns and nominalizations. Students conduct online research and write a literary narrative.
- B. In the Embedded Assessment, students will write and present a slideshow on the Harlem Renaissance literary movement and how what it means to them. The presentation should include:
- Student's favorite aspect of the history of the movement
 - a reflection on student's favorite text from the movement
 - a reflection on favorite symbolism from the movement
 - how learning about the Harlem Renaissance changed student's view, values, or life
 - noun phrases and adverbials to add details
 - cohesion through connecting and condensing ideas, and the use of pronouns and nominalizations
 - language adapted to purpose, task, context, and audience

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

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 12 Bridging

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

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 12

Recommended

Textbook: *SpringBoard English Language Development Senior English*

Course Overview: ELD 12 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 12 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 12 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: Perception Is Everything: Writing a Reflective Essay

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will be introduced to the idea that our perception is affected by what we know and believe. They will read three literary pieces that show how cultural perspectives affect the way people see themselves and others.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on vocabulary and language necessary for understanding a literary vignette, “Four Skinny Trees” by Sandra Cisneros. Students will closely read the vignette looking for examples of personification and words the author uses to describe herself and how she feels about trees. Students engage in academic conversations around the close reading focus. To learn How English Work, students will focus on using nouns, noun phrases, and connecting words. Students will read an informational text, “The Fire-Seekers” by Lori Nelson, to extend their knowledge while applying academic reading, writing, and discussion skills to a different text type.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on vocabulary and language necessary for understanding the poem, “Speaking with Hands” by Luis Rodriguez. Students closely read the poem to understand and explain cause and effect relationships and evaluate how the writer uses language to create different effects. Students learn about using verbs in different tenses and using adverbials to add detail. Then they will read an informational text—an interview with Congresswoman Linda Sánchez, who serves a district close to the setting of the poem students read earlier in the part.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding a novel excerpt from *The Joy Luck Club* by Amy Tan. Students closely read the novel excerpt and engage in academic conversations to understand ideas and themes and evaluate how a writer’s language creates different effects. Students explore narrative text structure in their writing, adding a focus on transition words.

- B. In the Embedded Assessment, students will write a reflective essay about a time they felt that it was a struggle to blend in or felt like an outsider. The essay should include:

- focus on an actual event from the student's life
- use of first-person point of view
- Student's response to the event at the time that it happened
- reflections on the event, including lessons learned
- noun and verb phrases to expand sentences

Unit 2: The Collective Perspective: Writing a Literary Analysis*(7 weeks)*

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will read texts to analyze the ways authors develop and convey ideas, plots, and characters. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing tasks throughout the unit. They focus on the vocabulary and language necessary for understanding a myth, "Orpheus Sings: Pygmalion and the Statue" by Ovid. They closely read the myth and engage in academic conversations to understand and explain cause and effect relationships and to analyze a writer's language choices. Students learn *How English Works* by focusing on using participles to describe and present ideas. They extend their learning to an informational text, "Venus" by George Bernard Shaw, about the planet Venus, giving them an opportunity to use their reading and discussion skills with a different text type.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the play, *Pygmalion* by George Bernard Shaw. Students closely read an excerpt from the play using a variety of strategies to evaluate the text structure and to compare and contrast texts about a similar topic. Students learn about using pronouns and creating compound and complex sentences in their writing. They will read and discuss an informational text, "Say What?" by Margaret Hill about how an adolescent's speech is affected by social connections at school.

In part three of the unit, students build academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding the short story, "The Story of an Hour" by Kate Chopin. Students closely read the short story and engage in academic conversations to make inferences about a character and analyze the author's use of figurative language. Students use a variety of transition words and complex sentences to link important ideas in their writing.

- B. In the Embedded Assessment, students will write a literary analysis of the character, Louise Mallard from "The Story of an Hour." Students should consider whether the

author wants the readers to sympathize with the character. Students will analyze how the author uses language to affect the way readers react or relate to the character. The literary analysis should include:

- a summary of the main events that surround the character
- conclusions about how the author wants readers to view the character
- details from the text to support the analysis of the character

Course Content-Second Semester

Unit 3: Evolving Perspectives: Staging an Interpretation

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will continue to explore the role perspective plays in interpreting literature. They will read two excerpts from the play *The Tragedy of Othello, The Moor of Venice* by William Shakespeare, as well as a critical essay related to the play. They will stage an interpretation from a scene from *Othello* that reflects their understanding.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing about Shakespeare throughout the unit. They focus on the vocabulary and language necessary for understanding *Othello*. Students closely read and engage in academic conversations about the text selection to make inferences about a character and analyze how a writer's language choices create different effects on the audience. To learn *How English Works*, students focus on using pronouns and understanding the text structure of a drama as they write a summary of what a character is thinking. Students will then read an informational text about the life of William Shakespeare to build background knowledge on the unit author and texts.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a piece of literary criticism, "The Moor in English Renaissance Drama" by Jack D'Amico. Students closely read the literary criticism excerpt and engage in academic conversations to understand and evaluate an argument and how a writer's language choices affect characterization. Students learn about combining clauses and condensing ideas to create compound and complex sentences as they write and present a summary. Students read an informational text, "Shakespeare's Fun with Words" by Diana Childress, about Shakespeare's love of creating new words and draw conclusions using text evidence.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on dramas for the unit. They focus on the

vocabulary and language necessary for understanding a Shakespearean scene from Othello. Students closely read the scene and engage in academic conversations to explain the motivations of characters and revisit how a writer's language choices can create different effects on the audience. Students use adverbs and adverb phrases to add detail to sentences, along with practicing using transition words and phrases.

- B. In the Embedded Assessment, students will work in groups to stage and present an interpretation of Act III, scene IV from Othello. Students will be drawing conclusions about the meaning of the text and determine how to incorporate elements of theater to express their interpretation. The staging of the interpretation should:
- have an original or modified script that includes stage directions
 - include a brief introduction to the scene providing background information for the audience, including when and where the scene takes place
 - clearly represent each group's interpretation of the text
 - follow the basic structure of the existing scene
 - be rehearsed and performed for the class

Unit 4: **Creating Perspectives: Writing an Editorial**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

- A. In this unit, students will explore the ways writers use specific language - including bias - to appeal to their audiences. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding an informational article, "How the Media Twist the News" by Sheila Gribben Liaugminas. Students closely read the article and engage in academic conversations to understand an argument and to identify techniques used to persuade readers. Students learn How English Works, focusing on using linking verbs as they write an argument. Students extend their knowledge about the media by reading an informational text, "Muckraking...Alive and Well" by Brant Houston, on investigative journalism.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a speech, "President Outlines Hurricane Katrina Relief Efforts" by George W. Bush.. Students closely read the speech and engage in academic conversations to examine causes and effects and evaluate the use of rhetorical devices. Students identify and analyze text structure and use present progressive verbs in their writing. They read an informational text, Katrina's Lesson" by Tim Searchinger, to extend their knowledge on the unit topic, Hurricane Katrina.

In part three, students build academic and domain-specific vocabulary to round out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding an editorial, "It's Time for a Nation to Return a Favor" by The Times-Picayune. Students closely read the editorial using a variety of strategies and engage in academic conversations. Students revisit argument text structure as they focus on writing an analysis of an argument.

B. In the Embedded Assessment, students will write an editorial stating their opinion about a topic affecting the world. Students can write about an issue relating to Hurricane Katrina using the texts in this unit as sources, or they can select a different topic that interests them. The editorial should:

- give a short description about the issue and the events surrounding it
- clearly state a claim and a call to action
- utilize rhetorical devices to persuade others

Unit 5: **Multiple Perspectives: Presenting an Interpretation**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12Br

A. In this unit, students will apply their knowledge of perspective to three texts about immigration. The unit begins with the graphic novel *The Arrival* by Shaun Tan, which consists of only pictures. Without the benefit of the author's words, students will interpret the perspectives expressed by this text by looking at visual cues. In the poem, "The New Colossus" by Emma Lazarus, students will consider the poet's point of view and language choices. Finally, an essay from Shaun Tan, the author of *The Arrival* will give students greater insight into the novel and the importance of considering art from different perspectives.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding a graphic novel selection, *The Arrival*. Students closely view the graphic novel excerpt and engage in academic conversations to make and support inferences using evidence from images. Students learn *How English Works*, focusing on understanding text structure and using noun phrases as they write a narrative summary. Extending from the graphic novel's focus on an immigrant's experience, students read an informational text, "97 Orchard Street" by Laura Arias, about a New York City tenement building.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the poem, "The New Colossus."

Students closely read the poem and engage in academic conversations to make inferences and analyze a writer's language choices, identifying nuances and connotations. Students analyze the poem's structure and use compound adjectives as they write an interpretation. They perform a close read of an informational text, "Our Most Famous Immigrant" by Nancy Whitelaw, about the Statue of Liberty and write an informational sign.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding Shaun Tan's essay on *The Arrival*. Students closely read the essay and engage in academic conversations to analyze an argument and evaluate the author's language choices. Students learn how to use prepositional phrases to create cohesion and add detail as they focus on writing, planning, and giving a presentation.

- B. In the Embedded Assessment, students will present an interpretation of the excerpt from *The Arrival*. Considering their understanding of the text and its themes, students will find specific details that support their thoughts. Students will conduct a presentation for their classmates in which they share their interpretation. The presentation should:
- Outline their understanding of the text's themes
 - Use details from the text to support their interpretations
 - Address their thoughts on the author's perspective and purpose

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

Glendale Unified School District

High School

Date

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

Department: English Language Development

Course Title: ELD 12 Expanding

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

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 12

Recommended

Textbook: *SpringBoard English Language Development Senior English*

Course Overview: ELD 12 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 12 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 12 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: Perception Is Everything: Writing a Reflective Essay

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12Ex

- A. In this unit, students will be introduced to the idea that our perception is affected by what we know and believe. They will read three literary pieces that show how cultural perspectives affect the way people see themselves and others.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on vocabulary and language necessary for understanding a literary vignette, “Four Skinny Trees” by Sandra Cisneros.. Students will closely read the vignette looking for examples of personification and words the author uses to describe herself and how she feels about trees. Students engage in academic conversations around the close reading focus. To learn How English Work, students will focus on using nouns, noun phrases, and connecting words. Students will read an informational text, “The Fire-Seekers” by Lori Nelson, to extend their knowledge while applying academic reading, writing, and discussion skills to a different text type.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on vocabulary and language necessary for understanding the poem, “Speaking with Hands” by Luis Rodriguez. Students closely read the poem to understand and explain cause and effect relationships and evaluate how the writer uses language to create different effects. Students learn about using verbs in different tenses and using adverbials to add detail. Then they will read an informational text—an interview with Congresswoman Linda Sánchez, who serves a district close to the setting of the poem students read earlier in the part.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding a novel excerpt from The Joy Luck Club by Amy Tan. Students closely read the novel excerpt and engage in academic conversations to understand ideas and themes and evaluate how a writer’s language creates different effects. Students explore narrative text structure in their writing, adding a focus on transition words.

- B. In the Embedded Assessment, students will write a reflective essay about a time they felt that it was a struggle to blend in or felt like an outsider. The essay should include:

- focus on an actual event from the student’s life
- use of first-person point of view
- Student’s response to the event at the time that it happened
- reflections on the event, including lessons learned
- noun and verb phrases to expand sentences

Unit 2: The Collective Perspective: Writing a Literary Analysis

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12Ex

- A. In this unit, students will read texts to analyze the ways authors develop and convey ideas, plots, and characters. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing tasks throughout the unit. They focus on the vocabulary and language necessary for understanding a myth, “Orpheus Sings: Pygmalion and the Statue” by Ovid. They closely read the myth and engage in academic conversations to understand and explain cause and effect relationships and to analyze a writer’s language choices. Students learn How English Works by focusing on using participles to describe and present ideas. They extend their learning to an informational text, “Venus” by George Bernard Shaw, about the planet Venus, giving them an opportunity to use their reading and discussion skills with a different text type.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the play, Pygmalion by George Bernard Shaw. Students closely read an excerpt from the play using a variety of strategies to evaluate the text structure and to compare and contrast texts about a similar topic. Students learn about using pronouns and creating compound and complex sentences in their writing. They will read and discuss an informational text, “Say What?” by Margaret Hill about how an adolescent’s speech is affected by social connections at school.

In part three of the unit, students build academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding the short story, “The Story of an Hour” by Kate Chopin. Students closely read the short story and engage in academic conversations to make inferences about a character and analyze the author’s use of figurative language. Students use a variety of transition words and complex sentences to link important ideas in their writing.

- B. In the Embedded Assessment, students will write a literary analysis of the character, Louise Mallard from “The Story of an Hour.” Students should consider whether the

author wants the readers to sympathize with the character. Students will analyze how the author uses language to affect the way readers react or relate to the character. The literary analysis should include:

- a summary of the main events that surround the character
- conclusions about how the author wants readers to view the character
- details from the text to support the analysis of the character

Course Content-Second Semester

Unit 3: Evolving Perspectives: Staging an Interpretation

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12Ex

- A. In this unit, students will continue to explore the role perspective plays in interpreting literature. They will read two excerpts from the play *The Tragedy of Othello, The Moor of Venice* by William Shakespeare, as well as a critical essay related to the play. They will stage an interpretation from a scene from *Othello* that reflects their understanding.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing about Shakespeare throughout the unit. They focus on the vocabulary and language necessary for understanding *Othello*. Students closely read and engage in academic conversations about the text selection to make inferences about a character and analyze how a writer's language choices create different effects on the audience. To learn *How English Works*, students focus on using pronouns and understanding the text structure of a drama as they write a summary of what a character is thinking. Students will then read an informational text about the life of William Shakespeare to build background knowledge on the unit author and texts.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a piece of literary criticism, "The Moor in English Renaissance Drama" by Jack D'Amico. Students closely read the literary criticism excerpt and engage in academic conversations to understand and evaluate an argument and how a writer's language choices affect characterization. Students learn about combining clauses and condensing ideas to create compound and complex sentences as they write and present a summary. Students read an informational text, *Shakespeare's Fun with Words* by Diana Childress, about Shakespeare's love of creating new words and draw conclusions using text evidence.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on dramas for the unit. They focus on the vocabulary and language necessary for understanding a Shakespearean scene from Othello. Students closely read the scene and engage in academic conversations to explain the motivations of characters and revisit how a writer's language choices can create different effects on the audience. Students use adverbs and adverb phrases to add detail to sentences, along with practicing using transition words and phrases.

- B. In the Embedded Assessment, students will work in groups to stage and present an interpretation of Act III, scene IV from Othello. Students will be drawing conclusions about the meaning of the text and determine how to incorporate elements of theater to express their interpretation. The staging of the interpretation should:
- have an original or modified script that includes stage directions
 - include a brief introduction to the scene providing background information for the audience, including when and where the scene takes place
 - clearly represent each group's interpretation of the text
 - follow the basic structure of the existing scene
 - be rehearsed and performed for the class

Unit 4: **Creating Perspectives: Writing an Editorial**

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12Ex

- A. In this unit, students will explore the ways writers use specific language - including bias - to appeal to their audiences. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding an informational article, "How the Media Twist the News" by Sheila Gribben Liaugminas. Students closely read the article and engage in academic conversations to understand an argument and to identify techniques used to persuade readers. Students learn How English Works, focusing on using linking verbs as they write an argument. Students extend their knowledge about the media by reading an informational text, "Muckraking...Alive and Well" by Brant Houston, on investigative journalism.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a speech, "President Outlines Hurricane Katrina Relief Efforts" by George W. Bush. Students closely read the speech and engage in academic conversations to examine causes and effects and evaluate the use of rhetorical devices. Students identify and analyze text structure and use present progressive verbs in their writing. They read an informational text, Katrina's Lesson" by Tim Searchinger, to extend their knowledge on the unit topic, Hurricane Katrina.

In part three, students build academic and domain-specific vocabulary to round out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding an editorial, “It’s Time for a Nation to Return a Favor” by The Times-Picayune. Students closely read the editorial using a variety of strategies and engage in academic conversations. Students revisit argument text structure as they focus on writing an analysis of an argument.

B. In the Embedded Assessment, students will write an editorial stating their opinion about a topic affecting the world. Students can write about an issue relating to Hurricane Katrina using the texts in this unit as sources, or they can select a different topic that interests them. The editorial should:

- give a short description about the issue and the events surrounding it
- clearly state a claim and a call to action
- utilize rhetorical devices to persuade others

Unit 5: **Multiple Perspectives: Presenting an Interpretation**

(7 weeks)

STANDARDS

PI.11-12 Ex, PII.11-12Ex

A. In this unit, students will apply their knowledge of perspective to three texts about immigration. The unit begins with the graphic novel *The Arrival* by Shaun Tan, which consists of only pictures. Without the benefit of the author’s words, students will interpret the perspectives expressed by this text by looking at visual cues. In the poem, “The New Colossus” by Emma Lazarus, students will consider the poet’s point of view and language choices. Finally, an essay from Shaun Tan, the author of *The Arrival* will give students greater insight into the novel and the importance of considering art from different perspectives.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding a graphic novel selection, *The Arrival*. Students closely view the graphic novel excerpt and engage in academic conversations to make and support inferences using evidence from images. Students learn *How English Works*, focusing on understanding text structure and using noun phrases as they write a narrative summary. Extending from the graphic novel’s focus on an immigrant’s experience, students read an informational text, “97 Orchard Street” by Laura Arias, about a New York City tenement building.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the poem, “The New Colossus.” Students closely read the poem and engage in academic conversations to make inferences and analyze a writer’s language choices, identifying nuances and connotations. Students analyze the poem’s structure and use compound adjectives as

they write an interpretation. They perform a close read of an informational text, “Our Most Famous Immigrant” by Nancy Whitelaw, about the Statue of Liberty and write an informational sign.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding Shaun Tan’s essay on *The Arrival*. Students closely read the essay and engage in academic conversations to analyze an argument and evaluate the author’s language choices. Students learn how to use prepositional phrases to create cohesion and add detail as they focus on writing, planning, and giving a presentation.

- B. In the Embedded Assessment, students will present an interpretation of the excerpt from *The Arrival*. Considering their understanding of the text and its themes, students will find specific details that support their thoughts. Students will conduct a presentation for their classmates in which they share their interpretation. The presentation should:
- Outline their understanding of the text’s themes
 - Use details from the text to support their interpretations
 - Address their thoughts on the author’s perspective and purpose

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 7

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Proposed New Course of Study Outline for Use in High Schools in the Areas of Career Technical Education and Science**

The proposed course of study outline (Honors Environmental GIS) is submitted for review and discussion by the Board of Education. The course outline has been reviewed for content and evaluated by the members of the Career Technical Education and Science Curriculum Study Committees. The Secondary Education Council has reviewed the information and made a recommendation of approval of the course outlines to the Board of Education.

HIGH SCHOOLS

Department: Career Technical Education / Science

Course Title: Honors Environmental GIS

Course Code: 7128V/7129V

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): College-Preparatory Elective (D) / Laboratory Science – Integrated Science with honors designation

Course Credits: 10

Required
Prerequisites: Grade of C or better in Science Research and Geology of Disasters

Recommended

Prerequisite: Algebra 1 and Physics, Biology, or Chemistry (can be concurrent)

Recommended

Textbook: The ArcGIS Book: 10 Big Ideas about Applying The Science of Where

Supplementary

Textbook: Environmental Science for AP, by Friedland and Relyea

Course Overview:

Honors Environmental GIS is the capstone course for the Environmental Engineering Pathway, Engineering and Architecture industry sector. Honors Environmental GIS is a course that integrates geospatial technologies with environmental science. The course incorporates the use of geographic information systems in science, government, and business to evaluate and address environmental issues and to promote sustainability. Students are trained to use a remotely operated vehicle with sonar and GPS to collect marine spatial data. Field work is emphasized and field trips are a major component of the class. The course focuses on project based, student directed learning aimed toward entering original research into science competitions. Students will follow the project management book of knowledge in this course and implement the five phases of project management throughout each unit. Each project will include a GIS component utilizing spatial data collection through Esri mobile apps, data analysis using ArcGIS Pro and/or ArcGIS Online, and communication of results using Esri story maps. The format of the course is iterative, allowing students to improve their skills and advance their understanding of the process of science throughout each unit. Student groups will identify and collaborate with industry partners on each project.

Glendale Unified School District

High School

Date

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

Department: Career Technical Education / Science

Course Title: Honors Environmental GIS

Course Code: 7128V/7129V

Grade Level(s): 11-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
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Course Overview: Honors Environmental GIS is the capstone course for the Environmental Engineering Pathway, Engineering and Architecture industry sector. Honors Environmental GIS is a course that integrates geospatial technologies with environmental science. The course incorporates the use of geographic information systems in science, government, and business to evaluate and address environmental issues and to promote sustainability. Students are trained to use a remotely operated vehicle

with sonar and GPS to collect marine spatial data. Field work is emphasized and field trips are a major component of the class. The course focuses on project based, student directed learning aimed toward entering original research into science competitions. Students will follow the project management book of knowledge in this course and implement the five phases of project management throughout each unit. Each project will include a GIS component utilizing spatial data collection through Esri mobile apps, data analysis using ArcGIS Pro and/or ArcGIS Online, and communication of results using Esri story maps. The format of the course is iterative, allowing students to improve their skills and advance their understanding of the process of science throughout each unit. Student groups will identify and collaborate with industry partners on each project.

Course Content-First Semester

Unit 1: Identification and Mitigation of a Local Land/Water Environmental Issue (10 weeks)

STANDARDS

CTE Career Readiness Standards: 2.1-2.6, 3.6, 4.1-4.4, 4.6, 5.1-5.4, 6.1, 6.3, 6.4, 6.6, 7.3-7.7, 8.4, 8.6, 9.1-9.4, 9.6, 9.7, 10.1-10.4

Career Technical Education Engineering & Architecture Standards: D1.1, D2.1-2.7, D3.1, D3.2, D3.4, D3.6-D3.8, D6.1-D6.5, D8.1-D8.3, D9.1-9.5, D10.1-10.8, D13.1-13.5, D14.1-14.6,

Common Core State Standards: ESS3A, C, ETS1 A, B, C, LS11-12.1, LS11-12 RLST 11-12.2, 11-12.4, 11-12.7, 11-12.10 WS 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8 WHSST 11-12.2, 11-12.5, 11-12.6, 11-12.7, 11-12.8 SEP 1-8

- A. In this unit, students compare and contrast the scientific method with the engineering design process as they explore an overview of environmental topics affecting the lithosphere and biosphere. Topics surrounding Earth's systems, biodiversity, pollution, land and water resources are emphasized. Students will learn to validate sources as they research local environmental issues. They will be able to summarize key points from informational text and audio podcasts from the World Ocean Radio on current environmental topics. Students will collaborate in teams to choose a specific topic to research in depth. Together, students will produce an action plan identifying an issue, proposing mitigation steps that will be taken, how they implemented their ideas, and evaluating the success of their project. Each team will submit their project to a science competition before the deadline.

B. Key Assignments

Literature Review: In this assignment, students work in small groups to identify and evaluate the impacts of human activities on the land/water issue. Through research, students will construct explanations for both sides of the environmental issue. They will take a position and use claim, evidence, reasoning to engage in argument from evidence to support their position. Students will produce a written literature review using validated sources and proper source citing in the MLA format.

Project Proposal: Students will develop an experimental design that incorporates the summary and rationale for their proposed project, statement of need, the methods and materials they will use in their study, metrics they will use to measure success, a budget, timeline and references.

Action Plan: Students will complete an Action Plan for the Land Water Challenge portion of the Lexus Eco Challenge. Using Google Slides, students will collaborate to integrate their literature review and project proposal into part one and two of the action plan. They will implement their plan and provide evidence of success through documentation and analysis of their data. Students will create original images, maps, graphs and graphics for their action plans and meet all deadline submission requirements. They will evaluate the success of their projects using the metrics they set in their project proposals.

Lab: Spatial Analysis of Contaminants in Marine Sediments

Students will use GIS to identify a study area, then design an experiment to collect, map and analyze marine sediments for contaminants. Chemical analysis will be performed under the supervision of professional chemists at the California State University, Long Beach Institute for Integrated Research on Materials, Environment and Society (IIRMES) laboratory. Students will graph results using Excel or Google Spreadsheets. The lab report will be integrated into a story map to showcase the finished project.

Presentation: Students will present their project at a formal conference or symposium. The format of their presentation can be either a poster or paper presentation as a slideshow or storymap.

Unit 2: Identification and Mitigation of a Local Air/Climate Environmental Issue (10 weeks)

STANDARDS

CTE Career Readiness Standards: 2.1-2.6, 3.6, 4.1-4.4, 4.6, 5.1-5.4, 6.3, 6.4, 6.6, 7.3-7.7, 8.4, 8.6, 9.1-9.4, 9.6, 9.7, 10.1-10.4

Career Technical Education Engineering & Architecture Standards: D1.1, D2.1-2.7, D4.1-4.7, D6.1, D8.1-D8.3, D11.1-11.5, D12.1-12.4

Common Core State Standards: ESS3A, C, D, ETS1 A, B, C, LS 11-12.1, LS 11-12 RLST 11-12.2, 11-12.4, 11-12.7, 11-12.10 WS 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8 WHSST 11-12.2, 11-12.5, 11-12.6, 11-12.7, 11-12.8, SEP 1-8

A. In this unit, students investigate environmental issues affecting the atmosphere. Air pollution, ozone depletion, greenhouse gases, climate change, fossil fuels and renewable energy are focused on as students use the scientific method and engineering design process to design an original research project to help mitigate the environmental problem they've identified. Students will collaborate in teams to choose a specific topic to research in depth. Students will collect and analyze air/climate data using geospatial technologies. Together, students will produce an action plan identifying an issue, proposing mitigation steps that will be taken, how they implemented their ideas, and evaluating the success of their project. Each team will submit their project to a science competition before the deadline.

B. Key Assignments

Literature Review: In this assignment, students work in small groups to identify and evaluate the impacts of human activities on a local air/climate issue. Through research, students will construct explanations for both sides of the environmental issue. They will take a position and use claim, evidence, reasoning to engage in argument from evidence to support their position. Students will produce a written literature review using validated sources and proper source citing in the MLA format.

Project Proposal: Students will develop an experimental design that incorporates the summary and rationale for their proposed project, statement of need, the methods and materials they will use in their study, metrics they will use to measure success, a budget, timeline and references.

Action Plan: Students will complete an Action Plan for the Air/Climate Challenge portion of the Lexus Eco Challenge. Using Google Slides, students will collaborate to integrate their literature review and project proposal into part one and two of the action plan. They will implement their plan and provide evidence of success through documentation and analysis of their data in part three of their action plan. Students will create original images, maps, graphs and graphics for their action plans and meet all deadline submission requirements. They will evaluate the success of their projects using the metrics they set in their project proposals in part four of the action plan.

Lab: Air Quality Assessment

Students will design an experiment using the Atmotube personal air quality monitor to collect, map, and analyze air quality data. They will import their data into ArcGIS Online for further analysis and display the culmination of the project in a story map format. Students will generate graphs of their data that will be included in their final lab report.

Presentation: Students will present their project at a formal venue. The format of their presentation can be either a poster or paper presentation as a slideshow or storymap.

Course Content-Second Semester

Unit 3: Scaling up a Project to a Global Perspective

(10 weeks)

STANDARDS

CTE Career Readiness Standards: Same as Units 1 & 2 with the addition of: 7.8, 9.5

Career Technical Education Engineering & Architecture Standards: D1.1, D2.1-2.7, D8.1-D8.3,

Common Core State Standards: ESS3A, C, D, ETS1 A, B, C, LS 11-12.1, LS 11-12 RLST 11-12.2, 11-12.4, 11-12.7, 11-12.10 WS 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8 WHSST 11-12.2, 11-12.5, 11-12.6, 11-12.7, 11-12.8, SEP 1-8

- A. Students will take an earlier project completed in this class and examine the issue at the global scale. They will re-engineer an experimental design in order to collect global data and reach a global audience for outreach and education. An action plan will be created and submitted to the Final Challenge of the Lexus Eco Challenge, meeting all deadlines requirements.
- B. Key Assignments

Project Proposal: Students will develop an experimental design that incorporates the summary and rationale for their proposed project, statement of need, the methods and materials they will use in their study, metrics they will use to measure success, a budget, timeline and references.

Lab: Design a Solution to Overfishing

Students use the Benthic Terrain Modeler GIS program to produce a map that identifies suitable habitat for a species of rockfish of their choice. Student habitat suitability models will be ground truthed in the field on a fishing charter. Before the field trip, students will follow the engineering design process and use Google Sketchup or a CADD program to design a descending device to alleviate barotrauma caused by rapid decompression of the fishes' gas bladder and return rockfish safely to depth. Students will build and test a prototype, and revise as necessary before a field test on the fishing charter. In the field, additional revisions to the design will be made until a working prototype is developed. Students will integrate their maps, multimedia, and models into a story map to showcase their project.

Action Plan: Students will complete an Action Plan for the Final Challenge portion of the Lexus Eco Challenge. Using Google Slides, students will collaborate to integrate their project proposal into part one and two of the action plan. They will implement their plan and provide evidence of success through documentation and analysis of their data in part three of the action plan. Students will create original images, maps, graphs and graphics for their action plans and meet all deadline submission requirements. They will evaluate the success of their projects using the metrics they set in their project proposals in part four of the action plan.

Presentation: Students will present their project at a formal venue. The format of their presentation can be either a poster or paper presentation as a slideshow or storymap.

Unit 4: **GIS Young Professional**

(10 weeks)

STANDARDS

CTE Career Readiness Standards: 2.4, 3.1-3.9, 8.4, 9.4, 11.1-11.5

Career Technical Education Engineering & Architecture Standards: D1.1

Common Core State Standards: LS 11-12.1, 11-12.2, RLST 11-12.2, 11-12.10, WHSSST 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.8

A. Students will update their resumes highlighting their GIS skills and any awards, accomplishments, achievements attained through the GIS Pathway. Each student will choose one or more additional contest or competitive scholarship to apply that will showcase their GIS skills or project. Students will act as mentors to underclassmen or teachers interested in learning or applying GIS in education. Students will seek out and apply for summer internship opportunities where they can apply their GIS skillset. Each student will participate in an Esri MOOC of their choosing to further their GIS skills and earn an industry certificate in GIS.

B. Key Assignments

- **Design a Lesson Plan**

Students will either use their own original research, or course content of another class to create a lesson plan using ArcGIS Online that can be used by students with no prior GIS experience. Students will work with a teacher of their choice to pilot their lesson plan in the classroom. They will collect feedback from students and revise the lesson as necessary. The final version of the lesson plan will be shared with teachers in the content area.

- **Esri MOOC**

<https://www.esri.com/training/mooc/>

These free online classes offer a convenient, effective, and fun way to keep up with the fast-paced developments in geospatial technology. Classes are four to six weeks long and participants can study whenever they have spare time. A certificate is available upon completion.

- **Comprehensive Written Final**

Final Capstone Project

Scholarships/Awards: Students will identify and apply for at least one competitive scholarship or recognition award. Options include but are not limited to the following:

- **USGIF Scholarship:** To further the advancement of the geospatial tradecraft, USGIF is dedicated to assist promising students studying GEOINT, geospatial sciences, and related fields. The annual USGIF Scholarship Program recognizes the achievements of graduating high school seniors, undergraduate, graduate, and doctoral students. Scholarship recipients are selected based on their academic and professional excellence. Doctoral, graduate, and undergraduate winners receive \$5,000, while graduating high school seniors are awarded \$2,000. Students interested in using capabilities of geospatial science, data and technologies to address human security challenges are all encouraged to submit applications. Past scholarship recipients are encouraged to apply.
- **President's Environmental Youth Award:** The President's Environmental Youth Award (PEYA) recognizes outstanding environmental projects by K-12 youth. The PEYA program promotes awareness of our nation's natural resources and encourages positive community involvement. Since 1971, the President of the United States has joined with EPA to recognize young people for protecting our nation's air, water, land, and ecology. It is one of the most important ways EPA and the Administration demonstrate commitment to environmental stewardship efforts created and conducted by our nation's youth.
- **Skills USA:** SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics.

Students will compete in a Technical Skills or Leadership category in the Skills USA program.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 8

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: Resolution in Support of Assembly Bills 1505 and 1507—Regulating Charter Schools

This report provides an opportunity for the Board of Education to discuss adopting a formal board resolution in support of Assembly Bill 1505 (O'Donnell, Donta, McCarty & Smith) and Assembly Bill 1507 (Smith).

AB 1505 – Charter School Authorization, Appeals and Renewal: The bill makes a number of reforms to the charter school authorization, appeals and renewal processes. It ensures that charter schools are authorized and overseen by school districts and county offices of education. It Allows school districts to consider any negative financial, academic and facilities impact that a charter may have on neighborhood schools, a school district or county office of education. AB 1505 passed the Assembly on May 22, 2019 and will now go to the state Senate.

AB 1507 – Charter Schools Location-Resource Center. This bill closes a loophole in state law that has let some districts approve charter schools outside their boundaries. AB 1507 would require all charter schools approved by a district to be located within it. Further, the bill authorizes a non-classroom-based charter school to establish one resource center within the jurisdiction of the school district where the school is located. It passed on May 13 in the state Assembly and will now go to the Senate.

AB 1505 and AB 1507 are supported by the California Teachers Association, the California School Boards Association, and the California Schools Employees Association.

The accompanying resolution is presented to the Board of Education for review and comments and is an action item on this Board agenda.

GLENDALE UNIFIED SCHOOL DISTRICT

Resolution No.

In Support of Assembly Bills 1505 and 1507—Regulating Charter Schools

WHEREAS, California has the largest number of charter schools in any state. With 1,323 charter schools, double the number of a decade ago, approximately 10 percent (600,000) of California's students attend them; and

WHEREAS, the Charter Schools Act has largely been untouched since it was enacted in 1992 and charter schools were exempt from many laws and regulations that were required of traditional school settings; and

WHEREAS, legislators, educators, community members, and students are working to ensure that charter schools are transparent and accountable for both academic and fiscal outcomes; and

WHEREAS, there are several bills making its way through the California Legislature including AB 1505 (O'Connell, Donta, McCarty & Smith) and AB 1507 (Smith), which would impose significant restrictions on charter schools in California; and

WHEREAS, AB 1505 makes changes to charter school authorization, appeals and renewals. It removes the ability of the State Board of Education to approve a charter application after it had been denied by a local school district or a county office of education; and

WHEREAS, AB 1505 gives school districts greater authority to choose which charter schools are approved in their community, and would also allow districts to consider the possible negative financial impact of a charter school on a district when deciding whether to grant a charter; and

WHEREAS, AB 1507 (Smith) deletes the current authorization for a charter school to locate outside the jurisdiction of the chartering school district, when a site is unavailable within the jurisdiction of the chartering school district. Further, the bill authorizes a non-classroom-based charter school to establish one resource center within the jurisdiction of the school district where the school is located; and

WHEREAS, it is time for a correction in state law to return charter school authorization and oversight to communities where the charter schools are located; and

WHEREAS, AB 1505 and AB 1507 are supported by the California Teachers Association, the California School Boards Association, and the California Schools Employees Association.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Glendale Unified School District supports passage and approval of AB 1505 and AB 1507 and urges the State Legislature to pass, and the Governor to sign, these critical legislations regulating charter schools.

PASSED, APPROVED, AND ADOPTED this day of 2019, at a regular meeting of the Glendale Unified School District Board of Education, Los Angeles County, California.

Jennifer Freemon, President

Dr. Armina Gharpetian, Vice President

Shant Sahakian, Clerk

Nayiri Nahabedian, Member

Gregory S. Krikorian, Member



FACT SHEET

AB 1505 (O'Donnell, Bonta, McCarty & Smith)
Charter School Authorization, Appeals and Renewal

SUMMARY

This measure makes necessary and timely reforms to charter school authorization, appeals and renewals in the following ways:

- Authorizes, rather than requires, school districts to approve charter school petitions.
- Authorizes a charter petition for a new charter school, or for the expansion of an existing charter school, to be denied if the charter would have a negative financial, academic, or facilities impact on a neighborhood school or the authorizer.
- Authorizes county-wide benefit charters, with district approval.
- Eliminates state-wide benefit charters.
- Establishes a limited appeal process only to the county office of education for charter petitions, renewal & revocation.
- Grandfathers in existing charter schools authorized by county offices of education by allowing them to return to the county office of education for renewal.
- Requires charter schools authorized by the state board to apply for renewal with their local school district.
- Authorizes charter renewals of 2-5 years and requires schools identified for technical assistance to be renewed for less than 5 years.
- Clarifies that charter school teachers must have the required credential for their assignment.
- Requires consideration of a charter school's financial stability during renewal.
- Eliminates the requirement that academics be the highest priority during renewal/revocation.
- Requires charter schools to be identified for technical assistance, and receive technical assistance from the charter authorizer on the same timeline as school districts.
- Requires the SPI to make recommendations on academic criteria relating to charter renewals and revocations.

PROBLEM

The Charter Schools Act has largely been untouched since it was enacted in 1992. School districts have been required to approve charter schools unless the charter petition fails to adequately address the required elements. This has led to unprecedented growth of charter schools in California. Today, charter schools outnumber school districts in this state.

School districts currently have limited options in regards to authorizing, renewing, and revoking charter schools. This bill will allow authorizers to consider whether a charter will have a negative fiscal, academic or facilities impact on a neighborhood public school, a school district or county office of education. This bill seeks to strengthen the ability of charter authorizers to hold charter schools accountable for academic and fiscal outcomes. Further, charter authorizers that have oversight responsibilities over schools outside their jurisdiction have unique challenges to providing proper oversight. Appropriate oversight is best done when the authorizer is close to the school.

SOLUTION

It is time for a correction in state law to return charter school authorization and oversight to communities where the charter schools are located.

This measure ensures that charter schools are authorized and overseen by school districts and county offices of education, who are the elected officials that best understand the educational needs of their local students, thus improving proper oversight. The recent practices of county offices of education and the State Board of Education in overturning charter petitions by local school boards is undermining the local communities and hurts students. Collaboration is critical to ensuring student success. Rather than a willing partner, too



FACT SHEET

AB 1505 (O'Donnell, Bonta, McCarty & Smith)
Charter School Authorization, Appeals and Renewal

many school districts have felt that charter schools were administratively forced into their jurisdiction. When a charter school is willingly approved in a school community, there is far greater opportunity to share best practices and cooperate in order to better serve diverse student needs. The bill gives school districts greater authority to choose which charter schools are approved in their community.

Further, this bill clarifies oversight responsibilities by requiring districts to consider the financial stability of the charter school during renewal. Most charter schools that close abruptly are in fiscal distress. AB 1505 permits consideration of charter school financial stability in the renewal process so that a school district can identify and respond to a problem before it becomes an emergency.

Lastly, the bill corrects an inconsistency in the law, and requires that charter schools receive valuable technical assistance on the same timeline as currently provided for school districts, when they are facing academic challenges.

STAFF CONTACT

Chelsea Kelley: (916) 319-2087
Chelsea.kelley@asm.ca.gov



AB-1505 Charter schools: petitions. (2019-2020)

SECTION 1. Section 47604.5 of the Education Code is amended to read:

47604.5. The state board, ~~whether or not it is the authority that granted the charter,~~ *board* may, based upon the recommendation of the Superintendent, take appropriate action, including, but not limited to, revocation of the *charter* school's charter, when the state board finds any of the following:

- (a) Gross financial mismanagement that jeopardizes the financial stability of the charter school.
- (b) Illegal or substantially improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.
- (c) Substantial and sustained departure from measurably successful practices such that continued departure would jeopardize the educational development of the *charter* school's pupils.
- (d) Failure to improve pupil outcomes across multiple state and school priorities identified in the charter pursuant to subparagraph (A) of paragraph (5) of subdivision (b) of Section 47605 or subparagraph (A) of paragraph (5) of subdivision ~~(d)~~ (b) of Section 47605.6.

SEC. 2. Section 47605 of the Education Code is amended to read:

47605. (a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (c) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having ~~his or her~~ *their* child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, there shall be a material revision to the charter school's charter.

(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exists:

(A) The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate.

(B) The site is needed for temporary use during a construction or expansion project.

(6) Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(b) No later than ~~30~~ 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within ~~60~~ 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall ~~not deny~~ *may* grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall ~~not deny~~ *be required to approve* a petition for the establishment of a charter school ~~unless it makes school, and may deny approval by making~~ written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels ~~served, or the nature of the program operated, by the charter school,~~ *served* and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups

of pupils served by the charter school, as that term is defined in ~~subparagraph (B) of~~ paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated,~~ served by the charter school.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(D) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. *If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the board of directors of the charter school.*

(E) The qualifications to be met by individuals to be employed by the charter school.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(G) The means by which the charter school will achieve a racial and ethnic balance among its ~~pupils-~~ pupils, a balance of pupils receiving special education services, and a balance of English learner pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

(H) Admission policies and procedures, consistent with subdivision (d).

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present ~~his- or her-~~ the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform ~~him- or her-~~ that individual of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

(N) The procedures to be followed by the charter school and the ~~entity granting the charter~~ *chartering authority* to resolve disputes relating to provisions of the charter.

(O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

(P) A clear explanation of why the proposed model cannot be accomplished within the school district structure of neighborhood public schools. This explanation shall only be included in an initial petition for a new charter school, or in a renewal petition if the charter school proposes to expand enrollment in a manner that was not previously approved by the chartering authority.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(7) The charter school would have a negative financial, academic, or facilities impact on neighborhood public schools or the school district. The governing board of the school district may deny a petition for the establishment of a new charter school if it makes a written factual finding under this paragraph. The governing board of the school district shall not deny approval of a charter school petition by making this written factual finding for a renewal petition unless the renewal petition proposes to expand enrollment in a manner that was not previously approved by the chartering authority.

(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.

(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of ~~his or her~~ *that pupil's* parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(e) The governing board of a school district shall not require an employee of the school district to be employed in a charter school.

(f) The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.

(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.

(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

(j) ~~(1)~~ -If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the *appeal that denial to the* county board of education. The county board of education shall review the petition *may consider an appeal* pursuant to this subdivision (b). ~~If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a~~ *only if the appeal alleges that the governing board of the school district committed a procedural violation under this part in reviewing the petition. If the* county board of education ~~or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a~~ *finds, by substantial evidence, that the governing board of the school district committed a procedural violation under this part in reviewing the petition, the county board of education shall remand the petition to the school district for reconsideration. If the appeal contains new or different material terms, the* county board of education ~~or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate. shall not consider the appeal, and instead shall~~

immediately remand the petition to the governing board of the school district for reconsideration. As used in this section:

~~(2) In assuming its role as a chartering agency, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b), and shall define "reasonably comprehensive," as used in paragraph (5) of subdivision (b), in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.~~

~~(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.~~

~~(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.~~

~~(5) The state board shall adopt regulations implementing this subdivision.~~

~~(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the department and the state board.~~

~~(k) (1) The state board may, by mutual agreement, designate its supervisory and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.~~

~~(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering agency, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.~~

~~(3) (1) A charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the charter school's petition for renewal, the charter school may petition the state board for renewal of its charter. "Material terms" of the petition means the signatures, affirmations, disclosures, documents, and descriptions described in subdivisions (a), (b), and (g).~~

~~(2) A "procedural violation" means the failure to meet the requirements and deadlines, and to provide written findings regarding the denial, that are required pursuant to subdivisions (a) and (b).~~

~~{ (k) } Teachers in charter schools shall hold a the Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.~~

~~{ m } (l) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, authority, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, authority, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity authority pursuant to Section 41020.~~

~~{ n } (m) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.~~

~~(n) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.~~

SEC. 3. Section 47605.5 of the Education Code is amended to read:

47605.5. A petition may be submitted directly to a county board of education in the same manner as set forth in Section 47605 for charter schools that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services. ~~Any~~ There shall be no appeal of a denial of a

~~petition shall be subject to the same process for any other county board of education denial of a charter school petition pursuant to this part. submitted pursuant to this section. The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.~~

SEC. 4. Section 47605.6 of the Education Code is amended to read:

47605.6. (a) (1) In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. A petition for the establishment of a countywide charter school pursuant to this subdivision may be circulated throughout the county by any one or more persons seeking to establish the charter school. The petition may be submitted to the county board of education for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or guardians of pupils residing within the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to this section.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to this section.

(2) An existing public school shall not be converted to a charter school in accordance with this section.

(3) After receiving approval of its petition, a charter school that proposes to establish operations at additional sites within the geographic boundaries of the county board of education shall notify the school districts where those sites will be located. The charter school shall also request a material revision of its charter by the county board of education that approved its charter and the county board of education shall consider whether to approve those additional locations at an open, public meeting, held no sooner than 30 days following notification of the school districts where the sites will be located. If approved, the location of the approved sites shall be a material revision of the charter school's approved charter.

(4) A petition shall include a prominent statement indicating that a signature on the petition means that the parent or guardian is meaningfully interested in having ~~his or her~~ *their* child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents or guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition. However, this date may be extended by an additional 30 days if both parties agree to the extension. A county board of education may impose any additional requirements beyond those required by this section that it considers necessary for the sound operation of a countywide charter school. A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. The county board of education shall deny a petition for the establishment of a charter school if it finds one or more of the following:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).
- (5) The petition does not contain reasonably comprehensive descriptions of all of the following:
- (A) (i) The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.
- (ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.
- (iii) If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.
- (iv) If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.
- (B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.
- (C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
- (D) The location of each charter school facility that the petitioner proposes to operate.
- (E) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. *If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the board of directors of the charter school.*
- (F) The qualifications to be met by individuals to be employed by the charter school.
- (G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.
- (H) The means by which the charter school will achieve a racial and ethnic balance among its ~~pupils~~ *pupils, a balance of pupils receiving special education services, and a balance of English learner pupils* that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

(I) The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present ~~his or her~~ *the pupil's* side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform ~~him or her~~ *that person* of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

(M) Admission policy and procedures, consistent with subdivision (e).

(N) The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

(P) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

(Q) A clear explanation of why the proposed model cannot be accomplished within the school district structure of neighborhood public schools. This explanation shall only be included in an initial petition for a new charter school, or in a renewal petition if the charter school proposes to expand enrollment in a manner that was not previously approved by the county board of education.

(6) A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

(7) The charter school would have a negative financial, academic, or facilities impact on neighborhood public schools, a school district, or the county office of education. The county board of education may deny a petition for the establishment of a new charter school if it makes a written factual finding under this paragraph. The county board of education shall not deny approval of a charter school petition by making this written factual

finding for a renewal petition unless the renewal petition proposes to expand enrollment in a manner that was not previously approved by the county board of education.

~~(7)~~ (8) Any other basis that the county board of education finds justifies the denial of the petition.

(c) A county board of education that approves a petition for the operation of a countywide charter may, as a condition of charter approval, enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report to the county board of education on the operations of the charter school. The county board of education may prescribe the aspects of the charter school's operations to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the charter school to the county board of education.

(d) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall on a regular basis consult with their parents and teachers regarding the charter school's educational programs.

(e) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of ~~his or her~~ *the pupil's* parent or guardian, within this state.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(f) The county board of education shall not require an employee of the county or a school district to be employed in a charter school.

(g) The county board of education shall not require a pupil enrolled in a county program to attend a charter school.

(h) The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

(i) In reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.

(j) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the school districts within the county, the Superintendent, and the state board.

(k) If a county board of education denies a petition, the petitioner shall not elect to submit the petition for the establishment of the charter school to the state board.

(l) Teachers in charter schools shall be required to hold a *hold the* Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. *required for the teacher's certificated assignment.* These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority.

(m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to the county office of education, the Controller, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

(n) A charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

(o) (1) Commencing January 1, 2020, a county board of education may only approve a new petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. A petition for the establishment of a countywide charter school pursuant to this subdivision may be circulated throughout the county by any one or more persons seeking to establish the charter school. The petition may be submitted to the county board of education for review after one of the following requirements is met:

(A) The petition is signed by a number of parents or guardians of pupils residing within the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

(2) The petition may only be submitted to the county board of education for review if the petitioner has first obtained approval from each of the school districts where the charter school petitioner proposes to operate a facility. The petitioner shall submit the same petition and supporting documentation to the school districts where the charter school proposes to operate a facility and to the county board of education.

(3) An existing public school shall not be converted to a charter school in accordance with this section.

(4) After receiving approval of its initial petition, a charter school that proposes to establish operations at additional sites within the geographic boundaries of the county board of education shall first obtain approval from the school districts where those sites will be located before submitting a request for a material revision of

its charter to the county board of education. The charter school shall request a material revision of its charter by the county board of education that approved its charter, and the county board of education shall consider whether to approve those additional locations at an open, public meeting, held no sooner than 30 days following approval from the school districts where the sites will be located. If approved, the location of the approved sites shall be a material revision of the charter school's approved charter.

(5) A petition shall include a prominent statement indicating that a signature on the petition means that the parent or guardian is meaningfully interested in having their child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(p) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.

SEC. 5. Section 47605.8 of the Education Code is repealed.

~~47605.8. (a) A petition for the operation of a state charter school may be submitted directly to the state board, and the state board shall have the authority to approve a charter for the operation of a state charter school that may operate at multiple sites throughout the state. The State Board of Education shall adopt regulations, pursuant to the Administrative Procedure Act (Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code) for the implementation of this section. Regulations adopted pursuant to this section shall ensure that a charter school approved pursuant to this section meets all requirements otherwise imposed on charter schools pursuant to this part, except that a state charter school approved pursuant to this section shall not be subject to the geographic and site limitations otherwise imposed on charter schools. The petitioner shall submit a copy of the petition, for notification purposes, to the county superintendent of schools of each county in which the petitioner proposes to operate the state charter school. The petitioner also shall ensure that the governing board of each school district in which a site is proposed to be located is notified no later than 120 days prior to the commencement of instruction at each site, as applicable.~~

~~(b) The state board shall not approve a petition for the operation of a state charter school pursuant to this section unless the state board makes a finding, based on substantial evidence, that the proposed state charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county. The finding of the state board in this regard shall be made part of the public record of the proceedings of the state board and shall precede the approval of the charter.~~

~~(c) The state board, as a condition of charter petition approval, may enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report on, the operations of the state charter school. The state board may prescribe the aspects of the operations of the state charter school to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the state charter school to the state board.~~

~~(d) The state board shall not be required to approve a petition for the operation of a state charter school, and may deny approval based on any of the reasons set forth in subdivision (b) of Section 47605.6.~~

SEC. 6. Section 47605.9 is added to the Education Code, to read:

47605.9. (a) *A petition to establish a charter school under this part may be submitted only to the governing board of the school district or county office of education within the boundaries of which the charter school proposes to locate.*

(b) A charter school operating under a charter approved by the state board pursuant to Section 47605 or 47605.8, as those sections read on January 1, 2019, may continue to operate under the authority of that chartering authority only until the date on which the charter is up for renewal, at which point the charter school shall submit a petition for renewal to the governing board of the school district within the boundaries of which the charter school is located.

(c) A charter school operating under a charter approved by a county board of education pursuant to Section 47605, 47605.5 or 47605.6, as those sections read on January 1, 2019, may continue to operate under the authority of that chartering authority and may submit a petition for renewal to that chartering authority or the governing board of the school district within the boundaries of which the charter school is located.

(d) *The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.*

SEC. 7. Section 47607 of the Education Code is amended to read:

47607. (a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education, or the state board years, and may be granted one or more subsequent renewals by that entity. Each renewal shall be the chartering authority for a period of five between two and five years for each renewal. If a charter school has been identified for technical assistance from the chartering authority, the charter school shall be renewed for less than five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter chartering authority. The chartering authority may inspect or observe any part of the charter school at any time.

(2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. *The chartering authority shall consider during renewal whether the charter school maintains sound management of its business and financial operations, and whether the school is expected to meet its financial obligations for the current and two subsequent fiscal years.*

~~(3) (A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.~~

~~(B) (3) For purposes of this section, "all groups of pupils served by the charter school" means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.~~

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) ~~The entity that granted the charter~~ *chartering authority* determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

(i) Documented and clear and convincing data.

(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

(c) Notwithstanding any other law, the following shall apply to charter schools:

(1) The evaluation rubrics and performance criteria adopted by the state board pursuant to Section 52064.5 shall be applied equally to both school districts and charter schools.

(2) If the governing body of a charter school requests technical assistance, the chartering authority shall provide technical assistance consistent with subparagraph (A) or (B) of paragraph (4). If a charter school has not been identified for technical assistance pursuant to paragraph (4) and if the service requested creates an unreasonable or untenable cost burden for the chartering authority, the chartering authority may assess the charter school a fee not to exceed the cost of the service.

(3) If a chartering authority does not approve a local control and accountability plan or annual update to the local control and accountability plan approved by a governing body of a charter school, the chartering authority shall provide technical assistance focused on revising the local control and accountability plan or annual update so that it can be approved.

(4) For any charter school for which one or more pupil subgroups identified pursuant to Section 52052 meets the criteria established pursuant to subdivision (g) of Section 52064.5, the chartering authority shall provide technical assistance focused on building the charter school's capacity to develop and implement actions and services responsive to pupil and community needs, including, but not limited to, any of the following:

(A) Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060. This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard authorized by subdivision (f) of Section 52064.5 and other relevant local data, and to identify effective, evidence-based programs or practices that address any areas of weakness.

(B) Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school. The chartering authority, in consultation with the charter school, may solicit another service provider, which may include, but is not limited to, a school district, county office of education, or charter school, to act as a partner to the charter school in need of technical assistance.

(C) Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in subparagraphs (A) and (B), or substantially similar activities, or has selected another service provider pursuant to paragraph (7) to work with the charter school to complete the activities described in subparagraphs (A) and (B), or substantially similar activities, and ongoing communication with the charter school to assess the charter school's progress in improving pupil outcomes.

(D) Requesting that the California Collaborative for Educational Excellence provide advice and assistance to the charter school, pursuant to subdivision (g) of Section 52074.

(5) Upon request of a chartering authority or a charter school, a geographic lead agency identified pursuant to Section 52073 may provide technical assistance pursuant to paragraph (4). A geographic lead agency identified pursuant to Section 52073 may request that another geographic lead agency, an expert lead agency identified pursuant to Section 52073.1, a special education resource lead identified pursuant to Section 52073.2, or the California Collaborative for Educational Excellence provide the assistance described in this subdivision.

(6) A charter school shall accept the technical assistance provided by the chartering authority pursuant to paragraphs (3) and (4). For purposes of accepting technical assistance provided by the chartering authority pursuant to paragraph (4), a charter school may satisfy this requirement by providing the timely documentation to, and maintaining regular communication with, the chartering authority as specified in subparagraph (C) of paragraph (4).

(7) This section shall not preclude a charter school from soliciting technical assistance from entities other than the chartering authority at its own cost.

(d) The Superintendent shall make recommendations to the Legislature, including the appropriate policy committees in the Assembly and the Senate, by September 1, 2020, regarding charter school student academic achievement criteria that shall prohibit a charter school from being renewed, charter school student academic

achievement criteria that may warrant a charter school not to be renewed, and charter school student academic criteria that may warrant charter revocation.

~~(e) (e) (1)~~ –A charter may be revoked by the authority that granted the charter under this chapter if the *chartering* authority finds, through a showing of substantial evidence, that the charter school did any of the following:

~~(A) (1)~~ Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

~~(B) (2)~~ Failed to meet or pursue any of the pupil outcomes identified in the charter.

~~(C) (3)~~ Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

~~(D) (4)~~ Violated any provision of law.

~~(2)~~ The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to revoke a charter.

~~(d) (f)~~ Before revocation, the authority that granted the charter *chartering authority* shall notify the charter school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

~~(e) (g)~~ Before revoking a charter for failure to remedy a violation pursuant to subdivision ~~(d)~~, *(f)*, and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to the charter school, that support its findings.

~~(f) (1)~~ If a school district is the chartering authority and it revokes a charter pursuant to this section, the charter school may appeal the revocation to the county board of education within 30 days following the final decision of the chartering authority.

~~(2)~~ The county board of education may reverse the revocation decision if the county board of education determines that the findings made by the chartering authority under subdivision ~~(e)~~ are not supported by substantial evidence. The school district may appeal the reversal to the state board.

~~(3)~~ If the county board of education does not issue a decision on the appeal within 90 days of receipt, or the county board of education upholds the revocation, the charter school may appeal the revocation to the state board.

~~(4)~~ The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision ~~(e)~~ are not supported by substantial evidence. The state board may uphold the revocation decision of the school district if the state board determines that the findings made by the chartering authority under subdivision ~~(e)~~ are supported by substantial evidence.

~~(g) (1)~~ If a county office of education is the chartering authority and the county board of education revokes a charter pursuant to this section, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority.

~~(2)~~ The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision ~~(e)~~ are not supported by substantial evidence.

~~(h)~~ If the revocation decision of the chartering authority is reversed on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority.

~~(i)~~ During the pendency of an appeal filed under this section, a charter school, whose revocation proceedings are based on subparagraph ~~(A)~~ or ~~(B)~~ of paragraph ~~(1)~~ of subdivision ~~(c)~~, shall continue to qualify as a charter

~~school for funding and for all other purposes of this part, and may continue to hold all existing grants, resources, and facilities, in order to ensure that the education of pupils enrolled in the school is not disrupted.~~

~~(j) Immediately following the decision of a county board of education to reverse a decision of a school district to revoke a charter, the following shall apply:~~

~~(1) The charter school shall qualify as a charter school for funding and for all other purposes of this part.~~

~~(2) The charter school may continue to hold all existing grants, resources, and facilities.~~

~~(3) Any funding, grants, resources, and facilities that had been withheld from the charter school, or that the charter school had otherwise been deprived of use, as a result of the revocation of the charter shall be immediately reinstated or returned.~~

~~(k) (h) A final decision of a revocation or appeal of a revocation pursuant to subdivision (e) (e) shall be reported to the chartering authority, the county board of education, and the department.~~

~~(i) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.~~

SEC. 8. Section 47607.3 of the Education Code is amended to read:

47607.3. (a) If a charter school fails to improve outcomes for three or more pupil subgroups identified pursuant to Section 52052, or, if the charter school has less than three pupil subgroups, all of the charter school's pupil subgroups, in regard to one or more state or school priority identified in the charter pursuant to subparagraph (A) of paragraph (5) of subdivision (b) of Section 47605 or subparagraph (A) of paragraph (5) of subdivision (b) of Section 47605.6, in three out of four consecutive school years, all of the following shall apply:

(1) Using an evaluation rubric adopted by the state board pursuant to Section 52064.5, the chartering authority shall provide technical assistance to the charter school.

(2) At the request of the chartering authority, the California Collaborative for Educational Excellence may, after consulting with the Superintendent, and with the approval of the state board, provide advice and assistance to the charter school pursuant to Section 52074.

(b) A chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance pursuant to subdivision (a) and about which it has made either of the following findings, which shall be submitted to the chartering authority:

(1) That the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence.

(2) That the inadequate performance of the charter school, based upon an evaluation rubric adopted pursuant to Section 52064.5, is either so persistent or so acute as to require revocation of the charter.

~~(c) The chartering authority shall consider increases in pupil academic achievement for all pupil subgroups served by the charter school as the most important factor in determining whether to revoke the charter.~~

~~(d) (c) A chartering authority shall comply with the hearing process described in subdivision (e) (g) of Section 47607 in revoking a charter. A charter school may not appeal a revocation of a charter made pursuant to this section.~~

SEC. 9. Section 47607.5 of the Education Code is repealed.

~~**47607.5.** If either a school district governing board or a county board of education, as a chartering agency, does not grant a renewal to a charter school pursuant to Section 47607, the charter school may submit its application for renewal pursuant to the procedures pertaining to a denial of a petition for establishment of a charter school, as provided in subdivision (j) of Section 47605.~~

SEC. 10. Section 47613 of the Education Code is amended to read:

47613. (a) Except as set forth in subdivision (b), a chartering authority may charge for the actual costs of supervisory oversight of a charter school not to exceed 1 percent of the revenue of the charter school.

(b) A chartering authority may charge for the actual costs of supervisory oversight of a charter school not to exceed 3 percent of the revenue of the charter school if the charter school is able to obtain substantially rent free facilities from the chartering authority.

(c) A local educational agency that is given the responsibility for supervisory oversight of a charter school, pursuant to paragraph (1) of subdivision (k) of Section 47605, *as it read on January 1, 2019*, may charge for the actual costs of supervisory oversight, and administrative costs necessary to secure charter school funding. A charter school that is charged for costs under this subdivision may not be charged pursuant to subdivision (a) or (b).

(d) This section does not prevent the charter school from separately purchasing administrative or other services from the chartering authority or any other source.

(e) For purposes of this section, "chartering authority" means a school ~~district,~~ *district or a* county board of education, ~~or the state board, that granted the charter to the charter school.~~ *education.*

(f) For purposes of this section, "revenue of the charter school" means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Section 42238.02, as implemented by Section 42238.03.

(g) For purposes of this section, "costs of supervisory oversight" include, but are not limited to, costs incurred pursuant to Section 47607.3.

SEC. 11. *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.*



AB 1507

Charter School Locations

Assemblymember Christy Smith, 38th District

SUMMARY

Assembly Bill 1507 eliminates loopholes in current law which allows charter schools to operate outside of their authorizing district.

This bill continues to address charter school governance and transparency goals that have been set forth by Governor Newsom and the Legislature. AB 1507 restores the right of individual districts to have oversight of schools located within their geographic boundaries and clarifies the jurisdictional sovereignty of the duly elected school boards and their role in public school oversight.

BACKGROUND

The Charter Schools Act of 1992 allowed for the establishment of charter schools in California to improve student learning and look towards creative solutions for all types of students with different learning styles and to improve school outcomes. To allow for this flexibility, charter schools were exempt from many laws and regulations that were required of traditional school settings.

The Charter Schools Act outlines how to petition for a charter school, and the requirements for that charter. A school district may authorize a charter school to operate within the geographic boundaries of the district, with two exemptions to that rule (temporary construction, or no space available). Those unenforceable exemptions have been exploited by charter school petitioners in several high-profile cases. And while the statute intended to allow for flexibility in school siting, in practice, it has created a loophole resulting in local jurisdictional conflicts that do not serve the needs of students or parents.

Jurisdictional Sovereignty

The authorizing school district has oversight authority over the charter school, but in many cases the authorizing school districts have a financial incentive to keep the charter school operating outside of its geographical boundaries.

For example, one tiny school district¹ in 2014 authorized 21 charter schools, but the county office of education certified the district as "negative" that year, meaning the district was unable to meet its financial obligations in the current or subsequent

¹ Without accounting for ADA derived from charter schools, this school district operates only four district schools that serve approximately 1,300 students.

fiscal year.² This district has publicly stated it was primarily using the oversight fees generated by authorizing charter schools to address its financial needs.

Newhall Unified School District, Santa Clarita

This was the case in the City of Santa Clarita and Newhall Unified School District, where a charter school was opened that wasn't authorized by any school districts in the city. This school had its petition denied by the surrounding school districts and was finally approved by a neighboring school district. Once authorized, the City of Santa Clarita had no jurisdiction to address or resolve issues with the school that was in their neighborhoods and city.

Authority Beyond School Board

Neither the county office of education nor the California Department of Education (CDE) is explicitly granted the authority to enforce the location exemptions. In fact, in response to complaints regarding a charter schools' repeated attempts to locate outside the authorizing school district, both the county office of education and the CDE stated they did not have authority to address the issue and directed the complaining school district back to the authorizer.

Current law leaves litigation as the only recourse. But school district funds belong in the classroom serving students, not the courtroom.

THIS BILL

AB 1507 removes exemptions in current law to require charter schools to operate within the geographic boundaries of their authorizing district.

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² Education Code § 42131(a)(1).



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AB-1507 Charter schools: location: resource center. (2019-2020)

SECTION 1. Section 47605 of the Education Code is amended to read:

47605. (a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (c) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having ~~his or her~~ *their* child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, ~~there~~ *they* shall be a material revision to the charter school's charter.

(5) (A) A charter school that ~~is unable to locate within the jurisdiction of the chartering school district may establish~~ *established* one site outside the boundaries of the school district, but within the county in which that school district is located, ~~if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance~~ *located before January 1, 2020, may continue to operate that site until the charter school submits a request for the renewal of its charter petition. To continue operating the site the charter school, before submitting the request for the renewal of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations; and either of the following circumstances exists: petition, shall first obtain approval in writing from the school district where the site is operating.*

(A) (B) ~~The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the~~ *If a Presidential declaration of a major disaster or emergency is issued in accordance with the federal Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. Sec. 5121 et seq.) for an area in which the school chooses to locate, a charter school site is located and operating, the charter school, for not more than five years, may relocate that site outside the area subject to the Presidential*

declaration if the charter school first obtains the written approval of the school district where the site is being relocated to.

~~(B) The site is needed for temporary use during a construction or expansion project.~~

(6) Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way

information is reported on a school accountability report card.

(D) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

(E) The qualifications to be met by individuals to be employed by the charter school.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(G) The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

(H) Admission policies and procedures, consistent with subdivision (d).

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present ~~his or her~~ *their* side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform ~~him or her~~ *them* of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

(N) The procedures to be followed by the charter school and the entity ~~granting the charter~~ *chartering authority* to resolve disputes relating to provisions of the charter.

(O) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.

(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of ~~his or her~~ *their* parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(e) The governing board of a school district shall not require an employee of the school district to be employed in a charter school.

(f) The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.

(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.

(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

(j) (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education shall review the petition pursuant to subdivision (b). If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.

(2) In assuming its role as a chartering ~~agency~~, *authority*, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b), and shall define "reasonably comprehensive," as used in paragraph (5) of subdivision (b), in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.

(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.

(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.

(5) The state board shall adopt regulations implementing this subdivision.

(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the department and the state board.

(k) (1) The state board may, by mutual agreement, designate its supervisory and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.

(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering ~~agency~~, *authority*, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.

(3) A charter school that is granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, before expiration of the charter, submit its petition for renewal to the governing board of the

school district that initially denied the charter. If the governing board of the school district denies the charter school's petition for renewal, the charter school may petition the state board for renewal of its charter.

(l) Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering ~~entity,~~ *authority*, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering ~~entity,~~ *authority*, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering ~~entity~~ *authority* pursuant to Section 41020.

(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

SEC. 2. Section 47605.1 of the Education Code is amended to read:

47605.1. (a) (1) Notwithstanding any other law, a charter school that is granted a charter from the governing board of a school district or county office of education after July 1, 2002, and commences providing educational services to pupils on or after July 1, 2002, shall locate in accordance with the geographic and site limitations of this part.

(2) Notwithstanding any other law, a charter school that is granted a charter by the state board after July 1, 2002, and commences providing educational services to pupils on or after July 1, 2002, based on the denial of a petition by the governing board of a school district or county board of education, as described in paragraphs (1) and (2) of subdivision (j) of Section 47605, may locate only within the geographic boundaries of the chartering entity that initially denied the petition for the charter.

(3) A charter school that receives approval of its charter from a governing board of a school district, a county office of education, or the state board before July 1, 2002, but does not commence operations until after January 1, 2003, shall be subject to the geographic limitations of this part, in accordance with subdivision ~~(e)~~ (d).

(b) This section is not intended to affect the admission requirements contained in subdivision (d) of Section 47605.

(c) (1) Notwithstanding any other law, a charter school may establish a *one* resource center, meeting space, or other satellite facility ~~located in a county adjacent to that in which the~~ *within the jurisdiction of the school district where the* charter school is ~~authorized~~ *physically located* if the following conditions are met:

~~(1)~~ (A) The facility is used exclusively for the educational support of pupils who are enrolled in nonclassroom-based independent study of the charter school.

~~(2)~~ (B) The charter school provides its primary educational services in, and a majority of the pupils it serves are residents of, the county in which the charter school is authorized.

(2) *Except as provided in paragraphs (5) and (6), a charter school shall not establish a resource center, meeting space, or other satellite facility in any other location than the one authorized in paragraph (1).*

(3) *A charter school shall notify the charter school's authorizer of the name and physical location of any resource center, meeting space, or other satellite facility operated by that charter school.*

(4) *Notwithstanding Section 33050 or any other law, the state board shall not waive the restrictions listed in this subdivision.*

~~(d)~~ (5) *Notwithstanding subdivision (a) or subdivision (a) of Section 47605, a* A charter school that is ~~unable to~~ *locate within the geographic boundaries of the chartering school district may establish one site outside the boundaries was operating a resource center, meeting space, or other satellite facility outside the jurisdiction of the school district, but within the county within which that school district is located, if the school district in which district where the charter school is physically located before January 1, 2020, may continue to operate the*

~~resource center, meeting space, or other satellite facility until the charter school proposes to operate is notified in advance submits a request for the renewal of its charter petition. To continue operating the resource center, meeting space, or other satellite facility the charter school, before submitting the request to the charter school's authorizer for the renewal of the charter petition approval, the county superintendent of schools is notified of the location of the charter school before it commences operations, and either of the following circumstances exist: petition, shall first obtain approval in writing from the school district where the resource center, meeting space, or other satellite facility is operating.~~

~~(1) (6) The charter school has attempted to locate a single site or facility to house the entire program, but such a facility or site is unavailable in the~~ *If a Presidential declaration of a major disaster or emergency is issued in accordance with the federal Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. Sec. 5121 et seq.) for an area in which the charter school chooses to locate, a charter school is operating a resource center, meeting space, or other satellite facility, the charter school, for not more than five years, may relocate the resource center, meeting space, or other satellite facility outside the area subject to the Presidential declaration if the charter school first obtains the written approval of the school district where the resource center, meeting space, or other satellite facility is being relocated to.*

~~(2) The site is needed for temporary use during a construction or expansion project.~~

~~(e) (d) (1) For a charter school that was granted approval of its charter before July 1, 2002, and provided educational services to pupils before July 1, 2002, this section only applies to new educational services or schoolsites established or acquired by the charter school on or after July 1, 2002.~~

(2) For a charter school that was granted approval of its charter before July 1, 2002, but did not provide educational services to pupils before July 1, 2002, this section only applies upon the expiration of a charter that is in existence on January 1, 2003.

(3) Notwithstanding other implementation timelines in this section, by June 30, 2005, or upon the expiration of a charter that is in existence on January 1, 2003, whichever is later, all charter schools shall be required to comply with this section for schoolsites at which educational services are provided to pupils before or after July 1, 2002, regardless of whether the charter school initially received approval of its charter school petition before July 1, 2002. To achieve compliance with this section, a charter school shall be required to receive approval of a charter petition in accordance with this section and Section 47605.

(4) This section is not intended to affect the authority of a governmental entity to revoke a charter that is granted on or before the effective date of this section.

~~(f) (e) A charter school that submits its petition directly to a county board of education, as authorized by Section 47605.5 or 47605.6, may establish charter school operations only within the geographical boundaries of the county in which that county board of education has jurisdiction.~~

~~(g) (f) Notwithstanding any other law, the jurisdictional limitations set forth in this section do not apply to a charter school that provides instruction exclusively in partnership with any of the following:~~

(1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).

(2) Federally affiliated Youth Build programs.

(3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.

(4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code.

(5) Instruction provided to juvenile court school pupils pursuant to subdivision (b) of Section 42238.18 or pursuant to Section 1981 for individuals who are placed in a residential facility.

SEC. 3. Section 60640 of the Education Code is amended to read:

60640. (a) There is hereby established the California Assessment of Student Performance and Progress, to be known as the CAASPP.

(b) Commencing with the 2013–14 school year, the CAASPP shall be composed of all of the following:

(1) (A) A consortium summative assessment in English language arts and mathematics for grades 3 to 8, inclusive, and grade 11 that measures content standards adopted by the state board.

(B) In the 2013–14 school year, the consortium summative assessment in English language arts and mathematics shall be a field test only, to enable the consortium to gauge the validity and reliability of these assessments and to conduct all necessary psychometric procedures and studies, including, but not necessarily limited to, achievement standard setting, and to allow the department to conduct studies regarding full implementation of the assessment system. These field tests and results shall not be used for any other purpose, including the calculation of any accountability measure.

(2) (A) Science grade level assessments in grades 5, 8, and 10 that measure content standards adopted pursuant to Section 60605, until a successor assessment is implemented pursuant to subparagraph (B).

(B) For science assessments, the Superintendent shall make a recommendation to the state board as soon as is feasible after the adoption of science content standards pursuant to ~~Section 60605.85~~ *former Section 60605.85, as that section read on June 30, 2014*, regarding the assessment of the newly adopted standards. Before making recommendations, the Superintendent shall consult with stakeholders, including, but not necessarily limited to, California science teachers, individuals with expertise in assessing English learners and pupils with disabilities, parents, and measurement experts, regarding the grade level and type of assessment. The recommendations shall include cost estimates and a plan for implementation of at least one assessment in each of the following grade spans:

(i) Grades 3 to 5, inclusive.

(ii) Grades 6 to 9, inclusive.

(iii) Grades 10 to 12, inclusive.

(3) The California Alternate Performance Assessment in grades 2 to 11, inclusive, in English language arts and mathematics and science in grades 5, 8, and 10, which measures content standards adopted pursuant to Section 60605 until a successor assessment is implemented. The successor assessment shall be limited to the grades and subject areas assessed pursuant to paragraph (1) and subparagraph (B) of paragraph (2).

(4) The Early Assessment Program established by Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3.

(5) (A) A local educational agency may administer a primary language assessment aligned to the English language arts standards adopted pursuant to Section 60605, as it read on January 1, 2013, to pupils who are identified as limited English proficient and enrolled in any of grades 2 to 11, inclusive, until a subsequent primary language assessment aligned to the common core standards in English language arts adopted pursuant to Section 60605.8 is developed pursuant to subparagraph (E).

(B) If a local educational agency chooses to administer a primary language assessment to pupils identified as limited English proficient and enrolled in any of grades 2 to 11, inclusive, pursuant to subparagraph (A), it shall notify the department in a manner to be determined by the department and the costs shall be paid by the state and included as part of the testing contract, and the department shall provide the local educational agency a per pupil apportionment for administering the assessment pursuant to subdivision (I).

(C) The Superintendent shall consult with stakeholders, including assessment and English learner experts, to determine the content and purpose of a stand-alone language arts summative assessment in primary languages other than English that aligns with the English language arts content standards. The Superintendent shall consider the appropriate purpose for this assessment, including, but not necessarily limited to, support for the State Seal of Biliteracy and accountability. It is the intent of the Legislature that an assessment developed pursuant to this section be included in the state accountability system.

(D) The Superintendent shall report and make recommendations to the state board at a regularly scheduled public meeting no sooner than one year after the first full administration of the consortium computer-adaptive assessments in English language arts and mathematics summative assessments in grades 3 to 8, inclusive, and grade 11, regarding an implementation timeline and estimated costs of a stand-alone language arts summative assessment in primary languages other than English.

(E) The Superintendent shall develop, and the state board shall adopt, a primary language assessment. The Superintendent shall administer this assessment no later than the 2016–17 school year.

(F) This paragraph shall be operative only to the extent that funding is provided in the annual Budget Act or another statute for the purpose of this section.

(c) No later than March 1, 2016, the Superintendent shall submit to the state board recommendations on expanding the CAASPP to include additional assessments, for consideration at a regularly scheduled public meeting. The Superintendent shall also submit these recommendations to the appropriate policy and fiscal committees of the Legislature and to the Director of Finance in accordance with all of the following:

(1) In consultation with stakeholders, including, but not necessarily limited to, California teachers, individuals with expertise in assessing English learners and pupils with disabilities, parents, and measurement experts, the Superintendent shall make recommendations regarding assessments, including the grade level, content, and type of assessment. These recommendations shall take into consideration the assessments already administered or planned pursuant to subdivision (b). The Superintendent shall consider the use of consortium-developed assessments, various item types, computer-based testing, and a timeline for implementation.

(2) The recommendations shall consider assessments in subjects, including, but not necessarily limited to, history-social science, technology, visual and performing arts, and other subjects as appropriate, as well as English language arts, mathematics, and science assessments to augment the assessments required under subdivision (b), and the use of various assessment options, including, but not necessarily limited to, computer-based tests, locally scored performance tasks, and portfolios.

(3) The recommendations shall include the use of an assessment calendar that would schedule the assessments identified pursuant to paragraph (2) over several years, the use of matrix sampling, if appropriate, and the use of population sampling.

(4) The recommendations shall include a timeline for test development, and shall include cost estimates for subject areas, as appropriate.

(5) Upon approval by the state board and the appropriation of funding for this purpose, the Superintendent shall develop and administer approved assessments. The state board shall approve test blueprints, achievement level descriptors, testing periods, performance standards, and a reporting plan for each approved assessment.

(6) The Superintendent shall convene an advisory panel, consisting of, but not necessarily limited to, secondary teachers, school administrators, school board members, parents, a student chosen from among the two finalists who were not appointed by the Governor to serve as the student member on the state board pursuant to Section 33000.5, representatives of a dropout recovery charter school operating pursuant to subdivision (g) (f) of Section 47605.1, measurement experts, and individuals with expertise in assessing English learners and pupils with disabilities, to provide recommendations to the Superintendent on the continuation of the high school exit examination, described in Chapter 9 (commencing with Section 60850), and on alternative pathways to satisfy the high school graduation requirements pursuant to Sections 51224.5 and 51225.3.

(d) For the 2013–14 and 2014–15 school years, the department shall make available to local educational agencies Standardized Testing and Reporting Program test forms no longer required by the CAASPP. The cost of implementing this subdivision, including, but not necessarily limited to, shipping, printing, scoring, and reporting per pupil shall be the same for all local educational agencies, and shall not exceed the marginal cost of the assessment, including any cost the department incurs to implement this section. A local educational agency that chooses to administer an assessment pursuant to this subdivision shall do so at its own expense, and shall enter into an agreement for that purpose with a contractor, subject to the approval of the department.

(e) The Superintendent shall make available a paper and pencil version of any computer-based CAASPP assessment for use by pupils who are unable to access the computer-based version of the assessment for a maximum of three years after a new operational test is first administered.

(f) (1) From the funds available for that purpose, each local educational agency shall administer assessments to each of its pupils pursuant to subdivision (b). As allowable by federal statute, recently arrived English learner pupils are exempted from taking the assessment in English language arts. The state board shall establish a testing period to provide that all schools administer these tests to pupils at approximately the same time during the instructional year. The testing period established by the state board shall take into consideration the need of local educational agencies to provide makeup days for pupils who were absent during testing, as well as the need to schedule testing on electronic computing devices.

(2) For the 2013–14 school year, each local educational agency shall administer the field tests in a manner described by the department in consultation with the president or executive director of the state board.

Additional participants in the field test beyond the representative sample may be approved by the department, and the department shall use existing contract savings to fund local educational agency participation in one or more tests per participant. Funds for this purpose shall be used to allow for maximum participation in the field tests across the state. To the extent savings in the current contract are not available to fully fund this participation, the department shall prorate available funds by test. Local educational agencies shall bear any additional costs to administer these assessments that are in excess of the contracted amount. With the approval of the state board and the Director of Finance, the department shall amend the existing assessment contract to accommodate field testing beyond the representative sample, and to allow for special studies using information collected from the field tests.

(g) From the funds available for that purpose, each local educational agency shall administer assessments as determined by the state board pursuant to paragraph (5) of subdivision (c).

(h) As feasible, the CAASPP field tests shall be conducted in a manner that will minimize the testing burden on individual schools. The CAASPP field tests shall not produce individual pupil scores unless it is determined that these scores are valid and reliable.

(i) The governing board of a school district may administer achievement tests in grades other than those required by this section as it deems appropriate.

(j) Subject to the approval of the state board, the department may make available to local educational agencies a primary language assessment aligned to the English language arts standards adopted pursuant to Section 60605, as it read on January 1, 2013, for assessing pupils who are enrolled in a dual language immersion program that includes the primary language of the assessment and who are either nonlimited English proficient or redesignated fluent English proficient until a subsequent primary language assessment aligned to the common core standards in English language arts adopted pursuant to Section 60605.8 is developed pursuant to paragraph (5) of subdivision (b). The cost for the assessment shall be the same for all local educational agencies and shall not exceed the marginal cost of the assessment, including any cost the department incurs to implement this section. A local educational agency that elects to administer a primary language assessment pursuant to this subdivision shall do so at its own expense and shall enter into an agreement for that purpose with the state testing contractor, subject to the approval of the department.

(k) Pursuant to Section 1412(a)(16) of Title 20 of the United States Code, individuals with exceptional needs, as defined in Section 56026, shall be included in the testing requirement of subdivision (b) with appropriate accommodations in administration, where necessary, and the individuals with exceptional needs who are unable to participate in the testing, even with accommodations, shall be given an alternate assessment.

(l) (1) The Superintendent shall apportion funds appropriated for these purposes to local educational agencies to enable them to meet the requirements of subdivisions (b) and (c).

(A) For the CAASPP field tests administered in the 2013–14 school year or later school years, the Superintendent shall apportion funds to local educational agencies if funds are specifically provided for this purpose in the annual Budget Act.

(B) The Superintendent shall apportion funds to local educational agencies to enable them to administer assessments used to satisfy the voluntary Early Assessment Program in the 2013–14 school year pursuant to paragraph (4) of subdivision (b).

(2) The state board annually shall establish the amount of funding to be apportioned to local educational agencies for each test administered and annually shall establish the amount that each contractor shall be paid for each test administered under the contracts required pursuant to Section 60643. The amounts to be paid to the contractors shall be determined by considering the cost estimates submitted by each contractor each September and the amount included in the annual Budget Act, and by making allowance for the estimated costs to local educational agencies for compliance with the requirements of subdivisions (b) and (c). The state board shall take into account changes to local educational agency test administration activities under the CAASPP, including, but not limited to, the number and type of tests administered and changes in computerized test registration and administration procedures, when establishing the amount of funding to be apportioned to local educational agencies for each test administered.

(3) An adjustment to the amount of funding to be apportioned per test shall not be valid without the approval of the Director of Finance. A request for approval of an adjustment to the amount of funding to be apportioned per test shall be submitted in writing to the Director of Finance and the chairpersons of the fiscal committees of both houses of the Legislature with accompanying material justifying the proposed adjustment. The Director of

Finance is authorized to approve only those adjustments related to activities required by statute. The Director of Finance shall approve or disapprove the amount within 30 days of receipt of the request and shall notify the chairpersons of the fiscal committees of both houses of the Legislature of the decision.

(m) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation for the apportionments made pursuant to paragraph (1) of subdivision (l), and the payments made to the contractors under the contracts required pursuant to Section 60643 or subparagraph (C) of paragraph (1) of subdivision (a) of Section 60605 between the department and the contractor, are "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the applicable fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for that fiscal year.

(n) As a condition to receiving an apportionment pursuant to subdivision (l), a local educational agency shall report to the Superintendent all of the following:

(1) The pupils enrolled in the local educational agency in the grades in which assessments were administered pursuant to subdivisions (b) and (c).

(2) The pupils to whom an achievement test was administered pursuant to subdivisions (b) and (c) in the local educational agency.

(3) The pupils in paragraph (1) who were exempted from the test pursuant to this section.

(o) The Superintendent and the state board are authorized and encouraged to assist postsecondary educational institutions to use the assessment results of the CAASPP, including, but not necessarily limited to, the grade 11 consortium summative assessments in English language arts and mathematics, for academic credit, placement, or admissions processes.

(p) Subject to the availability of funds in the annual Budget Act for this purpose, and exclusive of the consortium assessments, the Superintendent, with the approval of the state board, annually shall release to the public test items from the achievement tests pursuant to Section 60642.5 administered in previous years. Where feasible and practicable, the minimum number of test items released per year shall be equal to 25 percent of the total number of test items on the test administered in the previous year.

(q) On or before July 1, 2014, Sections 850 to 868, inclusive, of Title 5 of the California Code of Regulations shall be revised by the state board to conform to the changes made to this section in the first year of the 2013-14 Regular Session. The state board shall adopt initial regulations as emergency regulations to immediately implement the CAASPP assessments, including, but not necessarily limited to, the administration, scoring, and reporting of the tests, as the adoption of emergency regulations is necessary for the immediate preservation of the public peace, health, safety, or general welfare within the meaning of Section 11346.1 of the Government Code. The emergency regulations shall be followed by the adoption of permanent regulations, in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

INFORMATION REPORT NO. 9

TO: Board of Education
FROM: Dr. Kelly King, Interim Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED BY: Hagop Kassabian, Administrator: Planning, Development & Facilities
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 Agenda Items
2. Items on this Agenda
 - Award of Bid No. 185-18/19 for Construction of CMU Ball Walls, Site Work, & Striping at Lincoln and R.D. White Elementary Schools

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In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the construction of CMU ball walls, site work, and striping at Lincoln and R.D. White Elementary Schools. A bid conference and job walk was conducted and thirteen contractors participated. The District received and opened three (3) bids on May 15, 2019, as outlined below:

| Contractor | Total Amount | Lincoln | R.D. White |
|--------------------------------------|---------------------|----------------|-------------------|
| SS+K Construction, Inc. | \$140,272 | \$22,272 | \$118,000 |
| Chalmers Construction Services, Inc. | \$169,400 | \$23,000 | \$146,000 |
| Y.KO Construction | \$605,000 | \$62,000 | \$543,000 |

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award to SS+K Construction, Inc. as the lowest responsive and responsible bidder, in the amount of \$140,272. This project is anticipated to be completed by August 9, 2019. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Measure S – Site Improvement Projects funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

- Rejection of Bids for Bid No. 186-18/19 for Site Improvements and Portable Building Installation at Balboa Elementary School

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for site improvements and the installation of a portable building at Balboa Elementary School. A bid conference and job walk was conducted and twelve contractors participated. The District received and opened five (5) bids on May 28, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| The Nazerian Group | \$394,123 |
| SS+K Construction, Inc. | \$620,680 |
| Cybertech Construction Company, Inc. | \$939,777 |
| Ocean State Development, Inc. | \$972,000 |
| Chalmers Construction Services, Inc. | \$1,234,000 |

Following the receipt of bids, The Nazerian Group withdrew their bid citing clerical errors that occurred during the bid preparation, pursuant to California Public Contract Code Section 5103.

Planning and Development staff conducted a review of the scope of work and costs submitted by the remaining contractors and found the bids to be unreasonable. Staff is recommending a rejection of bids and re-bid the project pursuant to policies and regulations. Following a review of the project in the coming weeks, staff will provide the Board with additional information on a revised scope of work for the project to be completed during the summer.

- Award of Bid No. 187-18/19 for Exterior Painting at Four (4) School Sites

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for exterior painting at four (4) school sites, including Keppel, Lincoln, Monte Vista, and Valley View Elementary Schools. A bid conference and job walk was conducted and twenty-six contractors participated. The District received and opened fifteen bids on May 14, 2019, as outlined on the following page.

Following the receipt of bids, CAM Painting, Inc. withdrew their bid citing clerical errors that occurred during the bid preparation, pursuant to California Public Contract Code Section 5103. After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid per school sites as follows: ISR Painting & Wall Covering, Inc. for Keppel Elementary School in the amount of \$72,000; Pacific Rim Painting Co. for Lincoln Elementary School in the amount of \$94,450; Astro Painting for Monte Vista Elementary School in the amount of \$109,000; and Omega Construction Co., Inc. for Valley View Elementary School in the amount of \$75,000. This project is anticipated to be completed by August 1, 2019. Bid details are available for review in the

Procurement & Contract Services Department. This project will be funded by Measure S – Summer Projects funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

| Contractor | Keppel | Lincoln | Monte Vista | Valley View |
|-------------------------------------|---------------|----------------|--------------------|--------------------|
| A.J. Fistes Corp. | \$195,800 | \$286,400 | \$290,400 | \$242,500 |
| Astro Painting | \$76,400 | \$99,500 | \$109,000 | \$103,000 |
| CAM Painting, Inc. | \$79,000 | \$94,000 | \$152,000 | \$94,000 |
| Color New Company | \$290,000 | \$163,000 | \$163,000 | \$112,000 |
| CTG Construction, Inc. | \$260,000 | \$380,000 | \$230,000 | \$240,000 |
| ISR Painting & Wall Covering, Inc. | \$72,000 | \$110,000 | \$165,000 | \$79,800 |
| Mariscal Painting | \$95,000 | \$193,000 | \$190,000 | \$105,000 |
| Omega Construction Co., Inc. | \$144,500 | \$139,000 | \$218,000 | \$75,000 |
| Pacific Contractors Group, Inc. | \$226,000 | \$182,000 | \$286,000 | \$162,000 |
| Pacific Rim Painting Co. | No Bid | \$94,450 | No Bid | \$91,550 |
| Piana Construction & Painting, Inc. | \$93,000 | \$113,000 | \$136,000 | \$108,000 |
| Polychrome Construction, Inc. | \$117,900 | \$281,000 | \$297,000 | \$287,000 |
| Prime Painting Contractors, Inc. | \$280,000 | \$135,000 | \$330,000 | \$99,000 |
| Stolie Painting | \$186,000 | \$143,000 | \$245,000 | \$186,000 |
| Vera’s Painting | \$461,000 | \$473,000 | \$888,000 | \$361,000 |

- Award of Bid No. 188-18/19 for LED Lighting Upgrades at Various School Sites

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for LED lighting upgrades at sixteen sites, including Balboa, Dunsmore, Edison, Franklin, Fremont, Glenoaks, Jefferson, Keppel, La Crescenta, Lincoln, Monte Vista, Mountain Avenue, R.D. White, Valley View, and Verdugo Woodlands Elementary Schools; and Hoover High School. A bid conference and job walk was conducted and eight (8) contractors participated. The District received and opened six (6) bids on May 16, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| Chalmers Construction Services, Inc. | \$455,500.00 |
| Flouresco Services | \$511,301.02 |
| ReGreen, Inc. | \$708,437.81 |
| Cybertech Construction Company, Inc. | \$713,777.00 |
| Integral Electrical Engineering | \$749,320.00 |
| Sky Technology Solutions | \$895,000.00 |

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After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid to Chalmers Construction Services, Inc. as the lowest responsive and responsible bidder, in the amount of \$455,500 for all sixteen school sites. This project is anticipated to be completed by December 31, 2019. Bid details are available

for review in the Procurement & Contract Services Department. This project will be funded by Proposition 39 funds.

- Award of Bid No. 189-18/19 for Installation of Two (2) Ball Walls and Shade Structure at Verdugo Woodlands Elementary School

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the installation of two (2) ball walls and a shade structure at Verdugo Woodlands Elementary School. A bid conference and job walk was conducted and six (6) contractors participated. The District received and opened five (5) bids on May 16, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| SS+K Construction, Inc. | \$112,500 |
| ARC Construction, Inc. | \$115,000 |
| Chalmers Construction Services, Inc. | \$118,400 |
| Y.KO Construction Co., Inc. | \$128,000 |
| Cybertech Construction Company, Inc. | \$139,777 |

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid to SS+K Construction, Inc. as the lowest responsive and responsible bidder, in the amount of \$112,500. This project is anticipated to be completed by August 9, 2019. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Measure S – Small Non-Tech Projects funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

- Award of Bid No. 190-18/19 for Installation of New Copper Piping at Wilson Middle School

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the installation of new copper piping at Wilson Middle School. A bid conference and job walk was conducted and six (6) contractors participated. The District received and opened five (5) bids on May 15, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| SS+K Construction, Inc. | \$67,200 |
| Chalmers Construction Services, Inc. | \$78,000 |
| Cybertech Construction Company, Inc. | \$89,777 |
| Vernes Plumbing | \$155,900 |
| The Nazerian Group | \$184,123 |

Following the receipt of bids, SS+K Construction, Inc. withdrew their bid citing clerical errors that occurred during the bid preparation, pursuant to California Public Contract Code Section 5103. After conducting a post-bid conference and reviewing the bid documents,

staff is recommending to award the bid to Chalmers Construction Co., Inc. as the lowest responsive and responsible bidder, in the amount of \$78,000. This project is anticipated to be completed by August 1, 2019. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Measure S – Summer Projects funds.

The Superintendent’s Facility Advisory Committee voted to support this recommendation.

- Final Expenditure Reports and Project Closeout of Various Measure S Projects

The following ten (10) projects were approved by the Board on various dates. All were completed in a satisfactory manner and provided the District a combined savings of \$3,879,270. The chart below shows the savings by individual project.

| Project No. | Project Name | Approved Budget | Expensed | Project Savings | Savings to Program Reserve | Savings to Summer Projects |
|-------------|---|----------------------|--------------|---------------------|----------------------------|----------------------------|
| 90003 | Hoover HVAC Control System | \$ 5,869,309 | \$ 3,842,161 | \$ 2,027,148 | \$ 2,027,148 | |
| 90029 | Teacher Laptop Rollout | \$ 2,549,500 | \$ 2,549,500 | \$ - | \$ - | |
| 90031 | Summer 2012 Maintenance | \$ 1,506,300 | \$ 1,483,210 | \$ 23,090 | | \$ 23,090 |
| 90063 | District-Wide Single-use All Gender Toilet Fac. | \$ 1,500,000 | \$ 303,910 | \$ 1,196,090 | \$ 1,196,090 | |
| 90082 | Summer 2014 Maintenance | \$ 1,496,500 | \$ 1,438,154 | \$ 58,346 | | \$ 58,346 |
| 90083 | Summer 2015 Maintenance | \$ 1,500,000 | \$ 1,497,666 | \$ 2,334 | | \$ 2,334 |
| 90084 | Summer 2016 Maintenance | \$ 1,500,000 | \$ 1,485,105 | \$ 14,895 | | \$ 14,895 |
| 90086 | Summer 2017 Maintenance | \$ 1,500,000 | \$ 1,495,491 | \$ 4,509 | | \$ 4,509 |
| 90094 | Hoover and Glendale Roofing | \$ 1,750,000 | \$ 1,197,142 | \$ 552,858 | \$ 552,858 | |
| 95012 | District-Wide Irrigation Controller | \$ 351,025 | \$ 351,025 | \$ - | \$ - | |
| | | \$19,522,634 | \$15,643,364 | \$ 3,879,270 | \$ 3,776,096 | \$103,174 |
| | | Total Savings | | \$ 3,879,270 | | |

Staff is recommending the approval of the final expenditure reports and the final closeout of these ten (10) projects. All project savings will be returned to Measure S – Program Reserve and Measure S – Summer projects funds as listed, and will be made available for the Board to be allocated to future projects.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 1

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: **Resolution No. 35 - Use of Education Protection Account Revenue for 2019-20 Non-Administrative Expenditures as Required By Article XIII, Section 36 of the California Constitution.**

The Interim Superintendent recommends that the Board of Education, following a public hearing, adopt Resolution No. 35 on the use of Education Protection Account Revenue for 2019-20 Non-Administrative Expenditures as required by Article XIII, Section 36 of the California Constitution

This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility. As provided by Proposition 30 approved in 2012, Article XIII, Section 36 of the California Constitution establishes the Education Protection Account (EPA) as the means for collecting and distributing funds which are generated by the temporary increases to personal income taxes (beginning in 2012-13), and in place for seven years (ending in 2018), and sales tax (effective January 1, 2013) in place for four years (ending in 2016). Proposition 55 approved in 2016, Article XIII, Section 36 of the California Constitution extends Proposition 30 income tax increase (beginning in 2018-19), and in place for twelve years (ending in 2030-31). Similar to local property taxes, State aid is reduced by one dollar for each dollar received from the EPA, so there is no net change in total Local Control Funding Formula (LCFF). The EPA becomes, in essence, a third revenue source in addition to local property tax revenue and State Aid. The estimated EPA funds to be spent are \$36,368,312; however, the EPA funds do not provide an increase in funding. The LCFF funding is decreased by the amount of EPA funds the District receives.

The law further requires that the Board of Education determine the use of EPA funds in an open session of a public meeting, which should precede the recording of EPA expenditures and must be held annually. The attached resolution identifies in detail the use of 2019-20 EPA funds to cover a portion of non-administrative expenditures of instructional teacher salary and benefits.

The law further requires that the school district annually publish on its Internet website an accounting of how much money was actually received from the EPA and how it was actually spent. This will be done at the time the Unaudited Actuals are made available on the web site each year. The EPA funds will be subject to the annual independent financial and compliance audit to ascertain whether the funds were properly disbursed and expended as required by law.

RESOLUTION NO. 35

**A RESOLUTION OF THE BOARD OF EDUCATION OF THE
GLENDALE UNIFIED SCHOOL DISTRICT OF LOS ANGELES
COUNTY REGARDING THE EDUCATION PROTECTION
ACCOUNT – 2019-20**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 amended Article XIII, Section 36 to the California Constitution effective November 8, 2016;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the State Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Education of the Glendale Unified School District as follows:

1. The 2019-20 monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Glendale Unified School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Glendale Unified School District has determined to spend the monies received from the Education Protection Act on instructional teacher salary and benefits, 2019-20 EPA funds are estimated at \$36,368,312.

PASSED AND ADOPTED by the Board of Education of the Glendale Unified School District this day, June 4, 2019, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

APPROVED:

Shant Sahakian
Clerk of the Board of Education

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GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 2

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Superintendent's Office

SUBJECT: Resolution No. 36 -- Support of Senate Bill 217 (Portantino/Roth/Beall) –
Special Education Early Intervention Grant Program

The Interim Superintendent recommends the Board of Education adopt Resolution No. 36 in support of Senate Bill 217, the Special Education Early Intervention Grant Program.

SB 217—Special Education Early Intervention Grant Program—authored by Senators Portantino, Roth, and Beall.

SB 217 would require, for the 2019-20 school year and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten program who will have their 5th birthday after December 2 but during that same school year if the child is an individual with exceptional needs.

SB 217 would establish the Special Education Early Intervention Grant Program. This program would allocate to school districts \$4,000 per child who is three or four years of age, is an individual with exceptional needs, and receiving a majority of special education and related services in the regular education program. The bill would prohibit a school district from admitting a child meeting the definition of an individual with exceptional needs into the regular education program if that admittance would violate the child's individualized education program.

Additionally, SB 217 would require a school district, as a condition of receiving funds, to coordinate with its special education local plan area to provide specified data relating to the grant program to the State Superintendent of Public Instruction. The bill would require the State Superintendent of Public Instruction to report this data to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, the State Board of Education, and the Legislative Analyst's Office by March 1 of each year.

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GLENDALE UNIFIED SCHOOL DISTRICT
Resolution No. 36
In Support of Senate Bill 217 (Portantino/Roth/Beall)
Special Education Early Intervention Grant Program

WHEREAS, according to the Legislative Analyst's Office, approximately 50,000 children age three and four have been identified as having a disability; and

WHEREAS, current law requires Special Education Local Areas (SELPA's) to serve children with disabilities from age three or older. The AB 602 formula for special education funding provides SELPA's with funding based on a census model and uses the count of K-12 attendance including Transitional Kindergarten (TK) children. Children not in TK are not included in the attendance count for purposes of generating funding; and

WHEREAS, research supports the importance of quality early education programs for children with disabilities both for the potential to improve outcomes for children at earlier ages and to result in financial savings to school districts over the long-term; and

WHEREAS, California's Statewide Task Force on Special Education included a recommendation to improve access to high quality childcare and preschool for children with disabilities; and

WHEREAS, SB 217 would require, for the 2019-20 school year, and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten program who will have their 5th birthday after December 2, but during the same school year if the child is an individual with exceptional needs, subject to specified conditions; and

WHEREAS, SB 217 would established the Special Education Early Intervention Grant Program, which appropriates \$4,000 per child who is 3 or 4 years of age, is an individual with exceptional needs, and receiving a majority of special education and related services in the regular education program; and

WHEREAS, SB 217 would require a school district, as a condition of receiving funds, to coordinate with its special education local plan area to provide specified data relating to the grant program to the State Superintendent of Public Instruction. The bill would require the State Superintendent of Public Instruction to report this data to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, the State Board of Education, and the Legislative Analyst's Office by March 1 of each year.

WHEREAS, SB 217 is supported by the California Association of Suburban School Districts, California State PTA, and the California School Employees Association.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Glendale Unified School District supports passage and approval of Senate Bill 217, Special Education Early Intervention Grant Program, and urges the State Legislature to pass, and the Governor to sign, this critical legislation that would provide necessary funding for California public schools.

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PASSED, APPROVED, AND ADOPTED this 4th day of June 2019, at a regular meeting of the Glendale Unified School District Board of Education, Los Angeles County, California.

Jennifer Freemon, President

Dr. Armina Gharpetian, Vice President

Shant Sahakian, Clerk

Nayiri Nahabedian, Member

Gregory S. Krikorian, Member

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GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT No. 3

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Dr. Chris Coulter, Director, Teaching & Learning
Shawna Metcalf, Science Specialist, Teaching & Learning

**SUBJECT: Approval of the Implementation of the California Next
Generation Science Standards for GUSD High Schools**

The Interim Superintendent recommends that the Board of Education approve implementation of the CDE specific three-course model with Earth and Space Science embedded beginning with the ninth grade class of the 2020-2021 school year. Additionally, the Interim Superintendent recommends changing the high school science graduation requirement to three (3) years of laboratory science to begin with the graduating class of 2024.

Background:

With the adoption of the California Next Generation Science Standards (CA NGSS), the State has ushered in a new era of science education designed to prepare all students for the 21st century. The CA NGSS are designed to ensure that all students actively engage in the scientific and engineering processes as they deepen their understanding of core ideas. By the end of 12th grade, students should have gained sufficient knowledge to engage in scientific discourse and to be critical consumers of scientific information in their everyday lives. It is especially important to note that the above goals are for all students. A CA NGSS aligned K-12 science program should prepare all students for their futures, not just those who pursue careers in these fields or those who continue on to higher education.

The High School implementation of CA NGSS is complex. In addition to ensuring all students are provided with equitable access to all standards, any decisions made regarding the high school implementation need to take teacher credential information, student science data, graduation requirements, UC requirements, staffing, and funding into consideration.

Steps Taken to Date:

2015-2016

The Professional Development Department held a District release day during first semester to analyze an early draft of the three (3) suggested course models from the California Science Framework:

- 4-Course Discipline Specific Model
- 3-Course Earth & Space Science Integrated Model
- 3-Course Fully Integrated Model

The day was attended by four teachers from each high school with representation across science disciplines. Teachers were tasked with identifying evidence based strengths and weaknesses of each model with an emphasis placed on what is best for students. No recommendation was made at this time as there was insufficient information. The evidence was presented to principals to begin the conversation.

In January 2016, approximately 15 high school teachers attended a workshop to analyze the 3-Course Model detailed in the Science Framework. They had the opportunity to discuss the model with the writers and work together as a team to provide evidence in support of or against the model.

2016-2017

The Professional Development Department began researching the questions raised by teachers during the previous year surrounding high school implementation. Information researched included state testing requirements, credential implications, graduation requirements, and what neighboring districts were considering. This information was presented to department chairs, principals, and District administrators. In addition to compiling this data for review, current high school science enrollment trends (Classes of 2015 and 2016) within the District were analyzed in depth to identify the number of students potentially impacted by a change in science expectations.

2017-2018

The Teaching and Learning (T&L) Department continued to analyze data and research the various areas influencing a high school decision. In addition, all teachers were given an opportunity to compile a list of questions they wanted or needed answers to in order to facilitate the conversation regarding course model decisions. Department Chairs were asked to share this opportunity with their counselors and administrators to ensure all relevant questions were being asked.

Glendale Unified was nominated to attend the first CA NGSS High School Summit in May 2018. The high school department chairs, along with the Director of Teaching and Learning and the Science Specialist, attended the event, which provided a unique opportunity to maximize conversations about successes and challenges of moving forward

with full implementation of CA NGSS at the high school level. During the summit, it was decided that GUSD should have a CA NGSS High School Implementation Team consisting of members from each high school and each core science content area. The Implementation Team is charged with researching, developing options, and communicating effectively back to the teachers at their sites as decisions and discussions occur. The most up-to-date information was presented and discussed during the May 2018 Curriculum Study Committee (CSC) meeting. During this meeting, the Science CSC voted to move forward with the three course Earth and Space Science embedded model along with a three (3) year graduation requirement for science. Additional research on the impact of such change was to be completed prior to sending the recommendation to principals.

2018-2019

The NGSS High School Implementation Team consists of the following teachers:

- Physics in the Universe
 - Gerald Gruss, Clark Magnet High School
 - David Platt, Crescenta Valley High School
 - Darnell Kelly, Glendale High School
 - Nerses Abramyan, Hoover High School
 - Linda Tandy, Hoover High School (as ESS representative)
- Chemistry of Earth's Systems
 - Hrant Yahaiyan, Clark Magnet High School
 - Cassandra Fishback, Crescenta Valley High School
 - Nabila Jahshan, Glendale High School
 - Zhenik Avetyan, Hoover High School
 - Michelle Sorota, Hoover High School (as ESS representative)
- Living Earth
 - Zovig Minassian, Clark Magnet High School
 - Denise Pogroszewski, Crescenta Valley High School
 - Talin Arakelian, Glendale High School
 - Cynthia Chan, Hoover High School
 - Shawna Metcalf, Teaching and Learning Department

The High School Implementation Team met in September to review data, create draft scope and sequence documents, and discuss course sequencing. After this meeting, the Teaching and Learning Department presented findings and concerns to the principals in November 2018. During this meeting, the principals unanimously recommended GUSD move forward with adopting the three course Earth and Space Science embedded model beginning with the 2020-2021 school year. Additionally, principals agreed that a three (3) year high school graduation requirement for science would be needed for successful implementation and that this change should be looked into further.

Next Steps:

2019-2020

The Teaching and Learning Department, along with the High School Implementation Team, will begin looking at instructional materials for CA NGSS aligned courses within the course model. Review and evaluation of instructional materials will take place from September 2019 – March 2020. Throughout the process, the HS Implementation Team will keep site colleagues and department chairs informed on the progress of evaluation. Evidence gathered will be presented to CSC in March for a recommendation.

Once instructional materials have been adopted, the Teacher and Learning Department will coordinate with the High School Implementation Team to write course outlines, develop scope and sequence documents, and submit courses for UC/CSU “d” Science approval.

The Teaching and Learning Department will collaborate with Career Technical Education (CTE) to determine which pathway courses need revision to align with a CA NGSS aligned program.

All science teachers will receive training on the new instructional materials prior to implementation.

The Human Resources Department will communicate directly with teachers regarding credential requirements. A small number of current high school science teachers will need to take steps, such as taking a CSET exam, to add the appropriate authorization to teach their subject area courses with geoscience embedded. District staff recommends that GUSD pay for teachers to prepare for and take the CSET to receive necessary certification updates.

The Teaching and Learning Department will update Board Policy (BP) and Administrative Regulations (AR) regarding graduation requirements to reflect the proposed science requirement increase and the change from traditional to integrated math for Board approval during the 2019-20 school year.

2020-2021

All CA NGSS aligned core science courses will implement new curricula with new instructional materials. All ninth grade students at Crescenta Valley, Glendale, and Hoover High Schools will be enrolled in The Living Earth. Students in tenth, eleventh, or twelfth grade will take any of the following courses: Chemistry in Earth’s Systems, Physics in the Universe, Earth & Space Science, AP Science, or Elective Science. At Clark Magnet High

School, all ninth grade students will take Physics in the Universe, tenth grade students will take the Living Earth, eleventh grade students will take Chemistry of Earth's Systems, and twelfth grade students will take AP or Elective Science.

As the three-year requirement is phased in with the class of 2024, principals will need to adjust master schedules to accommodate the increase in students enrolled in science. Some of the elective science classes may need to be phased out based on student needs and choices. Other elective classes may also be affected by this change, but the affect is expected to be minimal.

Science teachers will receive content specific and pedagogical professional learning throughout the school year.

Summary of Implications:

Approval of this recommendation will result in:

- Instructional Materials review and adoption in 2019-2020
- Implementation of new instructional materials in 2020-2021
- Changes to BP and AR on Graduation Requirements (from 2 to 3 years of Science)
- Need to hire additional teachers authorized to teach Chemistry in Earth's Systems and/or Physics in the Universe (2021-2023)
- Need to assist a small number of current teachers update certifications
- Additional funding required for science laboratory supplies
- Changes to master schedules to accommodate more students in science
- Increase in number of students eligible for UC/CSU admission

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 4

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities
Christine Ward, Director, Procurement & Contract Services

SUBJECT: **Award of Bid No. 185-18/19 for Construction of CMU Ball Walls, Site Work, & Striping at Lincoln and R.D. White Elementary Schools**

The Interim Superintendent recommends that the Board of Education award Bid No. 185-18/19 for the construction of CMU ball walls, site work, and striping at Lincoln and R.D. White Elementary Schools to SS+K Construction, Inc. in the amount of \$140,272.

This item is 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.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the construction of CMU ball walls, site work, and striping at Lincoln and R.D. White Elementary Schools. A bid conference and job walk was conducted and thirteen contractors participated. The District received and opened three (3) bids on May 15, 2019, as outlined below:

| Contractor | Total Amount | Lincoln | R.D. White |
|--------------------------------------|---------------------|----------------|-------------------|
| SS+K Construction, Inc. | \$140,272 | \$22,272 | \$118,000 |
| Chalmers Construction Services, Inc. | \$169,400 | \$23,000 | \$146,000 |
| Y.KO Construction | \$605,000 | \$62,000 | \$543,000 |

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award to SS+K Construction, Inc. as the lowest responsive and responsible bidder, in the amount of \$140,272. This project is anticipated to be completed by August 9, 2019. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Measure S – Site Improvement Projects funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 5

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities
Christine Ward, Director, Procurement & Contract Services

SUBJECT: **Rejection of Bids for Bid No. 186-18/19 for Site Improvements and Portable Building Installation at Balboa Elementary School**

The Interim Superintendent recommends that the Board of Education reject the bids received for Bid No. 186-18/19 for site improvements and the installation of a portable building at Balboa Elementary School.

This item is 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.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for site improvements and the installation of a portable building at Balboa Elementary School. A bid conference and job walk was conducted and twelve contractors participated. The District received and opened five (5) bids on May 28, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| The Nazerian Group | \$394,123 |
| SS+K Construction, Inc. | \$620,680 |
| Cybertech Construction Company, Inc. | \$939,777 |
| Ocean State Development, Inc. | \$972,000 |
| Chalmers Construction Services, Inc. | \$1,234,000 |

Following the receipt of bids, The Nazerian Group withdrew their bid citing clerical errors that occurred during the bid preparation, pursuant to California Public Contract Code Section 5103.

Planning and Development staff conducted a review of the scope of work and costs submitted by the remaining contractors and found the bids to be unreasonable. Staff is recommending a rejection of bids and re-bid the project pursuant to policies and regulations. Following a review of the project in the coming weeks, staff will provide the Board with additional information on a revised scope of work for the project to be completed during the summer.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 6

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities
Christine Ward, Director, Procurement & Contract Services

SUBJECT: Award of Bid No. 187-18/19 for Exterior Painting at Four (4) School Sites

The Interim Superintendent recommends that the Board of Education award Bid No. 187-18/19 for exterior painting at four (4) school sites as follows: ISR Painting & Wall Covering, Inc. for Keppel Elementary School in the amount of \$72,000; Pacific Rim Painting Co. for Lincoln Elementary School in the amount of \$94,450; Astro Painting for Monte Vista Elementary School in the amount of \$109,000; and Omega Construction Co., Inc. for Valley View Elementary School in the amount of \$75,000.

This item is 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.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for exterior painting at four (4) school sites, including Keppel, Lincoln, Monte Vista, and Valley View Elementary Schools. A bid conference and job walk was conducted and twenty-six contractors participated. The District received and opened fifteen bids on May 14, 2019, as outlined on the following page.

Following the receipt of bids, CAM Painting, Inc. withdrew their bid citing clerical errors that occurred during the bid preparation, pursuant to California Public Contract Code Section 5103. After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid per school sites as follows: ISR Painting & Wall Covering, Inc. for Keppel Elementary School in the amount of \$72,000; Pacific Rim Painting Co. for Lincoln Elementary School in the amount of \$94,450; Astro Painting for Monte Vista Elementary School in the amount of \$109,000; and Omega Construction Co., Inc. for Valley View Elementary School in the amount of \$75,000. This project is anticipated to be completed by August 1, 2019. Bid details are available for review in the Procurement & Contract Services Department.

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

Glendale Unified School District

June 4, 2019

ACTION REPORT NO. 6

Page 2

| Contractor | Keppel | Lincoln | Monte Vista | Valley View |
|-------------------------------------|---------------|----------------|--------------------|--------------------|
| A.J. Fistes Corp. | \$195,800 | \$286,400 | \$290,400 | \$242,500 |
| Astro Painting | \$76,400 | \$99,500 | \$109,000 | \$103,000 |
| CAM Painting, Inc. | \$79,000 | \$94,000 | \$152,000 | \$94,000 |
| Color New Company | \$290,000 | \$163,000 | \$163,000 | \$112,000 |
| CTG Construction, Inc. | \$260,000 | \$380,000 | \$230,000 | \$240,000 |
| ISR Painting & Wall Covering, Inc. | \$72,000 | \$110,000 | \$165,000 | \$79,800 |
| Mariscal Painting | \$95,000 | \$193,000 | \$190,000 | \$105,000 |
| Omega Construction Co., Inc. | \$144,500 | \$139,000 | \$218,000 | \$75,000 |
| Pacific Contractors Group, Inc. | \$226,000 | \$182,000 | \$286,000 | \$162,000 |
| Pacific Rim Painting Co. | No Bid | \$94,450 | No Bid | \$91,550 |
| Piana Construction & Painting, Inc. | \$93,000 | \$113,000 | \$136,000 | \$108,000 |
| Polychrome Construction, Inc. | \$117,900 | \$281,000 | \$297,000 | \$287,000 |
| Prime Painting Contractors, Inc. | \$280,000 | \$135,000 | \$330,000 | \$99,000 |
| Stolie Painting | \$186,000 | \$143,000 | \$245,000 | \$186,000 |
| Vera's Painting | \$461,000 | \$473,000 | \$888,000 | \$361,000 |

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 7

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities
Christine Ward, Director, Procurement & Contract Services

SUBJECT: **Award of Bid No. 188-18/19 for LED Lighting Upgrades at Various School Sites**

The Interim Superintendent recommends that the Board of Education award Bid No. 188-18/19 for LED lighting upgrades at sixteen sites to Chalmers Construction Services, Inc. in the amount of \$455,500.

This item is 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.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for LED lighting upgrades at sixteen sites, including Balboa, Dunsmore, Edison, Franklin, Fremont, Glenoaks, Jefferson, Keppel, La Crescenta, Lincoln, Monte Vista, Mountain Avenue, R.D. White, Valley View, and Verdugo Woodlands Elementary Schools; and Hoover High School. A bid conference and job walk was conducted and eight (8) contractors participated. The District received and opened six (6) bids on May 16, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| Chalmers Construction Services, Inc. | \$455,500.00 |
| Flouresco Services | \$511,301.02 |
| ReGreen, Inc. | \$708,437.81 |
| Cybertech Construction Company, Inc. | \$713,777.00 |
| Integral Electrical Engineering | \$749,320.00 |
| Sky Technology Solutions | \$895,000.00 |

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid to Chalmers Construction Services, Inc. as the lowest responsive and responsible bidder, in the amount of \$455,500 for all sixteen school sites. This project is anticipated to be completed by December 31, 2019. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Proposition 39 funds.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 8

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities
Christine Ward, Director, Procurement & Contract Services

SUBJECT: **Award of Bid No. 189-18/19 for Installation of Two (2) Ball Walls and Shade Structure at Verdugo Woodlands Elementary School**

The Interim Superintendent recommends that the Board of Education award Bid No. 189-18/19 for the installation of two (2) ball walls and a shade structure at Verdugo Woodlands Elementary School to SS+K Construction, Inc. in the amount of \$112,500.

This item is 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.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the installation of two (2) ball walls and a shade structure at Verdugo Woodlands Elementary School. A bid conference and job walk was conducted and six (6) contractors participated. The District received and opened five (5) bids on May 16, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| SS+K Construction, Inc. | \$112,500 |
| ARC Construction, Inc. | \$115,000 |
| Chalmers Construction Services, Inc. | \$118,400 |
| Y.KO Construction Co., Inc. | \$128,000 |
| Cybertech Construction Company, Inc. | \$139,777 |

After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid to SS+K Construction, Inc. as the lowest responsive and responsible bidder, in the amount of \$112,500. This project is anticipated to be completed by August 9, 2019. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Measure S – Small Non-Tech Projects funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 9

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities
Christine Ward, Director, Procurement & Contract Services

SUBJECT: **Award of Bid No. 190-18/19 for Installation of New Copper Piping at Wilson Middle School**

The Interim Superintendent recommends that the Board of Education award Bid No. 190-18/19 for the installation of new copper piping at Wilson Middle School to Chalmers Construction Services, Inc. in the amount of \$78,000.

This item is 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.

In accordance with established procedures, Procurement & Contract Services completed the solicitation of bids for the installation of new copper piping at Wilson Middle School. A bid conference and job walk was conducted and six (6) contractors participated. The District received and opened five (5) bids on May 15, 2019, as outlined below:

| Contractor | Total Amount |
|--------------------------------------|---------------------|
| SS+K Construction, Inc. | \$67,200 |
| Chalmers Construction Services, Inc. | \$78,000 |
| Cybertech Construction Company, Inc. | \$89,777 |
| Vernes Plumbing | \$155,900 |
| The Nazerian Group | \$184,123 |

Following the receipt of bids, SS+K Construction, Inc. withdrew their bid citing clerical errors that occurred during the bid preparation, pursuant to California Public Contract Code Section 5103. After conducting a post-bid conference and reviewing the bid documents, staff is recommending to award the bid to Chalmers Construction Co., Inc. as the lowest responsive and responsible bidder, in the amount of \$78,000. This project is anticipated to be completed by August 1, 2019. Bid details are available for review in the Procurement & Contract Services Department. This project will be funded by Measure S – Summer Projects funds. The Superintendent’s Facility Advisory Committee voted to support this recommendation.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

ACTION REPORT NO. 10

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED IN: Office of the Superintendent

SUBJECT: Resolution No. 38 - In Support of Assembly Bills 1505 and 1507—
Regulating Charter Schools

The Interim Superintendent recommends the Board of Education adopt Resolution No. 38, in support of Assembly Bills 1505 and 1507, regulating Charter Schools.

AB 1505 (O'Donnell, Donta, McCarty & Smith) – Charter School Authorization, Appeals and Renewal: The bill makes a number of reforms to the charter school authorization, appeals and renewal processes. It ensures that charter schools are authorized and overseen by school districts and county offices of education. It allows school districts to consider any negative financial, academic and facilities impact that a charter may have on neighborhood schools, a school district or county office of education. AB 1505 passed the Assembly on May 22, 2019 and will now go to the state Senate.

AB 1507(Smith) – Charter Schools Location-Resource Center: This bill closes a loophole in state law that has let some districts approve charter schools outside their boundaries. AB 1507 would require all charter schools approved by a district to be located within it. It passed on May 13 in the state Assembly and will now go to the Senate.

AB 1505 and AB 1507 are supported by the California Teachers Association, the California School Boards Association, and the California Schools Employees Association.

The accompanying resolution is presented to the Board of Education for adoption.

GLENDALE UNIFIED SCHOOL DISTRICT

Resolution No. 38

In Support of Assembly Bills 1505 and 1507 - Regulating Charter Schools

WHEREAS, California has the largest number of charter schools in any state. With 1,323 charter schools, double the number of a decade ago, approximately 10 percent (600,000) of California's students attend them; and

WHEREAS, the Charter Schools Act has largely been untouched since it was enacted in 1992 and charter schools were exempt from many laws and regulations that were required of traditional school settings; and

WHEREAS, legislators, educators, community members, and students are working to ensure that charter schools are transparent and accountable for both academic and fiscal outcomes; and

WHEREAS, there are several bills making its way through the California Legislature including AB 1505 (O'Donnell, Donta, McCarty & Smith) and AB 1507 (Smith) which would impose significant restrictions on charter schools in California; and

WHEREAS, AB 1505 makes changes to charter school authorization, appeals and renewals. It removes the ability of the State Board of Education to approve a charter application after it had been denied by a local school district or a county office of education; and

WHEREAS, AB 1505 gives school districts greater authority to choose which charter schools are approved in their community, and would also allow districts to consider the possible negative financial impact of a charter school on a district when deciding whether to grant a charter; and

WHEREAS, AB 1507 deletes the current authorization for a charter school to locate outside the jurisdiction of the chartering school district, when a site is unavailable within the jurisdiction of the chartering school district. Further, the bill authorizes a non classroom-based charter school to establish one resource center within the jurisdiction of the school district where the school is located; and

WHEREAS, it is time for a correction in state law to return charter school authorization and oversight to communities where the charter schools are located; and

WHEREAS, AB 1505 and AB 1507 are supported by the California Teachers Association, the California School Boards Association, and the California Schools Employees Association.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Glendale Unified School District supports passage and approval of AB 1505 and AB 1507 and urges the State Legislature to pass, and the Governor to sign, these critical legislations regulating charter schools.

PASSED, APPROVED, AND ADOPTED this day of 2019, at a regular meeting of the Glendale Unified School District Board of Education, Los Angeles County, California.

Jennifer Freemon, President

Dr. Armina Gharpetian, Vice President

Shant Sahakian, Clerk

Nayiri Nahabedian, Member

Gregory S. Krikorian, Member

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 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. 36, May 21, 2019
- b) Regular Meeting No. 37, May 28, 2019

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

BOARD OF EDUCATION MEETING NO. 36
UNADOPTED MINUTES
REGULAR MEETING, May 21, 2019

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Jennifer Freemon, president of the Board of Education, at 4:35 p.m. on Tuesday, May 21, 2019, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Dr. Armina Gharpetian, Greg Krikorian, Nayiri Nahabedian, Shant Sahakian, and Jennifer Freemon.

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

PLEDGE OF ALLEGIANCE

Jayden Tanner, a 6th grade student from Dunsmore Elementary School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

Mrs. Freemon 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 Mr. Krikorian and seconded by Dr. Gharpetian to approve the agenda order, as presented. Motion approved by the following vote: AYES—Gharpetian, Krikorian, Nahabedian, Sahakian, and Freemon.

PRESENTATION

1. Model SARB

Marian Chaira, the District's SARB representative at LACOE, shared the State recognition that GUSD's attendance program received as a 2019 Model School Attendance Review Board (SARB) for outstanding strategies to reduce chronic absenteeism and increase student attendance. Only 23 districts received this honor in 2019 statewide. Receiving the award on behalf of the District was Dr. Ilin Magran, Assistant Director, Student Support Services.

PRESENTATIONS (Continued)

2. Glendale Unified School District Presents Promotional Video
Kristine Nam, Communications Director, shared with the Board the newly completed Glendale High School promotional video.

ACKNOWLEDGEMENTS

1. *Classified Employee Week* – The week of May 19-25, 2019 is recognized as Classified Employee Week. Stacy Toy, President of the California School Employees Association, accepted a proclamation in honor of Classified Employee Week on behalf of all District classified employees.
2. *2019 Elementary Robotics Tournament* – The Board recognized the team from Verdugo Woodlands Elementary as the 2019 championship team that demonstrated overall excellence in all three areas of competition: STEM Presentation, Robot Design, and Robot Performance.

STUDENT BOARD MEMBER REPORT

Student Board Member Sophia James spoke about activities at various schools. She announced the CVHS girls' softball team won the CIF Division 3 championship game. GHS is having an academic rally and will be announcing the winner of the Pat Navolanic Memorial Award this Friday. Clark Magnet's prom is this Friday at the Castaways and their Senior Awards is tomorrow night. Hoover will be honoring their top students tomorrow. Roosevelt 8th Grade Awards night is next Thursday. This Friday is the Lincoln 500 at Lincoln Elementary where 27 high school seniors who will be returning to Lincoln to receive scholarships. Last Saturday, she attended Franklin's World Festival. She showed a video of the event.

PUBLIC COMMUNICATION

1. Monna Johnson, president of Glendale Council PTA, presented an honorary service award to Student Board Member Sophia James for her outstanding service to the children in our community. She commended Sophia for the time she devotes to presenting our students through her reports and videos. She is an outstanding student and volunteer.
2. Kristen Milano, teacher at CVHS, spoke about the CVHS proposed pilot schedule and the practical benefits of this proposal. As professionals, they know that collaboration benefits our students. They are asking for regular collaboration time to support our students. The pilot itself has some additional elements. First, moving the late start date benefits student athletes, which makes up 50% of the student population. Another detail, a consistent schedule alleviates confusion. Having a more consistent schedule will increase direct instructional time for our students. It will alleviate the need for release days. With their pilot schedule, they will get back face-to-face time. Finally, the pilot program allows for students being tested at the same time. A "yes" vote agrees with 91% of the teachers.

MINUTES: May 21, 2019 – Regular Board Meeting

PUBLIC COMMUNICATIONS (Continued)

3. Stacy Toy, president of CSEA, said that in honor of Classified School Employee Week, CSEA would like the Board to adopt a resolution in support of the following Assembly Bills regarding Charter Schools: AB 1505, AB 1506, AB 1507, and AB 756. Please join LAUSD, Contra Costa County, Anaheim Union HS District, and others in calling for a moratorium of charter school expansion.
4. Jaclyn Scott, representing GSMA, recognized our classified employees, both management and non-management. She extended her gratitude to our classified employees for their dedication in supporting our students every day and for their tireless efforts.

INFORMATION

1. Acknowledgements of Service
2. 2019 Seamless Summer Feeding Option Program
3. Proposed Recommendation for California Next Generation Science Standards Implementation – High School
4. Proposed Waiver to Instructional Minutes - Crescenta Valley High School
5. Resolution in Support of Senate Bill 729 (Portantino) - Additional Funding to the Local Control Funding Formula
6. GUSD Plan to Maintain District Solvency and Financial Responsibility
7. Proposed New Course of Study Outlines for Use in Middle And High Schools in the Areas of Career Technical Education and Visual and Performing Arts
8. Proposed Revisions to Board Policy Relating to Community Relations
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 6:54 p.m. to discuss the following:

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.

MINUTES: May 21, 2019 – Regular Board Meeting

CLOSED SESSION (Continued)

3. Personnel matters relating to the discipline, dismissal and release of school-based employees pursuant to Government Code §54957.
4. Conference with Legal Counsel – Anticipated Litigation – Initiation of litigation pursuant to Government Code §54956.9(c): Two potential cases.
5. Public Employment - Government Code §54957
Title: Superintendent of Schools

CALL TO ORDER/RETURN TO REGULAR MEETING

The meeting reconvened at 7:33 p.m.

REPORTING OUT OF CLOSED SESSION

None.

PUBLIC COMMUNICATIONS

1. Evan Doloszycki, student in the AP Environmental Science class at CVHS, spoke about water conservation awareness. One suggestion to conserve water is adding water filling stations on campus. With drinking fountains not being appealing to most students, they tend to go to the vending machines. Water bottle filling stations filtered out contaminants. Most Americans spend about \$200 a year on water bottles. With more water bottle filling stations, people save more money, and there will be a reduction in waste in land fields.
2. Alicia Harris, GTA vice president, said she is proud of being a CV Falcon. She was impressed by her principal and fellow teachers on their proposal on instructional minutes making time for collaboration. It is in the spirit of the direction the District wants to go. On behalf of GTA, she thanked Dr. Kelly King for serving as interim superintendent. They enjoyed working with her in this capacity. She thanked her for her extra support for the LGBTQ students. She welcomed Vivian Ekchian to our District. GTA looks forward to working collaboratively with her to continue to provide the high quality education and social emotional services our students deserve. Our members are doing a phenomenal job in educating our diverse students. She thanked Dr. Ekchian for being their new partner in promoting public education.
3. Dan DiMundo, president of the Glendale Management Schools Association, thanked Dr. Kelly King for serving as our interim superintendent for the last five months and for being here for us. On behalf of GSMA, he welcomed Dr. Ekchian to our District. GSMA is excited to work collaboratively with her.
4. Monna Johnson, president of the Glendale Council PTA, thanked Dr. Kelly King for being such a strong supporter of PTA and welcomed our new superintendent, Dr. Ekchian. PTA has been very fortunate to have a strong partnership with GUSD. Their goal is to help and support the superintendent.

ACTION REPORTS

1. Contract Approval – Superintendent of Schools, Dr. Vivian Ekchian

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

2. Resolution No. 34: In Support of Senate Bill 729 (Portantino)

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

3. Approval of Proposed Waiver to Instructional Minutes - Crescenta Valley High School.

It was moved by Mr. Krikorian and seconded by Dr. Gharpetian to approve Action Report No. 3, as recommended. Motion failed by the following roll-call vote: AYES—Freemon. NAYS—Krikorian, Nahabedian, Sahakian. ABSENTION—Gharpetian.

4. Award of Bid No. 184-18/19 for Glendale High School Chiller Replacement Project and Budget Adjustment

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

5. Approval of Independent Consultant Agreement No. 529 with Sandy Pringle Associates Inspection Consultants, Inc. for DSA Inspection Services at the Glendale High School Aquatic Center, Chiller Installation, and Tennis Court Projects

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

6. Approval of Independent Consultant Agreement No. 534 with MTGL, Inc. for the Glendale High School Aquatic Center's Specialty Inspection Services

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

7. Approval of Agreement for Alternative Transportation Services with American Logistics Company, LLC

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

MINUTES: May 21, 2019 – Regular Board Meeting

ACTION REPORTS (Continued)

8. Award of RFP No. 14-18/19 for School Transportation Services to First Student, Inc. for the 2019-20 School Year

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

9. Approval to Piggyback on the Garden Grove USD Bid No. 1512 Awarded to SKC Company for the Purchase and Installation of a Modular Restroom for Monte Vista Elementary School

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

10. Approval to Use Sourcewell, Contract #030117-LTS, for the Purchase and Installation of Playground Equipment and Fall Zone Material from PlayPower LT Farmington, Inc.

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

11. Acceptance of the Every Student Succeeds Act (ESSA) Comprehensive Support & Improvement (CSI) Grant for 2018-2019

It was moved by Mr. Sahakian and seconded by Mr. Krikorian to approve Action Report No. 11, as recommended. Motion approved by the following vote: AYES—Gharpetian, Krikorian, Nahabedian, Sahakian, and Freeman.

CONSENT CALENDAR

1. Minutes
 - a) Special Meeting No. 30, May 4, 2019
 - b) Special Meeting No. 31, May 5, 2019
 - c) Special Meeting No. 32, May 6, 2019 – cancelled
 - d) Regular Meeting No. 33, May 7, 2019
 - e) Special Meeting No. 34, May 14, 2019
 - f) Special Meeting No. 35, May 16, 2019
2. Certificated Personnel Report No. 18
3. Classified Personnel Report No. 17
4. Warrants totaling \$13,276,089.70 for April 1, 2019 through May 10, 2019.

MINUTES: May 21, 2019 – Regular Board Meeting

CONSENT CALENDAR (Continued)

5. Purchase Orders \$1,170,852.64 for the period of April 22, 2019 through May 10, 2019
6. Appropriation Transfer and Budget Revision Report
7. Cash Transfer of Funds from the Capital Facilities Fund (25.0) to the Capital Project and Improvement Fund (40.1)
8. Approval of Revised Board Policy Relating to Administration
9. Approval of Memorandum of Understanding with Didi Hirsch Mental Health Services for Counseling Services to Students Districtwide for 2019-2020
10. Approval of Memorandum of Understanding with Glendale Community College for the Adult Education Grant Consortium
11. Acceptance of Gifts

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

REPORTS FROM THE BOARD

Mr. Krikorian spoke about his attendance at the CSBA Delegate Assembly meeting in Sacramento, May 18. Tomorrow is the education rally in Sacramento. His daughter, Seran, just graduated from San Diego State University and plans to be a teacher.

Mr. Sahakian – No Board report.

Dr. Gharpetian celebrated her 25th wedding anniversary. She gave a shout out to her wonderful husband.

Ms. Nahabedian said last week the Adelante Latinos had its final meeting of the year. This year, they included recognizing middle school students. She and Dr. King had a phone meeting regarding the ScholarShare 529 Children's Savings Account program. We will be enrolling our first graders next year into the program.

Mrs. Freemon was at the CSBA Delegate Assembly meeting last weekend and the SSC May Revise workshop today. We will start seeing a push for full and fair funding. We do amazing things with very little funding. Tomorrow, there is a rally for public education with CSBA and CTA together. It is going to take all of us. We are looking forward to continuing that work. She is proud of this Board having hired Dr. King as our first woman interim superintendent and Dr. Ekchian as our first woman superintendent. She is proud of being in a district that recognizes the value

MINUTES: May 21, 2019 – Regular Board Meeting

REPORTS FROM THE BOARD (Continued)

of having a Board that is diverse, reflects our community, and provides opportunities and role models for all of our students.

REPORT FROM THE INTERIM SUPERINTENDENT

Dr. King – no report.

ADJOURNMENT

There being no further business, President Freemon adjourned the meeting at 8:29 p.m.

Jennifer Freemon
President, Board of Education

Shant Sahakian
Clerk, Board of Education

Board of Education Minutes - Regular Meeting, May 21, 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

BOARD OF EDUCATION MEETING NO. 37
UNADOPTED MINUTES
REGULAR MEETING, May 28, 2019

CALL TO ORDER AND ROLL CALL

The regular meeting of the Glendale Unified School District Board of Education was called to order by Jennifer Freemon, president of the Board of Education, at 4:35 p.m. on Tuesday, May 28, 2019, in the Board Room at the Administration Center, 223 N. Jackson Street, Glendale, California. The following members were present for roll call: Dr. Armina Gharpetian, Nayiri Nahabedian, Shant Sahakian, and Jennifer Freemon. Mr. Krikorian was absent.

The following administrators were present: Dr. Kelly King, Dr. Mary Mason, Felix Melendez, and Dr. Deb Rinder.

PLEDGE OF ALLEGIANCE

Lilly Lopez, a 12th grade student from Glendale High School, led the Pledge of Allegiance.

CERTIFICATE OF COMPLIANCE

Mrs. Freemon 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 Mr. Sahakian and seconded by Dr. Gharpetian to approve the agenda order, as presented. Motion approved by the following vote: AYES—Gharpetian, Nahabedian, Sahakian, and Freemon. ABSENT—Krikorian.

PRESENTATION

1. ***GSMA Presents Future Educators Scholarships*** – Dr. Thomas Crowther and Christine Benetiz from the Glendale Schools Management Association presented scholarship checks to the following students who are planning careers in education: Isabela Lacsina and Elizabeth Horakimyan from Clark Magnet High and Bella Busalacchi and Mikaela Stone from Crescenta Valley High.
2. ***CSEA Presents Scholarship*** – Karin Bashian and Stacy Toy presented the California Schools Employee Association (CSEA) scholarship to Hoover High student Brianna Guzman. Brianna is planning to pursue a career in law enforcement.

ACKNOWLEDGEMENTS

1. ***Bob Hope Airport Authority Tower Banner*** – The Burbank-Glendale-Pasadena Airport Authority once again offered students from Glendale, Burbank, and Pasadena Unified School Districts the opportunity to submit original artwork for the Tower Banner competition, with the winning entry from each school district being displayed on the building façade. The winner from Glendale Unified School District was Serrineh Khachatourians from Crescenta Valley High School. Other District finalists were Margaret Hofhine from Crescenta Valley High School (2nd place), and Taleen Amir Khanian from Clark Magnet High School (3rd place). For GUSD’s participation and for supporting education programs for the arts, Ms. Burghdorf from the Burbank Airport Commission and Council Member Paula Devine presented the District with \$3,000.
2. ***Student Advisory Council*** – The Board of Education acknowledged the services of the following high school students who served on the Student Advisory Council for the 2018-2019 school year: Clark Magnet—Jackie Aftandilian, Kai Ferragallo-Hawkins, Abdullah Hasan, and Tiana Oganyan; Crescenta Valley—James Bleveans, Dana Goodside, Sophia James, Colby Larin, Peyton Marshall, Reily Smith, and Zoe Turchin; Daily High—Sara Fazeli, Catherine Montes, and Karen Valdez; Glendale High—Madalyn Fabian, Jamie Fritz, Janet Louie, Kayla Rodriguez, and Mary Tio; and Hoover High—Maria Akhverdyan, Nicole Davoodian, Nyah Gaitan, Diana Mirzoyan, and Arsen Ramazyan.
3. ***Burtis E. Taylor Award*** – The Board of Education presented the Burtis E. Taylor Award to Mr. Steve Pierce and Mr. Michael Myers. Initiated in 1982, the award symbolizes the highest degree of dedication to public education as exemplified by Dr. Burtis E. Taylor, retired Superintendent of the Glendale School District.
4. ***James R. Brown Award*** – The Board of Education presented the James R. Brown Award to Dr. Linda Junge, principal at Crescenta Valley High School. This award is presented annually to a Certificated or Classified administrator for exemplary leadership skills and significant contribution to advancing the quality of public education.
5. ***Robert A. Sanchis Award*** – The Board of Education presented the Robert A. Sanchis Award to Christina Burt and Sonia Boller. This award is presented annually to one Certificated and one Classified employee whose interaction with the public and with fellow employees reflects positively on the District.
6. ***Michael F. Escalante Award*** – The Board of Education presented the Michael F. Escalante Senior Scholar Award to Abdullah Hasan, Clark Magnet High School; Sophia James, Crescenta Valley High School; Aaron Houghton, Daily High School; Trishley Nubla, Glendale High School; and Omer Abdelrahim, Hoover High School. Initiated in 2010, this award is presented to an outstanding senior from each of the Glendale Unified High Schools.

ACKNOWLEDGEMENTS (Continued)

7. ***Crescenta Valley Graphic Communications Student Earns Full Scholarship*** – The Board of Education recognized and congratulated Jean Rhee for receiving a full scholarship to Otis College of Art and Design.
8. ***Careers Through Culinary Arts Program (CCAP) Scholarships*** – The Board of Education recognized Hoover student Kailyn Huynh and Glendale High students Juliet Bazikyan, Kianna Gueco, Faviola Ramirez, and Valeria Delgado for being awarded scholarships from CCAP.
9. ***Glendale High School Dance Team*** –The Board of Education recognized the Glendale High School Dance Team on their wins at the USA and WCE Nationals this school year. The team won seven National titles led by teacher Kelly Palmer. Seniors on the team included: Malik Olalia, Kaylin Arak, Diana Ochoa, Kyle Butac, Danica Gaitan, Brianna Grandes, Crystal Delacruz, Mary Salmastyan, Alexandra Pearlman, Nelly Yanez, Andrea Alba, Christina Mantashian, Eric Daarol, Sam Lee, Janmick Aguilar, Justin Aquino, Alana Harris, and Samantha Figueroa.
10. ***Clark Team Wins Lexus Eco Challenge*** - The Board of Education recognized team “Air Allies” from Clark Magnet High School for their first place win in the Air/Climate Lexus Eco Challenge. The team (Anna Feddersen, Shreeja Guntireddy, Shaye Holladay McCarthy, Serli Chanbabaei, Paul Kim, Shelia Mgrtichian, and Emily Woods) led by teacher Dominique Evans-Bye won \$10,000.
11. ***Clark Students Win at Mapping Competition*** - The Board of Education recognized students Serli Khanbabaei, Paul Kim and Adam Kaplan for being selected as finalist in the California Geographic Alliance 3rd Annual “My California GIS Mapping Showcase and Competition.”
12. ***Students Earn Gold Medals at Skills USA Competition*** – The Board recognized Crescenta Valley High School student Carly Ngo and Clark Magnet High School students Laris Assadourian, Tsoler Demerdjian, Alaina Chiriyankandath Joby and Tony Choi for receiving gold medal wins at the Skills USA Competition. These gold medalists will be advancing to the Skills USA National competition in Kentucky.
13. ***Students Win at MESA Event*** – The Board recognized the following students from Glendale High School, Roosevelt and Wilson Middle Schools for their win at the Math Engineering Science Academy (MESA) event: Nikitha Ambatipudi, Catalina Clark-Reed, Cassidy Azores, Carmelo Xavier Geron, Isabel Ramientos, Natalie Michaelian, Aida Pagosyan, Maria Galstyan, David Manukyan, Anry Metsoian, Vahan Sahakyan, Eric Jangozian, David Oganyan, Michael Oganyan, Richard Mirzoian, Clara Georges, Kyra Suratos, Evelyn Gamero, Destiny Estrada, Elena Ohanian, Alex Boghossian, Lillian Boghossian, Adrine Akushyan, Minehli Hatamian, Jasmine Ramos, Clara Georges, Maykal Tsonov, and Isabelle Sanchez.
14. ***Crescenta Valley Student Wins CIF in Track and Cross Country*** – The Board recognized Crescenta Valley High School student Dylan Wilbur on his individual CIF win. Dylan ran a personal record, 4:12:31 in the 1600-meter race.

ACKNOWLEDGEMENTS (Continued)

15. ***CV Girls Swim take CIF Title*** - The Board of Education recognized the following students on the Crescenta Valley High School Girls Swim & Diving Team for their CIF win: Zara Ayazi, Alexandra Garas, Nicole Hale, Miya Higuchi, Gabriela Icheva, Kimmy Park, Amanda Petersen, Katelynn Shaheen, Erika Shirvanian, Alexandra Warshaw, Holly Weston, Maddie Yi, and Jungmin Yoon. Head Coach: Peter Kim.
16. ***CV Boys Swim take CIF Title*** - The Board of Education recognized the following students from the Crescenta Valley High School Boys Swim & Diving Team for their CIF win: Harrison Blake, Bennett Hesse, Joshua Jeong, Nick Mitchell, Karl Puttler Sean Rho, Daron Wee, Bodoey Wyass, Andre Yarcana, and Justin Yi. Head Coach: Jan Sakonju.
17. ***CV Girls Softball take CIF Title*** - The Board of Education recognized the following students from the Crescenta Valley High School Girls Softball Team on their CIF win: Natalie Bitetti, Maddie DeLeon, Ryan Eldred, Morgan Eng, Peyton Hause, DeeDee Hernandez, Alyssa Hernandez, Izzy Jamgotchian, Devin Medina, Kristy Taix, and Stephanie Wichman. Coaches: Amanda Peek, Christy Menefee, Doug Ebert, and Mel Moulden. Team Trainer: Junko Nakayama.
18. ***3 Schools Recognized as California Distinguished Schools*** – The Board recognized Rosemont Middle School, Clark Magnet and Crescenta Valley High Schools for being selected as 2019 California Distinguished Schools.
19. ***US News and World Report Ranks Four of Glendale’s High Schools*** – The Board recognized Clark Magnet, Crescenta Valley, Glendale High, and Hoover High for being ranked in the top 25% by US News and World Report.

PUBLIC COMMUNICATION

No one addressed the Board of Education at this time.

ADJOURNMENT

There being no further business, President Freemon adjourned the meeting at 6:35 p.m.

Jennifer Freemon
President, Board of Education

Shant Sahakian
Clerk, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CERTIFICATED PERSONNEL REPORT NO. 19

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. 19

It is recommended that the following report be approved as presented:

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|--|--|
| <u>Maternity Leave of Absence</u> | | |
| 1. | Betpera, Tenee Teacher, Regular 4 th Grade Keppel Elementary | 5/20/19 through 8/21/19 |
| 2. | Yahiayan, Natalie Teacher, Regular 3 rd Grade Balboa Elementary | 7/14/19 through 8/26/19 |
| <u>Change of Maternity Leave of Absence</u> | | |
| 1. | Manukyan, Christina Teacher, Regular AP Seminar/AP Research/US Crescenta Valley High School | 3/04/19 through 6/06/19 |
| 2. | Nazarians, Selin Assistant Principal Edison Elementary | 3/26/19 through 5/30/19 |
| <u>Extension of Maternity Leave of Absence</u> | | |
| 1. | Arjoyan, Anita Teacher, Regular English Roosevelt Middle School | 1/07/19 through 6/07/19 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|--|
| <u>Extension of Maternity Leave of Absence (Cont.)</u> | | |
| 2. | Mitropoulos, Daphane Teacher, RSP Special Education Glendale High School | 9/15/18 through 2/21/19 |
| <u>Parental Leave of Absence</u> | | |
| 1. | Morales, Elizabeth Teacher, Early Education College View | 8/19/19 through 11/11/19 |
| <u>Change of Parental Leave of Absence</u> | | |
| 1. | Mitropoulos, Daphane Teacher, RSP Special Education Glendale High School | 2/22/19 through 5/23/19 |
| <u>Health Leave of Absence</u> | | |
| 1. | Astor, Elizabeth Teacher, RSP Special Education Glendale High School | 4/10/19 through 6/10/19 |
| 2. | Calva-Despard, Michelle Teacher, Regular 5 th Grade Edison Elementary | 4/28/19 through 8/11/19 |
| 3. | Di Fusco, Annette Language, Speech & Hearing Specialist Special Education | 5/01/19 through 5/26/19 |
| 4. | Lewis, Andrea M. Teacher, Regular Physical Education Glendale High School | 5/01/19 through 6/04/19 |
| <u>Extension of Health Leave of Absence</u> | | |
| 1. | Cicekci, Jibid Psychologist Special Education | 2/26/19 through 5/06/19 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|---|---|--|
| <u>Family & Medical Leave of Absence</u> | | |
| 1. | Astor, Elizabeth Teacher, RSP Special Education Glendale High School | 4/10/19 through 6/10/19 |
| 2. | Betpera, Tenee Teacher, Regular 4 th Grade Keppel Elementary | 5/20/19 through 8/21/19 |
| 3. | Calva-Despard, Michelle Teacher, Regular 5 th Grade Edison Elementary | 4/28/19 through 8/11/19 |
| 4. | Di Fusco, Annette Language, Speech & Hearing Specialist Special Education | 5/01/19 through 5/26/19 |
| 5. | Lewis, Andrea M. Teacher, Regular Physical Education Glendale High School | 5/01/19 through 6/04/19 |
| 6. | Yahiayan, Natalie Teacher, Regular 3 rd Grade Balboa Elementary | 7/14/19 through 8/26/19 |
| <u>Change of Family & Medical Leave of Absence</u> | | |
| 1. | Nazarians, Selin Assistant Principal Edison Elementary | 3/26/19 through 5/30/19 |
| <u>Extension of Family & Medical Leave of Absence</u> | | |
| 1. | Cicekci, Jibid Psychologist Special Education | 2/26/19 through 5/06/19 |
| 2. | Morales, Elizabeth Teacher, Early Education College View | 6/17/19 through 9/10/19 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|------------------------------|---|--|
| <u>Additional Assignment</u> | | |
| 1. | Newman, Rose Skywalker, Molly | Teacher, as needed, to serve as Assistant to the Principal at Glenoaks Elementary |
| | | 8/21/19 through 6/11/20 \$72.12 per month Not to exceed 10 months 01.0 00000.0 11301 10000 1170 0005616 |
| 2. | Hambarsumian, Melineh Tamez, Elizabeth | Teachers, as needed, for Assistant to the Principal Marshall Elementary |
| | | 8/19/19 through 6/10/20 \$72.12 per month Not to exceed 11 months 01.0 00000.0 11301 10000 1170 0005616 |
| 3. | Doody, Melanie Espinoza, Sandra Metcalf, Shawna Myles, Sally Pitt, Kimberly Robertson, Lynde | Teacher Specialists to work outside of their contractual dates for training and implementing new instructional materials Teaching & Learning |
| | | 7/01/19 through 6/30/20 Daily rate of pay Not to exceed 15 days 01.0 07405.0 00000 21000 1130 0000618 |
| 4. | Lescher, Whitney Medina, Valerie Augustine, Natalie Traber, Allister Jaeger, Anita Demerjian, Betty Seaton, Kori Zazueta, Nahara Yegiyants, Anna Simonian, Hasmig Satchyan, Adrineh Zakharian, Lianna Agazarya, Marine Sharp, Gerald Hambarsumian, Melineh Makhmuryan, Anahit Arakelyan, Anahita Hartonian, Narineh Doctorian, Nora | Teachers, as needed, to attend PLC training Marshall Elementary |
| | | 6/13/19 \$165.00 per day Not to exceed one day 01.0 30100.0 11100 10000 1130 3600000 |

| | | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|-------------------|--|--|
| <u>Additional Assignment (Cont.)</u> | | | |
| 5. | Altobelli, Kelly | Teacher Specialist, as needed, to coordinate, supervise the tutoring during Summer Academy Categorical Programs | 6/17/19 through 6/28/19 Daily rate of pay Not to exceed 4 days total Title I 01.0 30100.0 11100 10000 1130 0000673 |
| 6. | Altobelli, Kelly | Teacher Specialist, as needed to coordinate and supervise the Summer Academy for English Learners Categorical Programs | 6/17/19 through 6/28/19 Regular rate of pay Not to exceed 6 days Title III – EL Plan 01.0 42030.0 47600 10000 1130 0000673 |
| 7. | Bergman, Amy | Teacher to work outside of her contractual dates for FLAG Benchmark Collaboration days Teaching & Learning | 5/13/19 through 6/30/19 Daily substitute rate of pay Not to exceed 5 days 01.0 07405.0 11100 10000 1130 0000618 |
| 8. | Boyadjian, Grigor | Teacher, Traveling Instructor, as needed, for Choral Director R.D. White Elementary | 9/13/19 through 6/10/20 Not to exceed \$1,063.00 per semester 01.0 00000.0 17001 10000 1170 4300000 |
| 9. | Firstman, Jill | Coordinator I to work outside of her contractual dates Teaching & Learning | 7/01/19 through 6/30/20 Daily rate of pay Not to exceed 10 days 01.0 07405.0 00000 21000 1332 0000618 |
| 10. | Fitzgibbons, Jodi | Teacher, as needed, for Assistant to the Principal Valley View Elementary | 8/20/19 through 6/11/20 \$72.12 per month Not to exceed 11 months 01.0 00000.0 11301 10000 1170 0005616 |

| | | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|----------------------|---|--|
| <u>Additional Assignment (Cont.)</u> | | | |
| 11. | Hernandez, Pearl | Teacher, as needed, for Assistant to the Principal Cerritos Elementary | 8/21/19 through 6/10/20 \$72.12 per month Not to exceed 11 months Educational Services 01.0 00000.0 11301 10000 1170 0005616 |
| 12. | Lopez Jr., Joel | Teacher, as needed, to assist with activity planning Toll Middle School | 7/01/19 through 7/31/19 Regular hourly rate of pay Not to exceed 20 hours Donations 01.0 95100.0 11100 10000 1130 0700000 |
| 13. | Miller, Robert | Teacher, as needed, as Choral Director Franklin Elementary | 1/07/19 through 6/01/19 Not to exceed \$1,063 per semester 01.0 00000.0 17001 1170 2700000 |
| 14. | Stanley, Christopher | Teacher, as needed, for Assistant to the Principal Jefferson Elementary | 8/21/19 through 6/10/20 \$72.12 per month Not to exceed \$793.32 Budget 01.0 00000.0 11301 10000 1170 0005616 |
| 15. | Wisinski, Robyn | Teacher, as needed, to attend Benchmark Advance training Teaching & Learning | 5/13/19 through 6/30/19 Daily substitute rate of pay Not to exceed one day 01.0 07405.0 11100 10000 1130 0000618 |
| 16. | Wooldridge, Bobbi | Teacher, as needed, for Choral Director Fremont Elementary | 8/19/19 through 6/11/20 Not to exceed \$1,063.00 per semester Not to exceed two semesters Educational Services 01.0 00000.0 17001 10000 1170 2800000 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|------------------------------|---|---|
| <u>Election Hourly/Daily</u> | | |
| 1. | Arellano, Guadalupe Rezayat, Camellia | Visual Impairment Specialist, as needed, for Visual Impairment Program Foothill SELPA |
| | | 6/13/19 through 8/16/19 Hourly rate of pay Not to exceed 110 hours each SELPA Visual Impairment Program 01.0 65001.0 57504 11300 1130 0000668 |
| 2. | Oh, Barbara Sackett, Beatriz | Language, Speech & Hearing Specialist, as needed, to provide support for DHH students Foothill SELPA |
| | | 6/13/19 through 8/16/19 Hourly rate of pay SELPA DIS Program 01.0 65001.0 57507 11300 1130 0000668 Not to exceed 100 hours Not to exceed 60 hours |
| 3. | Campbell, Joseph Foster, Dennis Mardirosian, Tadeh | Teachers to instruct courses that focuses on organizational, social and academic study skills in order to better prepare them for the transition to High School Glendale High School |
| | | 6/17/19 through 7/19/19 Daily summer school rate of pay Not to exceed \$22,670.00 total Title I 01.0 30100.0 11100 10000 1130 0200000 |
| 4. | Arakelian, Diana Kellogg, Laura Khalatyan, Gohar Murphy, Molly Pugel-Gamez, Nicole Tatljan, Hratch | Teachers, as needed, to attend a one hour webinar on grading and assessment after school at Glendale High School |
| | | 3/06/19 through 6/11/19 \$27.00 per hour to plan Not to exceed one hour per teacher Title I 01.0 30100.0 11100 10000 1130 0200000 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|--------------------------------------|--|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 11. | Summer School Teacher, as needed. | |
| <u>ROOSEVELT MIDDLE SCHOOL</u> | | |
| | Asadourian, Mirna | 6/17/19 through 7/19/19 |
| | Babakhanian, Annette | Summer school rate of pay |
| | Beshlian, Alice | 01.0 02000.0 19008 10000 1130 |
| | Elzanaty, Mohammed | 0006682 |
| | Galdamez, Henry | |
| | Ganevsky, Kent | |
| | Goldsbury, Janet | |
| | Malakyan, Tagui | |
| | Martinez, Xochitl | |
| | Pascale-Parra, Jean Marie | |
| | Shahverdian, Estine | |
| | Stafford, D. Electra | |
| | Ventresca, Dianne | |
| | Villegas, Elvia | |
| <u>ROOSEVELT MIDDLE SCHOOL SPECIAL EDUCATION</u> | | |
| | Braggins, Elena | 6/17/19 through 7/19/19 |
| | Hartooni, Armineh | Summer school rate of pay |
| | Slatius, David | 01.0 65000.0 57702 11100 1130 |
| | | 0000600 |
| <u>ROSEMONT MIDDLE SCHOOL</u> | | |
| | Bendgen, Krista | 6/17/19 through 7/19/19 |
| | Buyer, James | Summer school rate of pay |
| | Cho, Jamie | 01.0 02000.0 19008 10000 1130 |
| | Galoyan, Armine | 0006682 |
| | Hoang, Kevin | |
| | Yang, Sun | |
| | Young, Celine | |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|-----|---|--|
| | <u>Election Hourly/Daily (Cont.)</u> | |
| 11. | | |
| | <u>ROSEMONT MIDDLE SCHOOL</u> <u>SPECIAL EDUCATION</u> | |
| | Goulas, Evangeline Khatchetourian, Daniella Tyler, Ian | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |
| | <u>TOLL MIDDLE SCHOOL</u> | |
| | Akopian, Varoujan Dreyfus, Martha Grigoryan, Grant Harmandayan, Roupen Lissebeck, Debra Pittman, Isabel Tavener, Jennifer Tcharkhoutian, Vahe Trinidad, Ryan Weaver, Elizabeth | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 02000.0 19008 10000 1130 0006682 |
| | <u>TOLL MIDDLE SCHOOL</u> <u>SPECIAL EDUCATION</u> | |
| | Contreras, Andrea McGuire, Jason McMillon, Sharon Taix, Martin | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |

Position Effective Dates
And Salary Rate

Election Hourly/Daily (Cont.)

11.

WILSON MIDDLE SCHOOL

| | |
|---|--|
| Abovian, Polet Avakyan, Armine De La Rosa, Anthony Giatti, Susan Grigorian, Lida Ly, Veronica Manalo, Michelle Nersisyan, Karine | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 02000.0 19008 10000 1130 0006682 |
|---|--|

WILSON MIDDLE SCHOOL
SPECIAL EDUCATION

| | |
|-----------------------------------|--|
| Penglase, Ellen Stuffel, Linda | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |
|-----------------------------------|--|

CRESCENTA VALLEY HIGH SCHOOL

| | |
|---|---|
| AbiSaab, Bassam Allen, Jonathan Babington-Hayes, Janice Besoli, Amy Choi, Joyce Drew, William Evans, Dominique Freemon, Allan Gossard, Hudson Merlo, Reid Schilling, Paul Tuason, Orenda Wolcott, Kenneth | 6/17/19 through 7/19/19 Summer school rate of pay 01. 02000.0 19008 10000 1130 0006682 |
|---|---|

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|-----|---|--|
| | <u>Election Hourly/Daily (Cont.)</u> | |
| 11. | | |
| | <u>CRESCENTA VALLEY HIGH SCHOOL</u> <u>SPECIAL EDUCATION</u> | |
| | De Kruyf, Annie Markor, Kevin Smith, Martin | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |
| | <u>DAILY HIGH SCHOOL</u> | |
| | Dilanchian, Janet Doolittle, Jason Moreno, Heidi Moriarty, Don Ovsepyan-Kmbikyan, Alis Piscitelli-Carrasco, Antonia Saint, Chuck Sutphin, Valerie Tatevosian (Khachatryan), Narine Zatarain, Barbara | 6/17/19 through 7/19/19 Summer school rate of pay 01. 02000.0 19008 10000 1130 0006682 |
| | <u>DAILY HIGH SCHOOL</u> <u>SPECIAL EDUCATION</u> | |
| | Grigoryan, Satenik | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|-----|--------------------------------------|--|
| | <u>Election Hourly/Daily (Cont.)</u> | |
| 11. | <u>GLENDALE HIGH SCHOOL</u> | |
| | Akopyan, Armine | 6/17/19 through 7/19/19 |
| | Alamillo, Aurora | Summer school rate of pay |
| | Arakelian, Diana | 01.0 2000.0 19008 10000 1130 |
| | Arakelian, Talin | 0006682 |
| | Asatryan, Arpi | |
| | Belou, Natasha | |
| | Blattner, Charles | |
| | Bozoyan, Vahe | |
| | Caban, Crystal | |
| | Hakobyan, Nare | |
| | Hayrikyan, Lucin | |
| | Henry-Nicoll, Carol | |
| | Khachturian, Soseh | |
| | Khodagulyan, Armond | |
| | Lee, Jen Ku | |
| | Manukyan, Edita | |
| | Ortiz, Rafael | |
| | Palmer, Kelly | |
| | Ranchpar, Anet | |
| | Shagoulian, Haik | |
| | Sinclair, Kimberly | |
| | Stafford, D. Electra | |
| | Tashchian, Ani | |
| | Tashjian, Ishac | |
| | Tatljan, Hratch | |
| | Urban (Castellanos), Wendy | |
| | Vardanian, Narek | |
| | Weisbard, William | |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|---|--|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 11. | <u>GLENDALE HIGH SCHOOL SPECIAL EDUCATION</u> | |
| | Kevorkian, Taline | 6/17/19 through 7/19/19 |
| | Miller, Robert Lawrence | Summer school rate of pay |
| | Rosales, Michael | 01.0 65000.0 57702 11100 1130 |
| | Stanczak, Bozena | 0000600 |
| | Vessella, Teresa | |
| | <u>HOOVER HIGH SCHOOL</u> | |
| | Balmanoukian, Shake | 6/17/19 through 7/19/19 |
| | Barsegyan, Nana | Summer school rate of pay |
| | Belou, Ibrahim | 01. 02000.0 19008 10000 1130 |
| | Buarenos, Noelle | 0006682 |
| | Calvario, Nathaniel "Graham" | |
| | Derian, Nelli | |
| | Fabaish, Katherine | |
| | Faieta, April | |
| | Herrera, Andrea | |
| | Javidan, Homa | |
| | Kasmanian, Jana | |
| | Kaufman, Sharon | |
| | Keenan, Owen | |
| | Keshishian, Nareg | |
| | Laux, Dennis | |
| | LeClear, William "Bill" | |
| | Marcheque, Chester | |
| | Mejia, Victor | |
| | Oei, Cynthia | |
| | Ortiz, Gerald | |
| | Outlaw, Mildred | |
| | Phillips, Esther | |
| | Policky, Naeiri | |
| | Scates, David | |
| | Sinclair, Kim | |
| | Timothy, Callahan | |
| | Yegiyants, Anna | |

| <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|
| <u>Election Hourly/Daily (Cont.)</u> | |
| 11. | |
| <u>HOOVER HIGH SCHOOL</u> <u>SPEICAL EDUCATION</u> | |
| Covington-Hayes, Lawana Duncan, Yeato Otten, Caitlin | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |
| <u>EARLY BIRD</u> | |
| Barkawitz, Carly Boerner, Mary Halawi, Zeinab Korte, Kirsten | 6/17/19 through 7/18/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |
| <u>FACTS</u> | |
| Brinker, Louis Howe-Flores, Jessica Joelson, Deanna Kellogg, Laura Sayer, Ian Walgenbach, Aaron | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57703 11100 1130 54000000 |
| <u>COLLEGE VIEW</u> | |
| Cutter (Jaffe), Emma Hawley, Michael Nakaya, Paula Perez, Yula Phelps, Craig Staab, Rachel Vega, Jesus | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57501 11100 1130 50000000 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|---|-----------------|--|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 11. | <u>APE</u> | |
| Allen, Maurice Tyrone Beard, David Chacon, Chris | | 6/17/19 through 7/19/19 Summer school rate of pay 01.0 65000.0 57501 11100 1130 5000000 |
| <u>COLUMBUS ELEMENTARY</u> <u>SPECIAL EDUCATION</u> <u>PRE-SCHOOL</u> | | |
| Avanesian, Karmen McCormack, Tina Reyes, Cara | | 6/17/19 through 7/18/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |
| <u>CERRITOS ELEMENTARY</u> <u>PRE-SCHOOL</u> | | |
| Dekermenjian, Narine | | 6/17/19 through 7/18/19 Summer school rate of pay 01.0 65000.0 57702 11100 1130 0000600 |
| <u>GLENOAKS ELEMENTARY</u> <u>EEELP</u> | | |
| Cassels, Brian | | 6/17/19 through 7/18/19 Summer school rate of pay |
| <u>COLUMBUS ELEMENTARY</u> | | |
| Cruce, Kimberly Hande, Marilyn Lopez, Rebecca | | 6/17/19 through 7/18/19 Summer school rate of pay 01.0 00000.0 19007 10000 1130 0006682 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 11. | <u>COLUMBUS ELEMENTARY</u> <u>SPECIAL EDUCATION</u> | |
| | Beshavard, Simin | 6/17/19 through 7/18/19 |
| | Chobanyan, Hasmik | Summer school rate of pay |
| | Chaolertyotin, Pearl | 01.0 65000.0 57702 11100 1130 |
| | Daggett-Buchanan, Donella | 0000600 |
| | Demirchyan, Armen | |
| | Field, Steve | |
| | Garcia, Michael | |
| | Guevara, Luis | |
| | Lewis, Thomas | |
| | Martin, Greg | |
| | Mohr, Anthony | |
| | Rivera, Elaine | |
| | Silva, Francesca | |
| | Skywalker, Molly | |
| | Soo-Parker, Alice | |
| | Trosper, Michael | |
| | Vakian, Mike | |
| | White, Cathy | |
| | Wick, Jennifer | |
| | Wilson, Roxana | |
| | <u>SPEECH LANGUAGE PATHOLOGY</u> | |
| | Ayala, Rezinka | 6/17/19 through 7/18/19 |
| | Claesson, Annagreta | Summer school rate of pay |
| | Di Fusco, Annette | 01.0 65000.0 57702 11100 1130 |
| | Reyes, Sara | 0000600 |
| | Rosellen, Jeanni | |
| | Saia, Rebecca | |
| | Thomas, Georgina | |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|---|---|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 11. | <u>KOREAN FLAG</u> | |
| | Kim, Liz Lim, Jessie Youn, Darae | 6/17/19 through 7/12/19 Summer school rate of pay 01.0 91400.0 85000 10000 1130 0000671 |
| 12. | Abbott, Nancy Choral Director, as needed, to provide music experience for grades 3-6 at La Crescenta Elementary | 9/01/19 through 6/10/20 No to exceed \$1,063.00 per semester 1.0 00000.0 17001 10000 1170 3200000 |
| 13. | Abbott, Nancy Choral Director, as needed, for Dunsmore Elementary | 9/03/19 through 6/09/20 Not to exceed \$1,063.00 per semester 01.0 00000.0 17001 10000 1170 2400000 |
| 14. | Abbott, Nancy Choral Director, as needed, for Glenoaks Elementary | 8/21/19 through 6/11/20 Not to exceed \$1,063 per semester 01.0 00000.0 17001 10000 1170 2900000 |
| 15. | Daylami, Tahereh Substitute teacher, to provide intense support to EL students during summer school by targeting specific needs Roosevelt Middle School | 6/17/19 through 6/28/19 Daily substitute rate of pay Not to exceed 10 days Title I – Alternative Support 01.0 30100.0 11100 10000 1130 0500865 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|--|---|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 16. | Ghanbary, Evelina Teacher, as needed, for Early Education & Extended Learning Programs | 5/22/19 through 6/30/19 \$30.00 per hour Not to exceed 100 hours Child Development Activities 12.0 50251.0 85000 10000 1130 0000671 Child Development Activities 12.0 61051.0 85000 10000 1130 0000671 Self-Supporting Daycare 01.0 91400.0 85000 10000 1130 0000671 State Preschool 12.0 61050.0 85000 10000 1130 0000671 California State Preschool 12.0 61052.0 85000 10000 1130 0000671 Recreation After School Program 01.0 91100.0 85000 10000 1130 0000671 Self-Supporting Combined 01.0 91500.0 85000 10000 1130 0000671 After School Education & Safety 01.0 60100.0 11100 10000 1130 0000671 |
| 17. | Harvey, Megan Substitute teacher, as needed | 8/20/18 through 7/15/19 \$165.00 per day 01.0 00000.0 19004 10000 1160 0004615 |
| 18. | Jacobson, Nancy Teacher, as needed, to provide support for DHH students Foothill SELPA | 6/13/19 through 7/19/19 Hourly rate of pay Not to exceed 80 hours SELPA DIS Program 01.0 65001.0 57507 11300 1130 0000668 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|--|--|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 19. | Learmonth, Nancy Orientation & Mobility Specialist, as needed, for Visual Impairment Program Foothill SELPA | 6/13/19 through 8/16/19 Hourly rate of pay Not to exceed 165 hours SELPA Visual Impairment Program 01.0 65001.0 57504 11300 1130 0000668 |
| 20. | Mahoney, Bridget Retired teacher, as needed Keppel VAPA | 5/09/19 through 6/11/19 Daily substitute rate of \$165.00 per day 01.0 00000.0 19004 10000 1160 0004615 |
| 21. | Ohanian, Lynette Teacher Specialist to provide intense support to EL students during summer school by targeting specific needs Roosevelt Middle School | 6/13/19 through 6/30/19 Daily rate of pay Not to exceed 3.5 days Title III EL 01.0 42030.0 11100 10000 1130 0500673 |
| 22. | O'Rourke, Kathy Teacher, as needed, to provide consultation services to private school students SELPA | 6/13/19 through 8/16/19 Daily rate of pay Not to exceed 15 days SELPA Private School Program 01.0 33110.0 57700 11100 1130 0000668 |
| 23. | Sackett, Beatriz Language, Speech & Hearing Specialist, as needed, to provide support for DHH TALK Program students Foothill SELPA | 6/13/19 through 8/16/19 Hourly rate of pay Not to exceed 100 hours SELPA TALK Program 01.0 65001.0 57302 11100 1130 0000668 |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--------------------------------------|--|---|
| <u>Election Hourly/Daily (Cont.)</u> | | |
| 24. | Sansui, Maria Teacher to instruct 2 sections of Health during the summer to meet the graduation requirement of incoming freshmen enrolled in Advanced Placement Human Geography at Glendale High School | 6/17/19 through 7/19/19 Daily summer school rate of pay Not to exceed \$8,954.00 total Title I 01.0 30100.0 11100 10000 1130 0200000 |
| 25. | Saunders, Richard Teacher, as needed, to support WorkAbility I students SELPA | 6/13/19 through 8/16/19 Daily rate of pay No to exceed 6 days SELPA WorkAbility I Program 01.0 65001.0 57507 11300 1130 0000668 |
| 26. | Shahverdian, Estine Teacher, as needed, to provide intense support to EL students during summer school by targeting specific needs Roosevelt Middle School | 6/17/19 through 6/28/19 Daily substitute rate of pay Not to exceed 5 days Title I – Alternative Support 01.0 30100.0 11100 10000 1130 0500865 |

Transportation Authorization

| | | |
|----|--|--|
| 1. | Sanchez, Martha Olivia Teacher, as needed, to attend PBIS meetings Teaching & Learning | 7/01/18 through 6/30/19 58 cents per mile Mileage reimbursement 01.0 00000.0 00000 21010 5210 0000618 |
|----|--|--|

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|--|--|
| <u>Revision to Previous Personnel Report</u> | | |
| 1. | Revision to Board Report No. 17, May 7, 2019 | |
| | <u>Page 5, Item 2</u> | |
| | Various names | Teachers, Teacher Specialists and Substitute Teachers, as needed, to attend a two hour EdTech workshop focusing on tech integration and differentiation of instruction using tech tools that are readily available to every teacher, such as Chromebooks and Google Apps for Education Categorical Programs |
| | | 4/23/19 through 5/02/19 \$27.00 per hour Not to exceed \$5,200.00 Title II 01.0 40352.0 11100 10000 1130 0000673 |
| | Add the following name: Prichard, Jamie (BAL) | |
| 2. | Revision to Board Report No. 2, August 14, 2018 | |
| | <u>Page 33, Item 7</u> | |
| | Various names | PBIS members to attend PBIS meetings as needed for the 2018-2019 school year Teaching & Learning |
| | | 7/01/18 through 6/30/19 54.5 cents per mile Mileage Reimbursement 01.0 07405.0 11100 10000 5210 0000618 |
| | Add the following name: Browne, Nicole | |

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|---|--|
| <u>Revision to Previous Personnel Report (Cont.)</u> | | |
| 3. | Revision to Board Report No. 7, October 16, 2018 | |
| | <u>Page 18, Item 25</u> | |
| | Various names | Teacher, as needed, to create assessments and to write curriculum to improve presentation of content to students Clark Magnet High School |
| | | 8/01/18 through 6/30/19 \$27.00 per hour Not to exceed \$2,000.00 total Supplemental 01.0 01000.0 11100 10000 1130 900000 |
| | Increase the total amount to read: | Not to exceed \$5,000.00 total |
| 4. | Revision to Board Report No. 8, November 5, 2018 | |
| | <u>Page 10, Item 10</u> | |
| | Pascale, Jean-Marie Ventresca, Dianne | Teachers, as needed, to provide intervention for English learners Roosevelt Middle School |
| | | 11/06/18 through 6/10/19 \$30.00 per hour Not to exceed \$4,647.00 Title III – EL Plan 01.0 42030.0 11100 10000 1130 0500673 |
| | Change to read: | Not to exceed \$2,900.00 |
| 5. | Revision to Board Report No. 4, September 4, 2018 | |
| | <u>Page 16, Item 15</u> | |
| | Dishchekenian, Anzhela | Substitute teacher, as needed, to provide math intervention for students Roosevelt Middle School |
| | | 9/04/18 through 6/07/19 \$30.00 per hour Not to exceed 800 hours Title I 01.0 30100.0 11100 10000 1130 0500865 |
| | Change to read: | Not to exceed 745 hours |

Effective Dates
 And Salary Rate

Position

Revision to Previous Personnel Report (Cont.)

6. Revision to Board Report No. 8, November 5, 2018

Page 26, Item 44

Ventresca, Dianne

Teacher, as needed, for
 UCLA Glendale
 Learning Project
 tutoring after school
 Roosevelt Middle School

11/06/18 through 6/10/19
 \$30.00 per hour
 Not to exceed \$2,500.00
 Title I – Alternative Support
 01.0 30100.0 11100 10000 1130
 0500865

Change to read:

Not to exceed \$1,000.00

7. Revision to Board Report No. 14, March 12, 2019

Page 4, Item 2

Lewis, Robert C.

Teacher Specialist, as
 needed, to work
 outside of his
 contractual dates for
 Positive Behavior
 Intervention and
 Support (PBIS)
 schedule and registration
 Teaching & Learning

6/01/19 through 7/31/19
 Daily rate of pay
 Not to exceed 20 days
 01.0 00000.0 00000 21010 1130
 0000618

Change dates to read:

6/01/19 through 6/30/19

Change days to read:

Not to exceed 17 days

Personal Services Agreement

1. Guzman, Jamie Channell Consultant, as needed, to
 provide graphic design
 services for “A
 Journey of Angels”
 project at Crescenta
 Valley High School

4/01/19 through 5/30/19
 \$35.00 per hour
 Not to exceed \$691.26
 Educational Services –
 Secondary
 01.0 00000.0 11303 10000 5811
 0005616

| | <u>Position</u> | <u>Effective Dates And Salary Rate</u> |
|--|--|--|
| <u>Personal Services Agreement (Cont.)</u> | | |
| 2. | Landgraf, Krista Consultant, as needed, to provide professional development to private school staff in Differentiated Instruction | 6/01/19 through 6/30/19 Not to exceed \$2,400.00 Title II Part A 01.0 40352.0 11100 10000 5811 0000673 |
| 3. | Onagan, Patricia Consultant, as needed, to provide marketing and publicity services for the "A Journey of Angels" project at Crescenta Valley High School | 4/01/19 through 5/30/19 Not to exceed \$1,500.00 Educational Services – Secondary 01.0 00000.0 11303 10000 5811 0005616 |

Conference/Workshop/Meeting Authorization

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

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

1. It is recommended that approval be given to Ms. Paula Jackson to attend the "CPM Educational Program: More Math for More People" to be held at University of Utah, Salt Lake, UT from June 24 to June 27, 2019 with all necessary expenses, including food, to be paid, not to exceed \$800.00 total

Title I
 01.0 30100.0 11100 10000 5220 0800000

2. It is recommended that approval be given to David Black and Dominique Evans-Bye to travel, to attend the "SkillsUSA National Leadership and Skills Conference" to be held at the Kentucky Exposition Center in Louisville, Kentucky from June 24, 2019 to June 29, 2019, with all necessary expenses, including food, to be paid, not to exceed \$15,000.00 total.

CTE
 01.0 63870.0 38000 10000 5220 0000682

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CLASSIFIED PERSONNEL REPORT NO. 18

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. 18

It is recommended that the following report be approved as presented:

| | <u>Location</u> | <u>Months/Hours, and Salary Rating</u> |
|---|-----------------|---|
| <u>Election from Eligibility List</u> | | |
| 1. <u>College & Career Technician</u> | | |
| Bisbee, Merton | CTE | 05/29/19; 11/8; 14-1 01.0 09635.0 38000 27000 2410 0000684 |
| 2. <u>Multimedia Technology Assistant</u> | | |
| Sety, Nouneh | Mountain Avenue | 06/03/19; 9.25/6; 8-1 01.0 01000.0 00000 24203 2910 3900000 |
| Tumbucon, Ramon | La Crescenta | 06/03/19; 9.25/3; 8-1 01.0 01000.0 00000 24203 2910 3200000 |
| 3. <u>Education Assistant I</u> | | |
| Alexander, Elena | Jefferson | 05/9/19; 9.25/3.5; 3-1 12.0 61050.0 85000 10000 2110 0000671 |
| Cantos, Thea | Cerritos | 05/09/19; 12/3; 3-1 12.0 61052.0 85000 10000 2110 0000671 |

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Election from Eligibility List - Continued

3. Education Assistant I - Continued

| | | |
|--------------------|------------|--|
| Fawaz, Helen | Balboa | 05/09/19; 9.25/3.5; 3-1 01.0 60100.0 11100 10000 2110 2000000 |
| Galyon, Stephanie | Edison | 05/09/19; 9.25/3.5; 3-1 01.0 60100.0 11100 10000 2110 2500000 |
| Karapetyan, Lusine | Keppel | 05/09/19; 9.25/3.5; 3-1 01.0 91100.0 85000 10000 2110 0000671 |
| Kegeyan, Ermine | Mann | 05/09/19; 12/3.5; 3-1 12.0 61052.0 85000 10000 2110 0000671 |
| McNulty, Michael | Muir | 05/09/19; 9.25/3; 3-1 01.0 60100.0 11100 10000 2110 4000000 |
| Sarkisian, Jaklin | Columbus | 05/09/19; 9.25/3.5; 3-1 01.0 60100.0 11100 10000 2110 2300000 |
| Seyranov, Hakob | Balboa | 05/09/19; 9.25/3.5; 3-1 01.0 60100.0 11100 10000 2110 2000000 |
| Zazyan, Gayane | R.D. White | 05/09/19; 9.25/3.5; 3-1 01.0 91100.0 85000 10000 2110 0000671 |

Suspension Without Pay - Disciplinary
 2019-cl-38394

05/22/19; 05/23/19; 05/24/19

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Additional Assignment Temporary - At Established Rate of Pay

1. Account Clerk III
 Fazah, Aline Hoover 06/17/19 through 07/19/19
 Summer School Fund
 01.0 02000.0 00000 27001 2430 0006682

2. Administrative Secretary
 Stefun, Susan Rosemont 06/17/19 through 07/19/19
 Not to exceed \$1,800.00 total
 Summer School Fund
 01.0 02000.0 00000 27001 2430 0006682

3. Behavior Intervention Assistant
 Galstyan, Jaklin Jefferson May 17, 2019
 Not to exceed 2 hours
 Special Education-S&C-BIA-General Fund
 01.0 04000.0 11100 10000 2130 0000600

- Lewis, Michael Rosemont 06/07/19
 Stewart, Joseph Not to exceed 2 hours, each
 Special Education-S&C-BIA-General Fund
 01.0 04000.0 11100 10000 2130 0000600

4. Clerk II
 Gonzalez, Susana Categoricals 07/01/19 through 06/30/20
 Not to exceed \$4,200.00 total
 Welcome Center-ELPAC
 01.0 00000.0 00000 21005 2430 0002673

- Davari, Ayda Hoover 06/17/19 through 07/19/19
 Sardarbegian, Hrachik Summer School Fund
 Torosyan, Anahit 01.0 02000.0 00000 27001 2430 0006682

| | <u>Location</u> | <u>Effective Dates, Months/Hours, and Salary Rating</u> |
|---|----------------------|---|
| <u>Additional Assignment Temporary - At Established Rate of Pay - Continued</u> | | |
| 5. <u>Clerk III</u> Nazarian, Emma | Wilson | 06/20/19 through 07/03/19 Not to exceed \$1,800.00 total Summer School Fund 01.0 02000.0 00000 27001 2430 0006682 |
| 6. <u>Education Assistant II</u> Karoglanian, Maretta | Toll | 06/17/19 through 07/19/19 Not to exceed \$1,800.00 total Summer School Fund 01.0 02000.0 00000 27001 2430 0006682 |
| | Karoglanian, Maretta | Toll |
| | | 07/01/19 through 08/09/19 Not to exceed 28 hours total Donations 01.0 95100.0 00000 27000 2430 0700000 |
| 7. <u>Typist Clerk II</u> Keshishian, Jasmen | Glendale | 07/01/19 through 06/30/20 Not to exceed \$5,000.00 total Supplemental 01.0 01000.0 00000 27000 2430 0200000 |
| | Gharibian, Maria | Hoover |
| | | 06/17/19 through 07/19/19 Summer School Fund 01.0 02000.0 00000 27001 2430 0006682 |
| | Megerdichian, Nelly | Marshall |
| | | 06/13/19 through 06/19/19 Not to exceed 8 hours per day Not to exceed 5 days 01.0 01000.0 00000 27000 2430 3600000 |

| | <u>Location</u> | <u>Effective Dates, Months/Hours, and Salary Rating</u> |
|---|-----------------|---|
| <u>Additional Assignment Temporary - At Established Rate of Pay</u> | | |
| 7. <u>Typist Clerk II</u> - Continued | | |
| Perez-Cruz, Marilu | Marshall | 06/13/19 through 06/19/19 Not to exceed 6 hours per day Not to exceed 5 days 01.0 01000.0 00000 27000 2430 3600000 |
| Megerdichian, Nelly | Marshall | 08/06/19 through 08/08/19 Not to exceed 8 hours per day Not to exceed 5 days 01.0 01000.0 00000 27000 2430 3600000 |
| Perez-Cruz, Marilu | Marshall | 08/06/19 through 08/08/19 Not to exceed 6 hours per day Not to exceed 5 days 01.0 01000.0 00000 27000 2430 3600000 |
| Wallace, Leslie | Rosemont | 06/17/19 through 07/19/19 Not to exceed \$1,800.00 total Summer School Fund 01.0 02000.0 00000 27001 2430 0006682 |
| Angulo, Sandra | Roosevelt | 06/17/19 through 07/19/19 Not to exceed \$1,800.00 total Summer School Fund 01.0 02000.0 00000 27001 2430 0006682 |
| Angulo, Sandra | Roosevelt | 07/01/19 through 07/19/19 Not to exceed \$800.00 total Supplemental 01.0 01000.0 00000 27000 2430 0500000 |

| | <u>Location</u> | <u>Effective Dates, Months/Hours, and Salary Rating</u> |
|---|-----------------|---|
| <u>Additional Assignment Temporary - At Established Rate of Pay</u> | | |
| 8. <u>Typist Clerk III</u> Hlavaty, Judy | Daily | 07/01/19 through 07/08/19 Not to exceed \$1,000.00 total Summer School Fund 01.0 02000.0 00000 27001 2430 0006682 |
| Hlavaty, Judy | Daily | 07/09/19 through 07/30/19 Not to exceed 17 days at 8 hours/day Daily High School 01.0 00000.0 00000 27004 2430 0400000 |

| | <u>Location</u> | <u>Effective Dates, Months/Hours, and Salary Rating</u> |
|---|--|---|
| <u>Change of Assignment</u> | | |
| 1. <u>Increase in Months</u> | | |
| a. <u>Typist Clerk III</u> Butchko, Cynthia | CTE From 11/8 | 07/01/19; 12/8 01.0 09635.0 38000 27000 2410 0000684 |
| 2. <u>Provisional Assignment</u> | | |
| a. <u>Cafeteria Worker II</u> Medina, Lisa | PAEC Worker I, 1-3 | 05/14/19; 06/04/19 4.5 hours a day 4-3 13.0 53100.0 00000 37000 2212 0200000 |
| Medina, Lisa | Columbus Worker I, 1-3 | 05/15/19 through 06/03/19 6.5 hours a day 4-3 13.0 53100.0 00000 37000 2212 0200000 |
| Wang, Wei Rong | Dunsmore From Cafeteria Worker I, 1-8 | 06/03/19 through 06/12/19 6.5 hours a day 4-8 13.0 53100.0 00000 37000 2212 0100000 |
| b. <u>Cook/Baker</u> Jarian, Shakeh | Crescenta Valley From Cafeteria Worker I, 1-9 | 06/03/19 through 06/12/19 8 hours a day 9-6 13.0 53100.0 00000 37000 2212 0100000 |
| c. <u>Education Assistant ASES/RAP Site Leader</u> Ayvazian, Ramella | EEELP From Education Assistant I, 3-9 | 05/01/19 through 06/12/19 3.5 hours a day RAP 6-9 01.0 91100.0 85000 10000 2110 0000671 |

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Revisions to previous Board Reports

1. Revision to Personnel Report # 12, February 19, 2019

Page 7, Item 4

Provisional Assignments:

Custodial Supervisor

Parks, Rodney

Glendale
 From Lead
 Custodian,
 20-9

01/01/19 through 06/12/19
 8 hours a day
 25-8
 01.0 00000.0 00000 81006 2241 0200000

Change dates to read:

01/01/19 through 05/21/19

Lead Custodian

Salcido, Robert

Glendale
 From Custodian I,
 11-7

01/01/19 through 06/12/19
 8 hours a day (Night)
 20-4
 01.0 00000.0 00000 81006 2241 0200000

Change dates to read:

01/01/19 through 05/21/19

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Revisions to previous Board Reports - Continued

2. Revision to Personnel Report #19, June 19, 2018

Page 37, Item 4

Personal Services Agreement

| | | |
|----------------|---|---|
| Gilbert, Cathy | Consultant, As needed To provide Drama Lessons and Supplies to Students in Grades K-5 Mark Keppel Elementary School | 08/22/18 through 06/11/19 Not to exceed \$15,300.00 total 01.0 95100.0 11100 10000 5811 3100000 |
|----------------|---|---|

Change amount to read: Not to exceed \$16,000.00

Election of Classified Hourly Substitutes through 06/30/19

| | |
|---|---------------------------|
| Konanyan, Mihran Angelini, Vivian Khajiklean, Lina Vargas, Nadia | 05/01/19 through 06/30/19 |
|---|---------------------------|

Effective Dates,
 Months/Hours, and
Salary Rating

Location

Election of Classified/Non Classified Hourly Substitutes through 06/30/20

1. Yard Duty Assistants

| | | |
|--|----------|---|
| Ash, Reiko Bedjanyan, Armine Cavander, Stephen Harkins, Warren Pagourtis, Maira Williams, Krittika | Dunsmore | 08/21/19 through 06/10/20 \$12.00 per hour 01.0 00000.0 19021 10000 2930 2400000 |
| Vahramian, Elma Servillo, Waunita Kerlin, Anthony Ayvasian, Zepure Blute, Debbie Gamble, Amy Starr, Patricia | Glenoaks | 08/21/19 through 06/10/20 \$12.00 per hour Before & After School 01.0 00000.0 19021 10000 2930 2900000 |
| Vahramian, Elma Servillo, Waunita Kerlin, Anthony Ayvasian, Zepure Blute, Debbie Gamble, Amy Starr, Patricia | Glenoaks | 08/21/19 through 06/10/20 \$12.00 per hour Lunch 01.0 00000.0 19021 10000 2930 2900000 |
| Vahramian, Elma Servillo, Waunita Kerlin, Anthony Ayvasian, Zepure Blute, Debbie Gamble, Amy Starr, Patricia | Glenoaks | 08/21/19 through 06/10/20 \$12.00 per hour Breakfast 01.0 00000.0 19021 10000 2930 2900000 |
| Vargas, Nadia | Mann | 05/13/19 through 06/11/19 \$12.00 per hour Before & After School 01.0 00000.0 19021 11000 2930 3500000 |

Effective Dates,
Months/Hours, and
Salary Rating

Location

Personal Services Agreement

- | | | |
|-----------------------|--|---|
| 1. Bircher, Christina | Consultant, As needed To provide Extracurricular Services for Students at Sporting events | 07/01/19 through 06/30/20 Not to exceed \$25,000.00 total \$25.00 per hour 01.0 00000.0 15003 42000 5811 0100000 |
|-----------------------|--|---|

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 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 May 14, 2019 – May 24, 2019, as shown below totaling \$1,266,426.76, be approved. Funding for Form “A” Warrants is accounted for in the following funds: 01.0 General Fund, 12.0 Child Development Fund, 13.0 Cafeteria Fund, 21.1 Measure S Projects Fund, and 25.0 Capital Facilities Fund.

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

| REGISTERED NUMBER | WARRANT NUMBER | | DESCRIPTION | AMOUNT |
|-------------------|----------------|---------|--------------|-------------------------------|
| 130-N | 6185321 | 6185325 | Classified | 4,387.99 |
| 134-N | 6185690 | 6185690 | Classified | 907.41 |
| 137-C | 6192275 | 6192275 | Certificated | 2,262.52 |
| E4U-N | 6195462 | 6195557 | Classified | 1,258,868.84 |
| | | | TOTAL | \$ <u>1,266,426.76</u> |

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GLENDALE UNIFIED SCHOOL DISTRICT

FEBRUARY 5, 2019

CONSENT CALENDAR NO. 5

TO: Board of Education
FROM: Dr. Kelly King, Interim Superintendent
SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer
PREPARED 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 \$478,020.69 for the period of May 13, 2019 through May 17, 2019 as listed on the attached.

SUMMARY OF PURCHASE ORDERS ISSUED FROM MAY 13, 2019 THROUGH MAY 17, 20019

| Funding Source | Number of Purchase Orders | Amount |
|-------------------------------------|----------------------------------|---------------------|
| UNRESTRICTED RESOURCES | 63 | \$ 249,044.74 |
| FEDERAL RESTRICTED RESOURCES | 7 | 29,581.76 |
| STATE RESTRICTED RESOURCES | 17 | 56,268.87 |
| LOCAL RESTRICTED RESOURCES | 39 | 18,611.52 |
| CHILD DEVELOPMENT FUND | 2 | 512.96 |
| FOOD SERVICES FUND | 5 | 2,483.32 |
| MEASURE S PROJECTS FUND | 4 | 40,524.61 |
| DEVELOPER FEE FUND | 1 | 25,800.00 |
| CAPITAL PROJECTS & IMPROVEMENT FUND | 8 | 54,192.91 |
| MC LENNAN DONATIONS | 5 | 1,000.00 |
| TOTAL | 151 | \$478,020.69 |

| PO NUMBER | UNRESTRICTED RESOURCES VENDOR | AMOUNT |
|------------|---|----------|
| 0001027452 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA PARADIGMRECOGNITION.COM - OFFICE SUPPLIES - STUDENT SUPPORT SERVICES | 1,319.03 |
| 0001027455 | O.H. LYNN PRINTING | 807.03 |
| 0001027458 | EDWARD TRIMIS | 200.00 |
| 0001027462 | MAXIM HEALTHCARE SERVICES, INC. | 294.00 |
| 0001027465 | MIRACLE RECREATION EQUIPMENT | 181.57 |
| 0001027478 | IMAGECUBE PRINTING SERVICES - STUDENT SUPPORT SERVICES | 1,102.51 |
| 0001027479 | JIM'S MUSICAL INSTRUMENT REPAIR | 125.00 |
| 0001027486 | GOPHER | 81.60 |
| 0001027487 | PITNEY BOWES INC | 650.86 |
| 0001027488 | ULINE SHIPPING SUPPLY OFFICE SUPPLIES - FACILITY & SUPPORT OPERATIONS | 2,630.14 |
| 0001027490 | N P E INC | 237.00 |
| 0001027496 | ORIENTAL TRADING INC. | 252.96 |
| 0001027497 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA CALLOWAY HOUSE - CLASSROOM MATERIALS - ROSEMONT MIDDLE SCHOOL | 339.56 |
| 0001027500 | AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - COLUMBUS ELEMENTARY SCHOOL | 515.84 |
| 0001027507 | PRIVATIZER TECHNOLOGIES LLC PRINTING EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES | 2,784.00 |
| 0001027508 | BUCKEYE CLEANING CENTERS | 964.65 |
| 0001027517 | OFFICE DEPOT | 153.47 |
| 0001027518 | VETERAN BUILDING MAINTENANCE, LLC CUSTODIAL SUPPLIES - WAREHOUSE STOCK | 2,375.05 |
| 0001027527 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL | 30.50 |
| 0001027530 | JOANNE NGUYEN | 30.00 |
| 0001027531 | NATHAN BOCK | 50.00 |
| 0001027532 | JHORDAN MUNN | 65.00 |
| 0001027533 | KEVIN MCKECHNEY | 169.08 |
| 0001027534 | JOSTENS | 84.89 |
| 0001027535 | JOSTENS | 312.56 |
| 0001027536 | PRINTING BY HARVEY | 429.98 |
| 0001027538 | MAXIM HEALTHCARE SERVICES, INC. | 484.26 |
| 0001027539 | AUDIOMETRICS | 82.15 |

| PO NUMBER | UNRESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|-----------|
| 0001027545 | AA1 GRAPHICS & SIGNS | 153.30 |
| 0001027547 | INFOSEND, INC ADVERTISING SERVICES - PUBLIC INFORMATION | 2,957.40 |
| 0001027549 | STATE OF CA DEPT OF INDUSTRIAL RELATIONS | 250.00 |
| 0001027551 | FGL ENVIRONMENTAL AGRICULTURAL | 586.00 |
| 0001027553 | FIRST STUDENT | 768.48 |
| 0001027556 | GLENDALE KIWANIS FOUNDATION | 15.00 |
| 0001027557 | MARIO'S IMPORTS | 194.38 |
| 0001027558 | PITNEY BOWES INC | 83.24 |
| 0001027560 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - DAILY HIGH SCHOOL | 168.48 |
| 0001027561 | AMAZON CAPITAL SERVICES, INC. AUDIOVISUAL SUPPLIES - DAILY HIGH SCHOOL | 80.37 |
| 0001027562 | DISHDIVVY, INC EDIBLE SUPPLIES - EDUCATIONAL SERVICES | 1,852.00 |
| 0001027563 | GENDER SPECTRUM | 547.25 |
| 0001027564 | AMERICAN EXPRESS CPS CAASPP - CONFERENCE EXPENSESS - EDUCATIONAL | 100.00 |
| 0001027565 | OFFICE DEPOT | 168.67 |
| 0001027567 | PENINGTON, HANNA PROVIDE INSTRUCTIONAL MATERIALS TRANSLATION TO GERMAN, BOARD APPROVED 5/7/19 - EDUCATIONAL SERVICES | 2,700.00 |
| 0001027568 | AMERICAN EXPRESS CPS SOUTHWEST AIRLINES - CONFERENCE EXPENSESS - EDUCATIONAL SERVICES | 171.96 |
| 0001027570 | INGALLINA'S BOX LUNCH | 163.85 |
| 0001027572 | AMAZON CAPITAL SERVICES, INC. INSTRUCITONAL MATERIALS - TOLL MIDDLE SCHOOL | 400.00 |
| 0001027573 | ABSOLUTE INTERNATIONAL SECURITY SECURITY GUARD SERVICES - HOOVER HIGH SCHOOL | 8,300.00 |
| 0001027576 | RAPTOR TECHNOLOGIES LLC SECURITY EQUIPMENT - STUDENT SUPPORT SERVICES | 21,573.30 |
| 0001027579 | ULINE SHIPPING SUPPLY | 216.09 |
| 0001027580 | SUPPLYWORKS CUSTODIAL SUPPLIES - CRESCENTA VALLEY HIGH SCHOOL | 3,187.75 |
| 0001027581 | WEST-LITE SUPPLY CO,INC | 177.07 |
| 0001027582 | SUPPLYWORKS | 853.96 |

| PO NUMBER | UNRESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|------------|
| 0001027583 | SUPPLYWORKS | 376.14 |
| 0001027584 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA IKEA.COM - OFFICE FURNITURE - STUDENT SUPPORT | 547.11 |
| 0001027589 | OFFICE DEPOT | 99.81 |
| 0001027591 | OFFICE DEPOT PRINTING SERVICES - EDUCATIONAL SERVICES | 14,823.32 |
| 0001027592 | GOLDEN STAR TECHNOLOGY INC. COMPUTER EQUIPMENT - EDUCATIONAL TECHNOLOGY & INFORMATION SERVICES | 162,016.25 |
| 0001027595 | AMAZON CAPITAL SERVICES, INC. OFFICE SUPPLIES - MOUNTAIN AVENUE ELEMENTARY | 1,871.10 |
| 0001027596 | HARRIS OFFICE SUPPLY OFFICE FURNITURE - STUDENT SUPPORT SERVICES | 2,061.02 |
| 0001027597 | OFFICE DEPOT | 804.77 |
| 0001027598 | ROTO-ROOTER PLUMBING REPAIR AND SERVICES AT KEPPEL ELEMENTARY SCHOOL - FACILITY & SUPPORT OPERATIONS | 3,600.00 |
| 0001027599 | MAINTEX | 119.03 |
| 0001027603 | MAINTEX | 304.95 |
| | TOTAL | 249,044.74 |

FEDERAL RESTRICTED RESOURCES

| | | |
|------------|---|-----------|
| 0001027489 | COPY NETWORK | 492.82 |
| 0001027503 | HEAL THE HURT COUNSELING PROVIDE ASSISTANCE TO HIGH SCHOOL STUDENTS WHO ARE STRUGGLING EMOTIONALLY AND HELP OVERCOME THEIR CHALLENGES, BOARD APPROVED 5/7/19 - GLENDALE HIGH SCHOOL | 16,000.00 |
| 0001027504 | AMERICAN EXPRESS CPS DELTA AIRLINES - CONFERENCE EXPENSES - SPECIAL EDUCATION | 924.69 |
| 0001027524 | RUBBER STAMPS UNLIMITED, INC | 14.25 |
| 0001027540 | HASTINGS, MARK PROVIDE THERAPY SESSIONS FOR AT RISK STUDENTS, BOARD APPROVED 5/7/19 - GLENDALE HIGH SCHOOL | 10,000.00 |

| FEDERAL RESTRICTED RESOURCES (CONTINUATION) | | |
|---|--|-----------|
| PO NUMBER | VENDOR | AMOUNT |
| 0001027541 | MEKHITARIAN, LARA PREPARE AND DELIVER PRESENTATIONS RELATED TO TEEN ANXIETY TO PARENTS, BOARD APPROVED 5/7/19 - CLARK MAGNET HIGH SCHOOL, | 2,000.00 |
| 0001027574 | CPM EDUCATIONAL PROGRAM | 150.00 |
| | | ----- |
| TOTAL | | 29,581.76 |
| | | |
| STATE RESTRICTED RESOURCES | | |
| 0001027457 | VINTAGE KING AUDIO | 405.00 |
| 0001027477 | BURBANK UNIFIED SCHOOL DISTRICT ACCRUAL OF FINAL REGIONAL AUDIOLOGIST COSTS FOR 17- 18 SCHOOL YEAR - SPECIAL EDUCATION | 5,832.53 |
| 0001027498 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA MEDICAL SHOP - SPECIAL EDUCATION EQUIPMENT - FOOTHILL SELPA | 104.74 |
| 0001027499 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - CLARK MAGNET HIGH SCHOOL | 317.97 |
| 0001027501 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA OZZYBOARDS.COM - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL | 318.62 |
| 0001027502 | THE PATON GROUP | 141.31 |
| 0001027509 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA TORMACH - COMPUTER SUPPLIES - CLARK MAGNET HIGH SCHOOL | 54.55 |
| 0001027510 | HORIZON UNDERGROUND INC. PROVIDE UNDERGROUND BORING FOR CRESCENTA VALLEY HIGH SPORTS MEDICINE BUILDING PROJECT - SECONDARY SERVICES | 35,448.75 |
| 0001027516 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA EASTWOOD COMPANY - INSTRUCTIONAL MATERIALS - CLARK MAGNET HIGH SCHOOL | 243.05 |
| 0001027525 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA JENSEN TOOLS - INSTRUCTIONAL SUPPLIES - CRESCENTA VALLELY HIGH SCHOOL | 130.09 |

| STATE RESTRICTED RESOURCES (CONTINUATION) | | |
|---|--|-----------|
| PO NUMBER | VENDOR | AMOUNT |
| 0001027528 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA MARI TOOL - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL | 330.12 |
| 0001027543 | LA CANADA UNIFIED SCHOOL DISTRICT | 356.39 |
| 0001027544 | LA CANADA UNIFIED SCHOOL DISTRICT REIMBURSEMENT OF SALARIES & BENEFITS - FOOTHILL SELPA | 7,350.12 |
| 0001027548 | HATCH & CESARIO ATTORNEYS-AT-LAW LEGAL SERVICES - SPECIAL EDUCATION | 1,862.50 |
| 0001027590 | OFFICE DEPOT | 697.63 |
| 0001027601 | AMERICAN EXPRESS CPS SQUAW VALLEY ALPINE MEADOWS - CONFERENCE EXPENSES - SECONDARY SERVICES | 2,252.77 |
| 0001027602 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA KURT INDUSTRIAL - INSTRUCTIONAL SUPPLIES - CLARK MAGNET HIGH SCHOOL | 422.73 |
| | | ----- |
| TOTAL | | 56,268.87 |

LOCAL RESTRICTED RESOURCES

| | | |
|------------|---------------------------------|--------|
| 0001027460 | SIGNATURE FLOORING, INC | 561.00 |
| 0001027463 | DAKTRONICS, INC | 576.25 |
| 0001027464 | GRAINGER | 318.34 |
| 0001027466 | AIRGAS USA, LLC | 211.21 |
| 0001027467 | AMERICAN REFRIGERATION SUPPLIES | 141.24 |
| 0001027468 | BUILDERS FENCE CO INC | 540.75 |
| 0001027469 | RAYVERN LIGHTING SUPPLY CO INC | 315.79 |
| 0001027470 | SMARDAN SUPPLY CO | 161.08 |
| 0001027471 | GRAYBAR ELECTRIC | 694.97 |
| 0001027472 | GARVEY EQUIPMENT COMPANY | 695.39 |
| 0001027473 | FERGUSON ENTERPRISES INC.#1350 | 130.44 |
| 0001027474 | SPARTAN TOOL LLC | 283.34 |
| 0001027475 | U.S. BLINDS | 74.97 |
| 0001027476 | QUALITY WINDOW BLINDS | 154.35 |
| 0001027491 | CASTERS & INDUSTRIAL SUPPLIES | 28.40 |
| 0001027492 | AA1 GRAPHICS & SIGNS | 93.71 |
| 0001027493 | PACIFIC CLINICS | 600.00 |

| PO NUMBER | LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|----------|
| 0001027494 | SCHOOLSFIRST FEDERAL CREDIT UNION - VISA AMBIENT WEATHER - INSTRUCTIONAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL | 279.40 |
| 0001027495 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL SUPPLIES - LINCOLN ELEMENTARY SCHOOL | 882.41 |
| 0001027506 | GALE SUPPLY COMPANY | 24.26 |
| 0001027519 | S & S WORLDWIDE | 689.01 |
| 0001027520 | AMAZON CAPITAL SERVICES, INC. INSTRUCTIONAL MATERIALS - COLLEGE VIEW/EEELP | 46.29 |
| 0001027521 | AMAZON CAPITAL SERVICES, INC. CLASSROOM MATERIALS - VALLEY VIEW/EEELP | 163.26 |
| 0001027522 | AMAZON CAPITAL SERVICES, INC. CLASSROOM MATERIALS -ROSEMONT/ EEELP | 1,035.05 |
| 0001027523 | AMAZON CAPITAL SERVICES, INC. CLASSROOM EQUIPMENT - KEPPEL/EEELP | 77.16 |
| 0001027526 | AMAZON CAPITAL SERVICES, INC. OFFICE EQUIPMENT - EEELP | 263.99 |
| 0001027537 | PRINT ON ALL | 310.91 |
| 0001027542 | CENTER FOR DEVELOPING KIDS,INC PROFESSIONAL SERVICES - FOOTHILL SELPA | 1,820.00 |
| 0001027546 | BURBANK PAINT COMPANY INC | 192.72 |
| 0001027550 | EWING IRRIGATION PRODUCTS GROUND SUPPLIES AT STENGEL FIELD - FACILITY & SUPPORT OPERATIONS | 1,557.46 |
| 0001027552 | GOLDAK INC UTILITY SURVEY AT DUNSMORE ELEMENTARY, ROSEMONT MIDDLE AND GLENDALE HIGH SCHOOLS - FACILITY & SUPPORT OPERATIONS | 1,675.00 |
| 0001027559 | BURBANK UNIFIED SCHOOL DISTRICT | 512.13 |
| 0001027578 | SUPPLYWORKS | 180.30 |
| 0001027585 | FLAGHOUSE | 233.57 |
| 0001027586 | AMAZON CAPITAL SERVICES, INC. PHYSICAL EDUCATION SUPPLIES - FRANKLIN ELEMENTARY SCHOOL | 1,110.52 |
| 0001027587 | LAKESHORE | 135.11 |
| 0001027588 | AMAZON CAPITAL SERVICES, INC. CLASSROOM MATERIALS - VALLEY VIEW/EEELP | 99.21 |

| PO NUMBER | LOCAL RESTRICTED RESOURCES (CONTINUATION) VENDOR | AMOUNT |
|------------|--|-----------|
| 0001027593 | AMAZON CAPITAL SERVICES, INC. REPAIR MATERIALS - FACILITY & SUPPORT OPERATIONS | 573.39 |
| 0001027604 | REVOLVING CASH FUND REIMBURSEMENT OF TESTING FEES FOR STUDENTS TAKING ITALIAN CLASS - EDUCATIONAL SERVICES | 1,169.14 |
| | TOTAL | 18,611.52 |

CHILD DEVELOPMENT FUND

| | | |
|------------|-----------------------------|--------|
| 0001027505 | DECKER EQUIPMENT/SCHOOL FIX | 100.47 |
| 0001027600 | DISCOUNT SCHOOL SUPPLY | 412.49 |
| | TOTAL | 512.96 |

FOOD SERVICES FUND

| | | |
|------------|---|----------|
| 0001027453 | LATINO GRILL | 684.37 |
| 0001027459 | AUTO PLUS AUTO PARTS | 170.83 |
| 0001027529 | FULCO PAD COMPANY, INC. | 152.69 |
| 0001027554 | HYDRAULIC INDUSTRIAL PLUMBING CAFETERIA REPAIR & MATERIALS - FOOD SERVICES | 1,296.62 |
| 0001027555 | JOHNSTONE SUPPLY | 178.81 |
| | TOTAL | 2,483.32 |

MEASURE S PROJECTS FUND

| | | |
|------------|---|-----------|
| 0001027454 | GRAYBAR ELECTRIC | 149.07 |
| 0001027480 | EWING IRRIGATION PRODUCTS | 552.69 |
| 0001027569 | DEPARTMENT OF GENERAL SERVICES DSA PLAN CHECK FEE - BALBOA ELEMENTARY SCHOOL | 39,785.36 |
| 0001027571 | O.H. LYNN PRINTING | 37.49 |
| | TOTAL | 40,524.61 |

| PO NUMBER | DEVELOPER FEE FUND VENDOR | AMOUNT |
|------------|---|-----------|
| 0001027566 | DC ARCHITECTS ARCHITECT FEES FOR MONTE VISTA PORTABLES - PLANNING, DEVELOPMENT & FACILITIES | 25,800.00 |

TOTAL -----
25,800.00

CAPITAL PROJECTS & IMPROVEMENT FUND

| | | |
|------------|--|-----------|
| 0001027456 | KING'S CUSTOM SHEET METAL | 352.80 |
| 0001027461 | ARMED EXTERMINATORS | 250.00 |
| 0001027482 | LOCKSMITH SERVICES | 192.00 |
| 0001027483 | DANCOOL H.V.A.C. SUPPLY INC | 234.06 |
| 0001027484 | KING'S CUSTOM SHEET METAL | 595.35 |
| 0001027485 | U.S. AIR CONDITIONING | 908.70 |
| 0001027575 | TBP/ARCHITECTURE ARCHITECTURE SERVICES FOR GLENDALE HIGH SCHOOL TENNIS COURT - PLANNING, DEVELOPMENT & FACILITIES | 49,500.00 |
| 0001027577 | INTEGRATED INSPECTION, LLC IN-PLANT WELDING INSPECTION OF NEW POLIGON SHADE STRUCTURE AT CLOUD PRESCHOOL - PLANNING, DEVELOPMENT & FACILITIES | 2,160.00 |

TOTAL -----
54,192.91

MC LENNAN DONATIONS

| | | |
|------------|-----------------|--------|
| 0001027511 | ABDULLAH HASAN | 200.00 |
| 0001027512 | SOPHIA JAMES | 200.00 |
| 0001027513 | AARON HOUGHTON | 200.00 |
| 0001027514 | TRISHLEY NUBLA | 200.00 |
| 0001027515 | OMER ABDELRAHIM | 200.00 |

TOTAL -----
1,000.00

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 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
 June 4, 2019
 CONSENT CALENDAR NO. 5
 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 | \$860 |
| 8910-8999 Transfers In/Contributions | \$0 | \$0 |
| TOTAL REVENUES | \$0 | \$860 |

| APPROPRIATION OBJECT | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|---|------------------|--------------------|
| 1000 Certificated Salaries | \$0 | \$0 |
| 2000 Classified Salaries | \$0 | \$0 |
| 3000 Employee Benefits | \$0 | \$0 |
| 4000 Instructional Supplies | (\$6,314) | \$0 |
| 5000 Contract Services | (\$2,389) | \$770 |
| 6000 Capital Outlay | \$8,703 | \$0 |
| 7000 Other Outgo/Indirect/Transfers Out | \$0 | \$0 |
| TOTAL BUDGETED APPROPRIATIONS | \$0 | \$770 |

| | | |
|--|------------|-------------|
| NET INCREASE/DECREASE IN FUND BALANCE | \$0 | \$90 |
|--|------------|-------------|

June 4, 2019
 BUDGET TRANSFER AND ADJUSTMENT REPORT
 CONSENT CALENDAR NO. 5
 BUDGET TRANSFER AND ADJUSTMENT DETAIL REPORT
 GENERAL FUND, UNRESTRICTED (01.0) Resource Codes 000000.0 thru 19999.0

BUDGET TRANSFERS

| Dept./School | Program Description | 1,000 | 2,000 | 3,000 | 4,000 | 5,000 | 6,000 | 7,000 | 9,000 | Total | Transfer provides funds for: |
|-------------------|---------------------|-------|-------|-------|-----------|-----------|---------|-------|-------|-------|------------------------------|
| | | \$0 | \$0 | \$0 | (\$6,314) | (\$2,389) | \$8,703 | \$0 | \$0 | \$0 | |
| Muir Elementary | General Fund | 0 | 0 | 0 | (500) | 500 | 0 | 0 | 0 | \$0 | Services |
| White | General Fund | 0 | 0 | 0 | (8,703) | 0 | 8,703 | 0 | 0 | \$0 | Capital Outlay |
| White | General Fund | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | Supplies |
| Clark | General Fund | 0 | 0 | 0 | (708) | 708 | 0 | 0 | 0 | \$0 | Services |
| Mountain Avenue | General Fund | 0 | 0 | 0 | 3,597 | (3,597) | 0 | 0 | 0 | \$0 | Supplies |
| Verdugo Woodlands | General Fund | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 | Supplies |

| Dept./School | Program Description | 1,000 | 2,000 | 3,000 | 4,000 | 5,000 | 6,000 | 7,000 | 9,000 | Total | Adjustment appropriates funds for: |
|-----------------------|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| | | \$0 | \$0 | \$0 | \$0 | \$770 | \$0 | \$0 | \$0 | \$0 | |
| District | Baseline Bus passes program | 0 | 0 | 0 | 0 | 770 | 0 | 0 | 0 | \$770 | Adjustment - City of Glendale - Bus Passes |
| District Misc. Income | General Fund | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 | \$90 | Recycling |

- Object Codes
- 1000 Certificated Salaries
 - 2000 Classified Salaries
 - 3000 Employee Benefits
 - 4000 Books & Supplies
 - 5000 Services & Other Operating Supplies
 - 6000 Capital Outlay
 - 7000 Other Outgo
 - 9000 Reserves

GLENDALE UNIFIED SCHOOL DISTRICT
 June 4, 2019
 CONSENT CALENDAR NO. 5
 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 | \$80,948 |
| 8910-8999 Transfers In/Contributions | \$0 | \$0 |
| TOTAL REVENUES | \$0 | \$80,948 |

| APPROPRIATION OBJECT | BUDGET TRANSFERS | BUDGET ADJUSTMENTS |
|---|------------------|--------------------|
| 1000 Certificated Salaries | \$0 | \$0 |
| 2000 Classified Salaries | \$0 | \$5,761 |
| 3000 Employee Benefits | \$0 | \$1,687 |
| 4000 Instructional Supplies | \$0 | \$152,994 |
| 5000 Contract Services | \$0 | \$20,506 |
| 6000 Capital Outlay | \$0 | \$0 |
| 7000 Other Outgo/Indirect/Transfers Out | \$0 | \$0 |
| TOTAL BUDGETED APPROPRIATIONS | \$0 | \$180,948 |

| | | |
|--|------------|--------------------|
| NET INCREASE/DECREASE IN FUND BALANCE | \$0 | (\$100,000) |
|--|------------|--------------------|

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 7

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: District Membership in Designated Associations and Organizations for 2019-20

The Interim Superintendent recommends that the Board of Education approve District memberships in various associations and organizations for 2019-20.

This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility. The following memberships in various associations and organizations are recommended for 2019-20:

| Organization | Estimated Cost | Funding Source |
|--|-----------------------|---|
| ACSA's Educational Institution Service For Personnel Commissioners | \$200 | Human Resources |
| Association of California School Administrators | \$880 | Office of the Superintendent |
| Association for Supervision and Curriculum Development (ASCD) | \$89 \$118 | Educational Services EEELP |
| California Association of School Child Welfare and Attendance Workers (CASCWA) | \$40 | AB 1113 Funding Educational Services |
| California Association of Suburban School Districts | \$3000 | Office of the Superintendent |
| California Charter Authorizing Professionals | \$250 | Business Services |
| California Child Development Administrators Association (CCDAA) | \$1500 | EEELP |
| California School Boards Association (CSBA) | \$24,106 | Office of the Superintendent |
| Council for Exceptional Children for Special Ed | \$205 | SELPA |
| California School Public Relations Association (Cal SPRA) | \$150 | Public Information |

Memberships recommended for 2019-20 (Cont.):

| Organization | Estimated Cost | Funding Source |
|--|-----------------------|-----------------------------------|
| California Association of School Business Officials (CASBO) | \$3,000 | Business Services |
| Coalition for Adequate Funding for Special Education | \$1,400 | SELPA |
| Coalition for Adequate School Housing | \$819 | Financial Services |
| Crescenta Valley Chamber of Commerce | \$99 | Office of the Superintendent |
| California School Personnel Commissioners Association (CSPCA) | \$1,118 | Human Resources |
| Glendale Chamber of Commerce | \$307 | Office of the Superintendent |
| Los Angeles County School Trustees Association (LACSTA) | \$100 | Office of the Superintendent |
| Magnet Schools of America School/Department/District Office Membership | \$475 | Educational Services |
| Montrose-Verdugo City Chamber of Commerce | \$50 | Office of the Superintendent |
| National Association for the Education of Young Children (NAEYC) | \$345 | EEELP |
| Personnel Commissioners Association Of Southern California (PCASC) | \$40 | Human Resources |
| Pesticide Applicators Professional Association | \$45 | Facilities and Support Operations |
| School Nutrition Association (SNA) | \$385 | Nutrition Services |
| Southern California School Nutrition Association (SCSNA) | \$925 | Nutrition Services |
| California School Nutrition Association (CSNA) | \$165 | Nutrition Services |
| School Employers Association of California (SEAC) | \$2,486 | Human Resources |
| School Services of California, Inc. | \$2,760 | Business Services |
| SELPA Administrators Association | \$1,300 | SELPA |

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 8

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: **Agreement with the Los Angeles County Office of Education
for Data Processing Services, 2019-20**

The Interim Superintendent recommends that the Board of Education approve an agreement with the Los Angeles County Office of Education (LACOE) for Labor Distribution Data Processing Services for fiscal year 2019-20.

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

These services are essential to the furnishing of accurate and timely financial information to the Board of Education and program administrators. The Los Angeles County Office of Education provides payroll, labor distribution reports, and other services to the District as specified in the agreement.

The annual cost for these services in 2019-20 is projected to be \$3,500. Funding for these services will be paid from the Unrestricted General Fund (01.0).

**LOS ANGELES COUNTY OFFICE OF EDUCATION
CONTRACT
FOR
DATA PROCESSING SERVICES
LABOR DISTRIBUTION AND FRINGE EMPLOYER CONTRIBUTION
AND
EMPLOYEE DATABASE INFORMATION**

The LOS ANGELES COUNTY OFFICE OF EDUCATION, a public educational agency, located at 9300 Imperial Highway, Downey, California 90242-2890, hereinafter referred to as "LACOE," and

Glendale USD, # 64568, hereinafter referred to as "District," mutually agree as follows:

1. BASIS OF CONTRACT

LACOE shall provide District with a downloadable File Transfer Protocol (FTP) payroll information file on the RAD website as requested by the District. Such information shall be provided as follows: (Please check desired services.)

| | Cost Per Month |
|---|----------------|
| A. <input checked="" type="checkbox"/> Monthly Payroll Merged Payroll Fringe Employer Contribution and Labor Distribution | \$125.00 |
| B. <input checked="" type="checkbox"/> Human Resource System (HRS) Employee Data Base (EDB) – One file per month | \$125.00 |
| C. <input type="checkbox"/> Human Resource System (HRS) Employee Data Base (EDB) – Two files per month | \$250.00 |
| D. <input checked="" type="checkbox"/> Special Requests | \$200.00 |

32. TERM

This Contract is effective July 1, 2019 and shall remain in effect through June 30, 2020.

33. PAYMENT

The District shall pay LACOE at the rate of One Hundred Twenty-Five Dollars (\$125.00) per week for weekly updates. The total amount of the Contract shall not exceed Six Thousand Five Hundred Dollars (\$6,500.00). The amount payable shall be transferred during the fiscal year on or before June 1, 2020 by journal voucher from District to LACOE.

34. INDEMNIFICATION

District agrees to defend, indemnify, save, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys' fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or

loss (including, but not limited to death) to any person or property unless such injury, damage or loss results from or is connected with the sole negligence or error or omission of LACOE. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

LACOE agrees to defend, indemnify, save, and hold harmless the District from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys' fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property unless such injury, damage or loss results from or is connected with the sole negligence or error or omission of the District. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

35. INSURANCE

District and LACOE shall take out and maintain such general liability, property damage, workers' compensation and automobile insurance as is required to protect their interests. Required insurance coverage may be satisfied through a program of self-insurance.

36. NOTICES

Any notices to be given pursuant to this Contract shall be in writing and such notices, as well as any other document to be delivered, shall be delivered by personal service or by deposit in the U.S. Mail, certified or registered, return receipt requested, postage prepaid, and addressed to the party for whom it is intended as follows:

LACOE:

LOS ANGELES COUNTY OFFICE OF EDUCATION
Contracts Section
9300 Imperial Highway,
Downey, CA 90242-2890

District:

Mailing Address is District Office

7. RESPONSIBILITIES OF LACOE

LACOE shall provide the District with data containing, labor/fringe distribution information electronically within five (5) days after the end of each monthly payroll cycle. Any special requests shall be provided to the District as soon as possible after receipt of a request from the District.

8. RESPONSIBILITIES OF THE DISTRICT

The District shall notify LACOE in writing of any changes to the existing contract, including the types of services provided by LACOE.

9. SECTION RESERVED (Intentionally left blank.)

10. CONFIDENTIALITY AND NON-DISCLOSURE

Subject to any State or Federal laws requiring disclosure (e.g., the California Public Records Act), the parties agree, during the term of this Contract and for five (5) years after termination or expiration of the Contract, to hold each other's proprietary or confidential information in strict confidence, except for any information protected under confidentiality laws which shall be held in such confidence in perpetuity. The parties agree not to provide each other's proprietary or confidential information in any form to any third party or to use each other's proprietary or confidential information for any purpose other than the implementation of and as specified in this Contract. Each party agrees to take all reasonable steps to ensure that proprietary or confidential information of either party is not disclosed or distributed by its employees, agents or consultants in violation of the provisions of this Contract.

11. COVENANT AGAINST CONTINGENT FEES

District warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon a Contract or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide established commercial or selling agencies retained by District for the purpose of securing business. For breach or violation of this warranty, LACOE shall have the right to immediate termination of this Contract and, at its sole discretion, deduct from the contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or commission fee.

12. EMPLOYEE FINGERPRINTING

During the entire term of the Contract, District, including all subcontractors, shall fully comply with the provisions of the Education Code Section 45125.1.

13. INDEPENDENT CONTRACTOR

While performing its obligations under this Contract, LACOE is an independent contractor and not an officer, employee or agent of District. During the course of this agreement neither LACOE nor District shall at any time or in any manner represent that they or any of their officers, employees, or agents are employees of the other.

14. ASSIGNMENT

District shall not in any manner, directly or indirectly, by operation of law or otherwise, assign, transfer or encumber this Contract or any portion hereof of any interest herein, in whole or in part, without the prior written consent of LACOE. If prior written consent is not given by LACOE to assign, transfer, or encumber this Contract, such action shall be deemed automatically void.

15. INTEGRATION

This Contract, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties and obligations with respect to the transaction discussed in the Contract and supersedes all prior Contracts, understandings and commitments, whether oral or written. This Contract shall not be amended in any way except as specified in the amendment section of this Contract.

16. MODIFICATION

The Contract shall not be modified or amended without mutual written consent of the parties. If any actual or physical deletions or changes appear on the face of the Contract, such deletions or changes shall only be effective if the initials of both contracting parties appear beside such deletion or change.

17. ORDER OF PRECEDENCE

Except as specifically provided elsewhere in this Contract, conflicting, vague and/or ambiguous provisions of this Contract shall prevail in the following order of precedence: (1) the provisions in the body of this Contract, (2) the exhibits of the Contract, if any; (3) all other documents cited in this Contract or incorporated by reference.

18. SEVERABILITY/WAIVER

18.1. If any provision of this Contract is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this Contract.

18.2. No waiver of any provision of this Contract shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

19. AMENDMENTS

The Contract may be amended by written document expressly purporting to be such an amendment, signed by both of the parties hereto.

20. TERMINATION

The Contract may be terminated by LACOE or District upon 30 days advance written notification.

21. FAILURE TO COMPLY

In the event District fails to perform in accordance with the indemnification or insurance requirement clauses of this Contract, makes inaccurate certifications as a part of this contract or contracting process, or otherwise breaches any other clause of this Contract, LACOE, the Los Angeles County Board of Education and the individuals thereof, and all officers, agents, employees, representatives, and volunteers shall be entitled to recover all legal fees, costs, and other expenses incident to securing performance or incurred as a consequence of nonperformance.

22. ATTORNEY'S FEES

Should either party be required to file any legal action or claim to enforce any provision of this Contract or resolve any dispute arising under or connected to this Contract, except as set forth in the "Failure to Comply" in this contract, each party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

23. COMPLIANCE WITH LAW

District shall comply with all applicable federal, state, and local laws, statutes, ordinances, rules, regulations, policies, and procedures in performing under this Contract. District warrants that it has all licenses, permits, certificates and credentials required by law to perform the work specified under this Contract and shall, upon request by LACOE, provide evidence of same.

24. GOVERNING LAW/FORUM SELECTION

This Contract is made, entered into and executed in Los Angeles County, California, and the parties agree that any legal action, claim or proceeding arising out of or connected with this Contract shall be filed in the applicable court in Los Angeles County, California. The parties further agree this Contract shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

25. FORCE MAJURE

In the event that performance on the part of any party hereto shall be delayed or suspended as a result of circumstances beyond the reasonable control and without the fault or negligence of said party, none of the parties shall incur any liability to the other parties as a result of such delay or suspension. Circumstances deemed to be beyond the control of the parties hereunder shall include, but not be limited to, acts of God or of the public enemy, insurrection, acts of the federal government or any unit of state or local government in sovereign capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes or delays in transportation, to the extent that such circumstances are not caused by the party's willful or negligent acts or omissions, and to the extent that they are beyond the party's reasonable control.

26. INCORPORATION BY REFERENCE

Any exhibits referenced herein shall be incorporated and made a part of this Contract.

27. 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 the contract shall be read and enforced as though it were so inserted and included.

28. RECORD RETENTION AND INSPECTION

District agrees that LACOE shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Contract. All records shall be kept and maintained by District and made available to LACOE during the entire term of this Contract and for a period not less than five (5) years after final payment hereunder by LACOE.

29. NO THIRD PARTY OBLIGATIONS

The execution and delivery of this Contract shall not be deemed to confer any rights upon, nor obligate any parties thereto, to any person or entity other than the parties hereto.

30. LACOE BUDGET/GRANT FUNDS CONTINGENCY

If any portion(s) of LACOE's budget affecting the contractual execution of this agreement does not appropriate sufficient funds for the contracted services or if grant funds related to these contracted services are not available for any reason whatsoever, this agreement shall be of no further force and effect. In this event, LACOE shall have no liability to provide services to District under this agreement, and the District shall not be obligated to make payment for services that are not rendered.

In such instances, particularly when partial funding remains available, LACOE shall have the option to either terminate this agreement with no liability occurring to LACOE, or LACOE may offer an amendment to this agreement to reflect the reduced availability of funds.

31. NON-DISCRIMINATION AND NON-SEGREGATION

During the performance of this Contract, both parties hereby agrees to comply with all Federal, state and local laws respecting non-discrimination in employment and non-segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

32. TOBACCO-FREE WORKPLACE

When at LACOE-owned or LACOE-leased buildings, both parties hereby agree to comply with the Los Angeles County Board of Education's Policy 3513.3 which states: The County Board recognizes the health hazards associated with smoking and the use of tobacco products including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco products at any time in LACOE-owned or leased buildings, on LACOE property and in LACOE vehicles

33. ALCOHOL AND DRUG-FREE WORKPLACE

Both parties hereby certify under penalty of perjury under the laws of the State of California that District will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Los Angeles County Board of Education's Alcohol and Drug-Free Workplace Policy BP 4020.

34. TUBERCULOSIS TESTING

In the event that District's employees and/or representatives will come into contact with LACOE students or staff the District's employees/representatives must have a current tuberculosis (TB) assessment to determine that the employee is free from active tuberculosis as required by Education Code Section 49406. Those employees whose TB screening test is reactive (positive) shall be required to submit a chest x-ray and a radiological report to rule out active TB.

35. CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILITY (Federal Executive Order 12549)

By executing this contractual instrument, District certifies to the best of its knowledge and belief that it and its principals:

- 35.1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or Agency;
- 35.2. Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction (Federal, State or Local) or contract under a public transaction; or violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- 35.3. Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in Section 34.2 above, of this certification;
- 35.4. Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transactions (Federal, State or Local) terminated for cause of default.

36. EXECUTION REQUIREMENTS

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission/signature; and/or other commonly accepted, widely-used, commercially acceptable signature methods. This instrument may be executed in counter-parts by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy.

LOS ANGELES COUNTY
OFFICE OF EDUCATION

SCH. DIST: Glendale USD (BU #64568)
Contract # C-19241

By *Patricia Smith*
Patricia Smith
Interim Chief Financial Officer

By _____

Typed or Printed Name

Title _____

Date 4/24/19
Report 4/15/19

Date _____

Return the original signed copy to:
Adebayo Onanuga
ABD/LACOE
9300 Imperial Highway, ECW, Room 165
Downey, CA 90242-2890

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 9

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: **Agreement with the Los Angeles County Office of Education for Business and Financial Data Processing Services, 2019-20**

The Interim Superintendent recommends that the Board of Education approve an agreement with the Los Angeles County Office of Education (LACOE) for financial on-line services for 2019-20.

The District currently contracts with the Los Angeles County Office of Education (LACOE) for on-line services, reports, and support applications in conjunction with the operation of the District's accounting systems under the state required Standardized Account Code Structure (SACS) using the LACOE People Soft (PS) system. The annual cost of these services for 2019-20 is estimated at \$129,372.64, which is lower from 2018-19 by \$327.96. Funding for these services will be paid from the Unrestricted General Fund (01.0).

LOS ANGELES COUNTY OFFICE OF EDUCATION
CONTRACT
FOR
PEOPLESOFT FINANCIAL SYSTEM
FISCAL YEAR 2019-2020

The LOS ANGELES COUNTY OFFICE OF EDUCATION, a public education agency, located at 9300 Imperial Highway, Downey, California 90242-2890, hereinafter referred to as "LACOE," and

Glendale Unified School District District, # 64568, hereinafter referred to as "District," mutually agree as follows:

1. BASIS OF CONTRACT

LACOE shall provide financial system services to the District in conformance with Exhibit A, Services Provided by LACOE, Exhibit B, PeopleSoft Reports, and Exhibit C, PeopleSoft Financial System FY 2019-20 Worksheet, all attached hereto and made a part hereof.

2. TERM

This Contract is effective July 1, 2019, and shall remain in effect through June 30, 2020.

3. PAYMENT

District shall pay LACOE the costs, as specified in Exhibits A, B, and C. The total amount payable to LACOE by the District for the fiscal year (FY) 2019-2020 for financial system services shall be transferred quarterly from the District to LACOE by a journal. Transfers made for the first three (3) quarters shall be based upon the estimated cost of the District during FY 2019-20. The final quarter transfer will be adjusted to reflect District's actual charges for the FY 2019-20's school year. Notices of journal transfers will be provided.

4. REVISING EXHIBITS

Both parties anticipate that during the course of the fiscal year, changes may be made to the subscribed services and revisions may be required to the exhibits which are part of this Contract. In these instances, District shall issue to LACOE Revised Exhibit A and/or Exhibit B accompanied by a signed Exhibit C to reflect any addition and/or deletion of subscribed services requested by the District during the fiscal year.

5. INDEMNIFICATION

District agrees to defend, indemnify, save, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorney's fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from or is connected with the sole negligence or error or omission of the District. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

LACOE agrees to defend, indemnify, save, and hold harmless the District from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorney's fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from or is connected with the sole negligence or error or omission of LACOE. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

6. A AMENDMENTS

The Contract may be amended by written document expressly purporting to be such an amendment, signed by both of the parties hereto.

7. INSURANCE

District and LACOE shall take out and maintain such general liability, property damage, workers' compensation and automobile insurance as is required to protect their interests.

8. INDEPENDENT CONTRACTOR

While performing its obligations under this Contract, LACOE is an independent contractor and not an officer, employee or agent of District. During the course of this agreement neither LACOE nor District shall at any time or in any manner represent that they or any of their officers, employees, or agents are employees of the other.

9. RECORD RETENTION AND INSPECTION

The District agrees that LACOE shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Contract. All records shall be kept and maintained by the District and made available to LACOE during the entire term of this Contract and for a period not less than five (5) years.

10. CONFIDENTIALITY AND NON-DISCLOSURE

Subject to any State or Federal laws requiring disclosure (e.g., the California Public Records Act), the parties agree, during the term of this Contract and for five (5) years after termination or expiration of the Contract, to hold each other's proprietary or confidential information in strict confidence, except for any information protected under confidentiality laws which shall be held in such confidence in perpetuity. The parties agree not to provide each other's proprietary or confidential information in any form to any third party or to use each other's proprietary or confidential information for any purpose other than the implementation of and as specified in this Contract. Each party agrees to take all reasonable steps to ensure that proprietary or confidential information of either party is not disclosed or distributed by its employees, agents or consultants in violation of the provisions of this Contract.

11. MODIFICATION

The Contract shall not be modified or amended without mutual written consent of the parties. If any actual or physical deletions or changes appear on the face of the Contract, such deletions or changes shall only be effective if the initials of both contracting parties appear beside such deletion or change.

12. SEVERABILITY/WAIVER

12.1. If any provision of this Contract is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this Contract.

12.2. No waiver of any provision of this Contract shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision.

13. INTEGRATION

This Contract, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties and obligations with respect to the transaction discussed in the Contract and supersedes all prior Contracts, understandings and commitments, whether oral or written. This Contract shall not be amended in any way except as specified in the amendment section of this Contract.

14. ATTORNEY'S FEES

Should either party be required to file any legal action or claim to enforce any provision of this Contract or resolve any dispute arising under or connected to this Contract, except as set forth in the "Failure to Comply" section, each party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

15. GOVERNING LAW/FORUM SELECTION

This Contract is made, entered into, and executed in Los Angeles County, California, and any legal action, claim, or proceeding arising out of or connected with this Contract shall be filed in the applicable court in Los Angeles County, California. This Contract shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

16. NOTICES

Any notices to be given pursuant to this Contract shall be in writing and such notices, as well as any other document to be delivered shall be delivered by personal service or by deposit in the U.S. Mail, certified, or registered, return receipt requested, postage prepaid, and addressed to the party for whom intended as follows:

LACOE:

Los Angeles County Office of Education
Contracts Section
9300 Imperial Highway,
Downey, CA 90242-2890

District:

Mailing Address is District Office

17. EMPL OYEE FINGERPRINTING

During the entire term of the Contract, the District, including all subcontractors, shall fully comply with the provisions of the Education Code Section 45125.1.

18. TUBERCUL OSIS TESTING

In the event that District's employees and/or representatives will come into contact with LACOE students or staff the District's employees/representatives must have a current tuberculosis (TB) assessment to determine that the employee is free from active tuberculosis as required by Education Code Section 49406. Those employees whose TB screening test is reactive (positive) shall be required to submit a chest x-ray and a radiological report to rule out active TB.

19. TOBA CCO-FREE WORKPLACE

When at LACOE-owned or LACOE-leased buildings, both parties hereby agree to comply with the Los Angeles County Board of Education's Policy 3513.3 which states: The County Board recognizes the health hazards associated with smoking and the use of tobacco products including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco products at any time in LACOE-owned or leased buildings, on LACOE property and in LACOE vehicles.

20. ALCOHOL AND DRUG-FREE WORKPLACE

Both parties hereby certify under penalty of perjury under the laws of the State of California that District will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Los Angeles County Board of Education's Alcohol and Drug-Free Workplace Policy 4020.

21. ORDER OF PRECEDENCE

Except as specifically provided elsewhere in this Contract, conflicting, vague and/or ambiguous provisions of this Contract shall prevail in the following order of precedence: (1) the provisions in the body of this Contract, (2) the exhibits of the Contract, if any; (3) all other documents cited in this Contract or incorporated by reference.

22. ASSIGNMENT

District shall not in any manner, directly or indirectly, by operation of law or otherwise, assign, transfer or encumber this Contract or any portion hereof of any interest herein, in whole or in part, without the prior written consent of LACOE. If prior written consent is not given by LACOE to assign, transfer, or encumber this Contract, such action shall be deemed automatically void.

23. FORCE MAJEURE

In the event that performance on the part of any party hereto shall be delayed or suspended as a result of circumstances beyond the reasonable control and without the fault or negligence of said party, none of the parties shall incur any liability to the other parties as a result of such delay or suspension. Circumstances deemed to be beyond the control of the parties hereunder shall include, but not be limited to, acts of God or of the public enemy, insurrection, acts of the federal government or any unit of state or local government in sovereign capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes or delays in transportation, to the extent that such circumstances are not caused by the party's willful or negligent acts or omissions, and to the extent that they are beyond the party's reasonable control.

24. NO THIRD PARTY OBLIGATIONS

The execution and delivery of this Contract shall not be deemed to confer any rights upon, nor obligate any parties thereto, to any person or entity other than the parties hereto.

25. 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 the contract shall be read and enforced as though it were so inserted and included.

26. NON-DISCRIMINATION AND NON-SEGREGATION

During the performance of this Contract, both parties hereby agree to comply with all Federal, state and local laws respecting non-discrimination in employment and non-segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

27. CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILITY (Federal Executive Order 12549)

By executing this contractual instrument, District certifies to the best of its knowledge and belief that it and its principals:

27.1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or Agency;

27.2. Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction (Federal, State or Local) or contract under a public transaction; or violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

27.3. Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in Section 21.2 above, of this certification;

27.4. Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transactions (Federal, State or Local) terminated for cause of default.

28. TERMINATION

The Contract may be terminated by LACOE or District upon 30 days advance written notification.

29. COVENANT AGAINST CONTINGENT FEES

District warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon a contract or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide established commercial or selling agencies retained by District for the purpose of securing business. For breach or violation of this warranty, LACOE shall have the right to immediate termination of this Contract and, at its sole discretion, deduct from the contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or commission fee.

30. FAILURE TO COMPLY

In the event District fails to perform in accordance with the indemnification or insurance requirement clauses of this Contract, makes inaccurate certifications as a part of this contract or contracting process, or otherwise breaches any other clause of this Contract, LACOE, the Los Angeles County Board of Education and the individuals thereof, and all officers, agents, employees, representatives, and volunteers shall be entitled to recover all legal fees, costs, and other expenses incident to securing performance or incurred as a consequence of nonperformance

31. COMPLIANCE WITH LAW

District shall comply with all applicable federal, state, and local laws, statutes, ordinances, rules, regulations, policies, and procedures in performing under this Contract. District warrants that it has all licenses, permits, certificates and credentials required by law to perform the work specified under this Contract and shall, upon request by LACOE, provide evidence of same.

32. INCORPORATION BY REFERENCE

Any exhibits referenced herein shall be incorporated and made a part of this Contract.

33. LACOE BUDGET/GRANT FUNDS CONTINGENCY

If any portion(s) of LACOE's budget affecting the contractual execution of this agreement does not appropriate sufficient funds for the contracted services or if grant funds related to these contracted services are not available for any reason whatsoever, this agreement

shall be of no further force and effect. In this event, LACOE shall have no liability to provide services to District under this agreement, and the District shall not be obligated to make payment for services that are not rendered.


In such instances, particularly when partial funding remains available, LACOE shall have the option to either terminate this agreement with no liability occurring to LACOE, or LACOE may offer an amendment to this agreement to reflect the reduced availability of funds.

34. EXECUTION REQUIREMENTS

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission/signature; and/or other commonly accepted, widely used commercially acceptable signature methods. This instrument may be executed in counter-parts by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy.

LOS ANGELES COUNTY
OFFICE OF EDUCATION

School Dist. Glendale USD (BU #64568)
Contract # C-19144

By 
Patricia Smith
Interim Chief Financial Officer

By _____

Typed or Printed Name

Date 4/24/19
Report 4/15

Title _____
Date _____
Date Approved
by Board, if Required _____
Contact Person _____
Title _____
Phone # _____
Email: _____

Return the original signed copy to:
Adebayo Onanuga
ABD/LACOE
9300 Imperial Highway, ECW, Room 165
Downey, CA 90242-2890

SERVICES PROVIDED BY LACOE

- General Ledger (GL)
- Accounts Payable (AP)
- Inventory
- Purchasing
- 1099 Reporting
- Reports
- System Support
- Training

VARIOUS INTERFACES

- Accounts Payable (AP)
- Budget Adjustment
- Chart field
- General Ledger (GL)
- Vendor
- Outgoing Payment

Charges shall be computed in conformance with the amount indicated herein for each system and/or system component selected by the District. For the purpose of this Contract, ADA shall be the total average daily attendance of the K-12 district (includes Special Education, ROC/P, and Adult Education) as reported in the Second Period Report of Attendance for the prior Fiscal Year 2018-2019. Total accounts shall be defined as the total number of accounts for all funds on file on March 4, 2019.

It is estimated that the amount payable to LACOE for the FY 2019-2020 will be as follows:

GENERAL LEDGER AND ACCOUNTS PAYABLE

Features:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Data entry through workstations • Chart of accounts to meet State reporting requirements • Balance by fund and resource • Online data entry and maintenance of chart fields • Edits for errors • Budget checking and appropriation control • Balanced set of accounting records • Year-end accruals | <ul style="list-style-type: none"> • Fully integrated with County offered modules • Audits trails • Wide selection of online reports • Commercial warrant processing • SACS Compliance |
|--|---|

Charge:

| | | | | | | | |
|--------|-----------|------|------------------|------|--------|--------------------------|------------------|
| \$2.40 | 25,102 | = \$ | | Plus | \$1.50 | 22,122 | = \$ |
| X | | | 60,244.80 | | X | | 33,183.00 |
| | Total ADA | | | | | Total No. of Accounts | |

= Estimated General Ledger Charge

| |
|---------------------|
| \$ 93,427.80 |
|---------------------|

Enter in Exhibit C

Exhibit B- Basic Report Package (K.12)

| PeopleSoft Financial System Report Package | | | |
|---|------------|---|--|
| DAILY REPORTS CATEGORY | | | |
| | LAAP029S | Warrant Register Report | |
| | LACH029S | Daily ACH Payment Register | |
| | LACHRJS1 | ACH Rejection Register | |
| | LACSUREG | Suspense Register | |
| | LAGL008S | Trial Balance by Fund | |
| | LAGL009C/S | Daily BCM Error Report | |
| | LAGL010S | Journal Edit Error Report | |
| | LAGL011C/S | Valid Transactions Report | |
| | LAGL013S | Appropriation Control Report | |
| | LAGL021C | Daily Cash Balance Report | |
| | LAGL029C/S | Budget Journal Error Report | |
| | LAGL037S | Trial Balance By Fund and Resource | |
| | LAHR005S | HRS Edit Error Report | |
| | LAIN001S | Daily Transaction Edit Listing Report | |
| | LAIN007S | Daily BCM Error Report | |
| | LAIN008S | Inventory On-order Report | |
| | LAIN011S | Daily Inventory Put Away Report | |
| | LAIN013S | Inventory Picking Plan Report | |
| | LAIN0A1S | Daily Transaction by Location | |
| | | | |
| WEEKLY REPORT CATEGORY | | | |
| | LAGL015C/S | Account List by Fund and Object/Expenditure | |
| | LAGL016C/S | Account List by Fund and Location/Expenditure | |
| | LAGL020C/S | Account List by Fund and Resource/Expenditure | |
| | LAGL025C/S | Account List by Fund and Object/Revenue | |
| | LAGL026C/S | Account List by Fund and Location/Revenue | |
| | LAGL030C/S | Account List by Fund and Resource/Revenue | |
| | LAGL019C/S | Cumulative Detail Expenditure Report | |
| | LAGL819C/S | Cumulative Detail Revenue Report | |
| | LAGL919C/S | Cumulative Detail 9xxx Report | |
| | LAHR005C | HRS Edit Error Report | |
| | LAIN002S | Inventory Stock Catalog | |
| | LAIN006C/S | Inventory Shortage Report | |
| | LAIN009C/S | Weekly Stock Status Report | |
| | LAINA02S | Stock Category Report | |
| | LAINA09S | Weekly Stock Status Report | |
| | LAPO0009C | Board List Purchase Order Report | |
| | | | |
| | | | |

Exhibit B- Basic Report Package (K.12)

| MONTHLY REPORT CATEGORY | | | |
|-----------------------------------|------------|---|--------------|
| | LAAP003C | Vendor Listing by Alpha Name | Prelim |
| | LAAP129C | Monthly Commercial Warrants | Prelim |
| | LAAP130C | Monthly Voided Commercial Warrants | Prelim |
| | LAAP140C | Cumulative Commercial Warrant Register | Prelim |
| | LAAP300C | Aged Vendor Liability | Prelim |
| | LAAP305C | Open Liability Report | Prelim |
| | LACH129C | Monthly ACH Payments | Prelim |
| | LACH130C | Monthly Rejection ACH Payments | Prelim |
| | LACH140C | YTD ACH Payment Register | Prelim |
| | LAGL008S | Trial Balance by Fund | Prelim/Final |
| | LAGL015C/S | Account List by Fund and Object/Expenditure | Prelim/Final |
| | LAGL016C/S | Account List by Fund and Location/Expenditure | Prelim/Final |
| | LAGL017S | Monthly Detail Expense Report (1000-7999) by Location | Prelim/Final |
| | LAGL019C/S | Monthly Cumulative Detail Expenditure Report | Prelim/Final |
| | LAGL020C/S | Account List by Fund and Resource/Expenditure | Prelim/Final |
| | LAGL023C/S | Monthly Expenditure Object Summary Report | Prelim/Final |
| | LAGL024C/S | Monthly Revenue Summary Report | Prelim/Final |
| | LAGL025C/S | Account List by Fund and Object/Revenue | Prelim/Final |
| | LAGL026C/S | Account List by Fund and Location/Revenue | Prelim/Final |
| | LAGL030C/S | Account List by Fund and Resource/Revenue | Prelim/Final |
| | LAGL037S | Trial Balance by Fund and Resource | Prelim/Final |
| | LAGL038S | Accounts Receivable List by Fund/Resource/Object | Prelim/Final |
| | LAGL040S | Deferred Revenue Listing by Fund/Resource/Object | Prelim/Final |
| | LAGL041S | Accounts Payable Listing by Fund/Resource/Object 9519 | Prelim/Final |
| | LAGL042S | Accounts Payable Listing by Fund/Resource/Object 9520 | Prelim/Final |
| | LAGL043S | Accounts Payable Listing by Fund/Resource/Object 9521 | Prelim/Final |
| | LAGL111C | Monthly List of Valid Transactions Report | Prelim/Final |
| | LAGL817S | Monthly Detail Revenue Report (8000-8999) by Location | Prelim/Final |
| | LAGL819C/S | Monthly Cumulative Detail Revenue Report | Prelim/Final |
| | LAGL917S | Monthly Detail Balance Sheet Report (9000-9999) | Prelim/Final |
| | LAGL919C/S | Monthly Cumulative Detail 9xxx Report | Prelim/Final |
| | LAIN003S | Stock Status Cumulative Report | Prelim |
| | LAPO001S | Cumulative Detail AP/PO Report - Fund/Loc/Res/Obj | Prelim |
| | LAPO002S | Cumulative Detail AP/PO Report - Vendor Name & PO | Prelim |
| | LAAP030S | 1099 Vendor Listing Report | Final |
| | | | |
| QUARTERLY REPORTS CATEGORY | | | |
| | LAGL044S | Average Daily Cash Balance by Fund | |
| | LAGL046S | Interest Allocation by Fund | |
| | LAGL056X | Cash Balance by Fund and Resource | |

Exhibit B- Basic Report Package (K.12)

| ANNUAL REPORTS CATEGORY | | |
|--------------------------------|-------------|---|
| | LAAP300C | Aged Vendor Liability |
| | LAAP305C | Open Liability Report |
| | LAGL015C/S | Account List by Fund and Object/Expenditure |
| | LAGL016C/S | Account List by Fund and Location/Expenditure |
| | LAGL017S | Monthly Detail Expense Rpt (1000-7999) by Location |
| | LAGL019C/S | Monthly Cumulative Detail Expenditure Report |
| | LAGL020C/S | Account List by Fund and Resource/Expenditure |
| | LAGL023C/S | Monthly Expenditure Object Summary Report |
| | LAGL024C/S | Monthly Revenue Summary Report |
| | LAGL025C/S | Account List by Fund and Object/Revenue |
| | LAGL026C/S | Account List by Fund and Location/Revenue |
| | LAGL030C/S | Account List by Fund and Resource/Revenue |
| | LAGL038S | Accounts Receivable Listing by Fund/Resource/Object |
| | LAGL040S | Deferred Revenue Listing by Fund/Resource/Object |
| | LAGL041S | Accounts Payable Listing by Fund/Resource/Object 9519 |
| | LAGL042S | Accounts Payable Listing by Fund/Resource/Object 9520 |
| | LAGL043S | Accounts Payable Listing by Fund/Resource/Object 9521 |
| | LAGL817S | Monthly Detail Revenue Rpt (8000-8999) by Location |
| | LAGL819C/S | Monthly Cumulative Detail Revenue Report |
| | LAGL917S | Monthly Detail Balance Sheet Report (9000-9999) |
| | LAGL 919C/S | Monthly Cumulative Detail 9xxx Report |
| | LAGL016C/S | Account List by Fund and Location/Expenditure |
| | LAGL017S | Monthly Detail Expense Rpt (1000-7999) by Location |
| | LAGL019C/S | Monthly Cumulative Detail Expenditure Report |
| | LAGL020C/S | Account List by Fund and Resource/Expenditure |
| | LAGL023C/S | Monthly Expenditure Object Summary Report |
| | LAGL024C/S | Monthly Revenue Summary Report |
| | LAGL025C/S | Account List by Fund and Object/Revenue |
| | LAGL026C/S | Account List by Fund and Location/Revenue |
| | LAGL030C/S | Account List by Fund and Resource/Revenue |
| | LAGL038S | Accounts Receivable Listing by Fund/Resource/Object |
| | LAGL040S | Deferred Revenue Listing by Fund/Resource/Object |
| | LAGL041S | Accounts Payable Listing by Fund/Resource/Object 9519 |
| | LAGL042S | Accounts Payable Listing by Fund/Resource/Object 9520 |
| | LAGL043S | Accounts Payable Listing by Fund/Resource/Object 9521 |
| | LAGL817S | Monthly Detail Revenue Rpt (8000-8999) by Location |
| | LAGL819C/S | Monthly Cumulative Detail Revenue Report |
| | LAGL917S | Monthly Detail Balance Sheet Report (9000-9999) |
| | LAGL 919C/S | Monthly Cumulative Detail 9xxx Report |

Los Angeles County Office of Education
 Accounting & Budget Development, ECW #165
 9300 Imperial Highway, Downey, CA 90242

CONTRACT FOR PEOPLESFT FINANCIAL SYSTEM
Fiscal Year 2019-2020 Worksheet
EXHIBIT C

District Name: Glendale Unified School District **District Number:** 64568

Exhibit A

| | | |
|--|---------------------|----------------------|
| 1. General Ledger and Accounts Payable | \$ <u>93,427.80</u> | |
| 2. Interface General Ledger Districts | \$ <u>0.00</u> | |
| 3. Inventory | \$ <u>0.00</u> | |
| 4. Purchasing | \$ <u>35,644.84</u> | |
| 5. 1099 Reporting | \$ <u>300.00</u> | |
| Total Exhibit A | | \$ <u>129,372.64</u> |

Exhibit B (Additional Report Package)

(All online reports are available at no charge)

1. Daily (Online)
2. Weekly (Online)
3. Monthly (Online)
4. Quarterly (Online)
5. Annual (Year-End) – (Online)

Estimated TOTAL \$ **129,372.64**

By _____
 (Signature)

 (Print/Type Name)

Title _____

Date _____

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 10

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Kent Smith, Director, Facility and Support Operations

SUBJECT: **Approval of Memorandum of Understanding with Davidian and Mariamian Educational Foundation for Rental of Unoccupied Space**

The Interim Superintendent recommends that the Board of Education approve the Memorandum of Understanding with the Davidian and Mariamian Educational Foundation regarding rental of space at the Pacific Avenue Education Center.

The Davidian and Mariamian Education Foundation has requested to continue their rental of two classroom spaces for their main office and library at Pacific Avenue Education Center. The terms of the agreement are outlined in the Memorandum of Understanding.

Memorandum of Understanding
between
Glendale Unified School District
and
The Davidian and Mariamian Education Foundation

The Glendale Unified School District (“Owner”), will rent two classroom spaces (“Area”) to the Davidian and Mariamian Foundation (“Tenant”) at the Pacific Avenue Education Center (“Property”), located at 440 West Lomita Avenue, Glendale, CA 91204.

This Memorandum of Understanding (“MOU”) will outline the agreed terms between the Owner and the Tenant.

Rent (“Rent”) will be \$4,992.00 per year payable in twelve monthly installments of \$416.00 due on the first of each month. Owner may modify the Rent amount annually on the anniversary of this MOU. If Tenant defaults on its obligation to pay any Rent or other charges the Owner will begin proceedings to remove the Tenant from the Property as provided by law. Rent will begin July 1, 2019.

Tenant may not sublet Area or reserve the Multipurpose Room for any other organization.

The Tenant will be supplied with two keys to the Area, the parking gate, and the common restroom. Tenant has the right to use common areas next to the Area such as parking lot, restroom, and sidewalks.

The Tenant will use the Area as an office and library. The Tenant will have the ability to occasionally schedule the Multipurpose Room located on the Property for special events. These events can be scheduled at the Property through the Owner’s administrative staff. If the Tenant wishes to use the kitchen area in conjunction with the Multipurpose Room, they must obtain a permit from the Glendale Unified School District.

All custodial duties for the Area will be performed by the Tenant. Tenant is responsible for weekly disposal of any trash left outside of the Area. The Owner has the right to inspect the Area to ensure that the building is being maintained properly. Tenant may use trash dumpster on the property to dispose of trash.

The Tenant shall not modify cabinetry, walls, or windows on the exterior and/or interior of the Area without prior written consent of the Owner. Owner will allow the Tenant to display signage for their organization and will assist the Tenant to affix such signage to the building. All signage must be approved by the Owner. All costs for signage and mounting will be borne by the Tenant.

Owner will provide physical communications wiring to the Area. The Tenant is responsible for all connections and costs, one-time and ongoing, related to telecommunications and/or Internet service.

The Owner, on a regular basis, may find it necessary to work on the Area to complete warranty and other work on building structures. At those times, the Owner will inform the Tenant of the scope and time frame of such work as early as possible.

This MOU will be in effect from July 1, 2019, until terminated by the Owner or the Tenant based on the following terms. The Owner will allow Tenant to rent the Area until June 30, 2020, at which time the terms of this MOU will continue as a month-to-month agreement. If Tenant wishes to terminate the rent of the Area after June 30, 2020, it may do so for any reason by providing a 30 day notice to the Owner.

If the Owner wishes to terminate this MOU after June 30, 2020, it may do so for any reason by giving a 90 day notice to the Tenant. The Owner will strive to give the Tenant a longer notice if possible.

Tenant shall abide by all Owner rules regarding facility use. Tenant shall agree and sign the Owner's *Hold Harmless Agreement* and *Glendale Unified School District Rules and Regulations for Use of School Property for Public Purposes and as a Civic Center*.

Tenant shall obtain and keep in force a Commercial General Liability policy of insurance protecting the Tenant and Owner as an additional insured against claims for bodily injury, personal injury, and property damage based upon or arising out of the ownership, use, occupancy, or maintenance of the Area and Property. Such insurance shall be on an occurrence basis providing single limit coverage in an amount not less than \$1,000,000 per occurrence with an annual aggregate of not less than \$2,000,000, and a separate endorsement which names the Glendale Unified School District as additional on the Tenant's liability insurance policy.

The terms of this MOU can be changed or modified by a mutually agreed-upon amendment.

Glendale Unified School District

Davidian & Mariamian Education Foundation

Signature

Signature

Date

Date

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 11

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Kent Smith, Director, Facility and Support Operations

SUBJECT: **Approval of Agreement with Glendale Community College for Use of Facilities**

The Interim Superintendent recommends that the Board of Education approve the facility use agreement with Glendale Community College for the 2019-2020 school year.

The proposed facility use agreement between Glendale Community College District and the Glendale Unified School District provides for the continued use of designated District classrooms for the College's Community Service Program.

As required by the agreement, the College will maintain full comprehensive public liability insurance, in an amount not less than \$10 million, insuring the Glendale Unified School District against all claims for injuries to persons or property occurring in, upon or about the rented premises.

The College will also provide supervision and security during the hours of use of District facilities.

AGREEMENT 2019-2020 - - GENERAL SERVICES

This Agreement, made and entered into this 5th day of June 2019 by and between the GLENDALE UNIFIED SCHOOL DISTRICT, 223 North Jackson Street, Glendale, California, hereinafter referred to as "Glendale Unified," and the GLENDALE COMMUNITY COLLEGE DISTRICT, 1500 North Verdugo Road, Glendale, California, hereinafter referred to as "Glendale College," both located in Los Angeles County, State of California.

The districts named as parties to this Agreement desire to cooperate with each other and enter into this Agreement pursuant to statutory authorization for the purpose of providing Glendale Unified School District facilities and services to Glendale Community College District as described in the following areas:

COMMUNITY SERVICES EDUCATION PROGRAM AND OTHER PROGRAMS OFFERED BY GLENDALE COMMUNITY COLLEGE DISTRICT

1. Use of classrooms at Glendale Unified Schools for Community Services Education Program.

Rate shall be \$23.00 per classroom per day, including lighting, heating, air conditioning, and custodial services. Air conditioning must be requested by Glendale College two (2) weeks prior to any usage. A minimum of three (3) classrooms per building shall be used unless there is a specific arrangement with site staff. Payment to be made for summer use in September, for fall semester use in January, and for spring semester use by June.

- Special Note:
- (1) For rental of classrooms at Hoover High School, an additional fee for HVAC operations at \$47.25 per hour for each hour, (3 hour minimum) will be charged.
 - (2) The District is currently assessing the impact on site custodial services associated with facility use by various Glendale College programs. In this regard, the District reserves the right to charge separately for those services as determined on a use-by-use basis.
 - (3) All fees are subject to change with a 45 days notice.

2. Use of other space will be billed at the regular Civic Center Group II Rate, as per Board Policy and Administrative Regulations 1330.
3. A Code of Conduct will be developed and maintained at all sites used by the College. The Code of Conduct will be developed by representatives of the Unified District and College, and will be the same for all sites. The use of tobacco products is prohibited on all Glendale Unified sites.
4. Glendale College will provide personnel to supervise the halls whenever students are present. There must be a site coordinator at each location, and that person must be available to perform duties as site coordinator while classes are in session. Buildings are to remain closed until supervising personnel are in attendance.
5. Glendale College will provide security service at its cost during hours of use at all Glendale Unified sites used.
6. Additional charges for custodial costs will be assessed if the College uses facilities on District holidays.

GENERAL CONDITIONS

1. Glendale College agrees to maintain in force during the term of this agreement at its own expense, full comprehensive public liability insurance insuring against all claims for injuries to persons or property occurring in, upon, or about the rented premises. Said policy shall have limits of not less than \$10,000,000 for injuries to person or persons and not less than \$10,000,000 for property damage. Glendale College shall, upon demand of Glendale Unified, supply Glendale Unified with a certificate of insurance of such policy and agrees to provide endorsement to such comprehensive liability policy or policies, showing Glendale Unified as an additional insured with respect to claims arising out of Glendale College's occupancy and use of the rented premises.
2. The period of this Agreement shall be from July 1, 2019 to June 30, 2020. The services listed herein may be cancelled at the end of any given month by either district with thirty (30) days prior written notice.
3. Consideration for renewal of a part or all of this Agreement for subsequent years must be made in sufficient time to renew or initiate a new contract forty-five (45) days prior to July 1, 2020.

IN WITNESS WHEREOF, the parties hereto cause this Agreement to be executed the day and year first written above.

GLENDALE UNIFIED SCHOOL DISTRICT

Date of Board action

By: _____
Stephen Dickinson
Chief Business and Financial Officer

GLENDALE COMMUNITY COLLEGE DISTRICT

Date of Board action

By: _____

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 12

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Kent Smith: Director, Facility and Support Operations

SUBJECT: **Extension of Memorandum Of Understanding with Glendale Young Women's Christian Association (YWCA)**

The Interim Superintendent recommends that the Board of Education approve the Memorandum of Understanding with the Glendale Young Women's Christian Association (YWCA) regarding the rental of R.D. White parking lot for overflow parking.

On May 1, 2013, Glendale Unified School District entered an agreement with Glendale Young Women's Christian Association for one year for the rental of the R. D. White Elementary School parking lot for overflow parking, with an option to renew at the end of the one (1) year term (Basic Provisions "n").

The Glendale Young Women's Christian Association (YWCA) has requested to continue their rental of the parking lot.

MEMORANDUM OF UNDERSTANDING (MOU)

PARKING AGREEMENT

Property Name: R.D. White Parking Lot

THIS AGREEMENT is entered into this 1st day of July, 2019 by and between the **GLENDALE UNIFIED SCHOOL DISTRICT (GUSD)** ("Licensor"); and **GLENDALE YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA)** , ("Licensee").

WHEREFORE, Licensee has requested permission to use the R.D. White Elementary School parking lot for overflow parking, and

WHEREFORE, Licensor desires to accommodate Licensee and is willing to do so on the terms and conditions hereinafter set forth.

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties promise and agree as follows:

1. BASIC PROVISIONS:

| | | |
|-----|--|--|
| (a) | Licensor's Mailing Address | Facility & Support Operations Attn: Kent Smith, Director 333 W. Magnolia Avenue Glendale, California 91204 |
| (b) | Licensor's Representative and Telephone Number | Kent Smith 818 242-0003 ext. 1105 |
| (c) | Licensee's Mailing Address | YWCA 735 Lexington Drive Glendale, CA 91206 |
| (d) | Licensee's Representative and Telephone Number | Tara Peterson, Executive Director (818)242-4155 ext. 222 |
| (e) | Licensee's Federal Tax ID No. | 95-1644057 |
| (f) | Licensed Property | 744 East Doran Street Glendale, CA 91206 |
| (g) | Commencement date of Term | July 1, 2019 |
| (h) | Termination Date of Term | June 30, 2020 |
| (i) | Permitted Use | Parking |
| (j) | Parking Spaces | Approx. 15 Parking Spaces |
| (k) | Days and Times | M-F (3PM – 9 PM) + (M-F After 8:30 AM if Spaces are available) + Weekends |
| (l) | Rent | \$600 per year |
| (m) | Security Deposit | N/A |
| (n) | Option To Renew | Option to renew at end of 1 year term. |
| (o) | Early Termination Option | Licensor or Licensee may terminate with 30 Days Written Notice without Cause |
| (p) | Licensor's Responsibilities | "Licensor's Responsibilities" |
| (q) | Licensee's Responsibilities | 1) Licensee will be responsible to repair any damages caused by their use. 2) Licensee will be responsible for locking and securing the gate (i.e. after 9 PM & on weekends). |

| | | |
|-----|---------------------------------------|---|
| (r) | Parking Lot Maintenance | Licensor will provide necessary maintenance. |
| (s) | Parking Lot Closure for Maintenance | Licensor has the right to deny parking usage for maintenance or statute requirements. Licensor will give Licensee at least fifteen (15) days notice before closure. |
| (t) | Parking Lot Closure for School Events | Licensor has the right to deny parking usage for school events and school filming. Licensor will give Licensee at least twenty-four (24) hours notice before closure. |
| (u) | Facility Use Permit | This agreement excludes any special events sponsored by the Licensee that would require a facility use permit from the Licensor. |

To the extent that the provisions of this section are inconsistent or conflict with any of the other provisions in this Lease, the provisions of this section shall control and the Lease is hereby modified accordingly.

2. **GRANT OF LICENSE; DESCRIPTION OF PREMISES:** Licensor hereby grants to Licensee a license to occupy and use, subject to all of terms and conditions of this Agreement, the R.D. White Elementary School Parking Lot.

3. **LIMITATION TO DESCRIBED PURPOSES:** The above described property may be occupied and used by Licensee solely for parking of passenger vehicles, motorcycles, motor scooters, and light trucks of Licensee, the Licensee's visitors, patrons, suppliers and other invitees of Licensee and for incidental purposes related to such purpose during the period commencing with the date of execution of this Parking License Agreement and continuing for the term shown in the Basic Provisions unless sooner terminated as provided in this Agreement. This license shall be a nonexclusive license. Licensor reserves the same right of parking for its members, licensees, employees, visitors, patrons, suppliers and other invitees.

4. **NO PARKING CHARGES OR BARRIERS:** No charge, fee, toll, levy, or expense should be required, laid, assessed, or made to or received from any business, any guest, customer, visitor, patron, supplier or other invitee by Licensee in connection with the use for ingress, egress or parking of the existing parking areas of R.D. White Elementary School hereinabove mentioned; nor shall any condition for the use for parking of the said parking area by any of the designated persons be required or imposed in connection with such use during the life of such license. Licensee must not erect any barriers or improvements of any kind whatsoever upon the R.D. White Elementary School's premises without the express written consent of Licensor.

5. **USE AND PROHIBITED ACTIVITIES.** Licensee shall use the Premises solely for the purposes shown in the Basic Provisions, unless Licensor gives its advance written consent to another use. Licensee shall not allow any of the following to be done or conditions to exist on the Premises: (a) any public or private nuisance; (b) any business, trade or activity which, in Licensor's sole opinion, is noxious, unreasonably noisy, or offensive; (c) the manufacture, storage, sale or consumption of drugs, alcoholic beverages, or tobacco products, except the legal personal use or storage for legal personal use of drugs for medicinal purposes; (d) any gambling; (e) any conduct or

condition which, in Licensor's sole opinion, is illegal or morally offensive but not otherwise expressly mentioned above and, in such case, Licensee shall not be deemed in default of this lease if Licensee immediately eliminates such conduct or condition upon receiving written notice from Licensor to do so.

6. **INSURANCE:** Licensee hereby covenants and agrees to obtain from a reputable insurance company licensed to place insurance in California, a commercial general liability insurance policy furnishing coverage with limits of \$500,000.00 per occurrence, \$1,000,000.00 per aggregate, and to maintain such policy or policies in full force and effect during the entire term of this License Agreement. A Certificate of Insurance evidencing the insurance coverage described in this section shall be furnished by Licensee to Licensor. Licensor should be named as an additional insured on the policy of liability insurance furnished by Licensee pursuant to this section with respect to any activities engaged in pursuant to this Parking License Agreement.
7. **INDEMNITY:** Licensee covenants and agrees that it shall at all times defend, indemnify, save and hold harmless Licensor from and against any and all liabilities, losses, damages, expenses and charges, including, but not limited to, actions, claims, judgments, penalties, attorney's fees and costs of suit arising out of or connected in any way with the use of the Licensor's parking facilities by Licensee's teachers and staff.
8. **GOVERNING LAW:** It is agreed by and between the parties that this Parking License Agreement shall be governed by, construed, and enforced with the laws of the State of California.
9. **ENTIRE AGREEMENT:** This Agreement shall constitute the entire agreement between the parties relating to the subject matter hereof, and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.
10. **MODIFICATION OF AGREEMENT:** Any modification of this Agreement or additional obligation assumed by either party in connection with this Agreement shall be binding only if evidenced in writing signed by each party or an authorized representative of each party.
11. **NOTICES:** Any notice provided for or concerning this Agreement shall be in writing and shall be deemed sufficiently given when sent by Certified or Registered mail if sent to the respective address of each party as shown in the Basic Provisions.
12. **ATTORNEY'S FEES:** In the event that any action is filed in relation to this Agreement, the unsuccessful party in the action shall pay to the successful party, in addition to all the sums that either party may be called upon to pay, a reasonable sum for the successful party's attorney's fees.

- 13. **NONASSIGNABILITY OF RIGHTS:** The rights of each party under this Agreement are personal to that party and may not be assigned or transferred to any other person, firm, corporation, or other entity without the prior, express, and written consent of the other party.
- 14. **TERMINATION:** Anything to the contrary hereinabove set forth notwithstanding, Licensor reserves the right to terminate the nonexclusive parking license herein granted, upon thirty (30) days' prior notice given by Licensor to Licensee, with or without cause, of this Parking License Agreement. A written notice of Licensor shall be sufficient to stop further performance of this agreement.
- 15. **NO SUBROGATION:** Licensor and Licensee release each other and their respective representatives from any claims for damage to the premises and other improvements in which the premises are located and to the fixtures, personal property, Licensee's improvements and alterations of either Licensor and Licensee in or on the premises and the building or other improvements in which the premises are located that are caused by or result from risks insured under any insurance policies carried by the parties hereto and in force at the time of any such damage. Neither party shall be liable to the other for any damage caused by fire or any other risk insured against under any insurance policy required by this license agreement.

IN WITNESS WHEREOF, each party to this Agreement has caused it to be executed on the date indicated below.

LICENSOR:

GLENDALE UNIFIED SCHOOL DISTRICT
 223 N. Jackson St.
 Glendale, CA 91206, Governmental Agency

By: _____
 Authorized Agent

Date: _____

LICENSEE:

YWCA
 735 Lexington Drive
 Glendale, CA 91206

By: _____

Its: _____

Date: _____

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 13

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 various computer equipment listed on the attached as obsolete and surplus, and authorize disposal in the most cost efficient and environmentally responsible manner.

| Asset Tag | Serial | Title / Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|--------------|--------------------------------|------------|------------------|-------------|------|-----------|
| 36668 | 3C14000329 | | Chromebook | HP | G1 | RVM | 1/24/2019 |
| 40945 | 3A28000838 | | Chromebook | HP | G1 | RVM | 1/24/2019 |
| 37175 | 3C14000580 | | Chromebook | HP | G1 | CER | 1/24/2019 |
| 37595 | 3C13000618 | | Chromebook | HP | G1 | CER | 1/24/2019 |
| 37597 | 3C14000990 | | Chromebook | HP | G1 | CER | 1/24/2019 |
| 31685 | DMPJKBUZDFHW | | Tablet | Apple | iPad 2 | SPED | 1/24/2019 |
| 37987 | 1268MU | | Cart | Lock n Charge | Carrier 40 | CLV | 1/26/2019 |
| 32262 | C02H9937DV7L | | Laptop | Apple | Macbook Pro | VRW | 1/29/2019 |
| 37795 | 3C12000459 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37769 | 3C13000174 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37791 | 3C13000021 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37768 | 3C12000239 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37775 | 3C12000468 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 40249 | 3C18003314 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37621 | 3C13000664 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37792 | 3C13000175 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37638 | 3C14000924 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 40989 | 3A25015756 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37617 | 3C13000645 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37790 | 3C13000033 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 40757 | 3C14001048 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 37647 | 3C13000667 | | Chromebook | HP | G1 | TLM | 2/1/2019 |
| 22623 | MXL7240FWT | | Desktop | HP | dc5700 | MAR | 2/1/2019 |
| 22621 | 2UA72407NJ | 802366 | Desktop | HP | dc5701 | APR | 2/2/2019 |
| 22620 | 2UA72407NN | 802365 | Desktop | HP | dc5702 | MAY | 2/3/2019 |
| 23526 | MXL7450RFP | | Desktop | HP | dc5703 | JUN | 2/4/2019 |
| 23521 | MXL7450RG3 | | Desktop | HP | dc5704 | JUL | 2/5/2019 |
| 22616 | MXL7240FN8 | 802361 | Desktop | HP | dc5705 | AUG | 2/6/2019 |
| 22618 | MXL7240FND | 802363 | Desktop | HP | dc5706 | SEP | 2/7/2019 |
| | MXL7240FMS | | Desktop | HP | dc5707 | OCT | 2/8/2019 |
| 22628 | MXL7240FN0 | | Desktop | HP | dc5708 | NOV | 2/9/2019 |
| 22615 | MXL7240FN9 | 802360 | Desktop | HP | dc5709 | DEC | 2/10/2019 |

| Asset Tag | Serial | Title I Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|-------------|--------------------------------|------------|-------|--------|------|-----------|
| | MXL724CFN4 | | Desktop | HP | dc5710 | JAN | 2/11/2019 |
| | 2UA72407ND | | Desktop | HP | dc5711 | FEB | 2/12/2019 |
| 23553 | MXL7450RGL | | Desktop | HP | dc5712 | MAR | 2/13/2019 |
| | MXL7240FNC | | Desktop | HP | dc5713 | APR | 2/14/2019 |
| 23551 | MXL7450RG7 | | Desktop | HP | dc5714 | MAY | 2/15/2019 |
| | MXL7240FMQ | 802362 | Desktop | HP | dc5715 | JUN | 2/16/2019 |
| | MXL724CFMV | | Desktop | HP | dc5716 | JUL | 2/17/2019 |
| | 2UA72407NC | | Desktop | HP | dc5717 | AUG | 2/18/2019 |
| | MXL7240FNG | | Desktop | HP | dc5718 | SEP | 2/19/2019 |
| 23520 | MXL7450RFK | | Desktop | HP | dc5719 | OCT | 2/20/2019 |
| 22631 | 2UA72407NL | | Desktop | HP | dc5720 | NOV | 2/21/2019 |
| 23523 | MXL7450RGF | | Desktop | HP | dc5721 | DEC | 2/22/2019 |
| 22622 | 2UA72407NB | 802367 | Desktop | HP | dc5722 | JAN | 2/23/2019 |
| 23525 | MXL7450RFR | | Desktop | HP | dc5723 | FEB | 2/24/2019 |
| 22625 | MXL7240FN3 | | Desktop | HP | dc5724 | MAR | 2/25/2019 |
| 23554 | MXL7450RG8 | | Desktop | HP | dc5725 | APR | 2/26/2019 |
| | MXL7240FN6 | | Desktop | HP | dc5726 | MAY | 2/27/2019 |
| 22624 | MXL7240FMW | | Desktop | HP | dc5727 | JUN | 2/28/2019 |
| 22642 | MXL7240FNB | | Desktop | HP | dc5728 | JUL | 3/1/2019 |
| | 2UA72407NM | | Desktop | HP | dc5729 | AUG | 3/2/2019 |
| 22626 | MXL7240FMY | | Desktop | HP | dc5730 | SEP | 3/3/2019 |
| 22635 | MXL7240FMX | | Desktop | HP | dc5731 | OCT | 3/4/2019 |
| 22627 | 2UA72407NG | | Desktop | HP | dc5732 | NOV | 3/5/2019 |
| 22619 | MXL7240FN1 | 802364 | Desktop | HP | dc5733 | DEC | 3/6/2019 |
| 23527 | MXL7450RFW | | Desktop | HP | dc5734 | JAN | 3/7/2019 |
| 9321 | TY8321UCD8Z | | Desktop | Apple | G3 | FEB | 3/8/2019 |
| 37619 | 5CD51417CB | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |
| 37618 | 5CD514178H | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |
| 37634 | 5CD5520091 | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |
| 37643 | 5CD552005Q | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |
| 37766 | 5CD552007P | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |
| 37773 | 5CD552002M | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |
| 37644 | 5CD552004S | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |
| 37625 | 5CD52801QL | | Chromebook | HP | 11 G3 | TLM | 2/4/2019 |

| Asset Tag | Serial | Title Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|---------------|--------------------------------|------------|-------|-------------|------|-----------|
| 802746 | G86171SUTDP | | Desktop | Apple | emac | MAN | 2/8/2019 |
| 23295 | G85245LFSCF | 802758 | Desktop | Apple | emac | MAN | 2/8/2019 |
| 24025 | W87172A0WRQ | | Desktop | Apple | imac | MAN | 2/8/2019 |
| 24028 | W871729YWRQ | | Desktop | Apple | imac | MAN | 2/8/2019 |
| 24026 | W871729RWRQ | | Desktop | Apple | imac | MAN | 2/8/2019 |
| 24024 | W8717242WRQ | | Desktop | Apple | imac | MAN | 2/8/2019 |
| 23247 | W86321QWH5 | 80175 | Desktop | Apple | imac | MAN | 2/8/2019 |
| 24030 | W871726XWRQ | | Desktop | Apple | imac | MAN | 2/8/2019 |
| 57805 | 5CD73238CZ | | Chromebook | HP | 11 G5 | BAL | 2/12/2019 |
| 57811 | 5CD732385K | | Chromebook | HP | 11 G5 | BAL | 2/12/2019 |
| 41088 | 3A22002992 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| 40923 | 4224000372 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| 40393 | 3C17001624 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| 40914 | 3A28002294 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| 40234 | 3C18003008 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| 40244 | 3C18003151 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| 40371 | 3C18002072 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| 40225 | 3C18003059 | | Chromebook | HP | 11 G1 | KEP | 2/13/2019 |
| | MXL7470JZ8 | | Desktop | HP | DC5700 | Toll | 2/13/2019 |
| 20904 | 368020 | | Scanner | Epson | Fi-6130 | ADM | 2/13/2019 |
| 16602 | W8613AKKVJ0 | | Laptop | Apple | MacBook Pro | MTV | 2/15/2019 |
| 18926 | MXL91209GX | | Desktop | HP | dc7900 | WWS | 2/15/2019 |
| | B012DA2310197 | | Projector | Smart | UX60 | EDI | 2/20/2019 |
| 51788 | 8CG6362J0Q | | Chromebook | HP | G5 | GHS | 2/21/2019 |
| 41381 | CNU424B542 | | Laptop | HP | Folio 9470m | CLA | 2/22/2019 |
| 40447 | 3C18001663 | | Chromebook | HP | 11 G1 | JEF | 2/22/2019 |
| 56192 | 5CD712542H | | Chromebook | HP | G5 | GHS | 2/25/2019 |
| 60377 | 5CD73238XZ | 805399 | Chromebook | HP | G5 | RVM | 2/27/2019 |
| | 3C12000311 | | Chromebook | HP | G1 | HHS | 2/28/2019 |
| 32234 | C02HC044DV7L | | laptop | Apple | Macbook pro | mtv | 3/7/2019 |
| 36986 | 5cd6081lts | | Chromebook | HP | 11 G4 | DHS | 2/7/2019 |
| 32265 | C02H994PDV7L | | LAPtop | Apple | Macbook pro | MTV | 3/7/2019 |
| 21940 | C02L82RDDV33 | | LAPtop | Apple | Macbook pro | ADM | 3/7/2019 |
| 39279 | C02L81Z1DV33 | | LAPtop | Apple | Macbook pro | tlm | 3/11/2019 |

| Asset Tag | Serial | Title / Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|-----------------|--------------------------------|---------|---------|----------------|------|-----------|
| 39071 | | IMG IV 76726 | Printer | HP | laserjet 4015n | RVM | 3/12/2019 |
| 27790 | MXL0120YQV | 804397 | Desktop | HP | Elite 8000 | JEF | 3/12/2019 |
| 42227 | C2LC15580 | | MFP | Toshiba | | KEP | 3/12/2019 |
| 26307 | CZK832335 | | MFP | Toshiba | | KEP | 3/12/2019 |
| 28441 | 0 028438 | 803468 | laptop | HP | | WWS | 3/13/2019 |
| | w6 028443 | | laptop | HP | | WWS | 3/13/2019 |
| | t 804179 018801 | | laptop | HP | | WWS | 3/13/2019 |
| 33359 | 5CB2340828 | | laptop | HP | Probook 6560b | | 3/13/2019 |
| 20142 | | | | Elmo | | MTA | 3/13/2019 |
| 22079 | | | | Apple | | MTA | 3/13/2019 |
| 22075 | | | Desktop | Apple | | MTA | 3/13/2019 |
| 22063 | | | Desktop | Apple | | MTA | 3/13/2019 |
| 22073 | W8648609VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22047 | | | Desktop | Apple | | MTA | 3/13/2019 |
| 22060 | W86472S4VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22058 | W86472RXVUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22053 | W8648605VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22076 | W86485ZVUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 20325 | | | | Elmo | | MTA | 3/13/2019 |
| 17709 | | | Desktop | Apple | | MTA | 3/13/2019 |
| 22078 | W86472S8VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 17710 | W86193QHU2N | | Desktop | Apple | | MTA | 3/13/2019 |
| 22072 | | | Desktop | Apple | | MTA | 3/13/2019 |
| 13644 | | | Printer | Hp | | MTA | 3/13/2019 |
| 22052 | W8648602VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22066 | W8648601VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22016 | W87020KGVUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22048 | W86472S3VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 17708 | W8629439U2N | | Desktop | Apple | | MTA | 3/13/2019 |
| | W86472R6VUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 32103 | D25H709JDKL9 | | Desktop | Apple | | MTA | 3/13/2019 |
| 22061 | W86472QYVUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22081 | W86485ZXVUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 22042 | W87020KWVUX | | Desktop | Apple | | MTA | 3/13/2019 |

| Asset Tag | Serial | Title Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|-------------|--------------------------------|------------|---------|------------------------|------|-----------|
| 22068 | W86472RTVUX | | Desktop | Apple | | MTA | 3/13/2019 |
| 42472 | 5CD44118RR | | Chromebook | G3 | | KEP | 3/19/2019 |
| 27357 | SCBJ912506 | | Copier | Toshiba | TOSHIBA ESTUDIO 555 | MUR | 3/19/2019 |
| | MXL8440TH5 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TH8 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ1 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THJ | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THT | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THH | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TH9 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THM | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THK | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ2 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ6 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ8 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THN | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THC | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THD | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TH7 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ5 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ7 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TH6 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THR | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ4 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THP | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THQ | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THY | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THL | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THS | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TH4 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ0 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TH3 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THG | | Desktop | HP | DC5800 | HHS | 3/19/2019 |

| Asset Tag | Serial | Title / Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|--------------|--------------------------------|---------------|-----------|----------------------------------|------|-----------|
| | MXL8440THF | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THB | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THZ | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THV | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THW | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440TJ3 | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| | MXL8440THX | | Desktop | HP | DC5800 | HHS | 3/19/2019 |
| 28638 | K519450279 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28642 | K519450121 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28640 | K519450132 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28690 | K519450322 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28702 | K519450169 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28641 | K519450127 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28701 | K519450313 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28633 | K519450113 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28639 | K519450001 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28694 | K519450171 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28649 | K519450294 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 28693 | K519450206 | | Point of Sale | J2 | 615 | CLA | 3/19/2019 |
| 33028 | C02J1BWTDV33 | | Laptop | Apple | Macbook Pro | ADM | 3/19/2019 |
| 45084 | 5CD5256Y7K | | Chromebook | HP | G3 | MAR | 3/27/2019 |
| 21922 | c021841ddv33 | | Laptop | Apple | Macbook Pro | RMS | 3/27/2019 |
| 40179 | 3C17001223 | | Chromebook | HP | HP chromebook CB2 | LIN | 3/27/2019 |
| 39846 | 3C18001747 | | Chromebook | HP | HP chromebook CB2 | LIN | 3/27/2019 |
| 801752 | 30BE11270 | | | Konica | Bizhub | Toll | |
| 33907 | sc21261329 | | e-studio 356 | Toshiba | | Toll | |
| 39417 | SC2LC16013 | | e-studio 356 | Toshiba | | Toll | |
| 49418 | JPBCJ68QJL | | Printer | HP | ColorLaserJet Enterprise M533 | DHS | 3/29/2019 |
| 55360 | 5CD81070GC | | Chromebook | HP | 11 G5 EE | JEF | 3/29/2019 |
| 37400 | 3C13000211 | | Chromebook | HP | 11 G1 | KEP | 2/29/2021 |
| 11249 | A8AA20269 | | TV | Panasonic | AG-520C | ADM | 3/29/2019 |

| Asset Tag | Serial | Title / Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|-------------|--------------------------------|---------------|--------|---------------|------|-----------|
| 17865 | 2ua70417bs | | Desktop | HP | dc5700 | TLM | 4/16/2019 |
| 21719 | | | Redcat System | Redcat | | LIN | 4/16/2019 |
| 13780 | | | Printer | HP | Laserjet 1200 | LIN | 4/16/2019 |
| 20918 | | | Redcat System | Redcat | | LIN | 4/16/2019 |
| 37096 | 3C12000495 | | Chromebook | HP | 11" G1 | VVW | 4/17/2019 |
| 37068 | 3C13000610 | | Chromebook | HP | 11" G1 | VVW | 4/17/2019 |
| 37067 | 3C13000710 | | Chromebook | HP | 11" G1 | VVW | 4/17/2019 |
| 23985 | QP8420PMZE2 | | iMac | Apple | | FRE | 4/17/2019 |
| 41738 | 5CD43949C5 | | Chromebook | HP | 11 G3 | EDI | 4/18/2019 |
| 55403 | 5CD8130HKQ | | Chromebook | HP | 11 G5 EE | HHS | 4/19/2019 |
| 55414 | 5CD8130HM8 | | Chromebook | HP | 11 G5 EE | HHS | 4/19/2019 |
| 20295 | KM3F04B603L | | Projector | Epson | PowerLite 83+ | DUN | 4/19/2019 |
| 40201 | 3C18001784 | | Chromebook | HP | 11" G1 | CER | 4/29/2019 |
| 40215 | 3C18003302 | | Chromebook | HP | 11" G2 | CER | 4/29/2019 |
| 40271 | 3C17000520 | | Chromebook | HP | 11" G3 | CER | 4/29/2019 |
| 37311 | 3C13000397 | | Chromebook | HP | 11" G4 | CER | 4/29/2019 |
| 40189 | 3C18003209 | | Chromebook | HP | 11" G5 | CER | 4/29/2019 |
| 37125 | 3C12000233 | | Chromebook | HP | 11" G6 | CER | 4/29/2019 |
| 40238 | 3C18003159 | | Chromebook | HP | 11" G7 | CER | 4/29/2019 |
| 40235 | 3C18003259 | | Chromebook | HP | 11" G8 | CER | 4/29/2019 |
| 40214 | 3C18003219 | | Chromebook | HP | 11" G9 | CER | 4/29/2019 |
| 40191 | 3C18003317 | | Chromebook | HP | 11" G10 | CER | 4/29/2019 |
| 40221 | 3C18002234 | | Chromebook | HP | 11" G11 | CER | 4/29/2019 |
| 40237 | 3C18003223 | | Chromebook | HP | 11" G12 | CER | 4/29/2019 |
| 37310 | 3C13000584 | | Chromebook | HP | 11" G13 | CER | 4/29/2019 |
| 40188 | 3C19000002 | | Chromebook | HP | 11" G14 | CER | 4/29/2019 |
| 40216 | 3C18003299 | | Chromebook | HP | 11" G15 | CER | 4/29/2019 |
| 40288 | 3C17000501 | | Chromebook | HP | 11" G16 | CER | 4/29/2019 |
| 40293 | 3C17000473 | | Chromebook | HP | 11" G17 | CER | 4/29/2019 |
| 37536 | 3C14000995 | | Chromebook | HP | 11" G18 | CER | 4/29/2019 |
| 37585 | 3C14000954 | | Chromebook | HP | 11" G19 | CER | 4/29/2019 |
| 37128 | 3C13000136 | | Chromebook | HP | 11" G20 | CER | 4/29/2019 |
| 40250 | 3C18003345 | | Chromebook | HP | 11" G21 | CER | 4/29/2019 |
| 40286 | 3C17000290 | | Chromebook | HP | 11" G22 | CER | 4/29/2019 |

| Asset Tag | Serial | Title I Tag (if applicable) | Type | Make | Model | Site | Date |
|-----------|------------|--------------------------------|------------|------|----------------|------|-----------|
| 37177 | 3C14000545 | | Chromebook | HP | 11" G23 | CER | 4/29/2019 |
| 37126 | 3C12000390 | | Chromebook | HP | 11" G24 | CER | 4/29/2019 |
| 40194 | 5CD70625CC | | Chromebook | HP | 11" G25 | CER | 4/29/2019 |
| 29637 | MXL1040610 | | Desktop | HP | 8000 elite sff | ADM | 4/30/2019 |
| 44269 | 5CD5166K4B | | Chromebook | HP | 11" G3 | CER | 4/30/2019 |
| 44274 | 5CD5166KHV | | Chromebook | HP | 11" G3 | CER | 4/30/2019 |
| 40030 | 3C18001383 | | Chromebook | HP | 11 g1 | ADM | 4/30/2019 |
| 41219 | 4225001235 | | Chromebook | HP | 11 g1 | ADM | 4/30/2019 |
| 40162 | 3C16000967 | | Chromebook | HP | 11 g1 | ADM | 4/30/2019 |
| 37646 | 3C14000920 | | Chromebook | HP | 11 g1 | ADM | 4/30/2019 |
| 36881 | 3C14000702 | | Chromebook | HP | 11 g1 | ADM | 4/30/2019 |
| 42069 | 3A15003956 | | Chromebook | HP | 11 g1 | ADM | 4/30/2019 |

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 14

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Hagop Kassabian, Administrator: Planning, Development and Facilities

SUBJECT: **Final Expenditure Reports and Project Closeout of Various Measure S Projects**

The Interim Superintendent recommends that the Board of Education approve the Final Expenditure Reports and Project Closeout of various Measure S projects.

The following ten (10) projects were approved by the Board on various dates. All were completed in a satisfactory manner and provided the District a combined savings of \$3,879,270. The chart below shows the savings by individual project.

| Project No. | Project Name | Approved Budget | Expensed | Project Savings | Savings to Program Reserve | Savings to Summer Projects |
|-------------|---|----------------------|--------------|---------------------|----------------------------|----------------------------|
| 90003 | Hoover HVAC Control System | \$ 5,869,309 | \$ 3,842,161 | \$ 2,027,148 | \$ 2,027,148 | |
| 90029 | Teacher Laptop Rollout | \$ 2,549,500 | \$ 2,549,500 | \$ - | \$ - | |
| 90031 | Summer 2012 Maintenance | \$ 1,506,300 | \$ 1,483,210 | \$ 23,090 | | \$ 23,090 |
| 90063 | District-Wide Single-use All Gender Toilet Fac. | \$ 1,500,000 | \$ 303,910 | \$ 1,196,090 | \$ 1,196,090 | |
| 90082 | Summer 2014 Maintenance | \$ 1,496,500 | \$ 1,438,154 | \$ 58,346 | | \$ 58,346 |
| 90083 | Summer 2015 Maintenance | \$ 1,500,000 | \$ 1,497,666 | \$ 2,334 | | \$ 2,334 |
| 90084 | Summer 2016 Maintenance | \$ 1,500,000 | \$ 1,485,105 | \$ 14,895 | | \$ 14,895 |
| 90086 | Summer 2017 Maintenance | \$ 1,500,000 | \$ 1,495,491 | \$ 4,509 | | \$ 4,509 |
| 90094 | Hoover and Glendale Roofing | \$ 1,750,000 | \$ 1,197,142 | \$ 552,858 | \$ 552,858 | |
| 95012 | District-Wide Irrigation Controller | \$ 351,025 | \$ 351,025 | \$ - | \$ - | |
| | | \$19,522,634 | \$15,643,364 | \$ 3,879,270 | \$ 3,776,096 | \$103,174 |
| | | Total Savings | | \$ 3,879,270 | | |

Staff is recommending the approval of the final expenditure reports and the final closeout of these ten (10) projects. All project savings will be returned to Measure S – Program Reserve and Measure S – Summer projects funds as listed, and will be made available for the Board to be allocated to future projects.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 15

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Stephen Dickinson, Chief Business and Financial Officer

PREPARED BY: Jennifer Chin Gonzales, Director, Nutrition Services

SUBJECT: **Authorization for Utilization of the San Gabriel Valley Food Service Cooperative Purchasing Group 2019-2020 Bid/RFP Contract Awards/Extensions**

The Interim Superintendent recommends that the Board of Education authorize utilization of the San Gabriel Valley Food Service Cooperative Purchasing Group 2019-2020 Bid/RFP Contract Awards/Extensions.

This agenda item is in support of Board Priority No. 4 – Maintain District Solvency & Financial Responsibility. Every district within the group is responsible for annually rotating duties and soliciting for certain food service vendor bids. As a result of the shared vendors, the contracting districts have included a clause in their bid specifications as allowed by Public Contract Code 20118 and 20652 to permit all cooperative districts to share their bid at the same contract pricing. The El Monte City School District is the Lead District for the San Gabriel Valley Food Service Cooperative Purchasing Group for the 2019-2020 school year, and a copy of their board approval is attached.

The following 2019-20 Bid/RFP contracts were awarded by the San Gabriel Valley Food Service Cooperative Purchasing Group:

1. Frozen and Refrigerated Goods was awarded to Gold Star Foods
2. Commodity Distribution was awarded to Gold Star Foods
3. Dairy products was awarded to Driftwood Dairy
4. Bread was awarded to Galasso's Bakery
5. Paper was awarded to P&R Paper Company
6. Produce was awarded to Gold Star Foods (Fixed Pricing), Valley (dba Continental) Produce (Seasonal Pricing)
7. Staple Foods/Snack Foods was awarded to Gold Star Foods

Nutrition Services staff recommends that the Board authorize the utilization of these contracts in 2019-20 fiscal year. Purchases will be paid from Cafeteria funds.



Agenda Item Details

| | |
|--------------------|--|
| Meeting | Jun 10, 2019 - EL MONTE CITY SCHOOL DISTRICT BOARD OF EDUCATION MEETING |
| Category | J. ACTION/CONSENT |
| Subject | Consideration of Approval of San Gabriel Valley Food Service Cooperative Purchasing Group 2019-2020 Bid/RFP Contract Awards |
| Access | Public |
| Type | Action (Consent) |
| Recommended Action | It is recommended that the Board approve the following San Gabriel Valley Food Service Cooperative Purchasing Group 2019-2020 Bid/RFP Contract Awards. |

Public Content

BACKGROUND INFORMATION: It is recommended that the Board approve the following San Gabriel Valley Food Service Cooperative Purchasing Group 2019-2020 Bid/RFP Contract Awards. The El Monte City School District is part of the San Gabriel Valley Food Service Cooperative Purchasing Group, which includes: Alhambra Unified School District, Arcadia Unified School District, Azusa Unified School District, Baldwin Park Unified School District, Bassett Unified School District, Burbank Unified School District, Charter Oak Unified School District, Covina Valley Unified School District, Duarte Unified School District, El Monte Union High School District, East Whittier School District, Garvey School District, Glendale Unified School District, Glendora Unified School District, Hacienda LaPuente Unified School District, Lowell Joint Unified School District, Lynwood Unified School District, Mountain View School District, Pasadena Unified School District, Rosemead School District, Rowland Unified School District, San Gabriel Unified School District, San Marino Unified School District, South Pasadena Unified School District, South Whittier Unified School District, Temple City Unified School District, Valle Lindo School District, Walnut Unified School District and West Covina Unified School District. The El Monte City School District is the Lead District for the San Gabriel Valley Food Service Cooperative Purchasing Group for the 2019-2020 school year. The following 2019-2020 Bid/RFP contracts were awarded by the San Gabriel Valley Food Service Cooperative Purchasing Group:

1. Frozen and Refrigerated Goods was awarded to Gold Star Foods
2. Commodity Distribution was awarded to Gold Star Foods
3. Dairy was awarded to Driftwood Dairy
4. Bread was awarded to Galasso's Bakery
5. Paper was awarded to P&R Paper Company
6. Paper/Plastic Packaging Material was awarded to Platinum Packaging Group and Form Plastics
7. Produce was awarded to Gold Star Foods (Fixed Pricing), Valley (dba Continental) Produce (Seasonal Pricing)
8. Staple Foods/Snack Foods was awarded to Gold Star Foods

Administrative Content

Executive Content

- *Consent items are those, which are fairly routine in nature. This section of the agenda permits the Board to deal with all of these agenda items in one motion. Any board member has the option of requesting that any individual item in this section be pulled and considered separately.*

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 16

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Dr. Lena Richter, Director, Categorical Programs

SUBJECT: **Approval of Revised Board Policy Relating to Community Relations**

The Interim Superintendent recommends that the Board of Education approve revisions to Board Policy (BP) 1312.3 (Uniform Complaint Procedures) as recommended by the California School Boards Association (CSBA) and to comply with Education Code and federal and state laws.

BP 1312.3 – Uniform Complaint Procedures

CSBA Update: March 2019

Last GUSD Update: May 2018

The California School Boards Association (CSBA) recently updated the language for Board Policy (BP) 1312.3 - Uniform Complaint Procedures. It is recommended that the policy be updated using CSBA language in response to Assembly Bill 1808 that requires the California Department of Education (CDE) to review and propose changes to the state regulations regarding the Uniform Complaint Procedures (UCP) for Local Educational Agencies.

Some of the proposed key changes include complaints relating to Special Education and Child Nutrition will no longer be subject to the UCP. CDE will respond directly and investigate allegations regarding these programs. Complaints of health and safety issues in state preschools in license-exempt districts are now subject to UCP investigation and response from the district.

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

A copy of the revised policy is attached to this memo.

Community Relations

Uniform Complaint Procedures

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

Complaints Subject to the UCP

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

1. Any complaint alleging District violation of applicable state or federal law or regulations governing adult education; After School Education and Safety programs; agricultural career technical education; state career technical and technical education, career technical, and technical training programs; federal career technical education; child care and development programs; compensatory education; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; School Plans for Student Achievement; school safety plans; California State Preschool Programs; State Preschool Health & Safety Issues in LEAs Exempt from Licensing; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000(a).
2. Any complaint, by a student, employee, or other person participating in a District program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in District programs and activities, including, in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in the Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or on the basis of his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)
3. Any complaint alleging District noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the

Community Relations

Uniform Complaint Procedures

- student. (Education Code 222)
4. Any complaint alleging District noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements. (Education Code 46015)
 5. Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
 6. Any complaint alleging District noncompliance with applicable requirements (Education Code 52060-52077) related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians. (Education Code 52075)
 7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding. (Education Code 64000-64001, 65000-65001)
 8. Any complaint, by or on behalf of any student who is a foster youth as defined in Education Code 51225.2, alleging District noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the District's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
 9. Any complaint, by or on behalf of a student who transfers into the District after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the District, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging District noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation

Community Relations

Uniform Complaint Procedures

requirements. (Education Code 51225.1)

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging District noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school district or country. (Education Code 51225.2)
11. Any complaint alleging District noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code 51228.3)
12. Any complaint alleging District noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code 51210, 51223)
13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
14. Any other complaint as specified in a District policy.

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

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

Community Relations

Uniform Complaint Procedures

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

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

The Superintendent or designee shall maintain a records of each complaints and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

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

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

Any special education complaint alleging denial of a free appropriate public education based on services called for in a settlement agreement, even if the settlement agreement was not incorporated into the individualized educational program shall be investigated by the California Department of Education. (5 CCR 3080, 3200-3204; Education Code Section 33315(a)(2))

Any complaints relating to child nutrition involving meal counting, reimbursable meals, and eligibility of children and adults shall be investigated and responded to directly by the California Department of Education as addressed in 5 CCR sections 15580-15584.

Community Relations

Uniform Complaint Procedures

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, ~~or~~ teacher vacancies and misassignments, or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

Legal References: Education Code Sections 200-262.4; 8200-8498; 8500-8538; 18100-18203; 32280-32289; 33380-33384; 35186; 44500-44508; 46015; 48853-48853.5; 48985; 49010-4901; 49060-49079; 49069.5; 49490-49590; 49701; 51210; 51223; 51225.1-51225.2; 51226-51226.1; 51228.1-51228.3; 52060-52077, 52075; 52160-52178; 52300-52462; 52500-52616.24; 54000-54029; 54400-54425; 54440-54445; 54460-54529; 56000-56865; 59000-59300; 64000-64001; 65000-65001
Government Code Sections 11135; 12900-12996
Health and Safety Code Section 104420
Penal Code 422.55; 422.6
Code of Regulations, Title 2, Section 11023
Code of Regulations, Title 5, Sections 3080; 4600-4687; 4900-4965
United States Code, Title 20, Sections 1221; 1232g; 1681-1688; 6301-6576; 6801-7014; 7101-7184; 7201-7283g; 7301-7372; 12101-12213
United States Code, Title 29, Section 794
United States Code Title 42, Sections 2000d-2000e-17; 2000h-2-2000h-6; 6101-6107
Code of Federal Regulations, Title 28, Section 35.107
Code of Federal Regulations, Title 34, Sections 99.1-99.67; 100.3; 104.7; 106.8; 106.9; 110.25

Policy Adopted: 11/17/1992

Policy Amended: 12/17/2002; 11/03/2010; 03/11/2014; 04/15/2014; 05/06/2014; 04/05/2016; 10/18/2016; 08/15/2017; 02/06/2018; 05/01/2018; 06/04/2019

(Formerly BP 1312)

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 17

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent,

SUBMITTED BY: Hagop Eulmessekian, Director, Student Support Services
Dr. Ilin Magran, Assistant Director, Child Welfare & Attendance

SUBJECT: Approval of Memorandum of Understanding Between Glendale Unified School District and the Los Angeles County Office of Education for Sport2 Professional Development Services

The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and the Los Angeles County Office of Education for Sport2 Professional Development for Curriculum and Instructional Services.

The Los Angeles County Office of Education (LACOE) and the Los Angeles County Department of Mental Health (DMH) have partnered to provide local education agencies with high-quality professional development to learn more about aligning district practices and policies with AB 2246, Multi-Tiered System of Support (MTSS), and Positive Behavioral Intervention and Supports (PBIS). Trainers will be coached and assisted during the two-year Sport2 Project, through the initial implementation of their Suicide Prevention and MTSS plan, which will include development of a safe environment, resiliency, mental health services and addressing the multiple social-emotional learning needs of students.

Districts will select four Sport2 Trainers. Optimal participation will consist of administrators, counselors, mental health service providers, school psychologists and/or MTSS/SEL support staff. These trainers will work together to deliver suicide prevention and student resiliency content to teachers, school administrators and school-based mental health support staff.

The Sport2 Trainers will:

- Attend a no-cost, 2-day professional development to support capacity building and implementation of the MTSS/PBIS frameworks along with AB 2246 guidelines, and trauma-informed practices.
- Provide three (3) in-person trainings to at least two stakeholder groups within the district (staff, crisis team, and/or parents).

- Participate in webinars and on-line system of teacher training that follows AB 2246 guidelines.
- Support Sport2 project collaboration by participating in evaluations and surveys.
- Provided with customized tools to reduce the stigma surrounding mental health, respond to early signs of mental health challenges, and make referrals to their MTSS/SEL support staff.
- Be supported through development and initial implementation of their local community plan.

Participating Districts will receive:

- No-cost, 2-day in-person professional development to create in-house district trainers who will become knowledgeable in student mental health issues and able to deliver targeted professional development to multiple audiences.
- Upon LACOE receipt of a signed contract, an Equipment Stipend will be advanced to the districts, charter schools and private schools for the purchase of four (4) digital devices with customized MTSS and implementation content for district upload of program content, project implementation and for support of stakeholder trainings and meetings.

This Contract is effective May 30, 2019 and shall remain in effect through June 30, 2020.

LOS ANGELES COUNTY OFFICE OF EDUCATION

CONTRACT FOR
SPORT2 PROFESSIONAL DEVELOPMENT

CURRICULUM AND INSTRUCTIONAL SERVICES (CIS)

The LOS ANGELES COUNTY OFFICE OF EDUCATION, a public educational agency, located at 9300 Imperial Highway, Downey, California 90242-2890, hereinafter referred to as "LACOE", and

GLENDALE UNIFIED SCHOOL DISTRICT, hereinafter referred to as "District", mutually agree as follows:

1. BASIS OF CONTRACT AND SCOPE OF WORK

LACOE's Curriculum and Instructional Services Department in partnership with the Department of Mental Health (DMH) and through the California Mental Health Services Authority (CalMHSA) will provide SPORT2 professional development to align district practices and policies with AB2246, Multi-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to include development of a safe environment, resiliency, mental health services and social emotional learning. SPORT2 professional development will be administered in accordance with the terms and conditions of this contract and Exhibit A, Scope of Work, attached hereto, incorporated herein, and made a part hereof. LACOE's project manager is Dotti Ysais.

2. TERM OF CONTRACT

This Contract is effective May 30, 2019 and shall remain in effect through June 30, 2020.

3. PAYMENT

LACOE shall reimburse the District an amount not to exceed Seven Thousand Eight Hundred Fifty-Five Dollars (\$7,855.00) as specified in Exhibit A. Any work performed, or reimbursement sought by the District in excess of this amount shall not be considered by LACOE, unless this Contract is so amended by written amendment. Reimbursement shall be made upon completion and acceptance of the reimbursement documentation required under the terms of this agreement.

4. INDEMNIFICATION

District agrees to defend, indemnify, save, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property unless such injury, damage or loss results from or is connected with the sole negligence or error or omission of LACOE. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

LACOE agrees to defend, indemnify, save, and hold harmless the District from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorneys fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property unless such injury, damage or loss results from or is connected with the sole negligence or error or omission of the District. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

5. INSURANCE

District shall maintain such general liability, property damage, workers' compensation, and auto insurance as is required to protect District and LACOE as their interests may appear.

6. NOTICES

Any notices to be given pursuant to this Contract shall be in writing and such notices, as well as any other document to be delivered, shall be delivered by personal service or by deposit in the U.S. Mail, certified or registered, return receipt requested, postage prepaid, and addressed to the party for whom intended as follows:

LACOE:
Contracts Section
LOS ANGELES COUNTY OFFICE OF EDUCATION
9300 Imperial Highway
Downey, CA 90242-2890

District:
Mailing Address is District Office

7-10. SECTIONS RESERVED (Intentionally left blank.)

11. COVENANT AGAINST CONTINGENT FEES

District warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon a Contract or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide established commercial or selling agencies retained by District for the purpose of securing business. For breach or violation of this warranty, LACOE shall have the right to immediate termination of this Contract and, at its sole discretion, deduct from the contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or commission fee.

12. EMPLOYEE FINGERPRINTING

During the entire term of the Contract, District, including all subcontractors, shall fully comply with the provisions of the Education Code Section 45125.1

13. TUBERCULOSIS TESTING

District's employees and/or representatives that come into contact with LACOE staff must have a current tuberculosis (TB) assessment to determine that the employee is free from active tuberculosis as required by Education Code Section 49406. Those employees whose TB screening test is reactive (positive) shall be required to submit a chest x-ray and a radiological report to rule out active TB.

14. INDEPENDENT CONTRACTOR

While performing its obligations under this Contract, District is an Independent Contractor and not an officer, employee or agent of LACOE. District shall not at any time or in any manner represent that it or any of its officers, employees, or agents are employees of LACOE. District warrants its compliance with the criteria established by the U.S. Internal Revenue Service (I.R.S.) and the California Employment Development Department (EDD) for qualification as an Independent Contractor Agency including, but not limited to, being hired on a temporary basis, having some

discretion is scheduling time to complete contract work, working for more than one employer at a time, and acquiring and maintaining its own office space and equipment.

15. ASSIGNMENT

District shall not in any manner, directly or indirectly, by operation of law or otherwise, assign, transfer or encumber this Contract or any portion hereof of any interest herein, in whole or in part, without the prior written consent of LACOE. If prior written consent is not given by LACOE to assign, transfer, or encumber this Contract, such action shall be deemed automatically void. In addition, District/Public Agency shall not subcontract the work to be performed pursuant to this Contract without prior written approval of LACOE. The names and qualifications of subcontractors or others whom District intends to employ, other than those identified, shall be submitted to LACOE for prior written approval.

16. INTEGRATION

This Contract, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties and obligations with respect to the transaction discussed in the Contract and supersedes all prior Contracts, understandings and commitments, whether oral or written. This Contract shall not be amended in any way except by a writing expressly purporting to be such an amendment, signed and acknowledged by both of the parties hereto.

17. MODIFICATION

The Contract shall not be modified or amended without mutual written consent of the parties. If any actual or physical deletions or changes appear on the face of the Contract, such deletions or changes shall only be effective if the initials of both contracting parties appear beside such deletion or change.

18. ORDER OF PRECEDENCE

Except as specifically provided elsewhere in this Contract, conflicting, vague and/or ambiguous provisions of this Contract shall prevail in the following order of precedence: (1) the provisions in the body of this Contract, (2) the exhibits of the Contract, if any; (3) all other documents cited in this Contract or incorporated by reference.

19. SEVERABILITY/WAIVER

19.1. If any provision of this Contract is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this Contract.

19.2. No waiver of any provision of this Contract shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

20. AMENDMENTS

The Contract may be amended by mutual written consent of the parties.

21. TERMINATION

The Contract may be terminated by LACOE upon written notification.

22. FAILURE TO COMPLY

In the event District fails to perform in accordance with the indemnification or insurance requirement clauses of this Contract, makes inaccurate certifications as a part of this contract or contracting process, or otherwise breaches any other clause of this Contract, LACOE, the Los Angeles County Board of Education and the individuals thereof, and all officers, agents, employees, representatives, and volunteers shall be entitled to recover all legal fees, costs, and other expenses incident to securing performance or incurred as a consequence of nonperformance.

23. ATTORNEY'S FEES

Should either party be required to file any legal action or claim to enforce any provision of this Contract or resolve any dispute arising under or connected to this Contract, except as set forth in the "Failure to Comply" in this contract, each party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

24. COMPLIANCE WITH LAW

LACOE and District shall comply with all applicable federal, state, and local laws, statutes, ordinances, rules, regulations, policies, and procedures in performing under this Contract. LACOE and District warrant that they have all licenses, permits, certificates and credentials required by law to perform the work specified under this Contract and shall, upon request by the other, provide evidence of same.

25. FORCE MAJEURE

In the event that performance on the part of any party hereto shall be delayed or suspended as a result of circumstances beyond the reasonable control and without the fault or negligence of said party, none of the parties shall incur any liability to the other parties as a result of such delay or suspension. Circumstances deemed to be beyond the control of the parties hereunder shall include, but not be limited to, acts of God or of the public enemy, insurrection, acts of the federal government or any unit of state or local government in sovereign capacity, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes or delays in transportation, to the extent that such circumstances are not caused by the party's willful or negligent acts or omissions, and to the extent that they are beyond the party's reasonable control.

26. GOVERNING LAW/FORUM SELECTION

This Contract is made, entered into and executed in Los Angeles County, California, and the parties agree that any legal action, claim or proceeding arising out of or connected with this Contract shall be filed in the applicable court in Los Angeles County, California. The parties further agree this Contract shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

27. INCORPORATION BY REFERENCE

Any exhibits referenced herein shall be incorporated and made a part of this Contract.

28. 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 the contract shall be read and enforced as though it were so inserted and included.

29. RECORD RETENTION AND INSPECTION

District agrees that LACOE shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Contract. All records shall be kept and maintained by District and made available to LACOE during the entire term of this Contract and for a period not less than five (5) years after final payment hereunder by LACOE.

30. NO THIRD PARTY OBLIGATIONS

The execution and delivery of this Contract shall not be deemed to confer any rights upon, nor obligate any parties thereto, to any person or entity other than the parties hereto.

31. LACOE BUDGET/GRANT FUNDS CONTINGENCY

If any portion(s) of LACOE's financial budget affecting the contractual time period of this agreement does not appropriate sufficient funds for these contracted services and/or related programs, or if grant funds related to these contracted services and/or related programs are not available for any reason whatsoever, this agreement shall be of no further force and effect. In this event, LACOE shall have no liability to pay any funds to District under this agreement, and the District shall not be obligated to perform any provisions of this agreement.

In such instances, particularly when partial funding remains available, LACOE shall have the option to either terminate this agreement with no liability occurring to LACOE, or LACOE may offer an amendment to this agreement to reflect the reduced availability of funds.

32. NON-DISCRIMINATION AND NON-SEGREGATION

During the performance of this Contract, both parties hereby agrees to comply with all Federal, state and local laws respecting non-discrimination in employment and non-segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

33. TOBACCO-FREE WORKPLACE

When at LACOE-owned or LACOE-leased buildings, both parties hereby agree to comply with the Los Angeles County Board of Education's Policy 3513.3 which states: The Los Angeles County Board of Education recognizes the health hazards associated with smoking and the use of tobacco and marijuana products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco and marijuana products at any time in Los Angeles County Office Of Education-owned or leased buildings, on LACOE property and in LACOE vehicles.

34. ALCOHOL AND DRUG-FREE WORKPLACE

Both parties hereby certify under penalty of perjury under the laws of the State of California that District will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Los Angeles County Board of Education's Alcohol and DrugFree Workplace Policy 4020.

35. CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILITY (Federal Executive Order 12549)

By executing this contractual instrument, District certifies to the best of its knowledge and belief that it and its principals:

35.1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or Agency;

35.2. Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction (Federal, State or Local) or contract under a public transaction; or violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

35.3. Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in Section 35.2 above, of this certification; and,

35.4. Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transactions (Federal, State or Local) terminated for cause of default.

36. EXECUTION REQUIREMENTS

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission/signature; and/or other commonly accepted, widely used, commercially acceptable signature methods. This instrument may be executed in counter-parts by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy.

LOS ANGELES COUNTY
OFFICE OF EDUCATION

GLENDALE UNIFIED SCHOOL DISTRICT

By _____
Patricia Smith
Interim Chief Financial Officer

By _____
Dr. Kelly King
Interim Superintendent

Date _____
jmd 5/1
Report 3/8/19 & 4/15/19

Date 5/26/2019

EXHIBIT A

SCOPE OF WORK

The Los Angeles County Office of Education (LACOE) and the Los Angeles County Department of Mental Health (DMH) have partnered to provide local education agencies with high-quality professional development to learn more about aligning district practices and policies with AB 2246, Multi-Tiered System of Support (MTSS), and Positive Behavioral Intervention and Supports (PBIS). Trainers will be coached and assisted during the two-year *SPORT²* Project, through the initial implementation of their Suicide Prevention and MTSS plan, which will include development of a safe environment, resiliency, mental health services and addressing the multiple social-emotional learning needs of students.

Districts will select **four *SPORT²* Trainers**. Optimal participation will consist of administrators, counselors, mental health service providers, school psychologists and/or MTSS/SEL support staff. These trainers will work together to deliver suicide prevention and student resiliency content to teachers, school administrators and school-based mental health support staff.

The *SPORT²* Trainers will:

- Attend a no-cost, 2-day professional development to support capacity building and implementation of the MTSS/PBIS frameworks along with AB 2246 guidelines, and trauma-informed practices.
- Provide (3) in-person trainings to at least two stakeholder groups within the district (staff, crisis team, and/or parents)
- Participate in webinars and on-line system of teacher training that follows AB 2246 guidelines.
- Support *SPORT²* project collaboration by participating in evaluations and surveys
- Provided with customized tools to reduce the stigma surrounding mental health, respond to early signs of mental health challenges, and make referrals to their MTSS/SEL support staff.
- Be supported through development and initial implementation of their local community plan.

Participating Districts will receive:

- No-cost, 2-day in-person professional development to create in-house district trainers who will become knowledgeable in student mental health issues and able to deliver targeted professional development to multiple audiences.
- Upon LACOE receipt of a signed contract, an Equipment Stipend will be advanced to the districts, charter schools and private schools for the purchase of four (4) digital devices with customized MTSS and implementation content for district upload of program content, project implementation and for support of stakeholder trainings and meetings. Purchase receipts must be emailed to ysais_dotti@lacoedu immediately after the purchase is executed.
 - The use of the devices will be limited to official *SPORT²* business only.

District/Charter/Private School agree to exercise due diligence to protect and conserve these devices.

- The equipment obtained by District/Charter/Private School will be managed and customized by District/Charter/Private School to adhere to the District/Charter/Private network's mobile device management protocols. End-users are not permitted to change any device settings.
- The District/Charter/Private School will be solely responsible for the management, maintenance, and support of these devices. LACOE will not be held responsible and/or liable for the management, maintenance, and/or support of these devices.
- The districts, charter schools and private schools will use the Equipment Stipend to purchase the following *recommended equipment* for their participants OR an option to purchase mobile devices which satisfy the organization's mobile device policies/guidelines and management configuration :
 - 11-inch iPad Pro Wi-Fi 64 GB
 - AppleCare for iPad Pro
 - USB-C VGA Multiport Adapter
 - Apple Pencil (2nd Generation)
 - Smart Keyboard Folio for 11-inch iPad Pro – US English
 - USB-C Digital AV Multiport Adapter
 - USB-C to SD Card Reader
 - Case Logic 14.1 Laptop/iPad Slim Carrying Case
 - *NOTE: If there is a remaining balance from purchased equipment, Districts will NOT be required to reimburse LACOE. However, the balance shall be applied towards additional equipment purchase(s) to support and satisfy project deliverables. Equipment Stipend shall NOT EXCEED \$6,355.*
- At no-cost, districts will have access to:
 - online learning modules related to suicide prevention and student resiliency.
 - customized presentations geared toward delivering content to district and stakeholder groups.
 - support with MTSS, PBIS, LCAP alignment between systems.
 - receive coaching support from mental health specialists, technology, MTSS/PBIS, and trauma-informed practices from:
 - Los Angeles County Department of Mental Health Services (DMH)
 - Los Angeles County Office of Education (LACOE) ▪ Center for Distance and Online Learning (CDOL)

District Trainer Responsibilities:

- Attend the no-cost, 2-day professional development workshop to support and sustain practices related to AB 2246 and MTSS Framework
- Participate in webinars and online learning communities for ongoing project and content support and collaboration.

- Provide necessary documentation to CDOL/Regional Consultant aligned with project quarterly reporting system:
 - Stakeholder Training Log
 - Stakeholder Training Sign-in sheets
- Participate in project evaluations and data collection by completing assessment/surveys at PD and during project period.
- Access 24/7 on-demand access to online learning modules for suicide prevention and student resiliency development.
- Utilize content and implementation tools to support capacity building.
- Utilize customized toolkit to present to Stakeholder/Gatekeeper groups (parents, teachers, crisis teams).

***SPORT²* District Administrator Responsibilities:**

- Provide project support and facilitate data collection/evaluation outcomes in collaboration with CDOL.
- The administrator is invited to attend Day 1 or 2 of the no-cost professional development.
- With *SPORT²* support, provide access to the *SPORT²* online learning modules by providing staff email addresses upon request.

About the Professional Development:

- 2-Day professional workshop TBD

Payment Schedule – Two (2) Payments

- 1) Equipment Stipend – This is for the purchase of four (4) digital devices. LACOE will advance an Equipment Stipend not to exceed \$6,355 (inclusive of sales tax and California recycling fee) upon a receipt of a signed contract.

All receipts must be emailed to Ysais_dotti@lacoed.edu immediately after the purchase is made.

- Receipt for the equipment purchased from the Equipment Stipend must be remitted to LACOE in order to be eligible to receive Deliverables Stipend.*

- 2) Deliverables Stipend - Upon completion of the project deliverables, a stipend of \$1,500 will be released to the district to cover the costs of supplies, teacher release time, and substitute teacher pay.

The total of all stipends received by each district, charter school and private school shall not exceed \$7,855.00

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 18

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Dr. Stepan Mekhitarian, Coordinator III, Assessment and Accountability

SUBJECT: **Approval for Renewal of Contract with Panorama Education for Social-Emotional Learning Support in 2019-2020**

The Interim Superintendent recommends that the Board of Education approve the renewal of a contract between Glendale Unified School District and Panorama Education in the amount of \$44,850 to provide social-emotional learning support in the 2019-2020 school year.

Educational Services collaborated with several departments and Panorama Education in 2018-19 to develop a research-based survey to gather actionable data on socioemotional learning at school sites. The six topics selected for inclusion in the survey were:

- Social Awareness
- Growth Mindset
- Self-Efficacy
- Sense of Belonging
- Emotion Regulation
- School Safety

The survey was administered in October to Grades 3 – 12 and again in the Spring to Grades 4 – 12 during the March 1-15 window. Based on feedback and research on best practices, the decision was made to begin the survey with the fourth grade moving forward. During the Spring administration, approximately 15,000 students completed the survey for an 86% completion rate. The survey was broken down into two parts and there were 33 questions that were differentiated for 4th – 5th graders and for 6th – 12th graders.

The results are disaggregated by multiple subgroups, including:

- EL Status
- Students by Number of Suspensions
- Students by Percent of Days Absent

- Students by Primary Language Spoken
- Ethnicity
- Free/Reduced Lunch Status
- Gender
- Gifted and Talented (GATE) Status
- Grade Level
- Special Education Status.

Recommendation

The Interim Superintendent recommends renewing the contract with Panorama for one year for the 2019-20 school year. The proposed contact includes:

License Fee = \$39,000

Data Inquiry Workshop and Project Management Support = \$8,350

Total Cost = \$44,850 (\$2,500 discount applied)

Educational Services will cover the cost associated with this contract.

PANORAMA EDUCATION – SERVICE ORDER

| Primary Contact Information | | | |
|-------------------------------------|--|---------------------------------------|---|
| Client | | Panorama Education, Inc. ("Panorama") | |
| <i>Client Legal Name ("Client")</i> | Glendale Unified School District | <i>Company Name</i> | Panorama Education |
| <i>Primary Contact, Title</i> | Dr. Kelly King, Assistant Superintendent, Educational Services | <i>Primary Contact, Title</i> | Diana Lay, Account Manager |
| <i>Billing / Payment Address</i> | 223 North Jackson Street | <i>Billing Address</i> | 24 School Street, 4 th Floor |
| <i>City / State / Zip</i> | Glendale, CA 91206 | <i>City / State / Zip</i> | Boston, MA 02108 |
| <i>Email</i> | kking@gusd.net | <i>Email</i> | dlay@panoramaed.com |
| <i>Phone</i> | 818-241-3111 Ext. 1208 | <i>Phone</i> | (617) 925-5749 |
| <i>Billing Contact</i> | Kelly King | | |
| <i>Billing Email Address</i> | kking@gusd.net | | |

(1) Description of Services and (2) Fees

| Description of Services | Fees | |
|--|--|------------------|
| <p>Panorama Platform License Fee: Social-Emotional Learning Access to Platform and Support (as defined in the Terms and Conditions): Survey administration, analysis and reporting.</p> <ul style="list-style-type: none"> Social-emotional learning measures. <p>Project Management Includes a dedicated Panorama Professional Services Manager who will work with the district's main point of contact to execute a successful project administration.</p> <ul style="list-style-type: none"> Develop project timeline Manage setup and administration Customized configurations Manage logistics for paper surveys (if applicable) Coordinate the rollout of reports <p>Data Inquiry and Action Planning Workshop: Give school leaders or other groups of educators in your district strategies and tools to understand, interpret, and take action based on data. Panorama team members facilitate interactive, hands-on engagement with Panorama reports and guide groups through protocols to set goals and plan for action.</p> | Effective Date: | <u>6/19/2019</u> |
| | Contract Term: (From Effective Date) | <u>1 year</u> |
| | Annual License Fee: | <u>\$39,000</u> |
| | Subtotal License Fee: | <u>\$39,000</u> |
| | Project Management: | <u>\$5,850</u> |
| | Data Inquiry Workshop: | <u>\$2,500</u> |
| | Subtotal Services Fees: | <u>\$8,350</u> |
| | Discount: | <u>-\$2,500</u> |
| | Annual Total: (Due on Effective Date for Year 1) | <u>\$44,850</u> |
| | Total Over Contract Term: | <u>\$44,850</u> |

PANORAMA EDUCATION – SERVICE ORDER

Other Terms and Conditions (if any)

Agreement

The agreement by and between the Client and Panorama (this "Agreement") consists of this Service Order (the "SO") and the Terms and Conditions attached to the SO.

Authorization

By signing below, the parties hereto ACCEPT AND AGREE to this Agreement as of the last date executed.

| | | |
|---------------------|--------------------|-------|
| Client Signature: | Print Name, Title: | Date: |
| Panorama Signature: | Print Name, Title: | Date: |

Terms and Conditions

BACKGROUND

Panorama is an education technology company that has developed a cloud-based platform-as-a-service that enables schools and school districts to analyze student and school data, measure social-emotional learning, and design and implement survey programs for students, staff and parents (the “Platform”). Client and Panorama have entered into the SO and, from time to time hereafter, Client and Panorama may enter into additional Service Orders (“Future SOs”) pursuant to which Client will purchase rights to use the Platform and receive services. These Terms and Conditions are incorporated by reference into the SO to create this Agreement and will be incorporated by reference into each Future SO to create separate future agreements for the rights and services described in the applicable Future SO, in each case to the exclusion of any other terms or conditions that either party seeks to impose or incorporate or that are implied by course of dealing.

1 RIGHT TO USE PLATFORM

1.1 Platform. Subject to the terms and conditions of this Agreement, Panorama hereby grants Client the limited, nonexclusive, nontransferable, non-sublicenseable right to access and use the Platform via the Internet during the Term solely for Client’s use (including use by Client’s students, staff and parents, as described in the SO, if applicable (“Authorized Users”).

1.2 Limitations. The following limitations and restrictions will apply to the Platform:

(a) Client will not provide access to the Platform to any person who is not an employee or contractor of Client or an Authorized User.

(b) Except as expressly permitted hereunder, Client will not and will not permit or authorize any third party to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the Platform; (ii) modify, translate or create derivative works based on the Platform; (iii) copy, rent, lease, distribute, pledge, assign or otherwise transfer or allow any lien, security interest or other encumbrance on the Platform; (iv) use the Platform for timesharing or service bureau purposes or otherwise for the benefit of a third party; (v) hack, manipulate, interfere with or disrupt the integrity or performance of or otherwise attempt to gain unauthorized access to the Platform or its related systems, hardware or networks or any content or technology incorporated in any of the foregoing; or (vi) remove or obscure any proprietary notices or labels of Panorama or its suppliers on the Platform.

2 OWNERSHIP; RESERVATION OF RIGHTS

2.1 Client Ownership. Client owns (a) any data Client inputs into the Platform that identifies Client or its students, staff or parents (including Authorized Users) and any Survey responses provided by Client, its students, staff or parents (including Authorized Users) (“Data”), and (b) any other data and content provided by Client or Authorized Users to Panorama or input into the Platform, such as Survey questions (“Other Data”), and, together with the Data, “Client Data”). Client hereby grants to Panorama a non-exclusive, worldwide, royalty-free, fully paid up, sublicenseable (through multiple tiers) (i) right and license during the Term to copy, distribute, display and create derivative works of and use the Client Data to perform Panorama’s obligations under this Agreement; (ii) perpetual, irrevocable right and license to copy, modify and use Client Data to create aggregated, non-personally identifiable data or information (“Blind Data”) and copy, distribute, display, create derivative works of and use the Blind Data for benchmarking, research or development purposes, including published research, and (iii) perpetual, irrevocable right and license to copy, distribute, display and create derivative works of and use Other Data for any and all purposes, in any form, media or manner. Client reserves any and all right, title and interest in and to the Client Data other than the licenses therein expressly granted to Panorama under this Agreement.

2.2 Panorama Ownership. Panorama retains all right, title and interest in and to the Platform, all copies or parts thereof (by whomever produced) and all intellectual property rights therein. Panorama grants no, and reserves any and all, rights other than the rights expressly granted to Client under this Agreement with respect to the Platform.

2.3 Feedback. Client may from time to time provide suggestions, comments for enhancements or functionality or other feedback (“Feedback”) to Panorama

with respect to the Platform. Panorama has full discretion to determine whether to proceed with development of the requested enhancements, features or functionality. Client hereby grants Panorama a royalty-free, fully paid-up, worldwide, transferable, sublicenseable, irrevocable, perpetual license to (a) copy, distribute, transmit, display, perform, and create derivative works of the Feedback in whole or in part; and (b) use the Feedback in whole or in part, including without limitation, the right to develop, manufacture, have manufactured, market, promote, sell, have sold, offer for sale, have offered for sale, import, have imported, rent, provide and lease products or services that practice or embody, or are configured for use in practicing, the Feedback in whole or in part.

2.4 Client Responsibilities. Client will (a) use commercially reasonable efforts to prevent unauthorized access to or use of the Platform and notify Panorama promptly of any such unauthorized access or use, and (b) use the Platform only in accordance with the documentation and applicable laws and regulations.

2.5 Data Security. Panorama will implement and maintain reasonable administrative, physical and technical safeguards (“Safeguards”) which attempt to prevent any collection, use or disclosure of, or access to Client Data that this Agreement does not expressly authorize, including, without limitation, an information security program that meets commercially reasonable industry practice to safeguard Client Data. Such information security program includes: (a) physical security of all premises in which Client Data will be processed and/or stored; and (b) reasonable precautions taken with respect to the employment of, access given to, and education and training of any and all personnel furnished or engaged by Panorama to perform any part of the services hereunder.

2.6 Privacy Policy. Panorama cares deeply about privacy, and we recognize that it is important to the educators, students, and parents we serve. Please see our Privacy Policy at <https://www.panoramaed.com/privacy> for more information about how we protect the privacy of those we serve.

2.7 Right to Data Destruction. If requested by the Client, during or after the term of this agreement, Panorama will make reasonable efforts to destroy or otherwise render Client Data inaccessible.

3 FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. Unless otherwise indicated on the SO, Client will pay all fees within thirty (30) days of the invoice date. If payment of any fee is not made when due and payable, a late fee will accrue at the rate of the lesser of one and one-half percent (1.5%) per month or the highest legal rate permitted by law and Client will pay all reasonable expenses of collection. In addition, if any past due payment has not been received by Panorama within thirty (30) days from the time such payment is due, Panorama may suspend access to the Platform until such payment is made.

3.2 Net of Taxes. All amounts payable by Client to Panorama hereunder are exclusive of any sales, use and other taxes or duties, however designated, including without limitation, withholding taxes, royalties, know-how payments, customs, privilege, excise, sales, use, value-added and property taxes (collectively “Taxes”). Client will be solely responsible for payment of any Taxes, except for those taxes based on the income of Panorama. Client will not withhold any Taxes from any amounts due Panorama.

4 TERM, TERMINATION

4.1 Term. The term of this Agreement will commence on the Effective Date and, unless earlier terminated in accordance with this Section 4, will continue through the date set forth on the SO (the “Term”).

4.2 Termination; Effect of Termination. In addition to any other remedies it may have, either party may terminate this Agreement if the other party breaches any of the terms or conditions of this Agreement and fails to cure such breach within thirty (30) days’ notice (or ten (10) days in the case of nonpayment) after receiving notice thereof. Upon any termination of this Agreement, Client will pay in full for the use of the Platform up to and including the last day on which the Platform is provided. Upon any termination of this Agreement for any reason, Panorama may, but is not obligated to, in its sole discretion and without delivery of any notice to Client, delete any Client Data stored or otherwise archived on the Platform or on Panorama’s network. Upon termination of this Agreement, all rights granted hereunder and all

Terms and Conditions

obligations of Panorama to provide the Platform will immediately terminate and Client will (a) cease use of the Platform; and (b) return or destroy all other copies or other embodiments of Panorama's Confidential Information.

4.3 Survival. Upon expiration or termination of this Agreement, all obligations in this Agreement will terminate, provided that Sections 2 (Ownership; Reservation of Rights), 3 (Fees; Payment Terms), 4.2 (Termination; Effect of Termination), 4.3 (Survival), 5 (Confidentiality), 6.2 (Disclaimer), 7 (Limitations of Liability; Indemnification), and 8 (General) will survive.

5 CONFIDENTIALITY

5.1 As used herein, "Confidential Information" means, subject to the exceptions set forth in the following sentence, any information or data, regardless of whether it is in tangible form, disclosed by either party (the "Disclosing Party") that the Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party (the "Receiving Party"); provided, however, that a Disclosing Party's business plans, strategies, technology, research and development, current and prospective Clients, billing records, and products or services will be deemed Confidential Information of the Disclosing Party even if not so marked or identified. Panorama's Confidential Information includes, without limitation, the Platform and the terms of this Agreement. Information will not be deemed "Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (b) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party. Each party acknowledges that the Confidential Information constitutes valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and it will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of this Agreement, in whole or in part (i) to its employees, officers, directors, professional advisers (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisors, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law). Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in this Agreement. Upon the termination of this Agreement, each Receiving Party agrees to promptly return to the Disclosing Party or destroy all Confidential Information of the Disclosing Party that is in the possession of the Receiving Party and to certify the return or destruction of all such Confidential Information and embodiments thereof.

6 REPRESENTATIONS, WARRANTIES AND DISCLAIMER

6.1 Representations and Warranties. Each party represents and warrants to the other party that (a) such party has the required power and authority to enter into this Agreement and to perform its obligations hereunder, (b) the execution of this Agreement and performance of its obligations thereunder do not and

will not violate any other agreement to which it is a party, and (c) this Agreement constitutes a legal, valid and binding obligation when signed by both parties. Client represents and warrants that it has the right to provide the Client Identifying Data and Client Content for the purposes contemplated by this Agreement.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PLATFORM IS PROVIDED ON AN "AS-IS" BASIS AND PANORAMA DISCLAIMS ANY AND ALL WARRANTIES. EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY MAKES ANY ADDITIONAL REPRESENTATION OR WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED (EITHER IN FACT OR BY OPERATION OF LAW), OR STATUTORY, AS TO ANY MATTER WHATSOEVER. ALL OTHER EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS AND WARRANTIES ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW. EACH PARTY EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. NEITHER PARTY WARRANTS AGAINST INTERFERENCE WITH THE ENJOYMENT OF THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY OR AGAINST INFRINGEMENT. NEITHER PARTY WARRANTS THAT THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY ARE ERROR-FREE OR THAT OPERATION OF SUCH PARTY'S PRODUCTS OR SERVICES WILL BE SECURE OR UNINTERRUPTED. NEITHER PARTY WILL HAVE THE RIGHT TO MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF THE OTHER PARTY TO ANY THIRD PARTY.

7 LIMITATIONS OF LIABILITY; INDEMNIFICATION

7.1 Disclaimer of Consequential Damages. THE PARTIES HERETO AGREE THAT, NOTWITHSTANDING ANY OTHER PROVISION IN THIS AGREEMENT, EXCEPT FOR (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM) ABOVE, (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY) ABOVE, AND (C) LIABILITY ARISING FROM A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, RELIANCE, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, LOST OR DAMAGED DATA, LOST PROFITS OR LOST REVENUE, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EVEN IF A PARTY HAS BEEN NOTIFIED OF THE POSSIBILITY THEREOF.

7.2 General Cap on Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, EXCEPT FOR (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM) ABOVE, (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY) ABOVE, AND (C) LIABILITY ARISING FROM A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, UNDER NO CIRCUMSTANCES WILL EITHER PARTY'S LIABILITY FOR ALL CLAIMS ARISING UNDER OR RELATING TO THIS AGREEMENT (INCLUDING BUT NOT LIMITED TO WARRANTY CLAIMS), REGARDLESS OF THE FORUM AND REGARDLESS OF WHETHER ANY ACTION OR CLAIM IS BASED ON CONTRACT, TORT, OR OTHERWISE, EXCEED THE AGGREGATE FEES PAID BY CLIENT TO PANORAMA UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT OR CIRCUMSTANCES GIVING RISE TO SUCH LIABILITY. THIS LIMITATION OF LIABILITY IS CUMULATIVE AND NOT PER INCIDENT.

7.3 Independent Allocations of Risk. EACH PROVISION OF THIS AGREEMENT THAT PROVIDES FOR A LIMITATION OF LIABILITY, DISCLAIMER OF WARRANTIES, OR EXCLUSION OF DAMAGES IS TO ALLOCATE THE RISKS OF THIS AGREEMENT

Terms and Conditions

BETWEEN THE PARTIES. EACH OF THESE PROVISIONS IS SEVERABLE AND INDEPENDENT OF ALL OTHER PROVISIONS OF THIS AGREEMENT, AND EACH OF THESE PROVISIONS WILL APPLY EVEN IF THEY HAVE FAILED OF THEIR ESSENTIAL PURPOSE.

7.4 Indemnification by Panorama. Except for liability for which Client is responsible under Section 7.5, Panorama will indemnify, defend and hold Client and the officers, directors, agents, and employees of Client ("Client Indemnified Parties") harmless from settlement amounts and damages, liabilities, penalties, costs and expenses ("Liabilities") that are payable to any third party or incurred by the Client Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation that the use of the Platform in accordance with the terms and conditions of this Agreement infringes such third party's copyright or results in a misappropriation of such third party's trade secrets. Panorama will have no liability or obligation under this Section 7.4 if such Liability is caused in whole or in part by (a) modification of the Platform by any party other than Panorama without Panorama's express consent; (b) the combination, operation, or use of the Panorama with other product(s), data or services not provided by Panorama where the Platform would not by itself be infringing; or (c) unauthorized or improper use of the Platform. If the use of the Platform by Client has become, or in Panorama's opinion is likely to become, the subject of any claim of infringement, Panorama may at its option and expense (i) procure for Client the right to continue using the Platform as set forth hereunder; (ii) replace or modify the Platform to make it non-infringing so long as the Platform has at least equivalent functionality; (iii) substitute an equivalent for the Platform or (iv) if options (i)-(iii) are not available on commercially reasonable terms, terminate this Agreement. This Section 7.4 states Panorama's entire obligation and Client's sole remedies in connection with any claim regarding the intellectual property rights of any third party.

7.5 Indemnification by Client. Client will indemnify, defend and hold Panorama and the officers, directors, agents, and employees of Panorama ("Panorama Indemnified Parties") harmless from Liabilities that are payable to any third party or incurred by the Panorama Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation arising from or related to (a) any use by Client or Authorized Users of the Platform in violation of this Agreement or (b) the Client Data.

7.6 Indemnification Procedure. If a Client Indemnified Party or a Panorama Indemnified Party (each, an "Indemnified Party") becomes aware of any matter it believes it should be indemnified under Section 7.4 or Section 7.5, as applicable, involving any claim, action, suit, investigation, arbitration or other proceeding against the Indemnified Party by any third party (each an "Action"), the Indemnified Party will give the other party (the "Indemnifying Party") prompt written notice of such Action. The Indemnified Party will cooperate, at the expense of the Indemnifying Party, with the Indemnifying Party and its counsel in the defense and the Indemnified Party will have the right to participate fully, at its own expense, in the defense of such Action with counsel of its own choosing. Any compromise or settlement of an Action will require the prior written consent of both parties hereunder, such consent not to be unreasonably withheld or delayed.

8 GENERAL

Client may not remove or export from, or use from outside, the United States or allow the export or re-export of the Platform or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority. If any provision of this Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect and enforceable. Neither party may assign this Agreement by operation of law or otherwise or assign or delegate its rights or obligations under the Agreement without the other party's prior written consent; provided however, that either party may assign this Agreement to an acquirer of or successor to all or substantially all of its business or assets to which this Agreement relates, whether by merger, sale of assets, sale of stock, reorganization or otherwise. Any assignment or attempted assignment by either party otherwise than in accordance with this Section 8 will be null and void. Both parties agree that this Agreement is the complete and exclusive

statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of this Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. No agency, partnership, joint venture, or employment is created as a result of this Agreement and a party does not have any authority of any kind to bind the other party in any respect whatsoever. In any action or proceeding to enforce rights under this Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. Client acknowledges that any unauthorized use of the Platform will cause irreparable harm and injury to Panorama for which there is no adequate remedy at law. In addition to all other remedies available under this Agreement, at law or in equity, Client further agrees that Panorama will be entitled to injunctive relief in the event Client uses the Platform in violation of the limited license granted herein or uses the Platform in any way not expressly permitted by this Agreement. All notices under this Agreement will be in writing and sent to the recipient's address set forth in the SO and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or email; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested. Each party agrees that it will not, without prior written consent of the other, issue a press release regarding their business relationship. Notwithstanding anything herein to the contrary, Panorama may identify Client and the relationship between Panorama and Client in Panorama's marketing collateral, website, and other promotional and marketing materials. Each party will be excused from performance for any period during which, and to the extent that, it is prevented from performing any obligation or service, in whole or in part, as a result of a cause beyond its reasonable control and without its fault or negligence, including, but not limited to, acts of God, acts of war, epidemics, fire, communication line failures, power failures, earthquakes, floods, blizzard, or other natural disasters (but excluding failure caused by a party's financial condition or any internal labor problems (including strikes, lockouts, work stoppages or slowdowns, or the threat thereof)) (a "Force Majeure Event"). Delays in performing obligations due to a Force Majeure Event will automatically extend the deadline for performing such obligations for a period equal to the duration of such Force Majeure Event. Except as otherwise agreed upon by the parties in writing, in the event such non-performance continues for a period of thirty (30) days or more, either party may terminate this Agreement by giving written notice thereof to the other party. Upon the occurrence of any Force Majeure Event, the affected party will give the other party written notice thereof as soon as reasonably practicable of its failure of performance, describing the cause and effect of such failure, and the anticipated duration of its inability to perform. This Agreement will be governed by the laws of the Commonwealth of Massachusetts without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in Boston, Massachusetts and waives any jurisdictional, venue, or inconvenient forum objections to such courts.

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 19

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

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

SUBJECT: **Approval of Memorandum of Understanding Between
Glendale Unified School District and the City of Glendale
Public Library**

The Interim Superintendent recommends that the Board of Education approve a Memorandum of Understanding between Glendale Unified School District and the City of Glendale Public Library to pilot a program that will provide library cards to elementary school students in the 2019-2020 school year, at no cost to the District.

The Glendale Unified School District (GUSD) is fortunate to have a partnership with the City of Glendale, Library, Arts and Culture Department.

The Glendale Public Library will partner with three elementary schools: Balboa, Edison and Jefferson, to provide a library card to all students in each school. These elementary schools will pilot the program during the 2019-2020 school year, with hopes of expanding the program to other schools in subsequent years. This pilot has been shared with each participant site principal, who are all in favor of the program.

Parents/guardians must provide consent for their child to participate in the program and the issuance of a student library card. The library card will provide each student the following services:

- Borrow up to 100 library items at any of the Glendale or Pasadena Public Library locations.
- Borrow e-books and audio books free.
- Have access to newspapers, magazine articles, tutoring and research resources online free.
- Learn and practice up to 52 foreign languages free.
- Use computers and Wi-Fi at any Glendale Library free.

Glendale Unified School District
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No costs will be incurred with this partnership. A Memorandum of Understanding (MOU) between the GUSD and the City of Glendale Library has been prepared and will be in effect from July 1, 2019, to June 30, 2022. The roll out and outreach for this program is projected to begin before the 2019-2020 school year.

In addition, Jefferson Elementary School has planned additional activities with the Glendale Public Library's Grandview Branch to promote literacy. The Grandview Branch is located directly across from the school at 1535 Fifth Street in Glendale. Jefferson plans to hold student field trips to the library, evening parent meetings to promote the library facilities, Makerspace activities for preschoolers, story time events, and a homework lab for students to access after school hours.

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE CITY OF GLENDALE
AND
THE GLENDALE UNIFIED SCHOOL DISTRICT

Student Library Card

This Memorandum of Understanding (“MOU”), effective July 1, 2019 (“Effective Date”), is between the City of Glendale (“CITY”), a municipal corporation, and Glendale Unified School District (“DISTRICT”), a unified public school district, each duly organized and existing under the Constitution and laws of the State of California (collectively, “PARTIES” or individually, “PARTY”).

RECITALS

1. CITY’s Library, Arts & Culture Department operates the Glendale Public Library (“LIBRARY”), comprised of a Central Library and 7 branch libraries located in a variety of distinct neighborhoods. One of the branches, Brand Library & Art Center, is focused on art and music collections.

2. LIBRARY provides the community with not only services, materials, and activities, but also the opportunity to seek and share ideas and information to enrich life, foster literacy, inspire intellectual curiosity, and stimulate the imagination.

3. DISTRICT is comprised of 32 schools serving more than 26,000 students in transitional kindergarten through 12th grade.

4. DISTRICT’s mission is to provide a high quality education that addresses the unique potential of each student in a safe, engaging environment.

5. CITY and DISTRICT have a long history of working together as educational partners for the DISTRICT’s students (“STUDENT” or “STUDENTS”), with the LIBRARY serving as an extension of the classroom— providing STUDENTS with access to books, computers, free online tutoring, reading programs, technology support, and dozens of other important educational resources during out-of-school time. Additionally, the PARTIES have a tradition of collaborating to meet the needs of STUDENTS in achieving their academic goals and building a welcoming place where reading, learning, and imagination thrive, maximizing academic achievement, and preparing every child to lead a rich and productive life.

6. CITY and DISTRICT have been in discussions to develop a program that will allow STUDENTS to easily access and use LIBRARY’s electronic and print resources through the use of a Student Library Card (“Student Library Card” or “Card”).

7. Through this MOU, the PARTIES now desire to establish:

- (A) The terms governing the Student Library Card’s creation, use, and management; and
- (B) The PARTIES’ responsibilities and obligations for carrying out the program.

8. This MOU is entered into under the authority granted by California Government Code Section 6500, *et seq.* which authorizes and empowers public agencies, including cities and school districts, to enter into agreements to jointly operate programs.

THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the PARTIES agree as follows:

AGREEMENT

1.0. INCORPORATION OF RECITALS

1.1. The Recitals constitute the factual basis upon which CITY and DISTRICT have entered into this MOU. CITY and DISTRICT acknowledge the Recitals' accuracy and, therefore, incorporate them into this MOU.

2.0. TERM.

2.1. Initial Term.

2.1.1. This MOU is for a period of three (3) years ("initial term"), beginning on July 1, 2019 ("starting date"), and ending on June 30, 2022 ("ending date"), unless:

- (A) Either PARTY, at any time and for any reason, elects to end this MOU, by giving the other PARTY written notice at least ninety (90) days before the intended termination date; or
- (B) The MOU is terminated sooner according to the terms elsewhere in this document.

2.2. Renewal Term.

2.2.1. Before this MOU's ending date, the PARTIES will have the option of renewing this MOU, two (2) additional times, each time for a period of five (5) years ("renewal term"), as set forth below:

- (A) At least one-hundred eighty (180) days before this MOU's ending date, DISTRICT shall give CITY written notice, advising CITY whether DISTRICT desires to renew this MOU.
- (B) At least ninety (90) days before this MOU's ending date, CITY will give written notice to DISTRICT, advising DISTRICT whether CITY has elected to renew this MOU. Exercise of the renewal option will be at the City Manager's or a designee's sole discretion and will require the City Manager's or a designee's written approval. Upon renewal, this MOU may be subject to new or additional terms and conditions, as mutually agreed on by the PARTIES. Otherwise, without further notice, this MOU will end on the ending date specified in Paragraph 2.1.1 of this MOU.

3.0. ADMINISTRATION OF MOU.

3.1. LIBRARY shall designate one or more Supervisors who will be LIBRARY's representative(s) for purposes of this MOU and who are fully authorized to act on LIBRARY's behalf under this MOU.

3.2. DISTRICT shall designate one or more Project Managers who will be DISTRICT's representative(s) for the purposes of this MOU and who are fully authorized to act on DISTRICT's behalf under this MOU.

3.3. On one or more occasions each year, LIBRARY and DISTRICT shall review and, by mutual agreement, determine and update the selection of schools and the phasing details of the Student Library Card project.

4.0. STUDENT LIBRARY CARD—BORROWING PRIVILEGES; EXPIRATION; AND LIMITATIONS.

4.1. The Student Library Card will:

- (A) Provide:
 - (1) Access to LIBRARY’s public computer stations designated for the use of minors (under the age of eighteen (18) years);
 - (2) Remote access to all electronic resources offered by LIBRARY, including research and homework databases; learning resources; online tutoring; downloadable e-books, audiobooks, music and magazines; and music and video streaming; and
 - (3) Limited borrowing privileges of physical book and audiobook materials at all LIBRARY locations, with a limit of up to three (3) books or audiobooks checked out at any given time, which must be returned before additional items can be checked out;
- (B) Operate independently of the standard children’s and teen’s LIBRARY cards which allow additional borrowing privileges of other materials, such as DVDs, music CDs, video games, and Hot Spots; and
- (C) Expire when a student turns twenty (20) years of age.

4.2. A STUDENT will not be charged overdue fines and lost book fees on any materials checked out with the Student Library Card. However, a STUDENT’s borrowing privileges will be blocked in an incremental fashion if items are lost or damaged. For example, if a STUDENT checks out three (3) items, and later:

- (A) One (1) item is lost or damaged, then during the next check-out, the STUDENT can only borrow up to two (2) items total at a given time, until the lost or damaged item is returned or replaced.
- (B) Two (2) items are lost or damaged, then during the next check-out, the STUDENT can only borrow only one (1) item at a given time, until the lost or damaged items are all returned or replaced.
- (C) All three (3) items are lost or damaged, then the STUDENT can no longer use the Student Library Card to borrow physical items until the lost or damaged items are all returned or replaced.

4.3. At any time, a parent or legal guardian may contact LIBRARY directly to:

- (A) Update the STUDENT’s Card account;
- (B) Rescind permission for the STUDENT to participate in the Card program; or
- (C) Request that LIBRARY delete the STUDENT’s Card account.

5.0. LIBRARY'S RESPONSIBILITIES.

5.1. At its own expense, LIBRARY will:

- (A) Design and create a Student Library Card, which will be distinct from LIBRARY's other cards. Each Card will have a label printed with the STUDENT's name on it;
- (B) Issue the Student Library Card:
 - (1) In batches on an annual basis to new incoming STUDENTS at the beginning of each school year:
 - (a) During the first year of the initial term, LIBRARY will issue the Cards to a mutually agreed upon pilot group and timetable; and
 - (b) During the second and third year of the initial term, LIBRARY will expand the Card's issuance, upon a mutually agreed on manner and timetable, to include all STUDENTS;
 - (2) As a second LIBRARY card to STUDENTS who already have a standard LIBRARY card, if their parent or legal guardian chooses to participate in the Student Library Card program;
- (C) Deliver the Student Library Cards to DISTRICT school sites for each participating class;
- (D) Replace a lost, stolen, or damaged Student Library Card at a LIBRARY location at no cost to STUDENTS, their families, or legal guardians;
- (E) Delete expired Student Library Cards annually from LIBRARY's integrated library system;
- (F) Delete Student Library Cards from LIBRARY's integrated system upon the request of the DISTRICT or a STUDENT's parent or legal guardian;
- (G) Work jointly with DISTRICT, upon mutually agreed on dates and times, to:
 - (1) Develop information (written handouts, website information, social media postings) that describes the Student Library Card program to parents and legal guardians;
 - (2) Provide:
 - (a) Information to DISTRICT staff members, teachers, and administrators about the Student Library Card program; and
 - (b) Training or webinars, or other promotional events, for the Student Library Card program for DISTRICT staff members, teachers, and administrators; and
- (H) Assign LIBRARY staff to visit local DISTRICT schools in their service area to:
 - (1) Build and strengthen local partnerships with students, parents, and faculty groups by participating in special school events and meetings as appropriate; and

- (2) Provide information on the Student Library Card program and other youth-centric library services (e.g. Summer Reading Program, One Book One Glendale, e-resource demonstrations, Family programs and activities, etc.).

5.2. If this MOU's initial term expires (or, as applicable, if the renewal term expires), if either PARTY terminates this MOU, or if this MOU ends by this document's terms or by operation of law, LIBRARY will:

- (A) Stop issuing Student Library Cards for new STUDENTS; and
- (B) Continue to maintain existing Student Library Cards on active status until each Card's expiration date.

6.0. DISTRICT'S RESPONSIBILITIES.

6.1. At its own expense, DISTRICT will:

- (A) Distribute pertinent information about the Student Library Card program to parents and legal guardians;
- (B) Provide LIBRARY with the following STUDENT data in a format that can be directly imported into LIBRARY's integrated library system via a secure electronic delivery method, as determined by parent/legal guardian opt-out registrations:
 - (1) First and last name;
 - (2) Birthdate;
 - (3) Grade level;
 - (4) School name;
 - (5) Teacher name; and
 - (6) Name, residence address, phone number, and email address of only one parent or legal guardian;
- (C) Work jointly with CITY, upon mutually agreed on dates and times, to:
 - (1) Develop information (written handouts, website information, social media postings) that describes the Student Library Card program to parents and legal guardians;
 - (2) Provide:
 - (a) Information to DISTRICT staff members, teachers, and administrators about the Student Library Card program; and
 - (b) Sufficient time for DISTRICT staff members, teachers, and administrators, to attend or participate in training or webinars, or other promotional events, provided by LIBRARY;

- (D) Ensure promotional materials and information about the Student Library Card, including information posted on a website and social media, have language that states the PARTIES' joint efforts: "Glendale Unified School District in collaboration with Glendale Library Arts & Culture";
- (E) Provide evaluation and feedback to LIBRARY and assist with obtaining feedback from DISTRICT teachers, administrators, students, and their families or legal guardians; and
- (F) Furnish aggregate data— removing or deleting STUDENT personally identifiable information— comparing the results of DISTRICT benchmark and state testing assessments for STUDENTS actively engaged in the Student Library Card program, with those not engaged in the Card program.

7.0. CONFIDENTIALITY.

7.1. Parties' Obligations.

7.1.1. In order to achieve an effective collaboration, LIBRARY and DISTRICT need to share STUDENT information and data that one or more laws may prohibit disclosure of otherwise. Under this MOU, to carry out the Student Library Card program, the PARTIES shall:

- (A) Exchange and use STUDENT information and data for only the following purposes:
 - (1) Advancing the PARTIES' mutual goals of increasing STUDENT literacy and educational success;
 - (2) Proper administration of Student Library Card registration and circulation records; and
 - (3) Marketing LIBRARY programs of specific interest to STUDENTS. Any such marketing effort will be conducted on an "opt-out" basis;
- (B) Comply with applicable federal and state laws, rules, procedures, regulations, and court decisions relating to the confidentiality, disclosure, exchange, and use of LIBRARY-provided information and DISTRICT-provided information;
- (C) Limit disclosure of the exchanged information within its own organization to only persons who have a need to know, such as its directors, officers, employees, and legal counsel;
- (D) Take affirmative measures to ensure compliance with these confidentiality obligations by its employees and other persons who are permitted access to or use of LIBRARY-provided information and DISTRICT-provided information; and

- (E) Not disclose any information to any third party (a person, entity, or organization) without the other PARTY's prior written consent, except for:
 - (1) A Public Records Request as provided in Paragraph 7.4 of this MOU;
 - (2) Student Library Card registration and circulation records to which the Pasadena Public Library (PPL) has access through LIBRARY's and PPL's jointly operated Integrated Library System (ILS); and
 - (3) Third party vendors who provide services to CITY relating to ILS functions and data.

7.2. District's Obligations.

7.2.1. DISTRICT shall maintain the confidentiality of STUDENT records according to all applicable federal and state laws and regulations, including the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g; 34 C.F.R. Part 99; and California Education Code Sections 49060 et seq.

7.2.2. When this MOU requires or allows disclosure of "directory information"— which, under California Education Code Section 49061(c), includes a STUDENT's "name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, . . . dates of attendance, degrees and awards received, and the most recent previous public or private school attended. . ."— DISTRICT shall release the information to LIBRARY consistent with Education Code Section 49073.

7.3. Library's Obligations.

7.3.1. Except as required by law or a court order, LIBRARY shall maintain as confidential, and shall not disclose, the following information:

- (A) A STUDENT's "patron use record," as defined in California Government Code Section 6267.
- (B) LIBRARY registration and circulation records that LIBRARY keeps for the purpose of identifying a STUDENT of items available in the LIBRARY, as provided by California Government Code Section 6254(j).

7.4. California Public Records Act; Public Records Request.

7.4.1. If the PARTIES agree that a record is confidential under the California Public Records Act (CPRA) (California Government Code Section 6250 et seq.) or another law, and subsequently exchange the document, each PARTY shall:

- (A) Keep that record confidential, as permitted under Government Code Section 6254.5(e); and
- (B) Seek to minimize the personnel that review confidential records and only allow necessary personnel to analyze the documents.

7.4.2. If either PARTY receives a CPRA request seeking a record that has been designated as confidential and that has been exchanged, as described in this MOU, the PARTY receiving the request shall:

- (A) Immediately notify the other PARTY of the CPRA request;
- (B) Consult with its legal counsel about the CPRA request; and
- (C) Advise the other PARTY of whether the record (document or information) will be, in whole or in part, disclosed, withheld, or redacted, and the legal grounds for doing so.

7.4.3. If a PARTY claims a privilege against public disclosure or otherwise objects to the record's disclosure, then that PARTY may seek protection from disclosure by timely applying for relief in a court of competent jurisdiction. If the PARTIES agree that a record is covered by an applicable privilege, or that disclosure is otherwise objectionable, a PARTY claiming privilege against public disclosure, or otherwise objecting to a record's disclosure, may demand in writing that the PARTY in possession of that record assert the privilege or objection on the PARTY's behalf. If the PARTIES disagree as to the applicability of any privilege, or disagree as to the applicability of any objection, then the PARTY claiming privilege, or otherwise objecting to disclosure, may make a written demand that the PARTY in possession of the record assert a privilege or object to disclosure on the other PARTY's behalf, subject to the indemnification provision in Paragraph 7.4.4 below.

7.4.4. A PARTY who claims a privilege against, or otherwise objects to, public disclosure of a record in the other PARTY's possession, shall indemnify, defend (including providing and paying for legal counsel), and hold harmless the PARTY in possession of the record, its officers, agents, employees, and representatives from and against all liability, claims, suits, demands, damages, fines, penalties, costs, fees, or expenses arising out of or alleging the refusal by the PARTY in possession of the record to publicly disclose the record.

7.5. Inadvertent Disclosure of Confidential Information.

7.5.1. CITY acknowledges that it might receive confidential information including, without limitation, confidential student information ("Confidential Information"). CITY agrees to promptly notify the DISTRICT if CITY becomes aware that it received DISTRICT's Confidential Information, shall take all measures to maintain the confidential nature of such information, shall return the Confidential Information promptly to the DISTRICT, and shall, if necessary, destroy any electronic copies of that Confidential Information in possession of CITY. In no event shall CITY disclose or permit the disclosure of Confidential Information or any files, compilation, study, report, analysis, or any other work derived from or influenced by the Confidential Information ("Derivative Product") to any person that is not a party to this MOU without the prior written consent of DISTRICT. CITY shall not distribute, disclose, or disseminate any Confidential Information to any person, except that CITY may disclose Confidential Information to its personnel if disclosure is necessary to perform the personnel's function. Disclosure to CITY's personnel shall be limited to Confidential Information that is necessary to perform personnel's services and related to the legitimate educational interest for which the Confidential Information was disclosed. At the expiration or termination of this MOU, CITY shall return all Confidential Information to the DISTRICT, and, if necessary, shall destroy any electronic copies of that Confidential Information in possession of CITY.

8.0. INDEMNIFICATION.

8.1. As authorized by California Government Code Section 895.4 et seq. and to the fullest extent permitted by law, a PARTY agrees to indemnify, defend, and hold harmless the other PARTY from all loss or liability for injury or damage, actual or alleged, to person or property arising out of or resulting from the indemnifying PARTY's acts or omissions in the performance of this MOU, unless arising out of or resulting from the sole negligence or willful misconduct of the indemnified PARTY. The provisions of California Civil Code Section 2778, regarding interpretation of indemnity agreements, are hereby incorporated into this MOU.

9.0. INSURANCE.

9.1. Each PARTY:

- (A) Represents that it has a policy or policies of insurance, or self-insurance, or both, for general liability, automobile liability, and workers' compensation liability;
- (B) Certifies that the limits of its policy or policies of insurance, or self-insurance, or both, meet or exceed the requirements and obligations as set forth, and to the extent permitted, by State law; and
- (C) Shall maintain the policy or policies of insurance, or self-insurance, or both— as described in Paragraph 9.1(A) above— throughout the Term of this MOU.

10.0. EXPENSES.

10.1. At its own expense, a PARTY shall:

(A) Provide to its employees, or to anyone whom the PARTY directly or indirectly hires, employs, or uses, compensation and related benefits— as applicable— including, but not limited to: salary, wages, overtime pay; employment benefits; vacation or other leave; medical, disability, unemployment, or other insurance; workers' compensation; training; social security; tax or retirement contribution, including any contribution or payment to a public or private employee retirement system; and

(B) Pay all penalties, fines, assessments, taxes, amounts, interest, costs, and expenses for violating, or not complying with, employment, labor, or other laws or regulations, including those governing the items listed under Paragraph 10.1(A) of this MOU.

11.0. PUBLIC BENEFIT.

11.1. This MOU is intended to promote a public benefit. Persons employed under this MOU must be public employees of either CITY or DISTRICT, as the case may be. This MOU must not be construed as a private contract for public service. Notwithstanding the foregoing, this MOU does not limit either PARTY's legal right to contract for services, goods, or construction of facilities under applicable law and regulation.

12.0. DEFAULT AND REMEDIES.

12.1. The PARTIES shall follow the process and procedures below for non-performance or unsatisfactory performance of this MOU:

- (A) If a PARTY determines that the other PARTY has not performed, or has unsatisfactorily performed, a condition, obligation, or provision of this MOU, the aggrieved PARTY shall give the other PARTY a written notice that:
 - (1) Describes the violation of the MOU or the problem with the other PARTY's performance;
 - (2) To the extent reasonably possible, states one or more corrective measures, or a particular manner of correction; and
 - (3) Specifies the time period within which the other PARTY must correct the violation or problem. At its discretion, the aggrieved PARTY may extend the time in which the other PARTY must correct the violation or problem.
- (B) The other PARTY shall correct the violation or problem within the time period specified in the notice (or within any extension of time granted), and in the manner required in the notice.
- (C) After the aggrieved PARTY has given the other PARTY written notice, and after the time (or any extension of time) to correct the violation or problem has passed without satisfactory correction or resolution in the aggrieved PARTY's determination, the aggrieved PARTY may take any one or more of the following actions:
 - (1) Immediately suspend this MOU until such time as the other PARTY has corrected the violation or problem;
 - (2) Immediately terminate this MOU; or
 - (3) Pursue any available, lawful right, remedy, or action.

13.0. ASSIGNMENT.

13.1. This MOU does not give any rights or benefits to anyone, other than to CITY and DISTRICT. All duties, obligations, and responsibilities under this MOU are for the sole and exclusive benefit of CITY and DISTRICT, and are not for the benefit of another person, entity, or organization. Except as this MOU provides, CITY and DISTRICT shall not do any one or more of the following:

- (A) Assign or transfer a right or interest— whether in whole, in part, temporarily, or otherwise— in this MOU; or
- (B) Delegate a duty or obligation owed— whether in whole, in part, temporarily, or otherwise— under this MOU.

13.2. Any actual or attempted assignment of rights or delegation of duties:

- (A) Is wholly void and totally ineffective for all purposes; and
- (B) Does not postpone, delay, alter, extinguish, or terminate the PARTIES' duties, obligations, or responsibilities under this MOU.

14.0. ENTIRE AGREEMENT.

14.1. Neither CITY nor DISTRICT has made any promises or representations, other than those contained in this MOU or those implied by law. Therefore, this MOU:

- (A) Represents the entire and integrated agreement between the PARTIES; and
- (B) Supersedes all prior and contemporaneous communications, negotiations, understandings, promises, and agreements— either oral or written.

14.2. The PARTIES may modify this MOU (or any part of it) by a written amendment with CITY's and DISTRICT's signature.

15.0. INTERPRETATION.

15.1. This MOU is the product of negotiation and compromise by both PARTIES. Every provision in this MOU must be interpreted as though the PARTIES equally participated in its drafting.

15.2. Despite the provisions in California Civil Code Section 1654, if this MOU's language is uncertain, the MOU must not be construed against the PARTY causing the uncertainty to exist. In interpreting this MOU and resolving any ambiguities, this MOU will take precedence over any cover page or attachment.

15.3. Unless this MOU specifies otherwise, any reference to "day" or "days" means calendar days and not business days. A reference to the time of day refers to local time for Glendale, California.

15.4. If the last day for giving notice or performing an act falls on a weekend; a legal holiday listed in California's Government Code or Education Code, or in Glendale Municipal Code Section 3.08.010; or a day when City Hall or DISTRICT Administration is closed, the period is extended to and including the next day that the PARTY is open for business.

16.0. HEADINGS.

16.1. All headings or captions in this MOU are for convenience and reference only. They are not intended to define or limit the scope of any term, condition, or provision.

17.0. GOVERNING LAW; JURISDICTION.

17.1. California's laws govern this MOU's construction and interpretation.

17.2. Unless this MOU provides otherwise, any reference to laws, ordinances, rules, procedures, or regulations include their later amendment, modifications, and successor legislation.

17.3. If CITY or DISTRICT brings a lawsuit to enforce or interpret one or more provisions of this MOU, jurisdiction is in the Superior Court of the County of Los Angeles, California, or where otherwise appropriate, in the United States District Court, Central District of California. DISTRICT and CITY acknowledge that the MOU was negotiated, entered into, executed, and performed in the City of Glendale, California.

18.0. WAIVER OF BREACH.

18.1. If a PARTY fails to require the other PARTY to perform any term of this MOU, that failure does not prevent the PARTY from later enforcing that term, or any other term. If a PARTY waives the other PARTY's breach of a term, that waiver is not treated as waiving a later breach of the term.

18.2. A waiver of a term is valid only if it is in writing and signed by the PARTY waiving it.

19.0. NOTICE.

19.1. The PARTIES shall submit in writing all notices and correspondence that this MOU requires or permits, and shall deliver the notices and correspondence to the places identified below. The PARTIES may give notice by: personal delivery; U.S. mail (first class postage prepaid or "Certified" U.S. mail, postage prepaid, return receipt requested); overnight delivery service; facsimile; or email.

CITY OF GLENDALE

Library, Arts & Culture
222 E. Harvard St.
Glendale, CA 91206-4399
Attn: Hala Shonouda

Telephone: (818) 548-2030
Facsimile: (818) 548-7225
E-mail: HShonouda@Glendaleca.gov

GLENDALE UNIFIED SCHOOL DISTRICT

Administration
223 North Jackson St.
Glendale, CA 91206-4334
Attn: Dr. Kelly King

Telephone: (818) 241-3111 Ext. 1208
Facsimile: (818) 548-9041
E-mail: kking@gusd.net

19.2. Any notice personally given, sent by facsimile transmission, or sent by e-mail is effective upon receipt. Any notice sent by overnight delivery service is effective the next business day following delivery of it to the overnight delivery service. Any notice given by U.S. mail (including certified or registered) is effective five (5) days after deposit in the United States mail.

20.0. SEVERABILITY.

20.1. The invalidity, in whole or in part, of any term of this MOU will not affect this MOU's remaining terms.

21.0. COUNTERPARTS.

21.1. This MOU, and all amendments to it, may be executed in counterparts, each of which is an original, but all of which constitutes one and the same document.

21.2. The PARTIES must sign a sufficient number of counterparts, so that each PARTY will receive a fully executed original of this MOU.

22.0. REPRESENTATIONS – AUTHORITY.

22.1. The PARTIES represent that:

- (A) They have read this MOU, fully understand its contents, and have received a copy of it;
- (B) Through their duly authorized representative, they are authorized to sign this MOU, and they are bound by its terms; and
- (C) They have executed this MOU on the date opposite their signature.

Executed at Glendale, California.

CITY OF GLENDALE:

By _____
Yasmin K. Beers
City Manager

Date: _____, 201__

GLENDALE UNIFIED SCHOOL DISTRICT:

By _____
Dr. Kelly King
Assistant Superintendent

Date: _____, 201__

REVIEWED BY:

APPROVED AS TO FORM:

Gary Shaffer, Ph.D., Director
Library, Arts & Culture

Date

Principal Assistant City Attorney

Date

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 20

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

SUBMITTED BY: Felix Melendez, Executive Director, Secondary Education

SUBJECT: **Approval of New Course of Study Outlines for Use in Middle and 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 (Art Production; Middle School Ceramics; Stage Band; and Entertainment Technology and Live Production 3-4 Honors) for use in middle and high schools in the areas of Career Technical Education and Visual and Performing Arts.

MIDDLE SCHOOLS

Department: Visual and Performing Arts

Course Title: Art Production

Grade Level: 7 or 8

School(s)
Course Offered: Rosemont Middle School, Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: Students will explore the fundamental skills in drawing, painting and design using a variety of mediums. This course develops the concepts and skills utilized in the Elements of Art and the Principles of Design. Artistic investigation and traditional and contemporary art practices will be explored. Opportunities will be provided for students to express and develop skills in Arts and Media design while promoting an interest in the Fine Arts, the Graphic Arts and the production of art.

Department: Visual and Performing Arts

Course Title: Middle School Ceramics

Grade Level: 7 or 8

**School(s)
Course Offered:** Rosemont Middle School

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

Course Credits: 5

**Recommended
Prerequisite:** None

**Recommended
Textbook:** None

Course Overview: This course will introduce the student to the basic hand-building methods of clay construction, while incorporating self-expression, design, and craftsmanship. Introductory course to the Arts, Arts Media and Entertainment, Fine Arts Sculpture pathway.

Department: Visual and Performing Arts

Course Title: Stage Band

Grade Level(s): 6

School(s)
Course Offered: Roosevelt Middle School

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

Course Credits: 10

Recommended
Prerequisite: The instructor uses his or her discretion in determining which students participate. Students should demonstrate a desire to learn to sing/play, develop self-discipline, and strong cooperative skills. Experience in playing an instrument is desirable but not mandatory.

Recommended
Textbook: None

Course Overview: Stage Band is an introductory course focused on music performance. Instrumentation includes but is not limited to guitar, bass, keyboard, vocals, drum set and percussion. Students learn modern musical forms and compositions from rock, pop, soul and jazz. This class encourages self-expression and creativity through composition and improvisation. Performance participation is a requirement of the class.

Department: Visual and Performing Arts

Course Title: Stage Band

Grade Level(s): 7-8

School(s)
Course Offered: Roosevelt Middle, Wilson Middle

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

Course Credits: 10

Recommended
Prerequisite: The instructor uses his or her discretion in determining which students participate. Students should demonstrate a desire to learn to sing/play, develop self-discipline, and strong cooperative skills. Experience in playing an instrument is desirable but not mandatory.

Recommended
Textbook: None

Course Overview: Stage Band is an introductory course focused on music performance. Instrumentation includes but is not limited to guitar, bass, keyboard, vocals, drum set and percussion. Students learn modern musical forms and compositions from rock, pop, soul and jazz. This class encourages self-expression and creativity through composition and improvisation. Performance participation is a requirement of the class.

HIGH SCHOOLS

Department: Career Technical Education / Visual and Performing Arts

Course Title: Entertainment Technology and Live Production 3-4 (Honors)

Grade Level(s): 10-12

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

Course Credits: 5 or 10

UC/CSU Approved
(Y/N, Subject): Y, "F" Fine Art credits

Recommended

Prerequisite: Completion of Entertainment Technology and Live Production 1-2 with a grade of “C” or better or by teacher recommendation.

Recommended

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

Course Overview: Entertainment Technology and Live Production 3-4 (Honors) is the concentrator (2nd year) course in the Arts, Media and Entertainment industry sector. Students will be focus on deepening their understanding of scenic design, lighting and sound design techniques and of costume and make-up design as these relate to theatrical and live productions. Through hands-on interactive learning opportunities, students will learn how to run a production facility, hold managerial positions within such facilities (designers, house managers, stage manager, etc.), and develop operation procedures and methodologies. They will also learn the ins and outs of a variety of industry relevant technologies: students will learn about scenic and prop creation, construction and installation; lighting and sound support and configurations; costuming and makeup construction and managerial arts. Students will be responsible for demonstrating their knowledge and understanding by working and running community events and productions. They will receive in-depth training and education about career paths available in Technical theatre; background knowledge on theatre, art fashion in history; and will further develop systems for workplace etiquette, client/venue communication, and managerial arts of a working production house and scenic shop.

Glendale Unified School District

Middle School

Date

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

Department: Visual and Performing Arts

Course Title: Art Production

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

Grade Level: 7 or 8

School(s)
Course Offered: Rosemont Middle School, Wilson Middle School

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

Course Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: None

Course Overview: Students will explore the fundamental skills in drawing, painting and design using a variety of mediums. This course develops the concepts and skills utilized in the Elements of Art and the Principles of Design. Artistic investigation and traditional and contemporary art practices will be explored. Opportunities will be provided for students to express and develop skills in Arts and Media design while promoting an interest in the Fine Arts, the Graphic Arts and the production of art.

Goals:

A. To express artistic ideas, thoughts, and reactions visually through fine art and other forms of art including media art.

B. Make art or design with various art materials and tools to explore the

physical making of art, art history and commercial design/advertising.

C. Introduction to the use of Art Elements and Design Principles.

D. To cultivate intellectual basis for making and justifying aesthetic judgment of art individually or in a group.

E. To communicate a variety of subjects through specific traditional art theories and modern practices.

G. To encourage a life long interest in the Fine Arts.

Course Content

Introductory course to the Arts, Arts Media, Graphic Arts and Fine Arts pathways incorporating the Elements of Art and Principles of Design, Art History and Art Criticism components in creating introspective and successful artworks. A variety of art techniques and mediums will be introduced and utilized throughout the semester focusing on the California Arts Standards for the Visual Arts.

Unit 1

(2-3 weeks)

STANDARDS

SCC 1.2, 2.2, 2.3

VAPA 1.1, 1.3, 1.4, 2.2

Drawing Basics: An in-depth study of the elements of art and Principles of Design as related to the basics of 2-D drawing. This unit is the scaffold that following units are built upon. Observational drawing is used to understand natural and artificial forms. Conceptual drawings based on imagination and personal experience are utilized. This unit focuses on establishing a beginning proficiency which will be used in all future assignments whether those are two dimensional or three dimensional.

Unit 2

(1-2 weeks)

STANDARDS

VAPA AS 1.1, 1.2, 3, 4,

Abstract Art: The study of abstract art and semi-abstract art in art history through drawing, shading, shape and concept. Creative and innovative thinking will be explored incorporating the influences of specific artists. The on-hands creation of an abstract work of art designed to move students from their comfort zones and explore different areas of expression while practicing art tradition art techniques and mediums.

Unit 3

(2-3 weeks)

STANDARDS

SCC: 2.1, 2.2

VAPA 1.2, 1.3, 2.4

Color Theory and Painting: Demonstrating knowledge of color theory through paint including technical skills and a knowledge of the properties of color. Students will create an in-depth color wheel using various color schemes and the study of the properties of color. Students will paint an original project utilizing color properties learned through lecture, application and written tests. Students will create or assemble art works identifying the use of color as an element of art.

Unit 4

(2-3 weeks)

STANDARDS

SCC: 2.1, 4.0

VAPA 1.1, 2.1, 2.2, 2.3

Graphic Design: Using the basics of graphic/commercial design to create a piece of advertising art including story boards referencing the history of successful media campaigns. Selection and organization of design images and words making a visually clear and compelling presentations. The use of mixed media is emphasized.

Unit 5

(2-3 weeks)

STANDARDS

SCC: 2.1, 2.3

VAPA: 2.2, 2.3, 2.5, 5.3, 5.4

Animation: Animation and its history culminating in a 2 - dimensional/3- dimensional work of art using skills learned in cartooning and animation. This unit focuses on the basic art-cartooning vocabulary and the drawing of different cartoon styles a well as the techniques of creating visual movement and visually expressing a story or concept. Career paths in animation or cartoon illustration will be explored.

Unit 6

(2-3 weeks)

STANDARDS

SCC: 2.2, 2.3

VAPA: 2.1, 2.2, 2.3, 2.4, 2.7

Study of environmental implications of conservation using mixed media while emphasizing the use of art as a social message. The power of visual design is discussed bringing in the way art has been used to influence and persuade the viewer throughout history. The power of graphic visuals is discussed and utilized throughout the unit.

Unit 7

(2 weeks)

STANDARDS

SCC 1.1, 1.2, 1.3, 2.3

VAPA 3.0, 4.1, 4.2, 4.3

Creating an art piece delving into personality and personal preference in juxtaposition to expected social norms. Self-reflection is based on personal awareness of social and cultural experiences. This piece is mixed media piece concentrating on previously learned techniques building upon skills already explored or mastered.

Unit 8

(2-3 weeks)

STANDARDS

SCC 2.1, 2.3 5.0

VAPA 1.3, 2.2

The in-depth study of a culture and their art through a large scale project utilizing the history of art. This mixed media project will incorporate the elements and principles of design drawing heavily on previous concepts learned in all units leading up to this. This cross-curriculum project will also draw upon facts learned in core classes connecting other contexts of knowledge.

Glendale Unified School District

Middle School

Date

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

Department: Visual and Performing Arts

Course Title: Middle School Ceramics

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

Grade Level: 7 or 8

School(s)

Course Offered: Rosemont Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: None

Course Overview: This course will introduce the student to the basic hand-building methods of clay construction, while incorporating self-expression, design, and craftsmanship. Introductory course to the Arts, Arts Media and Entertainment, Fine Arts Sculpture pathway

Goals:

A. To express artistic ideas, thoughts, and reactions visually through the physical forming of the medium of clay.

B. To introduce drawing and design skills, in both 2D and 3D expression, through the use of the Art Elements and Design Principles.

C. To introduce ceramic tools, safety procedures, and methods used to explore the physical making of ceramic art sculptures.

D. To acquire knowledge of ceramic art history, including information on the artists/sculptors relevant to ceramic art and ceramic innovation.

E. To cultivate an intellectual basis for making and justifying aesthetic judgment of ceramic art individually, or in a group.

First Semester-Course Content

Unit 1: Drawing Fundamentals

(2 weeks)

Basic drawing skills. Form/Value/ Space (dimensional drawing)

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.1, 8.VA:Cr1.1; 7.VA: Cr2.2, 8.VA:Cr2.2

- A. Drawing is a powerful tool used in the conceptualization of ideas. This unit focuses on introducing the basics of drawing for illustrating concepts that are applicable for sculptural forms. Form, value, and space are used in drawing a three dimensional object on a two dimensional surface.
- B. Students will create drawings using a step-by-step approach to develop eye-hand coordination. Emphasis will be placed on how line transforms to communicate shape. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Ceramic Fundamentals

(3 weeks)

Ceramic specific vocabulary, safety procedures

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr2.2, 8.VA:Cr2.2

- A. Understanding the specifics of a medium is essential to having success creating with that medium. This unit focuses on introducing the basics of ceramics: ceramic procedures, vocabulary, and the safety information needed for proper handling of clay, clay tools and equipment.
- B. Students will acquire knowledge of ceramic terminology (vocabulary), gaining an understanding of the definitions as well as the proper use of the terms. Students will

learn about the safety practices regarding the use and handling of ceramics. A rubric will be used to assess proficiency.

Unit 3: **History of Ceramics**

(2 weeks)

Historical and Cultural aspects of Ceramics

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr2.3, 8.VA:Cr2.3

- A. This unit provides students with an overview of the history of ceramics, as well as an understanding of both historical and contemporary ceramic art. Students will investigate the historical aspects and master sculptors of ceramics. Emphasis will be placed on understanding the historical timeline of ceramic innovation.
- B. Students will explore aspects of ceramic history and master artists/sculptors in order to gain an understanding of the chronology of ceramics. Students will investigate and write a research report on a famous ceramic artist/sculptor or ceramic innovation. Organizational skills and the showing of evidence in their writing will be emphasized. A rubric and student presentation will be used to assess proficiency.

Unit 4: **Properties of Clay and Glazing**

(2 weeks)

Understanding the properties of clay and glaze

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr2.2, 8.VA:Cr2.2

- A. This unit provides students with a basic understanding of chemistry involved in the production of clay and glazes. Students will learn about clay properties and proper preparation. They will also explore the principles of glaze composition, firing methodology and kiln construction.
- B. Students will acquire knowledge about proper handling of clay. They will also learn and practice the procedure of wedging clay to prepare it for use. Regarding the understanding and use of glazes, students will investigate the kiln room, glazing supplies and glaze composition. They will then gain insight through the practicing of glaze application on a pre-made ceramic tile. A rubric will be used to clarify criteria and assess mastery.

Unit 5: **Handbuilding technique #1**

(3 weeks)

The PINCH technique of working with clay

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Cr3, 8.VA:Cr3

- A. This unit focuses on students gaining an understanding of shaping clay using the handbuilding method of pinch to create sculptural forms. Students will develop skills in the use of the pinch method by practice, combining forms, and practical application in creating a sculptural work of art.
- B. The method of shaping a pinch pot will first be demonstrated. After much practice, students will design and create a hand maraca by connecting two pinch pots together and then manipulating the shape to fit their design. Emphasis will be placed on transforming the shape without adding more clay to the form. An artist statement and peer verbal critique will be used to assess the final work of art.

Unit 6: **Handbuilding technique #2**

(2 weeks)

The SLAB technique of working with clay

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Pr4, 8.VA:Pr4

- A. This unit focuses on students gaining an understanding of shaping clay using the handbuilding method of slab to create a sculptural form. Students will develop skills in the use of the slab method by practice, combining forms, and practical application in creating a sculptural work of art.
- B. The method of shaping a slab using a slab roller will first be demonstrated. The concept of using newspaper to fill or prop up clay will also be introduced. Students will draw their idea for a mask design. Emphasis will be placed on transforming the shape of the flat slab into a 3D form. A compare and contrast writing done between 2 students will be used to assess the final works of art.

Unit 7: **Handbuilding technique #3**

(3 weeks)

The COIL technique of working with clay

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Cr3, 8.VA:Cr3

- A. This unit focuses on students gaining an understanding of shaping clay using the handbuilding method of coil to create sculptural forms. Students will develop skills in the use of the coil method by practice, combining forms, and practical application in creating a sculptural work of art.
- B. The proper method of shaping coils to be used for building clay forms will first be demonstrated. After much practice, students will design and create a vessel by connecting coils together to fit their vessel design. Emphasis will be placed on maintaining a consistent coil shape and form while building their vessel. A written critique and rubric sighting specific criteria will be used to assess the final work of art.

Unit 8: **Combining handbuilding technique**

(3 weeks)

Using all three handbuilding techniques to create a sculpture.

STANDARDS

Visual and Performing Arts

Anchor Standards 7.VA:Cr1.2, 8.VA:Cr 1.2; 7.VA: Cr3, 8.VA:Cr3

- A. This unit focuses on students gaining an understanding of how to combine the three hand-building techniques to create a sculptural form. Students will apply their acquired skills of the three handbuilding methods to combine and create a sculptural work of art.
- B. The techniques used to combine the three handbuilding methods will first be demonstrated. Students will draw out their sculpture design and then write out extensive step-by-step instructions on how they plan on building their sculpture. As this is their final project, emphasis will be placed on solid seams, refinement of shape and good craftsmanship. An artist statement and instructor critique will be used to assess the final work of art.

Glendale Unified School District

Middle School

Date

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

Department: Visual and Performing Arts

Course Title: Stage Band

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

Grade Level(s): 6

School(s)

Course Offered: Roosevelt Middle School

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 10

Recommended

Prerequisite: The instructor uses his or her discretion in determining which students participate. Students should demonstrate a desire to learn to sing/play, develop self-discipline, and strong cooperative skills. Experience in playing an instrument is desirable but not mandatory.

Recommended

Textbook: None

Course Overview: Stage Band is an introductory course focused on music performance. Instrumentation includes but is not limited to guitar, bass, keyboard, vocals, drum set and percussion. Students learn modern musical forms and compositions from rock, pop, soul and jazz. This class encourages self-expression and creativity through composition and improvisation. Performance participation is a requirement of the class.

First Semester- Course Content

Unit 1: Rudiments of Music

(9-10 weeks)

STANDARDS

MU:H.Cr1, MU:H.Cr2, MU:H.Cr3.1, MU:H.Cr3.2, MU:H.Cr5

- A. Through this unit students will become familiar with melodic, rhythmic, and harmonic notation; improvisation; composition; and three or more chord accompaniments in a variety of patterns. Students will utilize standard music notation to articulate and perform music. Music related vocabulary and technique includes: quarter notes and rests, eighth notes and rests, half notes and rests, whole notes and rests, time signatures, dynamics, legato, marcato, crescendo and decrescendo. Students will synthesize their knowledge through personal and group critiques through teacher-provided criteria to improve, and refine simple melodies and chordal accompaniments for given melody. Students will have formative and summative assessment performances through the unit.
- B. An example of an assignment from this unit is for students to notate by dictation, two measure phrases in 2/4, 3/4, or 4/4 (one per day) that utilizes a variety of notes and rests (see vocabulary above) in various patterns. Students will listen to the rhythm and notate the two measure phrase using standard music notation. Students will notate 10 rhythms (about two weeks) before rhythms are collected and assessed. Rhythms can vary in challenge as the students progress in understanding and articulation. This assignment addresses students ability to develop and use standard music notation to notate rhythmic ideas.

Unit 2: Form and Composition

(9-10 weeks)

STANDARDS

MU:H.Cr1, MU:H.Cr2, MU:H.Cr3.1, MU:H.Pr5, MU:H.Pr6, MU:H.Re7.1, MU:H.Re8, MU:H.RE9, MU:H.Cn10, MU:H.Cn11

- A. Students learn fundamentals of harmony and chord progressions (e.g. triads, seventh chords, I, IV and V chord progressions, etc.). Perform with expression and technical accuracy individual performances of a varied repertoire of music that includes melodies and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (such as social, cultural, or historical). Students will be able to relate music to societal, cultural, and historical contexts when creating, performing, and responding. Students will continue to select, develop and use standard notation to document melodic and rhythmic, and harmonic ideas for drafts of melodies over specified chord progressions or

AB/ABA forms and two-to-three chord accompaniments for given melody. Students will self assess to critique, improve, and refine drafts of melodies created over specific chord progressions. Students will have formative and summative assessment performances and assess through personal reflection using teacher-provided criteria.

- B. An example of an assignment from this unit is to have students learn the form and structural chords for a 12 bar blues. Students will play the 12 bar blues for an informal assessment. This concept teaches students the basics of harmonic structure and chord progression.

Second Semester-Course Content

Unit 3: **Fundamentals of arrangement, orchestration and improvisation** (9-10 weeks)

STANDARDS

MU:H.Cr1, MU:H.Cr2, MU:H.Cr3.1, MU:H.Pr4.2, MU:H.Pr5

- A. Students learn tips for improvisation like pentatonic scales, modes and blues scales. Students learn musical techniques such as sequence, variation, phrasing and articulation to use appropriate terminology to discuss and critique personal performance, performances of their peers and recorded musical selections. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that include melodies, improvisations, and chordal accompaniments in a variety of patterns. Students will create rehearsal strategies to address performance challenges and refine the performances. Students will be assessed by performance ready compositions from varied genre that can be evaluated and assessed by students and teachers.
- B. An example of an assignment from this unit is to have a student improvise over a 12 bar blues while other students accompany. This assignment showcases student understanding of use of scales and patterns and melodic fragments in improvisation. Additionally, all students will be assessed in their ability to accompany the soloist.

Unit 4: **Modern Music History** (9-10 weeks)

STANDARDS

MU:H.Pr4.1, MU:H.Pr4.2, MU:H.Pr4.3, MU:H.Pr5, MU:H.Pr6, MU:H.Re7.1, MU:H.Re7.2, MU:H.Re9, MU:H.Cn11

- A. Students will learn and perform music from various genres (rock, pop, soul, and jazz). Students should be able to explain the influence of societal, cultural, and historical contexts for songs from above genres when creating, performing, and responding. Furthermore, students will explain the influence of experiences and contexts (personal, social, and cultural) on the interest in and evaluation of a variety of music repertoire. Students will be able to describe and compare how the elements of music are manipulated and how the knowledge of the context (social and cultural) informs the response of the audience and musicians. Students will be assessed through a summative concert performance of different music genres.

- B. An example of an assignment from this unit is a written assignment where students will categorize songs from a variety of different genres (pop, soul, rock, and jazz) using audio samples. Students will use music and contextual language to state the reasoning for their choice in one to two sentences. This assignment will also be fused with student engagement and discussion amongst peers. This assignment helps students to recognize the difference between different music genres.

Glendale Unified School District

Middle School

Date

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

Department: Visual and Performing Arts

Course Title: Stage Band

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

Grade Level(s): 7-8

School(s)

Course Offered: Roosevelt Middle, Wilson Middle

UC/CSU Approved

(Y/N, Subject): N/A

Course Credits: 10

Recommended

Prerequisite: The instructor uses his or her discretion in determining which students participate. Students should demonstrate a desire to learn to sing/play, develop self-discipline, and strong cooperative skills. Experience in playing an instrument is desirable but not mandatory.

Recommended

Textbook: None

Course Overview: Stage Band is an introductory course focused on music performance. Instrumentation includes but is not limited to guitar, bass, keyboard, vocals, drum set and percussion. Students learn modern musical forms and compositions from rock, pop, soul and jazz. This class encourages self-expression and creativity through composition and improvisation. Performance participation is a requirement of the class.

First Semester-Course Content

Unit 1: Rudiments of Music

(9-10 weeks)

STANDARDS

MU:H.Cr1, MU:H.Cr2, MU:H.Cr3.1, MU:H.Cr3.2, MU:H.Cr5

- A. Through this unit students will become familiar with melodic, rhythmic, and harmonic notation; improvisation; composition; and three or more chord accompaniments in a variety of patterns. Students will utilize standard music notation to articulate and perform music. Music related vocabulary and technique includes: quarter notes and rests, eighth notes and rests, half notes and rests, whole notes and rests, time signatures, dynamics, legato, marcato, crescendo and decrescendo. Students will synthesize their knowledge through personal and group critiques through teacher-provided criteria to improve, and refine simple melodies and chordal accompaniments for given melody. Students will have formative and summative assessment performances through the unit.
- B. An example of an assignment from this unit is for students to notate by dictation, two measure phrases in 2/4, 3/4, or 4/4 (one per day) that utilizes a variety of notes and rests (see vocabulary above) in various patterns. Students will listen to the rhythm and notate the two measure phrase using standard music notation. Students will notate 10 rhythms (about two weeks) before rhythms are collected and assessed. Rhythms can vary in challenge as the students progress in understanding and articulation. This assignment addresses students' ability to develop and use standard music notation to notate rhythmic ideas.

Unit 2: Form and Composition

(9-10 weeks)

STANDARDS

MU:H.Cr1, MU:H.Cr2, MU:H.Cr3.1, MU:H.Pr5, MU:H.Pr6, MU:H.Re7.1, MU:H.Re8, MU:H.RE9, MU:H.Cn10, MU:H.Cn11

- A. Students learn fundamentals of harmony and chord progressions (e.g. triads, seventh chords, I, IV and V chord progressions, etc.). Perform with expression and technical accuracy individual performances of a varied repertoire of music that includes melodies and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (such as social, cultural, or historical). Students will be able to relate music to societal, cultural, and historical contexts when creating, performing, and responding. Students will continue to select, develop and use standard notation to document melodic and rhythmic, and harmonic ideas for drafts of melodies over specified chord progressions or AB/ABA forms and two-to-three chord accompaniments for given melody. Students will self assess to critique, improve, and refine drafts of melodies created over specific chord progressions. Students will have formative and

summative assessment performances and assess through personal reflection using teacher-provided criteria.

- B. An example of an assignment from this unit is to have students learn the form and structural chords for a 12 bar blues. Students will play the 12 bar blues for an informal assessment. This concept teaches students the basics of harmonic structure and chord progression.

Second Semester-Course Content

Unit 3: **Fundamentals of arrangement, orchestration and improvisation** (9-10 weeks)

STANDARDS

MU:H.Cr1, MU:H.Cr2, MU:H.Cr3.1, MU:H.Pr4.2, MU:H.Pr5

- A. Students learn tips for improvisation like pentatonic scales, modes and blues scales. Students learn musical techniques such as sequence, variation, phrasing and articulation to use appropriate terminology to discuss and critique personal performance, performances of their peers and recorded musical selections. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that include melodies, improvisations, and chordal accompaniments in a variety of patterns. Students will create rehearsal strategies to address performance challenges and refine the performances. Students will be assessed by performance ready compositions from varied genre that can be evaluated and assessed by students and teachers.
- B. An example of an assignment from this unit is to have a student improvise over a 12 bar blues while other students accompany. This assignment showcases student understanding of use of scales and patterns and melodic fragments in improvisation. Additionally, all students will be assessed in their ability to accompany the soloist.

Unit 4: **Modern Music History** (9-10 weeks)

STANDARDS

MU:H.Pr4.1, MU:H.Pr4.2, MU:H.Pr4.3, MU:H.Pr5, MU:H.Pr6, MU:H.Re7.1, MU:H.Re7.2, MU:H.Re9, MU:H.Cn11

- A. Students will learn and perform music from various genres (rock, pop, soul, and jazz). Students should be able to explain the influence of societal, cultural, and historical contexts for songs from above genres when creating, performing, and responding. Furthermore, students will explain the influence of experiences and contexts (personal, social, and cultural) on the interest in and evaluation of a variety of music repertoire. Students will be able to describe and compare how the elements of music are manipulated and how the knowledge of the context (social and cultural) informs the

response of the audience and musicians. Students will be assessed through a summative concert performance of different music genres.

- B. An example of an assignment from this unit is a written assignment where students will categorize songs from a variety of different genres (pop, soul, rock, and jazz) using audio samples. Students will use music and contextual language to state the reasoning for their choice in one to two sentences. This assignment will also be fused with student engagement and discussion amongst peers. This assignment helps students to recognize the difference between different music genres.

Glendale Unified School District

High School

Date

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

- Department: Career Technical Education / Visual and Performing Arts
- Course Title: Entertainment Technology and Live Production 3-4 (Honors)
- Course Code: (Educational Services will assign course number after Board Approval)
- Grade Level(s): 10-12
- School(s)
Course Offered: Crescenta Valley High School, Hoover High School
- Course Credits: 5 or 10
- UC/CSU Approved
(Y/N, Subject): Y, "f" Fine Art credits
- Recommended
Prerequisite: Completion of Entertainment Technology and Live Production 1-2 with a grade of "C" or better or by teacher recommendation.
- Recommended
Textbook: Gillette, J. M. (2013). *Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup*. New York, NY: McGraw-Hill.
- Course Overview: Entertainment Technology and Live Production 3-4 (Honors) is the concentrator (2nd year) course in the Arts, Media and Entertainment industry sector. Students will focus on deepening their understanding of scenic design, lighting and sound design techniques and of costume and make-up design as these relate to theatrical and live productions. Through hands-on interactive learning opportunities, students will learn how to run a production facility, hold managerial positions within such facilities (designers, house managers, stage manager, etc.), and develop operation procedures and methodologies. They will also learn the ins and outs of a variety of industry relevant technologies: students will learn about scenic and prop creation, construction and installation; lighting and

sound support and configurations; costuming and makeup construction and managerial arts. Students will be responsible for demonstrating their knowledge and understanding by working and running community events and productions. They will receive in-depth training and education about career paths available in Technical theatre; background knowledge on theatre, art fashion in history; and will further develop systems for workplace etiquette, client/venue communication, and managerial arts of a working production house and scenic shop.

First Semester-Course Content

Unit 1: Safety – Theatre, Shop and Audience Safety

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.6; 3.6; 3.7; 4.1-4.6; 5.0-5.4; 6.0-6.7; 8.4, 9.1-9.4 & 10.0-10.3

Pathway Standards: A2.0-2.2; C1.0-1.4 & C4.0

VAPA: Theatre Proficiency: 5.0-5.3 Theatre Advanced: 5.0-5.4

- A. Students will review: safety procedures; major areas of theatre safety; Occupational Safety and Health Administration (OSHA) regulations; how to read Material Safety Data Sheets (MSDS's); evacuation procedures; usher/house crew responsibilities; shop safety; cooperating with emergency responders in an emergency; 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, take notes and pass a safety test with an A; 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 evaluate and update the venue to OSHA standards.

- B. Students will create a location manager's procedure guide. Each student will work in collaborative groups in order to create the procedure guides. Students can choose how they disseminate the information, be it as a video, a PowerPoint or Prezi presentation, a poster, an interactive lecture, a pamphlet, a notebook handed out prior to events, etc. Students must include information about: basic first aid; evacuation procedures; rules and responsibilities; the different jobs and positions available and the hierarchy involved (i.e. House manager, box office, concessions, ushers, etc.); protocols that must be followed during various emergencies; MSDSs for any chemicals in those specific areas; any relevant

paperwork for that location and OSHA by-laws for that location. 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: **Career training and client relations – Soft skills & job opportunities**

(3 weeks)

STANDARDS

AME Anchor Standards: 3.0 – 3.9; 8.0 – 8.4; 9.0 – 9.4; 10.0 – 10.4 & 11.0 – 11.2

Pathway Standards: A5.0 – 5.4; C3.1 & C4.0 – 4.3

VAPA: Theatre Proficiency: 5.0-5.3, Theatre Advanced: 5.0-5.4

- A. Students will learn: the management hierarchy in theatre; what jobs are available in the entertainment technology and live entertainment industries; what education and trainings are required for those jobs; how to create a resume as well as an industry resume; interview skills; customer service and client handling; union identification and types and AEA rules concerning work calls, breaks, etc. Students will be required to pass a mock interview, a resume review (by an industry professional), a hierarchy and a union quiz before moving on to becoming a designer, crew head or manager.

- B. Students will do a research-based presentation about a specific career in entertainment technology and live production. They will put together either a PowerPoint, Prezi Presentation or Pecha Kucha about one career. Students will orally present on their chosen career. They must include in their presentation: the full job description; where that position is within the hierarchy and how they connect to the process; 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 and soft skills are needed to be developed for the career; the resume and short biography of someone currently working in the field that they have been able to find and 5 possible internship or job posting opportunities for the career. Students will be graded on a “Meets requirement” or “Does not meet requirement” per category rubric as well as on their presentation and public speaking skills. The other students in class 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 each semester they will be assess their growth within their “declared field of focus.”

Unit 3: **Architecture & Design – Architectural history & Computer drafting**

(3 weeks)

STANDARDS

AME Anchor Standards: 4.0 - 4.4; 10.0; 10.3 & 11.0 – 11.2

Pathway Standards: A1.0 – 1.3; A1.5; A2.1 – 2.3; A2.6; A3.0; B3.2; B3.3; B6.4; B7.0 & B7.1

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

- A. Students will learn: how to use basic drafting programs like “Drafty” in order to create computer ground plans and elevations. They will receive a basic overview of architectural design through history (including architectural vocabulary, historical identification and significance as well as theatrical growth and significance).
- B. Students will be given a scene from a play placed within a significant era and they will design a one-location set for that scene using historical information from that time period. They will need to incorporate crucial architectural elements and/or significant art elements into their computer-drafted set. For example: a student designing a set for *Oedipus Rex* would include Greek architectural elements (columns, relief sculptures, etc.), Greek theatre structural needs (amphitheater, Deus ex Machina, cyclorama, etc.), significant artistic elements (proportion, light and shadow, realism, etc.), and they would draft an elevation of their set on the computer using the “Drafty” program. They would then create a 2-3 paragraph designer’s “blurb” explaining their rationale for the architectural elements included within their design. Students will be graded using a 3-point per category rubric in which they show either their Mastery, Applying or Exploring levels of understanding of the architecture, historical and graphic elements involved within the scene and their design.

Unit 4: **Construction – Building the sets for a production**

(4 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; A2.6; B6.3; B6.4; B9.3; 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 to: build scenic pieces; organize the shop for optimum work flow; create stock scenery for quick setup sets for the auditorium and the little theatre; explore woodworking, basic plastics and foams, basic metal works and fabrics. There will be an emphasis on set dressing, interior design and the “live ability” of the space in order to increase realism.

- B. Students will work in collaborative teams in order to create flats, stairs, platforms and doors for future productions. Students will paint, set dress and focus on interior design details such as molding, crown molding, chair rails, window trim, window treatments, doors, pictures, wall paper, etc. for the pieces constructed. They will hone their carpentry skills while developing their understanding of working with foams, plastics, metals and cloth in order to create and craft these scenic pieces. Students will be graded on a “completed” or “not completed” by category rubric that focuses on both individual and group collaborations and contributions. The class will verbally critique the scenic pieces and as a group decide the safest way to store and maintain the work flow of the shop, preserve the scenic elements, and dispose of used/unsafe old materials.

Unit 5: **Sound Equipment Maintenance – Protection & live reinforcement**

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3 & 5.2, Theatre Advanced: 2.3; 5.3 & 5.4

- 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 and mic for live reinforcement. They will learn about the different types of sound reinforcement; about different sound systems; how to set up effects; mic placements; computer boards; setting live levels and mixing.
- B. Students will work in pairs and have to mic and reinforce various different scenarios in an attempt to get the best live sound. For instance: one group may have to figure out how to best mic a drum kit, while another has to figure out how to mic a 3-4 part a cappella choir and another group might have to mic 3 tap dancers for a number. They will be graded against a 3-point per category rubric and look into how their understanding of the microphone system, console and live reinforcement enhanced the acoustic experience.

Unit 6: **Combining the elements – How to mix a live band (large vs small)**

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3 & 5.2, Theatre Advanced: 2.3; 5.3 & 5.4

- A. Students will learn how to live mix multiple instruments and vocals in order to create the best sounding production. They will work on combining elements first from a small “garage” type band, and then work their way up to a larger jazz or swing style band. They will learn about the differences in techniques and how to anticipate what will be needed for the future when preparing for a production.

Students will be responsible for setting up the microphones and sound system, mixing and reinforcing during the performances, and for striking all equipment for the end of the semester choir, jazz and band concerts. They will work in small groups to complete the tasks above. Each group must record the performances so they can be critiqued by the class afterwards. Groups will be assessed at all stages of the setup, performance and strike, and then will undergo a critique with the class. Their final grade for the project is an accumulation of all 4 parts.

First Semester Final - Cumulative Final

(1 week)

Course Content-Second Semester

Unit 7: **Lighting Equipment & Maintenance – Cleaning, fixing and updating**

(3 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3 & 5.2, Theatre Advanced: 2.3; 5.3 & 5.4

- A. Students will learn how to disassemble, service, clean and re-assemble lights; how to solder and repair cables; how to create a maintenance schedule for instruments, lamps, gels, etc. and they will hang a general plot and program all sub-masters and generate all paperwork.
- B. Students will take turns working the “cable desks” where they have to evaluate and service/repair “bad cables” or “bad instruments” before allowing them to re-enter circulation. Over the course of a few days students will work to evaluate the issue with the cable or light, how best to go about fixing the issue, solder if needed, replace pieces if needed, etc. Students will fill out and complete work orders and be responsible for testing cables after they have been fixed. Students will be graded on accuracy, rate of repair, paperwork completion and success rate. If there are no cables or equipment needing repairs, students will work on circuits boards brought in by the instructor to practice their soldering skills and they will be graded on the quality of their work based off a rubric.

Unit 8: **Lighting Design & Programing – Intelligent, LEDs & historic lighting**

(5 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3; 3.0; 3.3 & 5.2, Theatre Advanced: 2.3; 3.0; 3.2; 3.3; 5.3 & 5.4

- A. Students will learn: about the history of lighting in theatre (including angles, reflectors, etc.); they'll also learn how to program LEDs and intelligent lights for general lighting, effects and productions. They will learn how to embed practicals and use LEDs as part of the scenic design for color changing walls, stars and water effects, etc.
- B. Students will work in collaborative groups wherein they will be given an historic scene and they will have to create a $\frac{1}{2}'' = 1'$ scale or a $1'' = 1'$ scale model with embedded LEDs or historic lighting. They will program all cues for the scene and find ways to put LEDs or intelligent lights into the set. They can opt to stylize the lighting to fit the lighting abilities of the time period in which the scene is set. Students will then present a cue-to-cue to the class along with quick reasoning for the design/cue. Students will be graded on their paperwork, cues, model and presentation. There will be a rubric for each portion of the project.

Unit 9: **Costuming – Stitch review, closures, & fashion history**

(4 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3; 3.0; 3.3 & 5.2, Theatre Advanced: 2.3; 3.0; 3.2; 3.3 & 5.3

- A. Students will review different alteration stitches, machine stitching, ways of creating garments, different closures and how they developed over time, and the progression of fashion over time and how art, architecture and fashion affected and advanced one another throughout history.
- B. Students will create costume designs for an historic scene. They must design within the fashion of the time using the colors, fabrics and stitching abilities during that era. Students will create a design presentation board which includes each character, swatch and color pallet. Students will be graded using a rubric looking for cultural and historical accuracy.

Unit 10: Costume production – Pattern, and construction of garments

(4 weeks)

STANDARDS

AME Anchor Standards: 2.1-2.3; 5.0 – 5.4; 6.4; 7.3-7.5; 9.7; 10.3 & 11.1

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A8.2; B3.0-3.3; B5.4; B6.6; B8.1; B8.3 & C5.0

VAPA: Theatre Proficient: 2.3; 3.0; 3.3 & 5.2, Theatre Advanced: 2.3; 3.0; 3.2; 3.3; 5.3 & 5.4

- A. Students will learn: to create their own patterns for costumes using a dress form, muslin, and other techniques such as onion paper, modification of original patterns, and mixing of pieces.
- B. Students will construct one or two (depending on the complexity of the design) costumes from their previous costume designs. They will also develop a cleaning and maintenance schedule for the garments. These garments will be worn by a model and have a “mini” fashion shoot done for the class in which students explain their costumes. They will be graded for historical accuracy, design effectiveness, fit on the model, and how the construction worked.

Honors Final Project –Final Design Project

(4 weeks)

STANDARDS

AME Anchor Standards: 2.0-2.5; 3.1; 4.0-4.5; 5.0 – 5.4; 7.0-7.6; 9.7; 10.3; 11.1 & 11.5

AME Pathway Standards: A1.2; A2.2; A3.0 – 3.6; A4.0; A4.2; A4.6; A5.2; A5.7 & A8.2, B1.0; B3.0-3.3; B5.4; B6.6; B7.4; B8.1 & B8.3, C2.0-C2.3; C3.0; C3.1; C4.0 – 4.5 & C5.0-5.2

VAPA: Theatre Proficient: 2.3; 3.0; 3.3; 5.2 & 5.3, Theatre Advanced: 2.3; 3.0; 3.2; 3.3; 5.3 & 5.4

- A. Students will work collaboratively to create the production design for a production. This is a cumulative final project that ties together elements from the entire year.
- B. Project contents:
 - a. Students will work in groups of 3 or 4. Each will be responsible for their department:
 - i. Scenic
 - ii. Lighting
 - iii. Costume
 - iv. Sound (if it's a group of 3 this department can be combined with lighting)
 - b. Each student within the group will receive a copy of the script.
 - i. Each script must be set in a specific era
 - ii. Each script needs to have multiple design opportunities for each design department.
 - iii. Each script must be annotated and dissected by the designers

- c. Each group will collaboratively read through the entire script. They will be focusing only on the section of script as determined by the instructor. For example: if the play a group is working on is William Shakespeare's *Hamlet*, the instructor would have the group focus only on Act 3 (all scenes in Act 3) for the designs.
- d. Each designer must do their own research pertinent to their department.
 - i. Scenic – Architecture, art of the era, etc.
 - ii. Lighting – How lighting was used during this era and special effects, etc.
 - iii. Costumes – Fashion of the era, art of the era, etc.
 - iv. Sound – How were sound effects handled during the era, how can they be incorporated into a production now, etc.
- e. Each designer will create sketches, costume designs, light plots, soundscapes, etc. for their department. They must include all that are necessary for that Act.
- f. Each designer will generate any cue sheets, plots, ground plans, etc. necessary for their departments.
- g. Each designer will include an artist statement explaining their process and what they learned from this project.
- h. Then as a group they will combine their pieces together as a prompt book.
- i. Finally, they will create a 9 - 12 minute design presentation as if they were presenting their designs to the director and producer. They will present on the day of the final to the class. The presentation needs to include the following:
 - i. A one minute synopsis of the play
 - ii. A 1-2 minute explanation from each designer about their design and reasoning for their design.
 - iii. A one minute explanation as to how the design team combined all elements into a cohesive vision
 - iv. A 1-2 minute question and answer portion.
- j. Students will receive a grade for their portion, the group prompt book, and the group presentation. Rubrics will be given for each graded section.

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

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 21

TO: Board of Education
FROM: Dr. Kelly King, Interim Superintendent
SUBMITTED BY: Dr. Mary Mason, Executive Director, Elementary Education
SUBJECT: Acceptance of DonorsChoose Awards

The Interim Superintendent recommends that the Board of Education accept funding from DonorsChoose to support projects submitted by Marshall Elementary School.

DonorsChoose is an organization that connects concerned individuals, called "Citizen Philanthropists," with classroom teachers, to provide funds or materials for class projects. Public school teachers create student project proposals and submit the one-page essay and list of resources needed. These concerned individuals fund the student projects of their choice, in whole or in part.

DonorsChoose purchases the student materials and ships items directly to the school, using a network of partnerships and vendors. Teachers are required to complete a feedback package, including documenting the project with photographs, which in turn are shared with the individual that funded the project.

The following projects were submitted and awarded by DonorsChoose:

Marshall Elementary School – Kori Seaton, Teacher

Project: Building Tomorrow's Engineers!

This project was awarded two Plus-Plus Block Playsets and one Plus-Plus Baseplate Duo, valued at \$193.59. Engineering is a large part of the District's Next Generation Science Standards. These Plus-Plus Blocks will provide Ms. Seaton's first grade students the tools in the classroom for hands-on learning to create and design amazing items, big and small, that will help them become the engineers of tomorrow.

Marshall Elementary School – Kori Seaton, Teacher

Project: Paper to Learn!

This project was awarded eight reams of standard white copy paper and two reams of various color cardstock paper, valued at \$168.36. Copy and cardstock paper is used on a daily basis in the classroom. Ms. Seaton will use these materials to print out worksheets

in reading, writing, math, science, social studies and art, which will allow students to create work that is more meaningful and conducive to learning.

Marshall Elementary School – Gerald Sharp, Teacher

Project: Wow Bubbles! Engineering Spheres!

This project was awarded Bubble Bonanza: Engineering Bubble Wands, valued at \$624.15. The materials in this STEM bundle will allow Mr. Sharp's fourth grade students to construct observations from the bubbles they make and draw conclusions based on actual hands-on experience. Students will conduct research to support and validate their observations, which will help them better understand and answer questions about why things are and how they work. Students will then be able to convert their ideas and information into a presentation based on their personal experience that will undoubtedly render a lifelong memory.

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GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 22

TO: Board of Education

FROM: Dr. Kelly King, Interim Superintendent

PREPARED BY: Stephen Dickinson, Chief Business and Financial Officer

SUBJECT: **Resolution No. 37 – Board Member Compensation for an Absence in
Accordance with Education Code Section 35120**

The Interim Superintendent recommends that the Board of Education adopt Resolution No. 37 for Board member compensation for an absence in accordance with Education Code Section 35120.

GLENDALE UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 37

BOARD MEMBER COMPENSATION FOR AN ABSENCE
IN ACCORDANCE WITH EDUCATION CODE SECTION 35120

WHEREAS: Education Code Section 35120 authorizes the District to pay a member who is absent from a District Board meeting if, at the time of the District Board meeting, the member is performing services outside the meeting for the District, the Board member is ill or on jury duty, or the absence is due to a hardship deemed acceptable by the Board, and

WHEREAS: Gregory S. Krikorian, Member, Board of Education, was absent from the Board Meeting on May 28, 2019, in accordance with the criteria above, and

WHEREAS: It is the desire of the Board of Education of the Glendale Unified School District to compensate Gregory S. Krikorian for the meeting mentioned above,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Glendale Unified School District duly finds the absence is deemed acceptable by the Board and adopts this resolution on the 4th day of June 2019, to allow compensation for the meeting missed to Gregory S. Krikorian.

I HEREBY CERTIFY that the action on the above-listed item was adopted by the Board of Education of the Glendale Unified School District at a regular meeting held on the 4th day of June 2019.

Ayes:

Noes:

Absent:

Abstain:

Jennifer Freemon
President, Board of Education

GLENDALE UNIFIED SCHOOL DISTRICT

June 4, 2019

CONSENT CALENDAR NO. 23

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. Kennedy Basaly Ibrahim wishes to donate to the District \$100.00 to be used to purchase instructional materials and supplies for use at Clark Magnet High School.
- b. Parents and Community for Fremont School wish to donate to the District \$72.05 to be used to purchase classroom supplies for use at Fremont Elementary School.
- c. James Patterson & Nella Patterson wish to donate to the District through the Educational Services Department \$112.00 to be used for CILS testing fees from non-GUSD students for the FLAG-Italian Program at Franklin Elementary School.
- d. Ivano Gargiulo wishes to donate to the District through the Educational Services Department \$40.00 to be used for CILS testing fees from non-GUSD students for the FLAG-Italian Program at Franklin Elementary School.
- e. Korean Cultural Center wish to donate to the District through the Educational Services Department \$200.00 to be used to support the Korean FLAG Program at Hoover High School.
- f. Henry E. Huntington Library & Art Gallery wish to donate to the District \$320.34 to be used to provide transportation for field trips to the Huntington Gardens for students at Keppel Elementary School.
- g. Lincoln Elementary PTA wish to donate to the District \$1,385.00 to be used toward the purchase of playground equipment at Lincoln Elementary School.
- h. Lincoln Elementary PTA wish to donate to the District \$708.74 to be used to purchase emergency equipment for use at Lincoln Elementary School.

- i. Lincoln Elementary PTA wish to donate to the District \$9,326.36 to be used toward the purchase of Chromebooks with care packs and licensing for students at Lincoln Elementary School.
- j. Lincoln Elementary PTA wish to donate to the District \$131.36 to be used to purchase colored paper for use at Lincoln Elementary School.
- k. Abraham Lincoln Elementary School Foundation wishes to donate to the District \$24,435.00 to be used to pay service contracts, stipends for extra hours, Brain Pop subscription to provide support in the 2019-2020 school year at Lincoln Elementary School.
- l. Mountain Avenue PTA wish to donate to the District \$600.00 to be used to purchase a paper cutter for use at Mountain Avenue Elementary School.